



B.Ed.

1st Year

SEMESTER- 2

ART EDUCATION



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Course - IX

Ist Year

2nd Semester

ART EDUCATION

Authors :

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ART EDUCATION

SYLLABUS

Unit 1: Art and Aesthetics

- 1.1 Aesthetics - as a branch of Philosophy.
- 1.2 Aesthetics - its meaning, dimensions and constituents.
- 1.3 Art as a form of Aesthetics.
- 1.4 Indian Art and Rasa principle.
- 1.5 Importance of Arts in Education.

Unit 2: Art and Education

- 2.1 Art as a medium of education
- 2.2 Art as a unifying principle in education
- 2.3 Art and Society
- 2.4 Art and Human development
- 2.5 Art for self-expression, keen observation and sense of appreciation

Unit 3 - Place of Visual Art and Performing Arts in Teaching

- 3.1 Different forms of visual and performing Arts.
- 3.2 Teaching as an ART.
- 3.3 Drama as a form of Teaching.
- 3.4 Identification of local Art forms and their integration to teaching - learning.
- 3.5 Evaluation strategies; assessing the different forms of Art.

Unit 4- Contributions made by Contemporary thinkers on Art and Education

- 4.1 Rabindranath Tagore
- 4.2 A.K. Coomara Swamy
- 4.3 Herbert Read
- 4.4 Elliot Eisener

Unit 5- Art and Craft in Education

- 5.1 Art in Craft
- 5.2 Craft in Art
- 5.3 Traditional Craft and their relevance to Education
- 5.4 Local Craft and their place in SUPW
- 5.5 Indian Festivals and its Artistic significance

INDEX

- 1) **Art and Aesthetics** 6 - 16
 - 2) **Art and Education** 17 - 26
 - 3) **Place of Visual Art and
Performing Arts in Teaching** 27 - 36
 - 4) **Contributions made by
Contemporary thinkers
on Art and Education** 37 - 43
 - 5) **Art and Craft in
Education** 44 - 54
-
- | | |
|--------------------|----------------|
| Model Paper | 55 - 56 |
| Model Paper | 57 - 58 |
| Model Paper | 59 - 60 |

UNIT - 1

ART AND AESTHETICS

1. What is Aesthetics? What is Philosophy? Explain the relation between aesthetics and philosophy?

(Or)

How can you define the beauty and art?

(Or)

What is the philosophical view on Art?

(Or)

What is the relation among beauty, art, aesthetics philosophy?

(Or)

Explain Aesthetics as a branch of philosophy?

(Or)

Explain the philosophers beauty on Art?

Aesthetics : Aesthetics is a branch of philosophy concerned which studies beauty and art. 'Philosophy of art' is studied and discussed under the branch of philosophy known as 'aesthetics;' one among the normative subjects besides logic and ethics. It is a theoretical inquiry. Hegel described Aesthetics as "The Philosophy of Fine Arts"

Philosophy : Philosophy is the study of theories about basic things such as the nature of existence, knowledge, and thought. Branches of Philosophy are Logic, Epistemology, Metaphysics, Axiology, Ethics, Social/Political Philosophy and Aesthetics. It is a particular theory that someone has about how to live or how to deal with a particular situation.

Three goals of Philosophy : Philosophy sets up three goals - Truth, Goodness and Beauty. Logic leads to truth, Ethics to Goodness of conduct and morality and Aesthetics to beauty. In this way Aesthetics still forms an integral part of Philosophy, although its limits have extended much beyond the parental fold.

Aesthetic Philosophers about on Art : Aesthetic philosophers are concerned with understanding what qualities in art contribute to aesthetic responses. As philosophers of art, aestheticians develop theories about art and study basic questions surrounding art. They pursue such questions as "What is art?" "What is beauty ?" and "What is it that artworks offer that is different from other everyday objects?"

Philosophers opinion on Art and Beauty : All the great philosophers, right from Socrates, Plato, Kant, Hegel, Ruskin, Croce etc., gave their views on Art and Beauty. Philosophy is interested in analyzing the true characteristics of beauty in identification with several theories of art.

Socrates was convinced that physical beauty was not to be trusted. A gold shield however is ugly, because it does not function well at all as a shield.

According to Plato - Poetry, like all other imitative arts, imitates appearances and not the Truth. To Plato, the 'idea' is the 'truth' or the real reality, and the world of the senses, i. e., what we see and feel, is a mere representation of the ideal world.

According to Aristotle beauty is above the useful and the necessary. He argues that the useful skills, such as reading, writing and drawing, will allow one to experience beauty but are not beautiful in themselves. And objects to aid this, such as a book or a pen are not in themselves beautiful, but they lead to finding beauty.

John Keats , an English Romantic poet, In his view - 'A thing of beauty is joy for ever; its loveliness increases and perishes into nothingness'. Aesthetics is applied to the systematic study in a philosophical way of understanding beauty and its manifestation in art and nature.

Philosophical views on Art and Beauty : As beauty in nature is obtained from particular parts of nature and not universal, changeable, alterable, impermanent, non-constant the enjoyment or delight arising out of natural beauty is non-stable, man has resorted to enjoy beauty in art. It is clear that men are dis satisfied with beauty found in nature, but they cannot ignore the ideal of perfect beauty, which is imminent in their

consciousness, which is also not associated with ugliness. Since philosophy of art is directly connected with the joyous, delightful enjoyment of beauty it is quite obvious that treat aesthetics as a 'process' and not an end product, an inquiry, an kind of conversation among earnest minds. Any theory of art or art-history for that matter is not keen on the practice of an art such as giving training in the craft of painting, of sculpture, of architecture. However, the above components of artistic creations may stimulate and inspire the artist. From the historical perspective the goal of art is concerned with enjoyment and appreciation, waxed and waned through intervening ages. But from the philosophical point of view the work of art depends on the objects available in nature and events created by the imagination of the artist.

Scholars on aesthetics are of the view that aesthetic attitude is characterized by detachment, psychic distance or disinterestedness. The major function of the objects of fine art is to embody an aesthetic vision and elicit an aesthetic response especially in the spheres of dramas, paintings, sculptures, symphonies, poems, dances etc.

Now, both Philosophy and Aesthetics are now free from the clutches of religion and theology and pursuing their own goals.

2. What is the meaning of Aesthetics? Explain

(Or)

How can you define Aesthetics, and its scope?

(Or)

What are the dimensions and constituents of aesthetics?

(Or)

Explain the Aesthetic Experience.

(Or)

What are the different dimensions of aesthetics?

Ans : Origin of the word - Aesthetics

The word "aesthetics" derives from the Greek "aisthetikos", meaning "of sense perception". The German philosopher Alexander Baumgarten (1714-1762) first used the word aesthetics

to mean "the science of the beautiful". The main concern of this branch of philosophy is to discuss in all its aspects, and its relation to human life. He wrote a large sized treatise in two volumes of entitled It "AESTHETIC".

Aesthetic was traditionally that branch of philosophy which studies beauty and art. Baumgarten gave it a new status. Now it has become an independent discipline now. Beauty, Art, Taste and appreciation of art are the main aspects within the scope of Aesthetics. It deals not only with the nature and value of the arts but also with those responses to natural objects that find expression in the language of the beautiful and the ugly.

In very general terms, Aethetics examines what makes something beautiful, sublime, disgusting, fun, cute, silly, entertaining, pretentious, discordant, harmonious, boring, humorous or tragic.

Aesthetic Dimensions and Constituents : P.Abbs, an English poet and academician, writer of 'The Educational Imperative' states that the aesthetic dimension is directly associated with experience in the arts and that it combines the perceptive, affective and cognitive levels in a unique manner.

Dimensions of Aesthetic experiences : According to the book 'The Art of Seeing: An Interpretation of the Aesthetic Encounter' The Perceptual dimension, The Emotional dimension, the Intellectual dimension and communicative dimensions are the major dimensions of Aesthetic experiences. The perceptual dimension deals with balance, form, and harmony of elements. The emotional dimension emphasized the reactions to the emotional content of the work and personal associations. The Intellectual dimension focused on theoretical and art historical questions. Communicative dimension deals about artist, time, culture through the mediation of the work of art.

Aesthetic Experience : Aesthetic experience comes in response to works of art. An object of aesthetic experience is concerned with two important human potentialities viz., cognitive and practical. The former deals with the knowing aspects, while the latter with the pragmatic aspect.

Aesthetic objectives : There are some views concerning the themes expressed in aesthetic objectives: eternal forms, a unified experience, feelings and existential possibilities.

Aesthetic Judgement : The sensory contemplation or appreciation of an object, while artistic judgement refers to the recognition, appreciation or criticism of art.

