

ART : MEANING, NATURE, PHILOSOPHY AND CLASSIFICATION

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**.

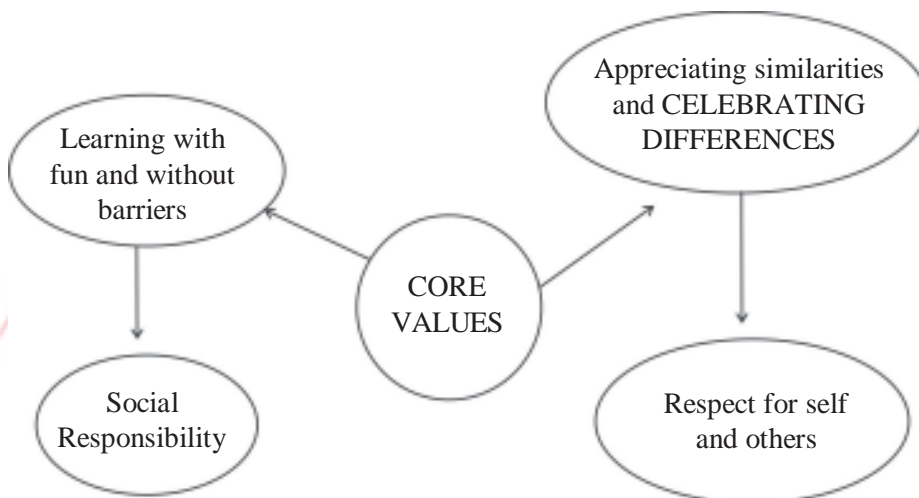
“What is art? Art is the response of man’s creative soul to the call of the real.” said Rabindranath Tagore.

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.



MEANING AND CONCEPT OF ART EDUCATION

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

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,



- 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.

THE PERFORMING ARTS?

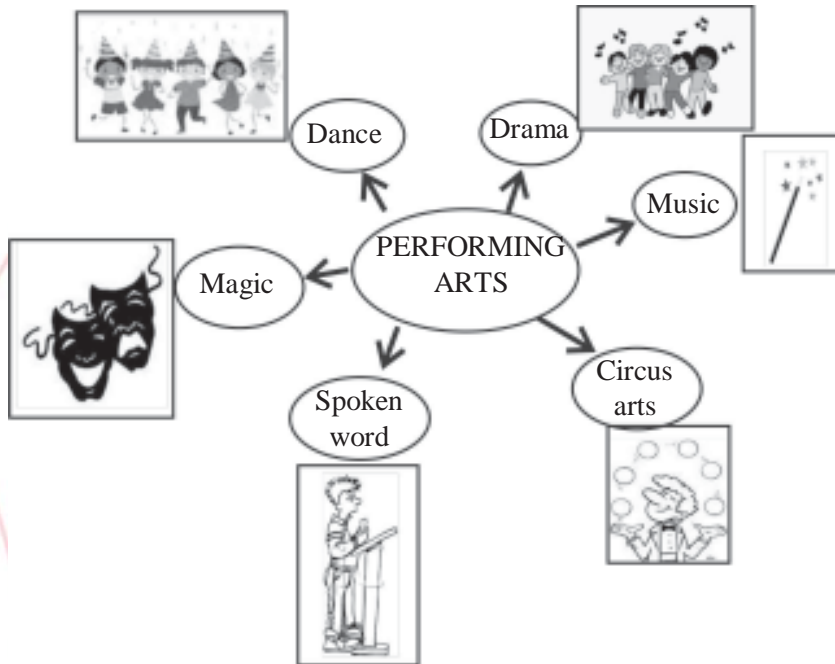
- > The artist uses their own body, face and presence as a medium.
- > It is something which is performed, seen and heard.

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

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- Theatre
- Music
- Dance
- Puppetry

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

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.

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.

- **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.

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**

D 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,

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

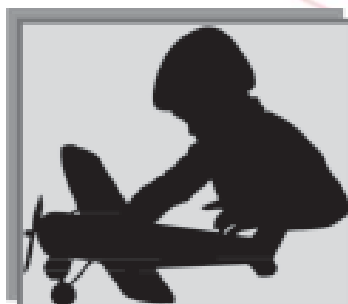
Architecture Film, theatre and related Cosmetic dentistry Webdesigning and Animation



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**IMPORTANCE OF ART EDUCATION AT
ELEMENTARY LEVEL**
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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.

We Realize



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

- 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**.
- 8 Imagination and vivid expressions (imagery) create opportunities of positive educational encounters **leading to a passion for learning**.
 - 9 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**.
 - 10 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**.



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

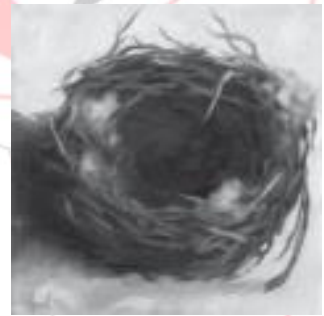
Let us focus on developing the students’ abilities to perceive and develop a greater understanding of the environment.

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



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.

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?

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.



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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



NEED AND IMPORTANCE OF PERFORMING ARTS

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, Kuchipudi etc 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.

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 wholeface.)

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.