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DRAMA



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DRAMA

Drama is a unique tool to explore and express human feeling. Drama is an essential form of behaviour in all cultures, it is a fundamental human activity.

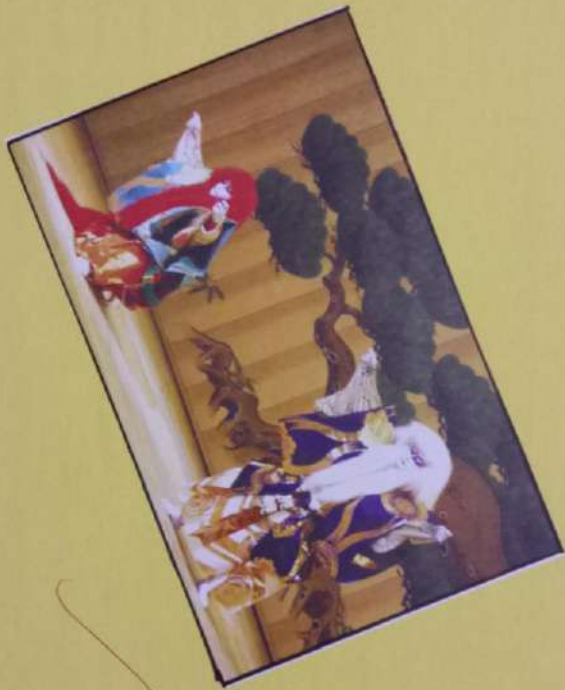
In this we are investigating the benefits Drama can have on child development when applied functionally within a primary classroom. Drama has the potential, as a diverse medium, to enhance cognitive, affective and motor development.

It high degree of thinking, feeling, and moving is involved and subsequently aids in this development of skills for all other learning within and outside of schools.

Drama is a discrete skill in itself acting, theatre, refined skill and therefore it is offered as a 'subject' in secondary school. However, Drama is also a tool which is flexible, versatile and applicable among all areas of curriculum through its application as a tool in the primary classroom, Drama can be experienced by all.

Drama assists in the development of:

- The use of imagination.
- Growth of creative self expression.
- Decision making, problem solving skills and understanding of self and the world.
- Self confidence, a sense of worth and respect and consideration for others.



The SACS framework define Drama as :

"The enactment of real and imagined event through role play, play making and performances, enabling individuals and groups to explore, shape and represent ideas, feelings and their consequences in symbolic or dramatic form."

TYPES OF DRAMA

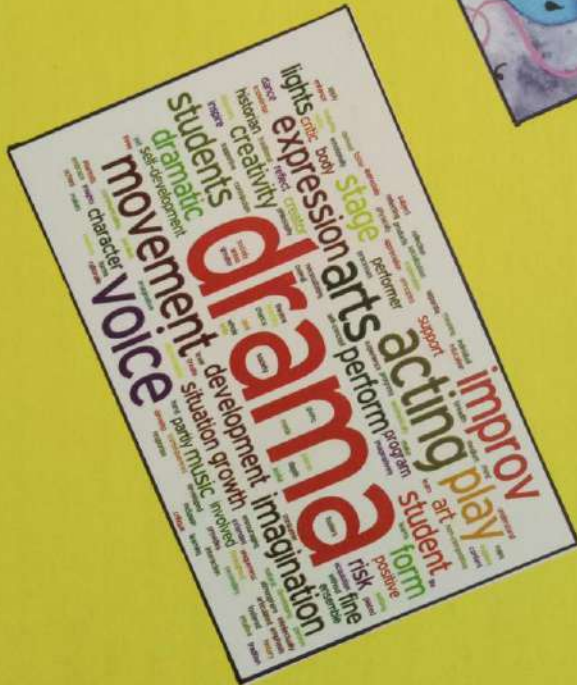
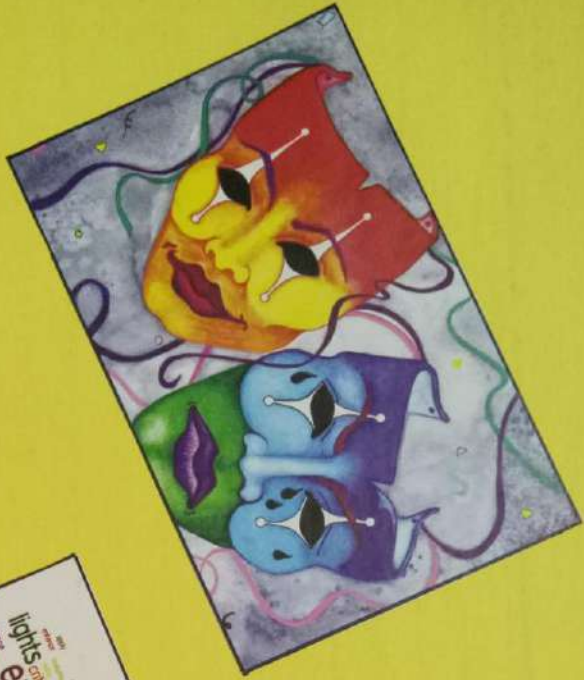
There are many forms of Drama. Here is a non-exhaustive list with a simple explanation of each :

IMPROVISATION :

A scene is set, either by the teacher or the children and then with little or no time to prepare a script the students perform them before the class.

ROLE PLAYS :

Students are given a particular role in a scripted play. After rehearsal the play is performed for the class, school or parents.



MIME :

Children use only facial expressions and body language to pass a message except to the rest of the class.

MASKED DRAMA :

The main props are masks, children then feel less inhibited to perform and extract while participating in this form of drama. Children are given specific parts to play with a formal script. Using only their voices they must create the full picture for the rest of the class. Interacting content and expressing it using only the voice.

