
UNIT 1 UNDERSTANDING ARTS AND ARTS EDUCATION (THEORY)

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1.0 INTRODUCTION

The child comes to the world with an innate capacity to learn. The first language of learning is not the language you speak to the child, the learning does not start with the alphabets and numerals, with facts or books, with the schools or classes, actual learning begins with the immediate environment with the visuals around, with the sounds enveloping the child and the regular events that take place around them. The child repeats the sounds elders produce, enjoys the giggles and claps, copies and performs ... A look at a beautiful picture, a melodious lullaby, the shower of a lovely smile, the feel of an affectionate hand, there emerges a spontaneous response from a child. On the other hand, the sound of thunder, a flash of lightening, a rough touch and the child deplores it and starts wailing. The voyage of exploration commences through these regular happenings and it is the beginning of learning in **visual and performing arts**.

“What is art? Art is the response of man’s creative soul to the call of the real.” said Rabindranath Tagore.

1.1 LEARNING OBJECTIVES

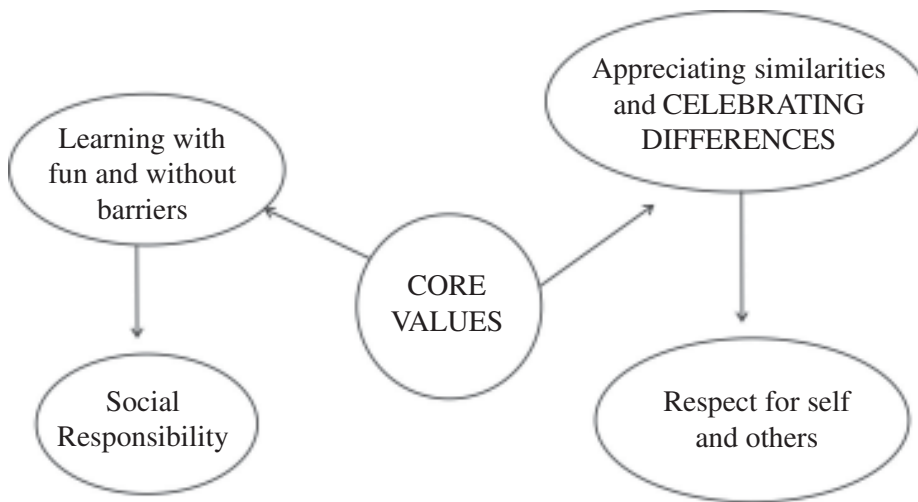
After completion of this unit, you will be able to:

- Explain the perspectives of visual and performing art.
- Know about our regional art forms-music, dance, theater, puppetry and inculcate awareness and love for our local specific arts and regional art forms.
- Analyze diverse ways of communicating concepts.
- Relate to art activities for imparting regular curriculum in day to day teaching
- Understand how art encourages self directed learning and sharpens the creative skills of a child. It escalates and innovates vision
- Analyse the importance of Arts in enhancing the traits in personality like self esteem, self discipline ,better concentration etc

Why do the children do better in schools where arts are involved? Art education helps us achieve many fold objectives.



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1.2 MEANING AND CONCEPT OF ART EDUCATION

1.2.1 WHAT IS ART EDUCATION?

Art Education is a primary pathway to learning, a journey of discovery of the meaning of teaching for aesthetic experience. Art is an expression of ideas created by human imagination, skill and invention. There is a saying “Music is what feelings sound like”. Similarly this applies to other art forms. Movement manifests emotion, voice modulation gives way to the inner self, drawing reveals the inner layers of the mind, Sculpture mirrors the inner self - — This is Art education. This is why we need Art education. Art education is the area of learning that is based upon

- The visual, tangible art
- The performing arts

1.2.2 THE VISUAL

An artist uses paper, canvas, clay, metal, paint etc. which can be moulded or transformed to create some physical or art object.

- a. drawing,
- b. painting,
- c. sculpture,





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Understanding Arts and Arts Education (Theory)

- d. Design (in jewellery, pottery, weaving, fabrics, etc. and design applied to more practical fields such as commercial graphics and home furnishings.)
- e. Contemporary topics include photography, video, film, design, computer art, etc.)

We have Art all around us: in paintings, architecture, pottery, sculpture etc. Our architecture, inside our houses, in the way we dress up, the way we display our food, the way we stand, sit or even talk...a personal style statement. Each occasion and festivities in our lives involve the aesthetic expression. The rangolis on our door steps on Diwali, that huge Ravana on Dussehra, the beautiful temporary temples and not to miss Goddess Durga statues which have a new personification every year,... the shape, form and style of the divas emerging every day...how can we think of a life untouched by art? The ideas and skills in visual art can help transmission of cultural know how, traditional and customs.

Your role as teacher will be to lead your students to discover the enormous variety of art. Photography, ceramics, metalwork, collage are also art works.

You can see how many forms and styles emerge when we have a class of 35-40 kids trying their hands on a basket decoration or at pottery. And displaying them becomes another art expression.

1.2.3 THE PERFORMING ARTS?

- The artist uses their own body, face and presence as a medium.
- It is something which is performed, seen and heard.

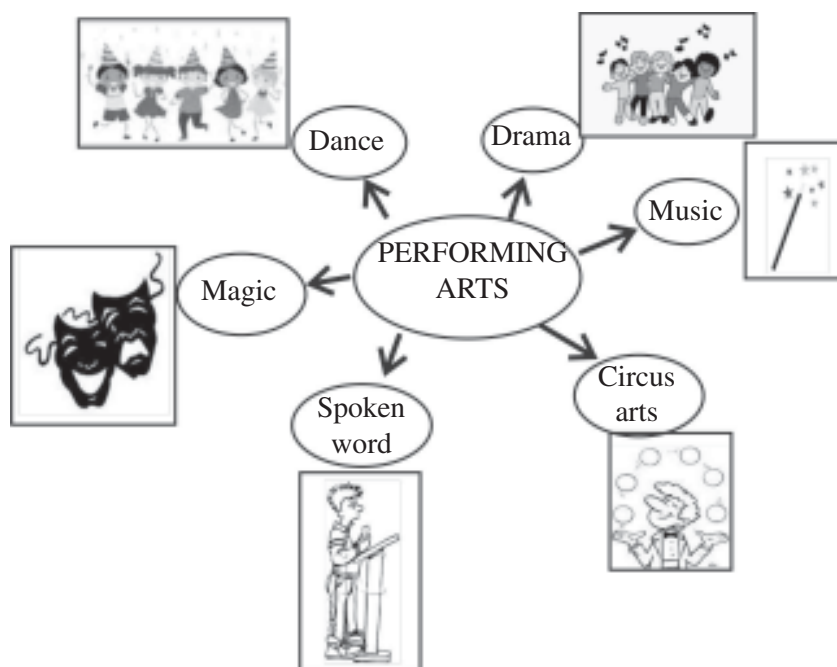
Usually the different types of performing arts accepted and understood are;

- Theatre
- Music
- Dance
- Puppetry



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But some others are



Artists who participate in performing arts in front of an audience are called **Performers**. They include actors, comedians, dancers, magicians, musicians, singers, puppeteers etc. The important aspect that a teacher has to understand is that performance need not always be through very formal learning. India is a land of too many diverse cultures. The rich and all-embracing India has always had a comprehensive approach to life around and created a blissful environment in which a child participates in many artistic activities in day to day life which is central to education and self-development. The birth of a child, going to the gurukul, marriage, sacred thread ceremony, festivals, sowing and harvest celebrations even death has elements of so many art forms in our culture. Arts is always present in the conscious and sub-conscious mind. Let us understand how celebration of a festival helps understanding varied facets of our culture

Example

In the state of Punjab, wheat is the main winter crop, which is sown in October and harvested in March or April. In January, the fields come up with the promise of a golden harvest, and farmers celebrate Lohri during this rest period before the cutting and gathering of crops. For Punjabis, this is more than just a festival, it is an example of a way of life. The winters end during this time and the Earth starts moving towards the sun marking the auspicious period of Uttarayan. People offer peanuts, rewri, flour, butter and various food items to places of religious worship to thank God for a good harvest. Logs of wood are piled together for a



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bonfire symbolizing a prayer to Agni for abundant crops and prosperity. Friends and relatives gather around it. They go around the fire three times, giving offerings of popcorns, peanuts, revri and sweets. Then, to the beat of the dhol (traditional Indian drum), people dance around the fire. Prasad of til, peanuts, revri, puffed rice, popcorn, gajak and sweets is distributed. *What all is a child learning out of this festival if properly explained. The changing season, importance of agriculture, information when the crop wheat is sown and harvested, what food like til, peanuts, revri etc is good to be consumed in winters, importance of community celebration, sharing of joys and sorrows and so on.* Hence it will not be difficult for any teacher to bring these information to the classroom by celebrating the festival. This is what is meant by performing arts. The songs in each festival will give so many messages about varied climate, tradition, clothes, people etc. Similarly dances and vigorous movements helps the body to be active. Hence we see both physical and mental stimulation in any celebration. Glamorous films are snatching away real life issues – Don't we realize this?

*So teachers let us follow what the great poet observed about his life “We wrote, we sang, we acted, and we poured ourselves out on every side.” There was tremendous excitement and cultural richness.”***Rabindranath Tagore**

Check your progress -1

A. True or false

1. Crafts like Jewellery making, quilting, and woodworking, rangoli are all art. True/False
2. All art is good art. There is nothing called mediocre art. True/False
3. Art always has to be very beautiful. True/False
4. I found a very interesting shape of stone. I brought it home and mounted it on a base. It is such a fine piece of art. True/False
5. Art always has to be realistic. It cannot be art if it does not look like what our eyes have not seen in real life. True/False

B. Describe any one festival which give information about the people, geography of a region, traditions followed in a particular region, agriculture etc.

1.2.4 NATURE AND SCOPE OF ART EDUCATION

The field of creative arts and careers is gaining momentum in the recent world. The globe has woken up to the importance and the potential of arts in their economic, social, educational and cultural aspects.



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- **Personal Development**

Students pick up important life skills from their education in the arts, such as better memory, enhanced understanding and an ability to communicate symbolically.



It can enhance a student's drive to succeed and the ability to take on new challenges.

- **Gaining holistic knowledge** The learning of these particular forms, their history, creation, performance, analysis, critique and appreciation is a voyage of learning in itself.
- **Make life aesthetical** In our daily life it has an importance which is immeasurable: From food to clothes to houses to festivities...all have various aesthetic expressions and impacts.
- **Cognitive Stimulation**
 - Art education has been linked to advanced cognitive development in children.



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- In a 1998 report, “Young Children and the Arts: Making Creative Connections,” researchers found that art education can contribute significantly to a child’s cognitive, language and motor skills.
- “Learning and the Arts: Crossing Boundaries” stated that brain scans proved that all parts of the cerebral cortex are active while musicians are playing.



Academic Achievement

- Students involved in art classes perform better in school.
- According to Howard Gardener’s Theory of Multiple Intelligences, students who take art classes develop an increased capacity to learn because they expand their learning styles beyond linguistic and mathematical reasoning in their traditional classes.
- It has been found that students who take arts classes perform better in academics and have a higher thinking potential.

This is an example of artistic science expression: the growth of the new shoot and new root in a plant as the growing hair of the Mr Smart and the the growing roots show Mr Weird with an ever growing beard

- **Conveys Messages** Creative arts include many forms of artistic expressions that help us to convey a certain message to the target audience .e.g. The street play, miming an act, a demonstration or a poster display all can wonderfully depict the deteriorating scene of India’s politics or pollution or population explosion and problems associated with in a far more interesting and impressive manner than the essays or factual details they may be writing.
- **Personal profile and growth**
- **Varied options of profession** These are taught in schools starting from kindergarten, primary and secondary schools and are also choices in higher levels of education such as universities. With enhanced aptitude in art you can successfully pursue so many professions like teachers in colleges and universities, commercial artists, actors/actress in theatre or television serials,



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educators, professional singers and dancers architects, cosmetic surgeons, designers ,interior designing , film world and so on.....

Architecture Film, theatre and related Cosmetic dentistry Web designing and Animation



Check your progress –2

1. List a series of personal developments of a child through practice of different arts.

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2. Think of all the professions that are connected to Art Education. Give examples.

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3. What do you understand by expand their learning styles beyond linguistic and mathematical reasoning?

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1.3 IMPORTANCE OF ART EDUCATION AT ELEMENTARY LEVEL

A teacher entered the class and told the children to take out a sheet of paper. They were told to associate themselves with some inanimate object. Draw and then write few lines about themselves. One such entry was Viraj's



I am Viraj, a jet aeroplane.

I zoom across the class and am always the first to reach my destination.

I do need a lot of food in the break as I need to refuel myself to get lots of energy.

We Realize

1. Art allows the children to develop their **own free expression** of what they are and how they feel.
2. It allows them to learn in a **more creative way than the structured lessons**.
3. There is no fear of being wrong. Here they are actually **allowed to mess around without being frowned upon**.
4. It enhances the level of **self analysis, self esteem**, and also self **discipline**. Such children stay **more motivated** and **cooperate** more readily than the others.
5. It develops **practical aptitude** and **facilitates thinking**.
6. People of all abilities, colour and gender relate to the artwork. **Art is blind to the caste, creed, religion and even the boundaries of states, nations and languages**.
7. Not only does it cultivate **rich taste and appreciation of beauty**, it also directs the inner energies into **creative abilities**.



8. An artist does not have to raise his/her voice; the expression of art form is enough to stir the masses. It is a wonderful tool to **channelize energies into positive expression**.
9. Imagination and vivid expressions (imagery) create opportunities of positive educational encounters **leading to a passion for learning**.
10. Aesthetic experiences of the perspectives of a poet, dancer, visual artist, a musician **engages the attention of the learner** bringing out a **real renaissance in the thinking processes**.
11. Touching on the topics from fractions to geography...concepts of physics to the difficult bio phenomenon, art is a perfect way to get started on a **voyage of discovery**, giving a **practical, tangible experience** of the world around the child, thus enhancing learning.

‘Home sweet home’ was the concept of the day. Children were told to make a home. Most of the children had brought their own material to make a house. Lots of ideas were coming up from hutments to bungalows...to stilt houses with sticks... to igloos with cotton. Two children were busy in the corner of a room. Beeramani a girl from Jharkhand had collected a lot of dry grass and was busy collecting and weaving to give it a shape of a nest. The other girl Zulka was from Africa, and she was making a paper folding of a small house and there near the house was a little origami dog stuck with a stick

“I hate History”, said my daughter but she loved the Indrajal comics; she loved the historical play on the events of post independence era.



1.3.1 NEED AND IMPORTANCE OF VISUAL ARTS

Learning to See and Observe and then represent

- **Sight is an important part of the visual art curriculum.** Such a **sensorial experience** lasts longer as more than one sense organs are involved in



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learning. Students need encouragement to observe details in their surroundings and explore the relationships between objects and their environment. When a child draws an image after observation of an actual object or through some imagination the concept becomes more meaningful to the child as the creation develops an in-depth analysis for meaning in the visual images.

“The aim of art is to represent not the outward appearance of things, but their inward significance.”

Aristotle

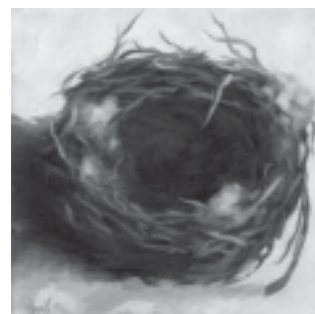
Let us focus on developing the students’ abilities to perceive and develop a greater understanding of the environment.

Example -1 Key skill: Observation

Topic: “Forts”

Suggested Resources: Models of forts

- Photographs of forts
- Reference books on forts
- Video clips of visits to different kinds of forts
- A visit to the fort
- Maps of forts.



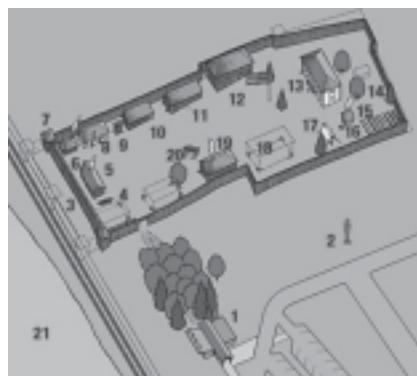
1. Introductory Activities: Making documentation cards

You may ask children to identify the historical buildings and structures in their close vicinity and make documentation cards indicating

- the name of the historical buildings,
- location/ address, kind of building,
- reasons why buildings are special,
- drawing of unique architectural features of the building: pillars / brackets / arches / domes / gateways / designs on historical buildings.

2. Main Activities: A walk through the forts.

Preparing the map of historical fort indicating the water bodies, the burj, entrance and exit doors, various mini mehels, location of important features like a special gun





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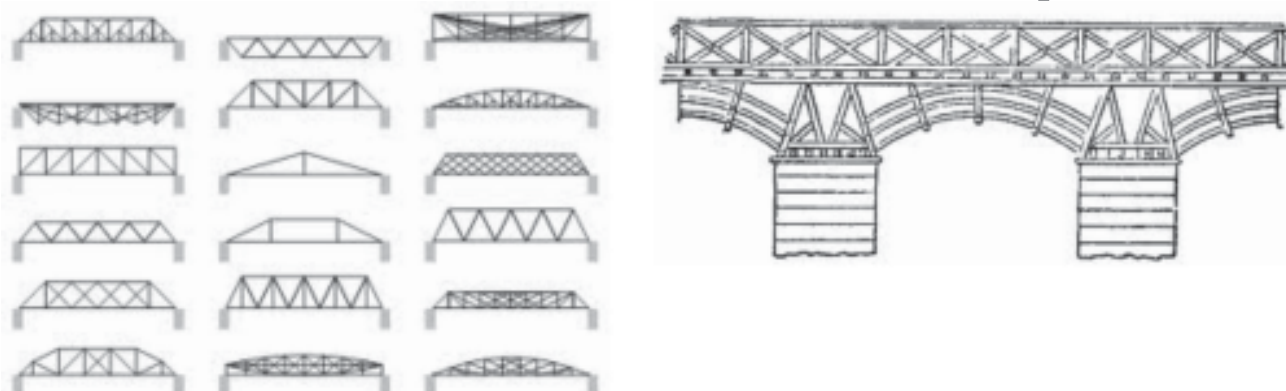
3. Concluding Activities: Adopting a historical building.

- Finding out how old is the fort?
- Has the natural environment affected the fort in any way?
- What is being done to preserve the aesthetics of the fort?
- Know about the materials used to build it.
- To find out about the architectural features / decorations / stones used / carvings / sculptures / weaponry etc.
- Did the use of monument change with time? How is the monument unique?
- Appreciate the art of that time and compare it with today's art.

Example 2-Making Sense of Things

All art works have their own sense of order and composition. Artists decide how to compose their ideas. This unit encourages students to look at order in its many forms in the environment, and to explore the many possibilities for order in moving from idea to arts expression. Here we move from ideas to expressions.

Topic: “Bridges/ Flyovers”



1. Introductory Activities

- Draw a bridge / flyover. Or observe the pictures of bridges.
- Are there any elements of art in them?
- Do you observe any patterns in the bridge design?
- Let us try to find the characteristic features of our bridges and flyovers: their shape, pattern, the material used, and their size.
- Compare the bridges and flyovers with those brought or made by your friends? Are all of you using the same material? Shape? Patterns?



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Bridges tend to be symmetrical. Have students explore the meanings of symmetrical and asymmetrical

2. Main Activities

Plan activities in which students explore the relationship between shape and the structural strength. Let them try out making their own bridge using a variety of materials: clay/ paper/ card board / Thermocol / sticks / wood / stones / wires / straws etc. Let them draw and discuss and represent their plan on a sheet of paper.

Let them understand the structural strength through the understanding of the shape.

1. Take a plane card paper and put it on two blocks and try to put some coins on the bridge. The paper cannot hold just a few and collapses.
2. Now fold the two edges as to make two walls on the sides. Try putting coins on it now. A lot more coins can be put without collapsing.
3. Now make the inner fold into a zigzag pattern of paper (like a fan folding) It is amazing to see how many more coins can be added to the bridge now.

Remind them to consider the appearance of the bridge (decoration) as well as the function.

Plan an exhibition where each student talks about the bridge made by him/ her.

Example - 3 Exploring the World of Art around them.

This unit is designed to make students aware that visual art in its many forms is a part of life. Art exists in their immediate surroundings:

People who work with visual images include painters, quilters, tailors, ceramic artists, cloth pattern developers, designers, sculptors, architects, town planners, road side hoarding artists and many others. These visual effects display a lot about the culture of that community and the development of art through the ages.





Suppose we select an activity of pottery which can be done with a craft person within the town, village or locality. Library books to help them know more about the craft. They must try to make their own little pots to get a better idea of the skills required. Video shoot or take pictures with a camera to create your own gallery. This also gives them the entire process (stepwise) as to how to make their own pots. This helps in the Appreciation of Aesthetics Around them and Strengthening of their “Cultural Values”

You may invite a local potter to conduct a workshop on pottery. Try to make your own designs and carve your own designs or paint.

‘What we regard today as a tradition is the product of a continuous evolution... Tradition can be a movement ...to be creatively alive.’ Jawaharlal Nehru



1.3.2 NEED AND IMPORTANCE OF PERFORMING ARTS

1.3.2.1 THE WORLD OF DANCE

a) Motion and Expression

Let us focus on encouraging students

- to explore a range of movement possibilities
- enhance their techniques, and
- ability to repeat specific movements.

Topic: Sun Dance : Surya Namaskar

Suggested Resources:

- Books and videos

Move as you feel and feel as you move....learning to move and perform

Little steps as to develop the expressions of dance can be developed with the students. Focus here is on the movements of body to reflect the sun’s gentle warmth /rage of the sun and the students performing the ritual of worship of sun with graceful movements. Let the students create a sun dance, using any combination of soft movements, sharp / graceful or yogic combinations. Add formations to bring more motion and placements giving each child to come in front and demonstrate his talent. Create a dance journey from the moods and



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emotions of sun to the effect of the sun on the earth and it's inhabitants and further to the worship of the sun and then to a request to Sun God for the strength from the sun through the yogic exercises of Surya namaskar.

b) Ideas and Inspirations

Ideas for expressions through dance come from the environment, exposure to different forms and personal experiences. When we watch a variety of dances like kathak, Kathakali, Kuchipudietc in classical dance or folk dances like Bihu, Cheraw, Naga dance, Bhangra etc. we observe different movements, expression, music, creativity etc.

