

11.Art

I. INTRODUCTION:

Art education begins with creative aesthetic activities. As the child grows in capacity and understanding, he should be taught in the course of his education to add aesthetic taste and refinement to power and precision. He must be made to appreciate and taught to love the beautiful, lofty, healthy and noble things, whether the nature or in human creation. A methodical and enlightened culture of the senses can, little by little, remove from the child whatever has been vulgar, common place and crude, in him; for one who has developed truly refined taste, because of this very refinement, will feel incapable of acting in a crude, brutal or vulgar manner. This refinement will also give his character nobility and generosity which will spontaneously find expression in his behavior. The teaching of the different arts—dance, music, painting etc. should be based on the same fundamental principle of giving to the student an opportunity for perfecting his own capacities and for helping and encouraging him in the process. Art Education is neglected area in the school curriculum, whatever little art education is imparted, the emphasis is on the learning of skills, and where as the goal of art education should be to develop the aesthetic attitude which permeates all activities and not only the learning of the skills of the Arts. The attitude to the arts in the educational system is full of prejudices the arts are supposed to be intended for the dropouts or the slow learners only. Such attitude needs to be changed. Anything which becomes a vehicle for self-expression and for creativity should be taught to all students rather than to the handful who may be extra-ordinary in either singing or painting.

II. OBJECTIVES

1. To help the child sharpen his perception and observation of his physical and social environment.
2. To help the child use his own imagination and development of his own concepts and expression through exploration and discoveries of his visual symbols, media and techniques.
3. To develop in the child a sense of organization and design i.e. aesthetic arrangements permeating all life.
4. To help the child achieve all round growth as an individual and as a social being in tune with our culture.
5. To give the child deep and lasting enjoyment of art that may persist in his adult life.
6. Consolidation of the knowledge of previous artistic experiences.
7. Development of artistic sensibility at this transitional stage suited to his age group.
8. To make the work or art more functional in daily life.
9. Exploration of various media techniques.
10. Exploration of environment through observation.

ART (DRAWING, PAINTING AND APPLIED ARTS)

Scale and Geometrical Drawing

1. **Scale Drawing** : Almirahs, Stool, Dressing Tables, Drawing Desks, Towel Stand, News Paper Stands, Pot Stands.
2. **Geometrical Drawing** : Polygons, Circles, Solid Geometry (Solid Geometry : There should be solid of squares, Prisms and Pyramids)

PAPER-B

Time : 3Hours

PRACTICAL

1. Composition or Applied Art (Poster Design or Illustrations)
2. Still Life : Making Drawing of the object placed at a distance to finish the drawing with light, shade and shadows (Not more than three objects).

1. One angular shape.
2. Round shape.
3. Fruits and vegetable.

Media

Dark Pencils, water colours, postal colours,tempera.

Compositions

Study of natural and made forms of human figures, animals etc. Out door sketching on daily life subjects like postman, milkman, watchman, folk stories,scenes of accidents, madari,snake charmers etc.

Applied Art:

Poster Design : based on the topics such as school activities, Drama, Annual function fete and fair and current issues etc.

Illustrations ; Based on daily life incidents, stories, poems, accidents, social activities etc.

Media Poster colour, water colours, ink and sketch pens etc.

Note: There will be two questions to do for the students in paper-B, One question on still life is compulsory.

IV. METHODOLOGY OF TEACHING.

The principal of "learning by doing" which forms the basis of the liberal methods of teaching art implies also self discovery through self expression for the child. Art therefore is training in seeing sensing, feeling and finally in doing. The instruction should revolve round the relationship of the child with his environment , both within and without. The teaching approach should be such as to provide to the child the maximum enrichment materials for developing his liking and understanding about them. At the middle school stage the art teacher, however, should avoid any direct instruction and

should induce and motivate the pupil enough to let him mobilize his own resources to find out appropriate means for self-expression, guidance in techniques should be indirect and inductive, although the child should be exposed to evaluate and appreciate works of art in his sphere of interest. More and more media should be introduced for his exploration and use in self expression. The secondary stage is a transitional period between the creative expression of childhood and the vocation-based training of the later period. The adolescent should be induced to acquire them as far as possible through exploration and discovery.

Teacher should encourage children's own initiatives, independent enquiry, thoughts and ideas by respecting their humble expressions.

Children should be exposed to variety of situations , materials and media for keener observation and close analysis.

Teacher being a guide and "adult child" is to help the children to plan their activities.

Teacher must see that all children participate in art activities in one way or the other and every child gets recognition of his deeds.

Over-emphasis on one or a few children's work and competition methods would hamper their imagination and sincere involvement because in order to get other's approval or appreciation the child would adopt show off tendency instead of exploring imagining and participating in the creative process.

PRESCRIBED BOOK

कला संकलन

हि, प्र, स्कूल शिक्षा बोर्ड द्वारा प्रकाशित