

A spiral-bound notebook with a textured, light brown cover. The spiral binding is on the left side. The text "ART INTEGRATED LEARNING" is printed in a bold, black, serif font in the center of the cover.

ART INTEGRATED LEARNING

OBJECTIVES

- *Teachers will*
- *Understand and appreciate Various art forms*
- *Know the purpose and strategies for integration of art in skill development*
- *Conduct appropriate pedagogical processes to achieve the learning outcomes*
- *Make every learning a joyful event*
- *Integrate assessment with pedagogical processes to ensure progress of all students*

The objectives of AIL are to help children

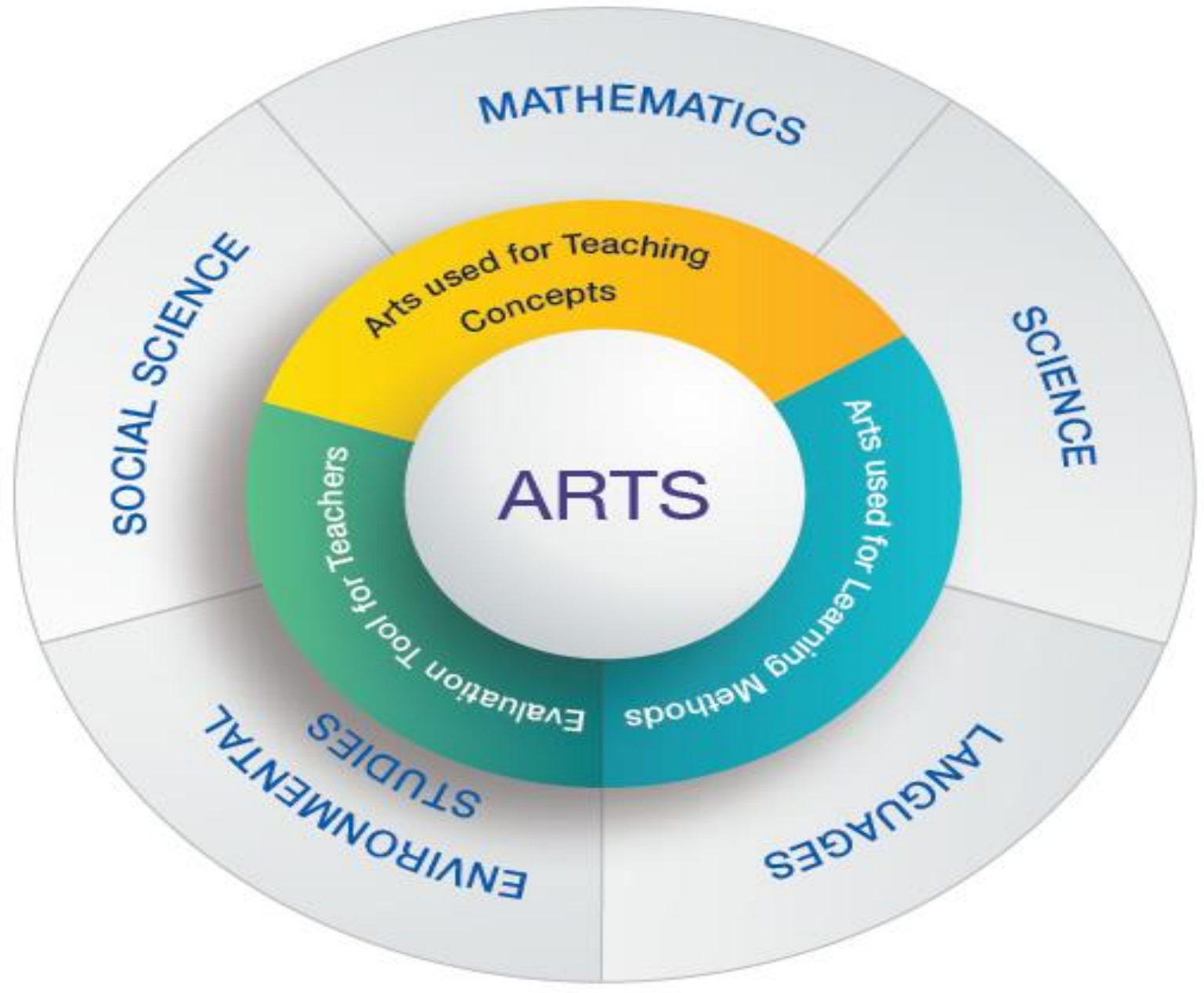
- experience joy and eagerness to learn
- learn to live in an inclusive environment
- enhance observation, curiosity, exploration and creative and free expression
- explore and understand body movement and coordination
- develop expressive communication and critical thinking skills and foster an inquisitive attitude towards learning and knowledge
- understand and regulate their emotions
- create awareness of rich heritage and cultural diversity
- Enables to see multidisciplinary links
- Develops life skills

