

Draft

Module 1.4



**Introduction of art
integrated learning in
different school subjects**

Module on Introduction of art integrated learning in different school subjects

Learning objectives

- Understand exemplary practices of art integrated lessons across the curricular areas
- Understand how art integrated lesson leading to holistic and complete learning among the students
- Design, develop and implement lesson integrating art while teaching subjects
- Plan or organize art experiences where participants can observe, imagine, explore, create and express themselves freely and thus be able to develop and evaluate various art integrated lessons

Art integrated learning:

Integration of arts with other subjects means that art as become the medium of teaching and learning. The main objective of this training module is to enable general teachers to understand the arts as a pedagogical tool.

Integration of arts with other subjects means that art become the medium of teaching and learning, that is, drawing and painting, dance, drama, music etc become an integral part of class room process. It also implies adopting an art integrated curriculum, where art forms become the basis of classroom learning. Art integrated learning can provide means to bridge the content of different subjects in logical, child centred and meaningful ways. Subjects such as mathematics, science, social studies and language skills can easily be correlated with arts and the abstract concepts within each one of them be concretized and learnt effectively with arts at the centre. Learning in this way helps to increase knowledge or understanding of the subject area and also fosters a greater appreciation of the arts. Teaching through the arts can present difficult concepts visually, making them more easy to understand. Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness.

Arts can be successfully used in Environmental science/science teaching. The concept should be properly develop by using arts. Young children are generally spontaneous in activities that are art oriented.

The symbiotic relationship between art and social studies suggests them for compatible pairing in an integrated curriculum.

In mathematics, arts can be used to observe, describe and imitate the natural world. Natural shapes are observed, drawn, measured and erected in to new structure. There are additional benefits to teaching math and the arts in an integrated fashion. The “hands on “ nature of teaching art and math in combination helps build bridges between concrete and abstract mathematical ideas. Moreover, integrating math with arts meet the needs of diverse learning styles and multiple intelligence. Lastly, the pleasant effects of artistic experiences may help kids to enjoy math more and more to reduce math anxiety.

The arts have a profound ability to enrich the lives they touch and can be an invaluable tool for teachers at all levels to enhance instruction for English language learners. The visual arts enhance language development by offering non-verbal methods for communication and understanding and by providing a platform for students to create mental images.

Teacher may organise some activity through art in different school subjects. For that activity teacher should organise some raw materials like pencil, colour sketch pen, markers, drawing sheets, paper cuttings, tapes, glues, scissors, thumb pins, clay for modelling, coloured papers, geometry box, laptop, mobile. A dust bin is a must for every class to avoid littering in the class room. A teacher should must try to conduct and conclude in the given time. Teacher may conduct the activity group wise and to observe properly every child must be engaged in the activity.

Teacher can prepare some video clips or slide images related to the topic. Depending on that video clips /images, teacher should develop some very short answer type questions orally. Teacher may develop worksheet, puzzles or she/he will conduct class quiz, debate, etc.,

Exemplar 1

CLASS –IV

SUB- EV.S

Topic- cholo eksonge bose khai (Eating together)

Introduction to the chapter- The topic is about sharing food. (Community lunch, local festivals, traditional food and their preparation methods). The teacher can arrange a classroom party prepare some traditional song and dance. Teacher should allow the students to bring different traditional food items.

Child centred approach: Student should collect some data from the parents about different festivals and their various traditional food items and their preparation, they should make the posters with the pictures of different festivals of Tripura.

Integrated assessment: Some questionnaire will develop and give to the students like they have to write few lines about the other rituals, festivals of Tripura.

Key concepts: food, festivals, sharing, community lunch

A) Learning outcomes:-

- records observations /information/experience of activities or festivals in the state
- Creates posters/collage depicting the festival or tradition of the state
- Identifies various food items and festivals, musical instruments used in the state
- Explain the steps of preparing food items
- Exhibits value of cooperation
- Appreciates diversity with respect to food, festivals, costumes, music
- Explore, observe, collect from parents, discussion and share with friends

Inbuilt activities using learner-centered approach

Activity 1: organising community lunch and sharing views

Objectives of the activity:To promote interaction and sharing among students..

Materials required: A classroom, learners with different traditional food items, music system or mobile for playing music

Method:Teacher can arrange a class picnic on a particular day and tell the students to bring different and share among each other. On the particular day they will come with their different traditional food items. Students should sit together with their food and sharing with each other. Teacher also can take part. After sharing the food,teacher will play some traditional music of Tripura,let them to dance with holding their hands and also sings

After doing this activity,teacher can ask some questions to the students like

1. Do you like to eat with others?
2. On what occasion do you eat together with your friends?
3. What did you and your classmates bring to the party?
4. What all did you eat?