PUPPET PLAYS :

Children use puppets to say and do things that they may feel too inhibited to say or do themselves.

PERFORMANCE POETRY :

While reciting a poem the children are encourage to act out the story from the poem.

RADIO DRAMA :

Similar to script reading with the addition of other sounds, the painting of mental picture is important.



IMPORTANCE OF DRAMA IN EDUCATION

In the school curriculum it is both a method and a subject. As a subject in the curriculum it uses various dramatic elements as movements, voices, concentration, improvisation and role to play to aid the personal development of the student. As a method it utilizes role play and acting out to teach student through experience. For example, student may learn the fact of historical event by acting it out. In many secondary schools drama is now a separate department. In some primary schools it is used as a method to teach a number of subjects.

Some benefits of drama are :

SELF ~ CONFIDENCE :

By performing in front of the audience students get the confidence to trust on his own ideas and abilities. This will be applied to his life, career and school.



The
ARE
of Education

IMAGINATION :

Thinking out of the box and interpreting familiar material in a new way Einstein said, "Imagination is more important than knowledge."

EMPATHY :

In acting in a role of different situations, time periods and different cultures promote compassion and it develops tolerance for other's feelings and viewpoint.

COLLABORATION :

It combines the new ideas and abilities of its participants. This cooperative learning includes discussing, sharing, negotiating, releasing and performing.

CONCENTRATION :

Performing in a play develops a constant focus of mind, body and voice which also helps in life and in school subjects.

COMMUNICATION SKILLS :

In a play a student enhances verbal and non-verbal expression of ideas. It also improves voice production, articulation of words and fluency with the language.



EMOTIONAL OUTLET :

In the play the student is allowed to express a range of emotions. Anger, aggression and tensions are released in a safe, controlled environment, reducing anti-social causes.

RELAXATION :

Drama activities reduce stress by releasing mental, physical and emotional tension.

PHYSICAL FITNESS :

Movement in drama improves body balance, coordination, flexibility and control.

SCRIPT OF DRAMA

AKBAR--MASTER OR

SERVANT

One day while Akbar was in the court a guard came rushing in. He bowed in front of Akbar and said, "Oh! great and wise King, one of your ministers from a



border town is here to see you. May I now bring him in?" The king said, "Please show him at once."

The minister came in and bowed in front of Akbar, he said, "Greeting my king. It is good to see you after such a long time. Unfortunately I had come to see you with a small problem." Akbar said, "Greetings Minister, I will do my best to solve your problem that you have." The minister turned around and called two men who had come along with him. He pointed to the men and said, "These two men have a strange problem that I can solve. I King... I'll let them explain it to you themselves."

Akbar said to the men, "Go ahead and explain." The first man stepped forward and said, "O King my name is Stamis. I'm a trader and I own a lot of land. This man claims that I'm his servant. He is so silly. He claims that I've stolen his money and disfigured myself as him."

The second man stepped forward and said, "Your majesty, I'm Stamis, and I'm the trader who owns a lot of land. About six months ago, I went to Afghanistan to do some business. Since I would be gone for six months, I left this man in charge. He is my servant and I trusted him with all my money and my land. When I returned from Afghanistan, I found that he had been using my name to do the business on his own. When I challenged him, he began telling people that I was his servant and he was Stamis."

He said, "This indeed is a very strange case. I've no idea how to prove which one of you is the servant and which one is master." He looked at his courtiers and said, "If any of you can prove which man is telling the truth and which one is lying, I'll reward you with a bag of gold coins."



Finally, Akbar looked at Bihari and said, "Bihari, I'm afraid that you'll have to stop in and solve this very strange problem as none of the other countries have been successful. Bihari smiled and said, "I'll gladly do the best I can O King." Bihari walked right up to the man and said, "Do you know that I can read your mind? I have this strange ability so you cannot hide the truth from me. I would like both of you to lie down on the floor with faces down." The man did as they were told. Bihari said now I'll close my eyes and concentrate, I'll begin to read your minds and find out who is telling a lie." Bihari closed his eyes and meditated for a while, suddenly he opened his eyes and said, "Oh! Now I know the truth, guard cut off the servant's head. The guard was confused because he did not know who the servant was. As he walked towards the man he looked at Bihari helplessly. Just as he drew near the man who spoke first, jumped up and ran to the king's throne. He cried out, "Forgive me O King! I'm sorry I tried to steal this man's wealth."

SYSTEM OF EDUCATION AND ITS MOTIVATIONS

All the Mughal emperors were great patrons of learning and gave their full encouragement for the spread of education in their dominions.



Balwan was himself a great scholar and public work department, established by him which also continued to exist under later Shughal emperors and entrusted along with other responsibilities to that of building of schools and colleges.

His son, Humayun had great love for study of books especially in astronomy and geography. He constructed a Madrasa at Delhi and converted the Alandise hand built by Sher Shah in Purana Quila into a library.

The reign of Akbar, well known for improvement various other domains also constitutes a new epoch in growth and improvement of education. He established a number of colleges for high learning at Agra and Fatehpur Sikri and also attempted to revise the curriculum of education.

Abul Fazl writes, "All civilized nations have schools for the education of youth, but Hindustan is particularly famous for its seminaries." Akbar also encouraged the students to join the Madrasa and learn Persian, the court language.

Jahangir was himself a great scholar of Turki and Persian and had written his memoirs known as the Tuzuk-i-Jahangiri. It is stated that soon after his writing on the throne, he got repaired many old Madrasas, which had ceased its functions for a quite long and filled them with pupils and teachers.

He also promulgated an order that if a rich person or traveller died without heirs, his property would be spent on construction and maintenance of madrasas and minarets etc.



FINE ART

In Western European academic traditions, fine art is an art developed primarily for aesthetics or beauty, distinguished it from applied art that also has to serve some practical function.