- Notice anger, compassion, courage, disgust, fear, happiness, Peace, Sorrow, and Wonder.



- Observe the use of body forming several shapes and dynamics through movement and actions
- Talk about gestures made to express or help express thought / action.
- Use this information to compare and contrast dances.

c) Making Sense of Things

Choreographers organize their movement ideas into a form. Random movement is meaningless unless it is given form. They understand the importance of sequencing movements to create dances.

1.3.2.2 THE WORLD OF DRAMA

This unit is designed to help students develop an awareness of the role of drama to understand the daily life of communities throughout various cultures and historical periods. This unit focuses on the students' abilities to see drama as a part of everyday life and as an expression of culture and society



a) Ideas and Inspirations

Ideas for dramas may come from many sources

- the imagination,
- the environment,
- personal experiences,
- history / literature
- pictures, movies
- media,

Drama is practiced in various ways -acting with expressions, expressing through masks, narrating, varied movements etc.

b) “Mask Magic” (Mask may be for covering the eyes, mouth or the whole face.)

Mask is a fun activity and yet conveys many aspects. It symbolically creates a character e.g. lord Krishna’s with bluish body and a peacock feather, Ravana with ten heads or any tribal expression .the moment the child wears the mask they are transformed .they start doing role play, imagine and create dialogues and movement and gradually get a feel of the reality of the character. A little support and information helps genuinely to make the child learn lot of things.

c) Responding to Literature”

Historical facts, important folk tales, contemporary social events etc can be enacted .

d) Making Sense of Things

This unit focuses on where ideas for the students own dramas come from and how children develop and present their work. Students begin to look at important choices made when creating a drama.

1.3.2.3 THE WORLD OF MUSIC

This art form focuses on the students’ understanding of music in various cultures, time periods, and their own homes and communities.



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a) Learning to Hear

Now is the time to work on the ability to hear sounds, to detect subtle characteristics of sounds, and to understand the effects of sounds.

It is very important to help them explore sounds. Inspire the students to listen and identify different sounds of various musical instruments like drums, Sitar, Ghatam etc. Blind fold them and make them hear the sounds for proper understanding.

Interesting activities

- ❖ Try creating your own musical instrument by using seven ceramic bowls with water as Jal Tarang.
- ❖ Make a guitar using rubber bands of various thicknesses, using seven coke bottles.

Let the students perform, for each other or for another class, any compositions or sound pieces created by them.

“Relationship of Music with acts or stories”

1. Introductory Activities

- Discuss how different kinds of artists have inspired one another over the centuries.
- Animated movies have been created in response to stories.

(animated films of Hanuman or Mouglee or Walt Disney's programs with their characteristic music are good for learning)

2. Main Activities

Have a group of six students choose a simple story that they think would make a good basis for a puppet musical.



Have them analyze the story to determine story events, characters, and theme.

Students could work in small groups to:

- compose a few short melodies
- write a short script
- make puppet characters for the musical
- design a puppet stage
- make any needed props
- Create promotional materials.

3. Concluding Activities

Let the students perform their puppet show for other classes.

Some important learning tips ;

- Have students interview an artist and understand the form from the artist himself.
- Listen to a variety of recorded music to discover the different forms used.

Awareness as a career:

List careers in which music plays a major role; for example, singer, musician, disc jockey, sound technician, choir conductor, and music teacher, music composer, etc.

Check Your Progress-3

1. What are the different types of sounds you hear all around?

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2. What are the different ways of expression through performing arts ?

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3. Music is a part of our lives in India? Explain this statement ?

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1.3.3 UNDERSTANDING CHILD ART

Love of beauty is taste. The creation of beauty is art.

VISUAL ART

The child learns gradually. The first activity with crayons, pencil is **Scribbling**

This is a fine display of their motor skills results and is their first masterpiece.

Abstract figures

From about age three, the child begins to combine circles and lines to make simple figures.

We observe children draw a head without a body and with arms emerging directly from the head. The eyes are often drawn large, filling up most of the face, and hands and feet are conveniently forgotten.

Symbolism

Now, at around age five, they create a vocabulary of images.

A child may draw a picture of a house, a cat, a dog or a bird, drawing the same basic image, which may be modified (this cat has stripes the dog has dots, or the bird with green feathers.)

The basic shapes are

called symbols. Each child develops his/her own set of unique symbols based on his/her understanding of what is being drawn rather than on observation.



Realism

As children grow they begin to find their symbols limiting. The child discovers the finer details.

PERFORMING ART

Children respond to their mother's lullaby or call since birth. As they grow they listen to sounds and react. The child is extremely receptive to sounds of human beings or nature. I have observed children running in joy to the window the moment they heard the pitter patter rain outside. They love the smell of the soil when the rain water falls on them and show their ecstasy. A lightening in the sky immediately catches their attention and they look up, surprised but the sound of thunder frightens them. All these emotions gradually develop and the basics of



art get naturally introduced to the child. During festivals or in family gatherings they clap their hands joyfully, like to wear pretty clothes, appreciate the decorations in the house or outside, pray and sing and dance with family members and friends. All these, are the first step towards learning, appreciating and participating in different arenas of performing arts. Gradually with exposure and introduction of technical skill in varied art forms children learn many aspects of art forms. They enjoy, gain knowledge about traditions, historical past, listen to stories and gradually get the essence of different forms. The enactment, different body movements for dance and the types of songs gain more meaning as they evolve. The thrill joy they attain after involving themselves in different activities helps them to learn and imbibe fast and the learning remains ingrained for life. Neurosciences say art experiences activate and develop vital parts of brain which enhances Multiple intelligence in a child. Thus at a younger age simple lyrics and more rhythm helps in the child's learning. Drama in playway method involves them more. Simple movements are also beneficial for the child. These can gradually be systematised to help the child understand skills and specialized techniques.

Therapeutic

Art therapy can be an effective way for children to develop and connect with their emotions.

- ✓ It has also been found that drawing can help children with autism **express feelings which they may find difficult to express otherwise.**
- ✓ **Similarly children who have faced horrors such as war/ crime find it difficult to talk about what they have experienced directly but can easily express the anguish through the art.**
- ✓ **Art can help children come to terms with their emotions in such situations.**
- ✓ **Very rarely would you find an angry artist. An artist has an easy vent to his emotions through artistic expression.**

1.4 KNOWLEDGE OF REGIONAL ARTS AND CRAFTS (LOCAL SPECIFIC)

1.4.1 WHAT IS REGIONAL ART AND CRAFT?

- Art originating among the people of region reflecting their traditional culture.
- It reflects traditional art forms of diverse community groups — ethnic, tribal, religious, occupational and even geographical.



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- It is the work of a community of unschooled artists keeping alive the traditions specific to its particular culture. Folk artists traditionally learn skills and techniques through apprenticeships in informal local community settings.
- It does have its own aesthetics but they are not governed by the principles of proportions and rhythms.
- In visual art it is primarily utilitarian and a decorative media which includes the usage of cloth, paper, clay, wood, fibres, metal and more.

1.4.2 Relationship of regional Art and Craft in elementary education

At the elementary level awareness of regional arts and crafts helps;

1. To sensitise the children about the pluralistic cultural legacy of India- awareness of local crafts.
2. To recognise and promote traditional and contemporary art and art pieces.
3. To promote handicrafts, cottage industries and self employment activities by appreciating the skills of crafts persons and respecting their contribution to the society. This will instil a sense of social responsibility towards preserving art and our common heritage.

1.4.3 Teaching Students about Folk Objects and Traditional Arts

India is richly endowed with traditions of art and craft where the techniques of craftsmanship have been handed down generation after another. Amazing handicrafts from every corner of India reflect the expertise of the local craftsmen. It also reflects the folk groups' customs, attitudes, aesthetics, and taboos.

Activity- Tell students to bring several folk objects from home that are traditional art objects such as a kangri a mother got from Kashmir, a fan/ quilt/ sari that a grandmother embroidered, or foods like dhokla, halwa, or rasgolla that are made on special occasions in your family. Create a story around it and bring in topics of culture and society.

NOTE :

Discourage students from bringing items that are perishable, expensive, or very valuable to avoid loss of irreplaceable items. You may also invite parents, grandparents, or known traditional artists in your community to visit your classroom.



Explain and discuss:

- Folk objects are tangible handmade items that people create and share within their folk groups.
- Although folk objects are often made by one person they reflect the style and attitude of the group.
- The creation of a folk object involves skills, ideas, beauty, color, and texture appreciation.
- Many folk objects are used in special or even sacred ceremonies.

This will introduce multiculturalism and appreciate traditional art in a positive way. By studying the creation of handmade objects we get an insight to the capacity and understanding of a community. For example looking at a Madhubani Paintings you will also have an opportunity to discuss principles of design, symmetry, texture, shading, use of space, etc.



This photo shows the Madhubani art and also a vessel in which sugar cane is kept . This is the way people of Bihar worship during the harvest

Check your progress – 4

1. What specific traditional arts belong to the following state;
 - I. Maharashtra: _____
 - II. Gujarat: _____
 - III. Punjab: _____
 - IV. Rajasthan: _____



Notes

2. What community do you belong to? Note down all the traditional arts and crafts in your community.

.....

.....

.....

1.5 KNOWLEDGE OF CONTEMPORARY ARTS AND ARTISTS, AND ARTISANS FROM THE FIELD OF VISUAL AND PERFORMING ARTS

India is a land of artists since times unknown. All fields of art have exclusive artists specifying the culture of varied regions. In Music we have artists like the Bauls of Birbhum singing songs on the human philosophy of life or the folk theatre groups of Kerala performing Yakshagana. In visual arts we have ritualistic folk art like **Patachitra, Pichuai, Alpana, Kolam** etc. Most of the rural artists are their in the field without any formal training and the art form is passed on generation after generation. Formal training is bestowed in the field of classical art forms as there are exclusive nuances along with elaborate renderings.

The list of artists is long and the fields are varied from dance, puppetry, music, musical instruments, painting, sculpture etc. some names of artists, dance groups, artisans are given below for mere introduction. This list can be developed by individual teachers which will become a useful data base for future usage.

Contemporary arts

Some of the visual art forms in our country are

Kolam or alpana – floor painting of Kerala and W. Bengal

Phulkari – embroidery of Punjab

Hand block printing- of Sanganer

In performing arts

Classical music – Hindustani and Carnatic styles

Classical dance- Kathak, Bharathanatyam, Kathakali etc

Regional music- Sufi, Baul, Gidda etc

Regional dance- Bhangra, Raas, Bihu etc.

Puppetry - Glove puppet like Pava-kathakali, Sakhi Kundhei- Nacha etc



Contemporary artists and artisans

Some of the artisans in our country are

Banamalimahapatra- ganjifa cards

Vijay joshi- phad painting

Gokulbeharipattanaik- pattachitra

Abdul JabbarKhatri - Bandhini (Tie and Dye)

Firdose Ahmad Jan - Pashmina Shawl Weaving

KankubenLalabhaiParmar - Appliqué

Some performing artists ;

FOLK SINGERS

- Allah JilaiBai
- PammiBai
- TeejanBai
- RasamayiBalakrishna
- Paban Das Baul
- Bhopa

Some group folk dances;

- Garba
- Namgen
- Kinnaurinati
- Tertali
- Charkula
- Lavni
- Tamasha
- Thang ta
- Chang lo

Some Traditional Indian theatre forms are ;

- Kutiyattam is the only surviving specimen of the ancient Sanskrit theatre,
- Bhavai (strolling players) form of Gujarat,



Notes

Understanding Arts and Arts Education (Theory)

- Jatra in Bengal
- Swang, popular in Haryana, Uttar Pradesh and Malwa region of Madhya Pradesh
- Yakshagana in Karnataka
- Kathakali is a form of dance-drama, characteristic of Kerala,

Puppetry forms are

- Glove puppet shows are prevalent in the states of Kerala (Pava-kathakali), Orissa (SakhiKundhei- nacha) and West Bengal (BenerPutulnach).
- Shadow puppet theatre is practiced in the states of Andhra Pradesh (TholuBommatala), Karnataka (TogaluGombeyata), Kerala (Tolpavakoothu), Maharashtra (chamadyacheBahulya), Orissa, and Tamil Nadu (Tolpavaikoothu).

1.6 LET US SUM UP

Art is closely related to life – actually it is all around us. We are surrounded by objects of art. It can make every subject more interesting and exciting at all levels of schooling, taking children away from the routine textbook learning and also enhancing learning as it promotes self directed learning, enhances self esteem and also improves the concentration and self discipline in a child. It helps a child to learn and perform better in school. Art forms are both traditional /folk or classical Music, Dance, Theatre, Puppetry, Model Making, Pottery Drawing Painting etc. Using art as a means of teaching will also help the child to appreciate folk art and also the rich Indian culture and traditions, bringing them closer to their roots. It will also help a child to understand the history of our country better. Learning through art helps develop a child's creativity, opening up more professional avenues for later years. Art is also beneficial for students with special needs. Ultimately, it lies in the teacher's hands. The extent of effort put in to make a topic interesting will be reflected in the students' positive attitude and enthusiasm. The extra effort put in by the teacher will go a long way and will also help to develop more responsible future citizens of our country.

Gurudev Rabindranath Tagore has said

“The highest education is that which does not merely give us information but makes our life in harmony with all existence.”



1.7 SUGGESTED READING & REFERENCES

en.wikipedia.org/wiki/Theatre_of_India

en.wikipedia.org/wiki/List_of_Indian_folk_dances

www.indianfolkdances.com/folk-dances-india.html

en.wikipedia.org/wiki/Music_of_India

download.nos.org/sec225new/Lesson-4.pdf

1.8 UNIT-END EXERCISES

Activity I

- *Let the children read about the national movement and how with so many sacrifices we finally got our freedom. Let them find out which event affected them the most. Let them collect music and props and enact or choreograph the entire struggle and the final outcome.*
- Divide the class into various groups to depict different tableaux on Indian National Movement. Mutiny 1857....JallianwalaBagh massacre...Dandi March.... Non Cooperation Movement...Simon Commission....execution of life sentence to Bhagat Singh... Emergence of Gandhi...Nehru's speech on the Independence Day

Activity II

Clay Creation: Have a pottery workshop.

Let the children have the sensorial experience of touching and feeling the clay. You may invite a local potter to help them create their own creations. In fact, a series of workshops can be organized. The two main tools used by the potter are his hands and his wheels.

- They can make clay plaques to hang on the wall in the form of flat bases with various forms and figures.
- They can create pots of various shapes and sizes and paint them later.
- They can create plants and animal shapes.
- Even utilitarian items like utensils, stands, paintings, different kinds of motifs, stamps, images of Gods and Goddesses, artifacts, etc. can be prepared.

**Notes****Skills:**

1. Mixing clay and water to create the right kind of consistency.
2. Learning the motion of the wheel and the right force to make it spin well.
3. Learning to shape up the clay.
4. Drying up the pot and giving it the final shape and the look.
5. Making the pot strong with the fire. Decoration of the pot to give it a more aesthetic appeal.

Creating a utilitarian object as well as enhance

Exercise

1. Which statements do you agree with? **Yes or No**
 - Art can be made to have fun.
 - Children need art to express them.
 - Photography is an interesting art.
 - Art gives vent to the emotions of our kids.
 - Science cannot be taught with any form of art.
 - Crafts are not art.
 - The tribal art is so disproportionate, it cannot be called art.
 - Art is an expression of ideas created by human imagination, skill and invention.
 - Billboards, TV ads, animation in computer games, package design and logos are powerful visual communicators-the commercial art.
 - We are all born creative.
2. Let us tick the ones which are not various forms of art.
 - Ceramics
 - Printing
 - Photography
 - Collage
 - Folklore
 - Folk art
 - Theatre



3. If a creation is something we use in our daily life, like a bowl or a quilt, can it be art?
4. LEARNING TO EXPRESS AND APPRECIATE:

A few days back I received an Email showing some artists creativity from sand on a sea beach. Explain in a paragraph what he is trying to express.



5. This is made from a single sheet of paper. Can you give one more example to illustrate a similar idea.



6. A child's life starts with learning through art but soon art becomes drudgery, a task to be performed in school. Explain why? Cite examples or case studies to illustrate your point.
7. Jewellery making and woodwork are referred to as crafts. Are crafts also art?



Notes

8. Choose the correct options:

- Kathakali, Bharatnatyam, Manipuri, Kathak, Odissi and Kuchipudi are all folk dances / classical dances.
- A dancer uses different hand gestures known as Mudras / Navras
- A stage artist is a performer who communicates his message through his body language / pamphlet.
- An idea can be expressed in only one/ more than one ways.
- An art is an art / not an art if it follows the norms of proportions or rhythms.

UNIT-2 VISUAL ARTS AND CRAFTS (PRACTICAL)



Notes

STRUCTURE

- 2.0 *Introduction*
- 2.1 *Learning Objectives*
- 2.2 *Experimentation with different materials of Visual Arts and Crafts*
 - 2.2.1 *Pencil*
 - 2.2.2 *Pastel colour*
 - 2.2.3 *Poster Colour*
 - 2.2.4 *Pen and Ink*
 - 2.2.5 *Rangoli Material*
 - 2.2.6 *Clay*
 - 2.2.7 *Mixed Material*
 - 2.2.8 *Craft Material*
- 2.3 *Exploration and Experimentation with different Methods of Visual Arts and Crafts*
 - 2.3.1 *Drawing and Painting*
 - 2.3.2 *Block Painting*
 - 2.3.3 *Collage Making*
 - 2.3.4 *Mask and Puppet Making*
 - 2.3.5 *Clay Modelling*
 - 2.3.6 *Paper Cutting and Folding*
- 2.4 *Making a Folder of Practical work done*
 - 2.4.1 *Meaning of Folder and Significance*
 - 2.4.2 *How to make a Folder*
 - 2.4.3 *Use of Folder*
- 2.5 *Let Us Sum Up*
- 2.6 *Answers to Check Your Progress*
- 2.7 *Suggested Readings and References*
- 2.8 *Unit-End Exercises*



2.0 INTRODUCTION

In the previous chapters you have already learnt about Art Education, its significance, need and importance at the elementary level. You have realized that ART EDUCATION is a primary pathway to learning, a journey to discover joyful and aesthetic pedagogy. Art is an expression of ideas created by human imagination, skill and invention. Also Art education is the area of learning that is based on

- The visual, tangible art
- The performing arts

In the present chapter we shall discuss about the nuances of the visual, tangible art. During the early ages human beings expressed themselves through gestures as speaking particular language was not known. The human psychology is always bent on improving any act and so it can be assumed whatever activities they did or explored in day to day life, they wanted a better and refined form of expression. It is at this time they resorted to expressing themselves on the walls of the caves with the help of visuals. The cave art we see today is an example of that refined expression. This became a boon for the generations to come as these visuals are a record revealing history. They leave an indelible mark on the minds of the people more than mere words.

In this chapter you will learn about Visual Arts, exploration and experimentation with different methods and materials and application of certain techniques. As we know Visual Arts is about communicating an idea, concept, feeling or emotion. The expressions on any media enhances observation of environment, exploration of material, gives opportunity to free expression, understanding of an individual, creativity, sensibility and aesthetics in children. It communicates the artist's feelings, expression, illusion, imagination etc. It is a record of the past events preserved through various techniques and helps in understanding of previous generations. Hence for the holistic development of a child a teacher must be aware of a few fundamentals of Visual Arts. Visual art can be represented and implemented by the use of different media, material and techniques. Some of them are painting, drawing, sculpture, printmaking, collage, puppet making and photography. Children should be encouraged to experiment and explore with different materials and mediums for implementation of and communication of ideas.

2.1 LEARNING OBJECTIVE

After reading this lesson you can easily explore and implement the methods of



drawing and painting, craft activities etc. in your class. Further you will analyse and be able to maintain and preserve the work done and gradual evolution of a child in the class by making a folder.

After completion of this unit, you will be able to:-

- 1) Know and understand the fundamentals of Visual art
- 2) Understand the different techniques, mediums and their practical application.
- 3) Encourage children for free expression & creativity through observation & exploration.
- 4) Make children understand cultural diversity by recognising different traditional regional art forms prevalent in the India.
- 5) Inculcate the values of sharing & working together on small & large projects.

Basics of Art

Some of the basics for learning Art are through exploration and understanding from the immediate environment

1. **Line** – There are different kinds of line – thick, thin, broken and straight. Every line depicts different character.
 - a) Horizontal line indicates the vastness. E.g. Road, railway track.
 - b) Vertical lines personify might or greatness. E.g. Buildings (tall).
 - c) Diagonal line shows the movement. E.g. Mountains, dancing gestures
 - d) Curved lines give the aesthetic appeal. E.g. Flowers, clouds
 - e) lines denoting waves shows signs of life . E.g. Waves of water.
 - f) Zigzag lines give us the information. E.g. Satellite waves or loud speakers.
2. **Shape** – It defines an area, character and varied contour. It can be geometric or organic.
 - a) Geometric – squares, circles, triangles, etc.
 - b) Organic – shapes derived from nature like flowers, etc.

As natural things are of varied shapes this concept helps children to co-relate .
3. **Form** – is a shape which is three-dimensional having thickness or depth. It can be created by joining two or more shapes. It is enhanced by tone, texture and colour. E.g. Form of tree, buildings, car, etc.



Notes

4. **Colour** – It is seen by the way light reflects off a surface. There are many colours in the surroundings. E.g.
 - a) Primary colours – Red, Yellow and Blue
 - b) Secondary colours – when primary are combined. Eg. Red + Yellow = Orange.
 - c) Warm colours – Red, Yellow and Orange
 - d) Cool colours – Purple, Green and Blue
5. **Space** – the area on which the art form is created is space.
6. **Texture** – feel of an object is called texture. These are of two types – real and implied texture.
 - a) Real texture is the one whose texture you can feel even after closing one's eyes.
 - b) Implied texture is one which appears to have texture but can't be felt with closed eyes. E.g. Tree on a printed paper seems to have texture, but when one touches it, it does not have any texture i.e. it is smooth. But one can feel the texture of a natural tree by touching.
7. **Value** – the lightness and darkness of a colour is its value.