APPROACH IN ACCORDANCE WITH NEP 2020

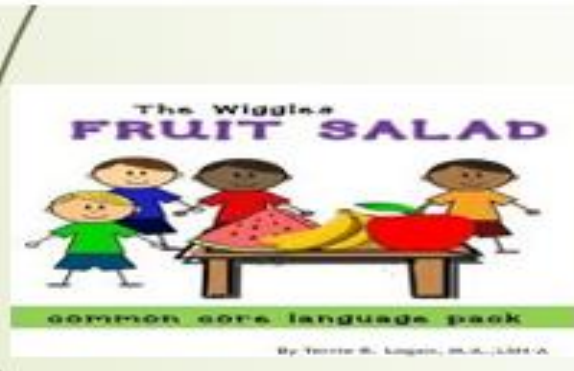
- **The teachers should integrate Arts as a pedagogical tool for classroom transaction.**
- **The focus must be on mutually reinforcing Art as a subject and Art as a Tool for learning with efforts towards seamless integration.**
- **Collaborative teaching (combination of subject teachers and Art teachers) should be practiced to strengthen the integration.**
- **Arts-Integrated Learning will support teacher's assessment of application-skills of the students in their subjects.**

THE ROADMAP.....

- ❖ Every school shall compulsorily reserve a minimum of two periods per week per class for Art Education.
- ❖ Arts must be integrated with the teaching and learning of all academic subjects for Grades I to XII.
- ❖ Through the Arts curriculum students will be introduced to the rich and varied artistic traditions of the country
- ❖ AIL should cover music, dance, visual arts, Theatre which should include written, graphic, digital and cinematic forms ; should also include the culinary art form ,as there is no better way to learn about the value of tasty and nutritious food , about crops and spices of India then through the medium of learning to cook .



FORMS OF ART INTEGRATION IN DEVELOPING LANGUAGES



VISUAL ART

Drawing painting
Collage Printing
(vegetable/block)
Clay modeling

PERFORMING ART

Dance Drama
Music puppetry
poetry

CULINARY ART

Cooking without
fuel

Pedagogical process in selection of relevant art integration



Hence, the following steps are recommended for effective implementation of AIL

- Capacity Building
- Planning of Activities
- Planning Time
- Planning Resources
- Classroom Management
- Community Involvement

The existence of a strong collaboration between teachers of different subjects, including those of art education is important while planning Art Integrated Learning activities. This will help teachers to manage teaching-learning time efficiently and promote interdisciplinary approach which leads to holistic learning.



*Using clay as learning resource | Mandal Parishad Primary School Uppavanka Village
Kalyandurg Mandal, Anantapur, Andhra Pradesh*

While planning activities for this stage, the teacher needs to see that:

- the focus is on the process and not on the product
- needs of inclusive classrooms are taken care
- while making the groups they should follow a heterogeneous approach to ensure no discrimination on the lines of social prejudice and gender stereotypes
- periodic re-grouping of children is done for better exchange of
- ideas and accommodating different learning levels
- children are allowed to use diverse art forms and material to avoid monotony

Contd....

- ICT as an exploratory tool is encouraged
- children are provided with opportunities to interact with local/regional artisans to enhance their sensitivity and awareness towards indigenous cultural heritage
- field visits to places like museums, galleries, historical monuments, *melas*, *bazaars*, etc. are incorporated the extent to which the art experience can be taken to connect it with the concept/subject content
- art experience is utilized as an assessment tool also

Assessment?