Historically, the five main fine arts were :

1. Painting
2. Sculpture
3. Music
4. Poetry
5. Architecture

Today, the fine art commonly include additional forms such as :

1. Conceptual art
2. Film
3. Photography
4. Print Making



PAINTING & DRAWING:

Drawing is a form of visual expression and is one of the major forms within the visual arts. Common instruments include graphite pencil, pen, ink and inked brushes, wax crayons, colour pencils, charcoal, chalk, pastels, markers, stiples or various metals like silverpoint. There are a number of sub-categories of drawing including cartooning certain drawing methods or approaches such as "sketching" and other informal kinds of drawing such as drawing in the fog, a shaver draw on bathroom mirror or the sketchbook method of 'vertical graphomania', in which dots are made at the sides of imperatives in a blank sheet of paper and lines are made in between the dots, may or may not be considered to the part of drawing or a "time dot".

MOSAICS:

Mosaics are images formed with small pieces of stones or glass called tesserae. They can be decorative or functional. An artist who designs and make mosaics is called a mosaic artist or a mosaicist.



PRINTMAKING :

Printmaking is the process of making artworks by printing—manually or by paper, except in the case of monotyping. The process is capable of producing multiples of the same piece, which is called a print. Each print is considered an original as opposed to a copy. The reason behind this is that the print is not a reproduction of another work of art in a different way medium for instance a painting—but rather an image designed from inception as a print. An individual print is also referred to as an impression. Prints are created from a single original surface known technically as a matrix.

CALLIGRAPHY :

Calligraphy is a type of visual art. It is often called the art of fancy lettering. A contemporary definition of calligraphy practice is

“The art of giving forms to signs in an expressive, harmonious and suitable manner.”



PHOTOGRAPHY :

Fine art photography refers to photographs that are created to fulfill the creative vision of the artist. Fine art photography stands in contrast to

Photojournalism and commercial photography.

Photojournalism visually communicates

stories and ideas mainly in print and digital media. Fine art photography is created primarily as an expression of the artist's vision but had also been important in advancing certain causes.

SCULPTURE :

Sculpture is three-dimensional artwork created by shaping hard or plastic material, commonly stone, metal or wood. Some sculptures are created directly by carving; others are built up and fixed, welded, moulded or coated by different materials because sculpture involves the use of materials that can be moulded or modulated it is considered as one of the plastic arts. The majority of public art is sculpture.



CONCEPTUAL ART :

Conceptual art is an art in which the concept or ideas involved in the work take precedence over traditional aesthetic and material concerns.

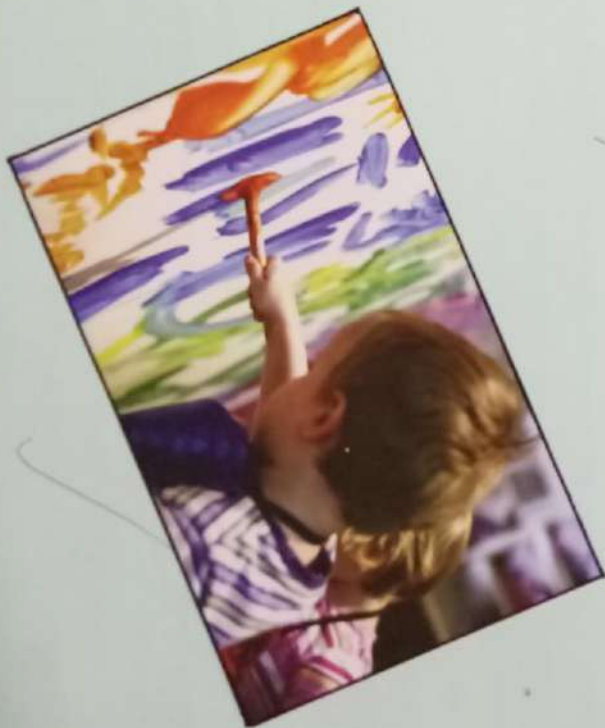
FILM :

Fine art film is a term the encompasses motion pictures and the field of film as a fine art form. A fine art movie theatre is a venue usually a building for viewing such movies. Films are produced by recording images from the world with cameras or by creating images using animation techniques or special effects.

ARCHITECTURE :

Architecture is frequently considered a fine art, especially if its aesthetic components are spotlight in contrast to structural engineering or construction - management, components.

Architectural works are perceived as cultural and political symbols and works of art.

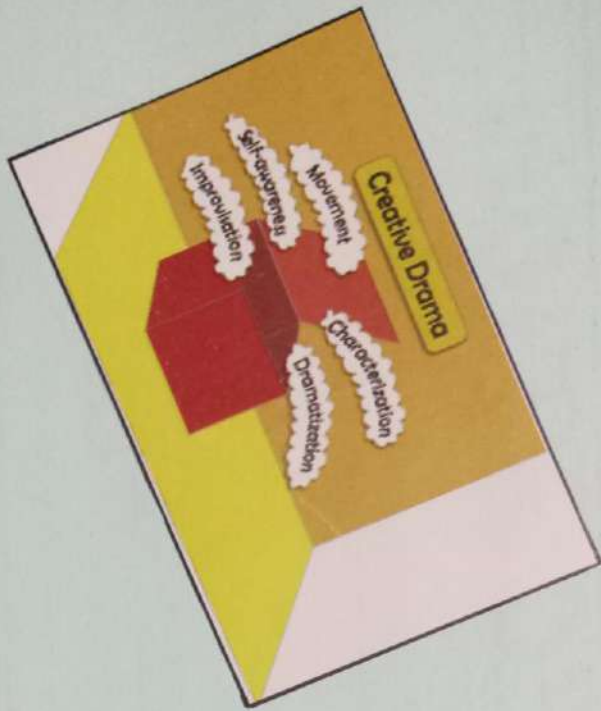


ART APPRECIATION

The art appreciation course is a survey of painting, sculpture and the elements of design. The history and art of past and present world cultures is introduced. The course is designed to enable students to identify, evaluate and comprehend various forms and styles of art. The course also explores career opportunities in the various fields of art.