Activity 2: Showing traditional dance and festival, costumes of Tripura.

Objectives:To develop the observation skill, recognition

Materials:- Video of lebung bumani dance, website address <http://m.youtube.com>, images of traditional costumes

Method:

Teacher can show some audio video slides about some traditional food,festival and their traditional song , dance. Suppose a teacher can show the slides of labang bumani dance.



Picatur-1 & 2 Costumes of Tripuri tribes during lebung bumani Lebang Bumani Dance



Picture-3,4 & 5 Musical instruments such as sarinda, flute used in Lebung Bumani.



Pic. 6 Traditional food , bhang Picture of traditional food godhak.

. After showing these slide/videos a teacher can ask some questions to the students like....

1. Where is the festival of lebang bumani celebrated?
2. Which are the festivals you celebrate together with other families?
3. Does everyone cook and eat together on such festivals?
4. What are some of the special dishes that are cooked? How are they cooked?
5. Which kind of leaf is used in the preparation of Bangui?

C) Perspective of assessment

A teacher can prepare the work sheet

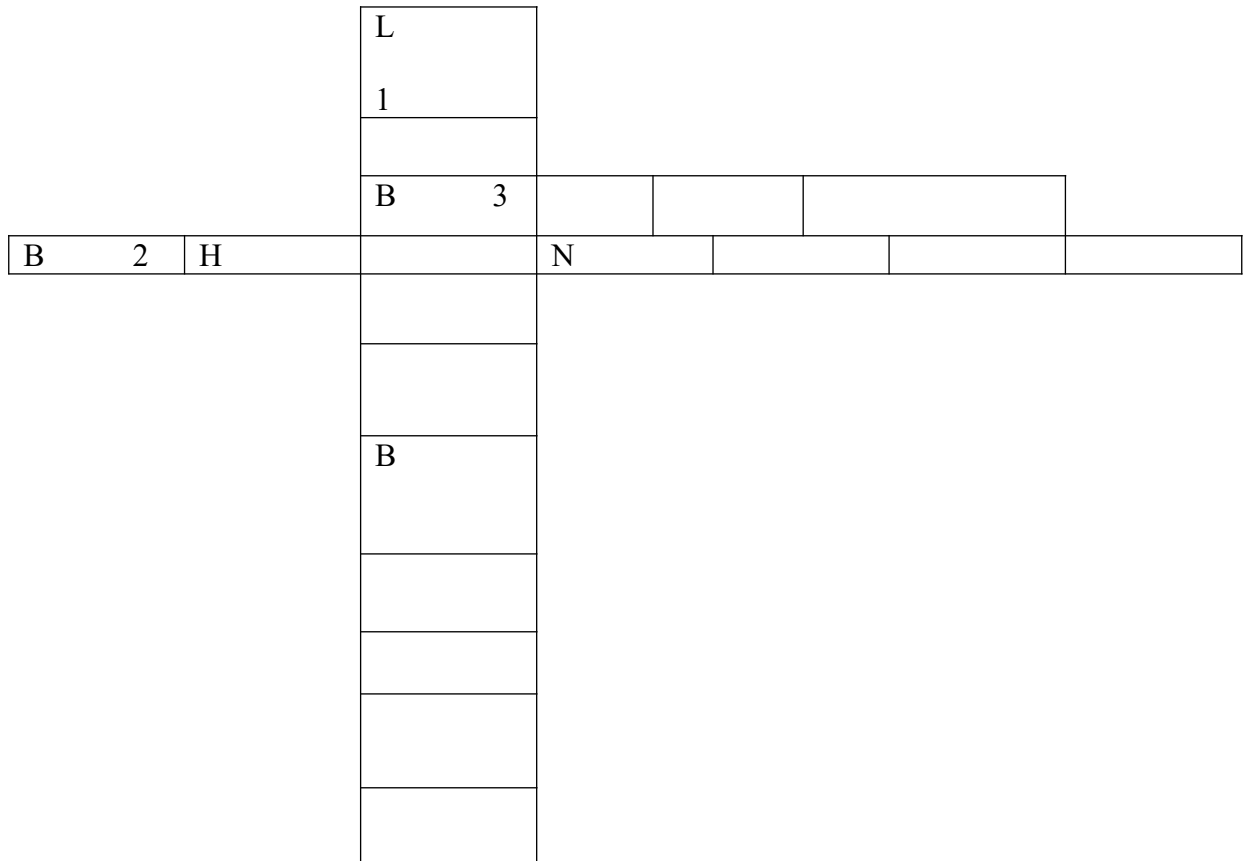
Answer the following questions

1.----- leaf is used to make traditional food bhangui.

