

ART EDUCATION

Teachers' Handbook for Class I

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Class I

Teachers' Handbook

R.K. Chopra

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एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 978-93-5292-304-5

First Edition

September 1987 Bhadra 1909

Reprint

February 2020 Phalguna 1941

PD 5T RPS

**© National Council of Educational Research and
Training, 1987**

₹ 50.00

Printed on 80 GSM Paper

Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at LPP Print Packaging Pvt. Ltd., 28/1/10, Site-IV, Sahibabad Industrial Area, Sahibabad, District Ghaziabad (U.P.)

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FOREWORD

The National Council of Educational Research and Training (NCERT) is making consistent efforts for the implementation of the National Policy on Education, 1986 within the stipulated time-frame. According to the Programme of Action (POA) of the Government of India, the new instructional material incorporating the essentials of the National Policy has to be introduced in Classes I and III at the primary stage from the academic session March 1987. In view of this, the NCERT has already brought out the Framework of National Curriculum for Primary and Secondary Education, syllabi of different subjects of study and guidelines for curriculum planning and organisation. It is now engaged in the development of packages of instructional material for different classes for phase-wise introduction.

This teachers' handbook in *Art Education for Class I* forms part of the package of instructional material. It has been developed keeping in view the approach of the subject as suggested in the Curriculum Framework of NCERT, 1986. Also, while developing it the common core elements, which have been emphasised in the document of the National Policy on Education, have been included in the general study of the subject.

The content-design of the handbook comprises various chapters dealing with major concepts and ideas related to art education and its approach. The chapter on Introduction explains to the teachers various aspects such as, the concept, need, scope, aims and objectives and the essentials of the approach so that they may appreciate the subject and its implication in the classroom. Chapter 2 has been devoted to the syllabus, which suggests the type and nature of art activities and the essential learning outcomes required to be attained by children through art education. Chapter 3 deals with various aspects of methodology with which art activities are to be organised and also the role of the teacher in the classroom. In this chapter, guidelines for evaluating the children's art work have also been given. The procedures and techniques proposed in the guidelines will enable the teacher to recognise and assess the qualities of

children's art expression and their development of essential learning outcomes at a desirable level. The next four chapters deal with different forms of art and provide basic understanding about the children's capabilities in doing art activities and the general characteristics of their expression in these forms of art. These chapters also carry actual specimens of children's work, which show their inherent ability, modes of expression and efficacy in the use of material at this age level. In each of these chapters, certain activity plans based on the proposed syllabus have been given. These suggest topics, material, method, expected expression and teaching learning strategy for various activities. Teachers should make use of them for organising art activities in the classroom. On the whole, teachers would find this handbook a ready reference material in art education.

On the basis of the activity plans, an Activity Book to be used by children has also been developed. This book has art activities corresponding to the activity plans. Children will do their art work in this book in the classroom.

Both the Teachers' Handbook and the Activity Book have been reviewed by a Committee consisting of subject experts and art teachers from different States/ Union Territories. I am grateful to these members for their suggestions for finalising these books. The teachers' handbook and the activity book have been developed by R.K. Chopra, Reader (Fine Arts), Department of Pre-School and Elementary Education. I am grateful to him for this work.

This instructional material in an education is the first of its kind to be brought out by the NCERT. Comments and suggestions from teachers and all those concerned with art education for improvement of this material would be most welcome.

New Delhi
September, 1987

P.L. MALHOTRA
Director
National Council of Educational
Research and Training

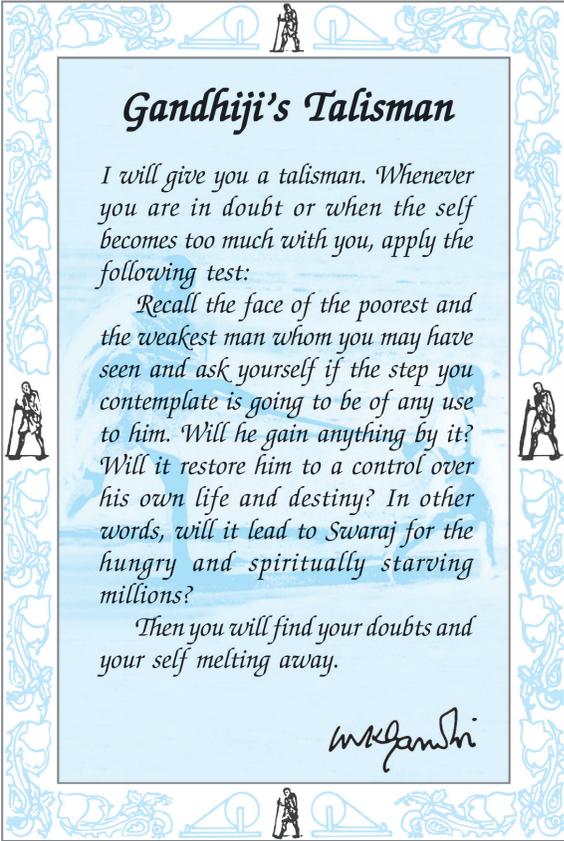
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Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M.K. Gandhi

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CHAPTER ONE

Introduction

Concept of Art Education

The Framework of National Curriculum for Primary and Secondary Education, NCERT, 1986 has envisaged the aim and scope of art education, under the sub-title 'Art and Creativity' in the following terms:

The aim of an education should be to sensitise the students so that they may learn to respond to the beauty in line, colour, form, movement and sound. This study of art and cultural heritage may enable the learners to appreciate and understand each other. The curriculum should aim at developing awareness of and interest in a wide variety of fine arts both at the classical and the folk level. (Para 1.3.4, p. 4)

As the sub-title indicates, art has been considered a synonym of creativity. This owes much to the researches and experimentations that have gone into the field of art education. In fact, since the inception of formal school system, art as a subject in school has undergone many evolutionary changes. These changes are not merely for the sake of change but for achieving desirable objectives in meeting the needs of the society. If we look at it from its historical perspective, we would see the varying needs of the society and the role and function of art education at different times.

Art, in the olden days, was introduced as 'drawing' as a school subject and one had to learn something of drawing by imitating the prints and pictures. The aim was to teach the skill of drawing and painting to prepare the child for a definite vocational pursuit.

Later, due to the industrial impact, this subject of drawing included geometrical and mechanical drawing as well since the aim was to prepare professional artist for industrial and applied designs.

The breakthrough in the earlier trends came when the purpose of art was defined as 'an expression of beauty rather than representation'. Then art was

introduced to develop the sense of appreciation in the children to seek finer forms and colour harmony in the surroundings and the things of daily life. Among the specifics there was an emphasis on the need of individual's self-expression and cultivation of habit.

In recent times, art has been defined as a means to the creative growth of the child. This new approach recognises one's life experiences and the inner world as a source for subject-matter and art for giving a personal expression of feelings, thoughts and ideas. This approach assumes that every child has an ability to express through art because it is an inborn quality very much inherent in him. Thus art in its present concept is a means to enhance individual creative faculties since creativity through art is involved in the process of expression.

The discovery of 'child art' which is the main factor of the recent approach to art education, brings out many interesting revelations about the nature and mode of working of the child. It has come to be accepted that the child like an adult has an inborn desire to express himself. The things he wants to express are those which interest him and catch his fancy in his own environment. Art being an expressive medium comes naturally to

him because it appeals to his instincts. He even explores the use of this medium with his own effort. In the early stages of childhood, he learns it all by himself through drawing of scribbles, which he improves upon into symbols and shapes in semi-realism as he grows. This quality of self-expression through art is manifested even in his play activities where he subconsciously expresses himself by way of rhythmic movements, gesticulation, humming of tunes and scribbling of shapes and forms. Thus, his compulsion to express, find a release through art in a natural way.

It has been observed that the child is extremely frank and expresses his true emotions in his art. He emphasises certain things which he feels strongly in him. This tendency of the child shows that he has no prejudice or inarticulation of any kind. The psychologists think that in the child the dividing line between conscious and sub-conscious is so vague that his expression of feelings become a queer mixture of the real and fanciful. Another quality which is evident in his art is that his expressive urge is so strong that he discovers his own way of working and creating art forms which suit his purpose. This tendency may be interpreted as his ego, but it is quality in art. These tendencies are

more pronounced in his art during the period of primary school stage, when he is not yet affected by any influence of adult art but has his natural qualities intact.

Need

In recent times, the child has assumed a new position. He is now considered a creative human being with his own personality and his own particular laws. He has certain innate qualities which manifest himself in his behaviour, even when he is very young. He displays some of the aesthetic art forms through his play activities. These are his creative impulses which need proper growth and development.

In a democratic and pluralistic society such as ours, every child needs to develop desirable perceptions of our traditions, common cultural heritage and aspirations of the people. Promoting an understanding in this regard means giving him a sense of pride and the value of coexistence. The area of art education has within its purview the scope to develop a healthy attitude and appreciation in the manifold endeavours of our society.

A child living anywhere in the Indian environment, often comes across objects of art and

craft, songs and dances, folklores and tales that have deep-rooted links with our traditions. He hears and reads about the acts of valour and bravery of our people at different times in our history. He meets people who, though have different customs, beliefs and faith are Indians, like him. His education has to inculcate some positive values towards all these aspects to give him a sense of being an Indian.

Aims and Objectives

The essential aim of art education is to inculcate in the child appreciation of beautiful things. This ability is to be developed in him through various creative and aesthetic activities of art forms. To achieve this aim, the forms of art integrated in this subject are pictorial, decorative, plastic and performing. Each of these art forms provides a unique experience in the process of their creation which is in a way a training in seeing, sensing, feeling and finally, in doing. This experience of art process has two broad aspects: (i) the act of selecting the objects of inspiration for giving an expression, and (ii) the act of experimenting with media and materials. These experiences of art gradually go on refining the sense of discrimination and aesthetic appreciation in the child.

Another important aim is to develop in the child a positive outlook towards the common cultural heritage, freedom movement, national integration, love and protection of environment, etc. This is very essential for him to be able to understand and appreciate the values imbibed in our Indian society, today and in the past.

General Objectives

The following are the general objectives at the primary stage:

- The child should develop
 - observation, imagination and self-expression through the media of visual and plastic arts;
 - free expression, through simple form of music, dance and drama;
 - ability to discover and identify means for self-expression out of a variety of media and materials exposed to him;
 - awareness of aesthetic elements in traditional arts for beauty in nature, and
 - sense of patriotism and pride in being an Indian.

For each of the above objectives, a set of essential learning outcomes has been planned

which directly and conversely correlate closely with the objectives. A child having attained these learning outcomes at the 'mastery level', will be assumed to have developed a desirable ability in art education.

Scope

The specific term used in the National Curriculum Framework (NCERT, 1986) for this subject area is 'Art and Creativity' thereby suggesting that art is a synonym of creativity. Scope of art, therefore, is the development of creative faculty of the child. The term 'creativity' is generally referred to as a combination of qualities like individuality, originality and flexibility. These outcomes are achievable through the process of art. To put it briefly, the idea which is to be expressed in art lies in an intangible state in the mind. It is revived into a visualised form with some reflex mental action. It is then emotionally felt to cause an urge, which, in turn, causes the manipulation of materials, to give it a tangible form in an art scheme. All this is a hidden process which takes place in the child's mind and which he experiences while expressing his ideas and feelings through art. Now the gain of this process in terms

of creativity is that the idea which the child wanted to express was personally meaningful to him, i.e. he was individually infused with his idea. He wanted to express it in his own way in an art scheme, i.e. he wanted to evolve an original plan to convey it. While expressing the idea, he was aware of the art material, its limitation and its effect, i.e. he was flexible within the condition of limitation. Thus, the process of art gives him an opportunity to experience the essential aspects of creativity.

Another scope of the subject is to develop the outlook and personality of the child. Away from the dull, dreary routine of life, there is beauty in nature, as well as in art form. In order to discover and feel it, one needs to be sensitive to beauty. There are limitless forms and hues of beauty and also in various traditional art forms belonging to different communities. These need to be sensitively felt and emotionally participated in, to derive a sense of joy. The child who experiences an emotional urge and creative impulse, becomes more and more appreciative to the natural environment and art forms. His encounters with them develop his outlook which is reflected through his personality.

Essentials of the Approach

The approach adopted for the subject of art is based on various studies in the field of art education. It is a long and gradual evolution of the subject, comprising something of tradition, some new experiments and some child psychology. In this approach, the various forms of art serve as viable media of self-expression. In the new role and function, these forms of art are easily and naturally adopted by the child.