IMPORTANCE OF ART

- The arts reach students not normally reached in ways and methods not normally used.
- It changes the learning environment to one of discovery.
- Students connect with each other better.
- The arts provide challenges for students of all levels. Students learn to become motivated, self directed learners.
- The study of fine arts positively impacts the learning of students low socio-economic status.



IMPORTANCE OF ART IN EDUCATION

It engages many areas of the brain and also have far-reaching effects on the learner's mind. The arts promote the understanding and sharing of culture. They promote social skills that enhances the awareness and respect of others.

The fine art enhances perceptual and cognitive skills. The Burton study of more than 2000 children found that those in the art curriculum were far superior in creative thinking, self concept, problem solving, self expression, risk taking and cooperation than those who were not. The arts have the capacity to engage everyone.

All levels of American society can and do participate in fine arts. There are no barriers of race, religion, culture, geography or socio-economic levels.

VISUAL ART

The visual arts are art forms such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, film making and architecture. Also included within the visual arts are the applied arts such as industrial design, graphic design, fashion design, interior design and decoration art.



TYPES OF VISUAL ART

- Representational art
- Abstract art
- Non-objective art

REPRESENTATIONAL ART:

Representational art seeks aims to represent actual objects or subjects from reality. Subcategories under representational art include realism, impression, idealism and stylization. All of these forms represent actual subjects from reality. Although some of these forms are taking steps toward abstraction, they still fall under category of representation. Representational art is perhaps the oldest of the three types of art. It can be traced back to the Paleolithic figurine, the venue of wilderness. It is also the easiest to digest from a viewer's perspective.

We can easily identify with recognizable subjects in painting, drawing or sculpture. This makes representational art widely accepted among the masses.



ABSTRACT ART

The often misunderstood type of art known as abstraction aims to take subjects from reality but present them in a way that is different from the way they are viewed in our society. There may take the form of emphasising lines, shapes or colours that transform the subject.

NON-OBJECTIVE ART

The third type of art is often mistaken for abstract art although it is entirely different from it. Non-objective art takes nothing from reality. It is created solely for aesthetic reasons. The intent of non-objective art is to use the elements and principles of art in a way that it results in a visually stimulating work.

CRAYON ART

Waxen art is artwork made or created with wax crayons. There are several varieties of crayons including water crayons and wax crayons. Example of waxen artwork can be seen from artwork individuals do as well as children.



POSTER ART

A poster is any piece of printed paper designed to be attached to a wall or a vertical shape. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative. Posters may be used for many purposes. They are a frequent tool of advertisers, propagandist, protesters and other groups trying to communicate a message.

TYPES OF POSTERS

ADVERTISING :

Advertising posters are everywhere and are used to announce an event or a new product according to the free library website. They are usually filled with colour and placed in high traffic areas where they can be easily seen and read.

INFORMATIVE :

These types of posters do just what it seems like they inform or educate people about something. They might be used for social awareness campaigns or save endangered species.



SUBJECT :

Subject posters are about something. They are sold at concerts or at art functions typically. The portrait of a musician or art exhibit are often the subjects of these posters, hence the name.

AFFIRMATION :

Affirmation posters feature inspiring or motivational sayings. They can feature Bible verses or beautiful pictures plus some sort of affirming slogan to keep people motivated, checked up or comforted.

PROPAGANDA :

Propaganda posters often receive negative press because they are very often associated with political campaigns or corporate communications. They often feature logos and portray the values or philosophy of a company or a political candidate.



PENCIL COLOR ART

A coloured pencil or pencil crayon is an art medium constructed of a mass of pigmented wax encased in a wooden cylindrical holder. Unlike graphite and charcoal pencils, coloured pencils waxes are dry or oil based and contain varying proportions of pigments, additives and binding agents. Water soluble pencils and pastel pencils are also manufactured as well as coloured leads for mechanical pencils.

TYPES

Several types of coloured pencils are manufactured for both artistic and practical uses:

ARTIST GRADE :

Artist grade pencils are filled with higher concentrations of high quality pigments than student grade coloured pencils. They last for a long time, are resistant to water and sunlight, and are also measured and documented. One notable feature of artist grade colour pencils.



