

Enhancing Comprehensive Literacy through Extracurricular Arts Education: Strategies for Primary and Secondary School Implementation in China

Li Zhuoran^{1*}, Nurfaradilla Mohamad Nasri¹

¹Faculty of Education, Universiti Kebangsaan Malaysia

*Corresponding Author Email: p145878@siswa.ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v14-i3/25976> DOI:10.6007/IJARPED/v14-i3/25976

Published Online: 21 July 2025

Abstract

Arts education in primary and secondary schools plays a critical role in fostering students' comprehensive literacy, including creativity, aesthetic appreciation, and humanistic values. In China, however, arts education often receives less emphasis compared to core subjects such as mathematics and science. This study investigates strategies to enhance arts education in the Chinese context by focusing on the integration of extracurricular activities, aiming to supplement the limitations of traditional classroom instruction in terms of time, content, and resources. Through a systematic literature review and analysis of relevant domestic and international practices, the research highlights the effectiveness of extracurricular activities in boosting students' artistic interest, creativity, collaborative abilities, and interdisciplinary thinking. The study also underscores the importance of teacher professional development, and the implementation of personalized teaching approaches tailored to diverse student needs. Findings reveal that extracurricular arts activities significantly contribute to students' emotional well-being and non-verbal abstract reasoning. This research provides practical recommendations for educators and policymakers in China to strengthen support for extracurricular programming through improved resource allocation and targeted teacher training. Future research should incorporate empirical data and technological innovations to further optimize extracurricular activity design and advance the sustainable development of arts education in China.

Keywords: Primary and secondary education, Art Education, Teaching Strategies for extracurricular Activities, Research on Educational Practices

Introduction

Art education plays a crucial role in the holistic development of students, enhancing their aesthetic ability, creativity, and expression through music, art, and drama (Yang, 2024). However, the traditional classroom teaching model in China faces several challenges, including limited instructional time, unequal distribution of educational resources, particularly in rural and remote areas, and a lack of innovative and engaging content. These

issues have hindered the effectiveness of art education, preventing it from meeting the diverse needs of students and limiting their comprehensive development (Chen, 2023).

In response to these challenges, China has initiated a series of curriculum reforms aimed at improving the quality and accessibility of art education across the country, particularly in rural regions where resources are scarce. These reforms have introduced new policies that emphasize equal access to educational resources, innovative teaching methods, and the integration of extracurricular activities into the core curriculum. The reforms also promote student-centered learning, where creativity, critical thinking, and practical skills are fostered alongside academic knowledge (Zhang, 2023).

Stakeholders, including students, teachers, parents, and academic professionals, have responded to these changes with varying degrees of enthusiasm. Teachers have generally welcomed the new policies, as they provide more flexibility and creative freedom in lesson planning. However, many educators, especially in rural areas, have expressed concerns about the lack of adequate training and resources needed to implement the new teaching methods effectively. Parents and communities, particularly in urban areas, are optimistic about the reforms, seeing them as a step towards a more well-rounded education for their children. On the other hand, in more rural or economically disadvantaged regions, there remains skepticism about whether these reforms will lead to tangible improvements, given the persistent issue of resource allocation (Sawyer, 2017).

Despite these concerns, the integration of extracurricular activities has been recognized as an innovative strategy for enhancing student engagement and learning outcomes in art education. Research suggests that extracurricular activities offer students additional opportunities to participate in artistic creation in more informal, flexible environments, which can spark greater interest and motivation (Blagoeva, 2019). These activities also promote the development of independent learning skills and teamwork, further supporting the comprehensive development of students (Kozan, 2024).

This study seeks to explore the current issues and status of arts education in China's primary and secondary schools, particularly in the context of recent curriculum reforms. The motivation for this study stems from growing concerns over the declining emphasis on arts education amid increasing academic pressure and standardized testing, which often marginalize creative subjects. Recognizing the transformative potential of arts education in fostering creativity, emotional expression, and critical thinking, this research aims to re-establish its importance in the broader educational landscape.

The study will examine how extracurricular activities can be effectively incorporated into the curriculum to enhance student engagement and learning outcomes in art education. By conducting a literature review, this paper will analyze the design and implementation of teaching strategies that incorporate extracurricular activities, evaluate their feasibility and effectiveness, and provide insights for future educational practices.

This study contributes to the academic field by offering a comprehensive theoretical overview of current research on art education and extracurricular activities, serving as a valuable reference for educators and policymakers. Practically, it proposes actionable strategies for

integrating extracurricular activities into art education to promote innovation in primary and secondary schools across China. The findings aim to support educators in creating a more engaging and holistic learning experience, thereby contributing to students' overall academic and personal development and strengthening the role of arts in achieving well-rounded education.

