

# **GYAN BHARTI COLLEGE OF EDUCATION**

**INDERGARH (KARNAL)**

**EPC-2**

## **DRAMA AND ART IN EDUCATION**

**SUBMITTED BY :**

**CLASS :B.ED.**

**ROLL NO :**

**SESSION :**

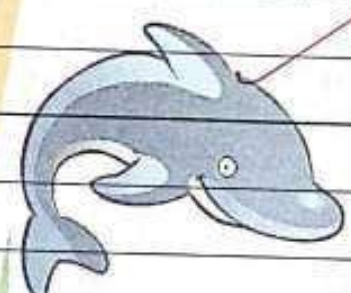
# INDEX

1

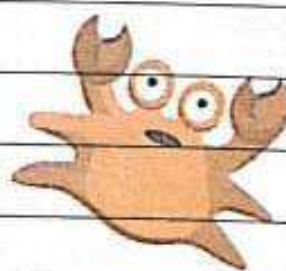
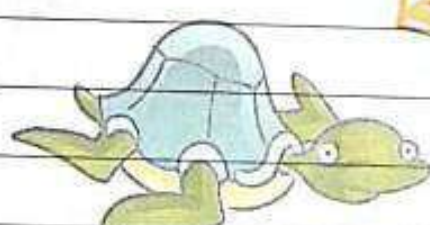
S.No	TOPIC	Page No	Remarks
01.	Meaning & Concept of Art		
02.	Understanding Aesthetics		
03.	Drama & Art As Pedagogy of learning & Development		
04.	Range of Art Activities in Drama		
05.	Experiencing, Responding & Appreciating Drama		
06.	Basic Skills For Drama		
07.	Drama Facilitate Interests Among Students		
08.	Enhancing learning Through Drama For children		
09.	Range of Art In Media & Electronic		
10.	Experiencing, Responding & Appreciating Media & Electronic Art		
11.	Basic Skills For Media And Electronic Art		
12.	Media And Electronic		



<p>Art Facilitates Interest Among Students</p>		
<p>13. Enhancing learning Through Media and Electronic Arts For children</p>		



Jam



# ART

## CONCEPT AND MEANING OF ART :-

The word "Art" is derived from the Greek word which means "to create" or "to make" or "to fit".

Art has two meanings :-

The expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.

The various branches of creative activity such as painting, music & literature, and dance.

Subjects of study primarily concerned with human creativity and social life such as languages, literature and history.

4

02

A skill at doing a specified thing, typically one acquired through practice.

Art, in its broadest sense, is a form of communication. It means whatever the artist intends it to mean and this meaning is shaped by the materials, techniques and forms it makes use of, as well as ideas and feelings.

"Art is an act of expressing, feeling, thoughts and observation. Art as a process of skillful building or making

## DEFINITION OF ART

- 1) "The use of mental and physical craftsmanship in some artificial art in Art" - By B Halanath Jineal
- 2) "The mission of art is to represent nature, not to imitate." - By WH Muir

# ART IN EDUCATION

Art in education is an expanding field of educational research and practice informed by investigation into learning through art experiences. In this context the arts can include performing arts Education (Dance, Drama, Music), literature, poetry, story telling, visual arts education in films, craft, design, digital, arts, media and photography.

It is distinguished from art education by being not so much about teaching art but focussed on :-

- How to improve learning through arts
- How to transfer learning in & through the arts to other disciplines.

• Discovering and creating understanding of human behaviour, thinking potential and learning. Special through the close observation of works of art and various forms of involvement in art experiences. This integrated learning is a way

to teach artistic skills in conjunction with academic material. This approach to education values the process and experimental learning as much as creation of art object or performance oriented learning.

## UNDERSTANDING

## AESTHETICS ART - ITS

## EDUCATION RELEVANCE

Aesthetics - also spelled esthetics, in Greek known as Aesthetics - is a branch of philosophy that explores the nature of art, beauty and taste with creation & appreciation of beauty. It is more scientifically defined as the study of sensory or sensori-emotional values, sometimes called judgements of sentiments & taste.