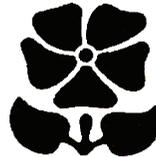
This approach is essentially child-centred and process-based. It is assumed that the child is the centre of all creativity, and artistic expression is his natural trait. Therefore, it neither suggests any fixed content nor any stereotyped method. The child's own ideas, his ability to manipulate materials and his having an experience of the creative process, are the important aspects of this approach. As part of instruction, the teacher does not teach but acts as a guide, to enhance the child's interest and participation in the art activities.

The approach emphasises on discovering the child and recognising his capabilities. Each child has an inner world of treasure, of various shapes, forms and melodies which he has gathered while

looking, feeling and observing things around him. Nobody really knows how much he absorbs in his mind while interacting with various things in the environment. In nature, he sees the sun, moon, stars, hills, rivers, trees and flowers and wonders art them. He watches with awe the movement of tiny insects and the behaviour of different animals. He forms certain impressions about them. At home, he loves his family, friends and pets, likes his toys, enjoys fairy-tales and stories. He hears songs and tunes and rejoices in their sweetness. He is familiar with people engaged in various occupations in his neighbourhood. Thus, his mind is full of numerous objects and things, actions and melodies, shapes and colours and he has an urge to express them. He has certain natural capacities and he uses them for giving his personal expression to them. Through his efforts he discovers the ways that he thinks are most effective.

The approach is concerned with enhancing the child's faculties of creation and deduction. The child deduces certain meanings and concepts on seeing various things. These become 5 novel due to his personal, emotional reaction to them. When he expresses them, he projects not only what he feels about them, but also undergoes a process of thinking, of visualising and of shaping them. The outcome of this whole experience adds to his creative growth.

The approach aims at sharpening the child's perceptions and sensibilities. The ultimate goal of art education is to enable him to appreciate what is beautiful, loft and noble in the world around him. This is, no doubt, a slow process, but an early culturing of his sense-perception, helps him to discriminate between a pleasure and an aesthetic joy. An outlook of aesthetic appreciation improves his way of life and living.



CHAPTER TWO

Syllabus

The syllabus of art education is suggestive, flexible and having a wide scope for local adjustment. There is nothing which is uncommon or alien in it. In fact, the kind of activities proposed are those which are practised in the local environment and the child inherits them naturally. There are various ethnic groups having a variety of traditional arts. As these are their cultural assets, all these find a due place in this syllabus.

The syllabus is comprised of four major areas of art—pictorial, plastic, decorative and performing art. The teacher while organising the activities has to follow a relevant teaching approach based on inductive methods. He has to use a variety of stimuli to generate enthusiasm and creative

participation. A classroom environment where the child is encouraged to experiment with materials for giving a free exposition of ideas would be most appropriate.

The essential learning outcomes and the corresponding activities have been arranged in a serial order. However, a teacher is free to select any activity which he thinks would suit the requirement of the class at any given time. It is necessary that activities from all forms of art are organised frequently. The syllabus is given below:

<i>S. No.</i>	<i>Essential Learning Outcomes</i>	<i>Contents</i>	<i>Common Core Elements</i>
		<i>Drawing and Painting</i>	
1.	The Child draws one or two objects from imagination.	Suggested Topics: single object such as, toy, home, tree, friend, pet, National Flag, etc.	National Flag, tree, etc.
2.	makes a painting of one or two objects from imagination.	Same as above or any other topic/topics common in the environment	

S. No.	Essential Learning Outcomes	Contents	Common Core Elements	S. No.	Essential Learning Outcomes	Contents	Common Core Elements
3.	draws one or two objects of his choice from imagination.	Free expression on any one or two objects as per individual's choice				<i>Decoration</i>	
4.	makes painting of one or two objects of his choice from imagination.	One or two objects as per individual's choice		7.	makes floor decoration with locally available material.	Simple floor decoration of geometrical form/natural scene	Floor decoration traditional motifs
5.	makes simple collage to depict any object.	Single collage of different shapes/objects by cutting and pasting coloured paper		8.	prints pattern on paper by stamping with crumpled paper or thread-ball.	Printing by stamping crumpled paper or thread-ball	
6.	pastes picture cut-outs in simple arrangement.	Cut and paste shapes/pictures from waste printed materials such as pictures of National Flag and national objects of flora and fauna	National Flag and national objects like lotus, peacock and tiger			<i>Clay Modelling</i>	
				9.	makes simple objects in clay from imagination.	Modelling of objects in clay as the child likes	
				10.	makes simple objects in clay on specified topics.	Modelling in clay objects such as, geometrical form, fruit, vegetable, etc.	
				11.	makes relief on clay-slab with waste material.	Relief on clay-slab with waste material	

S. No.	Essential Learning Outcomes	Contents	Common Core Elements	S. No.	Essential Learning Outcomes	Contents	Common Core Elements
		<i>Construction</i>				<i>Drama</i>	
12.	constructs models of different objects from waste material.	Models of table, hut, train, etc.		17.	plays role in creative drama.	Roles of vegetable-seller, <i>monkey-wala</i> , snake-charmer, etc.	
13.	makes paper masks.	Simple masks out of paper bags and chart paper.		18.	imitates different sounds and actions of birds, animals and typical human characters.	Sounds and actions of birds, animals and people in the local environment	
		<i>Song and Music</i>		19.	plays role of characters depicted in rhymes/stories.	Roles of characters in rhymes/stories from textbooks	
14.	sings simple songs.	Simple songs, action songs and rhymes					
15.	sings <i>Sare Jahan Se Achha</i> and local patriotic songs.	<i>Sare Jahan Se Achha</i> , other patriotic songs and school prayer	Song of <i>Sare Jahan Se Achha</i> (National Integration)				
		<i>Dance</i>					
16.	performs simple folk dance related to community life.	Simple folk dances	Traditional dances				

Art Materials

In order to provide creative experiences, the school will largely depend on the locally available material. However, some basic material have to be provided to make the child familiar with a variety of media and materials. Therefore, improvisation and mobilisation of available resources would be needed. The following is the suggested basic material for various areas.

S. No.	Area of Activities	Suggested Art Material
1.	Drawing	Pencil/charcoal/pastel stick/ <i>kalam</i> and ink, etc. white paper/packing paper/newspaper or any other paper.
2.	Painting	Pastel colours, white paper/chart paper/packing paper, etc.
3.	Collage	Coloured paper/cloth-cutting/waste coloured printed paper/natural material such as flowers, petals, leaves, seeds, etc., gum/flour paste on white paper/brown paper/chart paper/newspaper, etc.
4.	Decoration	Natural material, such as, leaves and flowers, pebbles, stones, shells, etc.
5.	Printing	Waste paper/thread ball/cotton ball/white paper/packing paper/newspaper, etc.
6.	Clay modelling	Potter's clay/pond clay, etc.
7.	Construction	Waste material, such as, empty matchboxes, containers, cigarette packets, chart paper, gum, scissors, thread, waste coloured paper, etc.



CHAPTER THREE

Methodology

For organising activities in art education in which various forms of art are used as media of self-expression, the teacher should provide children with maximum enrichment material to develop their liking and understanding of these arts. It should be based on the principle of inducing every child to enhance his own individual capacities and to express himself through these media, keeping in view the age level and the child's ability to manipulate material, he should be encouraged to undertake suitable activities. As part of the instruction, he should be exposed to local traditional art and natural environment. The topic for rendering into art should emerge from individual experience and the child's personal preference. The teacher should not impose any rigid idea for motivation for art expression. Certain types of

audio-visual material specially related to the content of common core should be made available in the school for developing his background experiences.

Approach to Organising Activities in Drawing, Painting, Displaying, Decorating and Modelling

The various types of materials and tools used for activities of drawing, painting, decorating, modelling, etc. are meant for experimentation by the child. By using them, he himself may discover the possibilities of their application. The child in early primary stage is naturally very creative and prolific and he evolves his own techniques in keeping with his temperament and mode of expression. Therefore, teaching of any technique or skill of art is not necessary. In view of the present approach, the following methods are appropriate.

1. Free Expression Method

This is a modern and liberal method of organising art activities, i.e. drawing, painting, displaying, decorating, modelling, etc. It gives every child complete freedom to choose any idea or subject-matter and express it himself with his own

efforts. Since every child has something personal to express through art, the expression of each individual child will be different from that of the other. Even if there are certain common objects in their drawing, painting, modelling, etc. these will show some personal quality because the purpose behind their creation was different from the others’.

2. *Specified Topic Method*

This is another effective method of organising activities in art. In this, an appropriate topic or subject-matter is assigned to the whole class and complete freedom is given to every child to express art in his own way. The topics specified are always the ones with which the children are familiar. Any topic about which children have no background, is always avoided.

Relevant Methods

Both the above-mentioned methods are relevant as they provide freedom to every child, to use his own capability in the activities of pictorial, plastic and decorative arts. These methods will call upon every child to express his own ideas freely. There is no doubt that the Free Expression Method offers a vast scope to every child to select any subject-matter for

rendering into art but the Specified Topic Method gives no less choice if the topics suggested are broad-based and fall within the experience level of the children in a class. This may be any single object commonly observed in the local environment. Any topic alien to them, such as, ‘kangaroo’, ‘sitar’, ‘pine tree’ are likely to evoke little response from children if they are not familiar with such objects. Therefore, unfamiliar topics should be avoided.

Both the above methods induce the child to ‘creative thinking and creative doing’ because these provide necessary freedom for self-expression. He creates shapes and forms in which he has a personal motive and arranges them in an art scheme that appeals to him. He explores the possibilities of art materials with his own ability in order to unfold his feelings. This whole process of art expression involves the child both mentally and physically. While engaged in the process, certain tendencies of the child are visible, but there are others which remain hidden. It is not possible to see the functioning of his mind or the creative impulses which are the basic factors for transforming his idea into a visualised art form. What becomes visible is the finished art work. In these methods, he experiences the creative process that develops

his perception, individuality, and expression. These are important outcomes in terms of educational gain and in achieving the objective

Approach to Organising Activities in Music, Dance and Drama

The methods required for conducting the activities of performing arts (music, dance and drama) need to be liberal, so as to encourage children to express their moods and emotions in a natural and creative manner. An essential criterion that has to be borne in mind is that the method should provide joy to the children for participation and performance. In the activities of performing arts, all children must be induced to take part. A broad approach to organising activities of the performing art is suggested below.

Music

In Class I, music may be introduced through nursery rhymes, action songs, patriotic songs, etc. The children may also be induced to listen to the music in their local environment. In schools where stimulation devices such as, disc, tape, radio, etc. are available, these should be played to the advantage of the children. Songs composed in the local language should be simple for them to pick up.

During the activities the teacher may give guidance to the children.

The song *Sare Jahan Se Achha* and other regional patriotic songs should be taught with proper intonation, rhythm, wording, etc.

Dance

Music awakens the instincts for rhythmic movement. Whenever there is any dance performance, it may be accompanied by music. In schools where musical instruments are not available, the teacher may use the counting technique or the beat of clapping. The counting of 1, 2, 3 at regular interval can create a rhythm which is enough motivation for children to dance. Children, while listening to music should be encouraged to tapping and dancing in a natural way. The teacher should sometimes demonstrate the footwork, the head movement, the placing of hands on the waist, etc. to the children. They like to pick up dance forms which are popular in their community. This tendency may be nurtured by encouraging the children to perform these dance forms.

Drama

As children of Class I are not quite apt to remember dialogues, the activity termed as 'dance-drama' may

be enacted as a play, for example, two children can be asked to enact the roles of a 'bird' and a 'flower'. They may recite their parts from the rhyme or poem from their textbook. The children of this age-group are fond of imitating sounds of animals and characters of human beings which they see in their own environment. Activities of drama, mimicry, mono-acting, fancy-dress, etc. should be encouraged in this age-group.

Teacher's Role in the Classroom

Art education through Free Expression and Specified Topic methods bring many new responsibilities upon the teacher. Having engaged the children in an art activity, the teacher should not withdraw on the excuse that they are not to be disturbed or interfered with. In fact, the teacher's task becomes most challenging when he has not only to provide a conducive situation but also to induce each child to express himself freely. Obviously, the art acts as a means to foster an individual's interest, to show certain qualities in his work. Children in such situations may face numerous problems which must be tackled. Since the teacher has a significant role to play in the creative growth of the children, his

readiness to acquire the latest knowledge of child art, child psychology and new trends in art education will help him a great deal to meet the critical needs of the children in the class. Other factors, such as, interest in his profession, an encouraging attitude and qualities of leadership will also help to inspire the children to take interest in art activities.

