

UNDERSTANDING DRAMA AND ART :-

MEANING & CONCEPT OF ART :-

The original classical definition - derived from the Latin word "ars" (meaning "skill" or "craft") - is a useful starting point. It is defined as : "the product of a body knowledge, most often used a sets of skills."

It is a diverse range of human activities in creating visual, auditory or performing artifacts - artworks, expressing the author's imaginative or technical skills, intended to be appreciated for their beauty or emotional power. In their most general form these activities include the production of work of art, the criticism of art, the study of the history of art and the aesthetic dissemination of art.

The oldest form of art is visual-arts, which include creation of images or objects in fields including painting, sculptures, print making, photography or visual media. The nature of art, and related concepts such as creativity and interpretation, explored in a branch of philosophy known as Aesthetic.



PURPOSE OF ART :-

Art has had a great number of different functions. It has many unique, different reasons for being created. Some of these functions of Art are provided in the following outline.

(1) NON-MOTIVATED FUNCTION OF ART - The non-motivated purpose of art are those that are integral to being human, transcend the individual, or do not fulfill a specific external purpose.

- (a) Basic human instinct for harmony, balance, rhythm.
- (b) Experience of the mysterious
- (c) Expression of the imagination
- (d) Ritualistic and symbolic functions

(2) MOTIVATED FUNCTION OF ARTS - Motivated purpose of art refers to intentional conscious actions on the part of the artists or creator.

- (a) Communication
- (b) Arts as Entertainment
- (c) Arts for Political Change



- (d) Arts for social inquiry, subversion and/or anarchy
- (e) Arts for social causes

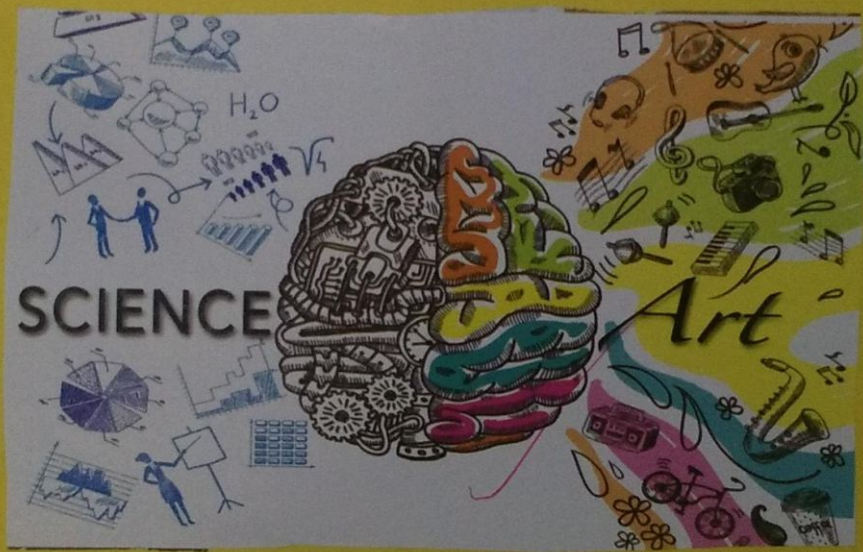
IMPORTANCE OF ARTS IN EDUCATION

Arts integrated learning is a way to teach artistic skills in conjunction with academic material. It is distinguished from art education by being not so much about teaching art, but focused on :-

- how to improve learning through the art.
- how to transfer learning in and through the arts to other disciplines
- discovering and creating understanding of human behaviour, thinking, potential and learning especially through the close-observation of art and various forms of involvement in art experiences.

* IMPORTANCE OF ARTS -:

Art programs give students somewhere to express themselves if they don't have the support to do that at home, it also get kid to think creatively and intently, expanding a students way of



Thinking in general. All of these things are ways of thinking in a way that students keep from getting "bored" in school and getting in with the wrong crowd.

MOTOR SKILLS- Many of the motions involved in making art, such as holding a paint-brush or scribbling with a crayon, are essential to the growth of fine motor skills in young children.

LANGUAGE DEVELOPMENT- For very young children, making art - or just talking about it - provides opportunities to learn words for colors, shapes and actions.

DECISION MAKING- The experience of making decisions and choices in the course of creating art carries over into other parts of life.

VISUAL LEARNING - Drawing, sculpting with clay and threading beads on a string all develop visual-spatial skills, which are important than ever. This information consists



of cues that we get from pictures or three-dimensional objects from digital media, books or television.

INVENTIVENESS-: When students are encouraged to express themselves and take risks in creating art, they develop a sense of innovations that will be important in their adult life.

CULTURAL AWARENESS-: Teaching children to recognize the choices an artist or designer makes in portraying a subject helps students understand the concept that what helps them to see may be someone's interpretation of reality.

IMPROVED ACADEMIC PERFORMANCE-: Young people who participates regularly in the arts are four times more likely to be recognized for academic achievement.

UNDERSTANDING AESTHETICS and ITS EDUCATIONAL-RELEVANCE - :

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UNDERSTANDING AESTHETICS & EDUCATIONAL RELEVANCE :-

The word "Aesthetic" is derived from the Greek - *aisthetikos*, meaning "esthetic", sensitive and sentient. Aesthetics is a branch of philosophy dealing with the nature of art, beauty and taste, with the creation and appreciation of beauty. It is more scientifically defined as the study of sensory or sensori-emotional values, sometimes called judgements of sentiment and taste.