2.Musical instruments used in lebang bumani are -----,
-----,-----.

3. Write few lines about the traditional festival of Tripura.

4.Solve the puzzle

D)Diversity – how to bring in Tripura’s context

In our state ,many festivals are there. Lebung Bumani is a harvest festival of Tripuri tribe in Tripura. They live in the hills of Tripuraand are jhum cultivators.The dance revolve around the agricultural season. Both men and women participation the lebang bumani. The men use the bamboo clappers called tokkas to set a beat while the women join them waving colourful scarves to catch the lebang.(particular type of insect pest). The rhythmic play of the clappers is thought to attract the lebang out of their hiding place allowing the women to catch them. The dance is accompanied by musical instruments like the flute, khamb, the percussion instrument pung and the sarinda. Women adorn themselves with silver chairs and bangles and ear and nose rings made of bronze

- Added some pictures from internet like pictures of musical instruments of lebung bumani danceand their costumes
- Traditional food of Tripura

Many traditional food items are there. Bhangui, gudok are very popular food.

Bhangui is very delicious food. Beingthe love of meat,rice ,is an essential part of dietof Tripuraian people. Bhangui is an rice dish which is prepared with the sun dried rice boiled with ghee ,ginger ,onion. The dish is boiled in banana leaf to keep the nutrients of rice

intact and also to bring about unique aroma to their dish. Added some pictures of traditional food like Bangui, ghudak etc.

F) Exercise

1. Name one harvest festival of tripuri tribe.

2. Match the following

Group 1 Group 2

a) Sarengi

1.



b) Bhangui

2.



c) Flute

3.



d) Clapper



2. Activity 3: Preparing flash card with the pictures.

Objective of this activity: Reflect on innovative classroom practice, sharpen observing, creativity, recognition skill

Materials required:-Teacher may organise thermocol, cello tape, pen, paper, sketch pen, drawing paper, colour pencil, glue, plastic scissors, etc.

Method:Learners will take coloured drawing paper/thermocol, cut into square/rectangular shape.

Teacher will encourage the learners to make the flash card with thermocol or drawing paper. The shape is like square or rectangle. Learner can draw the shape of Bhangui, flute, sarengi, clapper on the flash card or paste the picture with glue and cello tape fixed at the back side of the flash card. Another type of flash card may be prepared with the name of the objects. After

that teacher may make two groups, one group with flash card with pictures and another group with flash card of name of the picture. Teacher needs to ensure complete silence during this activity. Teacher will make the learner (group one with flash card with picture) to stand in a row at right side and another group of learner (group two with flash card with name of the picture). Teacher will call number of the learner having flash card with picture to fix in the chart paper, alternately teacher may call the students to fix the flash card with name of the picture which denoting the picture to the same chart paper. Teacher will encourage the students for giving correct answers. Teacher can conclude this activity with a round of applause for both the groups.

3. Teacher may prepare a record sheet with a set of three statements with three performance indicators i) very happy with three smiley's ii) happy with two smiley's iii) not happy so much with one smiley's. Teacher will provide the record sheet for all the learners in the class. The time given for completion of record sheet suppose 10 minutes.

1 I participated whole heartedly very happy 😊😊😊

In all the activities. Happy 😊😊

Not happy 😊

2. I performed well in all activities.

very happy 😊😊😊

Happy 😊😊

Not happy 😊

3. I performed well as very happy 😊😊😊

a member of my team Happy 😊😊

Not happy 😊

Participants are asked to tick) against those indicators, which they think are relevant to them for the day's performance. They are asked to keep record of everyday's performance.. The participants are encouraged to share their record sheets of others, if they feel like.

The teacher can conclude the activity with a round of applause.

G) How to deal with children with special needs?

Teacher will tell special the child who is visually or auditory challenged to bring their traditional food in the particular day and share the food with others. And also she/he can share the food with him/her. Teacher will tell the students will hold their hand and dance along with song or teacher can clap with rhythm.

Teacher will also play audio visual aids to show the traditional dance which can listen by that particular special child.

Teacher can tell the students make the different food items specially to give the shape of the bhangu (triangle shape).

How to address issue of multilingualism

- Teacher can tell the students about the names of rice in kokborok language. (local language)

- Rice is known as mairoong or mairoom.