



DRAMA
ART

EXAM ROLLNO

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SUBMITTED
TO:

J. R.



KISSAN

College of Education

SUBMITTED BY:-

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CERTIFICATE

This is to certify that Kritika of B.ED has successfully completed this practical file under my supervision. She has sincerely and honestly completed this practical file (Drama and Art)

The Practical file has been examined and approved by me.

J.R. KISSAN COLLEGE
OF EDUCATION
ROHTAK

ACKNOWLEDGEMENT

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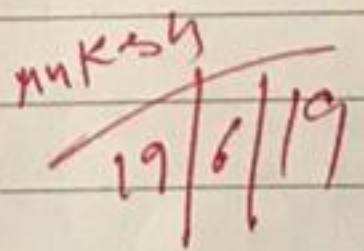
Keitika Khanna

B.ED

ROLL NO - 8717531

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MEANING & CONCEPT OF ART & ART IN EDUCATION...

MEANING

Art is a diverse range of human activities in creating visual auditory or performing certificates artworks; expressing the author's (information) imagination or technical skills intended to be appreciated for their beauty or emotions. These activities include the production of the history of art, the criticism of the art, the study of the history of art, and the aesthetic dissemination of art.

WHAT IS EDUCATION

The wealth of the knowledge individual after studying matter or experiencing lesson; to provide understanding of valuable.



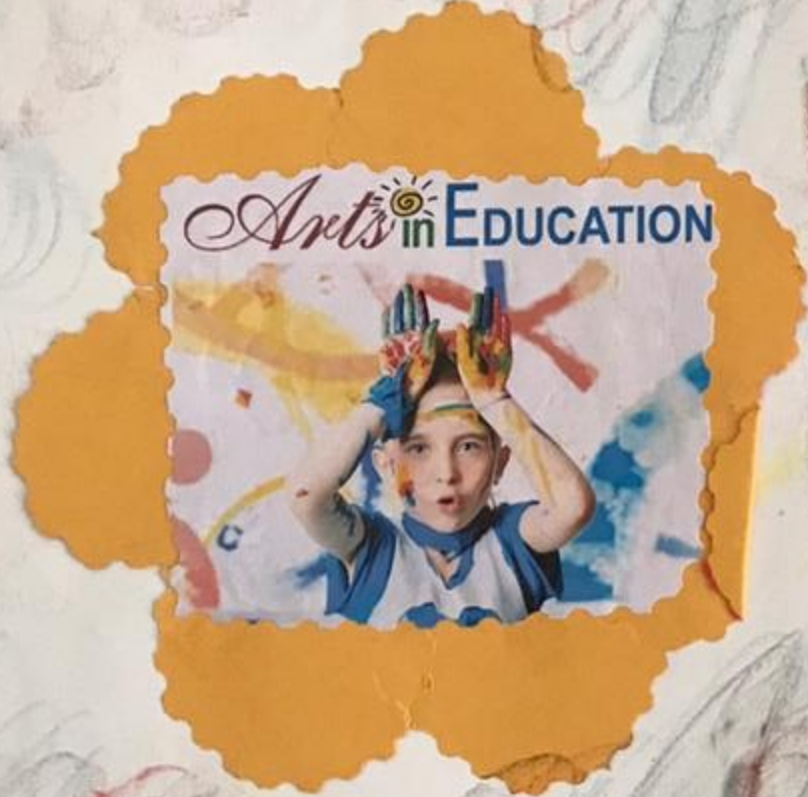
It is a process of receiving or giving systematic instruction; especially that school or university.