Some teachers may think that the subject is based on various art forms in which they have no background, training and skill to guide them. This is a misgiving which should be dispelled. An activities which have been introduced in primary classes do not require professional skill or technique. The need of imparting skills does not arise as the concept of art education emphasises that the art forms are media of self-expression. It is, therefore, to be understood that all teachers are competent to undertake this subject under the present approach.

In the art class, the teacher plays many vital and varied roles. Even though the methods mentioned above provide maximum freedom to children, they need the teacher's help several times during the class hour. The reason being that young children always react positively to work when prompted at short intervals. In fact, young children have to be constantly inspired for participation and

expression through these art forms. Some of the main responsibilities of the teacher in the class are: (i) motivation, (ii) guidance, (iii) evaluation and (iv) display of children's work. All these are separate roles of the teacher which he has to perform at different times in each class. But, often these roles overlap depending on the need of the group or individual. These different roles of the teacher are discussed below.

1. *Motivation*

A teacher working in a class of young children knows the importance of motivation. The purpose of motivation is to evoke in the children, a desire to express their ideas. A teacher prepares children emotionally, to engage them in creating art work.

The ways that a teacher employs are:

- (i) *Verbal stimulation*, i.e. (a) by asking children about things which appeal to them in their home/neighbourhood environment; (b) by asking them to share their personal views on a particular event which all of them have witnessed, like Independence Day, fair, etc., and (c) through prompting each child to relate any incident that may have impressed him, either in his environment or on the way to school.

- (ii) *Visual stimulation*, i.e. through giving the children a first-hand experience of a real situation, by taking them out of the classroom to the garden, bazaar, or play-ground. On returning to the classroom, each child will express his personal experience that has affected him most and this can be the topic for his art work.
- (iii) *Art materials* : Art materials play an effective role in stimulating children for participating in art activities. They may be exposed to different art media for developing an interest in them.

These are some of the motivational techniques by which a teacher can revive their ideas and stir their emotion to work.

As a matter of fact, art education is one subject in which the child begins his work from almost nothing (except the art material which is meant to translate his idea into concrete form). He depends entirely on the strength of his idea. If he has a strong urge behind the idea, he will carry it through, without much difficulty. But most children may have the idea and not sufficient urge to express it. It is for this purpose that a teacher has to inspire them to a point that they feel the urge to express themselves. In order to achieve this, the teacher begins the class with a brief discussion with them.

He skilfully takes the children's suggestions as the basis and follows the cues for continuing the tempo of discussion. The teacher's own suggestion is valuable if it broadens the scope of their ideas. He waits for the exact moment when the whole class is imbued with a desire to work and then calls off the discussion and engages the class in work

2. *Guidance*

The next role of the teacher during art education activities is to give guidance. During this time (i.e. after actively motivating the class), he assumes the position of a quiet observer who studies what each child is doing and how he is doing it. The effect of motivation and the children's own driving force of idea will be seen in their contentment and working attitude. As long as they continue to work, they should be allowed to do so without any disturbance or interference. But if any child wants guidance, it should be given in an indirect way and on the basis of the individual's typical problem. The purpose is to help the child to re-establish his contact with his own idea. The teacher through talking, questioning and discussing the relevant points with the child may give him certain information that may act as aids to his problem.

Guidance in creative art activities is not given in the manner of directing the child to do this or that. The teacher has to realise that it is the child's idea and his own art expression that is important. If the teacher imposes his own ideas, the child will simply get confused. The teacher should not make any correction in the child's art work. If he does so, this will discourage the child and he will refrain from expressing himself freely and in the manner he likes.

While giving guidance, a teacher has to give prompt help when the child feels the need for it. As young children have little patience, they cannot wait for long for such help. Sometimes, a child, sensing a difficulty, changes his scheme to repeat some earlier art forms which he might have done with success. This needs to be remedied, by suggesting that the child discuss his problem. On most occasions, the kind of guidance needed is no more than a word of encouragement or interest shown in the child's work by the teacher. Children like to hear comments mixed with some praise. They not only feel elated but take more interest in the work. Children should be encouraged, without any discrimination. If a child is left out without a commendable word, he will feel discouraged. He may even lose interest and

abandon his work. Therefore, a closer rapport, by way of showing interest and giving encouraging remarks, is the best kind of guidance.

3. *Evaluation*

Another role of the teacher is to evaluate the art work of the children. Since the teacher organises art activities through the methods already mentioned, in which every child gets an opportunity to express his ideas in his own way with the inherent ability, there is little scope of evaluation in early primary classes. In fact, the teacher accepts every mode of each child's self-expression as valid. He searches for such qualities in art as are expected at this level of a child's growth.

In fact, art education is the one learning area where a child himself begins to use his discretion and judgement before he begins to do the work of art. In the act of creating an art, he chooses a particular idea from among many ideas that come to his mind and which he decides to develop into art. He visualises the idea to be developed into art in detail and evaluates it at every stage of its execution until the whole work is complete. This process of evaluation is so much a part of his working that the

more is the original way he adopts, the more are the qualities he shows in his art work.

At this age-group in Class I, the teacher should look for the characteristics/modes of expression which the children show in their art. They normally express ideas in a symbolic manner, i.e. their drawings or paintings or modelling are very simple and show some resemblance with the objects. If a child's art is only in scribbles then he is doing the art below the expected level of growth. The teacher should take measures to improve his expression to bring it at a symbolic level. In this early class, the evaluation should be done in a quick way by giving some encouraging remarks and comments on their art work. These remarks may be 'good' or 'very good' or 'fine'. This is important to build up their confidence at this young age.

4. *Display of Art Work*

Another role of the teacher is to display occasionally the art works of the children. An important criterion to be followed by a teacher is to put up work of each and every child on display without any discrimination, otherwise, the effect on those who have been left out will be very discouraging. As a

regular classroom activity it provides every child an opportunity to judge the quality of art and to add to his art knowledge. The teacher should maintain their interest by putting up fresh art works of the class at regular intervals.

While displaying exhibits and organising functions in the school, the teacher may involve

children in similar activities and guide them. While engaged in the work, they learn from each other's contribution and enjoy their own role as well. These group activities performed under the teacher's guidance give them opportunities to mutually discuss, plan and execute display arrangements.

CHAPTER FOUR

Pictorial Art (Drawing and Painting)

Guidelines

1. Psychologists term the age of 5+ to 8+ as 'gang age'. This means that children at this age go about in groups, exploring the environment to satisfy their curiosity. By the time they enter school, they are familiar with many things, objects and situations. These are the very ideas which take shapes and forms in their imagination. This is a source reservoir from which each child draws ideas and gives expression through drawing and painting.
2. The Indian environment, in general, has the age-old traditional forms of art. Children get acquainted with these from very young age.

This awareness is natural because these are practised and displayed in their home and neighbourhood. It is their symbolic expressions where the elements of such art are reflected. This needs to be encouraged for developing their liking and understanding of the traditional art.

3. Children's imagination at this young age is not quite firm. They need constant stimulation to activate it. Generally, the stimuli given to them through talking, listening, questioning and showing them things, they intend to draw or paint. In order to provide these stimuli, a close rapport between the teacher and the pupils is important for encouraging children to discuss their problems without any hesitation.
4. Children of Class I are not capable of imagining individual objects of their choice. This may be due to their limited attention span. But often, it has been observed that they try to fill the paper space with objects which are not related with them. This is a kind of rioting with shapes and forms. The best use of the proposed methods and the freedom to choose an object is to focus their attention on single object so that they may

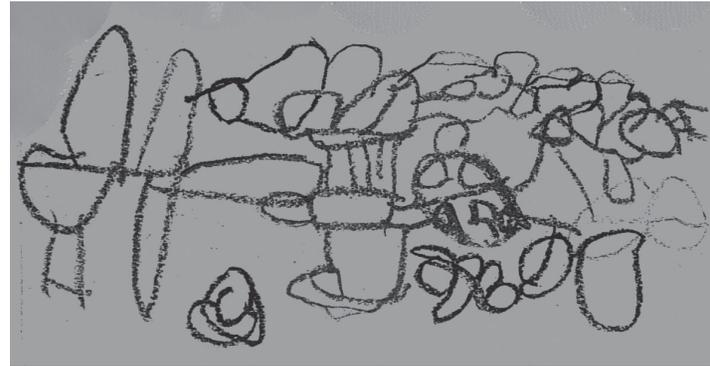
visualise it correctly and express it in some detail. The aim is to give them the experience of creative process and not just make haphazard use of their imagination.

5. The young children of Class I have weak muscle control. Therefore, any material which can be held firmly by them should be encouraged. They can conveniently hold pencil, *kalam*, caryon, etc. but they cannot use a brush which has a soft tip and requires some delicacy in using it. The following materials can be introduced for drawing and painting activities at this stage:
 - (i) *For drawing*: pencil, *kalam*, crayon, pastel stick, sketch pen, etc. or any local substitute for them
 - (ii) *For painting*: pastel colour, wax coloured chalk, coloured pencil, etc. or any local substitute for them.

Modes/Characteristics of Art Expression

The findings of psychologists and art educationists show that the artistic development in the child takes place very early. They indicate that the child's first expression in art occurs at a time when he begins to make babbling sounds. His expression

then is no more than the dots, the marks and the lines as revealed by his finger impressions on the soft ground. But as his motor control increases for holding a thing, like a piece of chalk or charcoal, he begins to scribble. This development takes place when the child is about two years old.



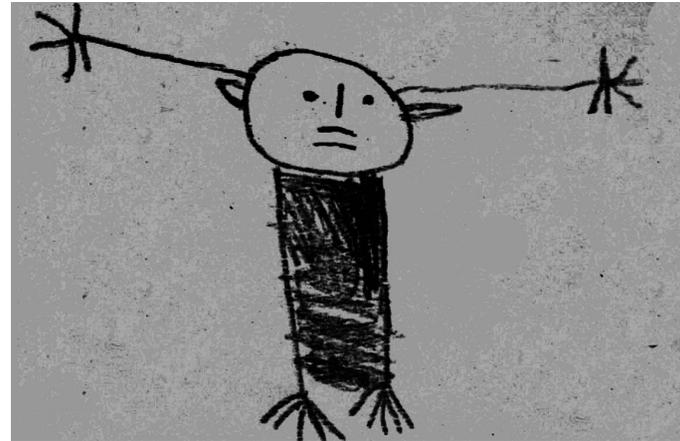
These scribbles are essentially unrecognisable and of abstract shapes which consist of lines and directional movement. He draws them in a spontaneous and direct way in order to reveal his emotional urge. When the child has less urge, his scribbles occupy a small area, but when his urge is strong, his arms and hands move over a large area.

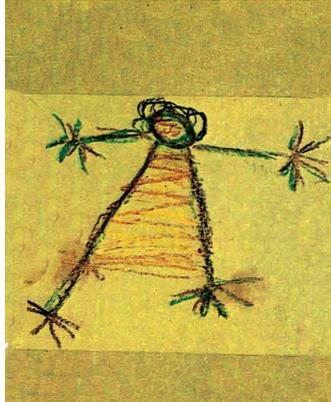


An essential characteristic of the art of this age-group is that the child's creative enjoyment is always mixed with some movement in the forms that he scribbles. A child continues to draw non-recognisable forms till he is five years old. This is called 'manipulative stage' by some writers and 'scribbling stage' by others. Some educationists feel that the scope for art expression should be provided to children at the nursery level as this helps them to develop their manipulative capacity and muscle

coordination which are important factors in developing the basic skills.

The next stage of a child's artistic expression is called 'symbolic stage' which comes between five and seven years of age. A child who has been scribbling so far, begins to draw definite shapes with some success. He draws people and things for whom he has some concern. Now, the shapes he draws are, geometric and abstract in appearance. A notable characteristic of his drawings is that he draws a circular or oval shape for the head and vertical and horizontal lines for legs and arms. These lines seem to radiate





from the circular shape. Children of this age-group seldom draw the trunk of the figure. The reason is that the torso part of the human body remains hidden under the cloths and children cannot conceptualise this part.