Art criticism : Art Criticism is concerned with the merits or demerits of particular works of art, i.e., a kind of intensive investigation into a chosen area of beauty. Beauty emerges from nature and art. In nature, beauty is 'given' and in art it is made. The ideal of beauty pertains to its nature or character.

Aesthetics expresses the knowledgeable appreciation of art at a very basic level. It is an enquiry toward art for purposes of examination and elaboration. The study of aesthetics is applicable to all age groups and all levels of readiness. It is the study of how humans relate and give meaning to a particular type of phenomenon (art) in their environment.

3. Art as a form of Aesthetics - Explain?

(Or)

What is Art? Explain?

(Or)

Explain mimeses, expressionism and formalism.

(Or)

Write a short notes on Art as a form of Aesthetics.

Ans : Art is the expression or application of human skill. Aesthetics is the study of beauty. 'form' indicates the internal relations of the aesthetic object, which has a complex of different but interrelated parts. Aesthetics describes the relationship between the viewer and the art in a philosophical way. Each individual responds differently to art, varying from the emotive feelings by the viewer to the art as an object of creativity.

According Plato and Aristotle, Greek philosophers, objects of art are twice removed from the eternal forms, since they are only images of copies of the forms; that is natural objects are imperfect copies of eternal forms and works of art are only 'imitations' of natural objects. aesthetic objects represent an

ultimate reality that is eternal, perfect and complete especially in the forms of truthfulness, goodness and beautiful. Keats and Hegel see the beauty as truth in sensuous form. Goethe indicates that an art object is a sensuous embodiment of a spiritual meaning. Intuition and perfection express the epistemological and moral implications of aesthetic.

Aesthetic inquiry : There is question that- How can we judge the real art? We can get the answer from theory of aesthetic inquiry. Aesthetic inquiry reveals the value, role and enlightens the art. Learning the value art is the main goal of aesthetic education.

Three approaches to view the art : Aesthetic, Social, and Innovative are the three approaches help us to learn the view of art. Aesthetic experiences cover consciousness of emotional states such as feelings of fear, hate, tenderness, love, or any human feelings. With these experiences we can feel the real art.

Three ways to define the aesthetic judgements:
Mimesis- art's imitation or representation of things as seen, its goal the portraying of reality.

Expressionism- art's emphasis upon feeling and emotion; expression of the artists' emotions and moods. And Formalism- art's structure. These three approaches give a different angle in defining aesthetics and in understanding how others value art. These three methods of explaining art define the way we view and look at works of art. These ideas are a path to organize topics, problems, arguments, and concepts of aesthetics. Historical and innovative significance of an object is another approach defines the art aesthetically. This applies to art that plays an important role in the evolution of art. These aesthetic ideas also help in understanding the connections between various parts of and the significance of art.

Aesthetics gives most beneficial changes in visual art education. Aesthetics develops upon students abilities to see art in new ways. These advantages as an educator makes one appreciate the developments made. Art Activities help the teacher and students analyze the nature of art and the various characteristics of aesthetic experiences. If the students have

aesthetic sense, they can easily understand what is beauty is, What art is, What ugly is.

4. What is Art in Indian context?

(Or)

What is Rasa meaning? Explain Rasa Principles

(Or)

What are the different views on Rasa?

(Or)

What are the Nine Rasas-Explain?

Ans : Indian philosophy : Indian philosophical definition of the Supreme is -'Satyam Shivam Sundaram'. 'Sat' is the true value, 'Shiv' is the good value, 'Sundaram' is the beauty value. Indian Aesthetics based on this value system.

Origin and Meaning of Art- in Indian context : In Indian thought art arises from deep philosophy. The first reference to the word KALA is found in Rigveda. The first realistic use of the word KALA is found in Natya Shastra of Bharat Muni in first century AD. He says "There is no knowledge, no skill, no learning which is not art". This explanation gives us how he placed the art at high level and wide range.

Classification of Arts: According to Bharat muni arts are painting, music, instrument playing and dance. Mostly the word KALA has been used for the fine arts and shilpa for the arts of utility. Panini - the grammarian -uses the word Shilpa for both fine arts and utility arts.

Indian view, according to Kamasutra by Vatsayana there are 64 kalas. The fine arts include music, dance, sculpture, painting and architecture. According some thinkers literature, specially drama and poetry are also fine arts because all these embody the essence of art 'rasa'.

According to Indian aesthetics art has six limbs and nine rasas.

What is Rasa : The word Rasa has different meanings. In Yaska's Nirukta Rasa is used the sense of essence. In Rigveda

the word rasa used for water, juice of plant, liquor drink etc., In Yajur veda it is used for sense of Joy, In samaveda it is used in the sense of liquor. In Atharva veda it is used the sense of juice plant. In the Brhadaranyaka and other Upanishads, Rasa is used for essential element. The Upanishads sense of Rasa is only Supreme reality.

Rasasutra- Rasa Principle : In Natyasastra, Bharata and in Abhinavabharate, Abhinavagupta explained and devided the rasas and described the theory of Indian aesthetics. Abhinavagupta commented not only of Bharat's view on the theory of Rasa or aesthetic joy, along with his own elaborated view, but he also commented on Bhatta Lollata, Sri Sankuka, Bhatta Nayaka and Samkhya etc., According Bharat muni there are only eight rasas, the ninth rasa was added by Abhinavagupta.

Rasa is produced from a combination of Determinants (*vibhava*), Consequents (*anubhava*) and Transitory States (*vyabhicaribhava*).

Natyashastra

Nine rasasa

RASA	STHAYI-BHAVA
SHRINGAARA (Sentiment of Love)	RATI
HAASYA (Sentiment of Laughter)	HASA
VEERA (Sentiment of Valour)	UTSAAHA
ADBHUTA (Sentiment of Wonder)	VISMAYA
RAUDRA (Sentiment of Anger)	KRODHA
KARUNA (Sentiment of Pity)	SHOKA
BEEBHATSA (Sentiment of Disgust)	JUGUPSAA
BHAYAANAKA (Sentiment of Fear)	BHAYA

Rasa Is the unexpressed mental emotion - Sthyi Bhava is the expressed emotion

From the union of vibhavas (Determinant conditions) anubhava (consequents) and vyabhicari bhavas (ancillary emotions), rasa (aesthetic delight) is realised"

This Rasa sutra, cryptic, yet subtle, spells out the recipe of

the realisation of rasa. It states that different elements of natya like vibhavas, anubhava and vyabhicari bhavas conjoin to bring out Rasa. It is believed that Bharata has conspicuously omitted sthayibhava from this aphorism besides not spelling out anything concerning how the union of all the elements take place and finally after the union takes place how the rasa is realised. Omission of sthayi, from the rasa sutra did inspire a lot of debate later but scholars largely seem to agree that it is sthayibhava only which finally evolves into a rasa. Besides the mention of three vital components of rasa, Rasa sutra also mentions two more terms 'Samyoga' and 'Rasa-Nispatti' which Bharata leaves to the wisdom of the practitioner. However, eventually both these terms turned out to be polemical and lead them to a productive Rasa-debate. It could well be said Bharata may not have given a theoretical elaboration of the sutra alright but he did compile one full treatise for the benefit of the practitioners to find out how the three elements i.e., vibhavas, anubhava and vyabhicari bhavas should conjoin to effectuate Rasa.

5. How art is important in Education?

(Or)

Discuss the Art importance ?

Ans : Art benefits students because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Arts education also helps students by allowing them to think and perceive in a variety of ways.

Imagination, creativity and innovation are present in every human and can be nurtured and applied. Imagination is the characteristic feature of human intelligence, 'creativity is the application of imagination, and innovation completes the process by utilizing critical judgement in the application of an idea.

The goal of art is to connect person and experience directly, to build the bridge between verbal and non-verbal, between logical and emotional.

There is ample evidence that the arts help students develop attitudes, characteristics, and intellectual skills required to participate effectively in today's society and economy. The arts teach self-discipline, reinforce self-esteem, and foster the thinking skills and creativity so valued in the workplace.

The arts teach the importance of teamwork and cooperation. They demonstrate the direct connection between study, hard work, and high levels of achievement.

The arts have a complex relationship with society, but arts lovers need to make a case for arts education that doesn't harness it to contemporary moral, civic, social or economic priorities. And we shouldn't resort to implying that without it people are likely to be stupid or more inclined to crime and immoral behaviour, or even that it makes people more employable.

What Students Should get from Arts

- ✦ Students should be able to communicate at a basic level in the area of art. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods.
- ✦ Students should be able to develop and present basic analyses of works from historical and cultural perspectives.
- ✦ Students should be able to recognize cultures and historical periods.
- ✦ Students should be able to relate to various types of knowledge and skills within and across the arts. This includes mixing and matching competencies and understandings in history, culture and analysis in the arts.

