THAI DANCE ACTIVITIES IN THE HOMESCHOOL CURRICULUM

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ABSTRACT
This research article aimed to study the forms of dance activities incorporated into the homeschool curriculum. A qualitative research approach was employed, documentary, interviews, observations, and the researchers' experiences and presentation by descriptive analysis. The findings revealed that dance activities in the homeschool curriculum were flexible and adapted to learners' interests, aptitudes, and developmental needs. Families played an important role in planning activities, providing support, and creating learning opportunities. The activities encompassed various forms of learning, including instruction at home by specialized teachers, learning through arts and cultural institutions or other learning resources, collaborative learning with others, and practical training through actual performances. Performance opportunities included royal court dance associated with the Department of Fine Arts, folk dance, Western dance, and theatrical performances, depending on the organizers, institutions, and agencies involved in the activities. Furthermore, dance activities in the homeschool curriculum promoted learning through hands-on practice and practical experience, supported the development of learners' abilities according to their interests and aptitudes, and fostered pride in and appreciation of Thai arts and cultural heritage. However, four limitations were identified in organizing dance activities: access to qualified teachers and specialized experts, the organization and coordination of learning, time allocation, and the management of resources and costs. Therefore, these limitations should be considered when planning activities to ensure that they appropriately meet learners' needs.
Keywords: Thai Dance Activities, Homeschool, Education

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INTRODUCTION

Homeschooling is an alternative form of education that provides learners with greater freedom and flexibility in their learning. It allows learners to pursue educational activities according to their individual interests and needs. As society has developed and recognition of democracy and individual rights and freedoms has increased, homeschooling has gained greater attention. Consequently, many countries have adjusted their educational policies to accommodate alternative forms of education (Amoravich Nakorntorp, 2000; Boonsiri Meesamran, 2001). Homeschooling has also attracted attention as an alternative to conventional education, which may face limitations such as outdated curricula that do not adequately address learners' needs and overcrowded classrooms in large, well-known schools. Homeschooling allows learning to be adapted to learners' potential and needs in various ways, while parents and families play an important role in planning and organizing appropriate learning processes (Kressaraporn Watanakasemsakul, & Sumit Suwan. 2024)

Dance activities involve purposeful and structured movement that can support learners' physical, social, emotional, and intellectual development. Through participation in dance activities, learners can develop motor skills, self-expression, creativity, discipline, and the ability to work with others (Saranya Nooyaisiri, 2023). In addition, dance can stimulate positive emotions in learners (Zimmermann & Mangelsdorf, 2020). Dance activities can also provide physical exercise and contribute to learners' health (Wimonsri Upamai, 2010). These benefits highlight the importance of dance activities in supporting learners' physical, psychological, and social development.

Homeschool curricula are associated with Section 23 of the National Education Act B.E. 2542 (1999), which emphasizes the importance of knowledge, skills, and learners' experiences in formal, non-formal, and informal education. Dance is included in the integrated learning area of religion, arts, and culture (Arakadej Phukandan, n.d.). Therefore, dance activities can be organized in various ways according to the readiness and interests of learners and their parents. Examples include learning with external instructors at different venues, inviting instructors to teach at home, and participating in cultural activities. The forms of these activities may vary according to each family's circumstances, needs, and available resources.

However, learners in homeschool settings may face certain limitations in accessing dance activities, including limited access to qualified instructors, learning resources, funding, and opportunities to participate in activities with other learners. Furthermore, the organization of activities depends on parents' availability and each family's learning environment, which may affect learners' opportunities to develop their dance skills.

According to, the researcher is interested in studying dance activities in the homeschool curriculum to study the activity patterns that appear in the homeschool curriculum. The role of parents in promoting dance activities, including related problems and limitations. To use the information obtained as a guide for the development of dance activities to suit the context of learners in the homeschool system.

LITERATURE REVIEW

Homeschooling refers to an approach to education in which families play an important role in planning curricula, designing learning activities, and organizing learning experiences for learners. Section 12 of the National Education Act B.E. 2542 (1999) recognizes the right of families to provide basic education in accordance with the law, reflecting the role of families in organizing education through appropriate arrangements (Amoravich Nakorntorp, 2000; Boonsiri Meesamran, 2001). Homeschooling allows curricula to be adapted flexibly to learners' needs and makes use of learning materials and resources both inside and outside the home to enrich their learning experiences. Families also support learners' practice, facilitate

access to specialized teachers, and provide opportunities for learning beyond the home (Rudjanee Engchun et al., 2015).