NATURE OF AESTHETICS :-

- 1.) Aesthetic experience is non-utilitarian.
- 2.) It is detached from ordinary self-interested pursuits.
- 3.) Works of art are made to be viewed aesthetically and so just to be enjoyed.
- 4.) Everyone can appreciate art just by adopting the aesthetic point of view.
- 5.) Artists see things in a unique way & creatively find innovative ways of communication that vision to us.
- 6.) Artists show us how to look at the world, how to understand ourselves, who we are.
- 7.) Works of art express these unusual ideas of artists.



EDUCATIONAL RELEVANCE OF AESTHETICS - :

Every child needs planned, aesthetic education in order to influence the experiencing, feelings and enjoying the beautiful things as a counter-balance to our world.

Demands made in the field of aesthetic education emerge in the curricula only from the general goals, which are more or less realized in the course of various subjects. We all know that each subject offers opportunities for the aesthetic abilities and its development.

Our pedagogical theory and practice lacks such aesthetic thoughts. Individual types of artistic education are not determined on an aesthetic-theoretical basis; frequently, special didactics of artistic subjects drawn on artistic techniques and does not include either the goal or processes of the aesthetic dimensions such as aesthetic perceiving, experiencing, creating, evaluating and developing aesthetic-sensibilities.

It is also necessary to emphasize the relationship between the general pedagogical goals of the aesthetic dimensions and the professional

goals of the individual subject. It is the most important to be aware of the general goals and consider them throughout the planning, realisation and evaluation of the educational process.

The most important aims and goals of aesthetic education can be described as the following:

- (i) To develop aesthetic sense for the beautiful and a sense of proportion.
- (ii) To develop aesthetic perception; experience, creating, evaluating and expressing the beautiful.
- (iii) To develop a relationship toward nature and toward the beautiful in interpersonal-relationship.
- (iv) To observe, experience, evaluate and create that which is beautiful.
- (v) To develop the ability to perceive aesthetic-qualities.
- (vi) To develop the ability to experience aesthetic qualities to induce feelings of excitement, joy and optimism.

DRAMA & ART AS PEDAGOGY OF LEARNING & DEVELOPMENT:

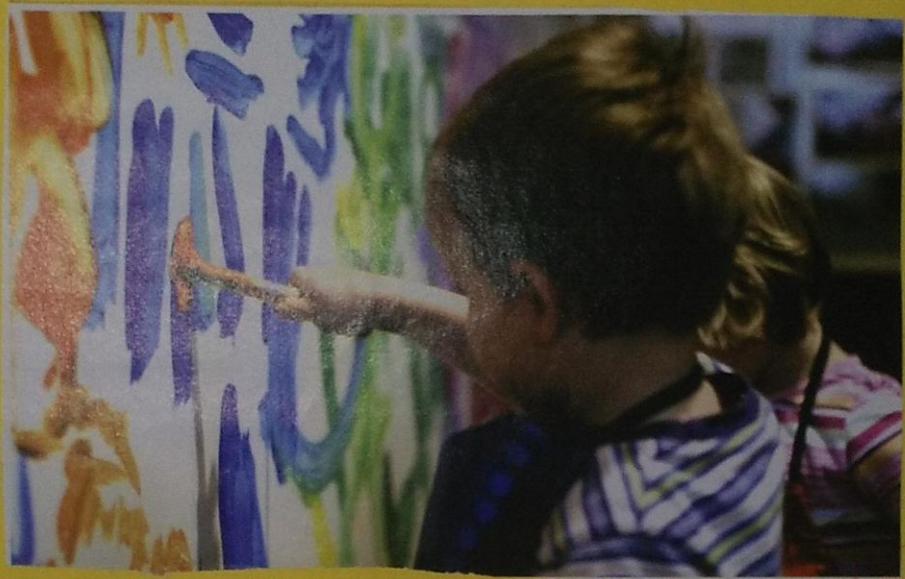
Pedagogy is the art of supporting learning and the process of how knowledge is negotiated, discovered and produced.

★ **Understanding Drama** - : Drama is a specific mode of narrative, typically fictional, represented by performance. The term comes from the Greek word, *drama*, meaning action, which is derived from the verb *deao*, meaning to do or to act. The structure of dramatic text, unlike other forms of literature, is directly influenced by this collaborative production and collective-reception.

★ Elements of Drama - :

- Unlike most fiction and poetry, drama is written primarily to be performed, and its enactment on stage is a collaborative and public process.
- Every performance of a play is different, and each involves a unique interpretation of the play text.
- The creation of a play performance is a collaborative work, involving input from producers, directors, actors, designer of lights, set,

- sound, costume, makeup; and even the audience.
- When we read a play we have to do the imaginative work of envisioning its performance.
 - The chief difference between narrative fiction and drama on the page is the absence, in drama, of a mediator or narrator.
 - Description in drama is usually limited to a few stage directions, the italicized description of the set, character and actions.
 - Exposition is an explanation of the past and current dramatic situation.
 - As you read scene by scene, make mental or written notes about your initial response, expectations, and questions about how the text could or should be enacted on stage.
 - When you write about drama, you perform something like the work of a director or an actor.
 - You might focus an essay on one character, or a comparison of two characters, describing their functions in the play.



ART (VISUAL & PERFORMING):-

Traditional and Contemporary art encompasses activities as diverse as - Architecture, music, opera, theatre, dance, painting, sculpture, illustration, drawing, cartoons, print making, ceramics, stained glass, photography, installation, video, films and cinematography, to name but a few.