This tendency of children is not only apparent in their drawings but also in three-dimensional forms they shape out of plasticine or clay. They make separate parts of a human form and then join them together.

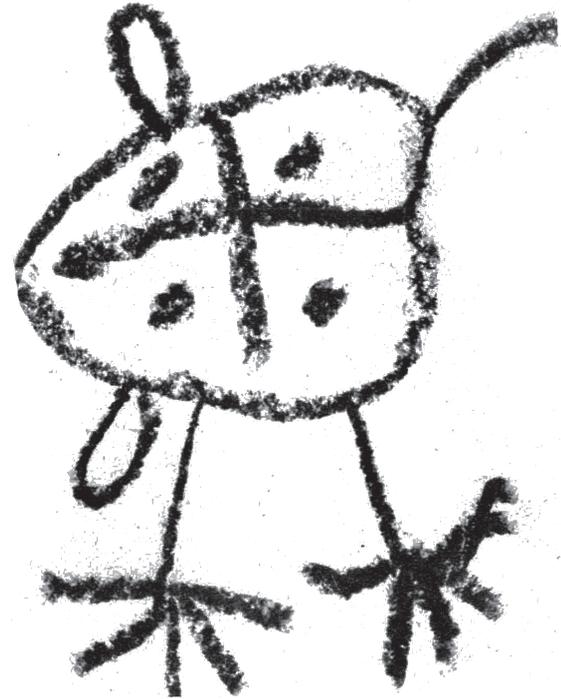
It has become clear from above that at the age of 6+, when children come to school, they have already been practising art subconsciously. By this time, they have acquired more knowledge of their environment, have clearer concepts of many things and have larger vocabulary of art forms.

The psychologists and art educationists are of the opinion that average children within the same age-group exhibit similar characteristics in their art expression.

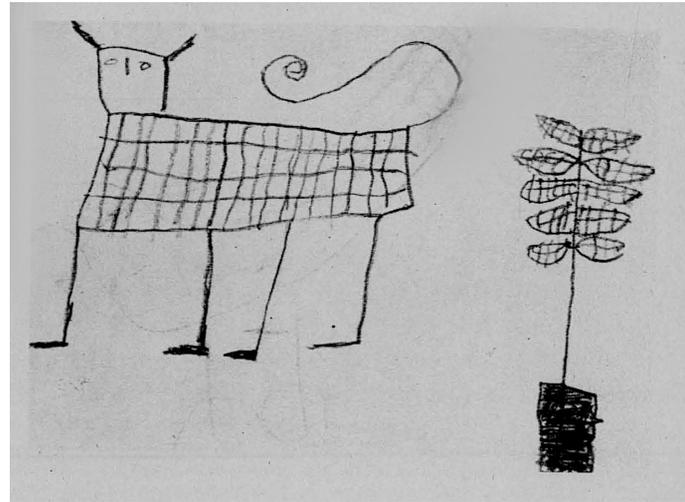
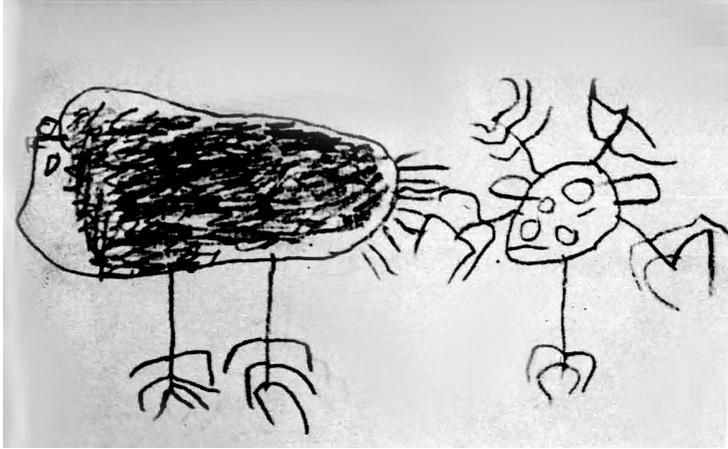
Although in the beginning the growth rate vary among primary school children because of environmental factors, they are presumed to be in the 'symbolic stage'. Their progress is easily evident, as they base their idea on a single object with some details. This shows that they now have improved sense of understanding, better observation faculty and more experience. The children of this age-group do not plan their ideas in advance, they simply work spontaneously and follow the track of their idea. Since they have now longer attention span



Specimens of Children's Work



Drawings by the children of Class I in pencil and crayon



Two more drawings by the children of Class I in pencil and crayon



FREE EXPRESSION METHOD

A painting by a child of Class I in pastel colour/crayon

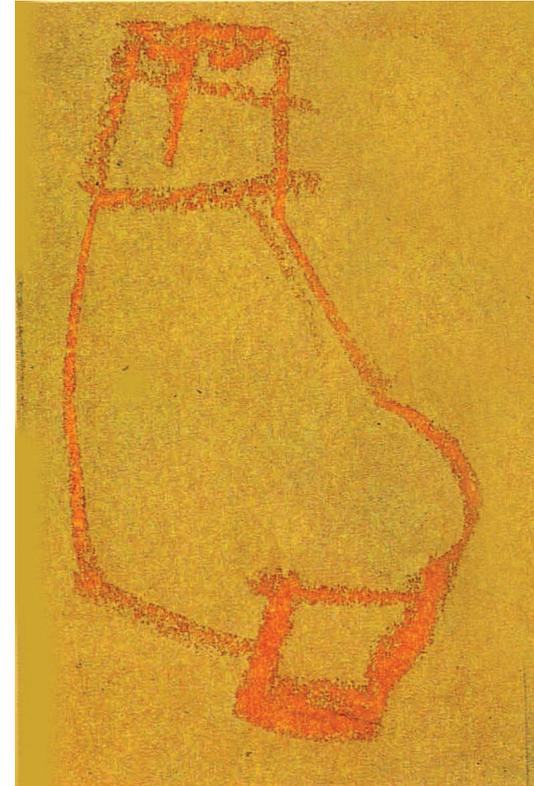
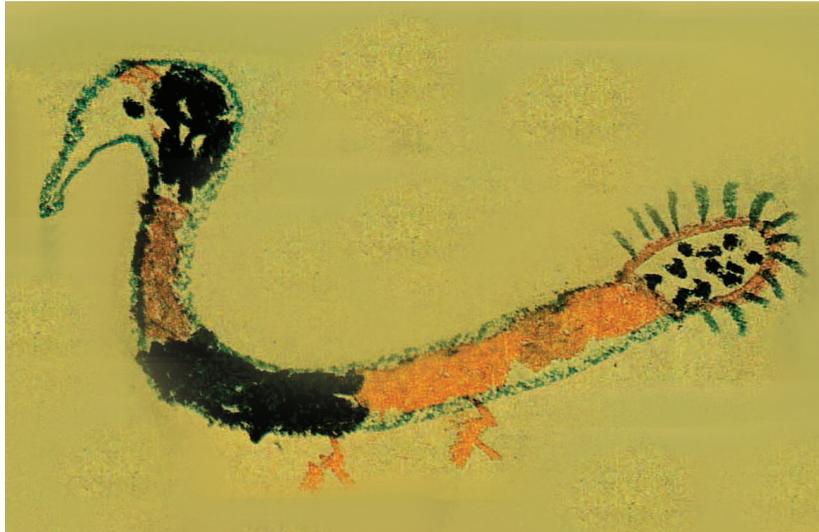
FREE EXPRESSION METHOD



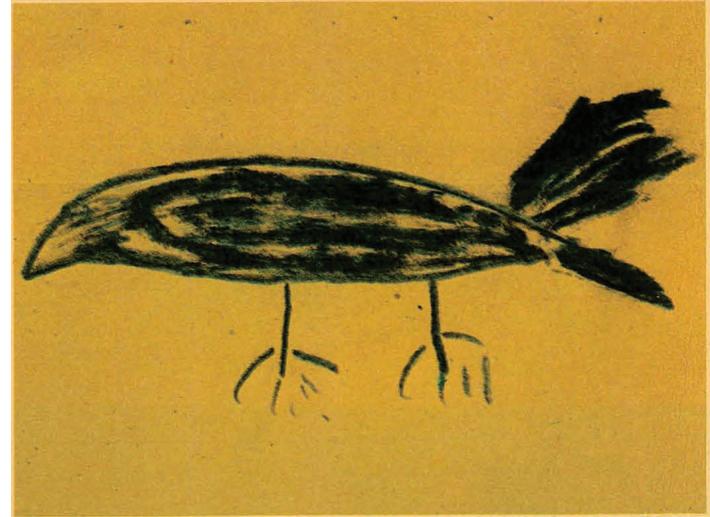
**Paintings by the children of Class I in
pastel colour/crayon**



SPECIFIED TOPIC METHOD
Paintings by the children of Class I in pastel colour/crayon



SPECIFIED TOPIC METHOD



**Paintings by the children of Class I in pastel
colour/crayon**

and better manipulative ability, this maturity gives them more drive to carry on their art work. Children at this stage develop a tendency to repeat some familiar art forms because they think it easy to do so. But when they get new ideas, experiences and materials, they are motivated to evolve new forms.

Activity Plans

Some activity plans for Pictorial Art: Drawing and Painting are given below:

ACTIVITY PLAN 1

Topic	Draw a tree.
Material	Pencil/crayon/ink and <i>kalam</i> , etc.
Method	Specified Topic
Expected expression	Children are able to draw different objects seen in their environment in simple symbolic drawings.
Teaching-learning strategy	The teacher will assign the topic to the whole class. He will talk about the trees that children have seen in their local environment. He will point out various aspects of a

tree like form, colour, trunk, etc. He will then ask them to draw a tree of their choice.

The teacher will go around the class and observe how each child is expressing his idea. If anyone finds difficulty in starting the work, the teacher may explain some details of a particular tree that the child intends to draw. Directly doing any child's work should be avoided.

The symbolic drawings drawn by the children may not be recognisable but there would be remote semblance with the tree. However, their work should be accepted and appreciated.

ACTIVITY PLAN 2

Topic	Make a drawing of National Flag and fill appropriate colours in it.
Material	Pencil, crayon, pastel colour, etc.

Method	Specified Topic
Expected expression	Children are capable of representing objects in a symbolic form.
Teaching-learning strategy	The teacher will show to the children a picture of the National Flag or the actual flag. He will discuss with them about the rectangular shape, the equal size of the horizontal strips, the colours and the number of spokes. He will also tell them about the special occasions when it is hoisted in the school and why we pay respect to it. After this, the teacher will remove it from the children's view and will ask them to draw the flag and then colour it accordingly. He will instruct the children not to use any footrule, etc.

ACTIVITY PLAN 3

Topic	Draw any animal or pet.
Material	Pencil/ <i>kalam</i> and ink/crayon, etc.
Method	Free Expression
Expected expression	Children are capable of representing objects in the symbolic shapes which are seen in the environment
Teaching-learning strategy	The teacher will ask children about various animals and pets whom they like most. He will then ask the children to draw any animal or pet of their choice. He will see that children are ready with their material. He will ask them to concentrate on the animals which they want to draw. He will watch how each child is doing. If he finds any child is non-starter he will guide him.

ACTIVITY PLAN 4

Topic	Make a painting of your friend.
Material	Crayons/pastel colour, etc.
Method	Specified Topic
Expected expression	Children are capable of representing objects in symbolic forms.
Teaching-learning strategy	The teacher will ask the children about their friends with whom they play. He will ask a few children to name their friends. Then he will briefly discuss about them in order to motivate. Thereafter the teacher will ask them to make painting of their friends. He will go around the class while they are engaged in their work and, if necessary, give guidance to any individual child who needs it.

ACTIVITY PLAN 5

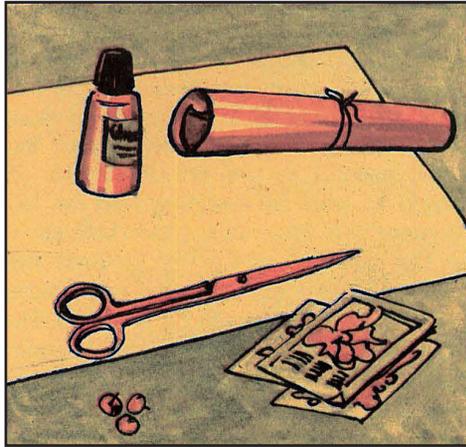
Topic	Draw any object of your choice.
Material	Pencil, crayon, ink and <i>kalam</i> , etc.
Method	Free Expression
Expected expression	Children are able to draw different objects which they see in their environment in simple symbolic drawings.
Teaching-learning strategy	The teacher will motivate the children by discussing about various objects seen in the environment. He will then ask them to draw any object of their choice. He will watch them working and give guidance, if necessary.