As we know, visual art is about communicating an idea, a concept, a feeling, an emotion, etc. To communicate effectively, teacher must be aware of the fundamentals of visual art. It is not necessary for the teacher to teach basics to the children but a teacher, as a facilitator or a mentor should know about these fundamentals.

The fundamental principles of visual art are as follows:

1. **Perspective** – a technique which represents a three-dimensional world on a two-dimensional surface. It creates an illusion of space and depth on a flat surface.

It is shown by making far objects smaller and dull in colour than objects that are closer which are brighter and bigger.

Usually this concept is explained to small children at higher levels of primary.
2. **Balance** – is a way to compare left and the right sides of a composition. It is of two types:
 - a) **Symmetrical** – when both sides are similar in visual weight, it is symmetrical balance.



- b) Asymmetrical – when both sides are not mirrored, it is asymmetrical balance.
- 3. Harmony – is a way where effects are joined to produce an attractive whole picture.
- 4. Rhythm – when the produced work of art is such that the line moves in a flow without break-up.

Thus, awareness of the elements and fundamentals of art can be undoubtedly said to be the first step in creating successful visual composition.

The knowledge of these elements of art helps teachers to analyze and appreciate the child's work and can assist children in exploration of their surroundings and environment in a new dimension, as one visual can talk in a thousand ways.

Check your progress- 1

1. Do you find visual art in early period (T/F)?
2. Visual art includes painting
3. Visual art helps to develop sensibility, free expression, creativity &.....appreciation
4. Line is a of Visual art
5.,..... are primary colours.
6. Can you feel texture of a tree in a print (Y/N)

2.2 EXPERIMENTATION WITH DIFFERENT MATERIALS OF VISUAL ARTS AND CRAFTS

Materials are ingredients or tools that are required by a creator to create a work of art. By using different art materials like pencil, colour, brush, adhesive as a means of expression children should be encouraged to develop a sense of proportion, depth, light, shade and tactile feeling. They can use different sizes of paper in a better way. Each material possesses its unique characteristics and qualities. Materials are available around us. Like leaves, twigs, dried flower, cloth pieces, bits of paper etc. We just need to look around to explore & pick up the material of our choice from the surroundings to produce the work of art.



Notes

Early man explored the natural materials from nature to express their feelings & thoughts. E.g. a piece of stone or the juice from leaves, fruits, flowers, stones etc was used to draw figures of animals & humans of the walls of caves which have survived several ages. Early man used the stone as you use pencil now.

2.2.1 PENCIL

Children from early age scribble as soon as a pencil is given to them. It is the most easily available medium and a tool to express their inner desire of writing on paper.

Types of Pencils

- Graphite Pencil – These are most common type of pencil, encased in wood. They are made of mixture of clay and graphite. Their darkness varies from grey to black.

Pencils range from very hard (H) to the very soft and black (B)

The various degree of blackness achieved by pencil:

H, 2H, B, HB, 3B, 2B, 5B, 6B.

Pencil available for sketching:

HB – Hard Black, used in writing

2B – 2 Black, used for giving light shade

4B – 4 Black, used for giving medium shade

6B – 6 Black, used for giving dark shades

- Coloured Pencil – These have Wax like cores with pigment and other fillers. Multiple colours are blended together.

Some Tips

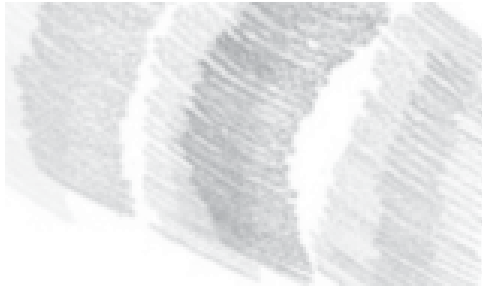
Colour Pencil Techniques

Feathering

Colour an area and draw softly over it with a lighter colour so the original area shows through.



Notes



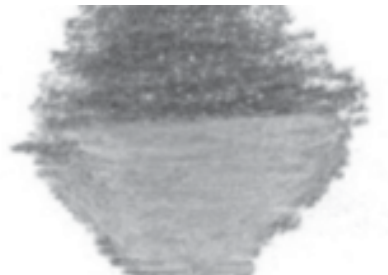
Blending

Lay different colors on top of each other to achieve a large range of colors and shades.



Burnishing

To polish colours, use a white colour pencil across the colours you have already laid down. Further layers of this technique allow you to blend as well as lighten up the colours.



Emboss

Lay a scrap piece of paper over your drawing paper. Use a ballpoint pen and press to draw your design. Remove the scrap paper and rub the side of the pencil point over the embossed area.





Notes

- Charcoal Pencil – They are made of Charcoal and tend to smudge easily than graphite pencil. Thus they can be used to create tones easily in Drawing
- Water Colour Pencil - They are designed for use with water colour techniques. Strokes made by these pencils can be saturated with water and can spread with brushes. Children who cannot manage brush at painting level and wish to give water colour effect can use such pencils. After colouring with them ,a layer of water can be applied which gives a smoothly effect that in water colours

Some Tips

Water-Colour Pencil Techniques

A Pinch of Salt –



Colour a background, dampen it, and then sprinkle a little salt on it. You get an effect like crystals of ice or snow. Once the paint dries you can continue to work on your drawing.

Pointillism

Draw an outline using a lead pencil. Wet the tip of the water colour pencil with a wet brush. Press it onto paper and repeat with lots of dots to colour in (fill up) your outline. If you use similar tones close to each other, an optical illusion where you will mix the colors to form one colour. You should use this technique for lighting effects also, as you can see with the star drawing.

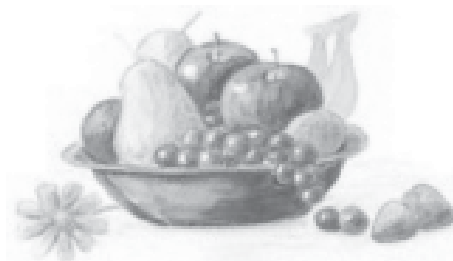




Notes

Glossy Effect

To add a glossy shine to your finished picture paint over it with diluted water-based glue. For a high gloss effect simply add more layers of glue.



Check Your Progress-2

1. What are the kinds of pencils used for shading _____?
2. Which pencil is used for writing in our day to day life _____?
3. Charcoal pencil is used for _____?

2.2.2 PASTEL COLOUR

Pastel Colour is in the form of a stick, which consists of powdered pigment combined with a binder.

Pastels are of different types:-

DRY PASTEL - Dry pastel are of two types. Hard pastel and Soft pastel.

Hard Pastel

- Higher binder , less pigment
- Used to draw outlines
- The colour are less brilliant
- No fixative required

Soft Pastel

- Higher pigment , less binder
- The drawing can be smudged and blended
- The colours are bright
- The finished drawing requires fixative to prevent from smudging.



Notes

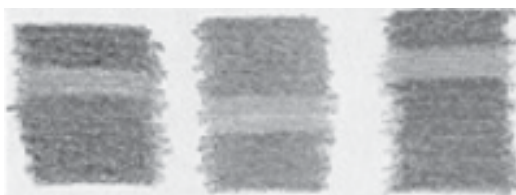
Oil Pastels

They have soft consistency and bright colours. They are difficult to blend, but can be blended by using piece of cloth or cotton to create tonal effect in drawings. They do not require fixative. A good quality cartridge sheet (with grains) is used or even Pastel sheet can be used as they hold colours in a proper manner.

Pastel medium was 1st mentioned by Leonardo-da-Vinci. Medium became popular because of broad range of bright colours.

Some fun but effective colouring methods

Crayon Techniques

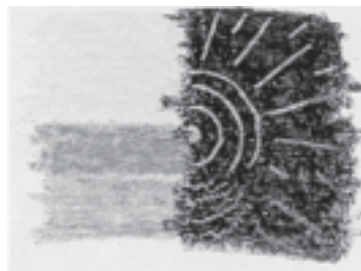


Pastel Effect

If you press very gently when using crayons the colours can be quite delicate, almost like pastels.

Graffito Technique

This technique relies on two layers of different colour. First cover the sheet of paper with a light colour – it can be several neighboring areas of different colors. Now cover over the light colour with black crayon. Then take a fairly sharp object and use it to scratch a drawing in the layer of black revealing the colors underneath



Batik

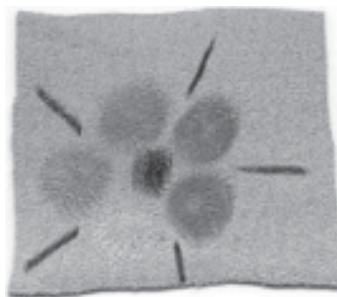
Draw the details first with wax crayon. Then paint over the background with watercolors or dilute colored ink. Water runs off wax, so the details remain visible.



Pastel Techniques

Different Materials

Oil-based pastel crayons can be used on a variety of surfaces, such as glass, plastic, or pottery



2.2.3 POSTER COLOUR

A Poster colour is water paint with gum binder, which is opaque and dries fast, such as glue. They are usually sold in glass jars and also called Show- Card colour or Tempera colours. These are used for writing posters, making cards etc.

Use of Poster Colours

They are widely used in Scenery, Painting, and Commercial art purpose. Illustration, Display and in Educational work.

Teachers can guide students to keep in mind the technique to use poster colour, as little amount of colour is to be taken out in a pallet and very little water to dilute it. They remain thick and smooth. Keeping in mind the texture of the object e.g. sand is rough and sky is smooth, such a texture can be achieved by using brush in a rough manner to give rough effect and move the brush smoothly to give sky / water effect. Children should be encouraged to prepare posters on republic Day, any festival, any other social topic e.g. pollution, a forestation or global warming etc. The students should keep 0, 2, 4, no. round *sable hair brushes* for thin lines or small areas. The 5, 6, 8, no. should be used to colour larger areas. Flat brushes should be used for writing on the poster. It also helps the child to hold the brush properly.

Remember

A rag should be kept clean the bristles properly and one colour does not gets mixed with other colour as it spoils the colour. A water container is essential to clean the brushes regularly after applying one colour and before taking another colour.



Notes

CHECK YOUR PROGRESS - 3

1. Dry pastels are of two types. Name them _____.
2. Pastel is good medium for _____.
3. Oil based pastel crayons can be used on _____.
4. Pastel medium was first used by _____.
5. Poster colours are opaque. (Y/N)
6. Posters colours are called _____.

2.2.4 PEN AND INK

The use of pen and ink is similar to that of a pencil drawing .

There are many types of pens that come in the market like felt tip markers, fountain pens etc. We can also create pens from the nature.E.g. sticks, bamboos, reeds, crow quill ,nib-pens etc. Each pen forms a unique type of line on paper which needs to be explored and experimented.Children should be encouraged to do drawings ,write in a calligraphy style using ink pens to create interest in drawing.E.g. they can write VandeMataram, or Jai Hind, in an interesting manner using pens of different thicknesses.

Some examples of different pens:-

Fine line Pens- Gel Pens, Edding, Staedtler, Rotring, Berol etc.

Marker Pens- Aquarelle Markers, Brush Markers, Glass and Craft Markers, Graphic Markers etc.

Felt Pens- Aquarelle Pens, Berol Felt Pens, Crayola Felt Pens, Specialist Crafts Felt Pens etc.

INK:-

Ink is a mixture of water, carbon, lampblack and a binder of shellac and other binding material.Ink is water soluble but difficult to remove from surface. The right choice of paper for use of ink effectively is essential

Inks- Acrylic Inks, Drawing Inks, Indian Inks.

Some fun but effective colouring methods

Blobs of water-proof inks put on tub filled water then a white sheet is carefully placed on the top of the water. When picked from one corner it shows a wonderful pattern and marble effect. Left to dried, this sheet can be used to cover gifts, boxes, books etc.



2.2.5 RANGOLI

Rangoli is a traditional decorative folk art of India. These were made in the courtyards during Hindu festivals.

Different kind of decorations are done in different states. E.g. Mandana in Rajasthan, Alpana in Bengal etc. Rangoli designs can be simple geometrical shapes, deity impressions e.g. Swastika, Lotus or Lakshmi steps or can have elaborate designs.

Rangoli material differs from state to state. Some use

1. **Dry rice or flour:-** to which Haldi, natural colours are added.
2. **Flowers:-** Patterns on the floor by filling flower petals like rose, marigold etc.
3. **Sand/Saw dust:-** Patterns on floor filled with dried sand /raw dust.
4. **Diyas:-** Patterns by arranging diyas into an interesting form e.g. in concrete circle or in swastika form then different colours of gulal or dried rice can be filled in each circle of diyas making a wonderful pattern

Some tips

Material from Nature

Children are encouraged to think creatively by using mud, twigs, leaves, shells, pebbles to create rangoli. They can collect material from surroundings which will improve their observation and they will start finding objects from nature for creation.

2.2.6 CLAY

Children of all ages like to play freely with clay. They make figures of different things they observe all around out of clay. Modelling clay requires little number of tools at the primary level as they can manage clay with their hands. Squeezing, pinching, patting and stroking with hands by children at primary level will improve their motor skills. Baking of the clay is not important. It is the experience to work with clay which is more important. Clay can be procured from potters in the nearby areas

In primary classes, children can learn the art of making slabs using the palm of their hands on which they can make relief sculpture. They can also roll, cut and join these slabs to make structures like houses and buildings, roads, vehicles, etc. They can stack coils on each other to make pots. They can also pinch these pots to show designs.



Notes

Importance

1. Clay helps in building eye-hand co-ordination
2. It develops the fine motor skills
3. It enhances creativity
4. The teaching process can be made more interesting and joyful.
5. It improves concentration or builds interest in art activities
6. All the senses are used while doing this activity, so the learning process is extremely beneficial and can be retained for long

Remember

Clay is also available in the market in the form of synthetic clay in various brands and colours. It is advisable that teachers should use natural clay instead of synthetic clay

Check your Progress – 4

1. Ink is soluble
2. Each pen has a unique type of
3.,, are the rangoli materials
4. Clay helps to develop motor skills
5. andare two methods of clay modelling (press and Pinch, coil)

2.2.7 MIXED MATERIALS

Many types of art work like collage, rangoli, classroom backdrops, stage presentation props or landscape can be produced from mixed material which can be low cost, non-toxic, traditional ,non-traditional .We know from cave paintings or rock paintings early human beings explored nature and found colours in flowers, leaves, grass, bark of tree, minerals etc. Similarly we experience finding

- brown from geru,
- Black from coal
- Yellow from turmeric (haldi)
- Green from leaves , grass , spinach.



- From flowers we find ;Red from rose ,Yellow from Marigold , Blue from lapis lazuli, indigo

(We can make a fantastic Madhubani Art by using flower colours.)

At the primary level of education the above materials should be taken into consideration. e.g. while making a collage, rather than going for pastel sheets, we can go for kite paper which is less costly. Also collage can be made with cut out pictures, different types of stones and pebbles, leaves, shells, tissue paper, cloth, rope etc. This sort of experimentation with mixed materials makes the learning flexible and not always dependant on traditional artist media. This helps in making students creative,imaginative as each material possesses its unique characteristics and qualities.

Low cost mixed materials readily available are –

- i. Paper – cartridge sheet, pastel, crepe paper, kite paper, glaze paper, magazine paper, tissue paper, packing paper, etc.
- ii. Colour – pencil colour, wax crayon, dry pastel, water colour, poster colour, natural and dye colour, mineral colour, etc.
- iii. Brush – round, hog hair, flat, sable hair.
- iv. Pencil – 2 HB, 2B, 4B, 6B, 8B, HH, Charcoal.
- v. Adhesive – fevicol, fevibound, glue, fevistick.

2.2.8 CRAFT MATERIAL

Within the confinement of the four walls of our house, plenty of materials are available which are discarded. From this trash we can explore and find craft materials which can produce fantastic craft pieces. Reusing waste material or trash is an amazing experience. A little bit of imagination, creativity, skill and ability to see objects **not as they are, but what they can become**, can be a memorable and rewarding experience. It also cuts down on the budget. Such exploration can bring unexpected results

Craft materials available can be as follows:

1. Plastic jars and bottles
2. Empty cans
3. Empty cardboard boxes and cartons
4. Old tooth brushes
5. Different plastic caps of old bottles



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6. Magazines and newspapers
7. Old cloth and torn clothes
8. Strings, threads, beads, golden ribbon(gota), sutli, bindi, cotton
9. Bangles, tiles, switches
10. Straws, pipes, ice-cream tubs and spoons
11. Bulbs, tube lights, wires, etc.
12. Coconut shells, pistachio shells, walnut shells, etc.

How to make an article from waste material

1. Gather the discarded items from your surroundings which are as interesting and different as possible.
2. Frame an idea from the discarded item chosen by you
3. Collect the required tools to execute your idea. E.g. Fevicol, scissors, cutter, cello tape, stapler, etc.
4. Now is the time to give wings to your imagination.

Have you ever visited the Rock Garden in Chandigarh made by Nek Chand? It is one of the finest examples of using the waste material and definitely amazing for giving a new dimension to waste material.

Mother nature is a bag full of materials. We can find shells, barks, twigs, leaves, pebbles, feathers, seeds, sand in nature which if explored can produce amazing art piece of work. No training on the technicalities of using these materials is required. When students are given a little supportive guidance they understand and apply innovatively to achieve the desired objective.

E.g. Children can make puppets out of old socks or old toys. They can put a stick under an old toy and manipulate it like a stick puppet. Old cartons, boxes, empty bottles etc. can be used to create flower vase and decorated with easily available materials like buttons, sequins, threads, match sticks, lids, beads, walnut shells etc. It would help if a corner in their house is created where they can store things picked from the trash so that some materials are available easily when required. During this process of exploration & experimentation he/she begins to connect with the elements of art and start creating .

Check your Progress-5

1. Mixed material can be found from.....
2. Is it necessary to get craft material from market (Y/N)



3. The following can give which colours;

- i. _____ from geru
- ii. _____ from coal
- iii. _____ from turmeric
- iv. _____ from leaves , grass , spinach.
- v. _____ from lapis lazuli, indigo .

2.3 EXPLORATION AND EXPERIMENTATION WITH DIFFERENT METHODS OF VISUAL ARTS AND CRAFTS

2.3.1 DRAWING AND PAINTING

Drawing is a form of visual expression and one of the most practiced form of Visual Art. The purpose of drawing is to leave a visible mark on a two-dimensional medium by making varied lines or shapes with varied tones .

No one knows when drawing really began. But people have made rock and cave drawings since pre-historic times. When paper became available from 14th century onwards, drawings were done on them.

Drawing or Painting helps to externalize emotions and events which a child may not express in verbal/written form. This art form provides vent to their ideas and images on paper e.g. a small child who loves ice-cream will like to make its image on paper or images of balloon, house, parents, school, flowers, cars etc. To express what they see or love most. Sometimes they also love to narrate stories from their paintings.

Drawing

The common tools that can be used for drawing are as follows:

- Chalk
- Charcoal
- Conte
- Crayon
- Graphite



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- Pastels
- Marker
- Pen and ink
- Pencil
- Inked Brushes

These are in the form of a stick with a point that transfers particles of media to the base. Most of these drawing media are either dry (e.g. graphite, charcoal, pastel, Conte) or use a fluid solvent (e.g. marker, pen and ink).

The bases for drawing can be:

1. Paper
2. Canvas
3. Metal
4. Wood
5. Plaster
6. Walls (for murals)

PAINTING

Painting is a method of putting pigment on a surface. The pigment can be paint, crayon or any other Material which can also be done with hands/fingers, knife, spatulas etc.

Types of Colours used In Paintings:-

1. **DIRECT COLOURS:** - Dry pastels, Crayon, Colour pencils come under this category of colours. These can be used by small children easily and so should be introduced to a child at the primary level for colouring as they do not require any strict paraphernalia.
2. **OIL COLOURS:** - They are available in tubes. These are to be diluted with turpentine oil for painting. The painting is generally done on canvas or a board. These colours are used by elder children as they require lot of paraphernalia and are little difficult to manage.
3. **WATER COLOURS/Poster colours:** - Watercolour painting is older than oil painting. Normally the only medium needed is water. Water colours are transparent, so one can paint one or more layers of colour. Painting in water colour offers an immense scope for everyone. As they can be used through colored pencils, pastels, pen and ink, anything which is compatible with water.



2.3.2 BLOCK PAINTING

Printing is an interesting method to create impression. It can be as simple as putting a thumb on stamp pad and pressed to make a finger print .

VEG. PRINTS: - vegetables like potatoes, onions, cabbage, capsicum etc can be cut , dabbed with colour or painted and pressed on paper to create a print or impression . The prints can be made to create patterns for education sake or even for fun sake.

NATURE PRINTS:- The objects found in nature can be used for printing e.g. leaves or fern, feather, a piece of wood or a tree branch.

HAND/FINGER/THUMB PRINTS: - Children love to paint their fingers, thumbs or even hands. The hands and fingers are dipped into thick paints and then pressed on paper to leave impression. These impressions can then be used to create different animals, birds, fruits, vegetables, faces etc.

Tips -

1. *Thumbs can be used to create a thick figure, or even faces or features.*
2. *Fingers can be used to make a fence or legs/hands.*
3. *Hands can be used to make a butterfly or peacock etc*

2.3.3 COLLAGE MAKING

‘Collage’ is a French word which means gluing or pasting. As an Art term, it refers specifically to the assembling, arranging and pasting of paper, cloth and other material to create an artistic composition. It involves the use of almost any material and is useful for creative imagination. The base can be paper, boards, ply, or canvas. Different kinds of materials like kinds of paper like magazine paper, newspaper, coloured paper, etc ,old fabrics, buttons, thread, boxes, foil, etc ,Feathers, shells, sand, leaves, twig, dried flowers, etc can be used in Collage to make it interesting , creative and to experiment with using of scrap by children.

The topics can be as serious as pollution, clean city, deforestation etc or even fun filled like making a kite, my house and so on.