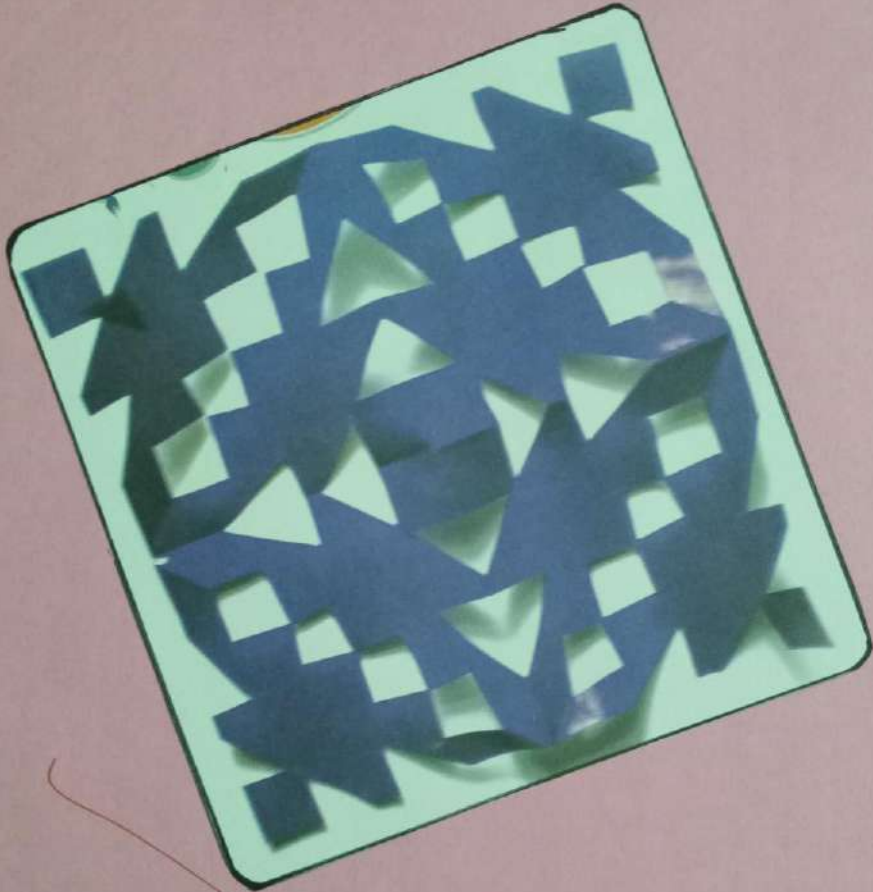
PASTEL PENCILS

Pastel pencils are similar to hard pastels. Their advantage is that they can be sharpened to a fine point and so they are useful for adding details in pastel drawings.

COLLAGE

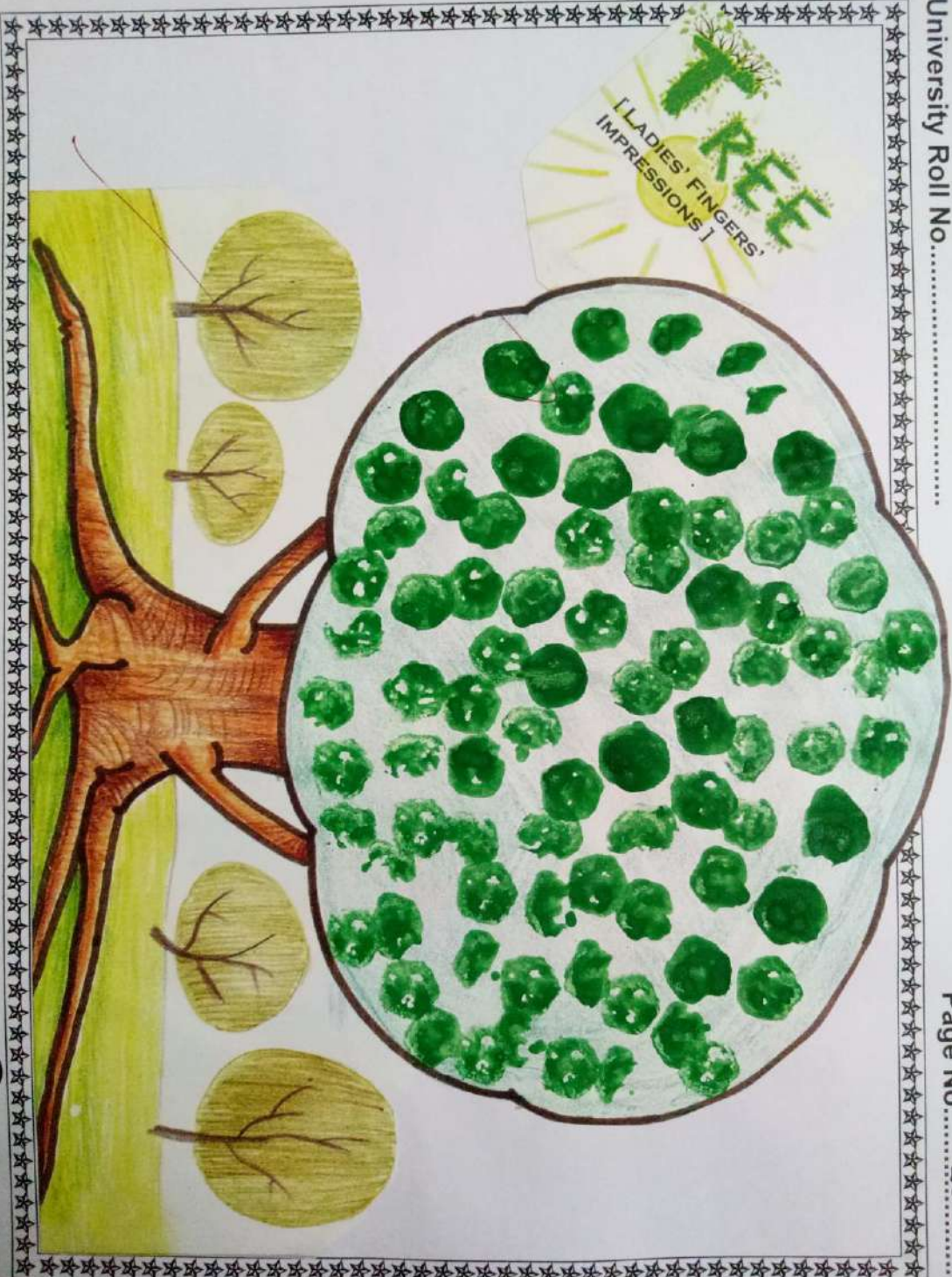
Collage is a technique of an art production, primarily used in the visual art where the artwork is made from an assemblage of different forms, thus creating a new whole.