Twentieth-century German philosopher Ernst Cassirer explained the importance of the arts as follows: 'Science gives us order in thoughts, morality gives us order in actions; art gives us order in the apprehension of visible, tangible and audible appearances.'

The Arts in Education approach, utilizes the arts (and the practices and cultural traditions related to those arts) as a medium for teaching general curriculum subjects and as a way to deepen understanding of these subjects; for example, using colours, forms and objects derived from the visual arts and architecture to teach subjects such as physics, biology and geometry; or introducing drama or music as a method to teach languages. Drawing on the theory of "multiple intelligences", the Arts in Education approach aims to extend the benefits of Arts Education to all students and subjects. This approach also aims to contextualize theory through the practical application of artistic disciplines. To be effective, this interdisciplinary approach requires changes in teaching methods and in teacher training.

UNIT - 2

ART AND EDUCATION

1. Explain the Importance of Visual and Performing arts in education ?

Ans : Art integration in education has a long history. Art has the facility to cross all subject barriers and permeate all aspects of the child's life. The skills learned in art can be used to enhance work in all subjects. The Road Map for Arts Education conference by UNESCO summarized, that Learning in and through the arts (Arts Education and Arts-in-Education) can enhance at least four of these factors: active learning; a locally-relevant curriculum that captures the interest and enthusiasm of learners; respect for, and engagement with, local communities and cultures; and trained and motivated teachers. (2006:6). Arts integration with other subjects promotes the child-centered pedagogical approach towards teaching and learning as it calls for hands-on tasks linked to other subjects ensuring the learning of maximum skills.

Students can easily go through the all subjects from arts like Illustrations in literature, maps and timelines in social sciences, Geometry and graphs in Mathematics, Models and diagrams in physical and chemical sciences, anatomy drawings in biological sciences.

Arts Education Partnership, Executive Summary, 1999 says "When well taught, the arts provide young people with authentic learning experiences that engage their minds, hearts and bodies. The learning experiences are real and meaningful for them. While learning in other disciplines may often focus on development of a single skill or talent, the arts engage multiple skills and abilities. Engagement in the arts nurtures the development of cognitive, social and personal competencies" Artistic skills, critical appreciation, cultural heritage, individual identity, cultural diversity, and creativity are the main objectives of the education.

Through visual arts and performing arts : Students can learn body in conjunction with the mind, senses and creative

impulses from dance, expressions and dialogues from drama, chords and rhythms from music, perspectives and colour combinations from paintings, dimensions and usage of materials from sculpture and craft. This knowledge is very helpful to students to learn all other subjects.

Visual, performing arts and science are linked fundamentally as they promote discovery learning. The art integration allows students to attempt artistic science projects that enhance their imagination, higher-order thinking skills, creativity and knowledge on both art and science. These projects provide outstanding opportunities for students to discover and explore the world on their own. It also encourages them 'to pursue their scientific inquiries in which arts is embedded, and work on both art and science disciplines simultaneously'.

2. Art as a Unifying Principle in Education - Discuss.

(Or)

Explain the Principles of Art ?

(Or)

Explain the unifying principles in education ?

Ans : Imagine you're using your favorite pen to draw a spaceship. You take into careful consideration where to place this spaceship on the page and how far away to draw the moon and stars that the spaceship is about to fly by. You want to show that the spaceship is moving, so you draw a few squiggles. Finally, because of your love of star gazing, you colour in a nearby shooting star with your favourite shade of yellow and voila; you have just created your own artwork.

Here Art works on the basis of certain principles, where they act as binding agents to all other interdependent principles of education. ART is considered as a divine subject which has all the required qualities to inculcate students with all the necessary skills and encourages students to explore the ends of their creativity and understanding. Following are the principles where focus is laid on unifying the education's core principles to achieve ultimate success of student i.e., all round development of student.

What are the Seven Principles?

1. Encourage contact between students and faculty
2. Develop reciprocity and cooperation among students
3. Encourage active learning
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

Principle 1: Encourage contact between students and faculty.

Building rapport with students is very important. The contact between students and teachers are vital to the students' success. One of the main reasons students leave school is the feeling of isolation that they experience. The concern shown will help students get through difficult times and keep working. Faculty have many avenues to follow to open up the lines of communication.

Principle 2: Develop reciprocity and cooperation among students.

When students are encouraged to work as a team, more learning takes place. Characteristics of good learning are collaborative and social, not competitive and isolated. Working together improves thinking and understanding.

Principle 3: Encourage active learning.

Learning is an active process. Students are not able to learn much by only sitting in classes listening to teachers, memorizing pre-packaged assignments, and churning out answers. They must be able to talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. Students need to make learning a part of themselves.

Principle 4: Give prompt feedback.

By knowing what you know and do not know gives a focus to learning. In order for students to benefit from courses, they need appropriate feedback on their performance. When starting out, students need help in evaluating their current knowledge and capabilities. Within the classroom, students need frequent opportunities to perform and receive suggestions for improvement.

Throughout their time in college and especially at the end of their college career, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

Principle 5: Emphasize time on task.

Learning needs time and energy. Efficient time-management skills are critical for students. By allowing realistic amounts of time, effective learning for students and effective teaching for faculty are able to occur. The way the institution defines time expectations for students, faculty, administrators, and other staff, can create the basis for high performance from everyone.

Principle 6: Communicate high expectations.

Expect more and you will get it. The poorly prepared, those unwilling to exert themselves, and the bright and motivated all need high expectations. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high standards and make extra efforts.

Principle 7: Respect diverse talents and ways of learning.

There are many different ways to learn and no two people learn the same way. Students bring different talents and learning styles to the classroom. Students that excel in the seminar room may be all thumbs in the lab or art studio and vice versa. Students need the opportunity to show their talents and learn in ways that work for them. Then, they can be guided into new ways of learning that are not as easy for them.

3. State the relationship between Art and Society

(Or)

Explain the influence of Art on Society

(Or)

Discuss- Society is influenced by Art

Ans : " Races are created by Artists, not by rulers or business men"

Art is an immediate and vivid expression of personalities. Society and the arts share a close and complicated relationship. Music, literature, and the visual arts help to define a society, but

the forms they take and the messages they deliver are in turn shaped by the society in which they appear. In this way, the arts serve as both a reflection of and a commentary upon the society that produces them. As such, they can provide clues to the values and attitudes of people in particular times and places. It is a sort of personal social adjustment process. It expresses the complex social values, compulsions and repressions of a culture as well as the individual's reactions to the challenges presented to him, through culture. It is man's intense emotional reaction to the world around him. We can have an example of world's first poem the sage Valmiki saw a poacher killing a pair of love making birds in anguish. Valmiki uttered a curse, a sanskrit sloka, which is known as world's first poem. Society sets norms or standards for the various activities of man such as work, recreation, religion, governance etc., Man express himself, his reactions with the pattern or design set before him. That is why the art of a particular age always presence a 'grand motif' around which all art revolves. Art establishes a balance between man and rest of his environment. If there is a lack of such balance of any time in any society, there arises peculiar situations, where man's life is compartment alised, where art is relegated to a separate and restricted realm which does not touch or effect man's life. It is no longer organic society. For example we can take modern times the industrial reveloution, technological advancement and the resultant and social conditions which have made the common man forget art. Art is no longer organic integral part of life. Art in not the major human interest, or the occupation or the goal of life for the majority of man kind. They are busy in the galleries, museums and the drawing rooms of the now rich to show off their wealth. It seems in the modern times, Art and common man's life. Art too entirely different spears, which may touch occasionally but are not organically united.

Art is an effective tool in the hands of the society to mould the individuals equals to their minds, values, faith, wishes and attitudes. It helps human beings in their adjustments in attainment of peace and harmony with the world.

4. How art education is important for human

development?

(Or)

Define the Human Development and discuss the impact of art in human development.

Ans : Definition human development : Human development is defined as the process of enlarging people's freedoms and opportunities and improving their well-being. Human development is about the real freedom ordinary people have to decide who to be, what to do, and how to live. The human development concept was developed by economist Mahbub ul Haq.

About Arts : Art is a diverse field and includes artistic imprints in many forms which may include the creation of images or objects in fields including painting, sculpture, printmaking, photography, and other visual media. Architecture is often included as one of the visual arts; however, like the decorative arts. The first forms of arts were found on walls of ancient caves in the forms of stone works as well as painting. So we can guess that painting was the first way of expression. Painting is the most understandable way of art, because it gives us the most full and vivid impression. Music, theatre, film, dance, and other performing arts, as well as literature, and other media such as interactive media are included in a broader definition of art. A poem, a painting, a sculpture created by the artist gives joy to him while he is in the act of creation; it gives him joy again after a lapse of time, when he imaginatively recreates or relives the original moment of creation and also gives a great sense of pleasure to the person who observes that art carefully.