Importance of Collage

- It helps to develop the fine motor skills of children by tearing and pasting
- The creative skill in children gets enhanced by such activities
- There are children who cannot draw efficiently, and hence feel discouraged. Collage is a great method to develop interest in art work for such kind of children.
- Group work can be enhanced while making collage



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Tips -

- To show pollution children can use matchbox to show vehicles on the roads thronging smoke.
- To show a forests they can make a tree and put grass on the tree to show the leafy part of the tree.
- To show cleanliness they can show the litter in the school by pasting wrappers of toffees, chips etc.

Such method of pasting mixed material as collage can make children conscious about nature, personal hygiene, other social topics in an interesting manner and create effective posters without drawing too much. Small children who cannot use scissors can produce great pieces of art simply by tearing and pasting.

2.3.4 MASK AND PUPPET MAKING

A puppet is an inanimate object or representational figure animated or manipulated by an entertainer, who is called a puppeteer. This is a very ancient form of theatre. Puppets are of different varieties and they are made out of a wide range of materials, depending on their form and intended use. Puppetry by its nature is a flexible and inventive medium.

Children at primary level can make Mask and Puppets out of ordinary materials available in the surrounding like threads, bits of paper, straws, paper bags, newspaper, buttons, wool, broom sticks, old cloth or socks, cotton etc. Children learn to use waste material effectively, get motivated to choose locally available materials and avoid artificial or cost demanding material. Children become more observant and explore new things. Some common techniques are:-

Finger Puppet- It is the simplest way to make puppet without much paraphernalia. One can simply tie a piece of cloth on finger and create a character by painting eyes, nose, mouth etc on thumb and fingers depicting different characters. Pictures

Socks Puppet- These puppets are made of worn out socks to be worn on hands. Eyes and other features can be added by using yarn, buttons, pom-poms, ribbon, felt, feathers, craft, foam, and beads. The figures made out of glove are then brought to action to show the puppet talking.

Paper bag puppet

Use a white or Brown paper bag. Use markers to make a face on the bottom of the paper bag. The mouth will be on the bottom edge where the bag is folded. You can also use felt pens for the figure and cut out eyes, nose, etc. Cut small,



pointy ear shapes out of paper and glue them to the side of the bottom edge of the paper bag. Once your face is done, you can finish making their front body. Your Paper Bag Puppet is ready for Show.

Glove puppet- Glove Puppet: Glove puppets are better made with two pieces of cloth sewed together to create a hollow inside so that the fingers and a palm can slip into it.

Mask

This is normally worn on the face and used for disguise and entertainment both. Masks are usually worn on face for different ceremonies, storytelling etc. A paper plate, some feathers, a few sequins — make a really cool mask.

Just as puppets can be made, similarly children explore and experiment with different materials and use their imagination to create Masks out of it.

Some kinds of Masks that can be made from materials suitable for primary children can be:-

Paper Mask

We can use any paper for making mask. Children cut-out the line drawing according to the character and then add the features to it. Use of different colour paper for making features and different material for decoration is to be adopted.

Making of Mask

Material-Pastel sheet, cartridge sheet, fevicol, scissors

Steps:

1. *Take 1/8th of pastel sheet*
2. *Cut it in the oval shape*
3. *Cut eyes in the leaf shape and put eye ball in it*
4. *Cut the nose and paste it*
5. *Make the expression as per choice like smiling face, sad face etc.*



Paper bag masks are the easiest to make. Get big envelopes/paper bags so that it slips into a child's head. Mark eyes, nose and mouth to make appropriate holes to see, breath and speak. Ask





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children to paint with imagination. You will be astonished to see the range of characters created by them.

Paper platemasks are also easy to make. Get a paper plate, make holes, cut the four edges to fold and paste so as to fit in with the oval shape of the face, put an elastic on two sides of the plate, and wear it.

Paint and give character to the mask for playing.

Paper-mache masks are made of pulped paper or paper strips moistened with thin wheat paste. By this material one can create interesting contours to the face. When dry it is hard and durable. Paint it with colour to give character. One can make **full** or **half masks** depending on the requirement.

2.3.5 CLAY MODELLING

Clay is a good medium of exploring as it is soft and malleable. Hence it can be easily moulded. It is most natural for younger children to make things out of clay. Many of us have built mud or clay houses and figures in grounds, play fields in our younger times. They enjoy the tenderness of the clay that is why they love doing the activity.

Children first make Round Shapes as they love to recognize balls to play with them. Later, these balls evolve to make birds, fruits, vegetables, human faces, etc.

Some Precaution needs to be taken while working with clay:

- Using too much water which will make the clay weak and later cracks will develop in the slabs.
- Also ensure that there are no cracks in the clay which should be smoothened by rubbing but not applying
- If the piece of work is not completed on the first day, it should be covered with wet cloth to stop it from drying. It can be worked upon on the second day.
- Children should maintain cleanliness and hygiene while working with clay. Therefore, they should tie aprons and ensure that their hands do not mess the floor or the walls.
- They should wash their hands properly after they have finished working with clay.
- The clay articles which need to be preserved should be displayed on a separate shelf



Tips on preserving clay:

Clay of the right plasticity should be stored by wrapping tightly in plastic bags and Sealing thoroughly or it will dry out. At the end of each session the children can put their clay in sandwich bags. If the clay has dried out slightly, use a plant spray to moisten it, then put it in the bags and seal tightly. They can be kept in the tightly sealed bucket until needed.

2.3.6 PAPER CUTTING AND FOLDING

Paper cutting – It is the art of cutting Paper in designs. Paper cutting is an ancient form of folk art. Different cultures have adapted this art in different styles all over the world. Sanjhi is the Indian art of paper cutting.

Today, paper cuttings are chiefly used as decoration. They ornament walls, windows, doors, columns, mirrors, lamps and lanterns in homes and are also used for decoration on festivals. They have special significance at festivals and on holidays. For example at Diwali and on the New Year's Festivals, entrances are decorated with paper cuttings which are supposed to bring good luck. Paper cuttings also used for patterns, especially for embroidery and lacquer work. There are two methods of paper cutting – using scissors and knife. Several pieces of paper—up to eight pieces—are fastened together. The motif is then cut with sharp, pointed scissors. The advantage of knife cuttings is that considerably more paper cuttings can be made in one operation than with scissor cuttings. Two dimensional and three dimensional cutouts are common which creates an illusion of depth, proportion etc

CASE STUDY:-

Children can take a square paper of any size and fold it in any geometric style horizontally or vertically.

Paper Cutting –

Mosaic

Steps:

1. Cut thin strips of paper then cut them horizontally to get small Square of about 1 cm.
 2. Make a pattern or a design or a figure on a paper
 3. Fill these with the squares of coloured paper accordingly
 4. The finer details we can draw with a sketch pen like stem of flower
 5. The complete picture looks like a mosaic
- (Method of making Paper Mask given in 2.5)



Notes

Paper Folding

As soon as we hear the term paper folding the popular Japanese style of Origami (*ori* meaning “folding “and *gami* means “paper) comes to the mind. This form of art requires the ability to give concrete shape or structural form like a sculpture. The goal of this art is to transform a flat sheet of material into a finished sculpture through folding and sculpting techniques, and as such the use of cuts or glue are not considered and the only requirement is that it should hold a crease. Paper sculpture is very light and easy to handle. Old newspapers can be used for such sculpting

Check your Progress-6

1. Drawing can be done paper and canvas also (Y/N)
2. Drawing is a method of releasing aon paper
3. Painting can be done on canvas with colours
4. Block prints can be done with vegetables T/F
5. _____is the printing techniques used for small children
6. Match the following:

1. Collage	a Japanese Art
2. Mask	Mandana
3. Puppet	Slab and coil method
4. Paper Folding (Origami)	assemblage of different materials
5. Rangoli (Rajasthan)	Finger, Glove, Stick
6. Clay	Paper Bag

2.4 MAKING OF FOLDER PRACTICAL WORK DONE

2.4.1 MEANING OF FOLDER AND SIGNIFICANCE

A Presentation **folder** holds loose papers or documents together for organization and record. The cover is made out of a thick paper with clips inside to hold sheets.

2.4.2 HOW TO MAKE FOLDER

Folder can be made from handmade papers ,cardboard etc. Plastic folders are available in the Market. It is important to label the folders as per our requirements.



2.4.3 USE OF FOLDER

Folders are used to store articles of children, craft materials, photographs of art work. These are records to help the child in recollecting varied experiences and for the teacher in continuous and comprehensive evaluation.

2.5 LET US SUM UP

Visual Art is an important component of Education at the primary level. It forms the core of child learning process and is an indispensable part of the school curriculum. The expression of ideas and emotions through art work is extremely important and useful as it develops multiple intelligence and is a source of joyful learning.

Units to describe experimenting with various mediums and material like pencil, pastels, pen, ink, poster colours, clay, paper etc have been taken up in detail. Exploration and Experimentation with different Methods of Visual Arts and Crafts like Painting, collage, masks, clay modelling, paper cutting and folding have been taken up in detail. Finally making a folder for displaying all work is very important. It helps the teacher and child for

The unit ensures that if a child is given a creative environment where he/she is allowed to explore and experiment the learning would provide a holistic development. The child will learn to think independently, be aware of the immediate environment and the world around them, learn to experiment and explore possibilities etc . It is for all elders and teachers to realize whoever touches the life of a child touches the most sensitive point of a generation. And also “All genuine knowledge originate in direct experience”

2.6 ANSWERS TO CHECK YOUR PROGRESS

Check your progress- 1

1. True
2. (sculpture, Photography, architecture)
3. (aesthetic)
4. (element)
5. (Red, Blue, Yellow)
6. N



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Check your Progress - 2

1. (2B, 4B, 6B)
2. (HB)
3. (tones)

Check Your Progress - 3

1. Soft, Hard
2. children
3. *glass, plastic, or pottery*
4. *Leonardo-da-Vinci*
5. N
6. Tempera

Check your Progress – 4

1. (water)
2. (line)
3. (flower, sand, divas)
4. yes
5. (press and Pinch, coil)

Check your Progress-5

1. (surroundings)
2. no
3.
 - i. (brown)
 - ii. (Black)
 - iii. Yellow (haldi)
 - iv. (Green)
 - v. (Blue)

**Check your Progress -6**

1. yes
2. (Mark)
3. (Oil)
4. (True)
5. (Thumb/Hand printing)
6. Match the following:
 1. Paper Folding (Origami) a Japanese Art
 2. Rangoli (Rajasthan) Mandana
 3. Clay Slab and coil method
 4. Collage assemblage of different materials
 5. Puppets Finger, Glove, Stick
 6. Mask Paper Bag

2.7 SUGGESTED READINGS & REFERENCES

- www.faber-castell.ie/34872/creative-ideas/creative-techniques/crayon-techniques/default_news.aspx
- www.faber-castell.ie/34870/creative-ideas/creative-techniques/colourpenciltechniques/default_news.aspx
- www.faber-castell.ie/34873/creative-ideas/creative-techniques/pasteltechniques/default_news.aspx
- www.faber-castell.ie/34874/creative-ideas/creative-techniques/posterpainttechniques/default_news.aspx
- www.faber-castell.ie/34871/creative-ideas/creative-techniques/watercolourtechniques/default_news.aspx

1.	National Book Trust	Play activities for child development	Mina Swaminathan & Prem Daniel
2.	NCERT	NCF 2005	
3.	NCERT	FOCUS PAPER – 1.7	



Notes

Visual Arts and Crafts (Practical)

4.	National Book Trust	Art; The basis of education	Devi Prasad
5.	National Book Trust	Who is the greatest	Rekha Jain
6.	Tara Books	Child Art with Every day Materials	TaritBhattarjee KanchanaArni Geet Wolf
7.	Print World (P) Ltd.	Art Beauty and Creativity	Shyamala Gupta
8.	Mapin Publishing Pvt. Ltd. Ahmedabad	Sri Aurobindo on Indian Art	Elisabeth Beck
9.	NCERT	Training Package On Arts Education For Primary Teachers	

2.8 UNIT-END EXERCISES

1. What is Visual Art?
Element of Art
Fundamental of Art
2. What are the objectives of visual Art?
3. Importance of visual Art for Primary Teacher?
4. What do you mean by material?
Natural
Low cost
Waste material
5. What is the importance of puppet in education mention the types of puppets that can be used?
6. Elaborate the Block printing techniques which method is most commonly used for a small child to do Printing?
7. What is a pencil? What are the kinds of pencils available in the market?
8. What are pastels? Name and explain the types?
9. What is rangoli? What kinds of materials can be used to make rangoli?
10. “A collage is a work of art made from assembling of different materials” Explain?



11. Mixed media is a fantastic method to explore and experiment with different medium. Is it true? If yes, explain how?
12. How clay improves the gross motor skills in children? (Importance of clay)
13. Can paper be folded to create forms, if yes, what is this art called and explain one method to? Create a model (e.g. Cap or bird)
14. What is the importance of colours in painting? (Mention the types of colours used in printing)



UNIT 3 PERFORMING ART PRACTICAL

STRUCTURE

- 3.0 *Introduction*
- 3.1 *Learning Objectives*
- 3.2 *Elements in different performing arts*
 - 3.2.1 *Music*
 - 3.2.1.1 *Vocal*
 - 3.2.1.2 *Instrumental*
 - 3.2.2 *Dance*
 - 3.2.2.1 *Folk*
 - 3.2.2.2 *Classical*
 - 3.2.2.3 *Creative*
 - 3.2.3 *Theatre*
 - 3.2.3.1 *Folk Theatre*
 - 3.2.4 *Puppetry*
 - 3.2.5 *Significance of Regional Art Forms*
- 3.3 *Planning and Preparation of any Performing Art*
 - 3.3.1 *Planning*
 - 3.3.2 *Preparation*
 - 3.3.3 *Tips for Presentation*
- 3.4 *Making a Folder of covering practical activities*
- 3.5 *Let us Sum up*
- 3.6 *Answers to Check Your Progress*
- 3.7 *Suggested Readings and References*
- 3.8 *Unit-End Exercises*

3.0 INTRODUCTION

In the previous chapter you have learned about Visual Arts and Craft. The chapter gives you the knowledge about different aspects of Visual Arts and Craft. It



describes fundamentals of Art, experimentation with different materials and Exploration and Experimentation with different Methods of Visual Arts and Crafts. Apt implementation by teachers will give ample opportunity for children to explore and experiment. It will enhance the creativity of the child and also help them to explore and enjoy in the immediate environment.

As Art figures in almost every walk of life Art and India are almost synonymous. Right from birth singing the soothing lullaby to the child, enacting tales of valor and courage in schools and community celebration from the epics – The ‘Mahabharata’ and The ‘Ramayana’, or Panchatantra we are connected to art. All Art forms foster cultural awareness and promotes cultural practices. This is the means by which knowledge of the historic past of its people, traditions, beliefs, customs can be understood. The achievements of human beings through literature, poetry, important texts can be revisited and transmitted from one generation to the next. It is therefore valuable for impressionable minds to get the right exposure to arts in their formative years by gaining access to our rich and important past. This unit of Art education will give an idea about the varied disciplines in performing arts and how their implementation will be useful to the learner. Performing arts incorporate Music, Musical Instruments, Drama, Dance, Recitation, Narration, Literature etc. It is a very wide gamut and has been a part of human life since the beginning. These forms are embedded so beautifully in our social lives that without them life would be so dull, shallow and unaesthetic. The glory of our traditional and contemporary performing arts hence has to be treasured, glorified, practiced and restored for the benefit of the future generations.

3.1 LEARNING OBJECTIVES

After completion of this unit, you will be able to:

- Understand the arena and perspectives of performing art.
- Understand our regional art forms-music, dance, theater, puppetry.
- Relate to performing art activities in day to day teaching
- Analyse the importance of our local specific arts and regional art forms.
- Strengthen bonding with regional art forms and conserving it for future generations
- Explore different art forms and understand their intra-relationship
- Understand Integration of Performing arts with other curricular areas.
- Enhance creativity, individuality, group work, sensitivity etc. among children



Perspectives of the teacher

Teacher should encourage and motivate students to take part in different activities. Teacher will play the role of a guide, motivator, evaluator, facilitator, planner, performer, organizer, inspirer, counselor, promoter and modifier as well.

Basics of Performing Arts.

Listen to a sound of any bird or a street vendor, you will find musical notes interestingly arranged. Look at the tree swinging in cool breeze, you will find interesting dance movements. It is happening every day and every moment, all around waiting to be discovered. There is a deep relation between performing arts and daily life. All the rituals and festivals in our country have elements of Music, Dance and Drama. Playing varied roles in life we express ourselves according to specific characters like mother, child, wife, husband, uncle, grandfather, aunt etc any relationship within the family and in the society. When we like a particular expression that may be a way of talking or behaving, we imitate and this gradually evolves to artistic capabilities. Different art forms are systematic expression of emotions, ideas, action, reactions, attitudes, beliefs etc. When we stylize these expressions we create the basic elements of Music, Dance, Drama, Puppetry, Poem recitation etc. It improves understanding, knowledge, opens and develops new avenues, promotes learning of skills and stimulates interest and creativity. It gives ample opportunity to satisfy curiosity, interest by indulging in varied roles by expressing through any medium of art like song, dance, drama, puppetry etc.

3.2 ELEMENTS IN DIFFERENT PERFORMING ARTS

The basics of all performing arts is Listening, Viewing, Imbibing, Imitating, Exploring, Expressing, Performing etc. When we see or practically do a dance, music or drama performance all our sensory motors awaken as we spontaneously indulge in all the above traits.

- **Expression** — All living beings have sensory motors which help us to listen, view, smell, touch and taste. When we actually do the above activities which are spontaneous to any human being we give varied expressions. These expressions help others to understand our thoughts. Similarly whenever we stylize our presentations through any form of art, expressions play a major role. Look at a father with a gift hidden in his palms and the expectant daughter waiting in suspense, you will find elements of expression and simultaneously drama in it. When a child looks at a beautiful flower or smells a rose or suddenly watches a flight of birds in the sky the expressions are spontaneous and anybody around is able to understand the feeling rightly.



All performing arts are best manifested when the element of expression gathers strength.

- **Listening** –There are varied sounds in our surroundings and environment like chirping of birds, flowing water, animal sounds, pitter-patter of rain drops, rustling of leaves, the soft mellow of breeze, sound of footsteps, voice patterns of different human beings, etc. also human beings use different sound patterns to communicate many circumstances like birth of a child, death in the family, celebration of different kinds etc. hence the moment one listens the sound pattern conveys the situation. So listening is an important and essential exercise.
- **Observing** — Let's take a look around— our eyes will witness innumerable things, but do we actually see all or our eyes select only a few things which are of our interest and the rest is ignored. Suppose we have to make a presentation in dance, theatre or music

What all do we view;

The location of presentation, where all sets can be made, what is the position of the audience etc.

Then we come to the performance part- posture, style and colour of costume, jewellery, props, makeup etc, position on the stage of the artist for apt eye contact with the audience etc.

This development of keen observation or viewing improves our capacity of exploration, understanding and the proper usage of resources available. This correspondingly facilitates performance and presentation.

Hence a teacher should motivate students to develop a sense of viewing every minute detail in their surroundings. This will help not only in planning activities but also gain a better perception of their surroundings which helps them to utilize local resources that are easily available.

- **Exploring-** listening, imitating, imbibing, relating are the basis of exploration. Through performing art forms teachers can motivate students to explore by enhancing curiosity. This attitude of Exploration helps all gain specific knowledge and innovate. We explore with our perception and understanding.

Disciplines in Performing Arts - Music, Dance, Theatre, Puppetry

The idea of creative art should involve all the elements of commonly known art forms Music, Dance, Drama Poetry, Creative writing etc. One can add many



Notes

more like recitation, storytelling, mime, puppetry, mask-play, simple choreography and group singing. Inclusion of popular art in the region, whether folk, tribal, or classical is essential. Also depending on which region your school is located in, the children in your class may choose any art form. This will be the best way of introducing the children to dance or music, as the local arts create a much more significant impact. The teacher should never insist on any particular form. At the primary stage the focus should be to learn to be comfortable with the body, to build confidence in standing, speaking loud enough for all to hear, singing together, etc. You can choose songs and stories that are popular among the performing arts of your region. However, if the children express interest in some performing art by name, you could try to get pictures of that art and show them, discussing interesting features like the make-up, the movement, the costumes used in it, which would increase their interest in the arts in general.

An Important passage from the text “***Historical development of Indian Music-Swami Pragyanda***”

*In the remote days, all rites and ceremonies were connected with the elements of music. Songs of religious character, lullabies, love songs, game and drinking songs, songs/ music of farming, hunting, marriage, burial, war, travel, seasonal songs formed an integral and indispensable part of life of the people. The popular ballads and folk-songs are like narrative accounts of the spontaneous enjoyment of existence and of domestic events of the people. Total musical narratives of different occupations like descriptive pictorial songs of the expert Patuas, mystic songs of the Sahajiyas and the Bauls, dreamy river-songs, magic chants and tunes of the snake-charmers, hunting tunes of the Santals are commonly found in all regions of the country. Different musical instruments of folk-music like ektara, dotara, sarinda, gopiyantara, venu (bamboo flute), tipra, madala, dholaka, khamaka, anandalahari, khanjanikaratala, etc. bear testimony to the cultural taste and outlook of the people. **When we point out to the above cultures which exist even today we empower a student by enhancing the observing and listening capacity.**”*

3.2.1 MUSIC

Concept of music

- Our environment consists of many different sounds. When we explore more, we experience varied types of sound we hear are interesting, soft, loud and different from each other. If we look around, we hear the sound of a bird chirping, an animal grunting or meowing, a hawker calling out, ringing of a bell, and vehicles on the road, human voices, pitter-patter of rain and



other sounds in nature. We also hear the sound like clapping, banging of table, screaming etc. Music is an Art form whose medium is Sound . When we combine the sounds in such a way that it is smooth, pleasant and in **harmony**, we call it music.

Human being has imitated and reproduced sound from environment and surroundings and paved the way for systematic arrangement of sound—seven notes and other notes in between; unlimited combinations creating music; From these seven notes varied types of Music has been created.