Research Methodology

This study employed a literature review as its primary research method, guided by the structured "Literature Review Synthesis Process" proposed by Ibrahim (2008). The identification of key topics was based on Ibrahim's construct categorization technique, which involves formulating research questions using three core constructs—"WHO," "WHAT," and "HOW." These constructs were used to generate focused research questions and corresponding keywords for the review. In this study, WHO refers to primary and secondary school, WHAT is extracurricular arts education, and HOW, means to enhance comprehensive literacy. According to three RQ Constructs, there are three topics that can be defined to collect the articles: a) The status of art education in primary and secondary schools in China; b) The development of extracurricular activities in art education; c) Challenges and future tends of teaching strategies for extracurricular activities. This study selected related articles under RQ Constructs. The search for relevant articles was conducted under these keywords: ("art* education" OR "extracurricular art* education") AND ("primary school" OR "secondary school" OR "primary and secondary school") AND ("comprehensive literacy" OR comprehensive) through Google Scholar, Scopus and Web of Science databases. After those titles were searched and abstracts screened among the whole research articles from 2015 to 2025, 69 articles were initially identified. The original literature was manually screened. Inclusion criteria were: (1) research focus on primary and secondary schools; (2) topics on extracurricular activities in art education; (3) strategies for extracurricular activities to enhance comprehensive literacy. Exclusion criteria were: (1) primary and secondary schools, but not art education; (2) not mention about extracurricular activities in art education. According to the criteria, 16 articles were finally selected for this review through detailed search inquiry as table 1 lists. These articles are reviewed according to the identified topics: (a) The status of art education in primary and secondary schools in China; (b) The development of extracurricular activities in art education; (c) Design and practice of teaching strategies for extracurricular activities; (d) Challenges and future tends of teaching strategies for extracurricular activities.

Table 1

Selected articles for literature review based on criteria

	Title	Authors	Year	Meet criteria	Challenges	Research method
1	Current situation and strategy construction of art teachers' ability improvement under the guidance of new curriculum standards	Lilin Chen	2024	Yes	Teachers have outdated concepts, lack a comprehensive understanding of art courses, tend to teach in a specialised way, and have an outdated evaluation system.	Literature review, qualitative research, mixed method research
2	Status and Countermeasures of Fine Art Education in Primary and Secondary Schools in Ethnic Minority Areas	Liu Yuhan	2023	Yes	Outdated art education concepts, lack of resources, weak teaching staff, etc.	Literature review, case study, mixed method study
3	The challenges of implementing primary arts education: What our teachers say	Frances Alter, Terrence Hays, Rebecca O'Hara	2009	Yes	Overcrowded classes, underprepared non-specialist teachers, etc.	qualitative research
4	A Study on the Teaching of Secondary School Students' Creative Ability Cultivation under the Core Literacy of Art	Wang Siya	2023	Yes	Teachers pay too much attention to the content of the materials, students are not enthusiastic about learning, and the curriculum is not scientific, etc.	Case study, mixed method study
5	Curriculum Enrichment for 21st Century Skills: A Case for Arts Based Extra-Curricular Activities for Students	Olibie, Eyiuche Ifeoma, Madumere Ifeoma	2015	Yes	Not explicitly stated, but the importance of extracurricular artistic activities for the development of students' 21st century skills was discussed	Case study, survey research, qualitative research, mixed methods research
6	Extracurricular music and visual arts activities are related to academic performance improvement in	Chiaki Ishiguro, Toru Ishihara, Noriteru Morita	2023	Yes	Researching the relationship between musical and visual arts activities and academic performance	Longitudinal research, structural equation modelling

	school-aged children					
7	"Learning the Ropes": Pre-service Arts Teachers Navigating the Extracurricular Terrain	Christina C. Gray, Geoffrey M. Lowe	2019	Yes	Insufficient training for art teachers to participate in extracurricular activities	Phenomenological research, field research, mixed-method research
8	THE ORGANIZATION OF EXTRACURRICULAR WORK WITH PRIMARY SCHOOL CHILDREN BY MEANS OF FINE ARTS	V. Diachenko, O. Kravets	2023	Yes	Develop primary school students' creative skills and aesthetic taste through extracurricular art activities	Survey research, case study, qualitative research, mixed method research, phenomenological research
9	New art and culture – inspired pedagogy to Finnish schools	Hanna Koskimies, Iina Berden, Emma Harju	2018	Yes	Introduce arts and cultural activities into Finnish schools to enhance students' creativity and critical thinking	Case study, mixed method study, action research, literature review, longitudinal study
10	Implementation Path of Extracurricular Aesthetic Education Practices Based on Interdisciplinary Theme Learning	Biyun Zhang	2024	Yes	Implementing courses based on interdisciplinary thematic learning in extracurricular aesthetic education practice	Literature review, action research, case study, mixed method research
11	Integrating music, drama and visual arts in extracurricular programs: enhancing psychological development in early school-aged children	Liudmyla Brovchak	2023	Yes	The impact of the integration of music, drama and the visual arts on children's psychological development	Study of mixing methods
12	Character Education Values in Traditional Dance Extracurricular Activities in Elementary Schools	Trivena, Theresyam Kabanga, Hakpantria, Weryanti Laen Langi, Roni La'biran, Sanda	2023	Yes	Cultivating the value of character education in traditional dance extracurricular activities	Qualitative research, field research, case studies, content analysis, mixed methods research
13	Graphic Design and Education: A Systematic Review on The Evolution, Diverse Aspects,	Halina Ramli, Norshahila Ibrahim, Putri Taqwa Prasetyaningrum,	2024	Yes	Integrating modern technology and innovative teaching	System analysis, literature review, qualitative research, quantitative

