

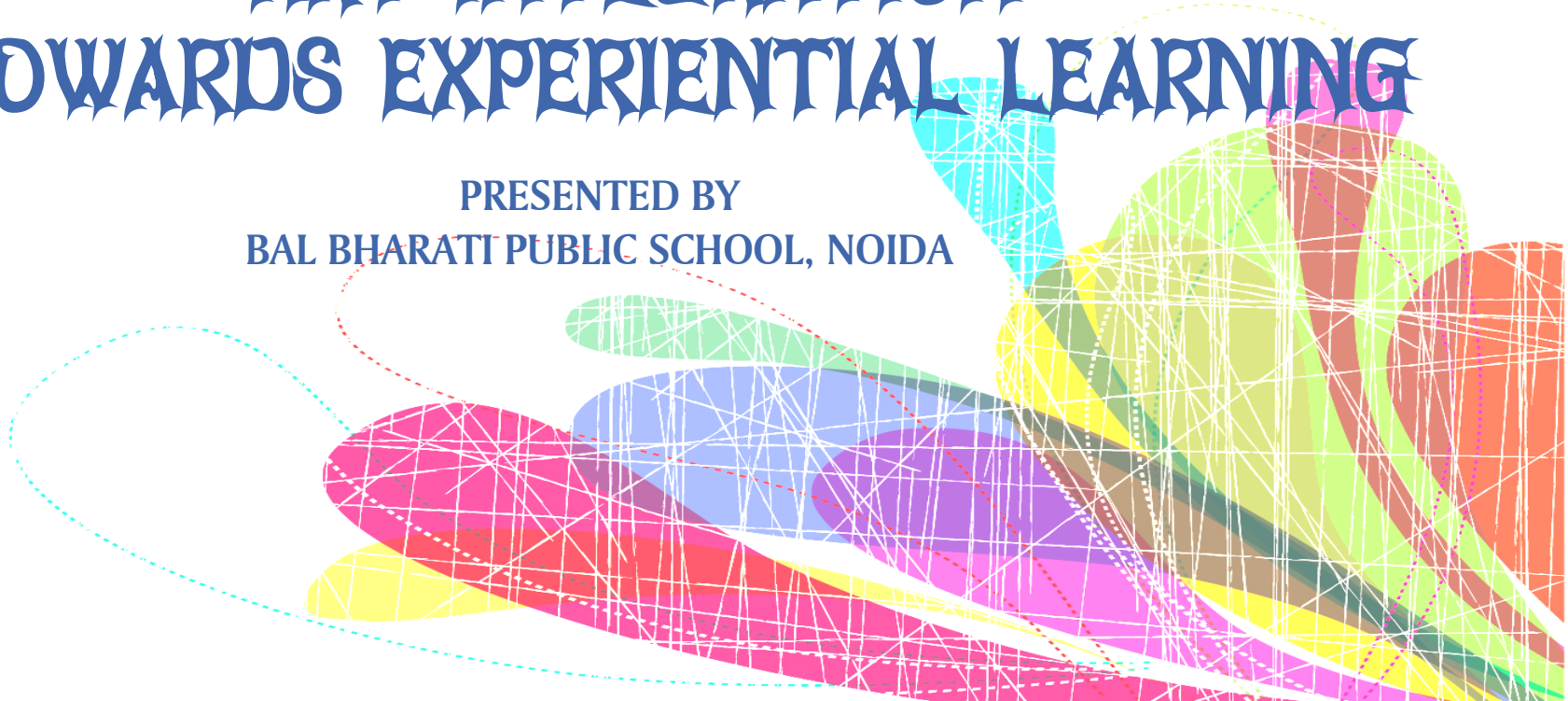


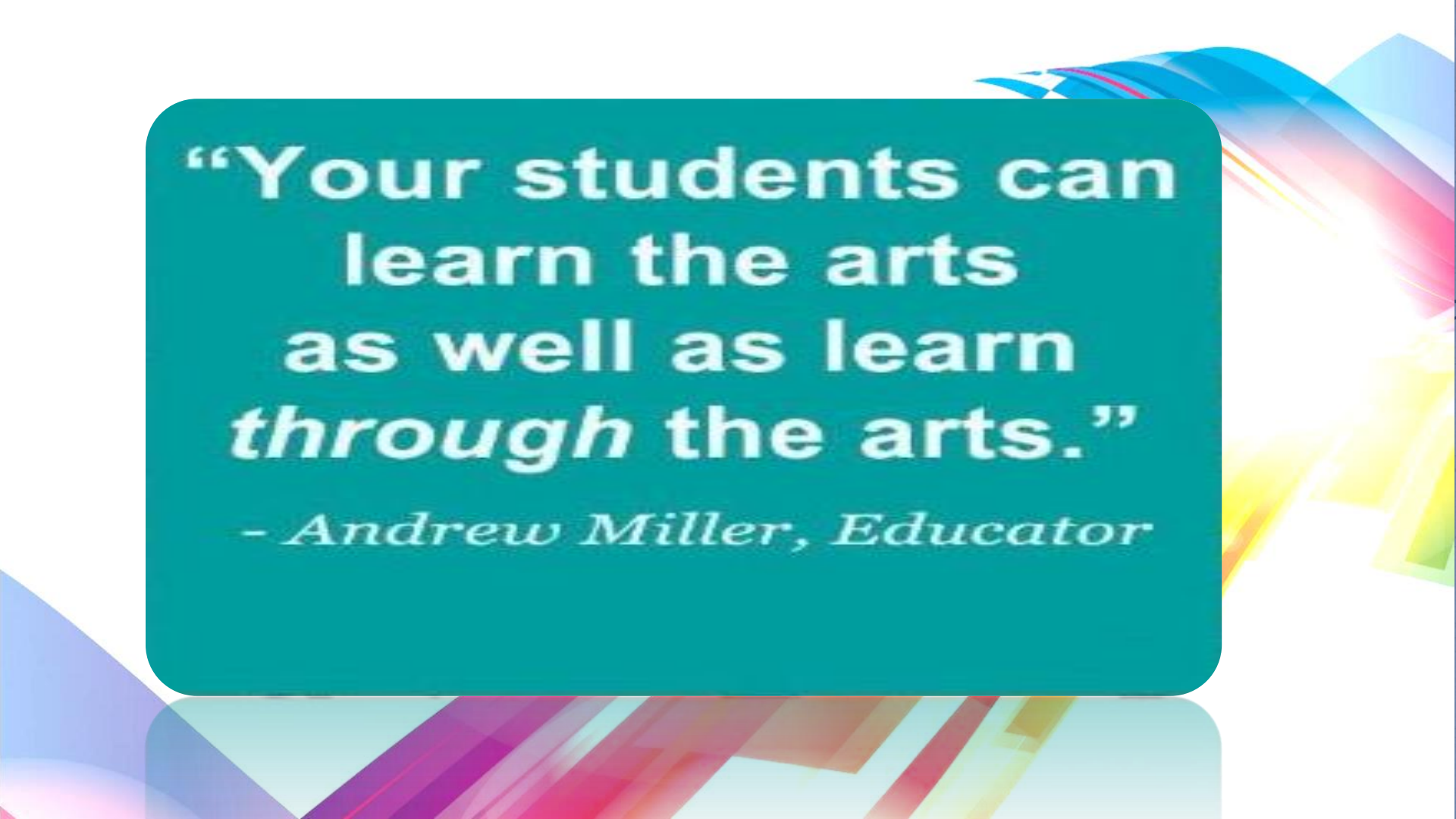
Bal Bharati
PUBLIC SCHOOL

Sector -21, Noida

ART INTEGRATION - TOWARDS EXPERIENTIAL LEARNING


PRESENTED BY
BAL BHARATI PUBLIC SCHOOL, NOIDA





**“Your students can
learn the arts
as well as learn
through the arts.”**

- Andrew Miller, Educator



Art Integrated Learning is an NCERT initiative based on the recommendation of NCF-2005 of which the position paper clearly mentions:-

“Education through the arts, where learning takes place using different art forms as tools in teaching learning process”.

This model is designed to promote experiential learning where every learner is provided opportunities to go through the art experience (in visual and performing arts) to understand and learn different subjects.



THE NATIONAL POLICY OF EDUCATION 2020 STATES :-

“Art Integration is a cross curricular pedagogical approach that utilizes various aspects and forms of ART & CULTURE on the basis of experiencing the learning of concepts across subjects.”