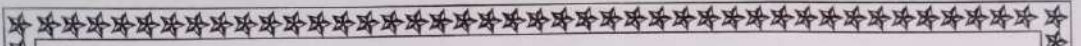
A collage may sometimes include magazine and newspaper clippings, ribbons, paints left by deloused or handmade paper, portions of other artwork or text, photographs and other found objects glued to a piece of paper or canvas. The origins of collage can be traced back hundreds of years, but this technique made a dramatic reappearance in the early 20th century as an art form of novelty.



TYPES OF ART

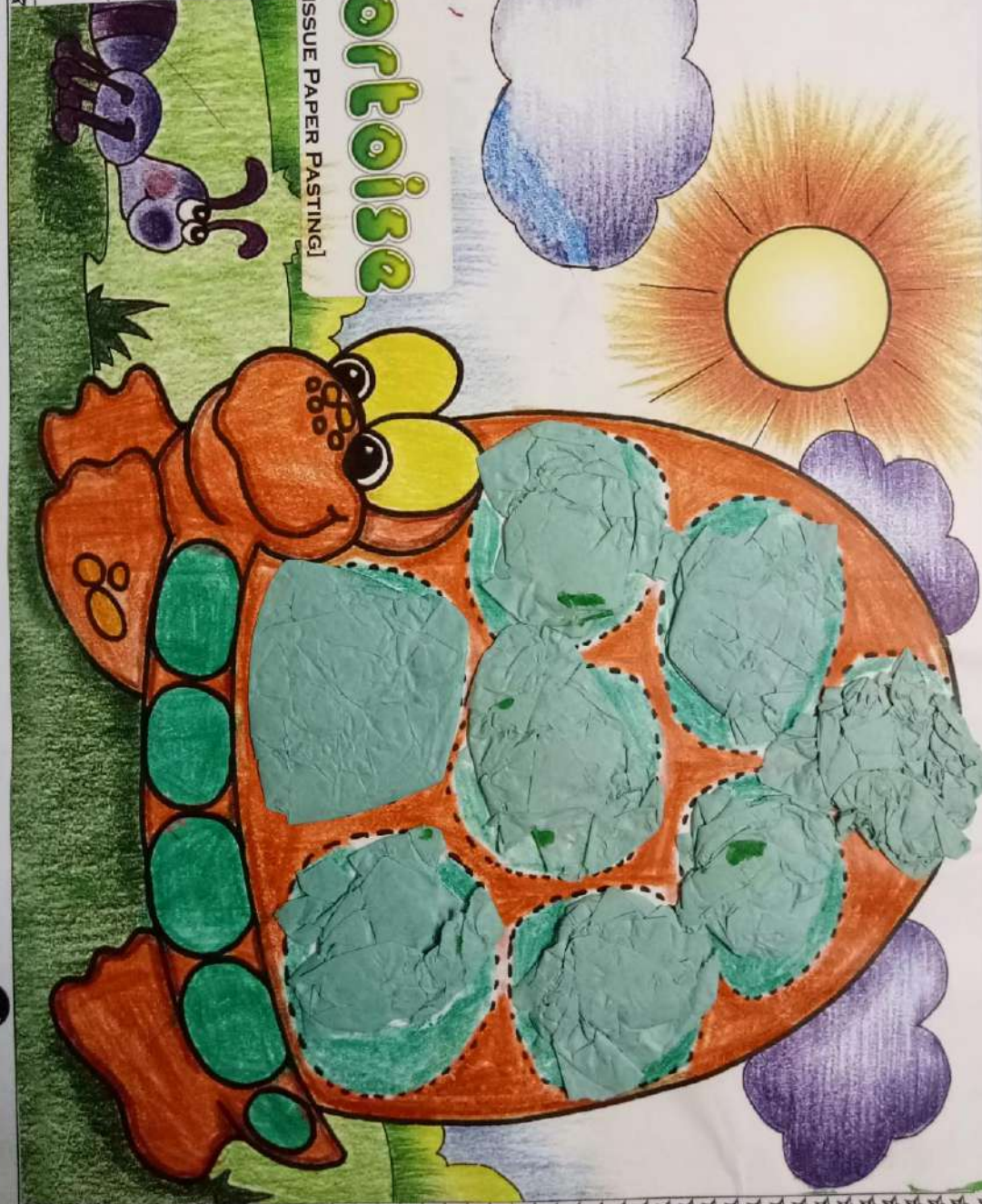
Good





Tortoise

[TISSUE PAPER PASTING]