Art is commonly classified into several overlapping categories such as fine, visual, plastic, decorative, applied and performing.

Here we are confining our discussions to Visual and Performing Arts.

VISUAL ARTS

The Visual Arts are arts forms such as ceramics, drawings, printings, sculpture, print-making, designs, craft, photography, video, film-making and architecture.

Many artistic disciplines involves aspect of the visual arts as well as arts of other types.



PERFORMING ARTS

Performing Arts are the art forms in which artists use their voices and/or the movement of their bodies, often in relation to other objects, to convey artistic expression - as opposed to, for example, purely visual arts, in which artists use paint/canvas or various material to create physical or static art objects.

Performing Arts includes dance, music, opera, theatre, and musical theatre, magic, illusion, mime, spoken words, puppetry, circus arts, performance arts, also includes any activity in which the artist's physical presence acts as the medium. Thus it encompasses, mime, face or body paintings and the like.

IMPORTANCE OF VISUAL & PERFORMING ARTS IN TEACHING AND LEARNING AT DIFFERENT LEVELS :-

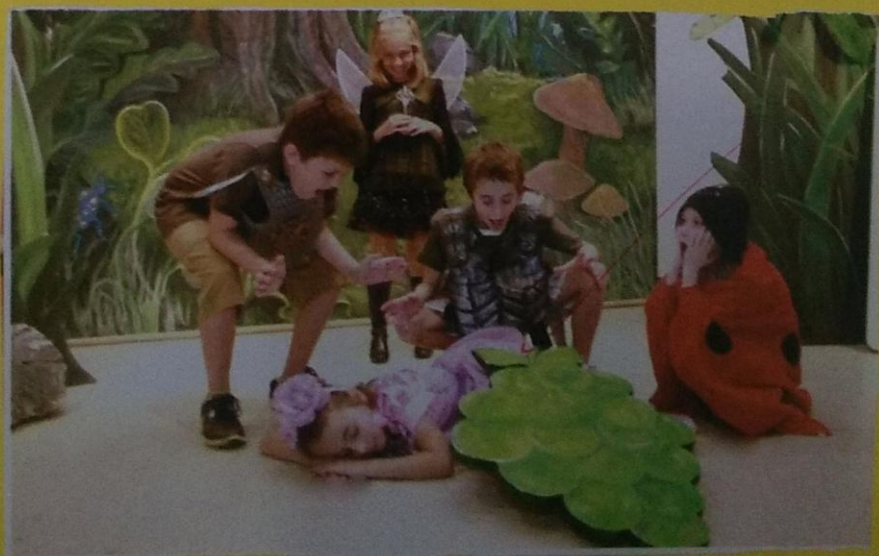
Education in the arts is an integral part of the development of each human being. Arts education refers to education in the discipline of music, dance, theatre and visual arts.

The arts cannot be learned through occasional or random exposure anymore than math or



Science can. Education and engagement in the fine arts are an essential part of the school-curriculum and an important component in the educational program of every student.

- This lead to better student attendance and lower dropout rates.
- It changes the learning environment.
- Students connect with each other better.
- It provides challenges to students of all levels.
- Students learn to become sustained, self-directed learners.
- It impacts the learning of students of lower socio-economic status.
- It strengthens student problem-solving and critical thinking skills.
- It adds better academic achievement, school success and preparation for the work world.
- It provides students a chance to develop cognitive and creative skills, and to develop their imaginations.



THE IMPORTANCE OF DRAMA & PERFORMING ARTS:

Drama and the performing arts plays such an important part in a child's education.

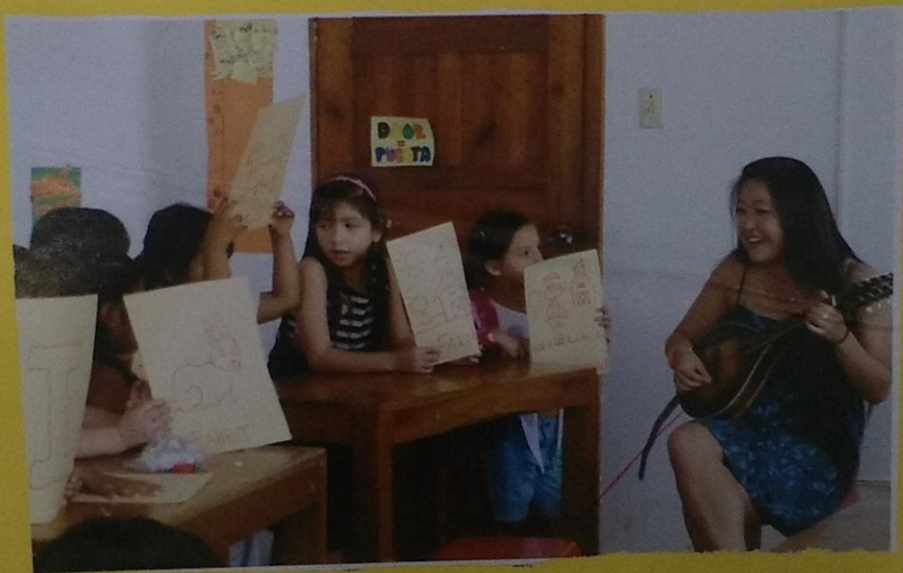
- **Creative Challenges** - The challenge for teachers and parents is therefore to keep creativity alive. Providing opportunities to experience new ways of thinking is one answer. The sharing of perspectives with other cultures, age, genders, races and faiths leads to greater empathy and respect for difference and diversity.