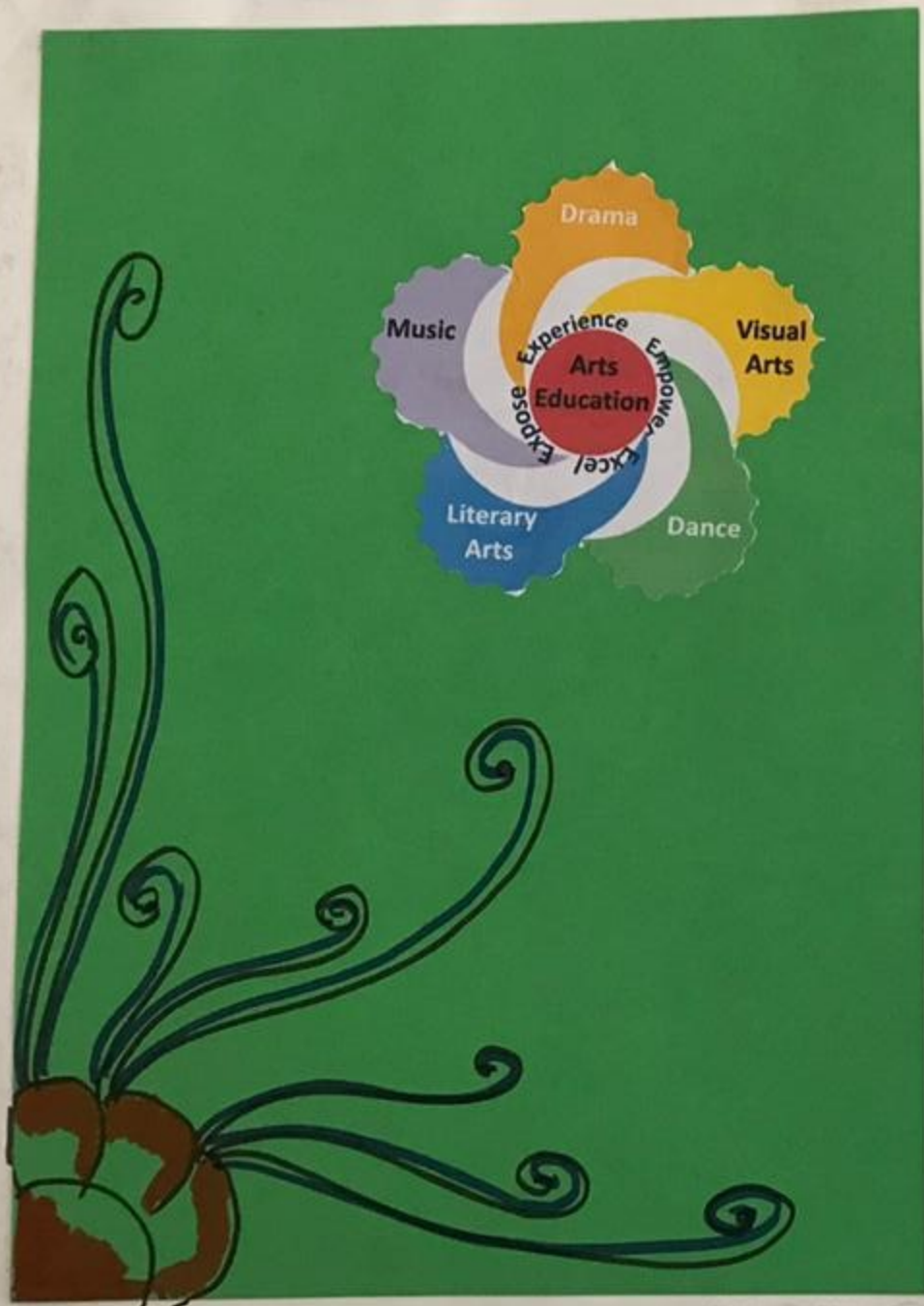
ART IN EDUCATION...

Art in education is an expanding field of education research and practice informed by investigation into learning through arts (emp) experience. In this context the art can include performing art; education (dance, drama, music), literature and poetry, storytelling, visual art education in films, crafts designs etc. It is distinguished from art education by not so much about teaching art but focused on:-

- * How to Improve Learning through Arts.
- * How to transfer learning in And through the Arts to other Descriptions.

The arts to other discovering and creating understanding of human behaviour, thinking potential and learning through the close observation Art integration/ed learning is a way to teach artistic skills in conjunction with academic materials. This approach to education values the process and experimental learning as much as creation of art object or performance oriented learning.





UNDERSTANDING AESTHETIC AND ITS EDUCATION RELEVANCE...

