

NEED OF SOME STRATEGIES FOR ENHANCING TEACHING OF FINE ARTS IN SCHOOLS

Rajesh Chhabra

Associate Professor (Retired)

Fine Arts/Education

C. R. College of Education, Hisar

Abstract

Although art education may have originated from experiments and study in other countries, in India, many aspects of art have been understood and valued in many ways. The eminence of Indian ethos represents almost all that relates to the needs of the child right at the time of the birth of a child, when the small confined areas of the home comprise countless functions carried out by a family, or on all occasions – ritual or festive. The goal of art education is, through arts activities, the creation of imagination, independence and language. Art education encourages cultural understanding and practices and is the way to spread art and culture information and appreciation from generation to generation. For outstanding minds to become correctly exposed to the arts in their formative years it is also necessary.

Keywords: Art, Education, Teaching etc.,

1. INTRODUCTION

Education is a strong and efficient tool to motivate people to live dignified lives and necessary for sustained high economic development. We live in a period in which human knowledge is growing exponentially and educational institutions must aim to stay at the knowledge boundaries to include India as well as advanced nations. Because of this the word art is treated as a mere recreational source and nothing else. Art is an aesthetic representation of all human mind characteristics. These features are known as 'RAS,' i.e. the varying emotions. They can be graded as 'nine' or 'navras'. The Navarasas or nine basic emotions that are central to all Indian aesthetics are love, humor, pathos, rage, courage, fear, disgust, wonder, and serenity.

Human beings have created some sort of art because it satisfies a human need, through aesthetic languages / symbols, to convey knowledge, understanding and ideas.

2. ROLE OF ARTS IN EDUCATION

The sum of all the advances at a given time for the human intellect is usually indicated by society or culture. This culture influences and forms the personality of the individual. Like the other elements of culture, education actively seeks to influence each student's growth. The arts have a different internal framework as science and every other discipline, giving the training process a creative impulse.

Man isn't just his time's commodity. He has a strong knowledge of himself and the ability to

differentiate and analyze history or his own time. The child or adult involved in the creative process imposes his will on the content and creates his own way a picture of the universe. Art-Education should create the real environment and generate enough interactions to develop innovative behavior.

The power to decide the standard of life is shared by all people in a democratic society. The state uses all departments in its full spirit and productivity to establish enlightened people. It is therefore clear that the general education of the people in a state is of primary importance to determine and shape the standard of the population. Many democracies around the world provide art-education in their national education system as a innovative tool in achieving the proposed goals.

The position and function of arts in education is primarily based on art philosophy and education philosophy. The Arts offer several opportunities for real, projected, intimate, mental, sensual, spiritual, intellectual, aesthetic and so on. They allow one to achieve his wishes in a variety of ways through fantasy and communication. Arts empower our senses, stimulate our emotions, deepen our consciousness and give everyone a vital source of personal meaning

Personality is one of the priorities of teaching arts. It leads to a satisfying sense of personal identity and a sense of inherent dignity. Arts provide a level of personal meaning that makes a sense of success and language. In the arts, different aspects of the cognitive method are combined to improve human understanding. Art-Education offers interactive networks and facilitates learning intensification.

Arts learning requires "senses" profoundly and fundamentally. Arts are aimed at educating

them. The increased interaction between the sensory receptors, perceptual awareness and inventive transformation contributes to an improved sensation sensitivity. "Art education aims to cultivate sensitive, innovative, creative and artistic educators who can grow in aesthetic, emotional and intellectual expression and/or reflection in the arts."

One of the most important aims of art education is to connect students to culture. Art may be the cornerstone of a common good union between a spiritual and aesthetic culture. The arts help to enrich the experience. "These interactions are amplified and perceived."

In arts, the use of creativity is important. The individual experience is understood meaningfully and suits the intent of human life and vision. The task of art education is therefore to introduce this understanding in schools through a stimulating and dependent imagination. The main purpose of art is to describe, extend, enrich and respond to the demands for the expression of experience in the school curriculum.

3. APPROACHES IN ART EDUCATION

The basic aspect of the programme is art education. It's not a tactic to eliminate the sluggishness / disgust generated by other school subjects. It also leads to the growth of social and academic skills of learners in addition to its own values. For a creative and satisfactory life, the skills obtained by the education of art and music are necessary. Art-Education is then viewed as an organic media that enriches an individual's life. Good states that art education is "the visual and space arts instruction and practiced as practice in schools.

The art and the experiences related to it are completely human in nature. This must be given due consideration when constituting a curriculum for the creation of art in the schools. The material and the heart of the art are the apacité, imagination and expression of the human.