	Innovations in Teaching Methods, and Interconnected Changes in Design	Muhammad Abdul Malik Saedon			methods to promote the evolution of design education	research, mixed method research
14	"Learning the Ropes": Pre-service Art teachers Navigating the Extracurricular Terrain	Christina Gray, Geoffrey Lowe	2019	Yes	Arts teachers undertake a multitude of extracurricular activities. Yet, while these activities consume considerable time and require specific expertise, little attention is afforded to developing these skills and expertise during pre-service training.	Focus group discussion
15	The challenges of implementing primary arts education: What our teachers say	Frances Alter, Terrence Hays, Rebecca O'Hara	2009	Yes	Forming models of quality arts education in the early years of primary school can also be a highly problematic task.	Literature review
16	Curriculum integration: the challenges for primary and secondary schools in developing a new curriculum in the expressive arts	Judith Kneena, Thomas Breeze, Sian Davies-Barnes, Vivienne Johna, Emma Thayera	2020	Yes	Whilst the teachers are united in their ambition for establishing a curriculum that gives greater status to the arts, curriculum integration presents significant challenges.	Literature review, interview, observation

Results

The Status of art Education in Primary and Secondary Schools in China

Primary and secondary art education, as an important part of student' comprehensive development, has received widespread attention from scholars at home and abroad in recent years (Gray & Lowe, 2019). Research shows that art education not only enhances students' aesthetic ability and creativity, but also promotes their emotional development and social adaptability. However, primary and secondary art education still faces many challenges, such

as insufficient teaching resources, a single curriculum, and an imperfect evaluation system (Ishiguro, et al., 2023).

Studies have found that in China, primary and secondary art education resources are scarce in minority areas, and teachers' professional quality is insufficient, resulting in poor implementation of art education (Liu, 2023). Further research has found that the implementation of new curriculum standards has placed higher demands on the abilities of art teachers, who need to innovate in their teaching concepts and methods to meet the diverse needs of art education (Chen, 2024). In addition, research has shown that art education in secondary schools should focus on cultivating student' core artistic literacy, but in actual teaching, teachers often place too much emphasis on the transmission of skills and neglect the cultivation of students' creativity and aesthetic ability (Wang, 2023).

In foreign countries, research on art education has also made significant progress. For example, research conducted through the Creative Bridges project found that integrating music, drama and visual arts into extracurricular activities can significantly improve the non-verbal abstract reasoning ability and emotional health of elementary school students (Brovchak, 2023). In addition, Finland has promoted the participation of children and adolescents in art education through government projects, which has effectively improved the popularity and quality of art education (Koskimies, Berden, & Harju, 2018). These studies provide important theoretical and practical support for the implementation of art education in primary and secondary schools.

In summary, art education in primary and secondary schools is of great significance in improving student' comprehensive quality as figure 1 presents. However, to truly achieve the goals of art education, comprehensive improvements are needed in areas such as teacher training, curriculum design, and evaluation systems. Research results at home and abroad provide us with valuable experience and reference. Future art education reforms should pay more attention to diversity and personalization to comprehensively improve students' artistic literacy and comprehensive abilities.

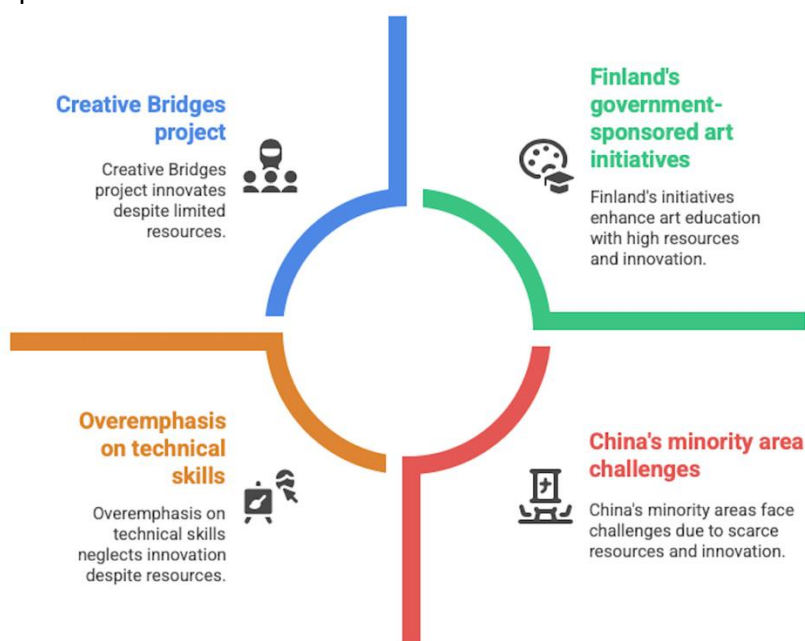


Figure 1. The Significance and Challenges of Primary and Secondary Art Education in China