ART INTEGRATED EDUCATION

As part of the thrust on Experiential Learning, **ART INTEGRATED EDUCATION** has to be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian Art and Culture in teaching and learning process at every level.

JOYFUL
CLASSROOMS



LEARNING RESOURCES – CHILDREN DOING ART WITH
COCONUT TREE LEAVES



AIIL BASED ASSEMBLY
FORMATION

Why Integrate ART?

Makes learning joyful

Helps visualisation

A shift from rote methods

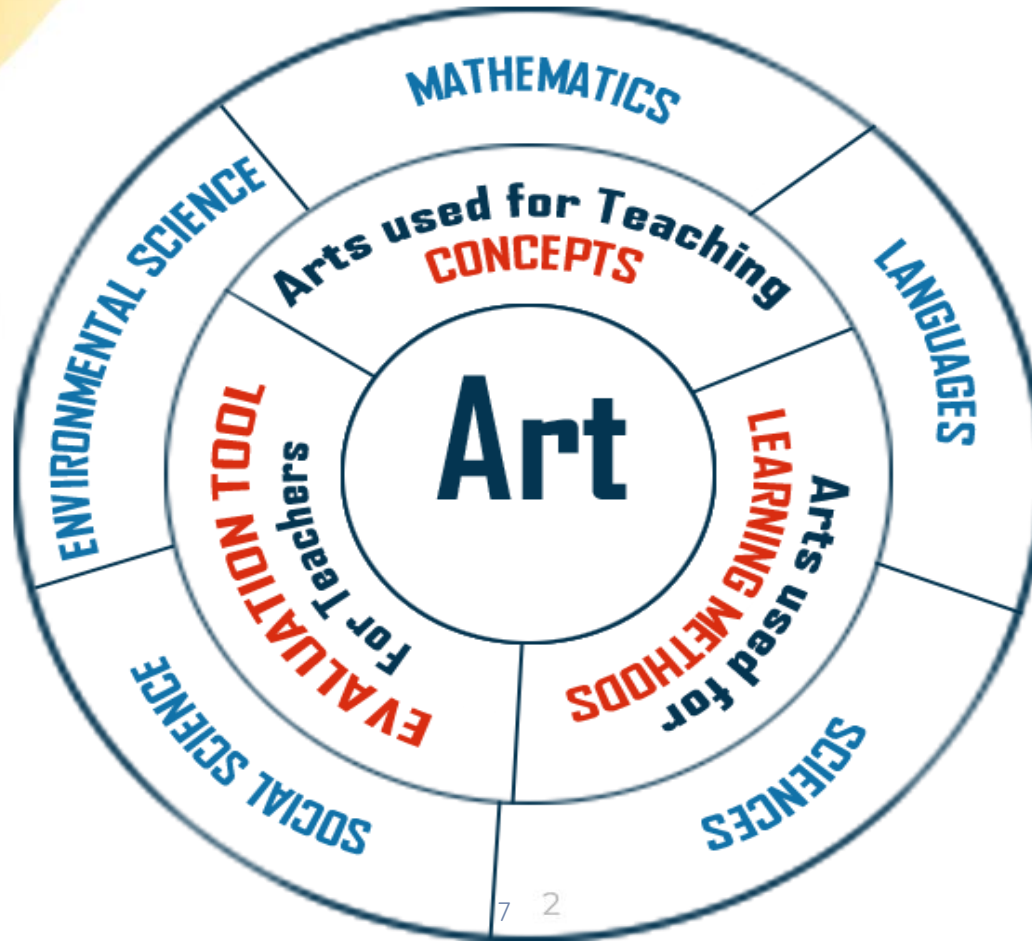
Connects with the world outside

Develops multi-disciplinary links

Develops
art-based enquiry

Inculcates respect for
culture & heritage

ART CULTURA MODEL



WHEN LEARNING BECOMES FUN;
CLASSROOM ACTIVITY



LEARNING SHAPES- OUTDOOR ACTIVITY



TEACHER AS FACILITATORS- A
LIVELY CLASSROOM



ENJOYING VISUAL ART



LEARNING RESOURCES – CHILDREN
DOING ART WITH COCONUT TREE LEAVES



USING CLAY AS LEARNING RESOURCE



ALL BASED ASSEMBLY FORMATION



LEARNING CONCEPTS OF MATHEMATICS

ART AND CULTURE (TRANSFORMING URBAN INDIA)

For an educationist, Art and Culture should always be the way to understand the world.

Art and culture illuminates our inner lives
and enriches our emotional world.

It should be taught that art and culture needs to be valued; It's a national resource.

The teaching faculty (in School's, Collegas, at University level should mandatorily be trained) to give insight on the art and culture infrastructure of the country.



ROLE AND PREPAREDNESS OF OUR ART TEACHERS IN ART INTEGRATED LEARNING

- ❖ The role of an Art Teacher is that of a facilitator.
- ❖ The Art teachers are to be trained and must understand the use of A I L as a pedagogy of learning.
- ❖ The Art teacher(s) of the school should be able to differentiate between “Art as a subject” and “Art as a tool” of teaching and learning different subjects.
- ❖ The Art teachers of the school should participate in planning of AIL activities for different subjects and for the whole school readily and happily be a part of team teaching.

(It is often difficult to fully integrate the ART with Traditional class room due to disconnect between Art Teachers and Teachers of other subjects who are not given time or ability to coordinate or interweave lesson plans that applies Art Education to core 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 .
- ❖ It is recommended that classes VI to VIII (Upper primary)should also be introduced to the Culinary Arts, so as introduce them to the various food groups, spices, cooking styles etc.

FROM STEM TO STEAM

Culinary Arts Integration contributes to a much broaden learning experience.

- ❖ A student in a Class happen to own a mold used for making Arabic Mamool Cookies.
- ❖ The Class had recently read “ Gate-4A” a story where Arabic Mamool Cookies play a prominent role.
- ❖ The class gathered in the Culinary Art Class Room and made the Cookies together.

One Student Said,

We had fun making and eating the cookies together, but this also feel more culturally aware. It helped me to see Middle east in a different light.

BOOK REPORT MEALS.

- ❖ In this report, Students make a significant dish or meal specifically mentioned in the book.
- ❖ Students write a rationale Discussing the food's importance and then present and serve the food to their classmates.
- ❖ They take the photographs of the exhibited food for photo gallery of the School.

TIME PERIOD MEALS.

- ❖ In this History or Language arts activity, Student will explore foods from a particular time period.
- ❖ They then bring various dishes to present and eat with their classmates.

For Example:

In a Shakespear Course, Students can hold a Whole Class Renaissance Meal. They can research English Renaissance food, make dishes and present them to their classmates.

RESTAURANT SMALL BUSINESS REPORTS

- ❖ In this Economics Project, Students can create small restaurant businesses such as Bakeries, Coffee shops or Pizza shops.
- ❖ Student will present Business Plans to their classmates, providing samples of the food their shops will sell.

FOOD IN EVERY COUNTRY

- ❖ In this Social Science Activity, Students research cultural influences of various countries and make a representative dish to present and discuss with their classmates.
- ❖ The website www.foodbycountry.com is an excellent resource for learning about how Country's food is determined by Economic, Geographic and Historical influences.

FOOD PAINTING

- ❖ In this History or Art Activity, Students can study the traditional substances of Paint used by different cultures, which often includes Regional Food items.
- ❖ Students can bring examples of these items to Present or actually paint with
- ❖ This can take the study of cultural and Ethnic foods to a new level.



FOOD PHOTOGRAPHY

- ❖ In this Activity, Students learn the art of food photography.
- ❖ They can make dishes and learn study various ways to Stage, Light and Photograph their dishes.

CULTURAL FOOD IN A THEATRE CLASS

- ❖ In Theatre Arts, Students are often taught to explore the life of a Character.
- ❖ Researching the food of a character's life is an excellent way to truly understand a specific culture, time period or experience.

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Grade: Pre/Primary



Freedom of imagination brings innovation

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Grade: Upper / Primary

BREAK

FALL

Clock



Images speak : Expression is communication

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Grade: Primary

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

Even something as **objective** as numbers
can have many **possibilities**

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Grade: Primary



You can draw, paint, fold or even weave numbers.