We listen to music in our everyday life from childhood on different occasion like on child birth, wedding, festival, at religious places etc. This music belongs to our region, where we find songs touching each part of our life and moods. Music is not only about notes, it is

about expressing notes through feelings and emotions. That is why it is said commonly “Music has no language and it is meant for all”

We listen to music in vocal and instrumental form —

3.2.1.1 VOCAL MUSIC

Tune and rhythm are two important elements in Music. When we put words in a tune with rhythm it becomes a song. All tunes are based on the different sargams or patterns created out of the seven notes - *Saa, rey, gaa, maa, paa, dhaa, nee, saa*

e.g pattern can be like

Sthayi			
Saasaadhaapaa	Gaareysaarey	Gaa — paagaa	Dhaapaagaa —
Gaapaadhaasaa	Rey saadhaapaa	Saapaadhaapaa	Gaareysaa —
0	3	x	2
Antara			
Gaagaapaadhaa	Paasaa — saa	Dhaadhaasaarey	Gaareysaadhaa
Gaagaareysaa	Rey reysaadhaa	Saasaadhaapaa	Gaareysaa —
0	3	x	2

It is based on a rhythmic structure of 16 beats. Similarly many patterns are made in varied rhythmic structures. This is the basis of any song or composition

Also music represents the emotion of the masses .India has a rich legacy of this context in regional music and classical music both.



Few examples of regional vocal music are given below categorically –

Folk songs:

- OkunBijeBajaro e Badly OkunBije Moth MewaMisri.....Rajasthan

dgjokrky

Ekk=k	1	2	3	4	5	6	7	8	1
Ckksy	/kkxs	u	frA	u	d	/ks	u A	/kk	
Rkkyh&[kkyh	x				0			x	

This song has the above tala and the theme is based on the rainy season. Rain brings happiness and joy in the life of people. Peacocks dance, koyal sings and the fields are green signifying good harvest.

- Yichhu Son Chaman Kashmir

This song is in praise of India. Our Country is the a garden which is beautiful because of flowers like us . We should live in harmony and not hate anyone. Even in difficult times our approach should always positive.

Custom Songs:

ChaleDhan Kate DhanialJaldiChalna..... Bihar

This song is sung at the time of cutting crops. The song expresses how all people working in the fields wish to complete cutting crops as early as possible so that they can enjoy the festival of Chattparb.

Bhakti songs:

AnandlokeManglaloceRabindraSangeet

This is an invocation to the almighty written by the Nobel laureate. It is expressing how the Omnipresent and Omnipotent Almighty can bring wisdom , peace and harmony to all.

Integration songs:

Mile Sur MeraTumhara (Link – YouTube)

Milç Sur MerâTumhârâ, Tô Sur BançHamârâ

Sur KîNadiyân?HarDiûâSç, BahteSâgar Men?Milç

Bâdalôn?KâRûpLçkar, BarseHalkçHalkç



Milç Sur MerâTumhârâ, Tô Sur BançHamârâ

[Ks] ChaainTaraz Tai MyainTaraz, Ik Watt BaniyeSaayenTaraz

[Pa] Tçrâ Sur MilçMçrç Sur DçNâl, MilkçBa?çIkkNavân? Sur Tâl

Milç Sur MerâTumhârâ, Tô Sur BançHamârâ

Mun?Hin?Jô Sur Tun?Hin?JçSân?PiyârâMilçJad?

Ahin?, GîtAsân?JôMadhurTarânôBa?çTad?Ahin?

Sur Ki Darya BahteSagar Men Mile

Bâdalân?DâRûpLaikç, BarsanHaulçHaulç

IsaindhalNammIruvarinSuramumNamadhakum

DhisaiVeruAanalumAaziSerAarugalMugilai

MazaiyaiPozivadu Pol Isai Nam Isai

NannaDhvanigeNinnaDhvaniya, SçridanteNammaDhvaniya

NâSvaramuNiSvaramuSangamamai, ManaSvaran?aAvatarinchç

E??eSvaravumNi??ka?o?eSvaravum, OttuççrnnuNamo?eSvaramây

TômârÚûrMôdçrÚûr, Sri??iKôrukÔikôûûrSri??i Hauk Aikyâtân

TumaÂmaraSvararaMi?ana, Sri??i Kari ChâluEkâTâna

[Gu] Ma?ç Sur JôTârôMârô, BançÂp?ô Sur Nirâ?ô

[Mr] MâjhyâTumchyâJu?tâTârâ, MadhurSurânchyâBarastîDhârâ

[Hi] Sur KîNadiyân?HarDiúâSç, BahteSâgar Men?Milç

Bâdalôn?KâRûpLçkar, BarseHalkçHalkç

Milç Sur MerâTumhârâ, Tô Sur BançHamârâ

Patriotic Songs: Assam

AeiMati Re Mauro MauteMatiKeSumilo

AeiMatiTeJibonsobiAankiAankiMosilo

This song denotes the feeling of the people of Assam about the love and devotion for their motherland. The song also describes the beauty of that place.

**Children Songs:**

- **Hara samandergopichander, bolmerimachalikitnapani-**
- **Hind desh... mmm huhu...**

humsabhee.... ekhain... bhashaaanekhaiyehaneekkyahaindidi ?
 anekyanibahutsaare.... bahutsaare, kyabahutsaare?
 acha, batateehoon...

surajek... chandaek.... taareanek....

Festival Songs:

Bhaiya Mere Rakhi..... RakshaBhandhan

3.2.1.2 INSTRUMENTAL MUSIC

The ancient texts in India say

^^xhraok|au'R;aE;e~ laxhreqP;rs**

'Geetam, Vadyam, Nrityamtrayamsangeetmuchyate'

Indian Musical instruments have evolved over centuries. Each instrument has its beautiful story of evolution similar to any other cultural history. Pots, pans, plates were essential utensils used by human beings in the kitchen which later transformed into musical instruments. Thus, most Indian instruments although having started in simple forms because of a long period of evolution, have now become exquisite instruments capable of producing varied pitch and range of octaves. Had this evolution not happened we would not have seen so many instruments in our country.

There are artists playing regional music or folk music who showcase music of a particular region as well as classical musicians who have two styles -Hindustani and Carnatic. All these musicians have created hundreds of musical instruments out of which some are popularly practiced, some are becoming rare and some have withered away or merged with new innovations in instruments.

There are various types of Musical instruments available in all the regions of the country .Our musical instruments fall under four different categories.

1. The string instruments are known as Chordophones (Tat – Vadya)





2. The wind instruments are known as Aerophones (Sushir – Vadya)
3. The skin Instruments are known as Membranophones (Avanaddha Vadya)
4. The Percussions are known as Idiophones (Ghana – Vadya)

We all see and hear musical instruments in our day to day life like – in temples, church, social gatherings, movies/cinema, advertisements, children programs, live concerts etc. Some examples of Musical instruments are



1. Chordophones (String Instruments) – TAT VADYA

The above names are synonyms of a type of Instrument that produces sound through strings stretched over different types of surface. The string instrument is usually made of materials cotton ,silk and like **wood, metal ,clay ,hide or skin of animals**. Strings of copper, brass, steel, iron, parched animal guts ,hide of different animals stretched tightly over a surface and tuned properly produces a pleasant musical sound. The ancient scriptures mention that the ‘**Tat**’ instruments also had strings made of **cotton ,silk anda kind of grass called ‘Munj’**.

String instruments prevalent in India can broadly be divided into four groups.

The first category consists of those that are sounded with the help of a **plectrum** such as the **Veena, Sitar, Sarod** etc. **The second** category consists of those string instruments that are played by using a **bow** like **Ravanhattha, Sarangi, Sarinda** etc. **The third** such as **Santoor** is a chordophone played upon by striking its strings with a **small pair of wooden sticks**. **The fourth** type is that which is played with **hands** like **Ektara, Tanpura** etc.



2. Aerophones (Wind Instruments) - SUSHIR VADYA

The category of wind instruments or aerophones is known as Sushir Vadya. The instruments in this category use air directly or indirectly for production of various types of sounds .The word Sushira means hollow, perforated or full of holes. The whistle , horn ,loudspeaker made of folded paper or a little whistle known as Peepadi made from a smooth leaf folded are examples of sushir ‘yantra’. Sushirvadyas are categorised according to different types of sound producing methods . Some have a mouthpiece through which one



blows to produce sound like flute or algoza . Some have a mechanism such as the reeds like harmonium to produce sounds. Another kind of SushirVadya produces sound through bellows. When through blowing or bellowing air is made to vibrate ,the frequency level of the vibration produces different shrutis or identifiable notes . Covering and uncovering the holes with fingertips or stoppers modulates the sound of the wind instruments. Some other instruments are;



Ran Singha.....Jammu

Algoza.....Rajasthan

Harmonium, flute, Bansuri, shehnai, turi, beeh etc.

3. Membranophones (Skin Instruments) - AVANADDHA VADYA

Avanaddh means ‘that which is covered’. AvanaddhVadyas are those instruments whose openings are covered. Instruments with a hollow form made of wood, clay or metal, covered with animal hide or membrane are percussive by nature. The earliest of the Avanaddha instruments could have been tree stumps which stood vertically on the ground . Having a single face, which might have been hollowed out and when covered with a hide or membrane might have become the first drum. As the art of scooping out portions of felled tree trunks was gradually perfected, hollow forms in various shapes and sizes became the base for creating different kinds of musical instruments.

Digging a pit for arresting animals and then covering the part of the earth with the hide of the animal after consuming the meat created another drum which has been termed the BhoomiDundubhi. The membrane was struck with the animal’s tail, which was left intact. The tightly stretched membrane covering the openings of the hollow body by nailing it to the ground was either struck by the hand or with an object for producing sound.





Gradually with different shapes and sizes of mud vessels , wooden vessels and pots coming up like Spherical pots, shallow pans, long necked jars, when covered become different rhythmic musical instruments. That is how we see Edaikka,(one mouthed) Tabla- two pieces, Dhol (open from two sides)etc. Some are played with the palm and fingers, others are struck with sticks. Some instruments are

Dhol.....Punjab

Naal.....Maharashtra

Dhak.....Bengal

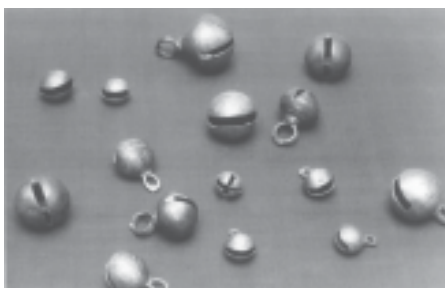
Hudka.....Himachal Pradesh

Dappu.....Andhra Pradesh



Idiophones (Percussion Instruments) - GHANA VADYA

Human beings used pots and pans in their homes . In this process these pots and pans clashed against each other which sometimes produced a sound pleasing to the ear .This paved the way for stone, wood and clay to become mediums of musical or rhythmic expression. As already casted utensils were a natural beginning to musical expression



Thaali ,ghatam ,daand ,such instruments should be the primary instruments .These have been termed as ghanavadyas or idiophones. Ghana meaning solid .Ghana vadyas are usually made of metal, wood, clay as they are solid in structure. Dandia ,manjeera, ghanta, ghunghroos, ghatam are some of the ghanavadya instruments.

Some of the observations regarding these instruments are –

- Indeed any two pieces of solid struck or rubbed together can become an idiophone.
- These have evolved from basic materials used by human beings like pots, pans ,dandas used in the kitchen or for personal security . “weaning away from this material culture to musical uses and specialization is at a later stage says the eminent musicologist B.C.Deva”
- They acquire a definite pitch at the time of their casting or carving, which can be heard and analyzed only after they have been struck.



Notes

Performing Art Practical

- What is heard is not a sustained sound and therefore it is not possible for them as single instruments to produce a melody.
- The sound produced is of a short time span and that is why these are suited for rhythmic accompaniment.

Some instruments are

Gong _ _____ Sikkim

Kamsale.....Karnataka

Bhortal.....Assam

Leizium.....Maharashtra

Ghattam.....Kashmir

Check Your Progress- 1

1. Name our five senses.

.....

.....

.....

2. When we close our eyes, our power of listening(increases/decreases)

3. What is the most important component of performing art?

.....

.....

.....

4. List the sounds you listen to in your immediate environment?

.....

.....

.....

5. Music begins with sargam..... (true/false)

6. Music is divided in....., categories- vocal and Instrument

7. Any kind of sound is music, do you agree. (yes/no)

8. The categories of musical instruments are_____



3.3.2. DANCE

Dance is the expression of body, mind and soul. The co-ordination of body parts with face expression along with Music can be termed dance. India is a country of diverse culture and there are dances in every region which are inherited. The important aspects in dance are body movement, facial expression, music, musical instruments, literature, space management, group and solo co-ordination, makeup, costumes etc. Costumes and ornaments of dances are inspired by the atmospheric condition of any area. Regional dance form is performed in groups on religious occasions, marriages, any cultural event, Republic day parade, local festival of a particular region, movie cinema, tourist places etc. These dances are performed solo, duet and in groups. In these dances people of varied age groups perform spontaneously in dances of their specific regions. E.g. in Gujarat Dandia or in Punjabi Bhangra we find thousands of people dancing together to the beat of regional music.

Solo:

Solo dance is performed by an individual

Duet:

It is performed by two performers. Generally it is done to both genders with their individual characteristics or identities at the same time.

Group:

We observe large groups of people dancing together to celebrate occasions

Dhimsa (Devi Puja).....Andhra Pradesh

Garba.....Gujarat

Bihu.....Bengal

The Musical instruments we have read about in the previous pages are also used and are very important in dances.

Types of dances

3.2.2.1 FOLK DANCE

Folk dances evolve from the lives of common people and are performed in unison. These dances are performed on the occasion of festivals, following rituals and customs, religious ceremonies, celebration of joys, seasons etc.



Notes

3.2.2.2 CLASSICAL DANCE

The dance form that has a developed, creative and solid base work is termed classical. It has a specific style and the skill has to be learnt from the gurus. The classical form of dance was performed in temples as well as in royal courts. The dance in temple had a religious objective whereas in courts it was used purely for entertainment. Now it has moved to the stage for public performance and in classrooms for systematic learning. Some of the classical dances are-Kathak, Bharatnatyam, Manipuri, Odissi etc.



3.2.2.3 CREATIVE DANCE

The adaptation of Western theatrical techniques imbued with elements of Indian classical, folk, and tribal dance is a creative form. Uday Shankar was the pioneer in this sort of adaptations thus laying the roots of modern Indian dance. The art of creativity,

improvisation, and imagination is the basis for any sort of creative dance. The creative dance form liberates itself from imitation of the tradition and the classical dance forms laying emphasis on seeking the essence of the cultural legacy giving it a distinct Indian identity. In the preceding years after Uday Shankar many dancers like Ananda Shankar, Narendra Sharma etc have worked in the area of creative dance. Shanti Bardhan a disciple of Uday Shankar gave us immortal *Ramayana* with human beings performing like puppets. He also introduced the fable of *Panchatantra* creating movements of the birds and the animals. Darpana Academy of Performing arts is another institution laying a lot of emphasis on creative dance.

Check Your Progress- 2

- Name some folk dances of India.
.....
.....
.....
- Kathak and Bharatnatayam aredances of India.
- Dance is the of Body.
- Creative dance incorporates.....and so is the legacy of any culture



3.2.3. THEATRE

Concept of theatre:

A child is born with natural expressions like laughter, smile, cry, excitement, joy, thrill, anger etc. at birth. At this stage the child doesn't have a language but is able to express and also understand other's expression. Theatre is an Art form, a platform that provides organization to these expressions, thought, and emotions. The approach towards self discovery, introspection, organisation of ideas with emotion, providing manifestation and solution to wide ranging themes like social issues, human outlook, life as a whole in a stylized and aesthetic manner is theatre. The theatre/drama performances are based on social appreciation, awareness, messages, eradication of social evils, mythological stories, epics, stories of famous personalities and ritual offerings etc.

ROLE PLAY

Theatre in a child's life begins from the immediate environment through imitation in the form of role-play. We experience people playing different roles in our day to day life like washer man, vegetable vendor, fruit seller, teacher, maids etc. All these people have a direct relation to the child's life. Children observe people in their surroundings and imitate them. This is role play. Also when they read about different personalities or any animal, fruit, vegetable, machine etc they like to mime the characters and in the process introspect and start thinking about many facts e.g. if they role play a tortoise they think about the anatomy, outward structure of the animal, where it lives, what they eat, how they move around and so on. Hence through this activity they are able to gather a lot of information regarding the animal. So it is beneficial for the child to do role play as it gives ample opportunity for creativity, outlet of emotions, voice modulation, self-expression, language development and scope to know the environment in a better way.

STORY TELLING & STORY ACT

Story telling begins from the childhood and plays a very important role in child's life. In early times, storytelling and story enactment proved to be the best way for child's all-round growth and development. Usually grandparents used to spend ample time with children. As the joint family system took the back seat by giving way to nuclear families children nowadays get very little opportunity to listen to stories. Stories enhance the imagination power in children and gives them opportunity to live it in their own world. The joy of listening to a story and at the same time gaining moral values is a fantastic approach. The teachers can apply the skill of storytelling easily in an effective manner. Story telling is an art with the combination of expression, gestures, voice modulation, movement and words.



So, a skilled teacher can make a difference in the life of a child through storytelling and enactment as theatre begins from this point in his life.

3.2.3.1 FOLK THEATRE

inhabited by over a billion diverse racial groups, India presents a colorful assortment of folk culture, best portrayal through the unique art of folk theatre. Local dialect is used in folk theatre. Some of the popular folk theatres are Raasleela, Ramleela, Bhaand, Nautunki, Wang, Jatraa etc. Some ballad singing theatrical productions are Pabujikaphad, Nupipaalaa of Manipur etc. Instruments like dhol, kartal, manjira, khanjira are some props used in folk theatre.

Some of the regional theatre forms are given below

1. **BhandPather** – This theatre form belongs to Kashmir and Punjab. Farmers celebrate harvest season and worship gods & goddess. There is combination of Satire, Wit and Parody. Shikargaah is one of the traditional pather which is a satire based story of hunters who hunt deers. Masks are used to depict animals in it.
2. **Krishnattam** – Krishnattam is performed every year in Krishna temple of Guru Vayur in Kerala. In this, cycle eight plays of Krishna are enacted in eight consecutive days every year. The plays are Avataram, Kaliavardama, Rasakrida, Kamsavada, Swayamvaram, Bana Yuddham, Vivida Vadham and Swargarohana. Krishnattam is very closely related to the life of an individual where all the aspects at different stages of life are taken up. For example, Kishana's birth, Kaliadaman, Kamsavadh tells us that mother gives birth to a child, but the whole family takes care of him. As the child grows, he starts fighting or raising voice against social evils and works towards eradication of it. Few more example of regional theater forms are given below :

Swang	Haryana, Punjab
Nautanki	Uttar Bharat
Rasleela	Utter Pradesh
Bhavai	Gujarat and Rajasthan
Jatra	Bengal & Orissa
Tamasha	Maharashtra
Yakshagaana	Karnataka

In Urban areas, there is provision of training in theatre as well place to perform. All over the country there are theatre groups like Nandikar, Prithvi Theatre, Rangayan, National School of Drama etc who promote theatre in education ,



train artists, host mega productions for the masses. Hence the culture of seeing and doing theatre is very much agog in our urban centres. But on the other hand, in **small regions and rural areas**, theatre is performed for the people, with the people and is more close to the heart of masses. Theatre reflects the thought of the common man. It expresses the viewpoint of the society to face the challenges. There is no specific requirement of formal stage setup. So, tents and temporary stage becomes the setup for the performance. There is a lot of scope for creativity and improvisation. It gives an opportunity for emotional outlet. It is the most authentic medium of recreation for common man.

Theatre in classrooms.

Doing Drama/ Theatre-In classroom dramatics the curricular areas are taken into account and the play is devised in the classroom by children. Sometimes a historic episode or previously written theatre is also considered for education purpose. This is gaining a lot of effectiveness over the years. Teachers can take great advantage of doing curricular areas through drama, narratives or story telling

Check Your Progress -3

- 1 Write any 3 character of your choice for role play.

.....

- 2 Is formal stage setup required for the regional theatre performance.

(Yes/No)

- 3 Value can be inculcated through story telling. (True/False)

- 4 Name 2 most important components of story telling.

.....

- 5 BhandPather is a regional theatre form of ____ and Punjab.

- 6 ____ Theatre form is performed on Krishna Play in Kerala every year



Notes

3.3.4 PUPPETRY

Puppets are a unique aspect of performing art which can be pedagogy. It helps in spreading social awareness, environmental consciousness, historical incidents , traditional stories like Vikramaditya's 32 puppet throne 'Singh asanaBattisee' which helps to teach morals etc. Puppets are used to communicate our viewpoint, ideas and thoughts. The moment we hold a puppet in hand, we merge into the character and introspect. This rings a bell in the mind and the character suddenly comes alive giving the ability to understand and interpret. It brings more fun to the content and yet brings out serious debate through manipulation. All the elements of visual art and craft like colors, harmony etc are used in puppetry. Most common themes of puppetry are –moral values stories, epics, local myths etc. Puppets depict the local region identity and characteristics and are created keeping in mind the same. Puppetry is successfully used for spreading education, awareness and for mentally & physically challenged people so that they can understand the concept in a better way.

Few example of regional puppetry are given below:-

Type of Puppet	Place / Region	Theme/Name of Puppet
Glove Puppet	Uttar Pradesh	Radha- Krishna
	Orissa	
	West Bengal	Play called 'Pavokoothu' Ramayana & Mahabharata
	Kerala	Kathputli
String Puppet	Rajasthan	Kundhei
	Orissa	Gombeyatta
	Karnataka	Bommallattam
	Tamil Nadu	
Rod Puppet	West Bengal, Orissa	
Shadow Puppet	Orissa	Ramayana
	Kerala	Tholpavakoothu
	Andhra Pradesh	TholuBommallatta
	Karnataka	TogaluGombeyatta, Theam – Mahabharat& local legends.
	Maharashtra	
	Tamil Nadu	



Notes

Check Your Progress-4

1 Name any three types of puppets.

.....

.....

.....

2 What are the most common themes of puppetry?

.....

.....

.....

3 Puppetry is successfully used for physically & mentally challenged people (True/False).

4 Puppetry is the most interesting and _____ medium of expression.

5. Puppetry is successfully used for physically and mentally challenged people.

.....