Thai Dance Education

Thai dance education aims to develop learners' knowledge, understanding, and performance skills through both theoretical instruction and practical training. Its content includes dance movements, the interpretation of gestures, rhythm, music, and other elements of performance (Prapat Yodkaew, 2018). The Ministry of Education (2008) also incorporates dance into the arts learning area, emphasizing learners' understanding of dance, creative expression, appreciation of arts and culture, and the application of knowledge in daily life. Therefore, Thai dance activities in the homeschool curriculum should provide opportunities for learners to learn from specialized teachers, practice continuously, and participate in actual performances. These experiences can help develop performance skills while fostering understanding of and pride in Thai arts and culture.

Learning based on learners' interests and aptitudes is an educational approach that recognizes individual differences and allows learners to participate in selecting content, activities, and learning experiences that align with their needs and potential. Huan Phinthuphan (2009) explained that learner-centered learning activities should consider learners' needs and interests while providing opportunities for them to engage in practical activities, seek knowledge, and develop their abilities. Similarly, Rudjanee Engchun et al. (2015) found that families providing homeschooling can adapt learning processes flexibly to learners' interests and family contexts. These perspectives suggest that Thai dance activities should allow learners to explore a variety of activities before developing specific interests and aptitudes over time. Families play an important role in supporting learners and providing appropriate learning resources, including instruction from specialized teachers, participation in arts and cultural institutions, and practical experience through actual performances. Such opportunities can help learners develop their dance abilities in accordance with their interests and potential.

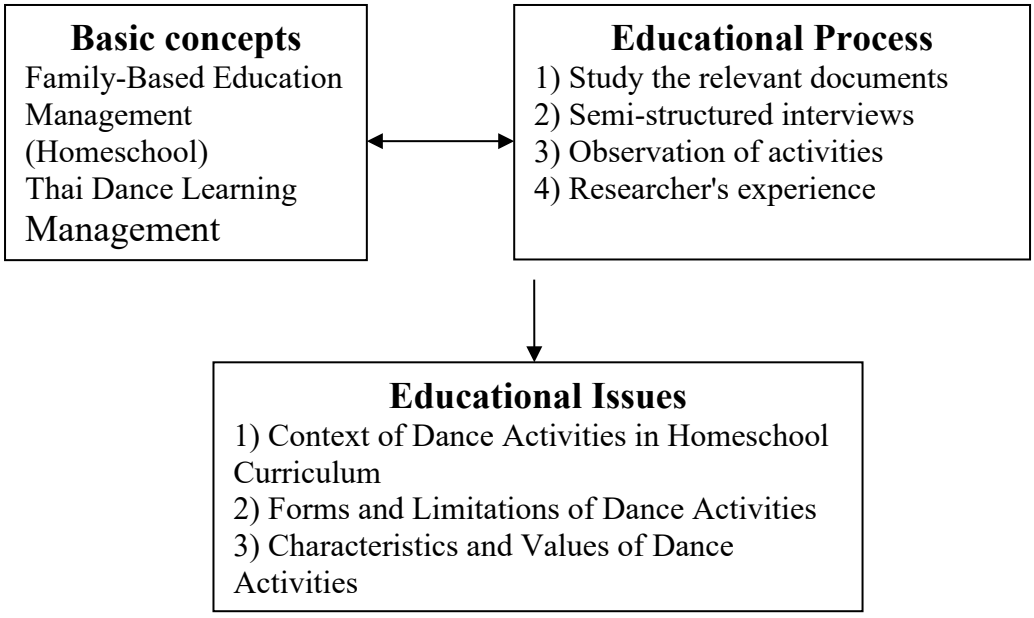

Figure 1 Conceptual framework
Source: Tipkritta Sinkerdsuk, 2026.