How arts impact the human development

- + "When well taught, the arts provide young people with authentic learning experiences that engage their minds, hearts and bodies. The learning experiences are real and meaningful for them. While learning in other disciplines may often focus on development of a single skill or talent, the arts engage multiple skills and abilities. Engagement in the arts nurtures the development of cognitive, social and personal competencies" (Arts Education Partnership,

Executive Summary, 1999, p.IX).

- ✦ According to research of neuroscientists such as Marion Diamond at Berkeley, the human brain can undergo changes in structure and functionality as a result of learning and experience - for better or for worse. Neural connections that make it possible for us to learn, remember, problem-solve and create can continue to form throughout life, particularly when we are in environments that are positive, nurturing, stimulating and that encourage action and interaction. Well-designed arts programmes provide the kinds of environments that enable such learning (Diamond, 1996). Not only can the brain be transformed, but it can itself be a transformer. For example, the experience of a magnificent sunrise might emerge in the form of a poem or a dance. Response to an exhibit of paintings might emerge in the form of music. Life experiences might find voice in the form of historical plays such as those written by Shakespeare. The arts provide the means for the human brain to function at its highest level.
- ✦ Art is an all embracing notion that plays most important role in the development of the mankind. Art is a diverse range of human activities and the products of those activities.
- ✦ Art is a way to express many things. It's a way to deal with feelings that cannot be expressed through typical means like conversation or words. Art gives a way to express emotions.
- ✦ Until the 17th century, art referred to any skill or mastery and was not differentiated from crafts or sciences, but in modern usage the fine arts, where aesthetic considerations are paramount, are distinguished from acquired skills in general, and the decorative or applied arts.

- + Art can be used for politics and social agendas such as editorial cartoons and paintings directed at political or religious figures. Art can inspire and allow people to see things from different perspectives.
- + Art comforts man through poems, literature, songs, drama and cinema. Art lovers can spend their whole life working for art.
- + Art serves to fulfill the desire of man to transcend the death and decay to which all earthly things are subject.
- + Art consoles man to help him imagine what is desired but is not immediately available for use. Art takes you to another world where you interpret everything by your emotions. It enables him to live a double life without the torture and morbidity of schizophrenia.
- + The importance of art is related to the nature of our human built environment, and whether we create it to be a comfort or a torment.
- + Importance of Arts in our lives is quite recognized to a greater level. Art is everywhere, influencing us on a daily basis, whether we realize it or not.
- + Light and colour of arts have a huge impact on our mood and emotions.

Our concentration towards art is increasing day by day and people have started appreciating art in a serious manner. Now-a-days Art and Craft Education are encouraged at schools for children as it provides a platform for the young ones to express and explore their imagination. Everywhere you go art is evident. Research and Statistics confirm that this education helps resolve a lot of problems and enhances critical thinking skills. Not all children are academically good, hence encouraging them to discover the artist in themselves might help them grow in life and excel in many other fields and may prove out to be an excellent career opportunity for them.

5. Art for Self expression. Keen observations and sense of appreciation - Discuss.

(Or)

How can an individual express himself through Art?

(Or)

Explain the words expression , observation and appreciation in Art

Ans : Self expression Throughout history, humans have used art to express ourselves. Creation of Art not only to represent and beautify our world, but also as a means of understanding and sharing who we are in our world. Through creative self-expression, we grow in self-awareness, generate insights, resolve problems, and enhance our overall well-being. With our self expression or creativity, we can become a smarter, happier, healthier human being. There are few good reasons why engaging in artistic self-expression. Expressive Art encourages linear, verbal, logical, and analytical capacities of learning. Self expression develops multiple intelligences like intrapersonal, interpersonal, verbal intelligences. It acts as a gateway to pre-verbal and trans-verbal modes of being, giving form to that which is before and

beyond words. It subverts defensive routines to generate unprecedented learning. It is a fun which means more laughter and joy, more endorphins more energy, more relaxation, more clarity and peace of mind.

Keen Observation: Keen Observation develops the child cognitive levels. A child is observed over a period of time showing a deep and consistent interest in a particular concern, such as covering artwork with layers of paint or making and filling boxes, they are providing evidence of their intrinsic motivations enabling children to learn at a deeper level. Keen observation develops communication between the artist and the object. He can isolate himself from the surroundings at the same time psychological disturbances. By this process he develops concentration activities.

Observation skills flourish the art activates those are exploratory activities, practice activities and responsive activities.

These activities will give them confidence to experiment new ways of using their skills. It challenges the children to use their imagination and stretch their thought processes.

Sense of appreciation : Art appreciation is very important to help young children learn to think and express ideas. In observing and appreciating art that we are exposed to in everyday life, we will learn a great deal about what things attract and appeal to us. We will understand more clearly our likes and dislikes in art. Art appreciation opens subconscious mind to be receptive to new experiences and creations. It depends on basic recognition, familiarity and enjoyment of good quality of art work. We can compare things from recollection of memory. Appreciation connects artist and spectator as a mediator. Appreciation gives immense pleasure to the spectator as well as artist.

UNIT -3

PLACE OF VISUAL ART AND PERFORMING ARTS IN TEACHING

1. How can you define the Visual and Performing Art (Or)

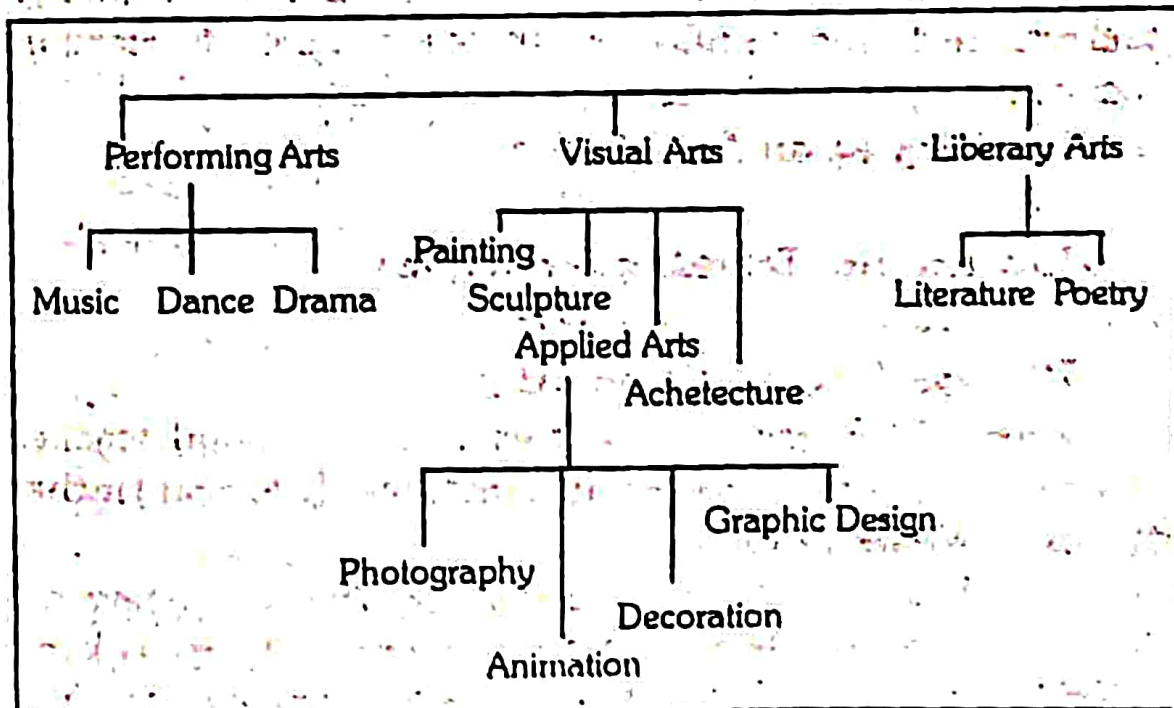
What are the contributions of visual and performing arts in education?

Ans : The dictionary meaning of Visual arts is - creative art which are to be appreciated by sight, such as painting, sculpture, and film-making.

Performing arts - forms of creative activity that are performed in front of an audience, such as drama, music, and dance.

We can classified the arts like this

ART



The arts have always been with us. Since early man first sang and danced in celebration of the hunt, since he attempted to gain power over his quarry by painting its image on the cave

walls; since he acted out stories of bravery and heroism to his clan, the arts have described, defined, and deepened human experience. All peoples, everywhere, have an abiding need for meaning - to connect time and space, experience and event, body and spirit, intellect and emotion. People create art to make these connections, to express the otherwise inexpressible. A society and a people without the arts are unimaginable. The need to sustain itself demands that all societies imbue in its members a sense of its uniqueness, its cultural heritage. This can only be achieved through exposing children, who are already genuinely curious about their culture and how it operates, to a dedicated programme in the Visual and Performing Arts. Conceptual and formal knowledge of the arts is an important constituent of this cultural legacy and one should begin early to make children comfortable with these forms of knowledge.