- **Using drama in school** -

Drama in school, whether building on English work, in its own dedicated curriculum drama time or as I've seen it increasingly being used, cross-curricular to supplement science lessons, allows children to try out another point of view. They can recreate situations using other perspectives and reach new conclusions.

- **Performing Arts** -

This ability of the performing arts to embrace



All subjects disciplines and social activities empowers pupils with the skills needed to communicate more effectively in whether profession they end up involved in.

The performing arts are important in the provisions of a broad, liberal education.

- A part of school life -

The success of these highly creative individuals depends on performing arts in school life. These events helps to produce confident young people who are able to project an opinion, to perform or to listen to what others have to say.

- Helps in Stimulating Creativity -

Dramatic Arts education is an important means of stimulating creativity in problem-solving. It can challenge students perceptions about their world and about themselves.

- Develops Effective Communication Skills -

Drama allows students to communicate with and understand other in new ways.

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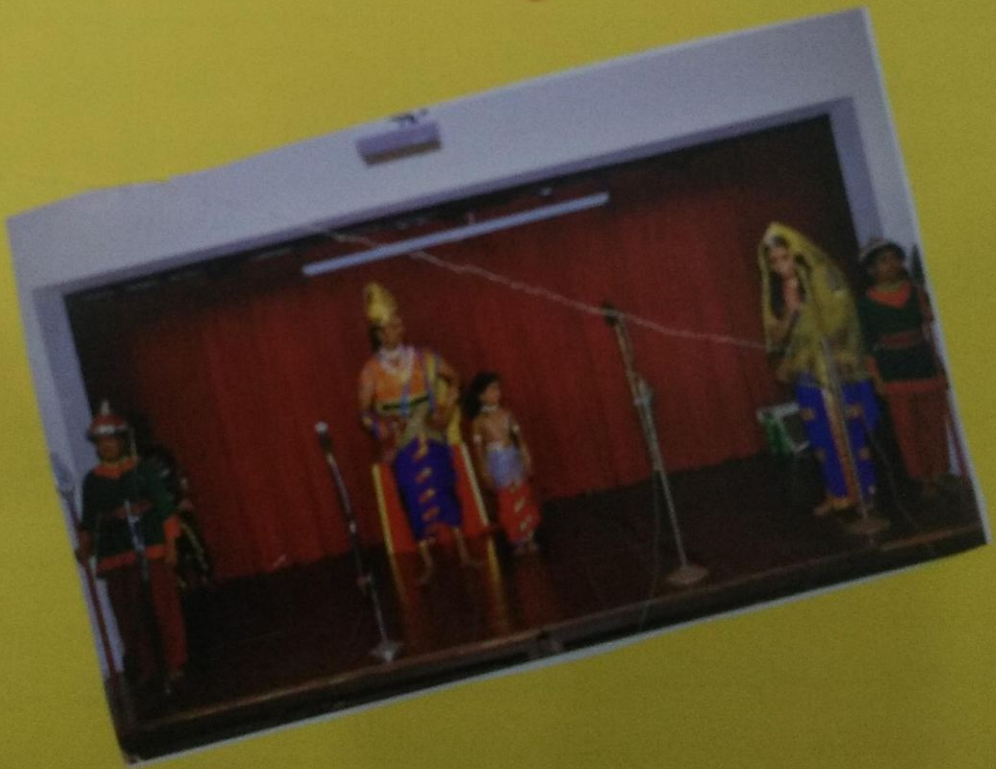
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activities are less likely to have difficulty in speaking in public, will be more persuasive in their communications, both written or orals.

• Develops Tolerance and Empathy :-

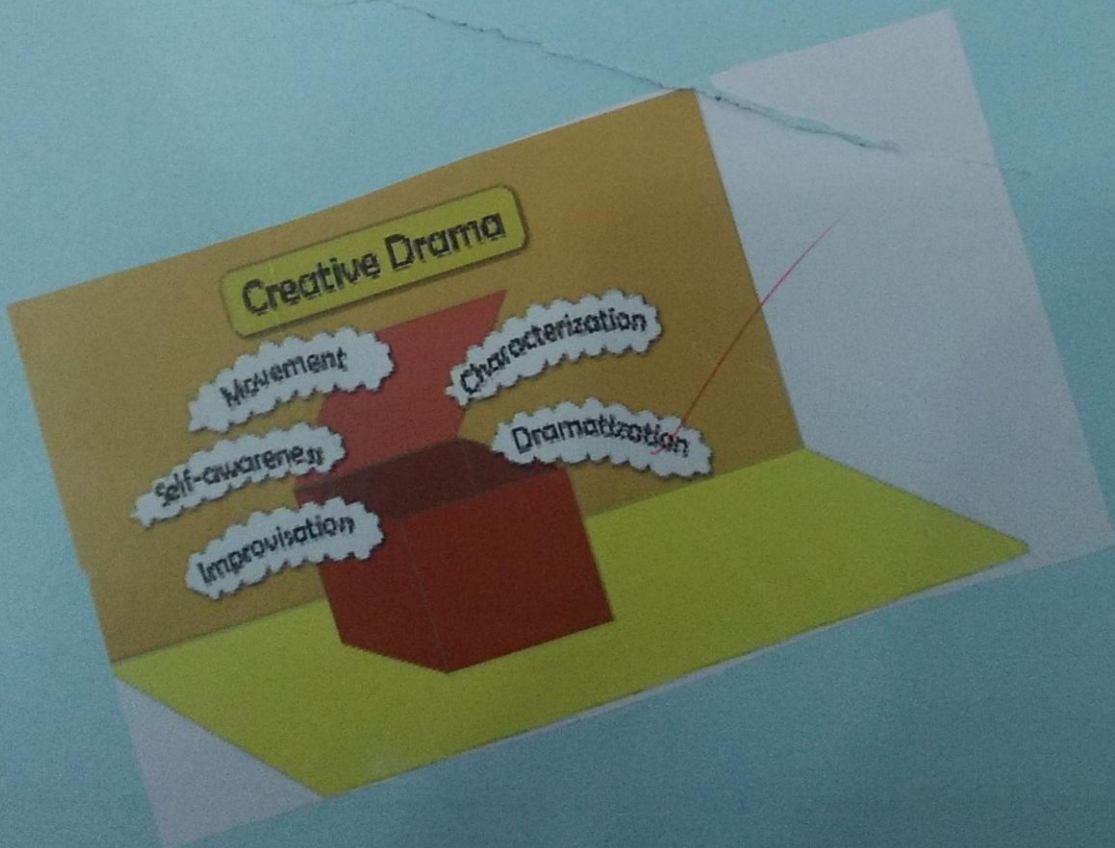
In order to play a role competently, an actor must be able to really understand how the world looks through another person's eyes.