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

Grade: Upper/Primary



Pentagon = 5



Hexagonal Grid = 6

Nature is Geometry,
Patterns & Numbers

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

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Grade: Upper Primary
& Sr./Secondary

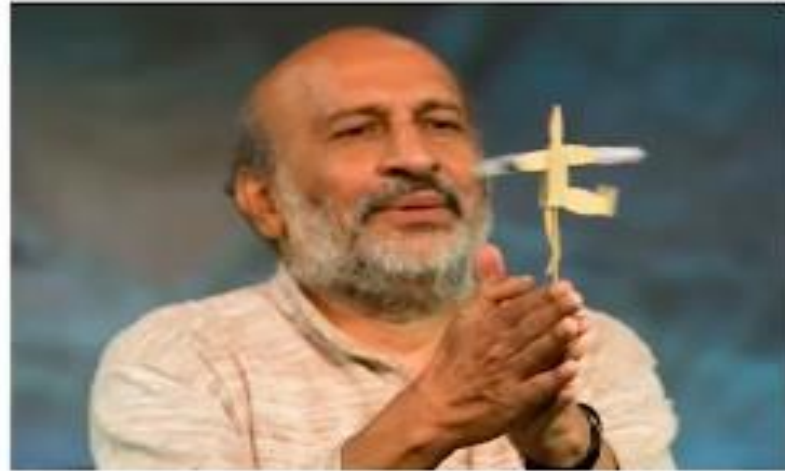
Drama/Theatre involves storytelling, acting, body movements, sound, music, space manipulation, set-prop design, apparel design, sound and light design.

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

TRAINING OF TEACHERS ON ART INTEGRATED LEARNING PEDAGOGY

For effective implementation of ART INTEGRATED LEARNING, which is a pedagogy of experiential and joyful learning, the school principal needs to be aware of its relevance and help in creating a conducive environment for its implementation in true spirit.

For the effective implementation of this pedagogy, the teacher needs adequate training in the following aspects:

- Should have understanding of the concept of AIL as a pedagogy
- Hands-on training in the AIL techniques: This would enable all teachers (including art teachers) to understand how art forms become engaging methods for learners to be joyful, attentive, expressive, inquisitive and keen observers, which leads them to the construction of their own knowledge skills to create inclusive classrooms using art as a means to learn.
- Hands-on training on using different methods and materials of various art forms as a part of the teaching -learning process.
- Planning and conducting AIL activities
- Collaborating with teachers of different disciplines including art education, health and physical education
- Generating cost effective and local-specific resources for using AIL as an assessment tool
- Skills of presentation and exhibition of children's work



DO SCHOOLS KILL CREATIVITY- SIR KEN ROBINSON

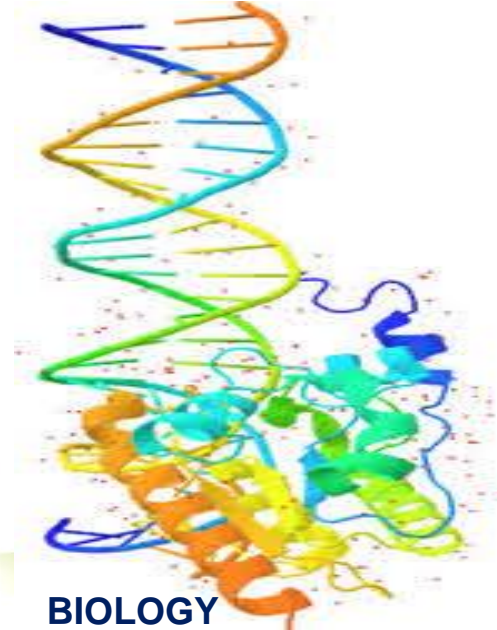
INTEGRATING ART WITH PHYSICS, CHEMISTRY AND BIOLOGY



PHYSICS



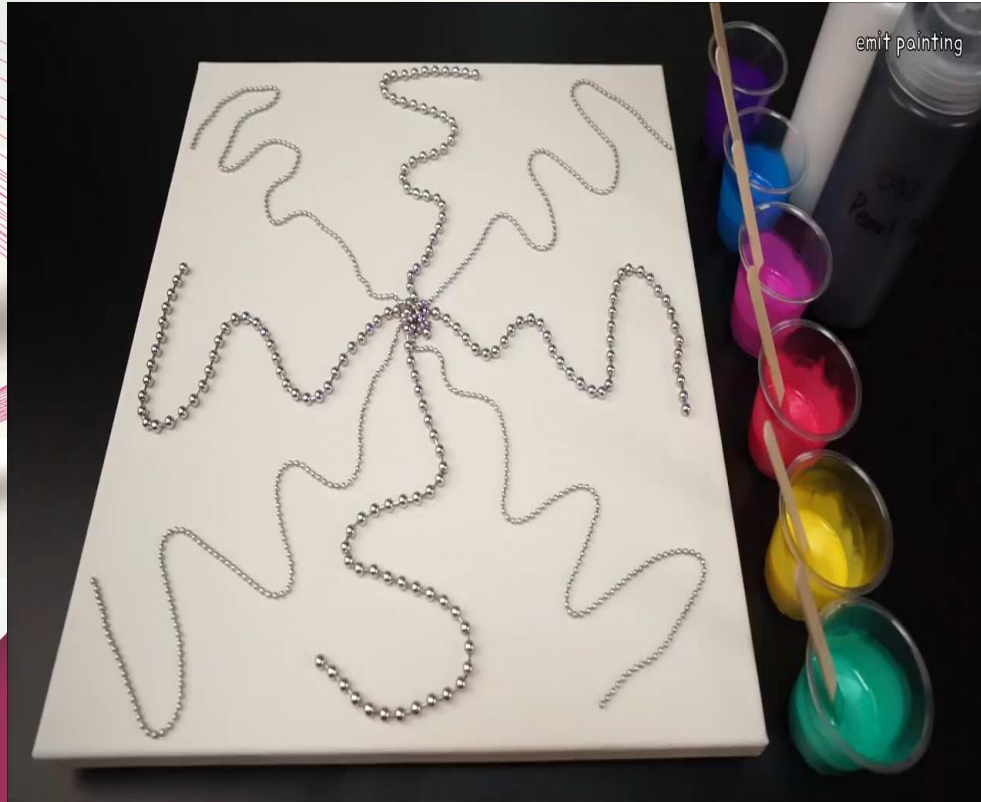
CHEMISTRY



BIOLOGY

SCIENCES PROVIDE AN UNDERSTANDING OF A UNIVERSAL EXPERIENCE, ARTS ARE A UNIVERSAL UNDERSTANDING OF A PERSONAL EXPERIENCE... THEY ARE BOTH A PART OF US AND A MANIFESTATION OF THE SAME THING... THE ARTS AND SCIENCES ARE AVATARS OF HUMAN CREATIVITY

MAGNETIC PAINTING

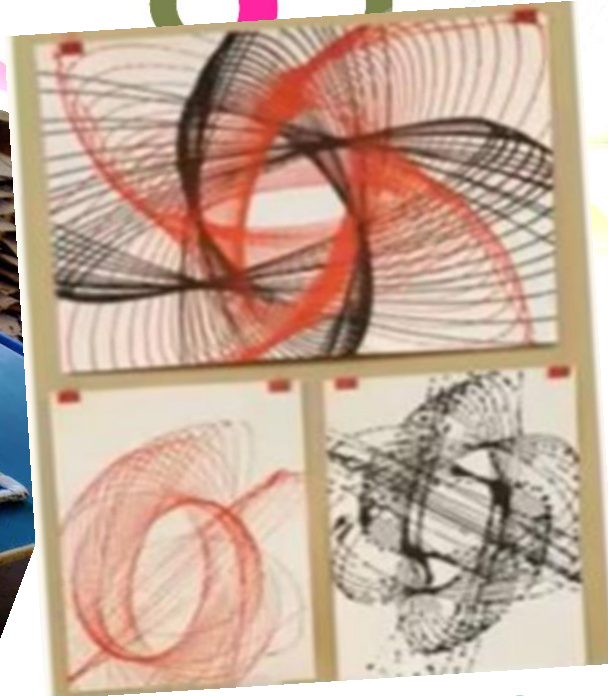


Can Teach:

- ❖ **Substances that are attracted by a magnet are called magnetic substances. Example: Iron, cobalt, nickel, etc. Substances that are not attracted by a magnet are called non-magnetic materials.**
- ❖ **Students were provided different materials and asked to use them to create patterns and at the same time to identify the magnetic and non magnetic materials**

Grade: Secondary

PENDULUM PAINTING



Can Teach:
Simple Harmonic Motion (SHM) which is a motion along a straight line. The body moves back and forth with respect to a mean position. The children will learn about frequency, amplitude, etc.