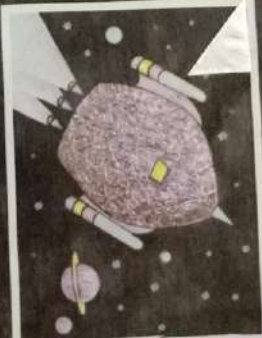
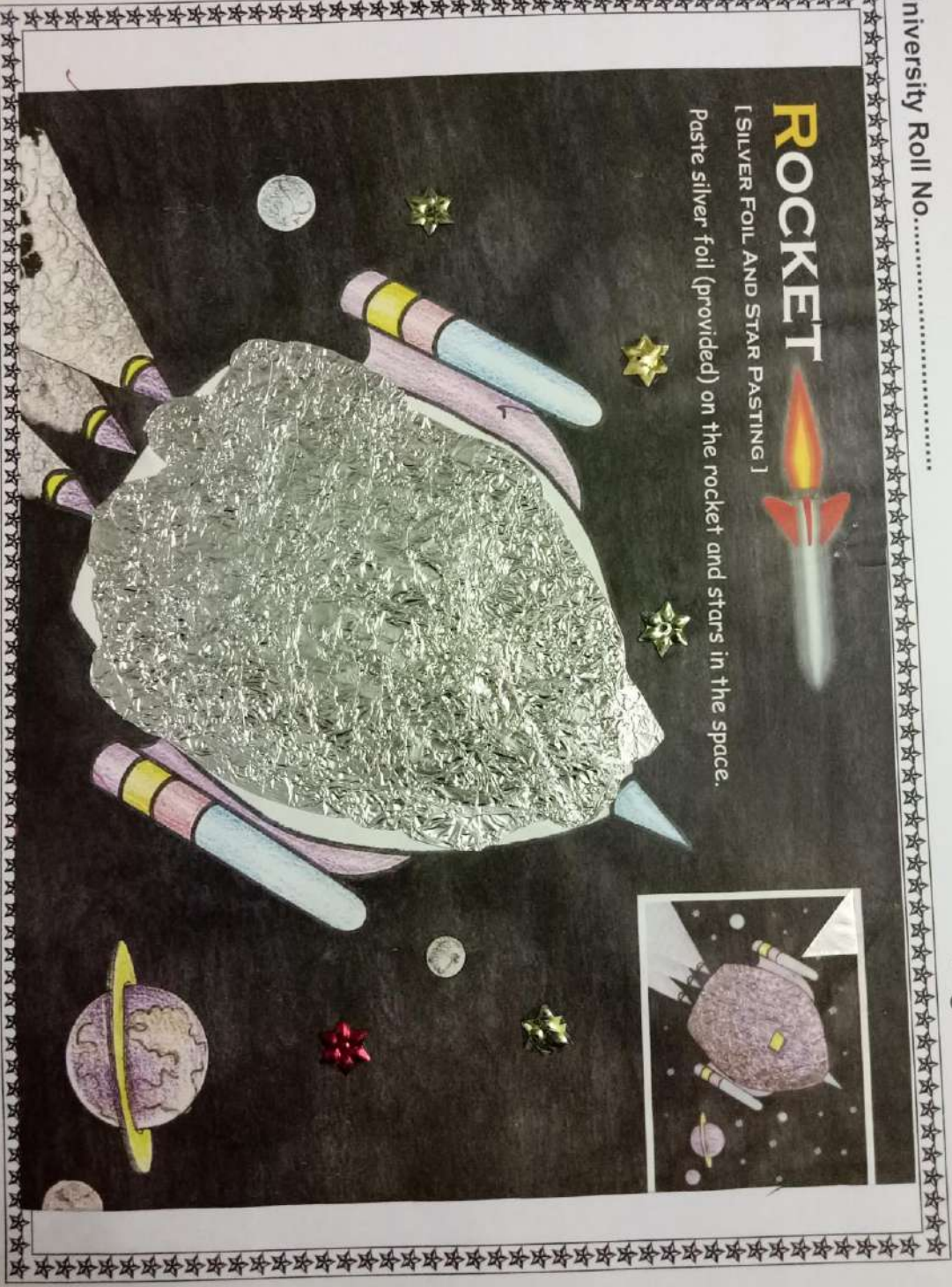
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ROCKET

[SILVER FOIL AND STAR PASTING]

Paste silver foil (provided) on the rocket and stars in the space.