The development of extracurricular activities in art education

The use of extracurricular activities in art education has become an important way to enhance students' comprehensive quality. Research shows that extracurricular art activities not only enrich students' learning experience, but also effectively promote the integration and application of interdisciplinary knowledge, providing diversified support for students' comprehensive development (Ramli Ramli, et al., 2024). By combining art with other fields such as technology, sports and nature, extracurricular activities provide students with an interdisciplinary learning platform, enabling them to improve their aesthetic ability, creativity and ability to solve practical problems in practice (Zhang, 2024). This kind of interdisciplinary thematic learning activity not only broadens student' knowledge horizons, but also provides a diverse learning experience, thus promoting the comprehensive improvement of their overall quality.

As an interdisciplinary learning method, extracurricular activities have important academic value and practical significance in the application of art education. By combining art with technology, sports, nature and other fields, extracurricular activities can effectively promote students' aesthetic education and practical skills (Zhang, 2024). For example, in extracurricular activities on the theme of 'art and technology', students can combine artistic creation with technological innovation to enhance their interdisciplinary thinking skills by designing digital artworks or participating in technological art exhibitions. This learning approach not only stimulates student' creativity, but also helps them master the integration and application of multidisciplinary knowledge in practice (Olibie & Ifeoma, 2015).

In addition, interdisciplinary artistic activities can also cultivate students' teamwork and problem-solving skills. Many schools enhance students' sense of participation and creativity by offering a wide range of extracurricular artistic activities, such as painting, music, and dance. These activities emphasise student' independent exploration and collaborative learning, helping students to experience the charm and value of art in practice. For example, Finland's education programme has enabled students to participate in high-quality arts and cultural activities outside of school by introducing arts activities into schools, stimulating creativity and critical thinking (Koskimies, Berden, & Harju, 2018). This educational model not only enriches students' learning experience, but also provides them with diverse learning opportunities to promote the all-round improvement of their comprehensive quality. Extracurricular arts activities also show significant results in cultivating student' emotional development and social skills. Studies have shown that arts integration programmes not only improve students' academic performance, but also promote their emotional health and social skills (Liu, 2023). For example, in extracurricular activities that combine music, drama and visual arts, students can not only express their emotions through participating in group creation and performances, but also improve their communication skills and social skills in teamwork. This model of arts education provides students with a platform to express their emotions and develop their creativity, which helps to develop their emotional and social skills in a holistic way. In addition, extracurricular arts activities can also help students develop a positive self-concept and values. Research has pointed out the important role of traditional dance extracurricular activities in cultivating students' personalities and values (Trivena et al., 2023). Through participation in traditional dance activities, students can not only improve their artistic skills, but also develop positive values and personality traits in the process of

cultural inheritance. This cultivation of emotions and values is of great significance to the comprehensive development of students.

In actual teaching, many schools have achieved remarkable educational results by developing a variety of extracurricular arts activities. For example, the Finnish education project has enabled students to participate in high-quality arts and cultural activities outside the classroom by introducing arts activities into schools, stimulating creativity and critical thinking (Koskimies, Berden, & Harju, 2018). After the implementation of the project, about 90,000 students participated in these activities, and many students discovered new artistic hobbies in the process, which reflects the positive impact of arts education on student' personal development. In China, some schools have effectively enhanced students' learning interest and comprehensive ability by designing interdisciplinary extracurricular art activities, such as combining painting with scientific experiments and music with mathematics. These practical examples show that extracurricular art activities not only enrich students' extracurricular life, but also provide a diverse learning experience and promote their all-round development (Alter, et al., 2009).

In summary, as figure 2 lists, the application of extracurricular activities in art education has important academic value and practical significance. Through interdisciplinary integration, creativity training and emotional development, extracurricular art activities can effectively enhance students' comprehensive literacy and artistic abilities. Future research should further explore how to optimise the design and implementation strategies of extracurricular activities to better meet the diverse needs of students and promote the sustainable development of art education.