Grade: Secondary, Sr Secondary

CONSERVATION OF ANGULAR MOMENTUM

Grade: Secondary, Sr Secondary



The Art of Chromatography

Grade: Secondary, Sr Secondary



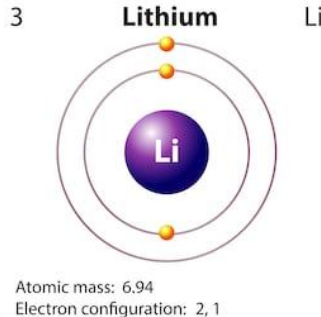
STUDYING PERIODIC TABLE THROUGH HAIKU POETRY

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

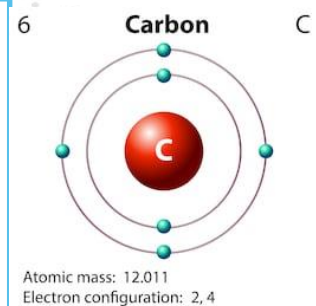
Lithium, Li

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



Carbon, C

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



PERIODIC TABLE SCRABBLE

Grade: Secondary, Sr Secondary

The concept of periodic table can be enhanced through playing scrabble. The symbols of elements can be created into scrabble card and the children can be encouraged to play whenever their schedule permits.

The first 12 elements of the periodic table to be used to created a wall clock.

The first 30 elements of the periodic tables can be used to create a monthly calendar.



CROSSWORD PUZZLE

FIND 4 WORDS RELATED TO
THERMODYNAMICS

W Q R L K R D H F Q
R J E J P A G Y X D
E E O N J M L O E O
P N O J T Y U Y A N
N R T K S R F Y C T
Z K P H C Z O Z X H
X N R Z A G L P K E
M I Z U Q L Y Q Y A
A Q Z C X S P I H T
E O F E N E R G Y F B

FIND 4 WORDS RELATED TO
THERMODYNAMICS

W Q R L K R D H F Q
R J E J P A G Y X D
E E O N J M L O E O
P N O J T Y U Y A N
N R T K S R F Y C T
Z K P H C Z O Z X H
X N R Z A G L P K E
M I Z U Q L Y Q Y A
A Q Z C X S P I H T
E O F E N E R G Y F B

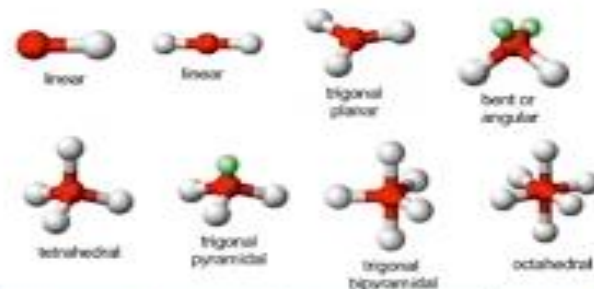
- ❖ The **crossword** puzzle is a kind of word game which can help students to extend their learning.
- ❖ From exam point of view it plays an important role in evaluating for solving multiple choice type questions.
- ❖ Thus it can be useful for students to memorize terminology, definitions, spelling, and pairing key concepts.

Entropy, Heat, Energy, Enthalpy

Grade: Secondary, Sr Secondary

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES

Grade: Sr./Secondary
Geometry and chemistry

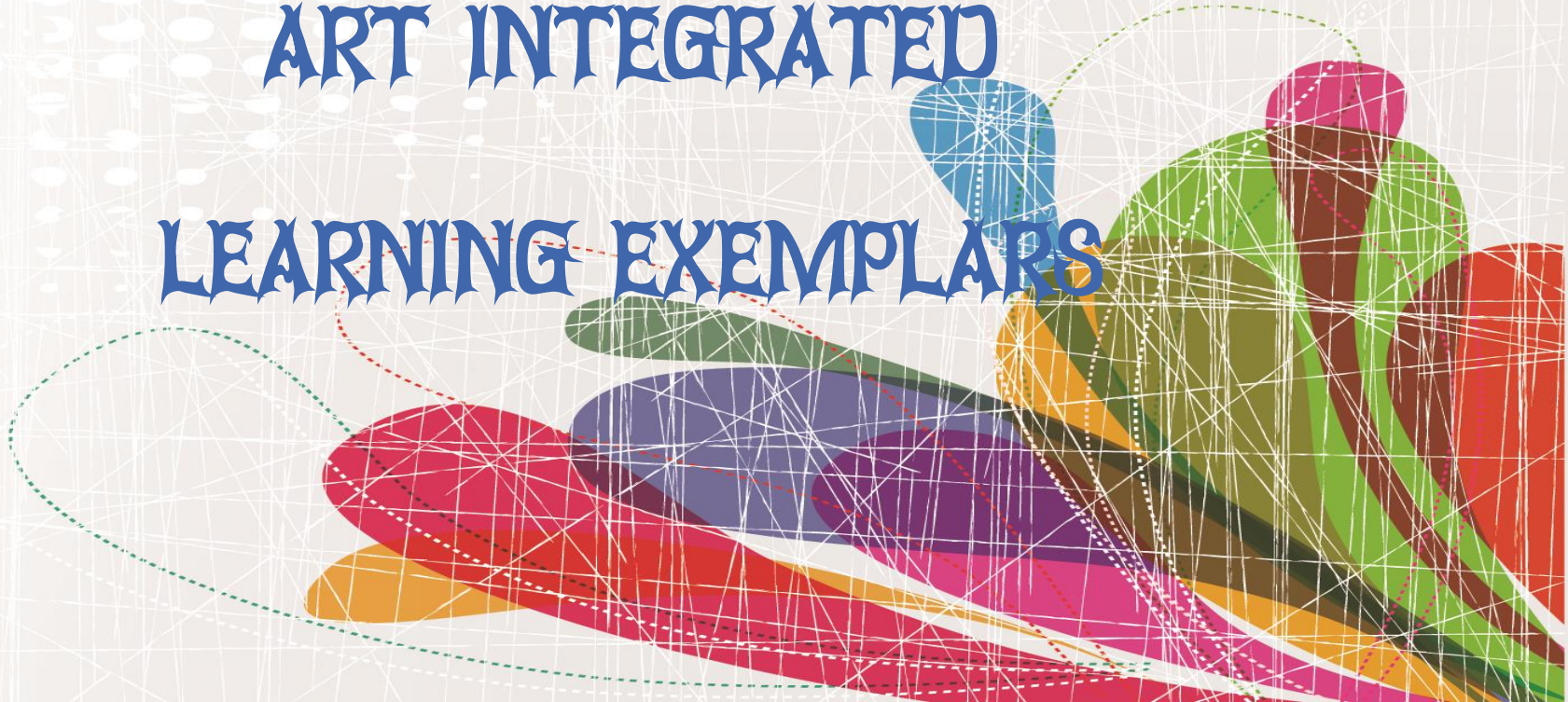


No. of e ⁻ pair	Geometry	Shape of Molecule	Examples
2	Linear		CO_2 , BeF_2
3	Trigonal planar		SO_2 , BF_3
4	Tetrahedral		NH_3 , CH_4
5	Trigonal Bipyramidal		PCl_5 , PF_5
6	Octahedral		SF_6 , SeF_6



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ART INTEGRATED LEARNING EXEMPLARS



USING ART FORMS TO SEND OUT MESSAGES IN SOCIAL INTEREST



[illegible]

SOME SUGGESTED ART INTEGRATED LEARNING ACTIVITIES



Can teach: Writing, Reading, Directions, Topography, Geography, Planning, Measurement, Conversion, Angles, Area, Space management, Systems thinking

INTEGRATED DANCE WITH LEARNING OF SOCIAL STUDIES

DANCING SCIENCE

Can Teach:
Students learnt about the movement of earth around the sun & creation of day and night.

"We entered the stage using powerful energy. We imagined we were each a sun ray giving energy (light and heat) to the Earth."



"We joined together to make a sun in the center of the stage since it is the center of our solar system. We created a solar flare as a transition."