Aesthetic may be defined narrowly as the theory of beauty or more broadly as that together with philosophy in the 18th century include the sublime and since 1950 the number of pure aesthetics concept discussed in the literature has expanded even more. The philosophy of art, concerned on its definition, but recently their has not been the focus with careful analysis of aspects of art largely replacing it. Philosophical aesthetics is here considered to centre on these latter day developments. This aspects after a survey of ideas about the values of aesthetics experience and the variety of aesthetics will be addressed, before turning to matters which separate art from pure aesthetics. Notably the presence of intention. That will lead a survey of some of main definitions of art which have been proposed, together with an account of the recent "de-definition period". The concept of expression, representation and the nature of art objects will be covered.



- * ASTHETIC CONCEPT
- * ASTHETIC VALUES
- * ASTHETIC ATTITUDES

Aesthetic Values

Aesthetics relate to artistic experiences and to form, harmony, and grace. Aesthetic value to you are things that you find pleasing because of some sensory perception. It's subjective.

Eg: If the buildings at your university simply look really cool, you might find them to have aesthetic value simply because you like looking at them.



aesthetic
concept

medical beauty

AESTHETIC CONCEPT...

In 18th Century it was a super surprisingly peaceful time, but this turned out to be before three storms, since out of orderly classicism there development in art and literature and even revolution in politics. The aesthetic concept which come to be more appreciated in this period was associated with this, namely sublimity which Edmund Burke theorised about in his "A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beauty." The sublime was connected more with pain than pure pleasure, accordingly to Burke, since threats to self presentation were involved as on the high seas, and heavily mixed with the devilish human and dramatic passion that artists and writers wax about portray.

AESTHETIC VALUES

There is a famous curve, for instance, obtained by the 19th century psychologist Wilhelm Wundt, which shows how human arousal is quite generally related to (complex) complexity of stimuli. We are bored by because; sooted even our envious by the complex, while in objw there is a region of greatest pleasure. The dimension of complexity is only one objective measure of worth which has been proposed in this way. Thus it is now known for instance that judgments of racial/traditionally unite was taken to the central notably by Aristotle, in connection

The Aesthetic Attitude



- What careers might an aesthetic person enjoy?
- What games or leisure activities might they like?
- Can you think of a public figure with this attitude?

With drama and when added the complexity it formed a general account of aesthetic value. This French philosopher in 18th Century asserted that 'Uniformity is rarely always cause on object beautiful'; Monroe Beardsley more recently has introduced a third criterion. Intensity to produce this three; General Canon of objective worth - "He also made some special coins"

AESTHETIC ATTITUDES

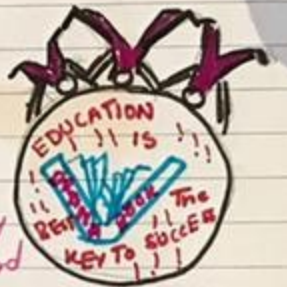
Erome Stolnitz, in the middle of the last century was a Kantian and promoted the need for a disinterested, object attitude to art objects. It is debatable as we saw before whether this represented Kant's ideal views of art, but the disinterested treatment of art objects which Stolnitz recommended was very commonly pursued in this period. George Dickie later argued against both 'disinterested and distant', in a famous 1964 paper. "The myth of the Aesthetic attitude." He argued that we should be able to enjoy all objects of awareness whether "Pure aesthetic" or moral. De fact, "He thought the term 'aesthetic' attitude, when properly understood and reduced just close attention to hold one's mind in an outward, against the traditional which believed it had a certain psychological quality.



Development through drama



BENEFITS OF AN ASTHETIC EDUCATION



Aesthetic is the philosophy dealing with such notions (there) like beautiful, the ugly, the sublime the comic. The root of the word aesthetic is the greek *aisthethik*, which means perception through the sense.

Aesthetic education opens up areas of learning too seldom experienced in (sh) school:-

The power of the work of art to transform children and teachers;

The partnership of students and teachers.

The challenge of taking risk to ask open ended questions.

The excitement of learning to express oneself.

The exploration of a broad range of human relationship.

The opportunity to combine mind and emotions

cognition and sensory experience analysis and intuition towards understanding something as a whole.