RESEARCH METHODOLOGY

This research aims to examine the patterns of dance activities in the homeschool curriculum. It focuses on the history of homeschooling, the forms of dance activities in the homeschool

curriculum, and the limitations of organising dance activities in homeschooling. The study draws on documentary sources, including academic papers, books, textbooks, research articles, theses, and other documents related to homeschool education and Thai dance learning. Interviews were conducted with a family experienced in homeschool education, namely the family of Mr. Paulchom Singthong, who agreed to participate and share information. The study also involved observing the organisation of dance activities and learning in the homeschooling context. An observation record form and the researcher's experience related to organising dance activities in homeschooling were used as supplementary data. The findings are presented through descriptive analysis.

RESEARCH RESULTS

Homeschooling and Family-Based Education. Homeschooling, or family-based education, refers to an educational system in which families design the curriculum and organise learning and teaching for their children at home, with an emphasis on learners' interests and aptitudes rather than relying on formal educational institutions, such as schools or the state education system (Yuttachai Uthaiwan Chalermchai, 2000). In Thailand, this form of education is recognised under Section 12 of the National Education Act B.E. 2542 (1999). Three key principles guide the organisation of teaching and learning: (1) the educational curriculum must be based on the Alberta Program of Studies, with teachers and parents working together to develop an individual education plan; (2) learning resources must be appropriately allocated and managed; and (3) assessment must be conducted through a portfolio that reflects learners' development and growth (Amoravich Nakorntorp, 2000; Boonsri Meesamran, 2001).

Dance Activities in the Homeschool Curriculum. Dance can be incorporated into the homeschool curriculum as a component of learning that reflects learners' interests, aptitudes, and potential. This is possible because educational guidelines for specific target groups allow curricula to be adapted to suit learners' needs and individual contexts. The Basic Education Core Curriculum B.E. 2551 (2008) identifies Strand 3, *Dance*, within the Arts learning area. This strand aims to develop learners' understanding of dance, their ability to express themselves creatively through dance, their appreciation of its value, and their ability to apply their knowledge in everyday life (Boonsri Meesamran, 2001). In addition, the Office of the Basic Education Commission outlines learning approaches in dance that encompass both theoretical knowledge and practical skills. These include studying dance performance forms, dance movements, performances for various occasions, and the creation of paired and group choreography (Yuttachai Uthaiwan Chalermchai, 2000). Therefore, dance activities in the homeschool curriculum constitute a learning process that encompasses knowledge, practical skills, creativity, and cultural learning. Families can design activities and learning approaches that are appropriate to learners' interests and potential (Paulchom Singthong, interview, 11 June 2026).

The case study revealed that, during the initial stage, the family encouraged the learner to explore various activities, including boxing, horse riding, music, and dance. Through this process, the learner demonstrated an aptitude for dance and began to develop an interest in it. The family subsequently supported the learner in pursuing dance activities continuously (Paulchom Singthong, interview, 11 June 2026). This experience influenced the development of a learning approach based on experimentation and the exploration of the learner's interests. It also marked the beginning of the incorporation of dance activities into the homeschool curriculum.

The learner began studying dance activities at the equivalent of Grade 3 and has continued learning to the present, reaching the equivalent of Grade 10. Dance has consequently become an important field of study for the learner. In addition to learning through the Association of Youth Arts, the family supported the learner's access to individual instruction by hiring

teachers to provide supplementary lessons in Thai classical music and dance at home. These activities included learning Nora dance and playing the Saw Duang, a Thai bowed string instruments. Such learning experiences helped strengthen skills relevant to dance, particularly rhythmic ability and an understanding of the performing arts.

One of the instructors was Teacher Phu, a two-time consecutive champion in solo Nora performance. The experience of learning the fundamentals of Thai dance from a specialist illustrates the family's commitment to providing opportunities for the learner to acquire knowledge and practical skills from individuals with expertise in specific fields.

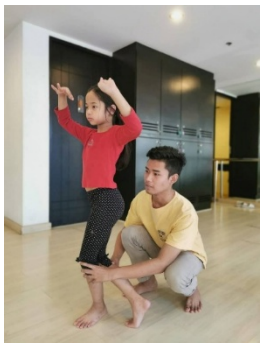

Figure 2 Homeschooling the Basics of Thai Dance by Experts
Source: Paulchom Singthong, 2026



Figure 3-4 The Nora learning atmosphere of learners at the age of 7 taught by experts
Source: Paulchom Singthong, 2026

The organization of dance activities in the homeschool curriculum is currently supported by the Youth Arts Association, under the supervision of the Department of Cultural Promotion. The association provides a learning space for young people, including those interested in both Thai dance and folk dance. Through these activities, learners can explore their own interests and aptitudes while gaining experience in interactive learning. Socialization, group collaboration, and problem-solving are also important characteristics of this approach, encouraging learners to develop their abilities through practical experience.