More broadly scholars in the field define aesthetics as critical reflection on art.

# EDUCATION RELEVANCE

Aesthetics is the branch of philosophy dealing with such notion as the beautiful, the ugly, the sublime, the comic. The root of the word aesthetic is the Greek aesthetic which means perception through sense.

The power of a work of art to transfer children and teachers.

The partnership of students & teachers sharing insight.

- The challenge of taking risks to ask open-ended questions.

- The excitement of learning to express ones in new ways.

- The self-esteem gained from experience that teach self-respect and mutual respect.

- The expression of a broad range of human relationship.

The opportunity to combine and emotion



ognition and sensory experience, analysis, intuition towards understanding something as a whole.

# DRAMA & ARTS AS PEDAGOGY OF LEARNING & DEVELOPMENT

The benefits of using creative play as a teaching methodology coincides with the established goals of education. These include :-

- Developing the imagination and creativity
- Fostering critical thinking and problem solving skills.
- Exploring positive way of dealing with conflicts.
- Expressing feelings and interpreting the feelings of others.
- Enhancing communication skills
- Improving literary skills

Participation in drama activities provides

the teacher with another way of accessing to students.

# UNDERSTANDING DRAMA

A drama or a piece of writing that is presented almost exclusively through dialogues like a short story or novel. It has a setting, character, plot and even symbolism. However, the way in which they are presented to the audience is different, because unlike a short story or novel, the play is meant to be performed in front of an audience, not read.

## ARTS (VISUAL & PERFORMING)

### & THEIR IMPORTANCE IN TEACHING

### LEARNING OF DIFFERENT

# SUBJECT AT DIFFERENT SCHOOLS

## VISUAL AND PERFORMING ARTS :-

Visual and performing arts are the part of the liberal arts including areas like theatre, music studio, art and graphic design. This field is for those who wish to make a career out of their creativity. Visual and performing arts programs explore the scholarly and practical study of wide variety of artistic techniques and styles. Within the visual and performing arts is a range of educational opportunities and potential career study. According to the college board, even those wishing to pursue a general degree in the visual and the performing arts are usually trained for a career in a specific art form, be it theatre, studio art, dance

and music within that discipline, however they may require training in a range of skills such as sculpting and painting for studio art programs.

Art integration is related to art education in schools. Arts education, which existing in different forms during the 19th century, gained popularity as a part of John Dewey's progressive education theory. The first publication that describes a seamless interplay between the arts and other subjects taught in American schools were Leon Winslow's.

Art education has been a contested area. Many art educators have defined the arts in the school curriculum by emphasizing their role in students' moral and individual development. The art has a complex relationship with society but art lovers need to make a case for art education to don't let to harness it to contemporary, moral, civic, social or economic priorities. A visual arts curriculum might seek therefore to develop

# RANGE OF ART ACTIVITIES IN DRAMA

There are strong elements of make believe in all children's play. This make believe helps in the child to test out his/her hypothesis about what the word is like and how it might feel to have certain experience. It is fuelled by inquisitiveness and desire to think about possibilities and concepts through the medium of action. The field of drama can explore as wide as life itself. Examining these topics through drama will involve children in such activities as :-

- The spontaneous making of drama scenes.
- Entering with life issue, knowledge and themes through drama.

Media art after involves interaction between artist and observer, between artwork and observers with respond to them. Let

as theorists and curators - have noticed such form of interaction, social exchange participation and transformation, play music in art area and encourage children to listen and paint according to the way the music makes them feel.

## EXPERIENCE, RESPONDING

## APPRECIATIVE DRAMA

### EXPERIENCE :-

Experiencing drama aim to a commodity the full range of drama experience. Most drama performances consist of subject material that can be adapted in a variety of ways, but drama experience is more than just the subject material. May be that is not even the primary element. It is also a social experience.