"We entered the stage using powerful energy. We imagined we were each a sun ray giving energy (light and heat) to the Earth."



Grade: Primary

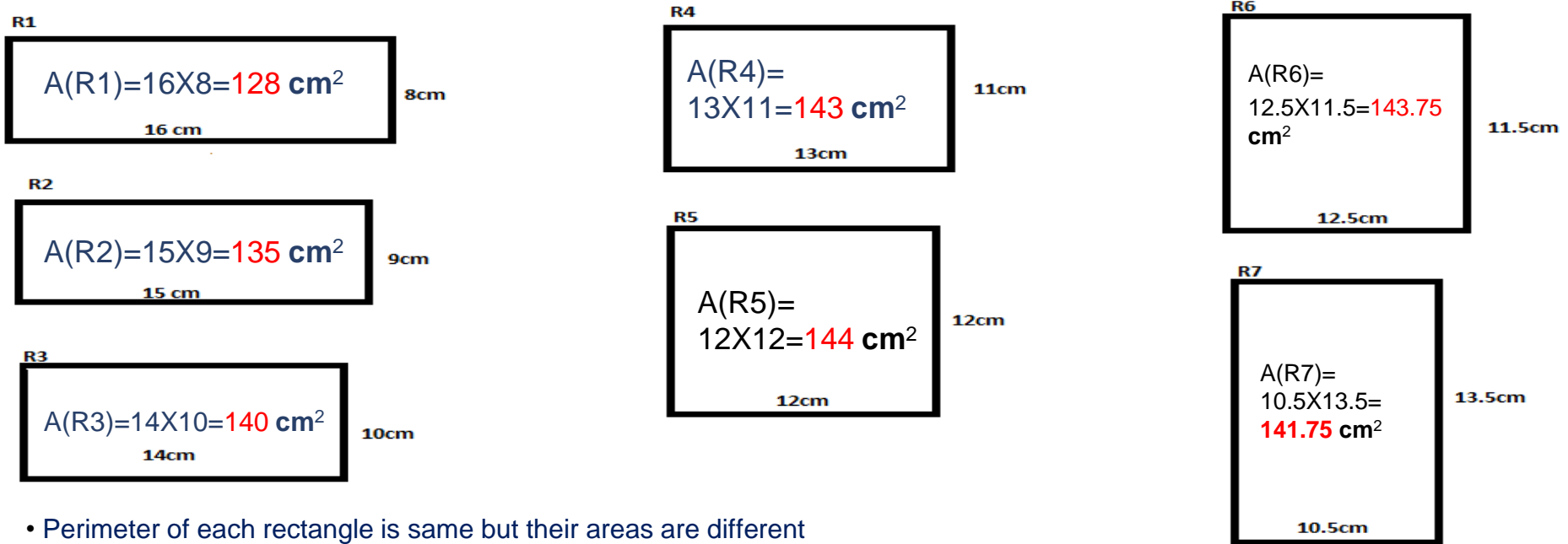
INTEGRATING ARTS WITH MATHEMATICS



We will always have STEM with us. Something will drop out of the public eye and go away, but there will always be science, engineering and technology. And there will always always be mathematics.

HAVE YOU EVER WONDERED WHY MOST OF THE FLOOR TILES ARE SQUARE IN SHAPE AND IN MOST OF THE GROUP HOUSING SOCIETIES OR COMMERCIAL PROJECTS, WE SEE THAT THE WALL/ FLOOR TILES ARE ALSO SQUARE?

Ceramic tiles are available in a variety of size options which are mostly squares of sizes 4x4, 6x6, 12x12, 16x16 inches, etc



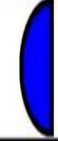



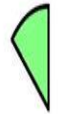





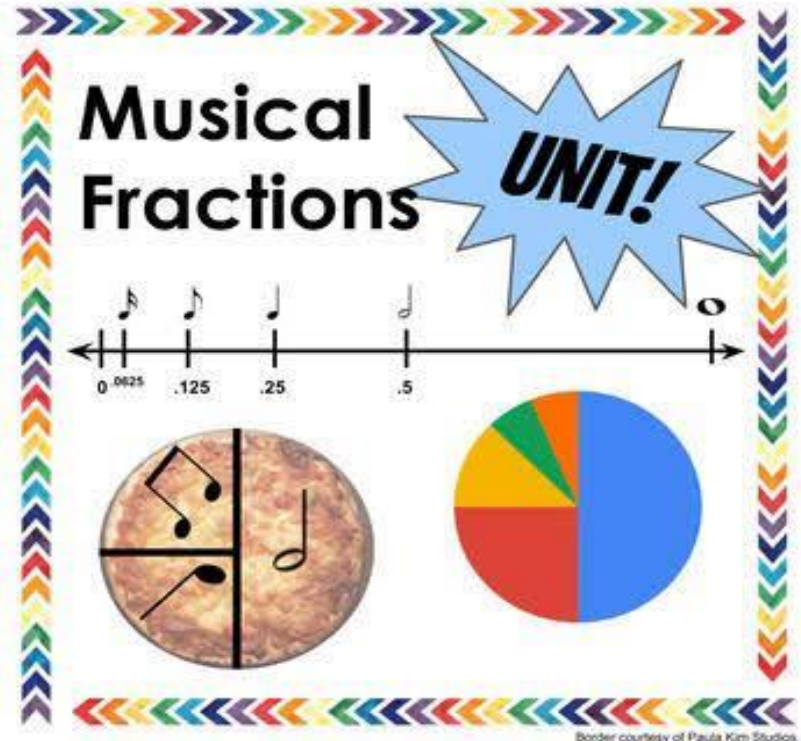
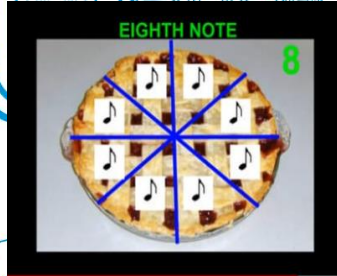
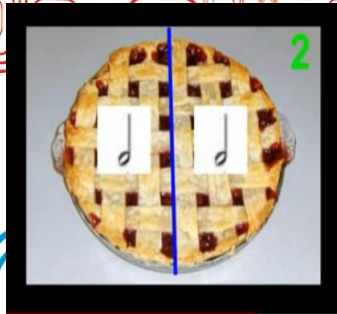
- Perimeter of each rectangle is same but their areas are different
- The area increases with the reduction in the difference of length and breadth and the area of rectangle R5 is maximum because it is a square of side 12cm

Hence amongst all the rectangles of the same perimeter square has the maximum area , square tiles are more economical.