CHAPTER FIVE

Decorative Art (Collage, Printing and Floor Decoration)

Guidelines

1. The sense of displaying and decoration is an aesthetic one which gives pleasure in things we observe or use in daily life. Actually, it is the design quality of things which attracts us. These may be living or non-living, natural or man-made. The young children are not immune to this sense. In fact, they look at them with awe and wonder which is a form of appreciation. In Class I, the scope of decorative art is to let the children discover pleasing arrangements in things they make in collage, printing, floor decoration and seek pleasure in their own simple creation.
2. In our inherited art, there are various styles and fashions of decoration. Whether it is a utilitarian article, floor decoration, dress, etc. there are typical motifs and designs which characterise the styles of living of the different communities. Children often see them being practised in their environment. But through art education, they can be exposed consciously to the elements of the local art forms which are used for decoration purpose.
3. The children from an early age are fond of play activities which involve some decoration. While building houses and castles on the sand, they decorate them with pebbles, stones, shells, flowers, leaves, feathers, etc. Elsewhere they pick up things from the nature and use them as decorative pieces. This simply shows that they are aware of the qualities of a good design.
4. In decorative art, the activities of collage, printing and floor decoration have been proposed. The aim is that through these simple activities, the children may develop a sense for good arrangement and quality of design. In Class I, the scope of *the activity of collage* is simply to

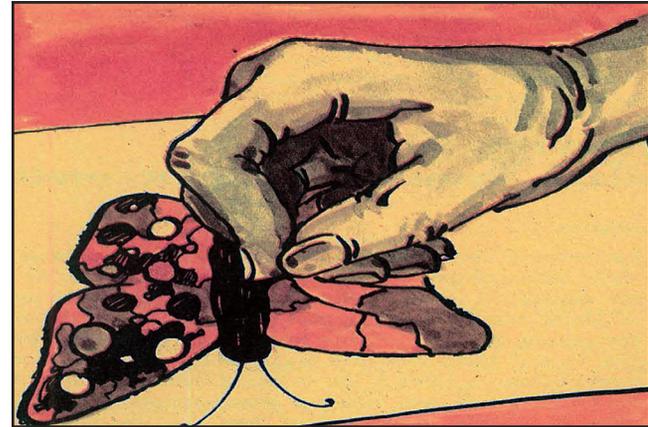


paste pieces of coloured paper, cloth-cuttings, picture cut-outs on the paper. The outcome of the activity may be a shape or form which is abstract or non-recognisable. The children would name it. The teacher

should accept their work since their capacity to control material is not yet developed. *The activity of printing* is to print by stamping with cut ladyfingers, crumpled paper ball, finger tips, cotton ball, etc. on the paper surface. The pattern or design, the children make may or may not show uniform spacing of the print impressions, harmony, rhythm, yet this should be accepted. They are yet learning the process and when their muscle control becomes firm, they would show better results. *The activity of floor decoration* is to decorate a floor space

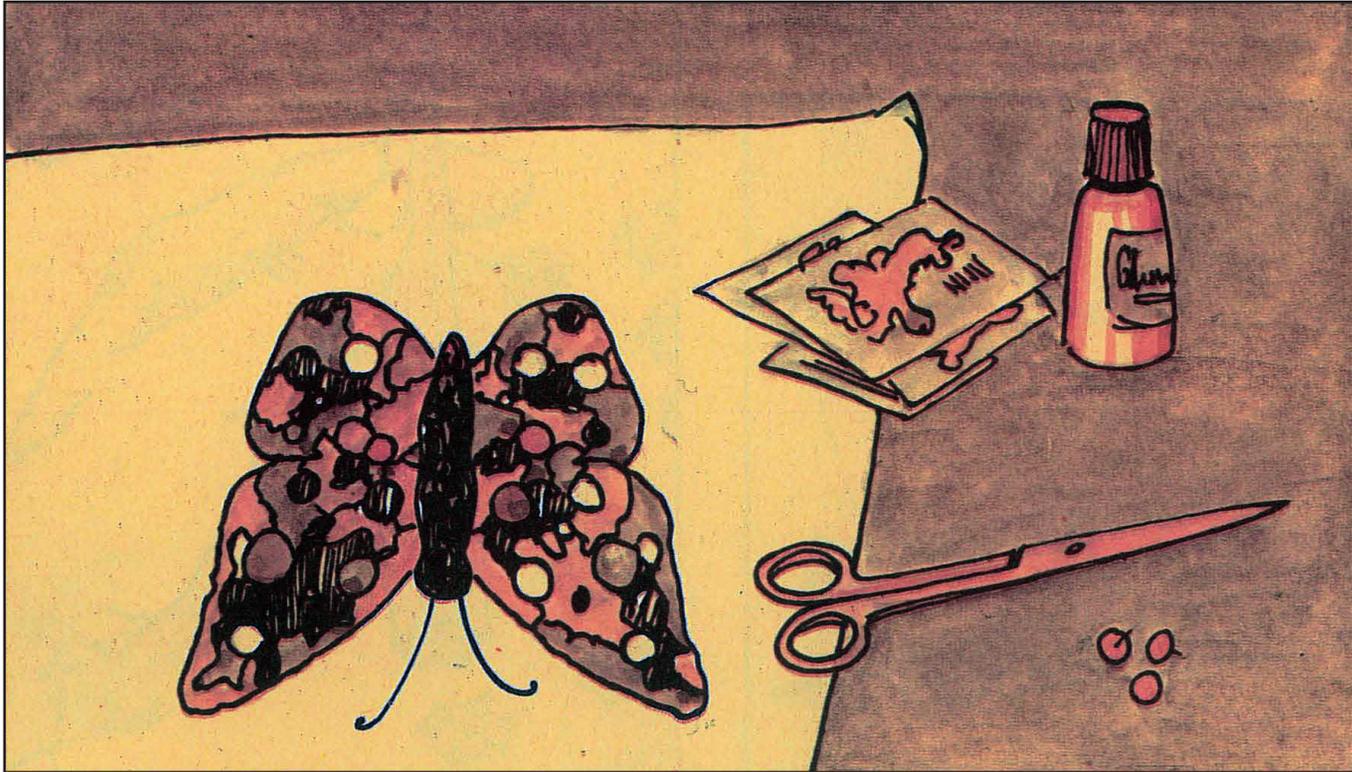
with wild flowers, leaves, sand, pebbles, stones or any other things available in the nature and let children do as they want. They may make a scene, a pattern or an abstract form. At this age, they find pleasure in making things they like.

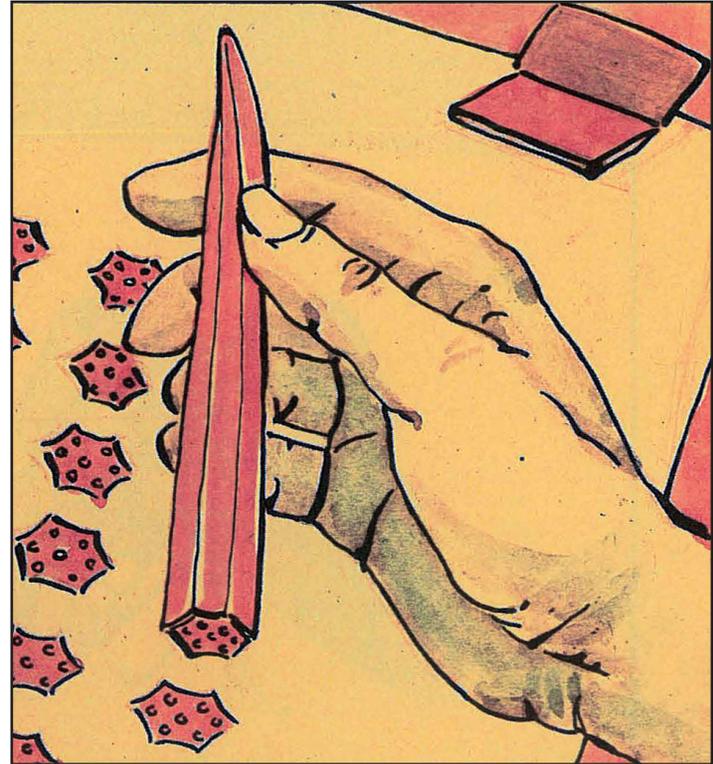
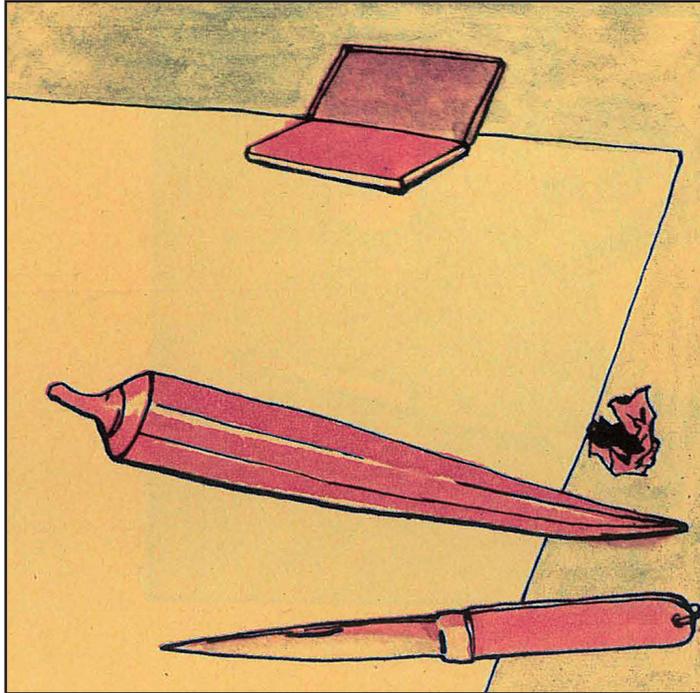
- Children of Class I would certainly need to know the meaning of the terms collage, printing, etc. as well as the process of their making and application of material. The teacher may either give demonstration or show a specimen of each of the arts. Once exposed, the children may be given freedom for doing the activities themselves.