• Understand Ideas in History and Current Events :-

Drama classroom will be better able to understand ideas in History and Current Events.

The link between Dramatic Arts and subjects such as English, History, Social Studies and related ideas is obvious.

The study of literature would be impossible without Drama.



IMPORTANCE OF VISUAL & PERFORMING ARTS IN TEACHING- LEARNING OF DIFFERENT SUBJECTS AT SCHOOL LEVEL :-

Mime Exercises - It helps further develop oral expression and self-esteem.

Number Freeze - Students are grouped in assigned number than given a setting by the teacher.

Teacher calls a number and the students mime an action from the designated setting - example: they may act like a cow.

Dialogue Tableaux - Students can group in pairs or small groups to act out a scene.

Verbal Strategies - Verbal Strategies can be used to review lessons or for predicting analyzing material or so forth.

Pair Sound Effects - Students are paired and given a letter A and B to choose from

A - makes a sound

B - coordinates the action of A's sound

- A variation of this could be A makes a sound



according to B's action.

Connecting Drama to Curriculum - The purpose of engaging these drama activities to the curriculum is to create a variety of complex opportunities that can help further develop skills within reading, speaking, written and composition.

Language :-

Reader's Theatre - Students will read a story or part of a story. They will choose specific characters within the story to play out.

Story Telling - The greatest way to motivate the mind is through story telling because through this flows the power of imagination.

Puzzle Creation - Each student is given a puzzle-piece. They are responsible for writing or drawing a short story about a particular area of interest. This could be related to math, science, social studies and so forth.



Moth:

Fraction Mime:

After introducing the concepts of fractions, use an open space to have the whole group practice dividing themselves up to solve problems that are given: divide in half, fourths, thirds.

When numbers are uneven, ask how this can be shown.

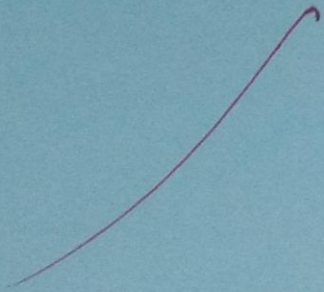
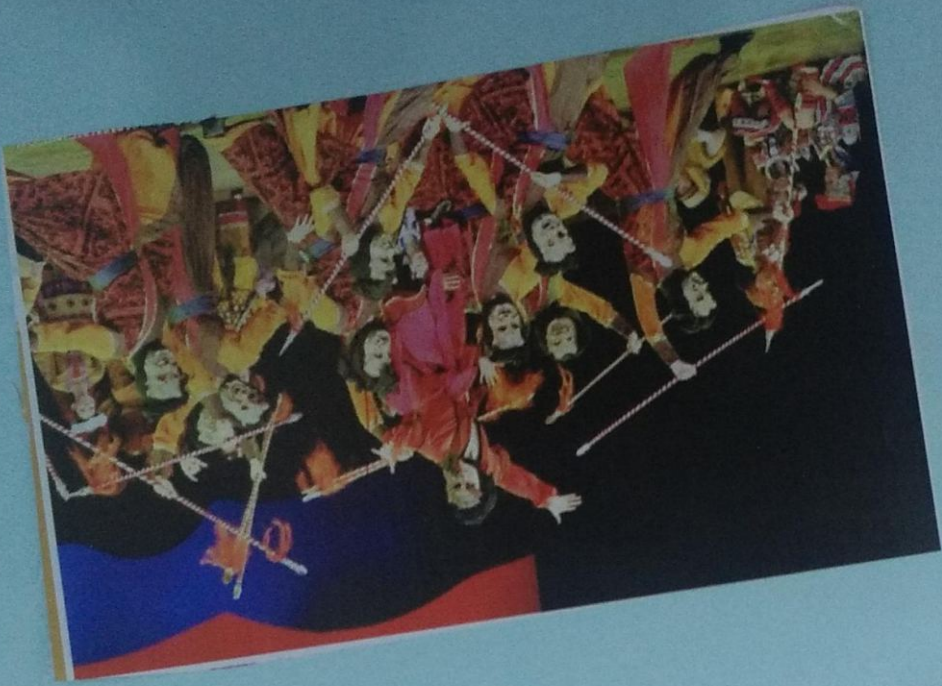
RANGE OF ART ACTIVITIES IN DRAMA

1.) Acting in Pairs - Think up a pair of characters eg. two nurses, two burglars, two astronauts in space etc. and they have to work out how to work together.