MUSICAL FRACTIONS

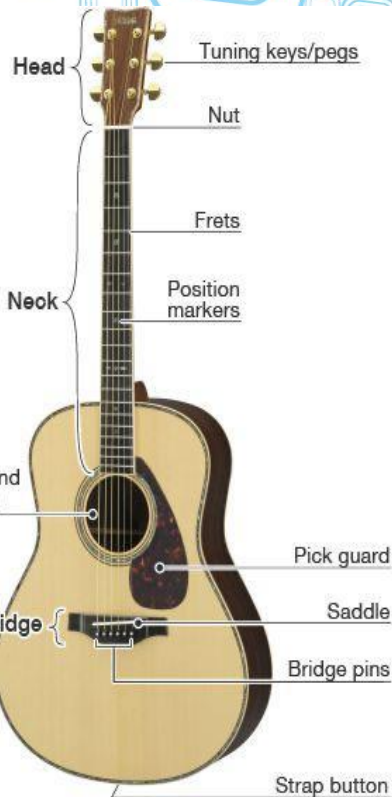
MUSICAL FRACTIONS

	Whole	
	Half	
	Quarter	
	Eighth	
	Sixteenth	

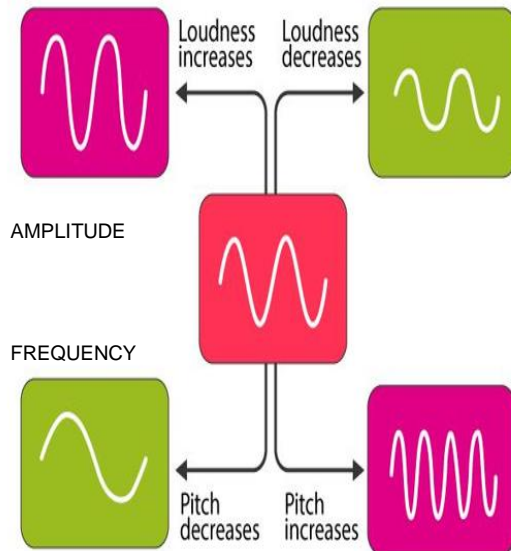


GRADE: UPPER PRIMARY , SECONDARY, SR. SECONDARY

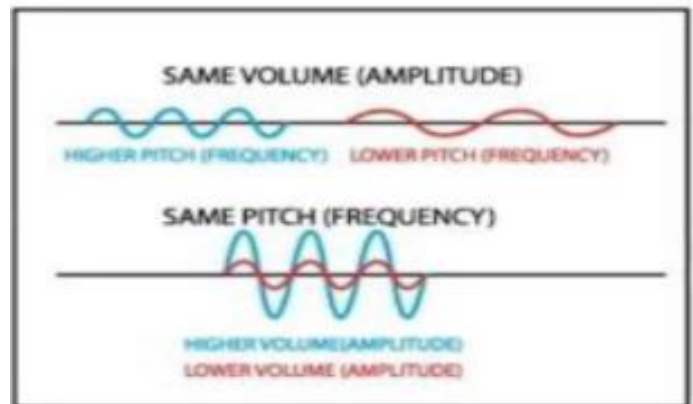
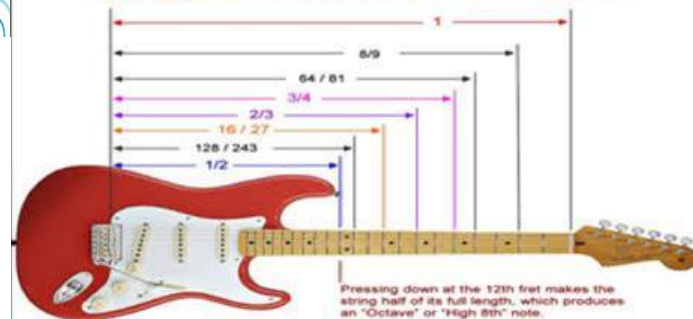
PYTHAGORAS RATIOS AND GUITAR FRETS



DIFFERENCE BETWEEN PITCH AND LOUDNESS



Pythagoras Ratios for Guitar Frets

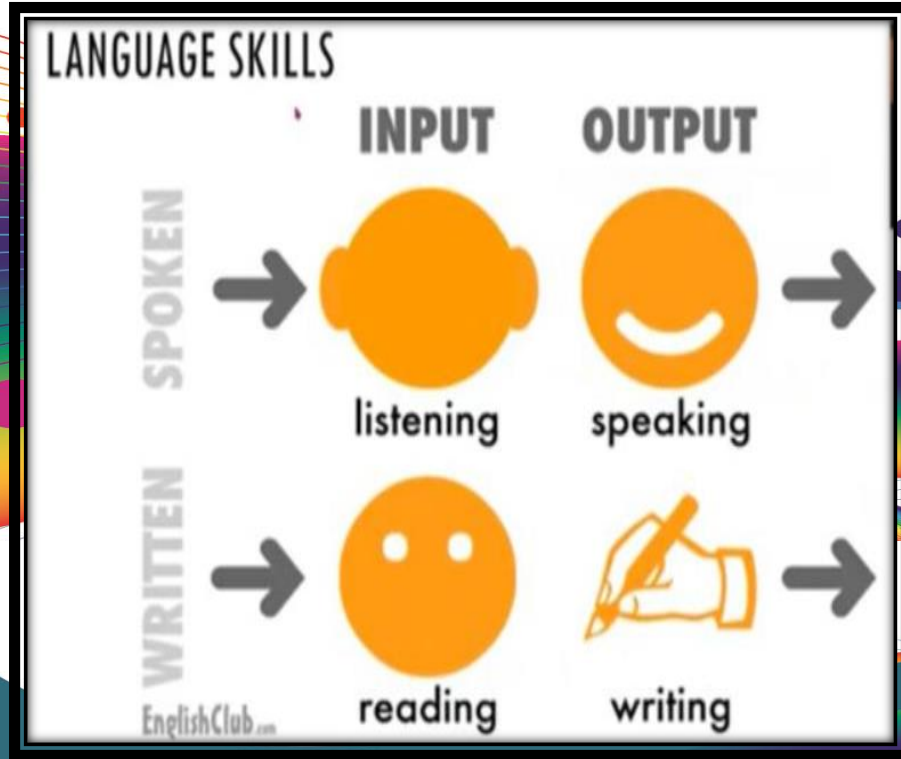


GRADES: SECODARY AND SR SECONDARY

INTEGRATING ART WITH LANGUAGES



DEVELOPING LANGUAGE SKILLS



USE OF SHAPE POETRY TO ENHANCE LEARNING OF LANGUAGES

Grade: Secondary/Sr Secondary

The first example is a poem shaped like a fish, titled "If I had Just one Wish I Would Wish for". The text describes a wish for a fish to have extra room, help with clogged drains, and the ability to walk on land and back into the water.

The second example is a poem shaped like a shoe, titled "Shoes, Shoes everybody loves shoes. Red ones, green ones, grey ones, black ones, white ones, brown ones, tan ones, pink ones, blue ones, yellow ones, orange ones, purple ones, silver ones, gold ones, diamond-encrusted ones, leather ones, canvas ones, rubber-soled ones, high-heeled ones, flat-soled ones, even ten-toe shoes are what I love to shop for...I can handle about one hundred pairs of them! Wear them with jeans, trousers, skirts, dresses, slippers, sneakers, boots, sandals, flip-flops, you name it! If you're as well as you think you are, you'll know just how much I love shoes. Shoes are what I live for. All I want for Christmas is more shoes. Hey Mom that's news!! Please or please get me more shoes now you know I how much I love shoes, yoo hoo! the clue. Morghan Barnes".

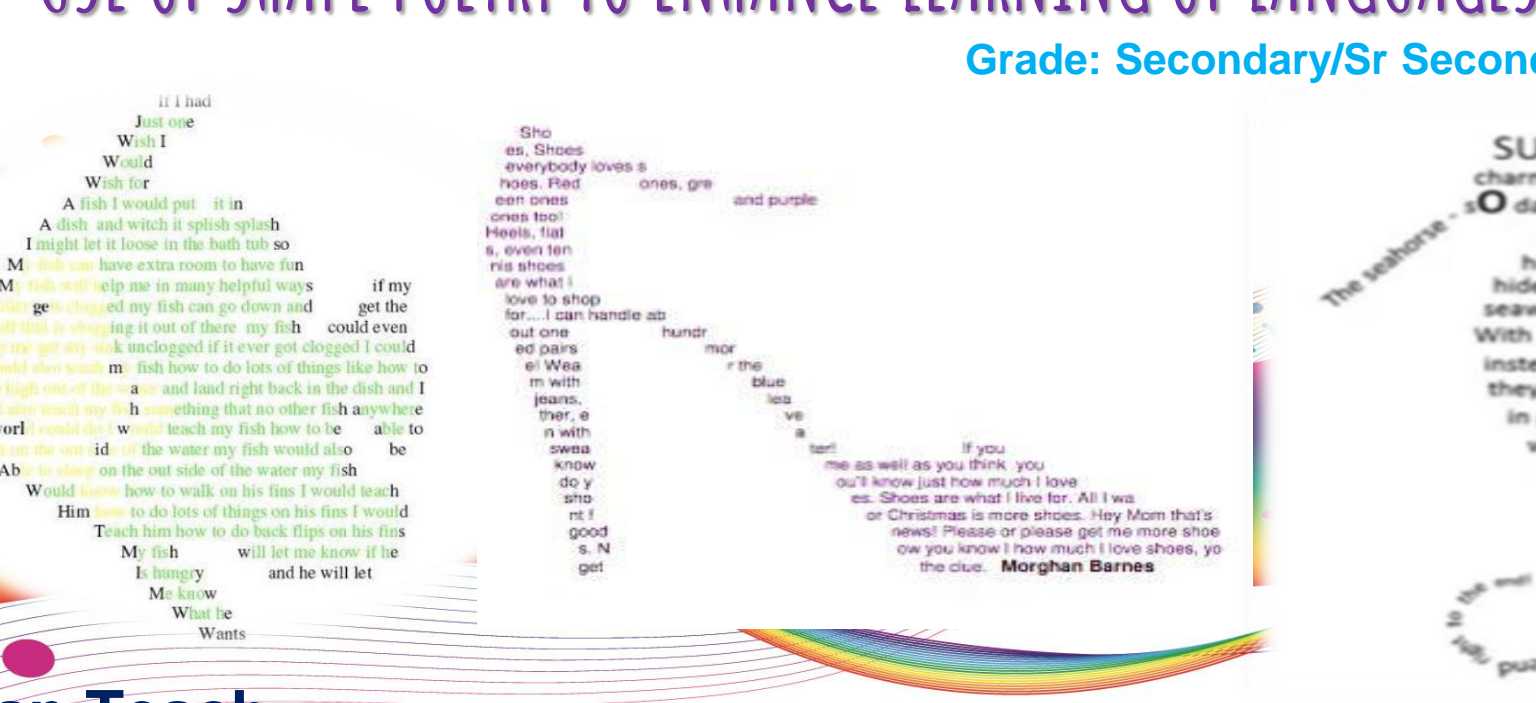
The third example is a circular poem titled "SUCH A charming fish!". It describes a seahorse-like fish with dainty fins, horsey heads, spiny plates instead of scales, and a long tail that curls and bends right to the end.