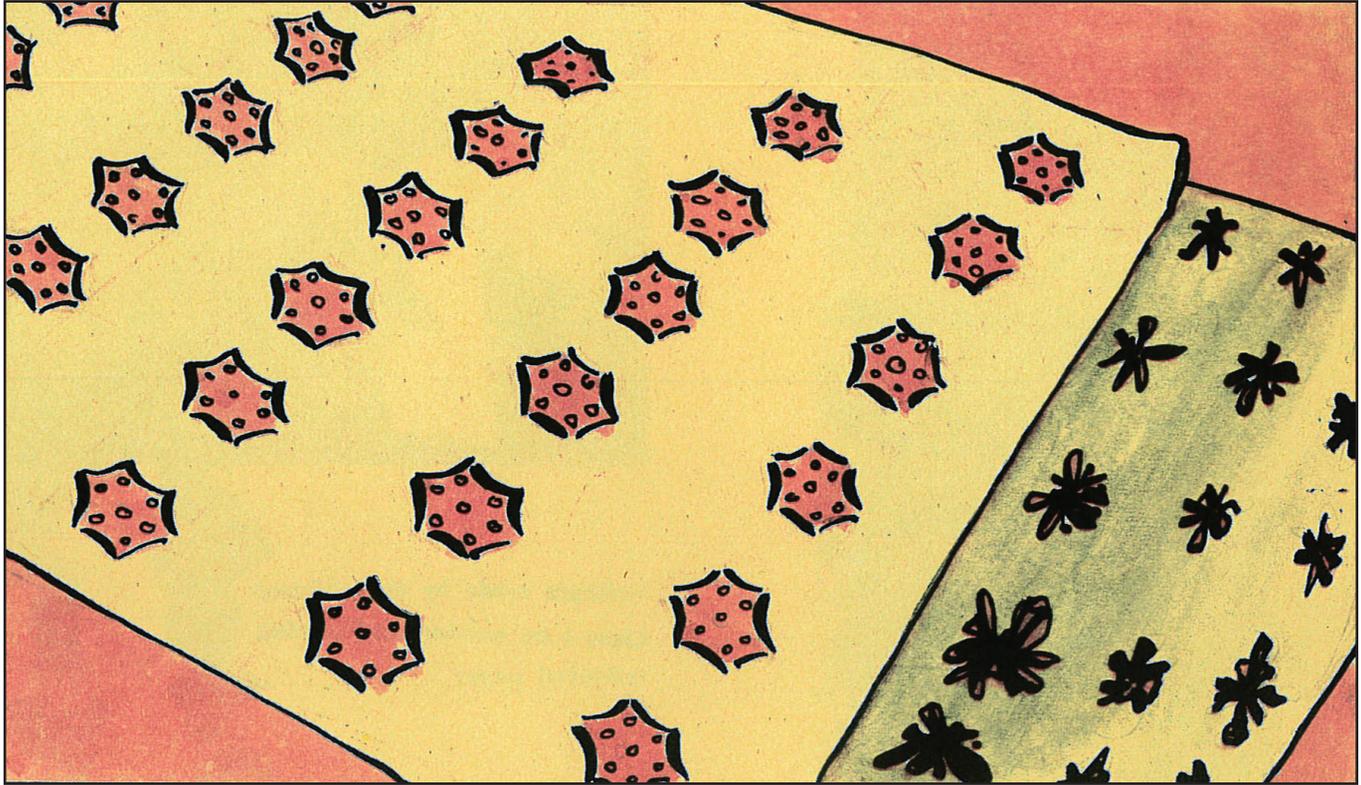
Collage-making with picture cut-outs

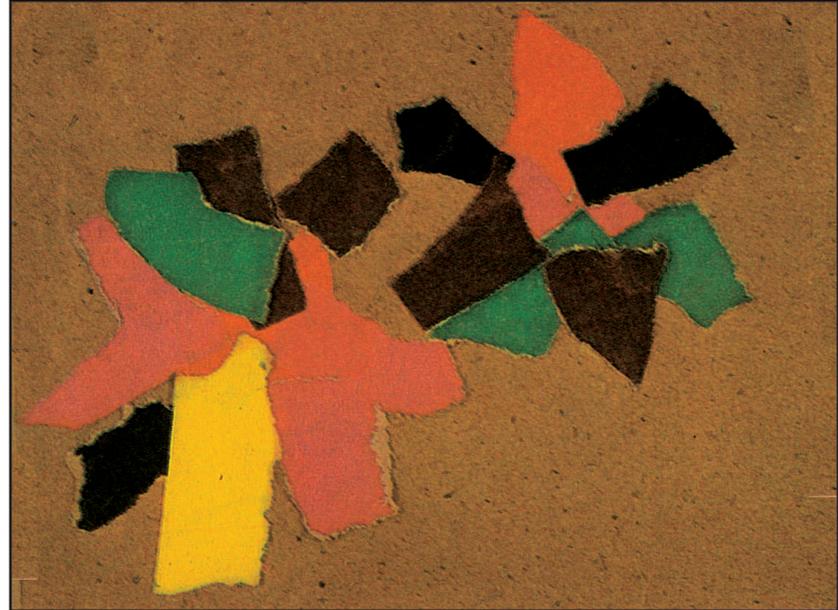
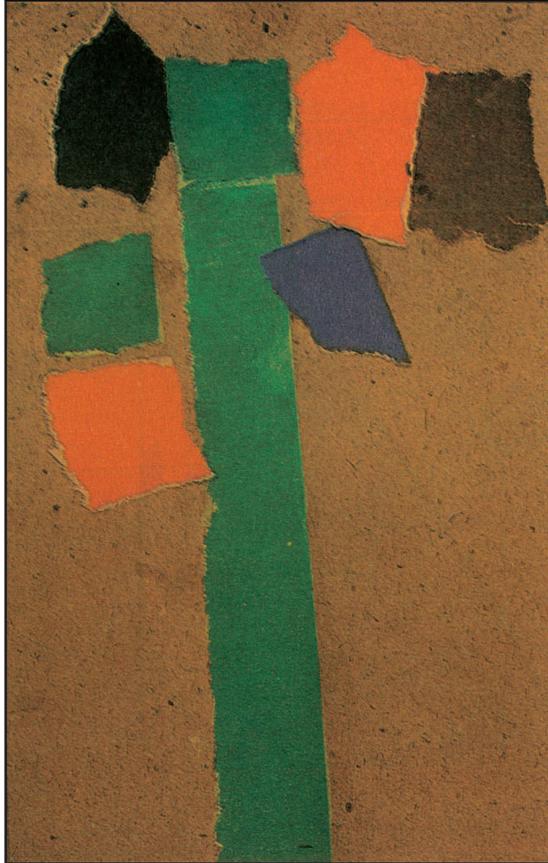
Specimens of Children's Work





Print-making with cut vegetable



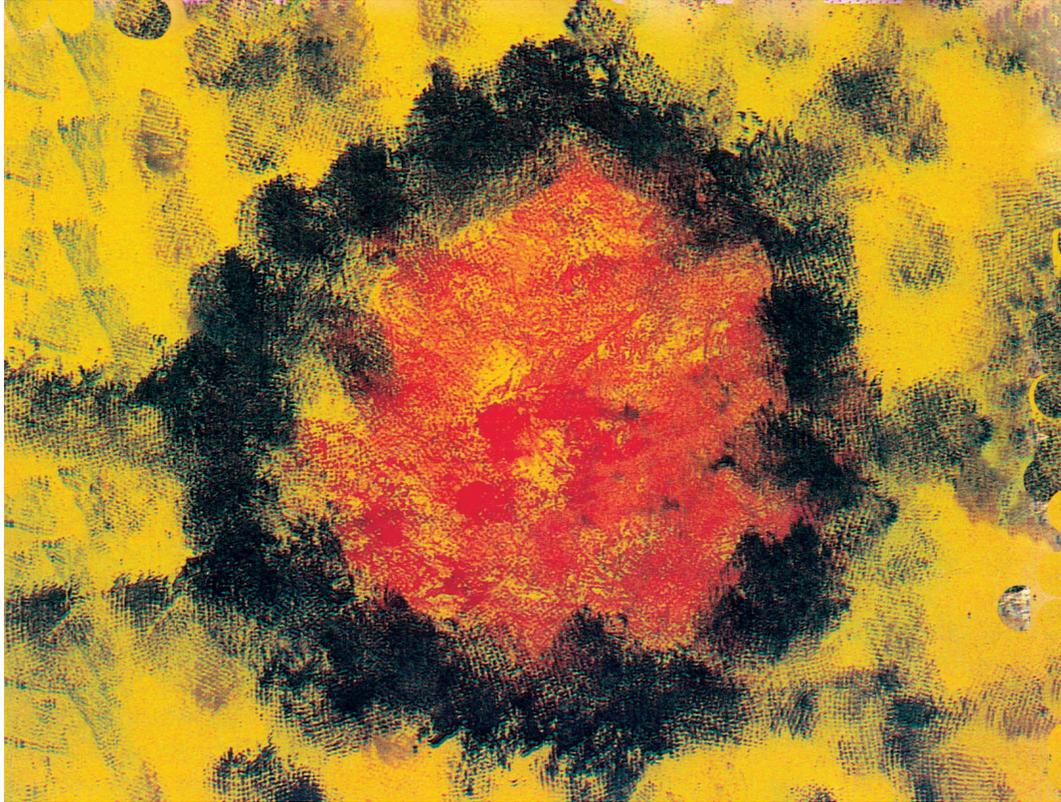


**Collages made by the children
of Class I by tearing and
pasting coloured paper**

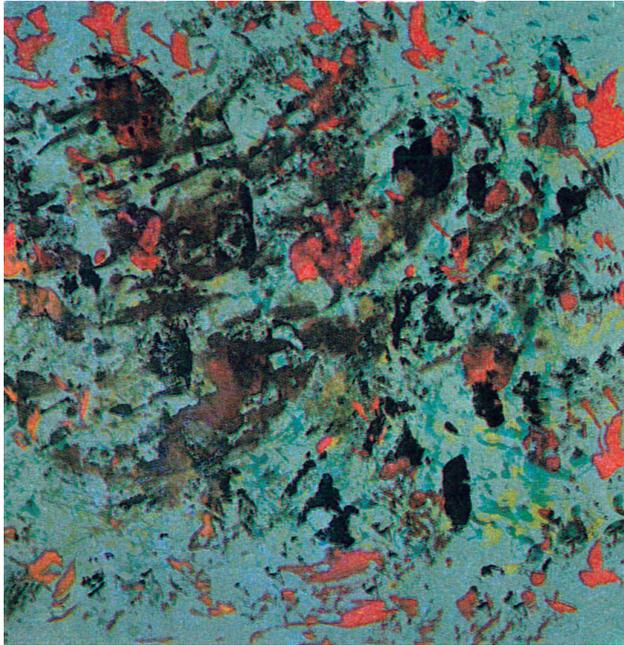




Crumpled paper ball printing



Printing by Children of Class I : Finger printing



Finger sprinkle printing

Activity Plans

Some activity plans for Decorative Art: Collage, Printing and Floor Decoration are given below:

COLLAGE

ACTIVITY PLAN 1

Topic Paste cut-outs pictures of our National Flag, National Bird, National Animal and National Flower.

Material Old printed magazines, calendars, etc. and scissors/ pin, gum/flour paste, etc.

Method Specified Topic

Expected expression Children are able to cut-out pictures and paste them on paper.

Teaching-learning strategy The teacher will explain to the children the concept of nationhood. He will also tell them that each nation has its own National Flag and other National Symbols with which

it is identified by other nations. *Tiranga* is our National Flag which we all love dearly.

The other national symbols have been chosen from times immemorial as they are exclusive and found in abundance in our country. Also these are beautiful. 'Peacock' is the National Bird, 'Tiger' is the National Animal and 'Lotus' is the National Flower.

The teacher will then ask them to collect pictures of these objects from old magazines and calendars. He will demonstrate the cutting of shapes along the outer fringe—either with scissors or by the pin-prick method. He will also show the scheme of arranging cut-outs on paper before pasting. He will then ask the children to paste these cut-outs in their

activity book and write names of these objects.

ACTIVITY PLAN 2

Topic Make any object by tearing and pasting coloured paper.

Material Coloured papers (from old calendars, magazines, etc.), gum/flour paste, etc.

Method Free Expression

Expected expression Children are capable of tearing coloured paper and pasting them in simple form.

Teaching-learning strategy The teacher will show some simple specimens of collage and also demonstrate the process of making collages by tearing and pasting coloured papers. There after he will ask his children to make collages as they like. The teacher will go around and encourage children for their work. He will show some selected works to the advantage of others.

PRINTING*ACTIVITY PLAN 3*

Topic Make a pattern by printing with crumpled paper ball.

Material Paper, newspapers and coloured ink, etc.

Method Free Expression

Expected expression Children are capable of making a ball of crumpled paper and making a design with it.

Teaching-learning strategy The teacher will discuss with the children by showing some specimens of this type of work. He will also give demonstration to explain the process. He will then give children freedom to make pattern as they like. He will show some work of children to the advantage of others.

DECORATION*ACTIVITY PLAN 4*

Topic Make a floor decoration.

Material Nature collection, such as, flowers, leaves, pebbles, stones, sand, etc.

Method Free Expression

Expected expression Children are naturally fond of decorating floor as a play-way activity.

Teaching-learning strategy In our traditional art the floor decoration is a commonly practised art. The teacher will allot small spaces on the floor to each group consisting of three or four children and ask them to decorate the space allotted to them with the things collected by them.

ACTIVITY PLAN 5

Topic Make a mask with a paper bag.

Material	Ordinary paper bags, pastel colours/crayon, etc.
Method	Specified Topic
Expected expression	The children are capable of making masks with ordinary paper bags.
Teaching-learning strategy	The teacher will tell the children beforehand to bring paper bags from their homes. He will motivate the children by showing different types of masks and explain the process of making a simple mask. He will allow them to make masks of any character

like joker, animal, bird, etc. Whenever a child needs help, the teacher will come forward and guide the child. He will ask the children to put on the masks prepared by them and let them enjoy for a while after which he can collect and keep them for use in other performing activities.

Note : Polythene bags should never be used as these may suffocate the children.



CHAPTER SIX

Plastic Art (Clay Modelling, Puppets, etc.)