Art reflects human emotions and human beings spontaneously express their frame of mind through various art forms. Thus the intellectual mind merges with the artistic streak, giving birth to art. The expression is reflected in various styles like singing, dancing, drawing, painting, acting, sculpture. Some of these are expressed through live performances and others through visual arts. Sketching, painting, sculpture are visual arts. Singing, dancing, acting are attributes of performing arts.

2 Teaching as an Art - Explain.

(Or)

Explain the Teaching Principles

(Or)

Discuss Teaching is an art ?

Ans: "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." -William Arthur

The ability to look at a student (young or old) see where he/she is currently and bring some inspiration to them to learn something is an ART form. One that not everyone has. You have to be able to, even for a brief moment, look at a situation, understand it, and then come up with several ways to explain it for the individual student while at the same time, explaining it for

dozens of individual students. The artistic teacher can, on a whim stop a lesson, and turn a class upside down to make a class laugh and not realize the learning process never stopped.

Teaching Principle 1. Effective teaching strikes a delicate balance between the self confidence that students must develop to become independent thinkers and the humility they must maintain to recognize how much more they have to learn. To impart information in the classroom most effectively and develop the students' self-confidence, it is necessary for the teacher to subjugate his ego to some degree. Spend less time convincing your students how smart you are and more time convincing your students how smart they are. The most effective teachers understand that their integrity in the classroom rests not only on what they know, but also on their willingness to concede what they do not know.

Teaching Principle 2. Effective teaching entails transmitting the subject matter on a number of different "frequencies" to accommodate the heterogeneous nature of how students learn. The process by which students learn and process information is heterogeneous rather than homogeneous—a natural outgrowth of the theory of multiple intelligences (Gardner 1983; Gardner and Hatch 1989).

Teaching Principle 3. The effective teacher never confuses indoctrination with teaching because the objective is to develop thinkers not "parrots."

The classroom should not be used by professors as a platform to advance their own political or social viewpoints. A professor is most effective when s/he argues all sides of an issue in classroom discussions so as to encourage students to think carefully, objectively, and rigorously.

Teaching Principle 4. The use of the Soft Socratic Method is superior to the traditional Socratic Method because teaching by facilitation is more effective than teaching by interrogation.

Teaching Principle 5. Effective teaching is less about providing students with the right answers and more about developing in them the ability to ask the right questions.

In an important sense, the art of asking the "right" question is more important than framing the "right" answer. There is a tendency for professors to want to provide all of the answers, perhaps to come across as all-knowing or to make their students feel comfortable. And yet, the real learning takes place when students are somewhat uncomfortable, when they are forced to struggle with the questions and put the pieces of the puzzle together for themselves.

Teaching Principle 6. The effective teacher crafts his lectures to play to his strengths in communicating the material in the classroom, be it through humor, music, poetry; etc.

Teaching Principle 7. The teachers' effectiveness is not measured by the numbers on the teaching evaluations at the end of the term, but by what they have helped their students to achieve over the course of a lifetime.

3. Drama as a form of teaching - Discuss ?

(Or)

What is the importance of Drama in education?

(Or)

Explain the contribution of Drama in Teaching

(Or)

As a Teacher, Do you agree that Drama as form of teaching ?-

Ans : Drama is a performing art, an outlet for self-expression, and a way of learning. Drama is an effective learning tool because it involves the student intellectually, physically, socially, and emotionally. Activities in improvisation, pantomime, play-making, and scene reenactment serve to develop the creative potential in the participants and help to develop critical thinking skills.

Dramatic Arts education is an important means of stimulating creativity in problem solving. It can challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express. A student can, if only for a few moments, become

another, explore a new role, try out and experiment with various personal choices and solutions to very real problems-problems from their own life, or problems faced by characters in literature or historical figures. This can happen in a safe atmosphere, where actions and consequences can be examined, discussed, and in a very real sense experienced without the dangers and pitfalls that such experimentation would obviously lead to in the "real" world. This is perhaps the most important reason for Dramatic Arts in schools.

Educational Objectives : The benefits of using creative play as a teaching methodology coincide with the established goals of education. These include:

- + developing the imagination and creativity
- + fostering critical thinking and problem-solving skills.
- + exploring and evaluating ideas
- + discovering positive ways of dealing with conflict
- + expressing feelings and interpreting the feelings of others
- + enhancing communication skills
- + improving literacy skills

Participation in drama activities provides the teacher with another way to assess the student. Through dramatic play, students reveal how they organize ideas, solve problems, work in a group, deal with conflict, and use their imagination. Observing how students dramatize an event offers valuable insight into how they perceive, interpret, understand, and analyze the material at the core of the lesson.

Classroom Applications : Drama has many practical classroom applications for teaching curricular material. Important concepts, ideas, events, and people can be dramatized through improvisation, pantomime, and playwriting to stimulate interest, convey knowledge, gain comprehension, and improve retention.

Drama can be the vehicle for the following applications:

- + Role play situations to model/observe new skills or behaviors.
- + Develop scenarios to introduce new concepts.
- + Dramatize a meeting between characters or historical

figures.

- + Reenact a real event.
- + Dramatize a scene that might have happened in a story.
- + Improvise a scene that expresses the topic or theme.
- + Act out scenarios as a way to approach writing dialogue.
- + Create literary sketches.
- + Stimulate ideas for composing essays, poetry, or fiction.
- + Portray famous people.

Drama is a teaching tool that allows students to participate, demonstrate, and observe in a "controlled," or non-threatening, environment. In other words, it provides another "non-traditional" opportunity for students to learn and to demonstrate learning. At the same time, drama helps students get in touch with their creativity and spontaneity as well as to develop confidence in the expression of their ideas. Finally, it teaches self-discipline, acceptance of and positive response to criticism, and cooperation with others.

4. Identification of local art forms and their integration to teaching - Discuss.

(Or)

How can you use local art forms in Teaching

(Or)

What are the local art forms in India- How the local art forms are used in Teaching?

Ans : Art is closely related to life -it is all around us. We are surrounded by objects of art. It can make every subject more interesting, 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 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. The extent of effort put in to make a topic interesting will be reflected in the students' positive attitude and enthusiasm.

- 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.

- 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 setting.

- 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, fibers, metal and more.

- + Folk objects are tangible handmade items that people create and share within their folk groups.

- + 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.

Here are the some of famous local art forms in India

- + Madhubani - Bihar

- + Phad - Rajasthan
- + Warli - Maharashtra
- + Gond - Madhya Pradesh
- + Kalamkari - Andhra Pradesh
- + Tanjore - Tamilnadu
- + Cherial scrolls - Telangana
- + Kalighat paintings - West Bengal
- + Patachitra - Odisha

5. Explain Evaluation strategies?

(Or)

Discuss the Assessment, Evaluation, Reporting in Education?

Ans : NCERT has developed exemplar material on continuous and comprehensive evaluation (CCE) for the elementary stage in all curricular areas. It states that Assessment of the arts should not be examination based and competitive, it should be continuous and comprehensive. What is required is a shift towards adopting a more flexible, child centered and process oriented approach. Ideally, assessment should also be based on the knowledge of how young children learn, develop and express themselves. Assessment in arts education by and large is viewed by most teachers as complex and unique as compared to other learning areas, since the subject is more process oriented and activity based. Thus, assessment in arts needs to be criteria based and process based. Both qualitative and quantitative assessment is required.

- + Assessment is the collecting, recording and analyzing of data about a student's progress and achievement
- + Evaluation is the ongoing process of making judgments or decisions based on the interpretation of data
- + Reporting is the sharing of information with parents, students and the community

The primary purpose of assessment is to determine students' achievement of the Arts expectations; however, this same information can also be used to determine the effectiveness of programs and teaching methods to enable all students to achieve to the best of their abilities. Diagnostic assessment allows teachers to anticipate the needs and interests of students in the early planning stages, while formative assessment and evaluation during the program can modify and maximize students' learning experiences. Summative assessment and evaluation monitors students' attainment of the expectations and provides for program improvements in the future. All of these forms of assessment and evaluation should be viewed as continuous and essential parts of teaching and learning in the arts.

Assessment strategies should be congruent with the expectations, student demonstrations and teaching/learning activities in any unit of study. Assessment should therefore be planned in advance and be an integral, meaningful part of the instructional process. It is important that all assessment focus on individual performance in meeting the expectations.