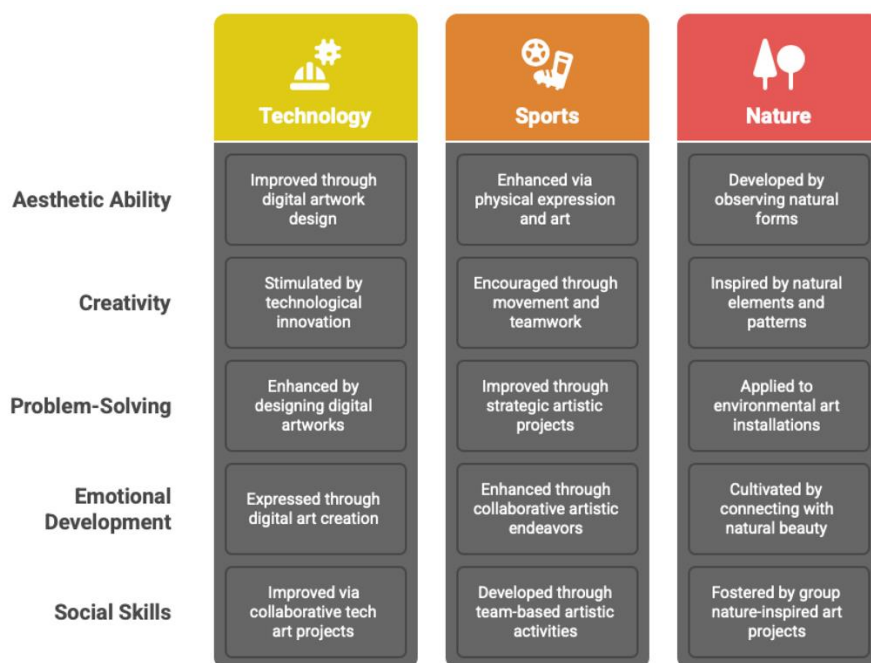


Figure 2. Extracurricular Activities in Art Education

Design and Practice of Teaching Strategies for Extracurricular Activities

Research shows that extracurricular art activities not only stimulate students' creativity, but also effectively improve their aesthetic literacy and respond positively to social needs (Diachenko & Kravets, 2023). Specifically, researchers recommend that teachers, when

designing extracurricular activities, should fully integrate the characteristics of the subject, pay attention to individual differences among students, and develop activity plans suitable for different ability levels. This strategy helps to achieve personalised education and improve the educational effectiveness of extracurricular activities by meeting the diverse needs of students in a targeted manner. For example, for students with different artistic abilities, teachers can design multi-level art projects so that each student can develop and grow at a level that suits them (Kneen, et al., 2020).

In the design and practice of extracurricular activity teaching strategies, researchers have proposed a variety of effective teaching methods to promote the comprehensive development of students' comprehensive quality. The implementation of the arts curriculum standards requires teachers to focus not only on the transmission of skills, but also on the improvement of student' comprehensive quality in extracurricular activities (Chen, 2024). To this end, teachers should design student-centred activities that encourage students to actively learn and explore through practice, thereby enhancing their artistic appreciation and creativity. This teaching method emphasises students' independent learning in real-life situations, so that they can experience the value and charm of the arts through personal experience.

In addition, the professional development and capacity building of teachers is also key to the successful implementation of the teaching strategies for extracurricular activities. Teachers need to continuously improve their artistic literacy and teaching ability to meet the requirements of the new curriculum standards (Chen, 2024). By participating in professional training and teaching seminars, teachers can acquire the latest educational concepts and practical methods to better design and implement extracurricular art activities. This will not only help improve student' art education experience, but also promote teachers' own professional growth and career development. For example, through seminars and exchanges, teachers can learn how to more effectively integrate knowledge from different disciplines in extracurricular activities to cultivate student' interdisciplinary thinking and comprehensive abilities.

In summary, as figure 3 explanation, the teaching strategies for extracurricular activities should be student-centred, focus on personalised education, and strengthen the professional development of teachers. Future research can further explore how to optimise the design and implementation strategies for extracurricular activities to better meet the diverse needs of students and enhance the overall effectiveness of arts education. This comprehensive, multi-level education model not only enriches students' learning experience, but also provides a solid foundation for their all-round development.