2.) Wind them up - Pretend game that involves asking children to be "wound up" by the pretend crank on their back. They can be any object, eg:- a robot, a kitchen appliance etc. which has been wound up.

Then they slowly act out becoming unwound, and eventually coming to a stop.

3.) Life saving - Children pretend to be a team of



doctors, fireman, paramedics etc. fighting to save a life.

4.) Language Development -

Ask children to sit back with a partner. Takes in turn to brainstorm different topics, one word at a time, eg:- colours, the universe, the school etc.

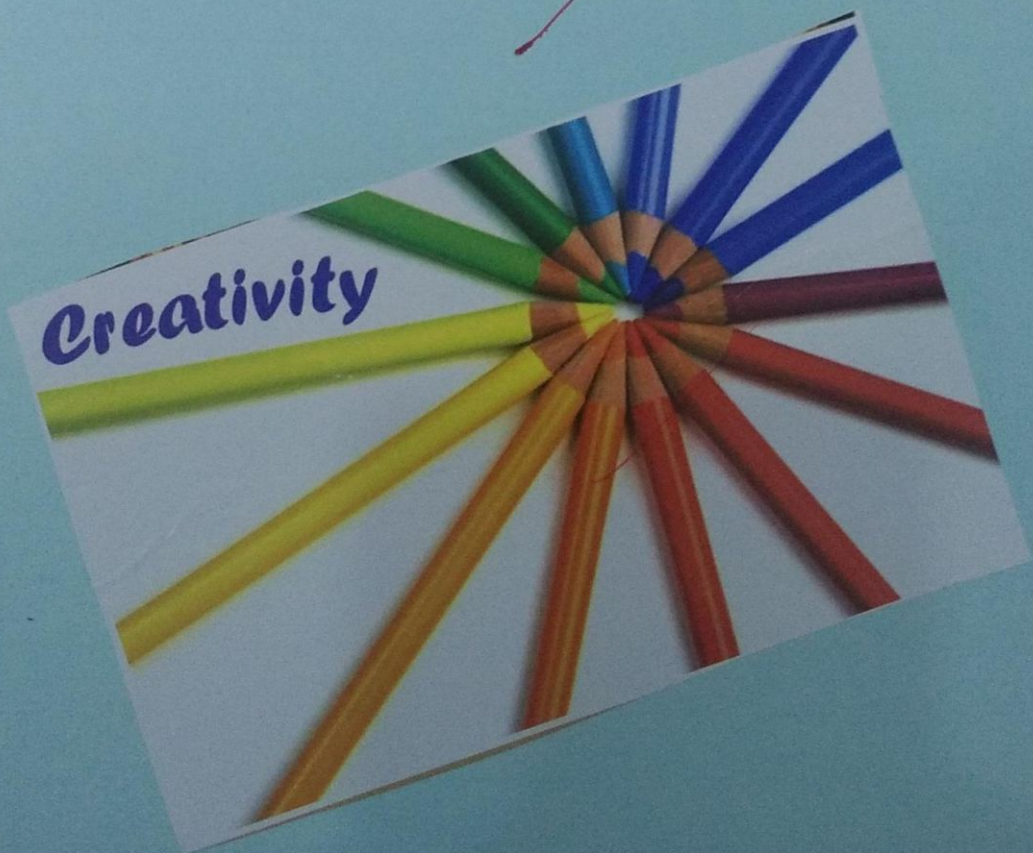
- First round, is practice,
- Second round, is scored by counting the number of words they got.
- Third round, you loose a point everytime you make the sound um, er, ah.
- Fourth round, the children can pick one of the topics they brainstormed, and have exactly one minute to talk about it.

Appoint an Umm counter for the class, equipped with a class list to count of the Ummms.....

5.) Picture the Story -

(i) Break kids up into group of six and ask them to sit in a circle on the floor. Place a few props in the centre of the group.

It is a good idea to have one prop for each child.



(ii) Ask each group to focus on the props put in front of them without discussing them.