In order to collect valid and accurate information about students' attainment of the outcomes, assessment should involve a variety of strategies used frequently throughout the instructional process. Assessment should also be collaborative, involving all participants in the learning process: students, peers, family and teachers. In this, the criteria on which assessment is based should be made clear to all of the participants at the outset.

Students' ability to assess and correct their own work, assess the work of their learning partners, and give and receive constructive criticism are important skills to develop in any evaluative process. The ultimate purpose of assessment and

evaluation is to develop students' self-evaluation skills, necessary for life-long learning and success.

Assessment Techniques : The following is an overview of the traditional and performance-based techniques frequently used by teachers in visual art education assessment and evaluation. Select and incorporate those that best complement your existing program.

Portfolios

- + Sketchbooks/Visual Journals
- + Students' Demonstrations
- + Group Discussion
- + Critiques
- + Self-Assessment
- + Conferences/Interviews
- + Exhibitions and Displays

UNIT - 4

CONTRIBUTIONS MADE BY CONTEMPORARY THINKERS ON ART AND EDUCATION

1. Write about contributions made by - Rabindranath Tagore towards Arts Education

(Or)

What are Viswakavi's views on Art Education?

Ans : Rabindranath Tagore was primarily an educationist rather than a political thinker. He put emphasis on 'naturalism' for framing educational model. In education, freedom is the basic guiding force for inculcating interest within a student who will derive inspiration from nature to pursue any branch of knowledge he likes. The establishment of Shantiniketan fulfilled the desired goal of Tagore in the educational front.

Tagore's Works : Rabindranath Tagore wrote eight novels and a number of poems and most of his creations are in the Bangla language. He composed the words and music of the Indian national anthem Jana Gana Mana, which was accepted as the national anthem in 1950. His song has been accepted as the national anthem of Bangladesh as well, thus making him the first ever person to have written the national anthems of two countries. Tagore discovered his talent as a painter in his early sixties, when his first exhibition was held in Paris. Tagore was credited with the culmination of writing short stories as an art, especially in Bengali. "His best collection of poems is Gitanjali, which gained him the Nobel Prize in literature in 1913. In 1921, Tagore founded an Institute for Rural Reconstruction, Shriniketan

Tagore's views on Education

Unity of West and East:

Tagore's education marked a novel blending of the ideas of

the East and West. The spiritualism of Indian philosophy and progressive outlook of the western people were blended together to give rise to an educational philosophy which marked its distinction in comparison to other educationists of India.

Natural growth in natural circumstance: Tagore envisaged that nature is the best teacher to the pupil. Nature will provide the student with necessary situation to earn knowledge. No pressure should be exerted upon the student to learn anything. It is nature which will be the guiding force to inculcate the spirit of learning in the mind of a student to pursue the education he likes. It will shape his behavior and character.

Goodbye to book-centered education: Tagore rejected a book-centered education for students. To him it is not just to confine the mind of boys and girls to text-books only. It will kill the natural instincts of a student and make him bookish. It will kill his creative skill. So, students should be freed from the book-centered education and should be given a broader avenue for learning.

Freedom to learner: Tagore had championed the cause of freedom. The same he wanted to implement in the field of education. Accordingly, he gave free choice to students to develop their interest in any field they like. To him, education should be after the heart of a man. He explained freedom in three-categorized ways i.e. freedom of heart, freedom of intellect and freedom of will.

Teaching - practical and real: According to Tagore, teaching should be practical and real but not artificial and theoretical. As a naturalist out and out, Tagore laid emphasis on the practicality of education.

Place of fine arts (dance, drama, music, poetry etc.): Tagore attached great importance to the fine arts in his educational curriculum. To him, game, dance, music, drama, painting etc. should form a part of educational process. Students should take active part in these finer aspects of human life for these are very essential to enrich soul.

Education for rural reconstruction: Tagore was aware about the rural poverty of our country. So, he wanted to eradicate it through education. The practical training imparted in different

crafts to the students will make them skilled artisans in their field. They can remove the poverty of the rural bulk by applying their education helping thereby in the process of rural reconstruction.

2. Write about contributions made by - AK Coomara Swamy towards Arts Education?

(Or)

Who is AK Coomara Swamy and What is his contribution on education.

Life of Ananda Commaraswamy : Ananda Kentish Coomaraswamy (1877-1947) was one of the great art historians of the twentieth century whose multifaceted writings deal primarily with visual art, aesthetics, literature and language, folklore, mythology, religion, and metaphysics. Born in Ceylon in 1877 of a Tamil father and an English mother, Coomaraswamy was brought up in England following the early death of his father. He was educated at Wycliffe College and at London University where he studied botany and geology. As part of his doctoral work Coomaraswamy carried out a scientific survey of the mineralogy of Ceylon and seemed poised for an academic career as a geologist. In 1906 Coomaraswamy founded the Ceylon Social Reform Society of which he was the inaugural President and moving force. The Society addressed itself to the preservation and revival not only of traditional arts and crafts but also of the social values and customs which had helped to shape them.

About his works : His publications ranged over Indian music, dance, and Vedic literature and philosophy, as well as art. Coomaraswamy's definitive Catalogue of the Indian Collections in the Museum of Fine Arts, Boston was published in five volumes during 1923-30; the History of Indian and Indonesian Art (1927) became the standard text in the field. The Transformation of Nature in Art (1934) and Figures of Speech or Figures of Thought (1946) are collections of essays expressing his views on the relationship of art to life, traditional art, and the ideological parallels between the arts of the East and the pre-Renaissance West. As a Curator at the Boston Museum from 1917 onwards, Coomaraswamy performed a mighty labor in classifying,

cataloguing, and explaining thousands of items of oriental art.

His views

"Art is nothing tangible. We cannot call a painting 'art' as the words 'artifact' and 'artificial' imply. The thing made is a work of art made by art, but not itself art. The art remains in the artist and is the knowledge by which things are made."

Christian and Oriental Philosophy of Art

For him the most humble folk art and the loftiest religious creations alike were an outward expression not only of the sensibilities of those who created them but of the whole civilization in which they were nurtured.

Coomaraswamy's achievement as an art historian can perhaps best be understood in respect of three of the major tasks which he undertook: the "rehabilitation" of Asian art in the eyes of Europeans and Asians alike; the massive work of scholarship which he pursued as curator of the Indian Section of the Boston Museum of Fine Arts; the penetration and explanation of traditional views of art and their relationship to philosophy, religion, and metaphysics.

Traditional art was always directed towards a twin purpose: a daily utility; towards what he was fond of calling "the satisfaction of present needs," and to the preservation and transmission of moral values and spiritual teachings derived from the tradition in which it appeared.

He thinks that "Industry without art is brutality."

"The artist is not a special kind of man, but every man is a special kind of artist."

Coomaraswamy wrote a series of articles about the state of (the British-imposed) Indian education and alerted Indians about its perils. Ananda Coomaraswamy repeatedly stresses on the ideal of education than a mere system of education. As an idea, education should "draw out or set free the characteristic qualities of the taught."

In *Memory in Education*, he says that culture "in the East has been only secondarily connected with books and learning; it has been a part of life itself."

3. Write about contributions made by - Elliot Eisener towards Arts Education

Ans : Elliot W. Eisener (1933-2014) has made a significant contribution to our appreciation of the educational process. He is particularly known for his work in arts education, curriculum studies, and educational evaluation. However, much of what he has to say has a resonance for a far wider readership. Among his most noted works are *The Educational Imagination* (1979, 1985, 1994) - an exploration of the design and evaluation of curriculum programmes; *The Art of Educational Evaluation* (1985) - a collection of essays covering key aspects of his earlier work; *Cognition and Curriculum* (1994) - an examination of the mind and representation; and *The Enlightened Eye* (1991, 1998) - the extension of his thinking to qualitative research into education). He also made an important contribution to the school reform debate in North America especially through his book, *The Kind of Schools We Need* (1998). His examination of process and the artistry of education is of particular importance for the sphere of informal education (see Jeffs and Smith 2005). His work shares a number of important themes with John Dewey (on experience, creativity, education and art), Donald Schön (on reflective practice) and Howard Gardner (around multiple intelligences).

Elliot Eisener has received various awards including the Palmer O. Johnson Memorial Award (from the American Educational Research Association), a John Simon Guggenheim Fellowship, a Fulbright Fellowship and five honorary degrees. Eisener has also served as president of the National Art Education Association, the International Society for Education through Art, the American Research Association, and the John Dewey Society.

In The Arts and the Creation of Mind, What the Arts Teach and How It Shows (2002)

Elliot Eisener outlines 'Ten Lessons the Arts Teach'.

- + The arts teach children to make good judgments about qualitative relationships.
- + The arts teach children that problems can have more than one solution.

