

In total 50 teachers completed the online survey.
68 teachers started, 18 quit.
14 teachers participated in the interviews.

In the main features of the web survey were as follows:

- 1) the resource was easily adapted to the teacher's context,
- 2) the resource was clear and consistent language and the design is also attractive,
- 3) the resource was simple to understand,
- 4) the resource was easily findable online,
- 5) the resource layout is easy to follow.

Which of the key features are the most important?

According to the responses of the survey the teachers highlighted the most important feature as **it can be easily adapted to the teacher's context**. As another important resource - **clear and consistent language and the design is also attractive**, third - the resource was **simple to understand**.

The most important feature as being the most effective resource highlighted in the teachers' interviews was that it must enable abilities to develop at all school levels (including in differentiated work). Besides, it is important to encourage children's creativity (both individually and through group work) and art teaching in a large classroom (for example, in a class of over 24 pupils).

It was noted that the resource must be in the mother tongue (for example in an Estonian and teachers also added that there are few teaching materials in an Estonian for the art education). English resources were highly rated by the teachers. Many teachers mentioned that if there happen to be situation with no suitable resource, then they would create it themselves. Digital learning materials for pupils and also learning environment that facilitate learning – were considered important. It was noted that the current Basic School National Curriculum 2014 also considers to be relevant the availability of resources for learning music.

Most frequently used resources to support teaching

The survey predominantly referred to the Estonian websites as specific resources used by teachers. All interviewees associated more effective outcomes with the availability to use different teaching tools (for example materials and tools for teaching art, musical instruments, quality equipment for listening music).

In the survey was highlighted the application of new technologies, including the use of smart devices. For example, 3 music teachers use the principles of music therapy in their teaching, emphasizing its importance in working with hyperactive children.

For example, one teacher, who is a professional artist, can create all needful from no matter what materials and considers very important an integrated approach to the learning process – from the phase of creating the idea to the exhibition.

A couple of teachers noted that collaboration between teachers in the use of resources could be much greater and more diverse. It was also noted that teachers are often reluctant to share their materials/resources with others. The reason for this was the teachers' self-critical attitude.

Main benefits from resources

Most teachers surveyed said that the **most important benefit** they get from a resource is **ideas for new ways of teaching** expressive arts. Increased confidence, skills and knowledge (in that order) were also considered to be important. The teachers who were interviewed agreed that these were the main benefits.

Art and design are the subjects of expressive arts in which primary teachers have the most confidence. Dance is the subject where teachers are least confident. It is evident from the responses that most of the resources used by the teachers who took part from this survey are used to support music. Dance seems to be the subject that has least resources. As dance and drama are not compulsory subjects in our national curriculum, the teachers did not mention them in their responses.

Confidence in delivering expressive arts subjects

A survey of 68 teachers revealed that only one had no academic education. This teacher has participated in the modular training of the Estonian Academy of Music and Theater and received a certificate.

Art/design and music are the subjects of expressive arts in which primary teachers feel most confident:

nearly half of the surveyed teachers feel in teaching both very confident and just confident. As dance and drama are not compulsory subjects in our national curriculum, the teachers did not mention them in their responses. The interviews revealed that music teachers would also like to develop their skills in dance and to use those for example while visualizing music.

Summary of the findings from the online survey

According to the primary teachers who took part in the survey the summary is as follows:

- **Art and design** are the subject in which most are either **confident** or very confident in teaching.
- Dance and drama are not compulsory subjects in an Estonian national curriculum. Music teachers want to develop their skills and knowledge in this area.
- **Music** is the subject in which teachers use **most resources**. It is important to reuse/recycle materials in art and design. Also, in music, for example, the preparation of simple rhythm instruments, which could be prepared through integrated technology lessons.

- The two most important features of an effective resource are as follows: **it can be easily adapted to the teacher's context**. As another important resource - **clear and consistent language and the design is also attractive**.
- **Visual resources** are the **most widely used** resources by teachers. Specifically, in music education, the most used resources are different kind of musical instruments (recorders, zithers, rhythmical instruments).

Summary of findings from the interviews

- Teachers want to use resources that are interactive or/and paper-based, too. The coherence between the two allows to diversify learning, develop pupils' skills, abilities and creativity, both individually and in groups.
- The resources/texts must be in the mother tongue, and if there would be a need to develop foreign language, then they must also be in the foreign language.
- Teachers are ready to adapt and use new ideas in teaching.
- A lot of video material is used in teaching, which is available both during and outside the classroom, for example for solving homework.
- Estonian art and music teachers are confident in teaching. Art teachers are somewhat more willing to create their own teaching materials than music teachers. However, they appreciate materials that have already been created and materials with clear structure and simple instructions.
- Teachers consider training to be inevitable. An inclusive learning approach also places new demands on the development and acquisition of teachers' professional skills. For examples like developing critical thinking and analytical skills, collaborative skills and the use of digital tools in learning.

In general, the results of teachers' interviews correlate with online survey responses.