.....

.....

3.2.5 SIGNIFICANCE OF REGIONAL ART FORMS i.e. MUSIC, DANCE, THEATRE & PUPPETRY AT ELEMENTARY LEVEL

Regional art form plays a significant role in child's life at the elementary level –

1. It helps in the holistic development of children. Art forms touch physical, cognitive, emotional, social, spiritual, and language
2. Participation in activities enhances coordination, cooperation, sharing, and patience, strength of unity, leadership and ability to initiate and follow.
3. It helps to build in positive attitude towards life.
4. It gives opportunity to solve problem in any situation through exploration.
5. It increases concentration power and attention span. It helps in sharpening the mental abilities.
6. It helps to enhance creativity and imagination.



Notes

7. It gives outlet of energy and emotions satisfying the child
8. Through activities there is interaction between students which breaks the barrier of language.
9. In a classroom students come from different region, so performances enhances feeling of brotherhood.
10. As regional art forms are organized at elementary level, it strengthens regional bonding and develops respect for region.
11. It helps students to know and understand their Indian culture and enhances national integration.

3.3 PLANNING AND PREPARATION FOR ANY PERFORMING ART

Planning and preparation plays a significant role in the organization of an event. It is an important tool to assure the success of an event. A well designed plan and preparation results in a winning situation. The effective implementation of plan plays a very important role in the whole process.

3.3.1 PLANNING

1. Theme selection should be according to the need of the event. We should be aware of the objective and purpose of the event while selection of art forms. It should correlate with the requirement of the occasion.
2. It is very important to have authentic information of the art form which can be collected from various sources. Parents, community, books, internet, people from other regions, students etc. can be involved in this process to gather and give information . For the students this can be good exploration which will give them a life-time learning experience.
3. It should be kept in mind that for whom the performance is being planned. The outlook and quality of the audience has to be kept in mind while selection of art forms.
4. Date and time of the event is to be finalized keeping in mind the availability of space in the regular school curriculum. It is essential to know the school programme like examination, vacation etc.
5. The location of the event , space of stage or the ambience is to be decided on the basis of the availability of funds, easy to reach, space for audience(celebration, annual day etc.), level of event(school level, inter school level, state level etc.)



6. Fund allocation for the event and its distribution under different heads plays a crucial role in the organization.
7. Participation in school should be kept to the maximum as the involvement motivates each child. Classrooms, auditorium, community hall etc can be utilized at all times. Planning and adjustment in groups for performance helps in such events. Space, time all are calculated by competitive directors.
8. Selection of music for the performance, script writing and instruments to be used should be in such a way that it fulfills the need of the performance as well as maintains the authenticity of that art form.
9. It is very important to decide and select the type of costume and ornaments for the performance.
10. Division of work and delegation of duties should allow maximum participation of students and staff members in the event. It should also give them a platform to show their capabilities and explore more in different areas.

3.3.2 PREPARATION

1. While preparing for a performance it is important to have a fully aware team at different levels of work.
2. Audition and selection of students should be done according to the need of the performance.
3. There should be appropriate provision and allocation of time for rehearsals for practice of script, song, music, puppetry like dialogue delivery, voice modulation, body language and movements, mudras etc. without disturbing the regular school environment. In such events, time management is demanded. Planning in advance before a session starts proves useful in such cases.
4. Stage construction should be done according to the number of participants in different performances. Provision of stairs should be on both sides of the stage. The back stage space should be appropriate, so that participants can easily take their position.
5. The configuration of the stage should give scope of eye contact between performers and spectators.
6. There should be arrangement of sound system according to the requirement of the performance like cord less microphone, stage mike etc.
7. Stage lighting should be arranged according to the need of the performances.



Notes

Performing Art Practical

Stage decoration and display according to the art form should be done in advance with the use of durable and natural raw material.

8. Costume, ornaments and make up can be self made/home made, on rent or already available with school. Keeping in mind the weather conditions, costume should give protection and comfort to the participants. Make up should be applied only after quality check. There should not be any compromise in this area. Teacher can ask the participants to bring their own make up kit.
9. Props should be prepared in advance according to the need of the art form. These can be home made, prepared in school by a team of students and teachers, outsourced if there is an essential need , on rent etc. There should be sufficient props for building up appropriate environment for art form.
10. For puppetry, stage setting should be according to the type of puppetry i.e. string, shadow, glove etc. The puppets can be self made or experts could be invited to do workshops with children to make it. We can use variety of puppets in one puppet show.
11. For theatre, script should be finalized with care . All the participants should have a copy of script to build up a relation with the whole act.
12. Funds should be managed judiciously because the whole plan of action discussed above is based on the availability of funds.
13. There should be dress rehearsal on the stage a day before the event so that everything can be checked and corrected. All the preparation related to costume like ironing, alteration, ornament check for any wear and tear should be done to avoid last minute hassles.
14. Audio sound system arrangement, CD, cassette etc. should be checked in advance.
15. Medical consent should be signed and collected from parents to know about the medical conditions of students.
16. There should be proper water, sitting, refreshment and washroom/restroom arrangement. There should be proper arrangement to inform participants regarding number and time of their performance. A team of teachers and students should volunteer the show for coordination.
17. Power back up arrangement is essential for the event to avoid hindrance due to electricity failure. It is very important to take safety measures like fire safety etc.

Therefore proper planning, preparation, delegation of responsibilities with effective supervision is the key to success for any event.



3.3.3. TIPS FOR PRESENTATION

Subject related

1. The Themes selected in performing arts should
 - pertain to aspects of development in a child
 - connects to curricular areas
 - should be safe for a child
 - should encourage reflection by children
2. Any art form that is selected should be taught correctly and not at random
3. Regional Arts have to be promoted. The music in the film industry has too much domination everywhere. Hence the beautiful melodies, dance forms, folk theatre is getting lost. The glamour attracts but it has to be understood our regional arts are very developed, have a lot of depth and speaks about the country people.
4. Topics that are connected to some festivity should be taken up in schools as the fervor and gaiety in the community helps children to get extra information
5. Objective-to enhance knowledge of different languages and vocabulary
6. Symbolizing effects;

Suppose the world of water is being depicted

- Use dupattas for the effect of water.
- Head masks can be used for fish.
- Big and small fishes can move in the background to build up appropriate environment

Through puppetry

The story of Panchtantra 'the lion and the rabbit' can be presented with the help of glove puppet, shadow puppet and rod puppet. To show a jungle scene different animals can be shown with the help of puppets. The well in which the lion jumps can be made with an big empty carton or we can replace it with mirror to explain the mirror-image concept. Children can easily relate with the object they see in their surroundings.

Logistics related

1. For any performance the rehearsal space should be appropriate in size. Rest of the school working, should not be disturbed.



Notes

Performing Art Practical

2. All the extra material should be available in hand to avoid and manage any kind of accident like safety pins, hair pins, needle and thread, make up kit etc.
3. Props and puppets should be durable and easy to handle.
4. Two or more copies of audio record like CD or cassette should be kept for safety.
5. First aid arrangement should be made for the performance day.
6. Replacement should be ready for the performance, if required.
7. To manage weather related issues, there should be alternate arrangement like a hall or auditorium or a big covered area. .
8. There should be provision and ability to make changes as per need of the time and situation

Check your progress -5

1. List any three points to be kept in mind while planning a performance.
.....
.....
.....
2. Puppets should be and easy to handle.
3. Stage should be at such a height that there is contact between performers and audience (eye) .
4. Match the following-

A	B
Durability	For rehearsal and presentation
Volunteers	Availability and distribution
Dress rehearsal	Props ,costume, backdrops
Funds	Props symbolic
Space	teachers and students
Puppetry	a day before event



INTEGRATION OF ALL ART FORMS

In this unit, we will be applying the content in a presentation consisting of all four mentioned regional art forms i.e. music, dance, theatre and puppetry.

Story— ‘a parrot and a red fairy’

Scene-1 (story)

1. Presentation of puppet show with the use of a sheet of cloth.
2. Puppet characters are-a parrot, a red fairy, two dancing fairies.
3. Two volunteers holding the cloth sheet for puppet show.
4. From the back of the sheet the puppet will create the movements and dialogues.
5. For heaven effect, smoke and lights can be used to show clouds.

In the next scene puppets will be shown as live characters for the rest of the presentation.

Scene-2 (story)

Change of scene- Puppet show stage will be changed and background display (drawing and painting to be done by children) for scene-2 is to be done while anchor is developing the story.

Stage display- scene of earth, village-trees, well, houses etc.

Characters - a parrot, village women singing song and going to fill water in the pots.

Costume, ornaments, make-up - parrot- green head mask, village women- rajasthanilahenga ,chunri, bor, kade, etc.

Props - aluminum pots or action of holding the pots.

Dialogues and songs can be pre-recorded or sung on the spot. The village women song is in chorus and parrot song is solo one.

Instrument - dholak and harmonium.

Light and sound - morning time with chirping of birds.

All the village women moves towards backstage from one side and fairy enters from the other side.



Notes

Scene-3 (story)

Stage display remains the same as in scene-2

Character-a red fairy

Costume, ornaments, make-up- red gown dress, feathers, silver jewellery with crown, a stick in hand.

Dialogues-the whole conversation between parrot and red fairy is in rhyming.(let the children develop it with the help of teachers)

Scene-4 (story)

The village scene now converts into a 'dhobighat' while anchor develops the story further.

Stage display- waves to show water with dupatta, a wire with cloths hanged on it, trees etc.

Characters- washer men, donkey, parrot and red fairy.

Costume, ornaments, make-up- washer men- a dhoti and vest, donkey- dressed like donkey with a head mask (standing in donkey position)

Props- cloths to wash or can be acted.

3.4 MAKING A FOLDER COVERING PRACTICAL ACTIVITIES

Folders have to be made in a similar manner as has been discussed in Unit 2. Record of all activities done in class, assembly, functions have to be maintained. Small notes on the type of activity undertaken, methodology adopted, photos, relevance to curriculum or any theme ,reactions of different people like audience, friend, parents ,other teachers, principal should be noted down. This will help in;

- Knowing the process of documentation of various activities
- Self analysis and simultaneous improvement every time
- Check list of activities done in the whole year
- Restoring the folder for future- when children grow up and see their past records there is a sense of jubilation, triumph.

3.5 LET US SUM UP

India is a country with rich culture of all art forms. The regional art forms are



taking a back seat because they are not promoted. So, it is important to project the importance of these art forms and bring them to the forefront. To preserve and to achieve this objective, school is the best place. It is the responsibility of all the teachers to relate topics in different subjects with art forms to enable the students realize the rich cultural heritage. The world of performing arts in India is fascinating and aesthetic. Proper implementation will shape a child's life beautifully making them creative thinkers. Any artistic performance helps in understanding the depth of the art form, enhances confidence and activates the mind and body. Hence in the foundation years of a child's learning Education through Arts will be beneficial. The effort by teachers will help children understand the utility of regional and classical art forms in our lives and will not be a mere fringe for the annual function of the school.

3.6 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress- 1

1. (Dimsa , Garba, Bihu)
2. (Classical)
3. (Movement)
4. (tradition and creativity)

Check Your Progress -2

1. Vegetable vendor, KabariWala, Fruit seller etc.
2. No
3. True
4. Expression and gesture
5. Kashmir
6. Krishnattam



Notes

Check Your Progress-3

1. Glove, Rod and String
2. Puranic literature, epics, moral stories, local myths
3. True
4. Attractive
5. (true/false)

3.7 SUGGESTED READINGS AND REFERENCES

1.	National Book Trust	Kingdom of Blue Skies	Mayalakshmi Chattopadhyay
2.	National Book Trust	Konkani folktales	Olivinho JF Gomes
3.	National Book Trust	The joy of classical dances of India	Leela Samson
4.	National Book Trust	Tansen; The magical musician	Ashok Davar
5.	National Book Trust	Creative drama & Puppetry in education	Meher R. Contractor
6.	National Book Trust	What is a tree?	Marti
7.	Tara Books	Puppets unlimited with everyday materials	Geet Wolf Anushka Ravishanker
8.	Tara Books	Toys and tales with everyday materials	Sudarshan Khanna Geeta Wolf Anusha Ravishanker
9.	Tara Books	Masks and performance with everyday materials	Geeta Wolf V. Geetha Anusha Ravishanker



10.	SandepPrakashan	Glimpses of Indian music	Gowri, Kuppuswamy, M. Hariharan
11.	SandepPrakashan	Documentation of performing arts	L. Annapurna
12.	Publication Division	A moment in life	AlkaRaghuvanshi
13.	Publication Division	Talking Drum and other stories	MaliniSeigel

3.8 UNIT-END EXERCISES

1. What are the important components of performing art?
2. What do you understand by sounds?
3. What are the different types of songs sung in our country. Give three examples?
4. What is the difference between folk dance and classical dance?
5. Make a script of any chapter from your curricular area and stage the drama. Write about it?
6. Why will you maintain a practical folder?
7. Name some Musical instruments which are percussive and which state do they belong to?
8. Have you seen a regional duet dance? Describe the content, region to which it belongs to, costume, reactions of people around?
9. Your class has children from different areas. What celebration do they have? What song or dance do they sing on these occasions? Give atleast two examples
10. Give suggestions from your textbooks- Which chapters can be taught through performing arts?

ACTIVITY

1. Observe any festival and note what are the different types of performing arts in it.
2. Find out about a puppeteer in your area. What is the story he/she narrates



UNIT 4 PLANNING AND ORGANIZATION OF ART EDUCATION

STRUCTURE

- 4.0 *Introduction*
- 4.1 *Learning Objectives*
- 4.2 *Planning of Art Experience for Elementary Class (Activity and Time Table)*
 - 4.2.1 *What is Art Experience?*
 - 4.2.2 *How to Plan an Art Experience?*
 - 4.2.3 *Place of Art Education in School Time Table.*
- 4.3 *Organisation of Material and Space of Art Experience*
 - 4.3.1 *What are the Materials Required For Art Experience*
 - 4.3.2 *How to Organize Material & Space for Art Experience*
 - 4.3.3 *Storage and Maintenance of Material*
- 4.4 *Organisation and Facilitation for Art Experience*
 - 4.4.1 *What is Facilitation in Art Education?*
 - 4.4.2 *Process of Facilitation*
- 4.5 *Let Us Sum Up*
- 4.6 *Answers to Check Your Progress*
- 4.7 *Suggested Readings and References*
- 4.8 *Unit-End Exercises*

4.0 INTRODUCTION

In the previous chapters, you have learnt about the significance and importance of art education both visual and performing art. The wide arena of performing art is both a challenge and treasure for all of us to impart to the next generation. It covers specific art forms like Music, Dance, Drama, Puppetry, Painting, Drawing, Sculpture, Printmaking, Collage, Puppet Making, Photography Poem recitation etc. and also areas like social sciences, Mathematics, aesthetics, literature. It is like an ocean and taking just a few dips will give pearls of knowledge to the learner and educator. The methods applied for implementation have been studied by you and now we would like to proceed further.



It has to be accepted that the child has an inborn desire to express. This natural instinct is pampered when the child in early years is given a medium e.g. paper, colours, movement, songs, dialogue etc. The expression immediately transposes to varied styles or forms in performing and visual art. The support, knowledge, enthusiasm and encouragement provided by the teacher help immensely in the learning process.

Hence planning and organisation with appropriate techniques are required. A teacher should be able to plan and organize issues related to Art Education. This will incorporate, knowledge about different methods and material, its availability, maintenance and process of facilitation in the case of visual arts. In performing art methods of different ways of doing art forms have to be implemented, availability and arrangement of space, time, costumes, props etc have to be planned. The total exercise requires a little pre planning to get the best outcome.

4.1 LEARNING OBJECTIVES

After reading the lesson you will be able to:

- Plan an art activity in your class.
- Describe the purpose & importance of organisation.
- Various ways of organisation and facilitation
- List the required material for art experience
- Organise material & space for art experience in appropriate manner.
- Facilitate children for art experience.

4.2 PLANNING OF ART EXPERIENCE FOR ELEMENTARY CLASS

For planning any art experience, teacher should be aware of the following;

- a child's mental capacity which has visual imagery, unrealistic imagination, joy and excitement
- understanding and trying to facilitate individual learning needs
- practical experience of the process of any art form
- availability of basic elements like comfortable space, clean and pollution free environment musical instruments for music and dance, pen, paper, colours for visual arts.



Notes

4.2.1 WHAT IS ART EXPERIENCE?

“The arts provide multiple avenues for students to express themselves. As an instrument for receiving and transmitting messages of joy, language has its limitations, and so it has to be supplemented by the arts of figuration, music and dance” says Nandlal Bose.

A comprehensive system of education should ideally address the various components of ones being such as the physical, the mental or intellectual, the emotional and the spiritual. Most art activities are essentially multidimensional addressing one or more of the above components and engage the individual simultaneously in the ‘thinking’ as well as ‘doing’ mode. Drawing, dancing, singing, clay modeling, storytelling, acting, or playing a musical instrument involve a multitude of physical, mental, and intellectual tasks and challenges and stimulate different areas of the brain simultaneously. And above all these activities offer one the opportunity to connect with the creative side in each of us, where one is free to feel, express, share and to create beauty with no fear of being judged as right or wrong- in other words, connect with the child in each of us. And hence the experience of Arts-in-Education is extremely fruitful if implemented in the right manner.

Art experience is a process, whose fundamental element is no longer the material and mechanical ‘work of art’ but rather the stages of ‘experience’. An experience personally affects your life. Art experience provides this multidimensional learning. In art experience, every step involves making a decision, what color to use? How to make a line? What size to make something? What to perform? With every choice, art becomes more and more a personal experience shared by many.

Through art experience, the child creates visual manifestation of abstract ideas.

Areas of art experience would include:

- The world they know and live in.
- People and other creatures.
- The fantasies and mysteries.

The opportunity enables the children to live the experience, real or imagined unique in its own way



Notes

Check Your Progress-1

1. What do you mean by art experience?

.....

.....

.....

2. Why is it important to give an opportunity to experience art?

.....

.....

.....

3. Describe stages of any art experience you want to plan.

.....

.....

.....

4.2.2 HOW TO PLAN AN ART EXPERIENCE?

The need of children at elementary level, determine the teacher's role in every activity. A teacher does not teach but acts as a guide to enhance child's interest and participation in art activity. So where do we begin?

First of all, the teacher has to think about an art form. Teacher has to play with possibilities and plan to introduce something new every day. This is one of the most challenging task the teacher has to face each day. A child is a bundle of joy, intelligent, hyper active, impatient, noisy, intelligent, creative and so on. To mould this energy and talent is not an easy task. Hence any activity in art that fires the child's interest and imagination has to be planned innovatively.

A theme or topic that is relevant for children's experience and learning should be chosen in advance. Occasionally ideas might rise spontaneously during sessions in the course of discussions. Children should be motivated to share ideas, images, feelings and experiences which are significant for them. For example, to illustrate a poem or copy a work of art created by any other artist belonging to the bygone eras, teacher should provide the right and required environment. He/ She should consider aspects such as the objectives, level of class, facilities in hand, number of students, material and time available.

Give the children time to explore the content that goes beyond the text book.



Notes

Experiences planned should be multisensory and should include observation, exploration, experimentation and creation. Teacher should also consider the time table schedule and planning time.

Teacher can look for expertise available in the community such as parents, artists, professionals and can invite them to make the lesson communicative, knowledgeable and interesting .

Planning of art experience includes:

- Having an idea of what to do?
- Using materials and tools as stimulus.
- Organizing space and time.
- Creating supportive environment.
- Vision for a display area.
- Record keeping for evaluation both during and after completion of work.

Suggestions for some activities:

Let us take the example of a Dance activity. The teachers would need knowledge of the dance-form, related music and literature, costume, make-up and stage-craft. For all the above elements the itineraries have be taken up one by one through organized and proper planning. E.g

- the topic has to be selected
- a little research work on the content has to be done from text books, library books, discussion with experts, parents and community people
- a format of the theme and content has to be decided tentatively (this changes and improves as ideas and creativity improves due to the space given by the facilitator)
- the scenes have to be planned
- Music has to be created fresh, if pre-composed or pre-recorded selection has to be done wisely. If live music is a criteria then it has to be created and planned with the musicians
- Costumes, jewellery types have to be planned. (in school if jewellery or costume is made by children in a workshop it is extremely useful and the experience becomes enjoyable, memorable and creative)
- The space has to be observed and with the help of children the best utilization can be done



- Also stagecrafts, backdrops , lights(if possible),sound system have to be organized.

This type of planning for art experience encourages students to combine reality and fantasy in planning, to examine their environment, express the result of their observations in a variety of media and materials.

The following subjects can be considered for doing art activities ;

- Prepare a bulletin board and paste cutting of newspapers including articles, stories, poem, autobiography etc on specific themes & decorate in your own way.
- Celebrate “earth day”. Ask children to read about earth’s need. Each student can draw a picture or color of what they think, the earth needs. They can write slogans to establish their opinion .
- Allow children to make a self portrait and let them add on to it for a few days. The picture or image of self changes with add one day to day. On enquiry they will reveal their future plans for self. A few motivating words can help them to plan about a good future.
- Encourage them to make masks with paper craft and wear further. Allow class to use those masks for role play.
- Children can create beautiful designs by leaf rubbing for prints – a fun craft activity.
- Make a huge structure of dinosaur or giraffe or Mickey mouse in a group and install at any prominent place in school.
- Children can create their own story or picture book.
- Organize or plan for an ‘Utsav’ or ‘Annual day’ celebration where children can perform.
- Plan an exhibition where you can display the product/ outcome of art created by children.
- Create your own cartoon character and name them and use them in a skit.
- Make some groups and prepare different kind of puppets and plan for a puppet show.
- Students are asked to associate a color with many objects. Draw and write about the impact of colour on that particular object.



Notes

Check Your Progress-2

1. Suggest any four art activities for your class.

i. _____

ii. _____

iii. _____

iv. _____

2. What will you remember while planning an art experience?

a. _____

b. _____

c. _____

4.2.3 PLACE OF ART EDUCATION IN SCHOOL TIME TABLE

School timetable largely refers to high schools, because elementary schools typically have simple & flexible structures. At this stage, timetable involves more human judgment. The time set aside for art for these classes, should be regular and frequent. Very young children can be given time for art every day, as their attention span is short, the experience would last just 5 to 10 minutes.