Guidelines

1. Clay is an interesting medium which naturally attract children to play with it. This attraction may be due to the plastic quality of the medium for it can be rolled, patted, squeezed, stretched and moulded in any form the child wants. He makes a form out of it, feels happy about it and after a moment changes it into another form by using the same lump of clay. Each time he makes something, he thinks it resembles the real thing. The quality of the third dimension makes his creation recognisable.
2. Clay is the most common material, easily available anywhere. Also clay-craft is a popular

art form practised by different communities in India. A large variety of folk art come in a baked clay called terra-cotta. They use clay in making toys, images, reliefs, vases and numerous household articles. They colour their wares with typical local designs. Children naturally feel fascinated at the sight of a potter turning out wares or someone making clay toys. They feel an urge to shape clay into some forms.

3. Clay is available from ponds and hillsides. In the natural form, the clay has some impurities which are sieved out before use. The method to prepare clay for modelling is that the common clay taken from a pond is broken into bits and mixed in water. A small quantity of yellow clay is added to it. After stirring the content well, it is filtered through a gunny-cloth into another bucket. Impurities like stones and pebbles remain settled in the first bucket and the remaining on the gunny-cloth. This filtered content is then spread on a clean place to dry. While it is still wet, small lumps are made of this clay. These lumps are put in a polythene bag to keep them in the wet state. The potter's clay can also be used, but it may be seen that there is not much sand content in it. When children

have completed the activity, the items which are not required may be broken and converted into lumps for re-use. The clay should be moist while storing in a polythene bag.

- The children of Class I are capable of making simple forms like balls, beads, cubes, slabs, bowls, etc. They can also make forms of certain fruits and vegetables like carrot, banana, lady-finger, apple, etc. Sometimes, they make abstract figures and name them. This kind of work too may be accepted. As their muscle coordination becomes strong they begin to make forms with some details.

Activity Plans

Some activity plans for plastic Art/Clay Modelling are given below:

ACTIVITY PLAN 1

Topic Make a model of any object you like.

Material Clay

Method Free Expression

Expected expression Children are capable of making simple forms in clay.



Teaching-learning strategy Children will be asked to name objects which they like. The teacher will ask them to make one object of their liking from their own imagination. The object made by them may or may not be recognisable, but the same may be accepted.

ACTIVITY PLAN 2

Topic Make a model of any fruit or vegetable.

Material Clay

Method Specified Topic

Expected expression Children are capable of making simple forms of fruits and vegetables in clay.

Teaching-learning strategy The teacher will ask the children to name different fruits and vegetables. Then he will ask them to select any fruit or vegetable and make it in clay. The teacher will find variation in sizes and forms

but he may accept such differences. At the end, he may display the items they have prepared and encourage them.

ACTIVITY PLAN 3

Topic Make a relief on a clay slab and decorate it with small pebbles, seeds, etc.

Material Clay, small pebbles, seeds, etc.

Method Free Expression

Expected expression Children are capable of making relief on clay slab by fixing stones, seeds, etc.

Teaching-learning strategy The teacher will tell the children about various materials that can be used in making relief. After giving materials to the children the teacher will ask them to make slabs and then decorate their slabs by inserting small pebbles and seeds, etc. in their own way.

ACTIVITY PLAN 4

- Topic** Make a table with empty match-boxes.
- Material** Match-boxes, paper, flour paste, etc.
- Method** Specified Topic
- Expected expression** Children are capable of making small toys by assembling waste materials.
- Teaching-learning strategy** The teacher will tell the children the various possibilities of making something with waste

materials by assembling and pasting the objects together. He may also show a specimen. He will then ask the children to make a table with empty match-boxes and decorate it as they like. The teacher will observe the children while they are busy in their work and encourage them to do their work freely. He will also give proper appreciation to the children.

CHAPTER SEVEN

Performing Art (Music, Dance and Drama)

Guidelines

1. Children from their infant stage are aware of sounds, rhythms and actions in their environment. This is a natural development. It is amusing to watch a child banging a spoon on an utensil, blinking at its sound and then playing it with enthusiasm. This is the beginning of appreciation of music. At home, we often find children playing an 'imaginary home'. They enact different characters. One child plays the role of father, his sister as mother and still a youngster as a baby. How intensely they are involved in the chore of a 'home', as if it is real! Each one acts, mimicks, and gesticulates to portray the

character one is playing. On other occasions, we find that a child takes to jumping, hopping and twisting and after a few bouts, returns to his normal posture. These instances show that children's sensibilities to sound, rhythm and action are inborn qualities.

2. Children of Class I are quite familiar with songs, dance forms, mimicking, which are common at home and around. These are in local dialect, style and rhythm. This is part of traditional art of various ethnic communities. Encouraging children to perform these in the class is to make them sensitive to the qualities of local art forms. A majority of activities relating to music, dance and drama are available entirely from the local environment. A few, which form the core elements of syllabus, are to be developed for these are part of our homogeneous society.
3. In Class I, children generally live in a shell of shyness. Their hesitation, when called upon to sing or dance in a class, is natural. It is very difficult to ask an individual child to perform without feeling nervous. The best way to overcome their initial hesitation is to encourage them to participate in group activity.

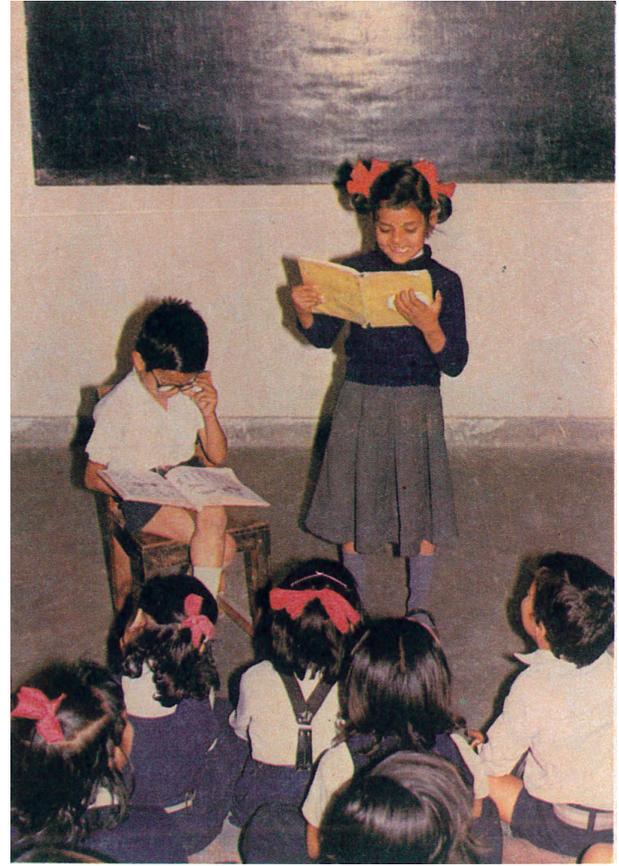
The teacher, too, should join them to create a free and congenial atmosphere. Slowly, the hesitation of the child to perform before their classmates would go.

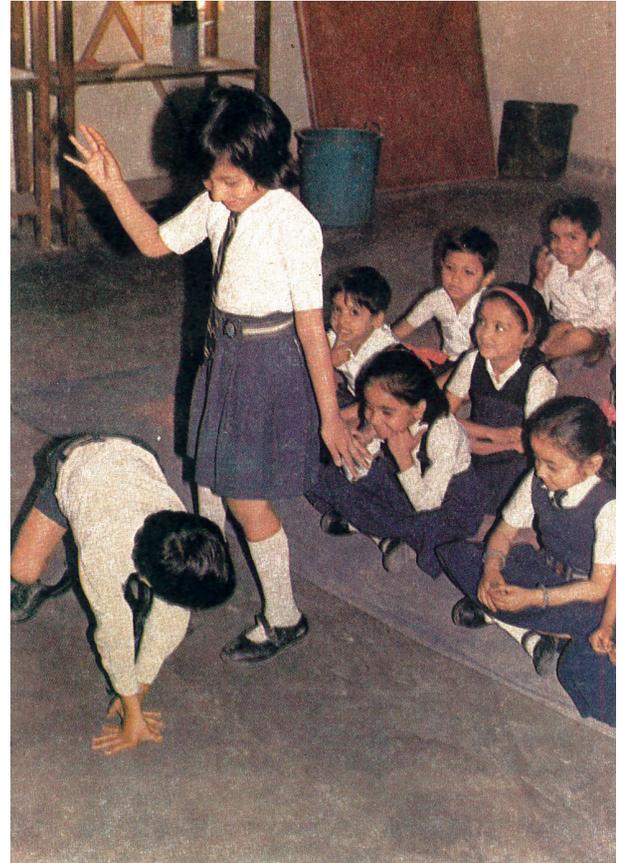
4. The activities of performing art at this level may not require any musical instrument. Simple clapping of hands or a child playing an empty pitcher would be sufficient background music. A teacher can develop their appreciation for musical tunes by improvising certain types of instruments. The possibilities are: (i) by striking a wooden stick on the bowls filled with water, (ii) by plucking strings or rubber-bands stretched over a hollow box or tin, (iii) by blowing a comb wrapped in a paper, (iv) by tapping a spoon or blowing into the empty bottles of large and small openings, etc. He may also encourage children to practise these improvised instruments for recognising different sounds.
5. Most of the activities of performing art do not require make-up articles. Children of Class I may perform them in their usual dress. Only on special occasions, if it is found necessary that the presentations do require some items of make-up, the school may arrange to supply

simple make-up articles, such as, garlands, *mukats*, costumes, etc. which can be improvised with inexpensive material. But it must be borne in mind that the absence of make-up should not dampen their enthusiasm. Another thing to remember is that all children should be encouraged to participate in either individual or group presentation.

Photographs of Children's Performance







Activity Plans

Some activity plans for Performing Art: Music, Dance and Drama are given below:

MUSIC*ACTIVITY PLAN 1*

Topic Sing the song *Sare Jahan Se Achha*.

Material Any percussion instrument for giving rhythmic beat as a background music.

Method Specified Topic

Expected expression Children love rhythm and sound and can pick up any song taught to them.

Teaching-learning strategy The teacher will read out the transcript of the song to the children. He will explain the content of the song as it refers to the beautiful land, people, mountain, valley, etc. of India.

He will sing a line from the song and then ask children to

repeat after him till the last line. He will use proper rhythm, intonation, etc. as required in this song. After some practice, he will divide the children in small groups and ask them to rehearse the whole song.

सारे जहां से अच्छा

सारे जहां अच्छा हिन्दोस्तां हमारा ।
 हम बुलबुलें हैं इसकी, ये गुलसितां हमारा ।।
 परबत वो सबसे ऊँचा हमसाया आसामां का ।
 वो संतरी हमारा, वो पासबां हमारा ।।
 गोदी में खेलती हैं इसकी हज़ारों नदियाँ ।
 गुलशन है जिनके दम से, रसके जिनाँ हमारा ।।
 मज़हब नहीं सिखाता आपस में बैर रखना ।
 हिन्दी हैं हम, वतन है, हिन्दोस्तां हमारा ।।

– मुहम्मद इकबाल
 संगीत : पंडित रविशंकर

SARE JAHAN SE ACHHA

SARE JAHAN SE ACHHA HINDOSTAN HAMARA
 HAM BULBULEN HAIN ISKI, YE GULSITAN HAMARA
 PARBAT WO SABSE OONCHA HAMSAYA ASMA KA
 WO SANTARI HAMARA WO PASBAN HAMARA
 GODI MEIN KHELTI HAIN ISKI HAZARON NADIYAN
 GULSHAN HAI JINKE DAM SE RASHKE JINAN HAMARA
 MAZAHAB NAHEEN SIKHATA APAS MEIN BAIR RAKHNA
 HINDI HAIN HAM, WATAN HAI HINDOSTAN HAMARA

– M. Iqbal

Music : Pandit Ravi Shankar

ACTIVITY PLAN 2

Topic Sing a folk song in the regional language.

Material —

Method Specified Topic

Expected expression Children like to sing and love to hear songs.

Teaching-learning strategy The teacher will ask children to sing regional songs individually or in groups. He should encourage those who are shy.

ACTIVITY PLAN 3

Topic Imitate the sound and action of any bird/animal.

Material Usual dress of the children

Method Free expression

Expected expression Children have a natural tendency to imitate sound and action of human beings, animals and birds.

Teaching-learning strategy The teacher will provide a free and congenial classroom environment for children to imitate sound and action of different animals and birds. He will then ask individual child to give his/her performance. The teacher should especially encourage those who are shy or nervous. He should also give them encouraging remarks for their participation.