All individuals could demonstrate art in many respects. No matter how formed and how broad, appreciation and acceptance create trust and satisfaction among students. In order to promote skills and preferences, artistic education should include individual and group activities, as in other subjects.

4. STRATEGIC POSITIONS OF ART-EDUCATION IN SCHOOL CURRICULUM

The student must gain experience in group music, drawing and paper cutting in the purist art portion and the experience must reach everyone. The integrated aspect of art provides learners with the opportunity to incorporate and organize different experiences in and on art topics. This allows students to enrich the learning experience of all other subjects by applying their talent and expertise in art and music. The teachers dealing with general subjects take the upper hand in the latter, as teachers play the position in the first part.

There are two key reasons for the inclusion of various arts in the curriculum and are given below:

- To allow a child to grow an integrated and healthy personality so that he can live a more complete and happier life.
- To encourage the child to improve his creative skills, personal characteristics and artistic talents to become self-realizing

In comparison to other school topics that deal solely with the creation of particular mental ability and competencies, proposed creative programmes in schools will promote the achievement of wider educational objectives that emphasize 'the whole' child's creation with certain values, attitudes and aspirations that are important to a successful life.

Despite the spread of childhood painting, sitting-and-drawing or musical and dramatic performances, the vigor and spirit of children declines at an early stage and there is a strong indication that artistic education is not attentive and significant. That is why the school curriculum needs to balance Arts-Education properly. This method will summaries the strategic positions as follows:

- The arts in education should be viewed in terms of a 'process'. as well as an end in themselves. As a 'process', it should nourish emotional, creative and aesthetic aspects which are essential for all round development of human personality. As an 'end', it should help the child to cherish artistic values enabling him to interpret all about he perceives.
- Since every child possess a natural propensity for creative expression through various media, opportunities should be given to all children without imposing any restriction on self-expression.

5. EFFECTIVE PEDAGOGY AND TEACHING PRACTICES:

- Build an inspiring learning atmosphere: teachers should provide students with a healthy, compassionate, non-discriminatory and cohesive educational

setting. Teachers are encouraged to build a meaningful interaction with students by listening, reviewing and sharing lessons.

- Encourage reflection and action: teachers should create lessons to allow students to evaluate the lesson and to know the intent to learn the specific lesson.
- Allow the sharing of learning: teachers can engage in classroom learning, students and teachers can communicate, discuss and participate together in activities to facilitate the sharing of learning in the classroom.
- Make parallels to prior learning and experience: design the classroom/program based on students' previous training and experience. Teachers may use their previous experience to optimize their research time by avoiding repetition of contents.
- Give the students adequate time to practice and pass new learnings. • Offer them the opportunity to learn. Present new learning in various activities and contexts many times.
- Inquiry into the relationship between teaching and learning: examine the value of the courses designed and establish methods to efficiently transfer knowledge. Check the teaching outcomes and draw up future teaching plans.

6. EFFECTIVE TEACHING PRACTICES:

- Instructor must apply subject awareness, pedagogical material, practice and teaching techniques very effectively.
- Students should also be able to engage in a variety of activities helping to

improve skills and subject awareness and help students appreciate the expressive nature of music and value them.

- Student programmes must encourage excitement and fun for learning.
- Develop a curriculum / syllabus in the classroom, based on the state and national curriculum directives, guidance and objectives.
- Emphasize knowledge creation and interpretation of music contents and the use that students can make of their creativity and their knowledge to construct compositions.
- Create long-term strategies for the successful development of music students, which connect state / national curricula and school objectives.
- Create weekly plans, communicating with long-term plans, building on small-scale and sequential learning to involve students in everyday activities and inspire their interest in music.
- Oriented and timely information collection, review, evaluation and usage that can show the success of students.
- Allow the music lessons to be studied, debated, questioned, and performed.
- Invite students into music content to compose their creativity, then listen and evaluate composition themselves and increase efficiency.
- Provide students with the opportunity to learn about heritage music through traditional instruments.
- Enable students to gain spiritual knowledge by means of music, while recognizing the professional/ professional dimensions of music.

- Teachers should determine the individual's behavior, abilities and skills and schedule activities in order to accommodate the students' defined needs.

7. CONCLUSION

In conclusion, engagement in the arts is related to increases in mathematics, comprehension, academic skills, critical thinking and verbal capacity. Arts learning can also boost inspiration, attention, trust and teamwork. Training is seen as important to the complete realization of the arts' social, cultural and economic benefits. Arts and education can be seen in 3 ways-as a way to create a supportive, enlightened audience, to grow the practitioner of the arts and to prepare students for a creative, cultural life.

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