## RESPONDING :-

As a creator, focussing on the outcomes, we are committed to is paramount. At the same time, we respond to the other as a creator in their own right, capable and useful in accomplishing their outcomes while being supportive, we might say, "I know your respect is important. However, I have commitments that I need to focus are right now that are important for me to accomplish. I am willing to take 5-10 minutes to help you brainstorm how to get your needs met?"

## APPRECIATING :-

Eventually students can learn to appreciate drama narratives outside the classroom by looking at what they understood about the story and what they learnt from it.

While experiencing drama and theatre, the artistic experience is ideal with

afterwards exactly because appreciating out is not something that simple happens, it is also something that you learn.

# ATTAINMENT OUTCOMES

## EVALUATING & APPRECIATE

In Drama, observing, listening, reflecting are essential elements in developing an appreciation of the values of both personal contribution and those of others.

- Increased of appreciation of professional and amateur performances and a greater awareness of the role of mass media can be gained through this process.

- Pupils can be encouraged to use what they have learned in describing what they have heard and in responding to their experience.



# BASIC SKILLS REQUIRED FOR DRAMA

## 1) MOVEMENT :-

Soft, gentle, heavy, light, quick, slow, slouched, upright, limping, energetic

## 2) GESTURE :-

Signals with your hands/arms to show feelings you may have something your character always does. Example - curling their hands to show tension.

## 3) FACIAL EXPRESSIONS :-

wide eyed, narrow eyed, raised eyebrows, troubled (permanent down turned mouth).

#### 4.) EYE CONTACT :-

Staring, glazing, fleeting, you may decide that your character always avoided by contact with or to show they are uncomfortable.

#### 5.) VOICE :-

Pitch (high and squeaky, low and soft etc.), volume (loud / soft etc.) you should decide that your character always shouts or whispers, tone (anguishing / pleasant / nervous).  
Speech impliments like sulfers or lips can be useful if you are trying to achieve a highly nervous or cosmic character.

## DRAMA FACILITATING INTERESTS IN STUDENTS

Drama increases enthalpy in students

Empathy or the ability to understand another <sup>person</sup> feeling or circumstances is a critical skill for an action. It is how we are able to portray people who are very different from ourselves. We must imagine what it would be like to understand the circumstances of the play in order to honestly represent these emotions and conditions on stage in a believable way.

## PLANNING & IMPLEMENTATION

### ACTIVITY STUDENT IMAGINATION

One of the best way to do this is to have students imagine themselves as someone from your curriculum, such as an historic and contemporary figure. But it require more than simply naming yourself as this person, "I am Benjamin Franklin and I discovered electricity" does not give either students or the audience much

insight into the character that was Ben Franklin. Research areas would include such things as educational level, occupation, personal, history and relationship.

The research questions that guided this study were:

To what extent could the use of drama in education lead to active participation and an enhancement in English oral communication skills in lecture contexts?

To what extent are pre-service teachers prepared to use such creative approaches in their classes as potential teachers?

## METHODOLOGY

This article provides an in-depth evaluation of the implementation of a program in drama-in-education amongst a group of pre-service teachers and their views on its value to their own teaching as potential teachers. The evaluation of the students' growth and experiences was based

on their participation in various drama-in-education activities, feedback sessions, their written and oral reflections and dramatic presentations.

While I observed the students during one of their group work sessions, I focused on their level of internal and participation in range of group work activities, interaction with other members within their ability to use English in range of drama-in-education activities.

# ENHANCING LEARNING THROUGH DRAMA FOR CHILDREN WITH WITHOUT SPECIAL NEEDS

## SOCIAL / ADAPTATIONS :-

Dramatic play can be defined as a type

of play where children accept and assign roles and then act them out. It is a time when they break through the walls of reality presented to be someone or something different from themselves and dramatize situation and action to go along with the roles they have chosen to play.

And while this type of play may be received as fictitious play some. It remain as integral part of the development, learning occurs by allowing children to develop skills in such area as abstract thinking, literacy, math and social studies.