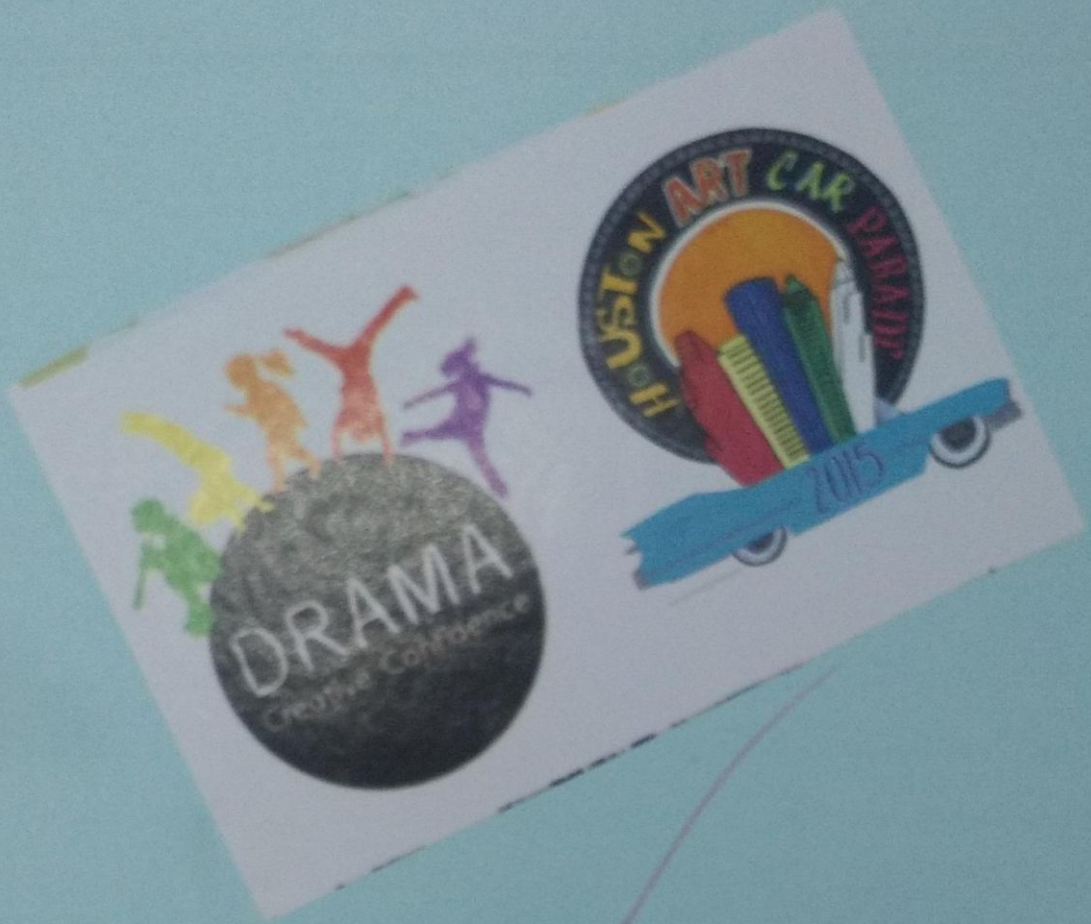
(iii) Ask the children to choose by crossing their eyes and try to imagine a story that is being told using these props. Play a piece of music while their eyes are closed.

6.) Pairs on Chairs —

Ask the children to find a boy/girl partner, collect a chair and find a place in the room. Each pair needs to improvise a ~~scene~~ scene where one person would be sitting in a chair and the other offering them a service. The only catch is that you are not allowed to speak.

★ Some Additional Activities :-

- (a) Act out and Put Words to an Emotion
- (b) Give "Voice" to an Inanimate object
- (c) Have students write monologues.
- (d) Create a character
- (e) Write a monologue
- (f) Act out the Dialogues
- (g) Act out the story.



EXPERIENCING, RESPONDING & APPRECIATING A DRAMA

Depending on their interests and abilities, students could undertake one large collaborative play building project driven by character and a single issue, or the play building might be split into a number of small groups projects exploring a number of issues.

Students explore how to link their play building scenes and how to manipulate research material to form narrative/non linear structures.

Students develop basic understandings of the practices of making, performing and appreciating drama and the elements of drama. They would have had some experience of improvisation and play building.

Students learn to :-

- (i) appreciate that performance space and production elements must take into account their potential audience.
- (ii) develop terminology appropriate to dramatic contexts and technologies.
- (iii) value and use information and communication technologies in drama and theatre to help reflect on aspects of human experience.



- (iv) investigate and analyse dramatic ideas through the drama workbook, discussions and debate.
- (v) adapt features of established dramatic forms to create your own group-devised works.
- (vi) Students learnt about :-
- (vii) a range of theatre conventions and production elements from differing dramatic forms and contexts.
- (viii) terminology associated with different dramatic forms, performance styles, technologies and conventions.

Exposure to selective basic skills required for drama :-

- **MOVEMENT** - soft, gentle, heavy, thick, light, quick, slow, hunched, upright, limping.
- **GESTURE** - signals with your hands/arms to show feelings.
- **FACIAL EXPRESSIONS** - wide eyed, narrow eyed, raised-eyebrows, troubled.
- **EYE CONTACT** - Staring, glaring, fleeting. You can decide that your characters always avoids eye contact with others to show they are uncomfortable.

- VOICE - Pitch (high and squeaky, low and soft etc.)
Volume (loud / soft etc.)
Tone (angry / pleasant / nervous)
- 1.) Oral Communication Skills
- 2.) Creative problem solving abilities
- 3.) Motivation and Commitment Willingness to Work Cooperatively.
- 4.) The Ability to work independently
- 5.) Time-Budgeting skills
- 6.) Initiative
- 7.) Promptness and Respect for Deadlines
- 8.) Acceptance of Rules
- 9.) The Ability to learn quickly - AND correctly
- 10.) Respect for Colleagues
- 11.) Respect for Authority
- 12.) Adaptability and Flexibility

DRAMA:- Facilitating Interest among kids

Educational drama is a highly important component of the classroom curriculum. It provides the opportunity for students to express themselves as well as to explore and find themselves. Within the classroom we use educational drama in the following ways; improvising, role play, play building, puppeteering