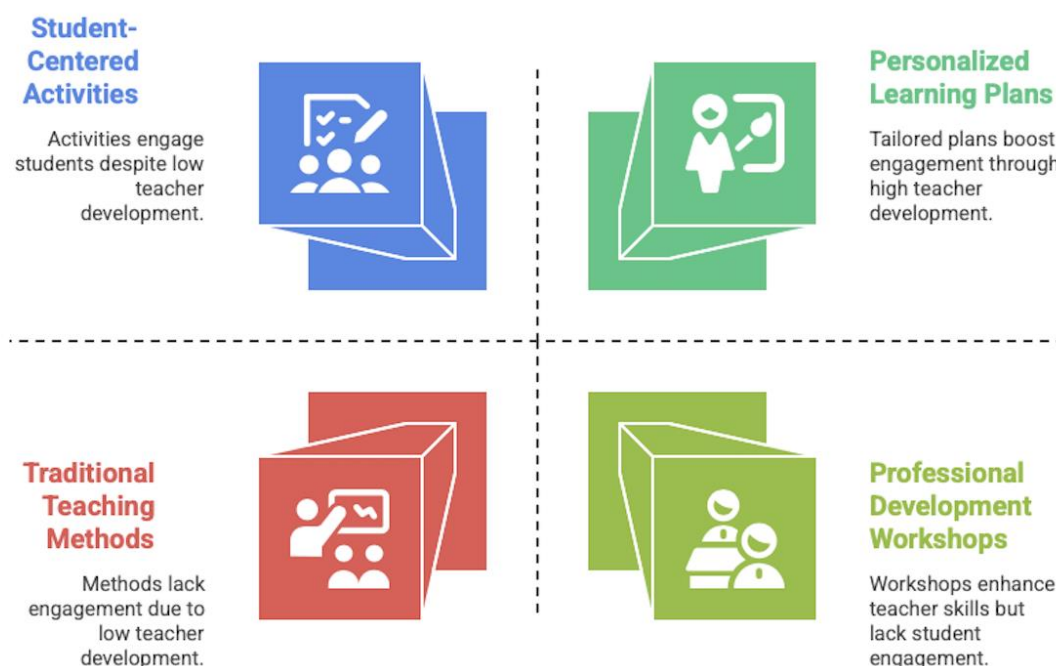


Figure 3. Strategies for Enhancing Extracurricular Art Education

Challenges and Future Trends of Teaching Strategies for Extracurricular Activities

In exploring teaching strategies for extracurricular activities in arts education, innovation and adaptability are seen as critical for effective implementation (Wang, 2023). Within secondary school arts education, fostering students' core artistic literacy remains a central teaching objective. To meet the diverse developmental needs of students, a variety of effective classroom strategies have been proposed. These strategies not only focus on enhancing students' artistic skills but also aim to develop their innovative thinking, adaptability, and holistic growth. This approach highlights the potential of arts education to contribute to well-rounded student development.

Moreover, research involving Australian primary school teachers emphasizes the significant influence of teachers' personal experiences with the arts on their instructional methods (Alter, Hays, & O'Hara, 2009). The study shows that teachers' own artistic backgrounds not only shape their teaching styles but also have a direct impact on students' learning experiences. This is particularly relevant in addressing the challenges posed by an increasingly 'crowded curriculum.' The research suggests that by improving the quality of teachers' arts education, students will be better supported in their artistic exploration and growth. This underscores the importance of teacher professionalism as a key factor in enhancing the overall learning experience in arts education.

In practice, interdisciplinary integration and personalized teaching strategies have shown promising results. Some schools have successfully combined the arts with subjects like science and mathematics to design innovative extracurricular activities, such as "Art and Technology Workshops" or "Music and Mathematics Exploration Projects." These initiatives not only spark students' interest but also enhance their critical and creative abilities. Interdisciplinary integration enriches students' extracurricular learning, offering a diverse and comprehensive experience that promotes their all-around development. These examples demonstrate that extracurricular arts activities play a vital role in enhancing students' skills and guiding their

interests. Through continuous innovation and adaptation to changing educational needs, these strategies provide students with richer, more effective learning paths, helping to achieve broader educational goals.

In summary, extracurricular teaching strategies in arts education hold significant potential for fostering students' comprehensive development as figure 4 presents. Research indicates that innovation and adaptability are key to the successful implementation of these strategies. By cultivating students' core artistic literacy, and enhancing their creativity and adaptability, arts education contributes to their overall growth. Additionally, the influence of teachers' personal artistic experiences on their teaching practices and students' learning underscores the importance of improving teacher training in the arts. Finally, the success of interdisciplinary integration and personalized teaching strategies highlights the future potential of extracurricular arts activities to enrich students' learning experiences and develop their abilities. These findings affirm the unique value of arts education in achieving holistic educational outcomes and offer a roadmap for future practice.