- + The arts celebrate multiple perspectives.
 - + The arts teach children that in complex forms of problem-solving purposes are seldom fixed, but change with circumstance and opportunity.
 - + The arts make vivid the fact that neither words in their literal form nor numbers exhaust what we can know.
 - + The arts teach students that small differences can have large effects.
 - + The arts teach students to think through and within a material.
 - + The arts help children learn to say what cannot be said.
 - + The arts enable us to have experience we can have from no other source.
 - + The arts' position in the school curriculum symbolises to the young what adults e is important.
 - + The arts teach children that problems can have more than one solution and that questions can have more than one answer".
4. **Write about contributions made by - Herbert Read towards Arts Education?**

Ans : Sir Herbert Edward Read (4 December 1893 - 12 June 1968) English art historian, poet, literary critic and philosopher. Read wrote many books on art include Art Now Art and Industry (1934), Art and Society (1936), Education through Art (1943), and The Philosophy of Modern Art (1952). Read's views on the role of art in education were highly influential. Read elaborated a socio-cultural dimension of creative education, offering the notion of greater international understanding and cohesiveness rooted in principles of developing the fully-balanced personality through art education. Herbert Read's theory of education through art is as follows in his words; "A development in a person could only be realized through expressing the visible or audible images. Education is in a way to improve these

expression forms. This is to teach the child and adult how to make movements and how to create images, sounds, tools and objects to use. If a person can do all these things, it is that person completely trained"

On Art Education

Read's philosophy gave new meaning to the work of many thousands of art teachers.

- + Art is an indecent exposure of the consciousness.
- + Art leads the child out of itself
- + Art in its widest sense is the extension of the personality: a host of artificial limbs.
- + Art is pattern informed by sensibility.
- + The fundamental purpose of the artist is the same as that of a scientist: to state a fact.
- + The peculiarity of sculpture is that it creates a three-dimensional object in space. Painting may strive to give on a two-dimensional plane, the illusion of space, but it is space itself as a perceived quantity that becomes the peculiar concern of the sculptor. We may say that for the painter space is a luxury; for the sculptor it is a necessity.
- + The work of art ... is an instrument for tilling the human psyche, that it may continue to yield a harvest of vital beauty.
- + If modern art has produced symbols that are unfamiliar, that was only to be expected.
- + Art is not and never has been subordinate to moral values. Moral values are social values; aesthetic values are human values. Morality seeks to restrain the feelings; art seeks to define them by externalizing them, by giving them significant form. Morality has only one aim - the ideal good; art has quite another aim - the objective truth... art never changes.

UNIT - 5

ART AND CRAFT IN EDUCATION

1. Define the Art and Craft and Explain their roll in Education ?

(Or)

Eplain the detail the relation between Art and Crafts in Education ?

Ans : Introduction : Art and Craft are two inter-dependent disciplines. They are fundamental to human existence, predating written language. They play a major role in human evolution and development. Each involves a different way of thinking:

- + Art emphasises ideas, feelings, and visual qualities
- + Craft emphasises the right use of tools and materials

Comparing art to craft is like comparing philosophy to engineering: they're two separate ways of looking at the same thing. Art is communication of an idea or an emotion, while craft is the physical manipulation of material. An object can easily be both, either, or neither. A sculpture, for example, may communicate, but it was constructed using craft. Likewise a teapot can communicate an idea, but it was crafted. Function is misleading and no distinction. Functional objects can still communicate ideas, so art can be functional. One object could be viewed two ways: if you look at the way it was made and the materials used, you are looking at its craft, if you think about its ideas, you are viewing it as art. An object could have been crafted, but contain no art. Even a painting can be crafted but artless. A ready-made might be art with no craft. I very much like the idea of a spectrum. One last thought: skill doesn't enter into the definition of art, since a piece could succeed as art but be poorly crafted.

2. Explain Art contribution in Craft ?

Ans : Art and Craft provide a unique part of the education of the whole person, through heart, head and hand, enabling the person to shape his or her world with discernment, and to

understand and appreciate the work of others. The benefits of an education in Art and Craft for the student at this developmental stage extend far beyond a competence in the subject itself (and the ability to apply it through life): Art and Craft education develops a number of important personal qualities, particularly those of initiative, perseverance, sensibility and self-reliance.

- + To promote in the student an informed, inquiring and discriminating attitude to his or her environment and to help the student relate to the world in visual, tactile and spatial terms
- + To develop a sense of personal identity and self-esteem through practical achievement in the expressive, communicative and functional modes of art, craft and design
- + To develop in the student an understanding of art, craft and design in a variety of contexts - historical, cultural, economic, social and personal
- + To develop in the student the ability to apply evaluative criteria to his/her own work and to the work of others and in his/her daily encounters with the natural, social and man-made environments and with the mass media
- + To promote in the student a practical understanding of and competence in the principles and skills underlying visual and constructional design and problem-solving
- + To develop through structured practical work the student's aesthetic sensibilities and powers of critical appraisal, appreciation and evaluation and to enhance the student's qualities of imagination, creativity, originality and ingenuity.

About Art

- + Art is an expression of emotions
- + Art is unstructured & open ended
- + Art cannot be easily quantified
- + Art cannot be duplicated
- + Art moves people on an emotional level
- + Art originates from the heart and soul
- + Art is a result of a person's innate talents

Art is a term that is used to refer to a diverse range of activities that require artistic abilities, imagination and unique perspective. This requires an artist to look at the world in a different way from other people. Any person that has the ability, skill and vision can be called an artist. Though in the ancient times, the word artist was limited to visual arts such as paintings, sculpting, printmaking and photography, these days the word arts have been expanded to include graffiti, cooking, designing, sewing, acting, dancing and almost everything. Until the 17th century, art referred to, "any skill or mastery and was not differentiated from crafts or sciences." Art is usually noted as decorative art, which only serves an aesthetic purpose not a utilitarian purpose.

Art requires a person to be creative, imaginative, expressive and show technical skill. A piece of art is expected stimulate a person's feelings and is free for individual interpretation depending upon the person. The word art is used to refer to many things including a study of creative skill, a process of using the creative skill, a product of the creative skill, or the audience's experience with the creative skill. The definition of art is under constant debate and is constantly changing to adapt to the new forms of art that are rising. Another type of art in addition to visual arts is creative arts which includes decorative arts, plastic arts, performing arts, or literature.

Art is a ~~ignition~~ of craft. In Indian context, every skilled activity is considered as a art. But as refined concern art is emotional expression through some particular medium. While it is an expression it does not exist or continue for a longtime. But craft is a continue for a longtime. This is the difference of art and craft. But without art craft never exist.

3. Explain Craft contribution in Art ?

Ans : The term 'craft' implies an activity involving skill and experience in the creation handmade tangible objects that fulfill a particular purpose. It is defined as the production of those objects that has utility for people. The purpose can be decorative or functional or both, depending on the use.

Craft is a product of the mind; that attracts people. It is a learned ability, which is acquired by a person through regular

practice. It includes things made of hands like bird houses, mats, woven basket, embroidery, blankets, handbags, candles, jewellery, pottery, glass work and so on.

Craft is a profession that requires skilled work. According to the definition set by institutions, craft should serve two purposes: decorative as well as functional. Historically, this term was used to refer to people that part-take in a small-scale production of goods that could be used for functional purposes. Craftsmen were these people would make objects using straw or would weave clothing or rugs. These people would form a guild and travel from towns to cities in order to sell their goods for a profit. Craft includes objects such as ceramic pottery, glass, fiber, metal works and jewelry as they serve both an aesthetic purpose as well as functional purpose.

Crafting required a higher level of education in the particular craft, with the business being passed down generation to generation in families. Craft is described as being something between an art (which relies on talent and skill) and a science (which relies on knowledge).

Features of Craft

- ✦ Craft results in a tangible output
- ✦ Craft is innately structured
- ✦ Craft can be easily duplicated
- ✦ Craft attracts people on a physical level
- ✦ Craft originates from the mind
- ✦ Craft is a result of acquired skill & experience

A craftsperson knows what the final product will look like and this aspect essentially differentiates it from art. Though overlapping in practice and intimately involved with each other, there is an innate predictability in crafts that is backed by application of a learned and teachable skill. This skill is aimed at a preconceived result. Art, on the other hand, is an expression of human emotion, talent, and intellect. It may hold different meanings to different individuals.

In present day context while doing painting there are number of artists creating repetitive patterns. At the same time, they are

creating three dimensional textures on the canvas. This repetitive pattern, we can consider as skill or craftsmanship. Even those textures on canvas are also considered as craft. Some times arts like Installations, woodcuts, linocuts are also considered as craft.