GATHERING
INFORMATION

KNOWLEDGE

SKILLS,
ATTITUDE

ABILITY,
BELIEF

Assessment in Art Integrated Learning

Art Integrated Learning (AIL), is a pedagogical tool, where art is used as a pathway to experiential learning in which the learner passes through various stages of

- observation,
- imagination,
- exploration,
- experimentation,
- creation and
- application of knowledge.

What are the advantages of AIL assessment?



*Local resource- Children doing art with coconut tree leaves
Koyyam ALP School, Koyyam, Karimbam, Kannur, Kerala*

To Follow the AIL Based Assessment in True Spirit, the Facilitators must keep the following Points in Mind

- **Non-judgmental:** The facilitator does not reflect his/her own biases or allows his/her attitude to pervade his/her interactions with the students.
- **Non-comparative:** The facilitator must assess students on their own merit and not compare one with another.
- **Non-competitive:** AIL based assessment should be a joyful activity, where every child gets an equal opportunity to participate and get acknowledged without competing with another.

CONTD...

- It must cater to the individual learning pattern and respect the pace of the student. Assessment in art integrated learning is an on-going cyclical process that begins with the identification of clear learning outcomes and can occur at various points within the teaching and learning process.
- **Non-threatening:** AIL based assessment is a nonthreatening activity where children perform without any fear of failure or being judged.

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- AIL based assessment empowers the teacher/facilitator with a variety of tools and techniques of assessment.
 - AIL based assessment is a unique platform where both individual and group performances can be assessed for the competency -based learning outcomes.

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- The facilitators can assess both verbal and non-verbal expressions of the student. Verbal expressions are mainly ways of oral communication like speeches, presentations and announcements as well as casual conversations between friends; non-verbal expressions are visual cues which include gestures, facial expressions, body movement, touch, and any other way to communicate without speaking.

Cont.....

- AIL based assessment allows the facilitator to assess the socio-emotional and life skills development of the student. These skills are creative-thinking, critical-thinking, empathy, coping with stress, coping with emotions, interpersonal relationships, effective communication skills, decision-making skills, self awareness and problem-solving

Cont.....

- An opportunity to the facilitators to have an inclusive and a fair practice of assessing students keeping in mind the cultural, socio-economical contexts, gender concerns and students with special needs.

Tools and techniques for Art integrated learning-based assessment

- Art integrated learning assessment promotes task based performance and helps in assessing competency-based learning of the student.

Suggested tools and techniques are:

- drawings and paintings done by students
- art activities which may include cutting, pasting, thumb printing, leaf rubbings, movement and rhythm etc.

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- role play, dramatization, puppetry etc.
 - worksheets and workbooks.
 - observation records of field visits and excursions
 - portfolios with samples of finished artwork; even unfinished
 - artwork may be recorded and assessed
 - descriptive and anecdotal reporting of the overall progress of a child's cognitive, socio-emotional, and creative development should be maintained.

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- facilitators can maintain personal notes to organize records of subject-specific learning progressions of students, their inclination towards different forms of arts, strengths and challenges. Special talents (giftedness) can also be identified and nurtured.
 - periodic theme-based displays/exhibits in classrooms and corridors by students.

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- project works done in groups.
 - stories, poetry, letters, posters, and story-illustrations based on a theme.
 - presentations and performances of the children.

This list given is suggestive and the facilitator can create and use their own tools and techniques

Do's in Assessment

- appreciate every child and recognize his/her efforts
- assess the process and not the product
- provide constructive feedback
- give qualitative and encouraging remarks
- give equal opportunity to all students including those with special needs
- respect the pace of the learner and be flexible with the timings to provide opportunity to those who are still in the process of completing their activity.

Level 1	Level II	Level III	Level IV
Trying to achieve the learning outcome with teachers' support in the given time frame	Achieves the learning outcome with teachers' support in the given time frame	Achieves the learning outcomes on her/his own	Achieves the learning outcomes and helps and supports others to achieve the learning outcomes and require more challenging tasks.

There may be 5-15% of children who need support and teachers need to take this fact in cognizance and plan intervention to support these children accordingly. These children may belong to different socio-economic contexts including linguistic background. Also, there may be gifted children in the same class, for whom teachers need to plan more challenging tasks.

