



L	T	P/S	SW/F W	TOTAL CREDIT UNITS
2	0	-	-	2

Course Title: Drama and Art in Education I

Credit Units: 02

Course Code:

Level: UG

Course Objectives:

After studying this course the Student-teachers will be able to:

- exhibit basic understanding in art appreciation, art expression and art education.
- plan and implement facilitating strategies for students with and without special needs.
- discuss the adaptive strategies of artistic expression.
- discuss how art can enhance learning.

Student Learning Outcome:

- Student-teachers will have understanding about the emerging expression of art by students.
- Student-teachers will be able to describe the range of activities related to dance and music.
- Student-teachers will be able to enhance learning through drama for children with and without special needs: strategies and adaptations.
- Student-teachers will be able to enhance learning through visual art for children with and without special needs: strategies and adaptations.
- Student-teachers will be able to develop and enhance learning through media and electronic art for children with and without special needs: strategies and adaptations.



Course Contents/Syllabus:

	Weightage (%)
MODULE I : INTRODUCTION TO ART EDUCATION	20
Descriptors/Topics 1.1 Art and art education: Meaning, scope and difference 1.2 Artistic expression: Meaning and strategies to facilitate 1.3 Art therapy: Concept and application to students with and without disabilities 1.4 Linking Art Education with Multiple Intelligences 1.5 Understanding emerging expression of art by students.	
MODULE II : PERFORMING ARTS: DANCE AND MUSIC	20
Descriptors/Topics 2.1 Range of art activities related to dance and music 2.2 Experiencing, responding and appreciating dance and music 2.3 Exposure to selective basic skills required for dance and music 2.4 Dance and Music: Facilitating interest among students: planning and implementing activities 2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations	
MODULE III : PERFORMING ARTS: DRAMA	20
Descriptors/Topics 3.1 Range of art activities in drama 3.2 Experiencing, responding and appreciating drama 3.3 Exposure to selective basic skills required for drama 3.4 Drama: Facilitating interest among students: planning and implementing activities 3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations	
MODULE IV : VISUAL ARTS	20
Descriptors/Topics 4.1 Range of art activities in visual arts 4.2 Experiencing, responding and appreciating visual art 4.3 Exposure to selective basic skills in visual art 4.4 Art education: Facilitating interest among students: planning and implementing activities 4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations	



MODULE V : MEDIA AND ELECTRONIC ARTS	20
Descriptors/Topics 5.1 Range of art activities in media and electronic art forms 5.2 Experiencing, responding and appreciating media and electronic arts 5.3 Exposure to selective basic skills in media and electronic arts 5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities 5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations	

Pedagogy for Course Delivery:

- Lecture
- Tutorials
- Presentation and Discussions
- Seminar

Lab/ Practicals details, if applicable:

- 'hot seating' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
20	N.A	80

Theory Assessment (L&T):



Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	
Weightage (%)	10	5	5	80

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)							
Weightage (%)							

Text & References:

Essential Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Suggested Readings

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.



- Nyman, L.& A. M. Jenkins (Eds.), Issues and approaches to art for students with special needs (pp. 142–154). Reston, VA: National Art Education Association.

Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books