Can Teach:

Vocabulary, writing style, and literary devices

USE OF SHAPE POETRY TO ENHANCE LEARNING OF LANGUAGES

Grade: Secondary/Sr Secondary



If I had
Just one
Wish I
Would
Wish for
A fish I would put it in
A dish and wish it splash splash
I might let it loose in the bath tub so
My fish can have extra room to have fun
My fish will help me in many helpful ways if my
Toilet gets clogged my fish can go down and get the
Stuff off that is clogging it out of there my fish could even
Help me get my sink unclogged if it ever got clogged I could
I could also teach my fish how to do lots of things like how to
Jump high out of the water and land right back in the dish and I
Would also teach my fish something that no other fish anywhere
In the world I could do I would teach my fish how to be able to
Breathe on the outside of the water my fish would also be
Able to sleep on the out side of the water my fish
Would know how to walk on his fins I would teach
Him how to do lots of things on his fins I would teach
Teach him how to do back flips on his fins
My fish will let me know if he
Is hungry and he will let
Me know
What he
Wants

Shoes, Shoes
everybody loves shoes. Red shoes, green shoes, and purple shoes too!
Heels, flats, even ten rila shoes are what I love to shop for.... I can handle about one hundred more of the blue ones, too!
Wear them with jeans, or with sweats, know do you shoe not I good shoes. No get

If you
me as well as you think, you
ou'll know just how much I love
es. Shoes are what I live for. All I wa
or Christmas is more shoes. Hey Mom that's
news!! Please or please get me more shoe
ow you know I how much I love shoes, yo
the clue. **Morghan Barnes**

SUCH A
charming fish!
SO dainty - finned
with horsey
heads they'll
hide among the
seaweed beds.
With spiny plates
instead of scales
they swim
in pairs
while
hold
-ing
tail
-is
that curl and bend
right to the end

The seahorse -

Can Teach:

Vocabulary, writing style, and literary devices

USE OF SHAPE POETRY TO ENHANCE LEARNING OF LANGUAGES

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Can Teach:

Vocabulary, writing style, and literary devices

USE OF SHAPE POETRY TO ENHANCE LEARNING OF LANGUAGES

Grade: Secondary/Sr Secondary

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Wish I
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Wish for
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My fish will help me in many helpful ways if my
Toilet gets clogged my fish can go down and get the
Stuff off that is clogging it out of there my fish could even
Help me get my sink unclogged if it ever got clogged I could
I would also teach my fish how to do lots of things like how to
Jump high out of the water and land right back in the dish and I
Would also teach my fish something that no other fish anywhere
In the world I could do I would teach my fish how to be able to
Breathe on the outside of the water my fish would also be
Able to sleep on the out side of the water my fish
Would know how to walk on his fins I would teach
Him how to do lots of things on his fins I would teach
Teach him how to do back flips on his fins
My fish will let me know if he
Is hungry and he will let
Me know
What he
Wants

Shoes,
es, Shoes
everybody loves s
hoes. Red ones, gre
een ones and purple
ones too!
Heels, flat
s, even ten
ris shoes
are what I
love to shop
for....I can handle ab
out one hundr
ed pairs mor
e! Wea
m with
jeans, ther, e
n with swea
know do y
sho nt I
good s. N
get

If you
me as well as you think you
ou'll know just how much I love
es. Shoes are what I live for. All I wa
or Christmas is more shoes. Hey Mom that's
news!! Please or please get me more shoe
ow you know I how much I love shoes, yo
the clue. **Morghan Barnes**

SUCH A
charming fish!
SO dainty - finned
with horsey
heads they'll
hide among the
seaweed beds.
With spiny plates
instead of scales
they swim
in pairs
while
hold
-ing tai
-is that curl and bend
right to the end

Can Teach:

Vocabulary, writing style, and literary devices

USE OF SHAPE POETRY TO ENHANCE LEARNING OF LANGUAGES

Grade: Secondary/Sr Secondary

The first example is a poem shaped like a fish, titled "If I had Just one Wish I Would Wish for". The text describes a wish for a fish to have extra room, help with clogged drains, and teach how to walk on fins. The second example is a poem shaped like a shoe, titled "Shoes, Shoes everybody loves shoes. Red ones, green ones, grey ones, black ones, brown ones, white ones, and purple ones too! Heels, flats, sneakers, even ten toes are what I love to shop for...I can handle about one pair at a time. Wear them with jeans, shorts, or skirts, or dresses, or anything you want to wear. They're so comfortable, they'll last you years. If you love shoes as well as you think you do, you'll know just how much I love shoes. Shoes are what I live for. All I want for Christmas is more shoes. Hey Mom that's news!! Please or please get me more shoes now you know I how much I love shoes, yep the clue. Morghan Barnes". The third example is a circular poem titled "SUCH A charming fish!", which describes a seahorse-like fish with dainty fins, horsey heads, spiny plates instead of scales, and a long tail.

Can Teach:

Vocabulary, writing style, and literary devices

[illegible]

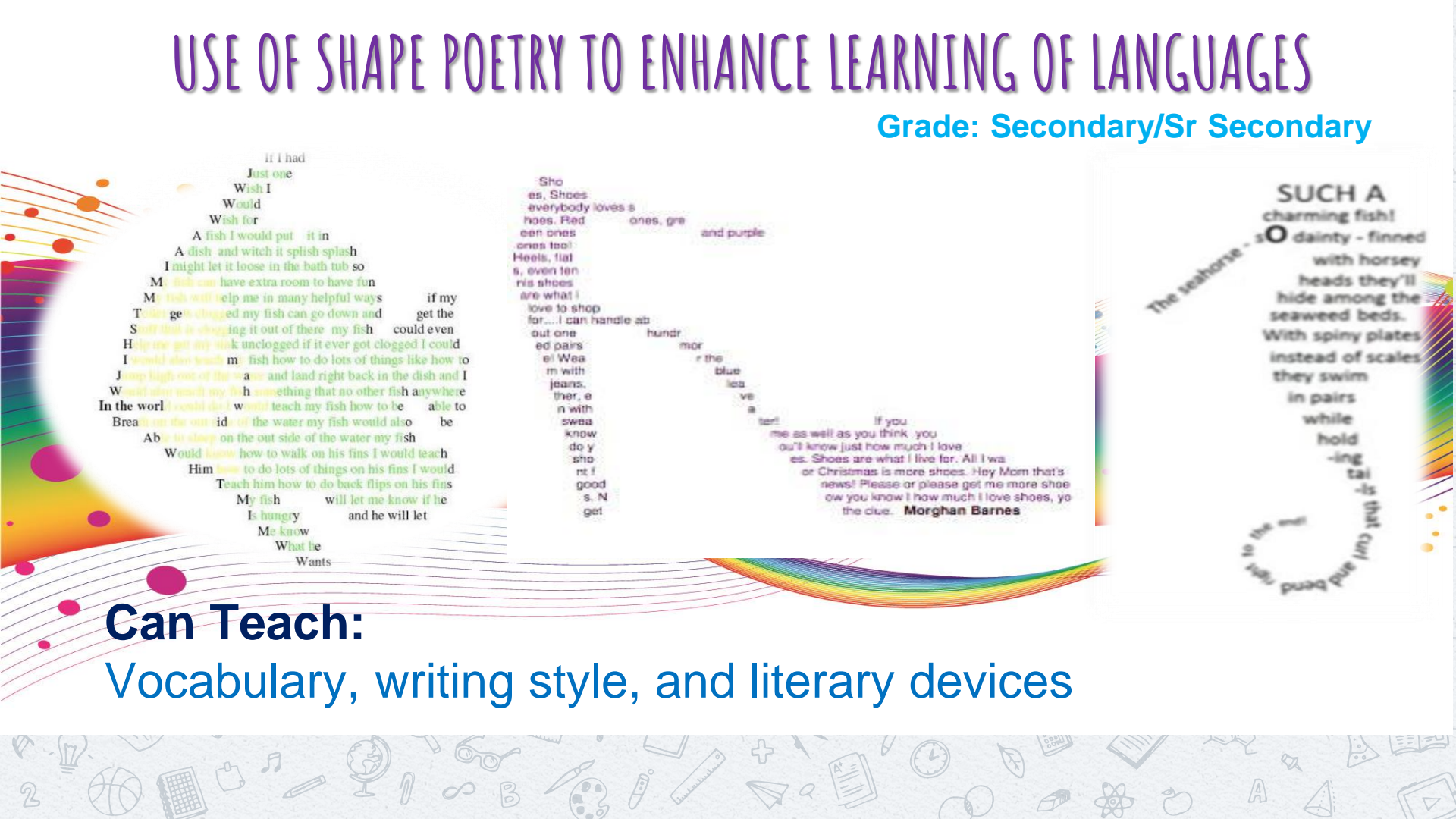
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Can Teach:

Vocabulary, writing style, and literary devices

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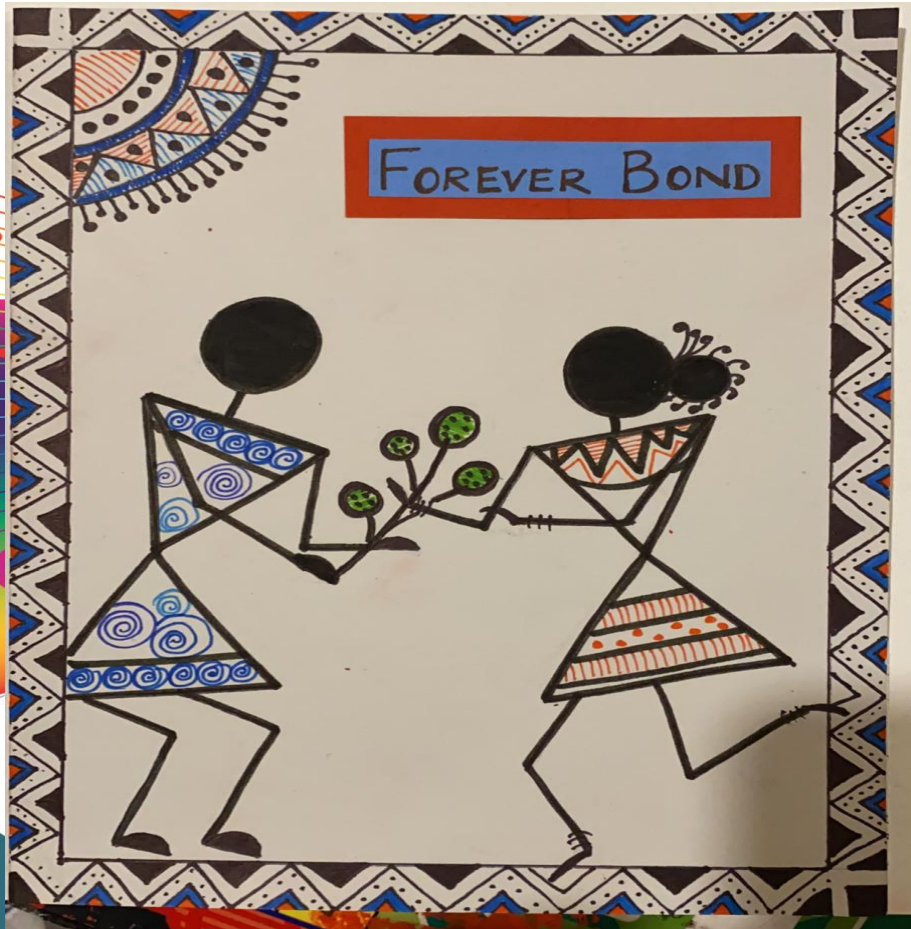
DIALOGUE WRITING USING ARTISTIC CARTOONS



Art
&
P
A
N
D
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C



Grade: Secondary/Sr Secondary



INTEGRATION OF FOLK ARTS WITH DIFFERENT SUBJECTS

Grade: Primary

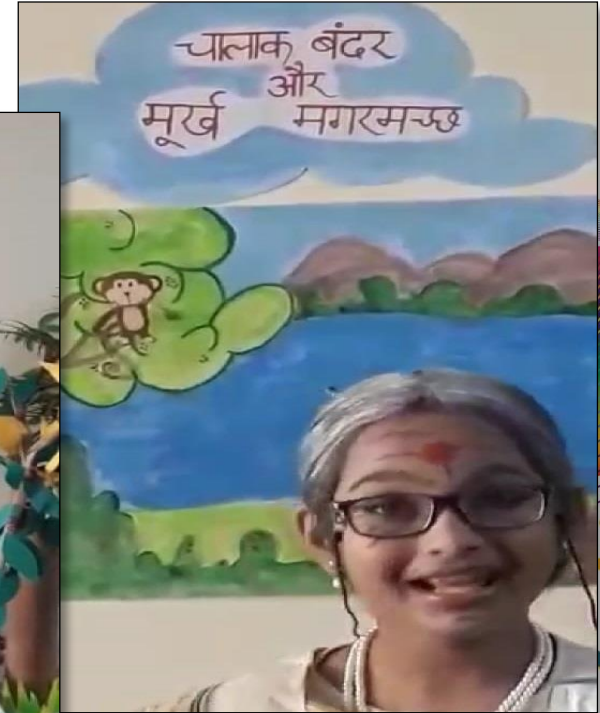
Can Teach:

- ❖ Expressive communication and enhanced creativity.
- ❖ Rich heritage and cultural diversity of our country.

कला एवं हिंदी की एकीकृत गतिविधि

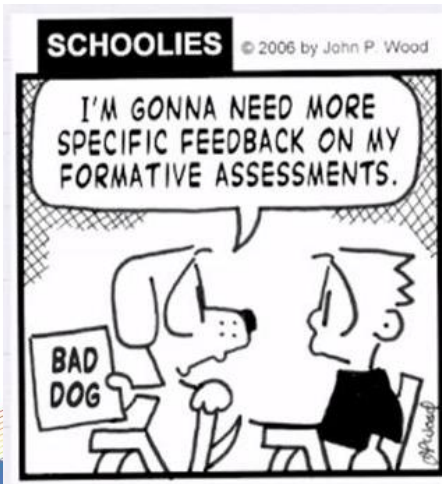
बंदर और मगरमच्छ

शिक्षण की संप्रप्तियाँ: भाषा की शुद्धता का ज्ञान , बच्चे समस्या का समाधान करने में सक्षम बन पाएँगे, बच्चों में रचनात्मकता का विकास होगा , मौखिक कौशल का विकास , बुद्धि तत्परता का प्रयोग करना सीख पाएँगे |



GUIDELINES FOR TEACHERS

Art Integrated Learning should cater to the individual learning pattern and respect the pace of the student.
Must be evaluated with proper rubrics.



1.

Decide what you want to measure

	1	2	3
A		✓	
B		✓	
C			✓

2.

Make a rubric to evaluate performance



3.

Communicate what will be measured to create transparency that leads to self and peer evaluation

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

- ❖ Non-judgmental
- ❖ Non-comparative
- ❖ Non-competitive
- ❖ Non-threatening

WHAT'S YOUR IKIGAI ?





Bal Bharati
PUBLIC SCHOOL

Sector -21, Noida

ART INTEGRATION - TOWARDS EXPERIENTIAL LEARNING

PRESENTED BY
BAL BHARATI PUBLIC SCHOOL, NOIDA

Thank You !!!!