4. Traditional Craft and their relevance to Education - Discuss.

(Or)

What are the Traditional crafts in India and their contribution in Education

Ans : Traditional Craft promotes the understanding and sharing of culture. It promotes social skills that enhance the awareness and respect of others. Learning of art in education is very important in creative thinking, self-concept, problem-solving, self-expression, risk-taking, and cooperation.

As a special, unique category of Traditional Craft are of great importance to us. Traditional crafts are unique expressions and represent a culture, tradition and heritage of a country. The Cultural Importance and the Economic Importance are the two aspects of the traditional crafts

Some Crafts Traditions in India

1. Clay : Being one of the most basic materials found in every corner of the country, clay has been used for making earthen ware, figurines, bricks, tiles, beads etc.

2. Stone work : Different types of stones from the most common ones to region specific ones to precious gems have been used in different ways from architectural construction, to sculptures, to making jewelry and so on.

3. Metal Crafts : Metal has a wide variety where technology plays an important role. A number of crafts communities have been sustaining on age old practices of making objects from metal which involves the knowledge of technology/ indigenous technology among artisans, from processing the metal, to casting, polishing and finishing the objects.

4. Jewelry : Jewelry, whether made from precious stones, beads and metals or bell metal or terracotta, from most intricate and delicate forms to the bold and traditional motifs.

5. Natural Fiber weaving : Natural fibers such as grass, bamboo, shola pith, cane, jute, leaves etc. have varied usages from making/ weaving baskets, mats, brooms, rooftops, clothing etc. which provided shelter and income to many communities in India.

6. Textile Crafts : Clothing and textile being one of the three basic needs of human beings; apart from food and shelter, finds place almost everywhere from the most common material of cotton to the expensive silk and wool

7. Painting : Painted on walls, floor, roof, paper, palm leaf, wood, cloth or any other surface, paintings have a pictorial communication/ a visual language narrating traditional practices, folklores, folktales etc.

8. Paper crafts : Handicraft traditions where different products are made from paper have been prevalent from Jammu and Kashmir to Kerala for preparing various objects.

9. Theatre crafts : Theatre has many crafts which make them a successful performance tradition, be it stage-crafts where carpentry, carvings, paintings etc. are involved or costume design and jewelry, facial masks and depending on the tradition, many other crafts may be involved.

With the learning of crafts traditions many skills could be developed among the students. These include the consideration of relationship between the student and his/her environment and the inter-dependence of: societal skills, information processing skills, reasoning skills, enquiry skills, creative skills, entrepreneurial skills and a work related culture.

The Objectives

- ✦ To understand the critical role of the crafts community and its integral relationship.
- ✦ To enable students to understand the relationship between economics, culture and aesthetics.
- ✦ To enable students to explore the linkages between environment, craft traditions and society through field studies.
- ✦ To develop a respect for the diversity of Indian craft traditions

- + To introduce Indian culture through the crafts
- + To provide students a creative aesthetic experience
- + To enable students to understand the relationship between tradition and contemporary trends
- + To understand the processes of creating a craft object from start to finish,
- + To equip students with the tools to extend craft traditions to wider applications through applied crafts.

5. Local Craft and their place in SUPW - Explain.

(Or)

What do you mean by SUPW? Explain ?

(Or)

What are the aim and objectives of SUPW?

(Or)

Discuss the local craft place in SUPW.

Ans : Socially Useful Productive Work is to be developed in the light of the Gandhian philosophy. In Basic education as propounded by Gandhiji craft occupied a pivotal position because by education he meant drawing out of the best in the child and man-body, mind and spirit.

Socially Useful Productive Work has been described by the Ishwarbhai Patel Committee as purposive, meaningful, manual work resulting into either goods or services which are useful to the community. Manual work becomes purposive when it meets the educational requirements.

Aim of SUPW: The aim of this curricular area is to provide children with opportunities of participating in social and economic activities inside and outside the class room, enabling them to understand scientific principles and processes involved in different types of work and in the setting in which they are found in the physical and social environment.

The objectives of this programme will be to:

(i) Prepare pupils to practice and perform manual work individually and collectively.

(ii) Acquaint children with the world of work and services to the community and develop in them a sense of respect for manual workers;

(iii) Develop a desire to be useful members of society and contribute their best to the common good;

(iv) Inculcate positive attitudes of team work and socially desirable values like self-reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness;

(vi) Lead children to participate increasingly in productive work as they go from one stage of education to another and, thereby enable them to earn while they learn.

To achieve the educational objectives of this programme the problem solving approach should be adopted. Children should be made aware of the problems related to their needs; they should be led to arrive at solutions by discussing the material, tools and techniques necessary for performing such work and services.

The programme will include production of goods and services related to six need areas, viz.,

(i) Health and hygiene;

(ii) Food;

(iii) Shelter;

(iv) Clothing;

(v) Culture and recreation, and

(vi) Community work and social service.

Local Crafts in New Andhra Pradesh

Kalamkari and Block printed Fabrics

Kondapalli dolls

Etikoppaka dolls

Lepakshi Handicrafts

Saris - Venkatagiri, Dharmavaram, Mangalagiri

Leather puppets

Crochet Lace

Objective of Local Crafts in SUPE

1. to revive an interest in Indian Crafts and study their relevance in contemporary life
2. to value and recognize the importance of local craft resources
3. to learn about the life-styles of craftsmen and recognize their role in society
4. to give the importance of value and moral education and to suggest projects that can be taken up while working for the welfare of the community
5. to inculcate values of social service and dignity of labor
6. to develop an aesthetic sensibility relevant to Indian Culture
6. **Indian Festivals and Its Artistic Significance - Discuss.**

(Or)

What about the importance of Indian festivals?

(Or)

Explain Art significance in Indian Festivals?

Ans : Festivals celebration is the culture we got from our past generations. According to the history these festivals are celebrated when they achieve something (symbol of victory), or on the occasions where they are benefited (crop gain, happy with some gatherings etc).

Following advantages of festivals-

1. Increase the relations among the people
2. Create an opportunity to the people of community to share their feeling and exchange their ideas and thoughts.
3. Families gather together and have some fun with all the relatives which is a great mental relaxation and enrich family relations.
4. Build social relations and social communication which leads to unity among the people.
5. It also help us in preserving our culture and heritage

Important festivals

Ugadi - Like with every festival, food is an integral part of Ugadi celebrations. Ugadi Pachchadi, a special preparation that is made on the day. It is a mixture of neem, raw mango, tamarind juice, green chillies, jaggery, ripe bananas and a pinch of salt. The taste of each of these ingredients, bitter, tangy, sour, spicy, sweet and salty is believed to symbolize life itself and its various experiences: sorrow, joy, anger, fear, disgust and surprise.

Ganesh chaturdhi - Ganesh Chaturthi also known as Vinayaka Chaturthi is one of the important Hindu festivals celebrated throughout. This day is celebrated as the birthday of Lord Ganesh, the elephant-headed son of Lord Shiva and Goddess Parvati. Lord Ganesh is the symbol of wisdom, prosperity and good fortune. People bring idols of Lord Ganesh to their homes and do worship. The duration of this festival varies from 1 day to 11 days, depending on the place and tradition. On the last day of the festival the idols are taken out in a colorful and musical procession and immersed traditionally in water.

Holi - People take part in Holi all around the world, but it is celebrated the most in parts of India and Nepal. It is often

associated with the coloured powders that end up coating its participants after they've thrown them at each other. But this is just one part of Holi, which is split into two events: Holika Dahan and Rangwali Holi.

Sankranti - In the month preceding Sankranti, the Hindu month of Dhanurmasam, women draw beautiful rangolis and put the 'gobbeemalu' between them. Gobbeemalu are the balls made of cow dung which are decorated with turmeric powder (pasupu), red vermilion powder (Kumkuma), flowers and with different types of grains. Women sing traditional songs and dance around these rangolis. For many the festival evokes fond memories and of grand Rangolis with Gobbeemalu, bhogi mantallu (bonfire), bhogi pallu (a manner of blessing children), making and feasting on pongal, listening to the devotional songs sung by Haridasulu and offering them rice or similar donations, revering the Gangireddu (decorated and worshipped ox), sweets, new clothes, gifts, feasting, family, friends; generally indulging in a grand holiday.

Dussehra - or Vijayadashami is a vibrant festival which is celebrated with great vigor and enthusiasm throughout India. It has a tremendous cultural significance which crosses the barriers of caste, creed or religion. It symbolizes the victory of good over evil and instills in us new hope, energy, and courage to lead our lives in a righteous way.

Christmas - December 25, Christmas day people decorate the churches and their houses by Christmas trees, greeting cards, significant wall hangings.

In these all festivals we can see the artistic and aesthetic significance.



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