ACTIVITY PLAN 4

Topic Sing any song.

Material With or without music

Method Free Expression

Expected expression Children sing and hum with joy alone and in a group.

Teaching-learning strategy The teacher will motivate the children to sing a song which they like—solo or in chorus. The teacher should show his appreciation.

DANCE

ACTIVITY PLAN 5

Topic Perform any simple folk dance in a group.

Material Improvised musical environment

Method Free Expression

Expected expression Children have natural tendency of picking up local folk dances.

Teaching-learning strategy The teacher will either demonstrate the form of the folk dance popular in the community himself or ask the

child who is conversant with the form of such dance to do it so that other children can join in. He will encourage each child to participate. After sufficient practice, he may prepare the group to perform it during school functions.

ACTIVITY PLAN 6

Topic Enact the character-role of any person of your interest such as, *monkeywala*, *hawker*, etc.

Material Usual dress of the children

Method Free Expression

Expected expression Children are fond of playing various roles to depict characters of different persons

Teaching-learning strategy The teacher will ask children to tell about persons who they see selling things or showing some plays (*tamasha*) in the

street and bazar. He will give one or two examples of these persons. He will then prompt them to show their typical action and manner which they have liked. He will give encouraging remarks to individual child for enacting such items.

ACTIVITY PLAN 7

Topic Play role of any character depicted in the rhyme/story which you know.

Material Usual dress of the children

Method Free Expression

Expected expression Children are fond of playing imaginative role of characters they have liked in rhymes/stories.

Teaching-learning strategy The teacher will ask children the rhymes and stories they know. He will then find out the important characters they like most in these rhymes and stories. He will encourage them to depict the various aspects of these characters through action and dialogue. He will encourage every child for his/her performance.

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APPENDIX

Appendix

Activity Book in Art Education for Class I

This activity book has been planned to meet the curricular need of art education. It will be used by the children in day-to-day work in the classroom. The aim is to enable the teacher to assess the individual child's work regularly and to see his/her creative growth from time to time. An insight of this kind is important for the teacher to provide effective guidance to every child, with a closer rapport. This book, in a way, will also serve as a record to show the regularity and frequency in the organisation of various activities under each art form.

The Directorate of Education/Board of Secondary Education may like to bring out its publication in uniform design as given in the following pages. It may be printed in demy quarto size on preferably thick paper. The box indicating 'space for activity' may have a uniform size of 8"×8". The pages carrying such boxes may be printed on a single page as the children are required to use water colour/poster colour, etc. in certain activities. However, other activities relating to plastic and performing art may be printed on both sides of the page since these are meant to keep a record of achievement of the child's performance. The format of the Activity book is given in the next column.

(Cover page 1)

ACTIVITY BOOK IN ART EDUCATION FOR CLASS I

Name _____

Age _____

School _____

(Cover page 2)

Suggestion to teachers

This Activity Book contains a variety of activities relating to different forms of art. These correspond to the activity plans which have been given in the Teacher's Handbook. There are also some additional activities given under each form of art. For organising them, the teacher may make use of the syllabus and relevant teaching-learning strategy. Further, in this book, the activities have been arranged in a serial order. But the intention is not to organise them in the same order. The teacher is free to take up any activity from any of the art forms and organise it in the class.

Broadly, there are two types of activities: (i) those which will be done on paper, such as, drawing, painting, collage, printing, etc. and (ii) those which will be performed or executed otherwise in the class, such as, singing, mimicking, role-playing, modelling, mask-making, etc. For the former type, suitable paper-spaces for such activities have been provided in this book. For the latter type, details regarding the activity, material, method, etc. have been indicated. Both types of activities are to be organised in the class. After completion of each activity, the teacher has to assess the quality of art expression/performance of each individual child and give a suitable credit/remark on his/her activity book in this regard.

DRAWING AND PAINTING
ACTIVITIES

Topic Draw any tree you have seen.

Material Pencil/ink and *kalam*/black crayon

Method Specified topic

Space for activity

Date _____

Remark _____

Topic Make a drawing of National Flag and fill appropriate colour in it.

Material Pencil/crayon/pastel colour, etc.

Method Specified Topic

Space for activity

Date _____

Remark _____

Topic Draw any animal or pet.
Material Pencil/*kalam* and ink/crayon, etc.
Method Free Expression

Space for activity

Date _____

Remark _____

Topic Make a painting of your friend.
Material Crayons/pastel colour, etc.
Method Specified topic

Space for activity

Date _____

Remark _____

Topic Draw any object of your choice.

Material Pencil/crayon/ink and *kalam*, etc.

Method Free Expression

Space for activity

Date _____

Remark _____

ADDITIONAL ACTIVITIES IN
DRAWING AND PAINTING

Topic Draw any toy you like.

Material Pencil/crayon/ink and *kalam*, etc.

Method Free expression

Space for activity

Date _____

Remark _____

Topic Make a figure in colour of a man or woman you like.

Material Pastel colour/wax colour/crayon, etc.

Method Specified Topic

Space for activity

Date _____

Remark _____

Topic Any free expressional activity in drawing.

Material As required

Method Free Expression

Space for activity

Date _____

Remark _____

Note : The teacher may allow children to draw any object of individual liking.

Topic Any free expressional activity in painting.
Material As required
Method Free Expression

Space for activity

Date _____

Remark _____

Note : The teacher may allow children to paint any single object they are interested in individually

Topic As suggested by the teacher for drawing activities.

Material As required

Method Specified Topic

<i>Space for activity</i>

Date _____

Remark _____

Note : The teacher may select any suitable object from the syllabus/local environment.

COLLAGE, PRINTING AND
FLOOR DECORATION ACTIVITIES

Topic Paste cut-outs of National Flag, National Bird, National Animal and National flower.

Material Old printed magazines, calendars, etc., scissors, gum/flour paste, etc.

Method Specified Topic

<i>Space for activity</i>

Date _____

Remark _____

Topic Make a collage by cutting and pasting coloured papers.

Material Coloured paper, old magazine, gum/flour paste

Method Free Expression

Space for activity

Date _____

Remark _____

Topic Make a pattern by printing with crumpled paper ball.

Material Papers, newspapers and coloured ink, etc.

Method Free Expression

Space for activity

Date _____

Remark _____

Topic Make a floor decoration.

Material Nature collection, such as, flowers, leaves, pebbles, stones, sand, etc.

Method Free Expression

Date _____ Remark _____

Topic Make a mask with paper bag.

Material Ordinary paper bags, pastel colours/ crayon, etc.

Method Specified Topic

Date _____ Remark _____

**ADDITIONAL ACTIVITIES IN COLLAGE,
PRINTING AND FLOOR-DECORATION**

Topic Make a collage of picture cut-outs of birds and flowers by cutting them in pin-prick method.

Material Old magazines, calendars, gum/flour paste, etc.

Method Free Expression

Space for activity

Date _____

Remark _____

Topic Make a collage of any object of your choice by cutting and pasting method.

Material Colored paper from waste printed material like magazines, newspapers, etc., gum/flour paste, etc.

Method Free Expression

Space for activity

Date _____

Remark _____

Topic Make any design by stamping with cut lady finger/
half-cut onion

Material Lady-finger/onion, ink / colour, etc.

Method Free Expression

Space for activity

Date _____

Remark _____

**CLAY MODELLING, RELIEF AND
CONSTRUCTION ACTIVITIES**

Topic Make a model of any object you like.

Material Clay

Method Free Expression

Date _____

Remark _____

Topic Make a relief on a clay slab and decorate it with small pebbles, seeds, etc.

Material Clay, small pebbles, seeds, etc.

Method Free Expression

Date _____

Remark _____

Topic Make a model of any fruit or vegetable.

Material Clay

Method Specified Topic

Date _____

Remark _____

Topic Make a table with empty match-boxes.

Material Match-boxes, paper, flour paste, etc.

Method Specified Topic

Date _____

Remark _____

**ADDITIONAL ACTIVITIES IN CLAY
MODELLING, RELIEF CONSTRUCTION**

Topic Make beads in clay and prepare a garland out of them.

Material Clay, thread, needle, colour, etc.

Method Specified Topic

Date _____

Remark _____

Topic Make a figure of a bird in clay.

Material Clay

Method Free Expression

Date _____

Remark _____

Topic Make a relief to show any object by fixing seeds/pebbles, etc.

Material Clay, seeds/pebbles, etc.

Method Free Expression

Date _____

Remark _____

Topic Make a mask with paper bag of your choice.

Material Paper bag, pastel colour/crayon, etc.

Method Free Expression

Date _____

Remark _____

SONG, DANCE AND DRAMA

- Topic** Sing the song *Sare Jahan Se Achha*
Material Any percussion instrument for giving rhythmic
Method Specified Topic

SARE JAHAN SE ACHCHA

सारे जहां से अच्छा

सारे जहां से अच्छा हिन्दोस्तां हमारा ।
 हम बुलबुलें हैं इसकी, ये गुलसितां हमारा ।।
 परबत वो सबसे ऊँचा हमसाया आसामां का ।
 वो संतरी हमारा, वो पासबां हमारा ।।
 गोदी में खेलती हैं इसकी हज़ारों नदियाँ ।
 गुलशन है जिनके दम से, रश्के जिनाँ हमारा ।।
 मज़हब नहीं सिखाता आपस में बैर रखना ।
 हिन्दी हैं हम, वतन है हिन्दोस्तां हमारा ।।

Date _____

Remark _____

Topic Sing a folk song in the regional language.**Material** Not necessary**Method** Specified Topic

Date _____

Remark _____

Topic Imitate the sound and action of any bird/animal.**Material** Usual dress of the children**Method** Free Expression

Date _____

Remark _____

Topic Sing any song.**Material** Not necessary**Method** Free Expression

Date _____

Remark _____

- Topic** Perform any simple folk dance in group.
Material Improvised musical instruments
Method Free Expression

Date _____

Remark _____

- Topic** Enact the character-role of any person of your interest like *monkeywala*, hawker, etc.
Material Usual dress of the children
Method Free Expression

Date _____

Remark _____

- Topic** Play the role of any character depicted in the rhyme/story which you know.
Material Usual dress of the children
Method Free Expression

Date _____

Remark _____

ADDITIONAL ACTIVITIES IN SONG, DANCE AND DRAMA

- Topic** Sing any song which you know or a rhyme of your textbook.

Material Not necessary**Method** Free Expression

Date _____

Remark _____

- Topic** Perform any simple dance you like.
Material Not necessary
Method Free Expression

Date _____

Remark _____

- Topic** Enact the typical character of a man/animal whom you like most.
Material Not necessary
Method Free Expression

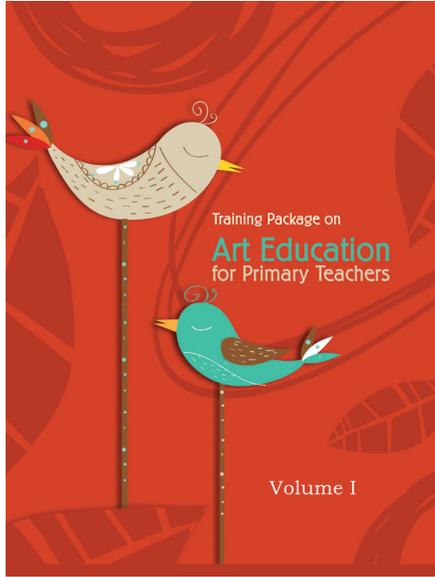
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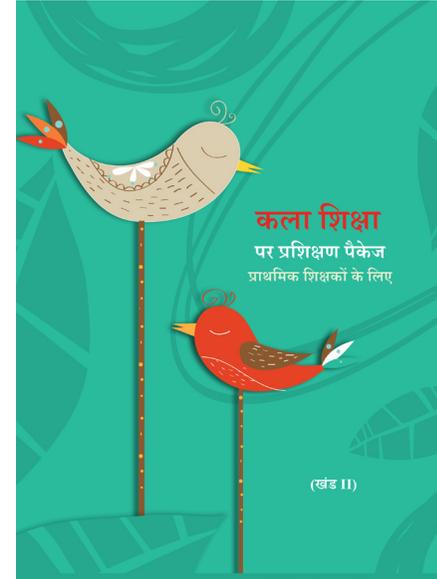
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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 978-93-5292-304-5