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Grade: Upper / Primary

BREAK

FALL

Clock



Images speak : Expression is communication

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Grade: Pre/Primary



Freedom of imagination brings innovation

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Grade: Upper Primary

Concepts To Cover

- Line
- Line Segment
- Ray
- Intersecting
- Parallel
- Perpendicular
- Right Angle
- Obtuse Angle
- Acute Angle
- Triangle
- Square



Set **limits**, but don't **restrict**

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

With simple **wood blocks** you can connect :
Maths (numbers), Physics (Balance, Inertia, strength), Biology (wood)



Simple uncoloured furniture beading :
Non-toxic , affordable, easy to find

Grade: Primary, Secondary

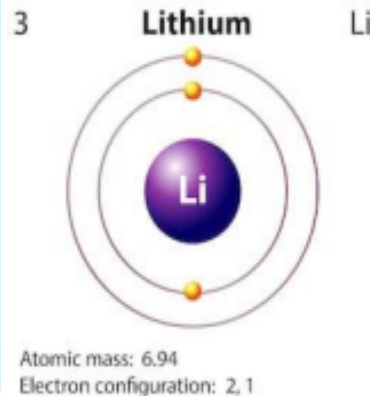
STUDYING PERIODIC TABLE THROUGH HAIKU POETRY

Grade: Secondary, Sr Secondary

- ❖ Haiku is a type of short form poetry originally from Japan. Traditional Japanese haiku consist of three phrases that contain a kireji, or "cutting word"
- ❖ There are only three lines, totaling 17 syllables.
- ❖ The first line is 5 syllables.
- ❖ The second line is 7 syllables.
- ❖ The third line is 5 syllables like the first

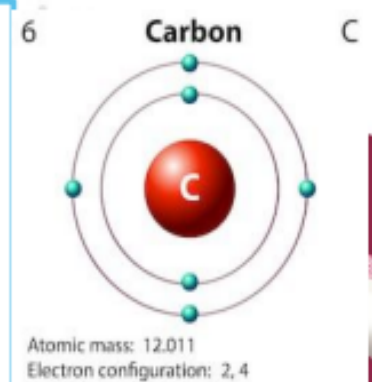
Lithium, Li

- ❖ Lighter than water,
- ❖ empower my phone, my car
- ❖ .Banish depression.



Carbon, C

- ❖ Show-stealing diva,
- ❖ throw yourself at anyone
- ❖ decked out in diamonds.



SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Grade: Upper/Primary



Pentagon = 5



Hexagonal Grid = 6

Nature is Geometry,
Patterns & Numbers

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Grade: Upper Primary
& Sr./Secondary

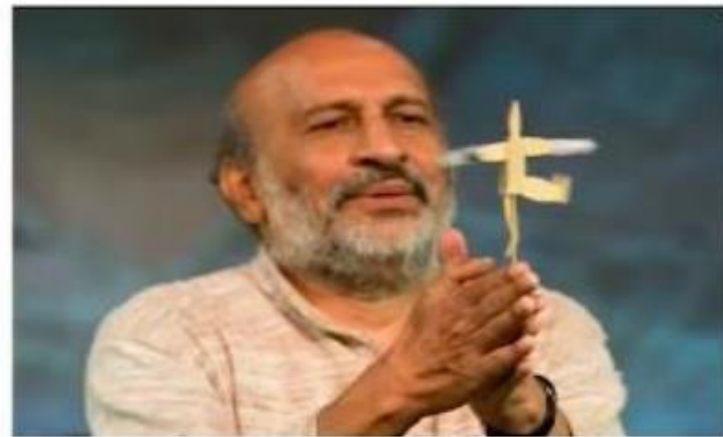
Drama/Theatre involves storytelling, acting, body movements, sound, music, space manipulation, set-prop design, apparel design, sound and light design.

Students can showcase a wide variety of subject understanding.



