

Arts Education Syllabus

For Diploma in Education (D.Ed.)

1. Rationale

Arts education focuses on teacher self-development, enhancing communication skills, and creating classroom applications for teaching. Exploring different art forms through “play,” teacher trainees will develop ways of expressing themselves, gain appreciation for social and cultural diversities, and understand the value of collaboration.

2. Objectives

At the end of the course Student Teachers will be able to:

- Express themselves creatively through engaging in various arts based activities connected to their own immediate experiences and environment
- Appreciate cultural and learning diversity in the classroom and community
- Develop an awareness and appreciation of various art forms and their cultural bases
- Develop a sense of applicability of the arts in creating learning situations contextually in schools
- Discover their own artistic preferences through exposure to a variety of materials and various means of art communication (verbal and non-verbal)
- Understand the importance of team work and group dynamics

3. Course Content

Year One

Unit-1Orientation to Arts

Theory: Socio-Cultural History of Art—Global and Indian contexts

Mode of transaction: Video presentations and lecture/discussions

Practicals: Visit to performances, museums, and arts-based alternative schools

Assessment: Continuous Comprehensive Evaluation

Unit-2Contextualizing the Arts

Theory: Background of arts in education in India and across the world, history and theory of art practices within educational spaces

Mode of transaction: films and documentaries on arts education projects across the world and in India, lecture/discussion on key writings on arts education

Practicals: Teacher trainees will be encouraged to share different forms of art they have experienced.

Assessment: Self-reflective journals, classroom presentations

Unit-3 Arts as “PLAY”

Theory: Role of the arts (movement, sound and visual) as “play” in self-development, communication, and inclusive environment.

Mode of transaction: PPTs, Videos and Discussions

Practicals: The teacher is exposed to various modes of “play” through arts-based activities organised through the categories of “Movement,” “Sound,” and “Visual.” The objectives of play include “play as imagination,” “play as communication, and “play for reflection.” Each of the activities will be followed by a de-briefing session for discussion and analysis.

Please see the suggested list of activities for each of these modules.

Assessment: Self-reflective journals and visual documentation of learning process (Continuous Evaluation)

Group Assessment for participation and communication of team members (Comprehensive Evaluation)

Year Two

Unit 4: Mediating Arts and Aesthetics with Teaching and Learning

Practicals: Teacher trainees will develop arts-based practices through incorporating a variety of modes of play. They can choose a subject that has relevance to their lives, communities, culture, society or classroom. Alternately, teacher trainees can create a series of content-based pedagogical strategies and materials by integrating arts into subject areas within the syllabus. These classroom applications are not standardized materials that carry over from one generation to the next, but an indication of the teacher’s unique creative and pedagogic capabilities.

Assessment: Group assessment of individual project for constructive feedback

Conveners:

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