## SOCIAL / EMOTIONAL :-

When children come togethering a dramatic play experience they have to agree on a topic (basically what "show" they will perform). Negative notes and co-operate to bring it all together and by recreating some of the life experience they actually face.



1) EMPATHY :-

Children who participate in dramatic play experience are better able to show empathy for other because they have "lived out" being that someone else for a while.

2) CO-OPERATION :-

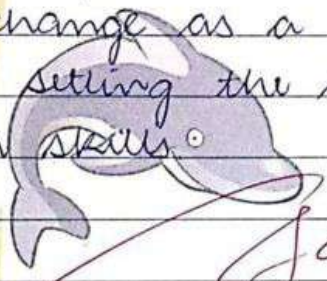
They also develop the skills they need to co-operate with their peers, learn to control their impulse used tend to be less aggressive than who do not engage in this type play.

3) PHYSICAL :-

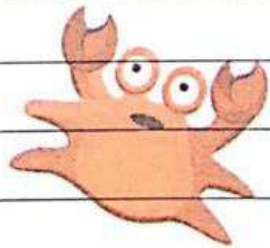
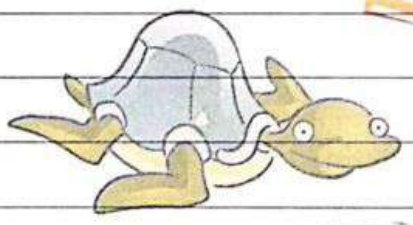
Dramatic play helps children develop both gross and fine motor skill like climbing and parents dress their babies and when children put their materials away they practice eye-hand co-ordination and visual discrimination.

4) COGNITIVE :-

When children are impropred in make believe play they make us in picture they have created in ~~mind~~ recreating past experiences which is a ~~meal~~ counting out change as a cashier dialing a telephone and setting the clock promote the use of math skills.



*Jean*





# RANGE OF ART ACTIVITIES IN MEDIA & ELECTRONIC ARTS

Electronic art is a form of art that makes use of electronic media or more broadly refers to technique or electronic media. It is related to information, art, interactive art, internet art and electronic music. It is considered an outgrowth of conceptual art and system art. The term electronic art is almost, but not entirely synonymous to computer art and digital art.

## 1.) MEDIA ARTWORK :-

Media art refers to art work created with new media technology including digital art, computer graphics art, computer animation, virtual art, 3D painting, video games, etc.

## 2) INTERACTION:-

Media art after involves interaction between artist and observer & between artwork and observer which respond to them. Let us several theorists and creators have noted such form of interaction, social exchange participation and trans-information.

Art is a diverse range of human activities and the product of those activities usually involving imagination or technical skill. In their most general form, these activities include the production of works of art, the creation of art, the history of art study.

This article focuses primarily on the visual arts, which includes the creation of objects, or images in fields including painting, sculpture, printmaking & other visual media.

\* Electronic art is often but not always interactive. Art and electronic media is the freshest title in the art of drama.

pictures as well as words loaded on to a table, the child can correctly decide context and choose the right words to improve communication.

### RESPONDING :-

- Use of audio tapes, electronic texts which available
- Learning through demonstration or other artistic presentation.

Extended time given to the students with impairment for activities & assessment.

Use of computer software which provides text to speech / speech to text capabilities when available.

### APPRECIATING :-

Effective instruction builds between students / knowledge and learning objectives of the course. Media engages students aids, students retention of knowledge, motivates interest in the

Subjects matter to illustrate the relevance of many topics.

## BASIC SKILLS IN MEDIA \$

## ELECTRONIC ARTS

### ART MAKING SKILL:

Foundations proficiency with art making technical skills student should demonstrate proficiency in a no. of studio & electronic media on an advanced level of proficiency in atleast one medium or form of art expression. In practice, student should demonstrate a general knowledge of studio, art media, craftsmanship and studio art making skill specifically the elements and principles of design as they related to these media.