DRAMA AND ART HELD IN SCHOOL, FOR THE DEVELOPMENT IN CHILDRENS

BUILDS CONFIDENCE

Even the shyest of children take their few weeks to gently build up their self esteem. Until before long they are confident to take a full and active part in sessions - few weeks all it takes.



Do You Encourage People to Ask for Help?



The Four Communication Skills



DO YOU CONCENTRATE ?



HELP IN CONCENTRATION

In every session children are encouraged to listen to each other's ideas and thoughts and to take turns.

These activities also allows children to recognise the value of concentration; a skill that is vital in the world outside home.

HELP IN ENCOURAGE

In every session children are encouraged to listen to each other's ideas and thoughts and to take turns.

These activities allows children to recognise the value of concentration a skill that is vital in the world outside home.

DEVELOP LANGUAGE & COMMUNICATION SKILLS:

learning new songs, playing new games and participating in pretend play all contribute

to a child's developing vocabulary. They are encouraging to express themselves both verbally and through facial expressions and body language which is key to making them better and more effective communication.

DRAMA ENCOURAGE CHILDREN TO CO-OPERATE

Every activity in drama from playing drama, games to improvisation to singing

together, require co-operation. Children quickly realise that in order to get the best out of session, co-operation is much needed skill.

DRAMATIC ROLE PLAY AND NUMERACY & LITERACY SKILLS



After School Drama Classes

Mask

Improvisation

Physical Theatre

Theatre Games

Story Telling

Mime

FRIND ENEMY

Friendship Lessons



DRAMA SUPPORTS NUMERACY SKILLS

We explore a range of different themes and introduce children to different real and imaginary situations each week, sparking their interest in the world in which they live and making them more inquisitive little people.

DRAMA ASSISTS PHYSICAL DEVELOPMENT

In each session we play simple (p) instruments create simple movement and play drama games - all designed to help children gain mastery over their own growing bodies.

DEVELOPMENTAL INTELLIGENCE

By encourage 'act-out' a range of emotions in the safe and supportive sequence and play drama classes. Children are better able to understand their emotions and develop empathy with others.

DEVELOP CREATIVITY

Creative people are able to view things new ways and from different perspectives to think on their feet and generate new ideas - this is a vital life skill. Children leads the direction to solve their problems in role.

DRAMA TEACHES FRIENDSHIP

By this very nature drama has the ability to create strong friendships b/w children as they laugh, learn and grows together week after week.



ROLE PLAY
Be what you want to be!



ACTIVITIES IN DRAMA



RANGE OF ART



Children use only facial expression and body language to pass on a message the script to the rest of the class.



A scene is set, either by the teacher or the children and when with little or no time to prepare a script the students perform before the (school) class.



Students are given a particular role in a scripted play. After the play is performed for the class student or parents.



The main prop here are mask. Children then feel less inhibited to perform and overact while participation in this form of Drama. Children are given specific parts to play with a format script. Using only their voice they must create the full picture for the rest of the class, Interpreting content and expressing it using only the voice.



Similar to script reading with the additional other sounds affects. The painting of the mental pictures.



While creating a poem the children are encouraged to act the story from the poem.



Children use puppets to say and do things that they may feel too inhibited to say or do themselves.

IT'S ALL ABOUT DRAMA



EXPOSURE TO SELECTIVE BASIC SKILL REQUIRED FOR:-

DRAMA

Drama is a unique tool to explore and express human feeling. Applied drama is a part (express) of Drama. Applied drama can be either scripted or unscripted. Some practitioners focused primarily of improvisation where as other introduce a range of artistic practice such as developing (scripting) scripted plays devised performance, sometime combined with new forms of Digital communication.

PLAYBACK THEATRE

Main article:- Playback theatre involves (and) audience or group members stories from their lives and viewing them as enacted by actors improvising. It can also be used in conjunction with narrative therapy.

DRAMA THERAPY

Main article:- Drama therapy is the use of applied drama techniques of facilitates personal growth and promote mental health.

DRAMA IN EDUCATION



This system may be confused or unclear to readers drama in education can allow student to develop an understanding of them selves and others kathleen challenger has argued that 'what is clear is that there is no correct pedagogical model on offer for drama education.'