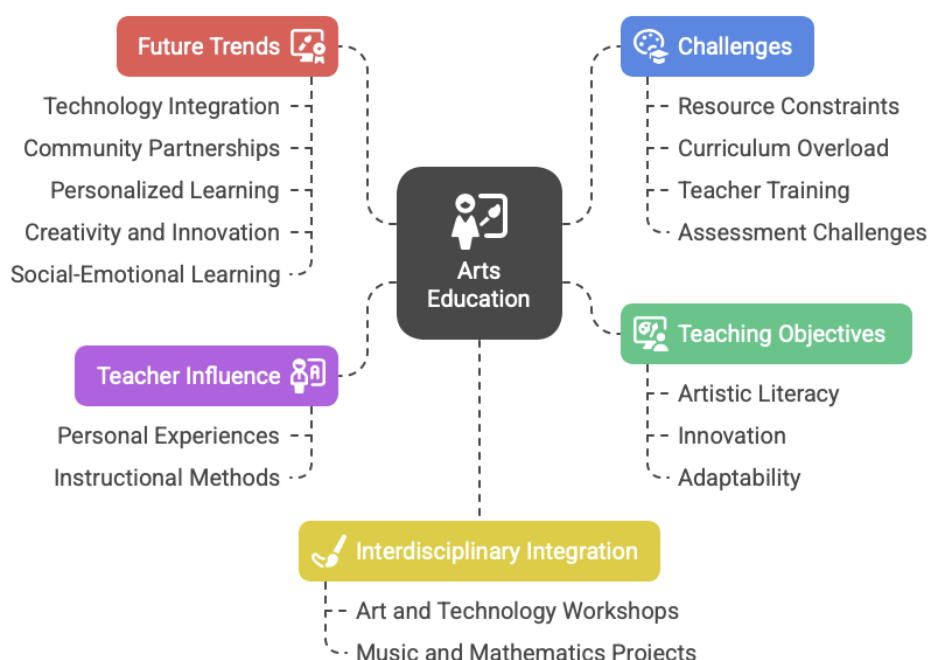


Figure 4. Enhancing Arts Education: Strategies and Challenges

Discussion

This study systematically explores the teaching strategies of extracurricular activities in primary and secondary art education and their role in enhancing students' comprehensive literacy through a literature review. The findings suggest that extracurricular activities can effectively address the limitations of traditional classroom teaching, providing students with more opportunities for practice and experience, thereby boosting their interest in the arts, creativity, teamwork skills, and interdisciplinary thinking. Additionally, the study highlights the critical role that teachers' professional development and personalized teaching strategies play in the successful design and implementation of extracurricular activities.

Benefits of the Curriculum Reforms

The reforms in China's primary and secondary art education curriculum, particularly the integration of extracurricular activities, offer several significant benefits. These changes align with global trends in art education reform, such as Finland's "Creative Bridges" project, which integrates creative and interdisciplinary activities into the curriculum to enhance students' non-verbal abstract reasoning and emotional health. Similarly, in China, the interdisciplinary art activities and extracurricular programs introduced as part of the reforms have helped to cultivate students' creativity and critical thinking, contributing to their overall development. By comparing China's reforms with successful international models, such as those in Finland, it becomes clear that integrating extracurricular activities fosters a more dynamic and student-centered learning environment. For instance, Finland's emphasis on personalized, creative learning experiences through extracurricular activities has been instrumental in improving students' cognitive, social, and emotional skills, leading to a more holistic educational experience. China's adoption of similar practices has shown promise in enhancing student engagement and learning outcomes, especially in arts education. These reforms are providing solutions to the long-standing issues of limited classroom time, resource disparities, and monotonous content by offering diverse, engaging learning opportunities outside the traditional classroom setting.

Challenges of the Curriculum Reforms and Suggestions for Improvement

Despite the positive impact of the curriculum reforms, several challenges remain, particularly in resource allocation and the professional development of teachers. In many regions of China, particularly in rural and economically disadvantaged areas, the uneven distribution of resources remains a significant barrier to the successful implementation of extracurricular activities. Schools in these areas often lack access to qualified art teachers, modern materials, and extracurricular programs, which limits the reach and effectiveness of the reforms.

Moreover, while the reforms have introduced new teaching strategies, many educators face difficulties in adapting to these changes due to a lack of proper training and support. Teachers in both urban and rural areas have expressed concerns about the insufficient professional development opportunities available to help them integrate extracurricular activities into their teaching practices effectively. Without adequate training, teachers may struggle to create engaging, meaningful learning experiences for their students through extracurricular activities.

To address these challenges, the government and policymakers should focus on improving resource distribution and providing targeted support for rural and underfunded schools. This could include funding initiatives to ensure that all schools have access to the necessary materials, facilities, and qualified teachers to implement extracurricular programs effectively. Additionally, enhancing teacher training programs is essential for equipping educators with the skills and knowledge needed to design and facilitate extracurricular activities that align with the curriculum reforms. Offering professional development workshops, online courses, and peer mentoring could help teachers better understand the benefits of extracurricular activities and how to integrate them into their teaching strategies.

Furthermore, the use of technology could be a valuable tool in overcoming resource shortages and expanding access to extracurricular activities. Virtual art classes, online

collaborative projects, and digital platforms for artistic expression could provide students in remote areas with the same opportunities for creative growth as their peers in urban regions. By leveraging technology, schools can create more inclusive and accessible extracurricular programs that meet the diverse needs of all students.

Conclusion

This study explores the teaching strategies of extracurricular activities in primary and secondary art education and their role in improving students' comprehensive literacy through literature review. The study found that extracurricular activities can effectively compensate for the shortcomings of traditional classroom teaching, significantly enhance students' interest in the arts, creativity, teamwork skills and interdisciplinary thinking skills, while emphasising the importance of teacher professional development and personalised teaching strategies. The study provides practical guidance for educators and serves as a reference for policymakers to optimise resource allocation and teacher training. Despite issues such as the limitations of the scope of the literature and insufficient data analysis, future research can further expand the scope, combine empirical data and technological innovation to optimise the design of extracurricular activities and promote the sustainable development of arts education.