Effective organization of time is crucial to purposeful and enjoyable art activities; it may suit at times to divide time into smaller units spread over period in order to maintain the momentum of a particularly demanding piece of work. The amount of time to be given for art experiences should be similar to other subjects' activities. The teacher should allow for both individual and group work in collaboration where children can share ideas. Thematic work, such as large scale modeling, may sometimes demand more time and the teacher has to manage more. So the allotment of time should be planned in advance.

When teachers integrate other subjects with art as many areas of curriculum offer excellent visual & imaginative stimulation, the teacher can avail for an art class. In this way time allotted for those particular subjects can also be used for art experience. Interpreting stories, poems, drama, historical events in drawing, painting are obvious opportunities for using that period for art. Care should be taken to ensure that the objective for art is clearly focused. If appropriate objectives for an art lesson are not clear then there art classes are meaningless.



Notes

Check Your Progress-3

1. Which statement is right

- We can integrate art with other subjects []
- Time given for art should be lesser than other subjects []
- One should be strict to time allotted for art []

4.3 ORGANISATION OF MATERIAL AND SPACE OF ART EXPERIENCE

Effective organization is crucial to the success of the art class. Advance preparation is therefore essential. It is advisable to make a list of the lesson requirements and to check in advance the materials that are required for adequate and appropriate use. These should be organized in advance.

4.3.1 WHAT ARE THE MATERIALS REQUIRED FOR ART EXPERIENCE

In any work of visual art, children need material to create. E.g if there is a simple task of drawing, a child at least needs a pencil, a sheet, an eraser as material. To be able to supply the minimum material is the duty of a teacher after dealing with administrative issues.

Material for art activities are like the nut and bolts of a bridge. A teacher has to organize material keeping in view children's need.

(i) FOR VISUAL ART

In visual art a teacher can possibly try out these options :

- Drawing
- Painting
- Print
- Clay modeling
- Puppet making
- Papier Mache
- Paper craft



Notes

- Installation
- Alpana/Rangoli
- Sculpture
- Collage

Material required for above visual art and crafts:

Adhesive and tapes	paint and brush
Clay and dough	Sand
Crayons	Thread and cotton
Pen, pencil, marker	books
Colored paper and sheets	audio visuals
Scissors and cutters	paper Mache
Stencil	wax
Newspaper and magazines	wooden shapes

Once you have a collection of material, you will find the same object can often be used in multiple ways depending upon the activities such as; a newspaper can be utilized as packing material as well as in papier Mache craft also.

(ii) FOR PERFORMING ART

We do not need expensive instruments, costumes and jewellery to conduct performing art activities. Thematic materials made for visual art can be shared with performing art. Masks, crown, costumes, created in visual art may be used in drama, role play etc. For example, visual concept of shape and space are made 'real' through dance. Themes explored through dance may be developed further through a variety of visual art media. However, for performance, children can make their own sets, costumes, masks. Making costumes can be as simple as transforming an old T-Shirt and trouser into a wonderfully imaginative outfit just by pinning and carefully chosen out cuts. The teacher's own contribution should consist in finding feasible ways to stimulate the children's innovation

Many types of material commonly available can be used like a:

- String of beads.
- Paper jewellery
- Ordinary traditional saree



- Commonly played instruments.
- Paper for making different backdrops
- Jewellery made out of flowers, leaves, wax and clay
- Different masks.
- Crape paper to make decorations
- Different props.
- Various types of puppets
- Mike or sound system
- Various type of clothes

A TEACHER SHOULD KEEP IN MIND

- Collection of material should be done well before the time for the activity. Materials in your plan should be easily available.
- Avoid sharp objects/ materials. Material should be safe for children.
- Children should be encouraged to bring in materials, but not forced.
- Create a magic box or basket in class where children can put in materials as and when collected by them.
- Avoid burdening parents with requests for materials.
- Buying material by children should be avoided.
- The children should be divided into groups to collect materials and work on the activity.
- Remember material should be environment friendly.
- Keep flexibility in sitting arrangement in the classroom.
- Put children in charge of materials in groups, and change places regularly.
- Appreciate the cultural context of the material.
- Material should be age specific.
- Your best and most reliable material is you and your student's imagination.

The children will play their part in conserving supplies, once they understand how and why they should be cared for. Clean up procedures should also be planned in advance.



Notes

Check your progress-4

1. Match the following material with art form

MATERIAL	ART FORM
Music system	puppet show
Saree	collage
old magazine	role play
Mike	painting
Color & brush	dance

4.3.2 HOW TO ORGANIZE MATERIAL & SPACE FOR ART EXPERIENCE

To organize teaching learning experience, a teacher needs enthusiasm, strong determination, individual energy, rich aesthetic sense, wide range of props, better imagination and good communication skills. It depends on the sensitivity of the teacher that how well he/she caters the need of student.

(I) FOR VISUAL ART

MATERIAL

Organizing appropriate material for visual art is a consultative and collaborative process involving the children, parents, school and community. A regular and adequate supply of material and tools is essential for maintaining interest and enthusiasm. It is also important to think about all possible resources. Material should be twofold:

- Provided by teacher / school.
- Arranged by children/ community.

Good communication amongst teacher, children, principal and parents will help to develop a common purpose and ensure the availability of material. Here the role of the teacher is very important. He/ she should organize material from:

1. **Children:** While planning the art activities, the teacher can involve the student to collect the material from their surroundings. Use of locally available, low cost/no cost material should be encouraged. Example of commonly available material with children are: empty cardboard boxes, empty bottles, dry leaves and flowers, pebbles, used books and magazines, small branches of trees, balloons, coins, pictures etc.



2. **Parents:** parents can provide support for implementation of art by giving some objects and materials. Their active interest in helping their children as far as possible has a significant role. Materials that can be collected from home are old clothes, left over wool, old calendars, and paper plates, thermocol glasses, packing material, old sox, ice cream cups and sticks, and used CDs etc.
3. **Museum and galleries:** teacher can approach to renowned art galleries for their collections. Some museums and galleries like National museum and National gallery have postcards, posters, calendars and selected reproductions. Teachers and principals can contact the respective museums and galleries in their cities and states and ask for supply of some materials for children of the class.
4. **Community:** A connection between school art and art of different community should be made for traditional learning of different arts. For example, painters, potters, stonemasons, musical instrument makers, furniture makers, weavers, sculptures, basket makers, print makers can collaborate with children by providing required materials and skills. Their different occupational skills are a huge resource in providing skilled craft men ship.
5. **Television and video:** programs of artists are shown from time to time on T.V and some are available on video lot of ideas can be incorporated from these video programmes. Programme dealing with some particular techniques are also useful for children.

SPACE

As far as possible, children should have space to work in comfort. Furniture should be arranged to facilitate movement and to enable children to view their work from different angles and also to provide sufficiently large surfaces for the task in hand. There should be easy access to material. It may be feasible at times for children to work outdoor. Activities that exploit the school environment and acknowledge every child's contribution (for example painting a mural) expand a child's horizon experience of art beyond the confines of the classroom.

Care should be taken to ensure safe & clean place . some aspects require more care such as lighting should be adequate and the room well ventilated while activity is being done. The physical environment should be visually stimulating and lively and should help develop children's learning in art.

(II) FOR PERFORMING ART

MATERIAL

By encouraging the children to create their own props and required materials,



Notes

the teacher can make the music and dance activity more lively, interesting, meaningful and wholesome as a learning process. Children can make jewellery by using flowers, leaves and feathers. Small bangles can be used to make ear rings. Cardboard, glazed paper, glitters and sequins can also be used to make beautiful and inexpensive jewellery. For costumes and jewellery also there are innumerable artists and crafts man in every region, who can be identified and proper guidance taken for learning the above skills.

Props can be put to manifold use. For example a dupatta flattered overhead can suggest the breeze, pulled across the face, it can suggest a ghonghat (a woman's veil), pulled from both ends it suggest a rope. Held in the cradle of your palms, it suggests a baby.

Musical instrument fascinate young children. Children should be encourage to make their own instruments by using blocks, spoons, stones, pots, cans or other things. Moreover clapping of hands, tapping on the table, can also be used for the rhythm. A guitar can be made with the help of shoe box, some rubber bands and a piece of wood. Eight glasses filled with different quantities of water can be set up as a 'Jal Taranga'

SPACE

To organize classrooms or other space where no separate hall is available rearrange the desks and chairs to create some empty space in the classroom or get access to an open space. The children should remove their shoes and put them outside in a proper row. They should sit in circles or as desired by the teacher.

In fact we can turn any space — a floor or a terrace into stage. If we plan the presentation and the seating arrangement for the audience wisely many types of space can be utilized. Sometimes, a part of the school premises can serve as an excellent setting for a play, like staircase, corridor, verandah with pillars, and a place with a tree or a wall in the background wonderfully suitable for stage-setting . A proper electric power point should be functional in a classroom. This would enable the use of a tape recorder/ computer (whichever is available). Let them listen to music or watch some CDs on dance/ theatre.

When the weather is pleasant you can conduct art activity in the school grounds also. In outdoor session you can take advantage of the trees and flowers, using them as a backdrop for the activity being done. The children can also imitate elements of music, dance and theatre that they find in nature. Activity carried out under the umbrella of the blue sky, make the children participate happily.

If we have an auditorium we can think of using it innovately every time. To do



Notes

one part of a play or a cultural event on stage and another part in different settings of the school may also make things attractive and exciting.

Check Your Progress-5

1. From where will you arrange material for your craft class ?

- community
- shops
- mall

2. Which places in the school can be utilized for making a stage?

.....

.....

.....

3. How can a community of potters contribute to a child's education?

.....

.....

.....

4.3.3 STORAGE AND MAINTENANCE OF MATERIAL

Material can be organized and stored in a simple and easy way without too much funds and efforts. Teacher can get help of children in maintenance of material. He/she can make children in charge and change in charges at regular intervals. Children do have a sense of responsibility. They are caring and sensitive.

Trays or old baskets or shoe boxes are good containers to keep different objects. Teacher can store various kinds of materials in a large box or container and call it a "magic box". New material can be added to the box from time to time, so children are curious about "what will come out of the box today".

The maintenance of the materials of art is also very important. For this purpose a teacher can display the material in and outside class, such as on display board, walls, corridors, pillars etc. this way you can enhance the appreciation of art in children and get the benefit of peer evaluation also. Creating a children corner or class museum is another way out to maintain the produced objects.



4.4 ORGANISATION AND FACILITATION FOR ART EXPERIENCE AT ELEMENTARY LEVEL

Picasso wrote “every child is an artist.” As teacher or as an educator, it is the responsibility of a teacher to let the child remain an artist once they grow up. Art is a delightful way through which we can record the development of child’s growth. Art is a powerful tool for children because it gives them the ability to express their thoughts and emotions long before they can write or read. An art work is often worth a thousand words. There are many different ways a teacher can facilitate the art experience. Organization of art activity contains:

- An aim that encompasses learning which applies for each of the art form.
- Scope in each of visual art, music, drama, dance.

4.4.1 WHAT IS FACILITATION IN ART EDUCATION?

The term ‘facilitation’ is broadly used to describe any activity which makes tasks for others easy and a person who takes on such a role is called ‘facilitator;’. Facilitation is an art of teaching;

- providing confidence for self-expression
- helping the child by giving free access to handling musical instruments with a caution for care, making them responsible of tape recorders, cds ,any musical instrument etc.
- providing lot of art material for helping the child to choose and pick and innovate
- before they dirty clothes or hands making them aware of ways of keeping clothes and environment clean
- bringing the child close to a concept through objects in the near environment
- making effort to make the child complete activities
- motivating the child to think out of the box by listening to varied opinions
- connecting the child to resources like books, websites, CDs, cultural meets etc
- involving the child in all activities- organising a classroom, consciousness of cleanliness, organisation of desks and chairs, sense of belonging to the school and class both

Systematic facilitation by teacher for the development of concept, skills and attitudes will be a challenge for the teacher. Teacher will be aware of the



availability of materials and space, as well as the special needs of some children. For facilitation balance should be maintained between opportunities for making art and for reflection and response.

Check Your Progress- 6

1. Write two ways you would like to use for maintaining product material of art.

.....

.....

.....

2. Describe 'facilitation' in your own words

.....

.....

.....

4.4.2 PROCESS OF FACILITATION

As a facilitator, you have the responsibility to provide required material and space to children when and where they need. In order to conduct the activity efficiently you are expected to know the process of facilitation.

Example -A teacher should keep in mind:

- Have a “ JAADU KA PITARA” like box in classroom. Stock it with a variety of tools and materials: crayons, markers, pastels, watercolor, glue, paper and pencil.
- Sing together. Allow children to sing their favorite song after that let them explore.
- Encourage them to enjoy art programs after school, on weekends or during vacations many community parks and recreational centers offer these.
- Organize field trips, so children can experience real world concepts.
- Rich your class with CDs musical instruments, TV or computer.
- A proper space in which to do the activity.



Notes

Planning and Organization of Art Education

- A wide collection of songs/ poems/ stories that can be used for singing, dancing or acting.
- Songs/ dance/ theatre may be based on classroom topics like Nature, Shapes, Balance, or Measure.
- Simple musical instruments (even those created by children from local materials), other property such as dupattas (veils), sticks, pebbles and painted backdrops to use in the presentation.
- Enough study of the subject to be able to answer any question that the children might ask.
- A computer or projector to be organized before hand for study of video clips.
- Screening the video clips before using them in class.

The most important ingredient in the recipe is your interest. Be there to appreciate and encourage during every step of process.

Check Your Progress -7

1. What should a teacher keep in mind to facilitate children for art activity? Mention any four.

.....

.....

.....

4.5 LET US SUM UP

In this chapter you have learnt about the meaning and significance of art experience. Further you learnt about planning because only a planned approach can achieve desired result. Haphazard approach will block the channel and process. Planning must precede every performance. However, the real challenge starts with the beginning of activity and then executing it. Here a teacher has to organize material, space and time for art. With the organization of these three, a teacher can motivate in art experience. The teacher needs to inspire and motivate children in dealing with the practical problems and sustain the interest of students. Above lesson has explained about process of facilitation. Now you can easily create a comfortable, open and conducive environment for each and every child to participate in art class.



Notes

4.6 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress-1

1. Art experience is a process which occurs when an art work is being done and child can express him/ herself and can feel fulfilled and contended through art.
2. It is very important to give an opportunity to experience art because through this, child can create something new and can make collection between ideas and material.
3. Students explain the stages of art experiences which they want to plan.

Check Your Progress-2

1. Suggest any four art activities which you like
2.
 - a. time allotted
 - b. space available
 - c. level of class children

Check Your Progress-3

1. We can integrate art with other subjects

Check your progress-4

- | | |
|--------------------|-----------------|
| 1. Material | Art Form |
| Music system | dance |
| Saree | Role play |
| Old magazine | collage making |
| Mike | puppet show |
| Color brush | painting |

Check Your Progress-5

1. Shops
2. Classrooms, a floor or a terrace, staircase, corridor, verandah with pillars wonderfully suitable for stage-setting
3. Potters community can contribute to a child's education by providing required materials and skills. Their different occupational skills are a huge resource in providing skilled craft men ship.

**Check Your Progress- 6**

1.
 - i. Trays or old baskets or shoe boxes are good containers to keep different objects.
 - ii. Display board, walls, corridors, pillars etc.
2. Facilitation is a way to help others in such a way that they can do the given task easily. This is a skill by which a teacher can improve the performance of child.

Check Your Progress -7

1. any four example from 4.4.2 sub-heading “Process of Facilitation”

4.7 SUGGESTED READINGS AND REFERENCES

- Contemporary Art In India A Perspective *Pran Nath Mago NBT*
- Devi Prasad (1998) Art: The Basis of Education.
- Devi Prasad (1999) Shiksha Ka Vahan: Kala (Hindi).
- Mary Ann Dasgupta (2004) Low-Cost/ No-Cost Teaching Aids.
- Devi Prasad (2001) Rabindranath Tagore: Philosophy of Education and Painting.
- Suresh Awasthi (2006) Performance Tradition in India.
- Rabindranath Tagore, My Reminiscences 1917 Rekha Jain (Ed.), *Bal Rang: Bacchon ke Rangmanch—Siddhant aur Beohar*, New Delhi, Rajkamal Prakashan, 2006
- Barry John, Cathy Yogin, Rajan Chawla, *Playing for Real: Using Drama in the Classroom—A Teacher’s Handbook* New Delhi, Macmillan, 2007
- Rang Manch –Newsletter published by NSD

4.8 UNIT-END EXERCISES

1. Write 4 steps of planning an art activity
 1.
 2.
 3.
 4.



Notes

2. Explain meaning and significance of organization and facilitation?
3. What should a teacher keep in mind while organizing material for a dance performance?
4. How will you organize space for 'Diwali' celebration when you have no auditorium in school?
5. While facilitating for art activity, which are the aspects you will keep in mind?



UNIT 5 EVALUATION IN ART EDUCATION

STRUCTURE

- 5.0 *Introduction*
- 5.1 *Learning Objectives*
- 5.2 *Evaluation in Art Education*
 - 5.2.1 *Significance of Evaluation in Arts Education*
 - 5.2.2 *How to Evaluate Arts*
 - 5.2.3 *What to remember while evaluating art experience*
 - 5.2.4 *How to communicate evaluation*
- 5.3 *Understanding various tools and techniques of evaluation in Arts*
 - 5.3.1 *Meaning of tools and techniques*
 - 5.3.2 *Various Tools and Techniques*
 - 5.3.2.1 *Observation schedule*
 - 5.3.2.2 *Projects*
 - 5.3.2.3 *Portfolio*
 - 5.3.2.4 *Checklist*
 - 5.3.2.5 *Rating Scales*
 - 5.3.2.6 *Anecdotal Records*
 - 5.3.2.7 *Displays*
- 5.4. *Indicators of Evaluation*
 - 5.4.1 *Meaning of Indicators of Evaluation in Arts*
 - 5.4.2 *Indicators of Evaluation in both Visual Arts and Performing Arts*
- 5.5 *Making of portfolio (Practical)*
 - 5.5.1 *Significance of portfolio*
 - 5.5.2 *Maintaining a portfolios*
 - 5.5.3 *How to use a portfolio for evaluation*
- 5.6 *Let Us Sum Up*
- 5.7 *Answers to Check Your Progress*

5.8 *Suggested Readings and References*5.9 *Unit-End Exercises*

Notes

5.0 INTRODUCTION

All of us are familiar with the fact that the role of a teacher is not complete merely with organization and facilitation of art activity. Evaluation is an integral part of teaching learning process. The teachers must take a serious note of it. As we realize we can no longer afford to ignore the importance of art and hence evaluation process in art for supporting the child's development is extremely important.

In this unit, an attempt has been made to understand different methods of evaluation so that you can choose the appropriate one varied situations. During and after any activity, you will be able to understand when & how you can evaluate the process as well as product of art work. After going through it, you can easily make individual portfolios of your children. This lesson also talks about the various tools and techniques of evaluation

5.1 LEARNING OBJECTIVES

After reading this lesson you will be able to:

- Understand the significance in art education and its impact on children.
- Be able to understand the process of continuous and comprehensive evaluation of children.
- Explain the right procedure of evaluation List various tools & techniques of evaluation.
- Differentiate between two kinds of tools.
- Communicate feedback to children and parents

5.2 EVALUATION IN ART EDUCATION

Evaluation in art education is under taken to recognize progress of children in various areas and identify areas which need further learning. At the elementary level a teacher need not focus on the fine skills and knowledge of any art form. Children are supposed to express them according to their capacity and thinking. Freedom should be given to them to imagine, explore, innovate and then express.



one has to look at evaluation with the perspective of ;

- Individual creativity
- Expression and the feeling that it conveys to us.
- Child's intention behind the art work
- Whether the purpose of the activity has achieved its goal
- To which scale
- Did the activity make any difference to the child's thinking?
- How is the art work fulfilling to the need of a child?
- How can he/she improve the work quality?

5.2.1 SIGNIFICANCE OF EVALUATION IN ARTS EDUCATION

“Evaluation is the systematic assessment of the worth or merit of a child's task .Everything the child thinks, expresses needs to be evaluated. It is the process of finding out the extent to which the desired changes have taken place. It is a part and parcel of teaching learning process. According to ‘Vygotsky’: “the job of an educator is to take the child from her ‘present level’ to ‘potential level’.”Periodic evaluation of children is important to determine whether the students are getting the benefits from the art activities. At the end of an art activity a teacher needs to get the feedback .Hence the purpose of evaluation is:

To find out the progress the child has made over a period of time like:

- Knowledge of a particular subject.
- Creative experience of visual/performing art.
- Creative expression of one's perception of concepts.
- To assess the change that occurred in the child's personality.
- To identify individual and special needs and requirements in a child's being.
- To support & improve children by making them release their potential.
- To provide suitable environment to help them develop their creativity.
- To enhance confidence of the children by appreciating their achievement & communicate the same to their parents.
- To plan teaching learning situations in a more suitable way.
- To understand the child in terms of their social and emotional behaviour, their attitude & values.



Notes

Check your progress -1

1. Explain the purpose of evaluation of art?

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.....

.....

2. How does evaluation help in teaching plan and methodology. explain by any examples.

.....

.....

.....

5.2.2 HOW TO EVALUATE ARTS

There are two aspects of evaluation

- Self evaluation
- Student evaluation

Self evaluation:

In art education, teachers should assess their strengths and identify areas of improvement. They can ask themselves these questions:

- To what extent am I familiar with my children
- How am I observing my students
- How I planned & organize an art activity
- To what extent is the student learning being fostered as a result of the experience I provide
- How have I incorporated opportunities for learning & exploring

A teacher can put efforts to enhance his/her knowledge by attending workshops, seminars and developing network with other better teachers:

There is a need to know that whether the art experience is contributing to the need of student or not. This evaluation involves making a judgment about the choice of art activity and its effectiveness. The reason for this evaluation is to plan some improvements for the next time. Such improvement will involve



changes in methods, space, resources or materials that teachers are supposed to facilitate. The evaluation should not be conducted at the end of session, but it should be an ongoing process. Like if a particular art experience appears to be poorly received by children and they do not seem to participate in it, then the problem should be investigated and the teacher will need to improvise.