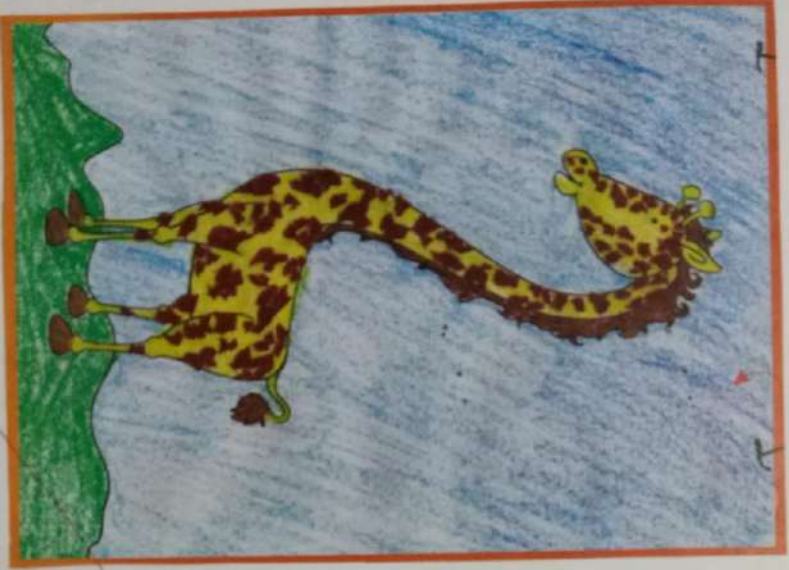


CRAYON

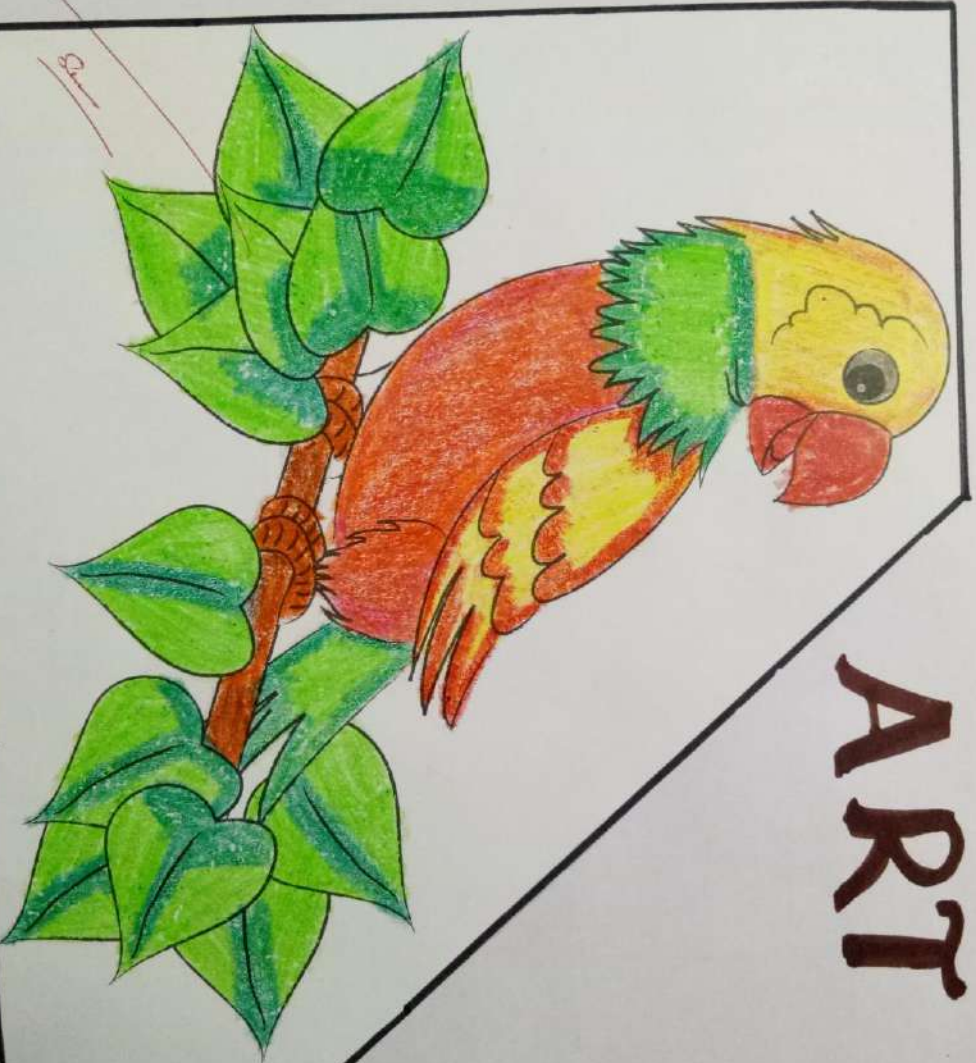
ART



STENCIL ART



PASTE



ART

2

COLLAG

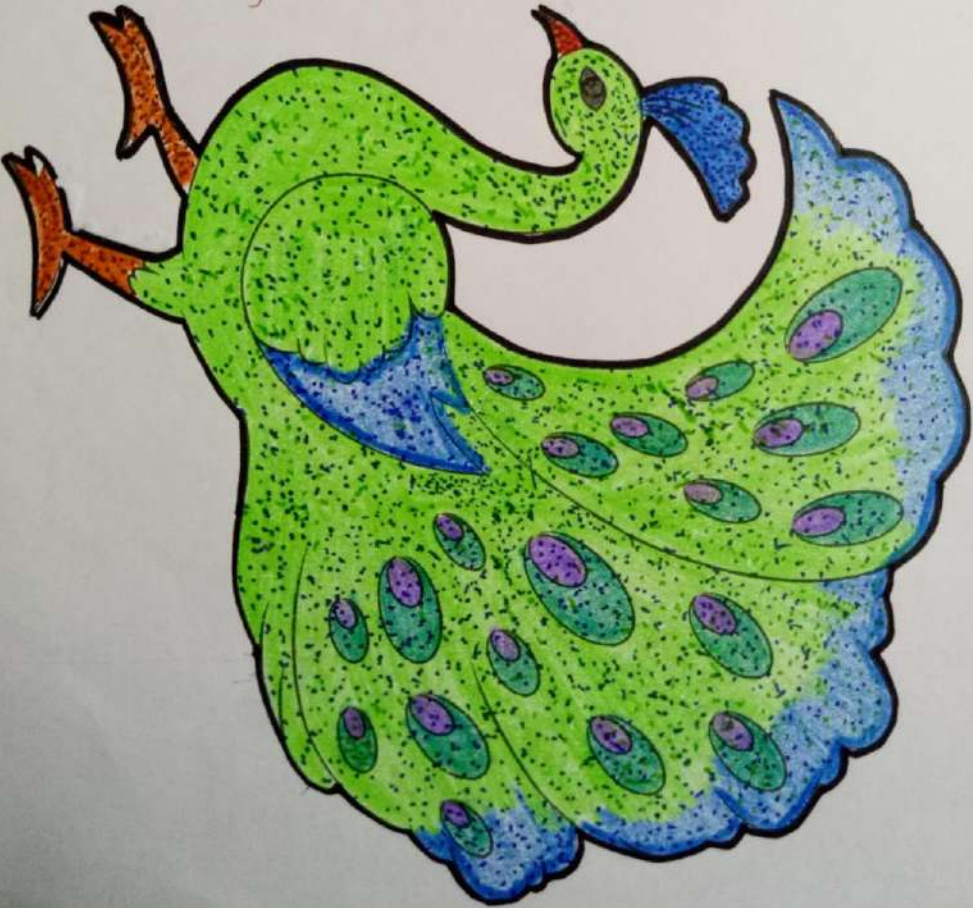


ART

STIPPLING

ART

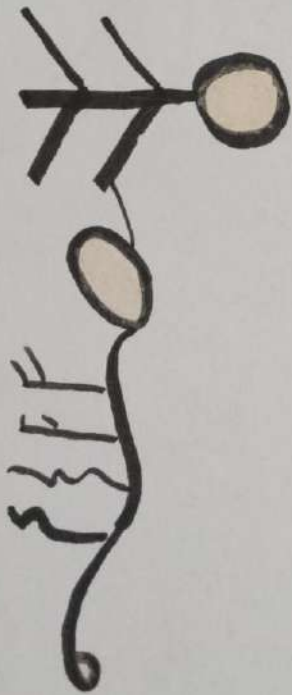
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PRIMARY AND SECONDARY COLOURS



GRAPES



STICK ART



FLOWER