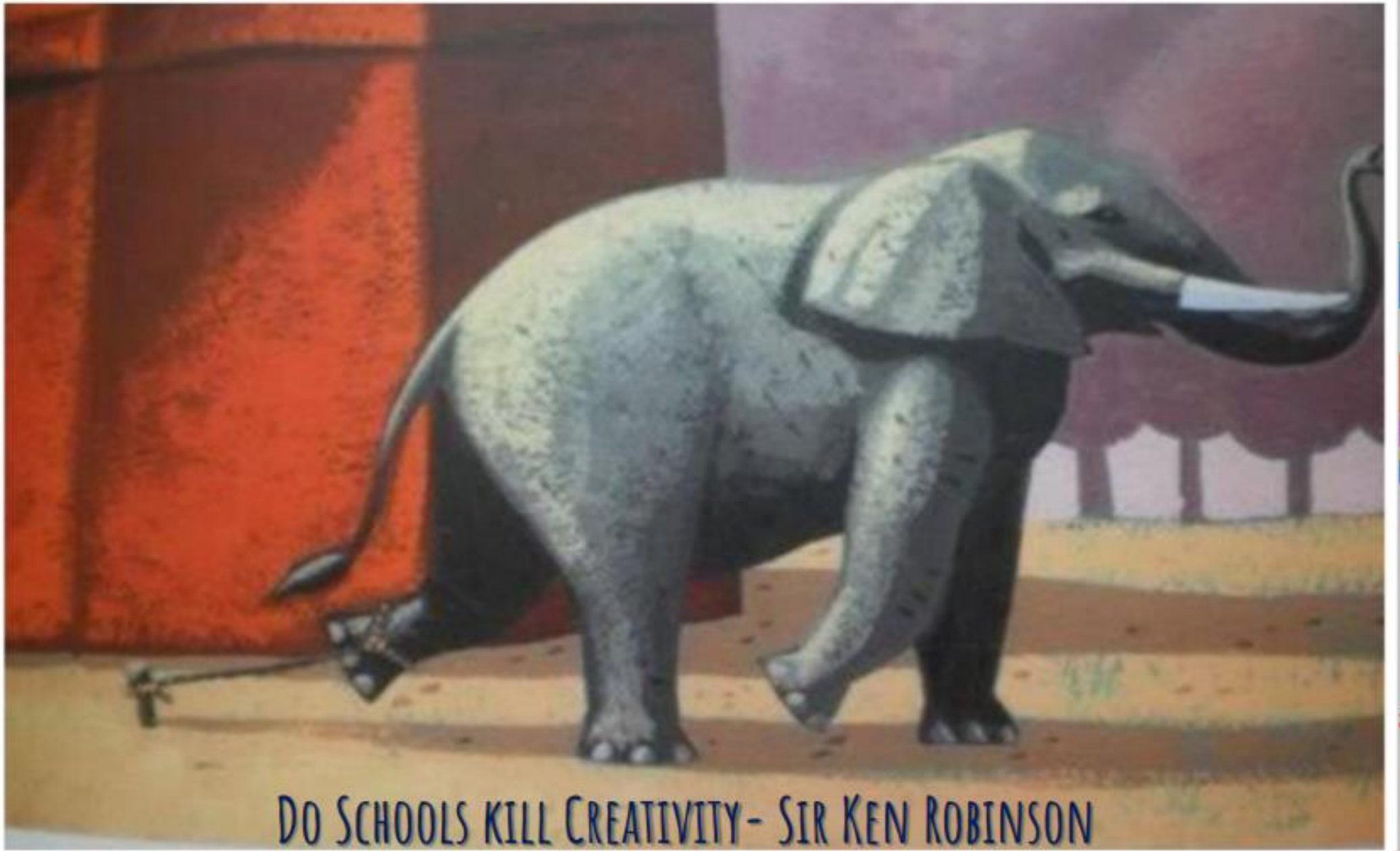
SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Simple toys are great to develop '*making*' skills & understand complex concepts.



Grade:
Pre/Primary
Sr./Secondary

Arvind Gupta toys available on YouTube &
www.arvindguptatoys.com



DO SCHOOLS KILL CREATIVITY - SIR KEN ROBINSON

A spiral-bound notebook with a cream-colored page and a dark brown cover. The spiral binding is on the left side. A thin horizontal line is drawn across the page, approximately one-third of the way down. The text "Thank you" is centered on the page in a brown, serif font with a halftone dot pattern.

Thank you