## 2) PROFESSIONAL SKILL:-

The ability to function independently as professional artists students should have work at a professional level and have the professional skill necessary to function independently for an artist. In practice this would mean the ability to mount an exhibition or presentation of professional quality work, prepare digital fields for print or other media, the demonstration of basic skills in self promotion & knowledge of the professional art work.

## 3) PERSONAL SELF-EXPRESSION:-

The ability to attribute aesthetic ideas in a variety of artistic, written & verbal methods. Students should clearly express their artistic ideas and aspirations through verbal and visual art. In practice, student should be able to speak and write effectively about ideas in critiques, classes and in discussions about art.

## 4) CRITICAL CONTEXT :-

A breadth of intellectual knowledge that will allow the formulation of an aesthetic and cultural context for artwork.

Students should have an intellectual sophisticated awareness of art and its societal context that is informed by many areas of knowledge.

The practice student should be able to think broadly and intelligently about art & art making and to release art knowledge to other area of knowledge and society at large.

## MEDIA \$ ELECTRONIC ARTS

FACILITATING INTERESTS AMONG  
STUDENTS PLANNING AND  
IMPRINATION ACTIVITIES

Media art is essential to fulfill the education potential of all students have to communicate effectively.

The media art teach students how to communicate effectively and creatively using the new technology of visual and auditory communication creative and imagination, exploration are central to the communication process in media art.

This is not only important when using technologies based media arts for artistic expression. It is equally essential if students are excel when it comes to more utilization to communication.

- The media art give students the critical skills to ensure that they control the image they sell or hear rather than let those image control.

The media art emphasis a process inquire based approach to learning

- The media art cross disciplines and offer students an opportunity to apply for knowledge in more than one

discipline.

Electronic art is often but not always interactive artists make use of technologies like the internet computer networks robotics, wearable technology used to let the workers of electronic art become absolute electronic art so is serious issues around the challenges to preserve network beyond the time of its contemporary production currently research projects are underway to improve the presentation and documents of the goal electronic and heritage.

# ENHANCING LEARNING THROUGH MEDIA AND ELECTRONIC ART

FOR CHILDREN WITH AND



## WITHOUT SPECIAL NEEDS

### STRATEGIES AND ADAPTATIONS :-

Media can be a component of active learning strategies such as group discussion or case studies. Media could be a film clip. A song you hear on the radio, broadcast of a lecture can create their own media. For example - student video projects can be a powerful learning experience. Why teach with media to enhance teaching and learning :-

The use of media to enhance learning and teaching complements traditional approaches learning to learning. Effective instructions build bridge between students knowledge and the learning objectives of the course. Using media engage students aids, students retention of knowledge, motivates interest in the subject matter and illustrate the relevance of many concepts.

# EXAMPLES OF USING MEDIA TO ENHANCE TEACHING

1.) BLOGS FOR CREATIVE THINKING :-  
Blogs are a great way for development of creative thinking and writing in students. It provides freedom to students to pass whatever they want and comment upon or show each other.

## CARTOON & COMIC STRIPE FOOLS :-

Students love cartoon & comics, we can tell this right from the shine in their eyes. Whenever teacher introduce such materials into lesson plan, students automatically engage more than ever.

## 3.) MIND-MAPPING, BRAINSTORMING TOOLS

Brain forming is an topic that is to be introduced to students has now become a great collaboration way in today's teaching practice which encourage students to think and of the law and creative.

#### 4) IN INFOGRAPHICS :-

In infographics are tossed by all since they represent data in a colourful and catchy way using free tools for infographics. Students create disuome graphics which make the interpretation of information easier and quicker.

#### 5) VIDEO AND AUDIO TOOLS :-

There are many easy ways to use video and tutorial creative tools that students and teachers can use in their teaching and learning students can create their own video and audio tools we can read

lecture to help in learning and teaching effectively.

*Sagn*

