Bachelor of Education (Special Education) – Intellectual Disability / Visual Impairment

PERFORMING AND VISUAL ARTS

Semester-IV

**Course Code: D 18 Credits: 02**

**Contact Week: 8 Maximum Marks: 50 (External -35 & Internal 15)**

**Introduction of the Course**

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students.

For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art - if and when needed.

**Learning Outcomes:**

After completing the course student-teachers will be able to

*1. Exhibit Basic understanding in art appreciation, art expression and art education.*

2. *Plan and implement facilitating strategies for students with and without special needs.*

3. *Discuss the adaptive strategies of artistic expression.*

4. *Discuss how art can enhance learning.*

**Unit 1: Introduction to art Education (9 hours)**

1. Art and art education: Meaning, scope and difference
2. Artistic expression: Meaning and strategies to facilitate
3. Art therapy: Concept and application to students with and without disabilities
4. Linking Art Education with Multiple Intelligences
5. Understanding emerging expression of art by students

**Unit 2: Performing Arts: Music, Dance & Drama (8 hours)**

1. Range of art activities related to music, dance & drama
2. Experiencing, responding and appreciating music, dance & drama
3. Exposure to selective basic skills required for music, dance & drama
4. Music, Dance & Drama: Facilitating interest among students: planning and implementing activities
5. Enhancing learning through music, dance and drama for children with and without special needs: Strategies and Adaptations

**Unit 3: Visual Arts (7 hours)**

* 1. Range of art activities in visual arts
  2. Experiencing, responding and appreciating visual art
  3. Exposure to selective basic skills in visual art
  4. Art education: Facilitating interest among students: planning and implementing  
     activities
  5. Enhancing learning through visual art for children with and without special needs:  
     strategies and adaptations

**Unit 4: Media and Electronic Arts (6 hours)**

* 1. Range of art activities in media and electronic art forms
  2. Experiencing, responding and appreciating media and electronic arts
  3. Exposure to selective basic skills in media and electronic arts
  4. Media and electronic arts: Facilitating interest among students: planning and  
     implementing activities
  5. Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

**Course Work/ Practical/ Field Engagement**

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

**Essential Readings**

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

**Suggested Readings**

* Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
* Beyer, E. London. (2000). The arts, popular culture and social change
* Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in  
  teaching the visual arts.* New York, NY: Teachers College Press.
* Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art  
  Education,* 33(8), 8-11
* Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication:  
  London
* Heller, R. (1999). Effective Leadership. DK Publishing: New York.
* Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of  
  writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
* Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with  
  special needs* (pp. 142-154). Reston, VA: National Art Education Association.

**Keywords: Media,Visual Arts,Performing Arts,Electronic Art**