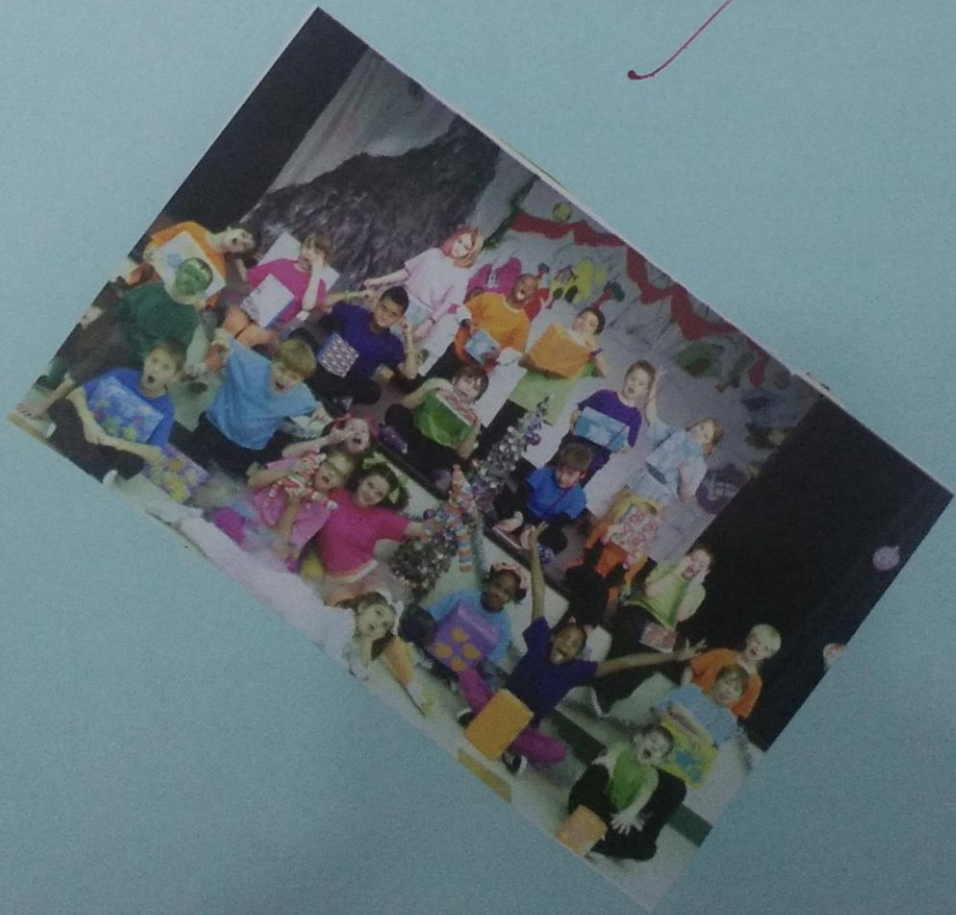


And story making, telling and dramatizing) improvising.

- (i) To provide opportunities to feel more confident in reading and understanding tasks
- (ii) To provide opportunities to students to feel more confident in communication
- (iii) To give them exposure to various creative tasks.
- (iv) To make them feel like going to school more.
- (v) To enable them enjoy schools based activities.
- (vi) To provide them ability to cope up with stress.
- (vii) To make them more active citizens.
- (viii) To make them ready to spend more time in schools, in reading, doing housework, playing talking.
- (ix) To develop a better sense of humour.

PLANNING & IMPLEMENTING ACTIVITIES:

PLANNING: The first stage begins with selecting a theme or concept for students to explore through drama. Poem, short stories, selected textual passages, or original improvisation drawn from content are suitable materials. The teacher outlines a strategy for engaging the students with the drama material. A good beginning point for developing a linear session



is to focus on the physical characterization of the theme or concept. Motivating and focusing the students for dramatic activities is essential. Student's performance skills including voice, sensory awareness, movement, memory and characterization are nurtured.

IMPLEMENTING: The teacher begins this stage by sharing the material to be dramatized with the students. Methods for sharing includes reading, telling or choral reading. The teacher leads students through a trying-on the characters to acquaint them with the roles to be dramatized. The trying-on is structured so that students briefly encounter life as the character, enabling them to find the elements of voice and body that work in portraying the characters.

The selected dramatic material is brought to life as the students develop the theme through their dramatic actions. Small groups might act out a particular section of materials or small groups might dramatize that entire piece. Or the groups as a whole could enact parts or the entire piece. The playing also may be structured as duet dramatization.

Jayanthi Raman's NATYA Dance Academy
Beautiful dancers and yet Divas with attitude, truly!



ENHANCING LEARNING THROUGH DRAMA FOR CHILDREN WITH / WITHOUT SPECIAL NEEDS :-

- 1.) Drama is part of real life and prepares students to deal with life's problems.
- 2.) Drama engages students in creative problem-solving and decision making.
- 3.) Drama develops verbal and non-verbal communication.
- 4.) Drama can enhance students' psychological well-being :- Under different characters, students can express their true feelings or sense of personality without fear of being judged or criticized.
- 5.) Drama develops empathy and new perspectives:- Taking on various roles in character allow the students to use all senses and characteristics in order to understand the character as well as the scenario or study at hand.
- 6.) Drama build cooperation and develop other social skills :- Working together as a group.

promotes, motivate and encourage cooperation.

7.) Drama increase concentration and comprehension through engagement :- Students always learn best when they are engaged & interested, as well as, when they are actively involved.

8.) Drama helps students consider moral issues and develop values :- Drama simply help students further understand the importance of values they are already aware of.

9.) Drama is an alternative way of assess by observing :- Drama can be used to preview or review a lesson, further allowing teachers to assess what students already know or have learned.

10.) Drama is entertaining.

11.) Drama contributes to aesthetic development.

12.) Drama offers a learning avenue that enhance other areas of the curriculum.