References

- Alter, F., Hays, T., & O'Hara, R. (2009). The challenges of implementing primary arts education: What our teachers say. *Australasian Journal of Early Childhood*, 34(4), 22-30.
- Alter, F., Hays, T., & O'Hara, R. (2009). The challenges of implementing primary arts education: What our teachers say. *Australasian Journal of Early Childhood*, 34(4), 23-34.
- Begum, M., Yaseen, S., & Faisal, M. H. (2025). Determining the Relationship between Co-Curricular Activities and Students' Leadership Skills at Secondary Level. *Journal of Social Signs Review*, 3(1), 305-335.
- Blagoeva, N. V. (2019). Project-based integration of contemporary art forms into teaching visual arts to primary school students in the after-school art clubs. *International Journal of Education & the Arts*, 20(18).
- Brovchak, L. (2023). Integrating music, drama, and visual arts in extracurricular programs: Enhancing psychological development in early school-aged children. *Sapienza: International Journal of Interdisciplinary Studies*, 5, e24052.
- Chen, L. (2024). Current situation and strategy construction of art teachers' ability improvement under the guidance of new curriculum standards. *Frontiers in Art Research*, 6(5), 24-29.
- Chen, Y. (2023). A Review of 20 Research for Music Teaching in Contemporary Junior High Schools in China. *Asian Journal of Education and Social Studies*, 49(4), 377-389.
- Deer, G., Tadesse, E., Chen, Z., Khalid, S., & Gao, C. (2023). The impact of Chinese adolescents' visual art participation on self-efficacy: A serial mediating role of cognition and emotion. *Plos one*, 18(11), e0288379.
- Dello-Iacovo, B. (2009). Curriculum reform and 'quality education' in China: An overview. *International journal of educational development*, 29(3), 241-249. doi10.1016/j.ijedudev.2008.02.008
- Diachenko, V., & Kravets, O. (2023). The organization of extracurricular work with primary school children by means of fine arts. *Journal of Arts Education*, 15(3), 45-58.

- Gray, C. C., & Lowe, G. M. (2019). "Learning the ropes": Pre-service arts teachers navigating the extracurricular terrain. *Australian Journal of Teacher Education*, 44(4), 1-15.
- Ishiguro, C., Ishihara, T., & Morita, N. (2023). Extracurricular music and visual arts activities are related to academic performance improvement in school-aged children. *Science of Learning*, 8(1), 1-10.
- Kneen, J., Breeze, T., Davies-Barnes, S., John, V., & Thayer, E. (2020). Curriculum integration: The challenges for primary and secondary schools in developing a new curriculum in the expressive arts. *The Curriculum Journal*, 31(2), 258-275.
- Koskimies, H., Berden, I., & Harju, E. (2018). New art and culture-inspired pedagogy to Finnish schools. *International Journal for Research on Extended Education*, 6(2), 205-212.
- Kozan, B. E. (2024). *The Effects of Language Oriented Extra-Curricular Activities on 7th Grade Students' Productive Skills and Attitudes Towards English Language* (Doctoral dissertation, Middle East Technical University (Turkey)).
- Liu, Y. (2023). Status and countermeasures of fine art education in primary and secondary schools in ethnic minority areas. *Pacific International Journal*, 6(2), 69-72.
- Olibie, E. I., & Ifeoma, M. (2015). Curriculum enrichment for 21st century skills: A case for arts-based extra-curricular activities for students. *International Journal of Recent Scientific Research*, 6(7), 4876-4882.
- Qisen, Z., Jamaludin, K. A., Nasri, N. M., & Jinglong, L. (2024). Computer-assisted education and application in the music flipped classroom: A review of the literature. *Edelweiss Applied Science and Technology*, 8(4), 1297-1308.
- Ramli, H., Prasetyaningrum, P. T., & Saedon, M. A. M. (2024). Graphic design and education: A systematic review on the evolution, diverse aspects, innovations in teaching methods, and interconnected changes in design. *Journal of ICT in Education (JICTIE)*, 11(1), 42-54.
- Sawyer, R. K. (2017). Teaching creativity in art and design studio classes: A systematic literature review. *Educational research review*, 22, 99-113.
- Trivena, T. K., Hakpantria, W. L. L., La'biran, R., & Sanda. (2023). Character education values in traditional dance extracurricular activities in elementary schools. *International Journal of Religion*, 5, 470-478.
- Wang, S. (2023). A study on the teaching of secondary school students' creative ability cultivation under the core literacy of art. *Frontiers in Educational Research*, 6(5), 16-21.
- Yang, A. (2024). Research on the Implementation Path of Music Aesthetic Education in Public Art Education in Local Colleges and Universities. *Curriculum Learning and Exploration*, 2(1).
- Zhang, B. (2024). Implementation path of extracurricular aesthetic education practices based on interdisciplinary theme learning. *Academic Journal of Humanities & Social Sciences*, 7(3), 114-119.
- Zhang, H. (2023). Out-of-school Art Curriculum Design based on Piaget's Cognitive Theory. *Journal of Education and Educational Research*, 3(1), 156-159.