PRISON THEATRE

In prison theatre, performer engage offenders in correctional facilities, jails, prisons and exploring drama work; often with the objective of education and rehabilitation.

THEATRE IN EDUCATION

Main Article :- (TIE) is originated in Britain (in Britain) in the mid-1960s monica freundsgart and juliana sarason city (TIE) as "one of two historic roots of applied theatre (pa) practice". TIE Typically includes a theatre company performance in an educational setting for youth; including interactive and performative movement.

MUSEUM THEATRE

Main Article :- Museum theatre :- Museum theatre aims to use theatrical techniques (at it) to add emotions and values to the museum experience. As with the other (and science and industry) forms of applied theatre can involve a variety of techniques.



MEDIA ART AND ELECTRONIC ART



WHAT IS MEDIA ART?

Media art refers to artworks that depend on a technological component for function. The term applies to any communication device used to transmit and store information. By incorporating emerging technologies into their artworks, artists using new media are constantly re-defining the traditional categories.



WHAT IS ELECTRONIC ART?

Electronic art is created in a variety of media and with the electronic aspect being interpreted in a variety of ways, (introducing) including closed camera feedback, digital origins, digital processing, robotics, electronic devices controlled by people's movements and other types of technology. Much of it invites or even relies on participant interaction.



ART ACTIVITIES IN MEDIA ART FORM:-

- Student's achieve outcomes through participating in the key activities of creation, production and analysis.

IN CREATION:- Students generate ideas, conduct research, while spirit and plans, organize resources and select appropriate codes and conventions to create media works that communicate idea and emotions.

IN PRODUCTION: Students create media works using a range of technologies. They reflect upon, evaluate, modify and present their media works.

THROUGH ANALYSIS: Students describe, interpret and evaluate meanings created in their own media works and these to others.

ART ACTIVITIES IN ELECTRONIC ART FORM

1. Students will explore the (y) concept of what to create with in a different digital medium.
2. Students will learn the (f) fundamental of shooting and editing experimental video.



3. Students are required to create projects that demonstrate software skills, personal voice and engagement.

4. Students will learn the foundations of animation using traditional animation techniques, multimedia, affect, software animation tool in Zspace.

5. Students will focus on projects that engage them in contemporary topic and practices.

IMPORTANCE OF MEDIA

1. students will develop the skill necessary to create and interpret.

2. Students create art works by exploring new media, emerging technologies such as digital animation and traditional art forms such as film, Photography, video and visual art.

3. student will acquire communication skills that are transferable beyond the media art and develop an understanding of responsible practice related to the creative process.

4. Students will examine the role of media artistic in shaping audience perception of identity, culture and values.



5. The development of the knowledge and skill required for the production in (or) interactive media art forms eg.: interactive art installation, interactive video, simulation networks art.

6. Media is an important part of our life now, it is playing a very important role in every way of life.

IMPORTANCE OF



ELECTRONIC ART



1. Students will observe the concept of what it means to create with in a digital medium.
2. Students will learn the (or) foundation of animation using traditional animations techniques; multimedia special effects software and animation tools in 2-space.
3. Student will learn the fundamentals of shooting and editing experimental videos.
4. Students are required to create projects that demonstrate software skills; personal voice and engagement.
5. Students will focus on project that engage them in contemporary topics and practices.



ROLE OF IMPORTANCE FOR CHILDREN WITH SPECIAL NEEDS....

The art important benefits for children with disabilities including access to general curriculum (if required by IDEA 2004), as alternative assessment for children with cognitive disabilities as a alternative learning methods for english language learners.

through the art students gain self confidence and self esteem by expressing and exploring their ideas as well as community issues and personal reflection through alternative mediums of expression.

Schools that integrate the art into their curriculum have discovered that the art captured the attention of the students and teachers alike. school that teaches some

Children with learning disabilities has found that the art continuously engage students with disabilities as observation, recharging, weighing and judging all of which are essential meta-cognitive skills. For learning with which students with learning behaviour and attention disabilities often struggle.

SKILLS IN MEDIA AND ELECTRONIC ART....

In working with these elements, students use communication, organisational and technological skills they recognise all their process structures and constraints they take into account the relationship between the media and...