Dance activities in homeschooling are not limited to learning at home; rather, they involve a blended learning approach that brings together families, teachers, and external learning resources. Families play an important role in identifying and providing learning opportunities for learners, while teachers transfer skills and encourage learners to demonstrate their potential. Furthermore, learners have opportunities to showcase their talents at both national and international levels. Examples include the performance of "Prava Kalasin" at the Festival Inimilor in Romania and folk dance performances at the celebration of His Majesty the King at Wat Rajathiwat Sawanvihan. Participation in these activities allows learners to practice their performance skills in front of an audience, contributing to the development of their potential

and fostering a sense of pride among learners and their families (Paulchom Singthong, interview, 11 June 2026).

The learner's first public performance in a Si Nuan dance costume also represents an important learning experience. The illustrations and interview data provide evidence of a learning approach based on practical experience and the learner's participation in performance activities in this case study.



Figure 5 First public performance (Rum Srinuan)
Source: Paulchom Singthong, 2026

DISCUSSION & CONCLUSION

The Organization of Dance Activities and Limitations in the Homeschool Curriculum. The organization of dance activities in the homeschool curriculum of the case-study family emphasizes the learner's interests, aptitudes, and potential. The family initially provided opportunities for the learner to explore a variety of activities before identifying an interest in and aptitude for dance. The family then supported the learner in developing dance skills continuously. Homeschooling offers flexibility in designing and adapting learning activities to suit the learner's needs and context. This approach is consistent with the concept of family-based education, which places learners at the centre of the learning process and allows families to determine learning approaches based on learners' interests and potential (Rudjanee Engchun et al., 2015).

Dance activities in the homeschool curriculum take the form of blended learning, combining learning at home, lessons with specialist teachers, the use of external learning resources, and learning through actual performance experiences. Families play an important role in identifying and providing learning opportunities for learners. Dance is a discipline that requires both knowledge and practical skills. Developing these skills requires continuous practice and guidance from individuals with specialized knowledge. Therefore, learning is not confined to the home but can also be connected with teachers, learning resources, and real-life experiences. Families can support learners by using learning resources both inside and outside the home and by adapting learning approaches and activities to suit their interests and context. When parents are able to allocate resources and organize teaching and learning approaches appropriately, dance activities can effectively support the development of learners' skills, emotional development, and knowledge (Tasnee Karantarat and Prawan Patayanont, 2018).

However, four limitations were identified in the organization of dance activities in the homeschool curriculum. 1) Access to teachers and specialists. Learning dance requires instruction from individuals with specialized knowledge and skills, particularly in the practice of dance movements, rhythm, hand positioning, foot positioning, and performance styles. Families may therefore be unable to provide all aspects of dance instruction independently and may need to rely on teachers or external learning resources. 2) Learning organization and coordination. Organizing dance activities in homeschooling requires parents to take on responsibilities beyond general support. These responsibilities include identifying learning

resources, contacting teachers, arranging schedules, supporting practice and rehearsals, and facilitating participation in various activities. This indicates that parents organizing dance activities within a homeschool curriculum need to be adequately prepared in terms of time, knowledge, and understanding of the homeschooling approach. 3) Time allocation. Dance training requires time and continuity in practical practice. At the same time, learners must study other subjects within the homeschool curriculum. Appropriate planning and time allocation are therefore necessary. In the case study, the learner spent approximately four hours per day studying and practicing dance. Families choosing homeschooling must consequently manage time appropriately to ensure that dance training can be undertaken alongside other areas of learning. 4) Resource management and expenses. The continuous organization of dance activities in homeschooling results in increased learning-related expenses. These include tuition fees, teachers' fees, travel costs, costumes, equipment, and expenses associated with participating in performances or other activities. Families providing education through homeschooling therefore need to plan and allocate resources appropriately (Rudjanee Engchun et al., 2015).

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Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

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