Student evaluation

Evaluation of art goes along with the teacher learning process while teachers are regularly observing the progress. Some periodicity would also be necessary. We can understand this by two ways. Evaluation should be continuous and comprehensive. **Continuous** refers to regularity in assessment. It is done on a regular basis. While the lesson is in progress and is done in order to improve learning. **Comprehensive** refers to the final grade assigned to the child at the end of session.

- i. It is essential that all domains of a child's personality, i.e. psycho motor, cognitive, social, and effective. It covers both curricular and co curricular including interests, attitude and values.
- ii. While some aspects of the art includes the concrete product as such in visual arts, but some aspects of the learning are actions or behavior or performances, which cannot easily be captured for later reflection and appraisal. In performing arts a regular observation, assessment is required.
- iii. At elementary level, process is more important than the product/ outcome. Rather the art making activity should be more for enjoyment and not for perfection or stereo type.
- iv. Two major challenges of student's evaluation are determining observation criteria and record keeping. The teacher needs to maintain profile of each child.

A teacher should observe student's struggle with creative problem solving, their willingness to try new things and their application of critical thinking. Final product of Art Work will give only a partial view of the child's experiences, understanding and development in the art. Ongoing observation is essential to achieve a complete and balanced assessment. While assessing products or performance in the art, the teacher may determine the extent to which students are achieving the learning objectives by observing the Individual art work, Portfolios, Audio Visual and displays. Teacher should interact with their children frequently.



Case study

A teacher wanted to know the behavioral aspect of children. She organized an art activity. Her purpose was not to judge the skills and knowledge of art but the participation, cooperation, critical thinking were the parameters. So she evaluated

- Only the process of art throughout and observed the approach towards the activity by children.
- He/she observed peer handling by children

Check your progress- 2

1. What is comprehensive evaluation ?

.....

.....

.....

2. What do you think about the above case study ? Write a brief note giving your views.

.....

.....

.....

5.2.3 WHAT TO REMEMBER WHILE EVALUATING ART EXPERIENCE

- Take some time with a child's art.
- Have some respect for their work.
- Show curiosity and ask what they felt at that time of art activity.
- Do not compare one child to another.
- Don't discard children's work.
- It's an assessment of child's individual progress.
- Preserve art work until the assessment process is complete.
- Specific feedback should be given of what the child needs to work on.
- Think before you say, your comments should be sensible, useful and for betterment of child.



- Do not jump to the conclusion.
- Feedback given by the teacher needs to be precise, so that the child clearly understand.
- There should not be a judgement regarding 'Good' or 'Bad'.

5.2.4 HOW TO COMMUNICATE EVALUATION

- Children do a lot of art work and performances over a period of time. If a teacher keeps information, evidences and records of all activities in a proper way, he/she can convey the feedback to the child and parent time to time.
- Teacher provides this feedback to make them aware of their strength and weakness regarding arts. What part they need to work on in the future. The comments should be the motivating for children rather than the competition and reward. It will be better to communicate in **report cards** in a qualitative manner. There can be a reflection card with simple and lucid statements in which the teacher's observations can be given.
- Evaluation should be flexible at this level and children must feel the value because they learn better when they are not being criticized. However the feedback needs to be precise for a child's proper understanding in the areas that need his/her attention and improvement.
- Another way to communicate the feedback is to organize a small exhibition within the school once in every 3-4 month, where the visual arts works of children can be displayed for other children and parents. Also some cultural performance can be done for the benefit of children and student both.
- Teacher should gather information through peer evaluation for records and later on it can be helpful in the annual report card.



Here are some examples, how a teacher communicated the assessment to a child.

Example 1

A teacher displayed some of the child's drawing on a display board and asked him to respond to it. She asked some question

- Which of the drawing you like the most?



- Why do you like it.?
- Do you think it could be expressed in a better way?
- What do you find most fascinating about the picture?

On the basis of above answers the teacher got the benefit of self evaluation of a child.

Example2

Once a teacher wanted the benefit of peer evaluation. She gave an opportunity to children to make shapes of animals with the help of leaves, then she displayed all the work on a wall and provided some time to children to discuss and comment. Children were very excited to see their work like that. They compared their own work with others and easily appreciate and negated each other's work in a healthy manner.

Example 3

a teacher of class III decided to give appreciation card to her children on which compliments and observation were expressed. Those compliments were based on profiles and portfolios of children. She analysed their work and wrote suggestion on appreciation cards. She tried to appreciate and improve the children with her valuable statements

Check your progress- 4

1. For whom the result of evaluation is important?

.....

.....

.....

2. What do you understand by peer evaluation?

.....

.....

.....

5.2 UNDERSTANDING VARIOUS TOOLS AND TECHNIQUES OF EVALUATION IN ARTS

There are so many tools and techniques for art evaluation. But no single type of tool can be reliable, valid, comprehensive, and practicable for evaluating continuous



Evaluation has different objectives or outcomes. A teacher should be familiar with those tools which are commonly used in art evaluation. This is important because only by using an appropriate tool, one can get accurate results.

5.3.1 MEANING OF TOOLS AND TECHNIQUES

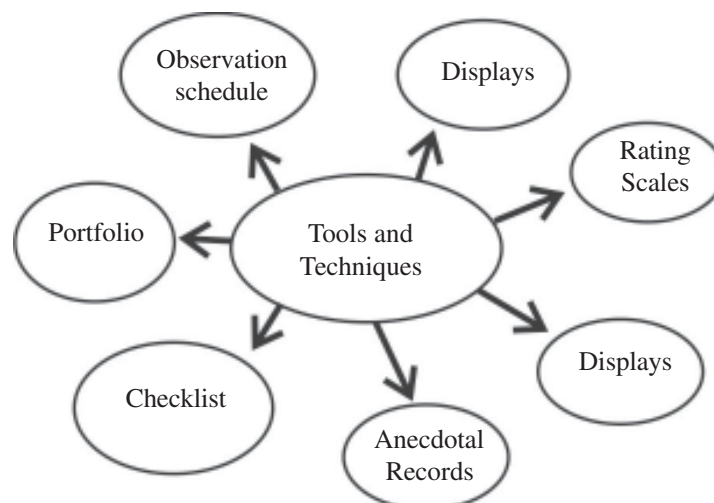
In order to build up a comprehensive record of growth, the teacher will have to rely upon a variety of assessment techniques and to a great extent upon accurate observation & record keeping. A larger work or 3 dimensional work may be more difficult to maintain for session end due to lack of storage capacity. So it is necessary to evaluate that at the time of creation



or during performance. A teacher has to decide to choose an appropriate tool for evaluation. Here are some basic tools and techniques, which will be valuable when reporting student's progress to parents or principal or for student's self evaluation.

5.3.2 VARIOUS TOOLS AND TECHNIQUES

(i) Observation schedule, (ii) Projects , (iii) Portfolio, (iv) Checklist, (v) Rating Scales, (vi) Anecdotal Records, (vii) Displays etc.





5.3.2.1 OBSERVATION SCHEDULE

Having good observation skill is an essential asset to a teacher and it is also a skill that can be developed by practice. For practicing, always keep your eyes & ears open so as to observe every perception and activity of a child? How are they working? What is their behavior with others? How are they using their resources? What are they creating & in which manner? Watch them carefully during the process & their product of art works. This observation tool quickly helps you to identify the problem as well as the quality of work.

A teacher can quietly observe what each child is trying to show in his work. The children may show many variations. There may be a novel way of presentation. They may show things which are even hidden from view. But inspite of that, the kind of expression is valid and should be accepted. Teacher need not interrupt it. It is useful to observe the child without the constant feeling that one is being assessed. It is useful to understand his/her feeling & thinking process, their ability and behavior with peers. This evaluation can be given according to need and it can vary from child to child. This tool can be used when a child works individually as well as in a group. All activities can be assessed through observation.

Check Your Progress- 5

1. Match the following activities with observations:

Sketching	color combination
Dance	creativity
Painting	dialogue delivery
Theatre	motor skill
Collage making	body movements

5.3.2.2 PROJECT

Project is a small activity that can be given at the end of the unit. This may be overview of the child's understanding of the concept taught. It requires students to undertake their own fact finding and analysis or gathering pictures, data, objects etc. By this, we can encourage children to explore the resources and surroundings. It will be helpful for deeper understanding and appreciating art. This tool is effective, when many different lessons have been taught. They are related to each other & where the learning builds from previous and present knowledge.



5.3.2.3 PORTFOLIOS

Evaluation shall be based on a review of the portfolios. It is a collection of the work done over a period of time, may be a term or a year. As the art activity progresses, you can place that art work in the portfolio. It tells the teacher how the child constructs knowledge and helps the teacher to decide on further strategies for teaching. Maintaining portfolios will prevent work from getting lost and also helps you in keeping records. At the end of session/ year one can get help from it for experience as a teacher and dealing with children.

5.3.2.4 CHECKLIST

A practical tool for observation based record keeping is checklist. Check list can make it easier for the teacher to record information, while still being attentive to other children and art experience can be in process. A teacher can make checklists for different art activities based upon the objectives & criteria of that particular task.

Checklist is a simple method for performing an evaluation. It is a systematic way of recording specific action that can help focus attention on particular aspect of an assignment. It is a list of criteria that the teacher thinks are important to observe in a child at a particular time. It is quick and easy to implement & provides specific information. It can be used either for self evaluation or when the teacher has set objectives which he/she wants to assess in an objective manner.

5.3.2.5 RATING SCALE

Although the complexity of individual student development in art does not allow a teacher to repress by one single grade or mark but sometimes it is necessary to create numeric rating scales so that students can compare with their own previous status. Create a measurement scale to determine, how many points you want to award for the successful completion of work. You may wish to create a 3 point or a 5point scale.

Rating scale is a numerical, verbal or graphic system for translating, judgement of quality or degree. This will make the assessment more objective & transparent. Some commonly used scales for evaluation are:

A	B	C
Excellent	Very Good	Good

A+	A	B+	B	C
Outstanding	Excellent	Very Good	Good	Satisfactory



It is used to record & judge the quality of a child's work against specified criteria. Holistic rating scale requires a single overall assessment of a piece of work. Rating scale is particularly appropriate for examining

- Evaluating levels of skill
- Understand attitudes & provide motivation

It is effective when an assignment requires various level of work, thinking, analysis, creativity etc.

5.3.2.6 ANECDOTAL RECORDS

It is a short account of a particular incident or event especially of an interesting or amusing nature. These refer to a written description of a child's progress that a teacher keeps on a day to day basis. It provides observational narrative records of significant incidents in a child's life. It may be a historical or biographical record; these are the written observations word to word, action to action, what a child is doing or saying. In order to assess a child individually, a teacher can use this tool. He/ she can use this record to analyse children for their strengths and needs. It can help to change method of teaching or to improve teaching learning process.

This tool can be used to make reports of the child's overall development over a period of time. The narrative gives a clear idea about the child's choices, interests & relationship etc. Anecdotal record should be written in a positive manner.

5.3.2.7 DISPLAY

Display is a means of communication. It can be used when group work has been assigned & we want to be shared with the rest of the class. This tool is useful for peer evaluation as well as self evaluation. Children gain clarity of certain concepts through illustrative displays. It may enhance the sense of belongingness among teachers and children. They can feel pride in their work. it can be in the form of wall mounts or table top installations. A children's corner can also set up in one section of the classroom.

Check Your Progress 6

1. Fill in the blanks:

1. _____ is a numeric system of judgment.
2. _____ can be a good tool, when group work has been assigned.
3. A historical and biographical record of a child is called _____.



Notes

4. Project is a small activity which can be given at the _____ of the unit.
5. Having _____ skill is an asset for a teacher.
2. Describe two features of anecdotal record.
 1. _____
 2. _____

5.4 INDICATORS OF EVALUATION

Diagnosis exercise plays an important role in evaluation. It is evaluation through which the main problems are identified and areas or focus groups that need attention are known. The data in its original form cannot be used to draw inferences. It needs to be converted in the form of indicators, so that meaningful conclusion is drawn. Indicator answers a variety of questions.

5.4.1. MEANING OF INDICATORS OF EVALUATION IN ARTS

“An instrument which gives you information” is called indicator. Indicator is a qualitative or quantitative variable that provides a simple and reliable means to measure achievement, to reflect changes connected to an intervention, or to help assess the performance. Indicators are about achievements but are never an end in itself.

A single indicator can rarely provide useful information about such a complex phenomena as learning. Indicator usually designed to generate more and more accurate information about conditions. The purpose of indicator is to characterize the nature of system through its components- How they are related and how they change over time? This information can be used to judge progress towards some goal or standards. What an indicator can do-

- Set goals and priorities.
- Evaluate program.
- Describe and state problems much clearly.

Following are the characteristics of a good indicator.

- It provides useful information to the teachers.
- It allows relating with the other indicators.



- It measures how far and how close one is from the objectives?
- It helps to identify problematic situations.
- Its ability to summarize information.
- It helps to compare its value to a standard itself.

Comprehensively the Development Indicators Are

Physical and Motor Development

- stamina, and activity level
- grace,
- alertness,
- eye – hand coordination
- gross motor development,
- fine motor development,

Mental Development

- Observation
- Memory
- Clarity of Concepts
- Problem – Solving
- Making sense of information
- Language development
- Creativity
- Logical Thinking
- Perceiving things, events etc.

Socio-emotional Development

- Relating to adults and peers
- Sharing with others
- Cooperation



Notes

- Taking initiatives
- Adjustment
- Expression of feelings, ideas

5.4.2. INDICATORS OF EVALUATION IN BOTH VISUAL AND PERFORMING ARTS

Indicators for assessment				
Level I			Level II	Level III
Inclined Towards	Skill or techniques of a particular art form	The name of the art form	What is the capacity Good, v. good, average	Enjoys all
	Words (pronunciation) in Music	Instant/ immediate	Gradually	Slow & simply enjoying
	Movement in theatre and dance	Instant/ immediate	Gradually	Slow & simply enjoying
	Understanding Subject / theme	Instant/ immediate	Gradually	Slow & simply enjoying
Listening		Excellent	Good	Can improve
Concentration		Excellent	Good	Has to improve
Movement		Excellent	Good	A little more effort is required
Grasping		Excellent	Good	Can improve
Retention		Excellent	Good	A little more care will help
Presentation		Excellent	Good	A little more effort is required
Talent, Potential (Imbibe) & Creativity		Excellent	Good	Has to work on it
Attitude		Co-operative	Over confident	submissive
Co-Ordination	Listening to others / observing peers & adjusting	Alert all time	Sometimes	Simply enjoying
	Following the teacher/ imitating	Alert all time	Sometimes	Simply enjoying



Understanding	Subject /theme	Good grasp	Average grasp	Indifferent
	Developing / Improvising	Always	Sometimes	Follows instructions
	Gathering extra knowledge	Always	Sometimes	Indifferent
Response (Enthusiasm & Competitive Level)	Total class	Same	Differs	Indifferent
	Solo performance of groups	Same	Differs	Indifferent
Interest Level	Keenness of attending the class	Always	Sometimes	Rare
	acquiring additional information	Usually	Sometimes	Rare
	expression of ideas spontaneously	Always	Sometimes	Rare
Pre Acquired Knowledge Or Awareness		Acquired <ul style="list-style-type: none"> • From Family • From Friends • From Community 	Only follows the teacher	Not bothered (only mechanical understanding)
Group Co-Ordination		Spontaneous	Gradually after observing the spirit	Loner
Individualistic		Smart	Shy	No response

Check Your Progress - 7

1. What is the role of indicator in evaluation?

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2. What are the indicators of assessing attitude in a child?

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5.5 MAKING OF PORTFOLIO (PRACTICAL)

5.5.1. SIGNIFICANCE OF PORTFOLIO

Portfolio is a collection of art work intended to show case children's style or method of work. Sometime, a students' portfolio can be referred to as a scrap book .A teacher not only can go through the portfolio for evaluation, but it will play a determining factor in future to take some decisions. An effective portfolio accurately represents the child's ability and skill in the best possible light. It illustrates the child's expression and communication abilities as well as showcasing the work. Through portfolio art speaks for itself. At the end of session or year, when all art work gathered in a portfolio, teacher can be more clear about the growth of a child he/she can spent some time with an individual's work with a critical eye, thinking about what should be done for improvement.

Check your progress-8

1. What is Portfolio?

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5.5.2 MAINTAINING A PORTFOLIOS

A good portfolio should contain a variety of art work in a good number. A teacher may explore in depth and might think of different kinds of art works. It is best to include work in portfolio that reflects creativity of child. A student who is submitting a portfolio can show evidence of original thinking, imaginations and skills. Here quality is more important than quantity. A portfolio may contain following;

1. **Drawing:** A portfolio should have good examples of drawing in a variety of media such as pastel colored pencils, markers, ink, charcoal etc. A sketch book could be included. Drawings may include objects, people, nature, and environment.
2. **Paintings:** it include acrylic, oil pastel, water colors, paintings, drawings made with colored media could take the place in portfolio.
3. **Design:** it includes posters, layouts, graphs, maps etc.
4. **Collage:** it is an art work created by sticking different materials on the paper, like news paper , magazines, colored papers or other objects such as fabrics,



buttons, feathers etc. Children give shape to their imagination by these methods.

5. **Prints:** there are so many ways to take prints like from stamp pads, leaves, vegetables, eraser etc. When children do this kind of work, it can be included in portfolio.

Portfolio may contain notes, comments and questions. A teacher may ask children to bring an empty paper bag or an empty file. They may be encouraged to decorate their portfolio in their own way and draw a picture of them on the top of it.

5.5.3 HOW TO USE A PORTFOLIO FOR EVALUATION

Individual portfolio review should be a part of ongoing assessment throughout the course. Teacher can evaluate through portfolio after a period of time or can have a discussion session for peer evaluation. Portfolio can be a good instrument for focusing on other's work. It may be used for evaluation in many ways like;

- Teacher & parents
- Among student & peers
- Among teacher parents & student

Students responding to their own & their peer's work is an important part of evaluation. Discussing their work with others, help student to refine their art expressions. Teacher may also encourage them to develop critical thinking & to take responsibility for their own learning. This practice allows them to see compiled direct evidence or real growth which can be a great source of satisfaction and pride. Progress is readily apparent for every student. It is important to note that challenging oneself personally and exploring new idea of working are essential in artistic development. It should be made clear to all children that all of their visual art work will be in that portfolio whether completed or not and will be evaluated so that the child feel motivated to work hard.

5.7 LET US SUM UP

In this unit we started with the significance of evaluation & the objective of it. The main purpose of evaluation is the diagnosis of deficiency in learning and determining the interest for the art and getting knowledge of their growth. We have discussed the indicators of evaluation in art. In teaching learning process, the more accurately we judge our children, the more effective we will be in directing their learning. The understanding of role of a teacher in procedure of evaluation is very much needed, so in this chapter, we have tried to differentiate



5.7 ANSWERS TO CHECK YOUR PROGRESS

1. The purpose of evaluation of art is to know about child's knowledge, skill, ability, creativity, expression, perception, values and individual needs. This is also for giving feedback to child and parent.
2. Evaluation should be done with very much care and caution. Teacher should keep in mind the objectives of art activity, conditions in which work is being done, developmental stage of child and specific need of an individual.
 - i. wrong
 - ii. Right

1. Comprehensive evaluation- It means the final grade assigned to the child at the end of session.
2. Learners can give their views

1. Refer 5.2.3 sub-heading
2. Teacher should compare with child's own growth.

1. The result of evaluation is important for children and parents.
2. students in the class compared their own work with others and easily appreciate and negated each other's work in a healthy manner

1. Sketching motor skill



Dance	body movements
Painting	color combination
Theatre	dialogue delivery
Collage making	creativity

Check Your Progress 6

1.
 - i. Rating scale
 - ii. Observation schedule
 - iii. Anecdotal record
 - iv. End
2.
 - i. The formal record of the teacher's observation about child's behavior.
 - ii. Accurate description of event, interpretation of the event, relation with personal development and behavior.

Check Your Progress - 7

1. A teacher can set goals and priorities of evaluation through indicators. She/he can measure the achievement and need of a particular child with the help of indicator.
2.
 - i. Co operative
 - ii. Over confident
 - iii. Submissive

Check your progress-8

1. Portfolio is a collection of art work. It can be a file or folder where all art work can be gathered for future. Whenever a visual art is being done, it can be put in portfolio.

Check Your Progress- 9

1.
 1. Drawing
 2. Painting
 3. Collage
2.
 1. for evaluation at the end of session.
 2. for keeping record/ evidence of growth in a child.
3. Students may give their art activities



5.8 SUGGESTED READINGS AND REFERENCES

- Position Paper: National Focus Group on Art, Music, Dance and Theatre. Published (2006), NCERT, New Delhi
- Position Paper: National Focus Group on Heritage Crafts. (2005), Published (2006), NCERT, New Delhi
- Handbook on guideline for Art integrated learning – NCERT <http://en.wikipedia.org/wiki/Evaluation>
<http://www.ncert.nic.in/rightside/links/pdf/framework/nf2005.pdf>
<http://www.evaluationtrust.org/evaluation>
<http://www.teachervision.fen.com/classroom-management/resource/5803.html>
<http://www.irvingisd.net/curriculum/curriculum/art/elementhtmary>.
<http://www.cedfa.org/teaching/curriculum/artframework.pdf>
<http://www.princetonol.com/groups/iad/lessons/middle/middlelessons.html>

5.9 UNIT-END EXERCISE

1. Describe the significance of evaluation in art?
2. Differentiate between continuous and comprehensive evaluation
3. Explain the significance of portfolio. How will you use a portfolio for evaluation?
4. What do you mean by “indicator” of evaluation?
5. How evaluation of art is different from evaluation of other subjects?
6. Mention the advantage of following tools of evaluation
 - Observation schedule
 - Display
 - Checklist
7. Why do we use a large number of tools and techniques for evaluation?
8. Make a sample of anecdotal record
9. Given below are four situations, in the following situations, identify which tool you will use preferably;
Sculpture making.
Dance
Group Activity
Role play