Dimensions of Self-Concept

	Actual Self	Ideal Self
Private Self	How I see myself	How I would like to see myself
Public (Social) Self	How others see me	How I would like others to see me

audience.

They learn to suspend the valuations to (and) evaluate the media.

Students experience a wide range of media forms.

They come to understand and use different styles and genres which reflect a variety of cultural and historical influences.

They experience media produced in Australia as well as media works of other students.

These contexts are reflected at their own media production.

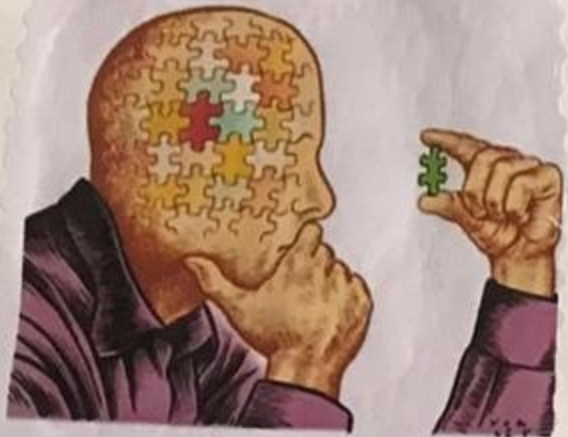
SELF REFLECTION

Self description includes what I am, what type of nature I have, who I am, what I think about myself.

Positive and Negative self assessment in the physical, intellectual and functional dimensions change overtime.

DIMENSIONS OF SELF CONCEPT

- Self knowledge - Who am I?
- Self expectation - Who or what do I want to be?
- Self evaluation - How well do I like myself?
- social self - How person perceived by others?



What I really have!



SELF KNOWLEDGE

I am Kritika Khanna, 23 yrs old, from Delhi. I am a girl & study in Maharshi Dayanand University, course BEd. I am a part of Punjabi family but I would say I am an Indian. I love all festivals national or international. I believe in god; but I feel god is inside us and moreover we should love, respect others, god will be happy than giving donations in temples.

About my studies, I think I am an intellectual girl. I am intelligent as I can think rationally in (irrational) situations. I am more practical about my life and goals. I am ambitious because to teach others I have to first teach myself and then others. I love to dance. Whatever I do I love to do full heartedly. I love to do or complete my tasks perfectly with perfection.

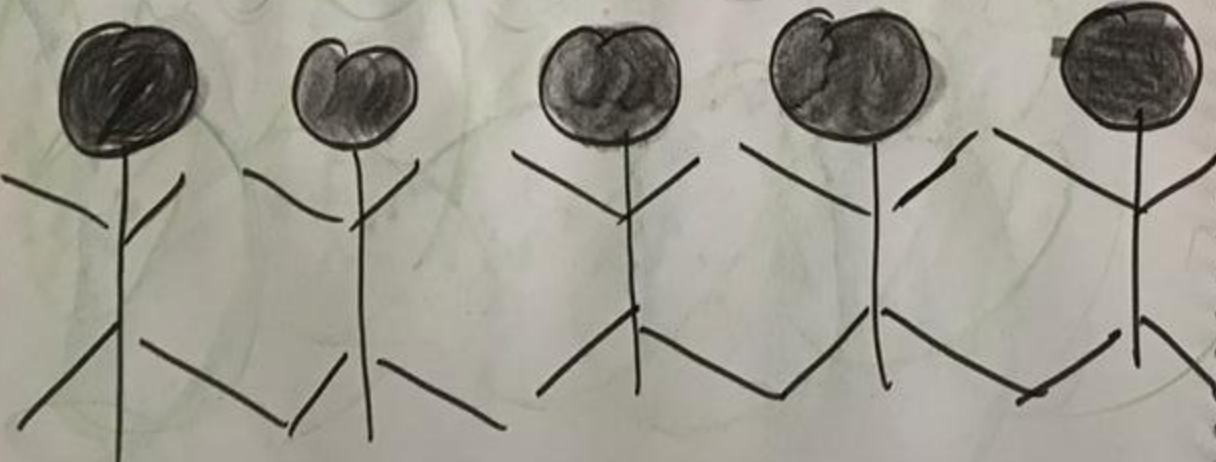
I was President of my department (BA Prog), I got (Hall) talented award, Miss MSc, best speech giver, Joint secretary of DU. So I think I am calm and interactive. I love to hear others and then share my views if needed. Some times I do wrong as I am a human but I apologize as I am a rational thinker. I think both ways negative and positive and hence I can become a teacher and can benefit students.

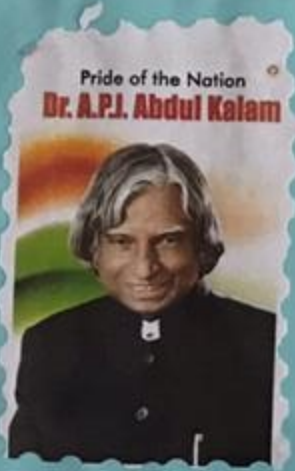
EMOTIONAL BEHAVIOUR :-

I am emotional, but like to be silent in some situations where I am wrong but I cannot (bear) accept wrong behaviour or something wrong going on in front of me. I am serious but some time kiddish which I have to improve. I enjoy my life in my own ways. I like to (Pg) and I am a vegetative student and enjoy my days in college. I respect my elders and younger siblings. I am kind and help others. I never refuse to help but not without permission of my family.

SOCIAL BEHAVIOUR

I treat everyone in my society in a very good way. I give respect to my elders, and also younger as their is a good line said give respect share love and (give) in return get everything back. I am a social person. I love to interact, know and observe our society. I know each and everyone in my society. Every one in my class and I have many friends. I respect everyone's feelings and always try to make everyone happy. I am a very caring loving person. I like to visit new places and meet and know new people. I can wear all types of clothes but the condition is applied that I (am) should feel confident in the clothes and comfortable. I love to interact. I love to do innovations in cooking, learning habits and dancing. I have a good society image and my parents are proud of me as I was joint secretary, president, Miss Janktel and Miss college in my "BA Prog" and Perfect and got library award from my exam school.





That's my view but I feel my loved ones know me better I love myself and I am proud of myself. I accept my mistakes and demerits both about me, and I love to hear also the bad in me, to improve my mistakes.

Dr. A.P.J. ABDUL KALAM

A.P.J. Abdul Kalam was born in India on October 15, 1931. A life long scientist Kalam's prominent role in India's 1998 nuclear weapons test established him as a national hero.

In 2002, India's ruling National Democracy alliance helped him win election against the outgoing former president, Kacheral Ramon Daryana, Kalam became India's 11th President as large ceremonial post in July 2002.

OCCUPATION

AWARDS	
ENGINEER	BHARAT RATAN 1997
WORLD LEADER	PADMA VIBHUSHAN - 1998
SCIENTIST	PADMA BHUSHAN - 1994

ACHIEVEMENT

This eminent scientist and engineer has also served as the 11th President of India from the period. He is always full of ideas aimed at the development of the country. He firmly believes that, India needs to play a more active



Make his international relations.

A part from being a notable scientist and Engineer; Dr. A.P.J. Abdul Kalam served as the 11th President of India from 2002 to 2007.

He was a man of vision, who is always full of ideas aimed at the development of the country and is also referred to as the missile man of India. In the year; 1991, the government of India presented him the nation's highest padma Bhushan Bharat Ratna in 1993.

First scientist to occupy the seat of the Rashtrapati Bhawan

Quotes

"If you salute your work, you do not have to salute anybody. If you salute your work, you have to salute every (dar) body"

"All Birds find shelter during a rain. But eagle evades rain by flying above the clouds."

"Man needs difficulties in life because they are necessary he enjoy the success."

"If you want to shine like a sun. First burn like a sun"

"Without your involvement you can't succeed. With your involvement you can't fail."

Helena
15/09/11

ACHIEVEMENTS

- *Achievements-Apart from being a notable scientist & Engg., Dr. A.P.J. Abdul Kalam served 11th President of India. He is man of vision, is always full of ideas aimed at the development of India. He is also referred as "Missile Man".*
- *He is 1st scientist & bachelor to chair the position of president holding largest Democracy.*