

ART EDUCATION:

ACTIVITY1:

‘Burrakatha’ spreads the message



'Burrakatha' artistes in action at the programme in Vijayawada on Tuesday.— Photo: V. Raju

Vasavya Mahila Mandali (VMM) is using the traditional art form 'burrakatha' to create awareness among the public on AIDS and alcohol.

As part of the World AIDS Day programmes, Vasavya Mahila Mandali in association with Apollo Tyres Health Care Centre, organised a 'burrakatha' at Pantakaluva Centre in Autonagar in the city on Tuesday.

Gangadhar and troupe of the city explained the drivers and cleaners on how AIDS and other Sexually Transmitted Diseases (STD) would affect them.

Project coordinator K. Srinivas Rao said it was the duty of every citizen to fight against the dreaded disease. VMM was conducting sensitisation programmes through brochures, stage plays and documentaries against alcohol and sexual diseases.

Apollo Health Care Centre is organising 21 centres across India, and public can use the services for one month by paying Rs.15 each, said counsellor A.J.R. Satya Prasad.

The troupe explained how alcohol and AIDS was spoiling the lives of the public, particularly those who were in motor field.

The artistes appealed to the public to keep away from bad habits and lead happy lives. VMM lab technician M. Nagendra Babu, out reach staff J. Chandrashekar, V. Raja Mohan and A. Rajesh were among those who conducted the programme.

VMM uses the traditional art form to spread awareness on AIDS and alcohol

Folk arts to spread awareness on RTI in villages



• M Rajamannar left interacting with Andhra Pradesh State Chief Information Commissioner Jannat Hussain right at the inaugural session of orientation-cum-workshop on Right To Information Act at Gandhi Bhavan.

V.S.RAO,



State chief information commissioner Jannat Hussain with Song and Drama Division regional deputy director Vijayaraghavan (left) at the inauguration of a workshop on RTI in Hyderabad on Thursday | Suresh Kumar

To create awareness on the Right to Information (RTI) Act at the grassroots level, about 250 artistes belonging to 23 troops will tour different villages in the state for over 10 days from November 26, and spread awareness about the Act among the rural folks through various art forms.

The implementation of the RTI Act in the country has been one of the best in the world, but there is still a lot to be done to create awareness on the Act in the villages, said Jannat Hussain, chief information commissioner of Andhra Pradesh Information Commission on Thursday.

Speaking at an inauguration of a two-day orientation-cumworkshop on the Right to Information Act 2005, organised by the Song and Drama Division (S&DD), ministry of information and broadcasting here in the city, Hussain said that people in villages can directly approach the Hyderabad information commission if officials at the village-level are not co-operative.

“During the workshop, the resource persons from the information commission would educate our troops on conveying rural people about the importance, relevance and benefits of the RTI,” said M Rajamannar, national director, Song and Dance Division (S&DD).

Regional deputy director of S&DD Dr Vijayaraghavan said, “The artistes will use the medium of drama, music and folk arts to spread the message to rural folks and also collect feed back from them.

” Haritha Vijaykumar of Vijay Arts Theatre, one of the team leaders of a drama troop said, “We will prepare performances like Yakshaganam, Oggu Katha, mime, street plays, drama, dance and duff performances, based on what we learn during the workshop.

” Kuldeep Kumar Sagre, manager, S&SD, Hyderabad, D Srinivas, joint director, information and public relation, Hyderabad, were present

ACTIVITY2:

art form

art form

- An activity or a piece of artistic work that can be regarded as a medium of artistic expression.
- (Art Terms) a conventionally established form of artistic composition, such as the symphony or the sonnet
- (Art Terms) a recognized medium of artistic expression
-
- the structure of an artistic work.
- a medium for artistic expression.
- any medium regarded as having systematized rules, procedures, or formulations.
- The **form** of a work is its **shape**, including its volume or perceived volume. A three-dimensional **artwork** has depth as well as width and height. Three-dimensional **form** is the basis of sculpture.

Elements of art

From Wikipedia, the free encyclopedia

A work of art can be analysed by considering a variety of aspects of it individually. These aspects are often called the **elements of art**. A commonly used list of the main elements include form, line, color, space and texture.

Form

The form of a work is its shape, including its volume or perceived volume. A [three-dimensional](#) artwork has depth as well as width and height. Three-dimensional form is the basis of [sculpture](#).^[1] However, [two-dimensional](#) artwork can achieve the illusion of form with the use of [perspective](#) and/or [shading](#) or modelling techniques.^{[2][3]} [Formalism](#) is the analysis of works by their form or shapes in [art history](#) or [archeology](#).

Line

[Lines](#) and [curves](#) are marks that span a distance between two points (or the path of a moving point). As an element of visual art, line is the use of various marks, outlines and implied lines in artwork and design. A line has a width, direction, and length.^[1] A line's width is sometimes called its "thickness". Lines are sometimes called "strokes", especially when referring to lines in digital artwork.

Color

[Color](#) is the element of art that is produced when light, striking an object, is reflected back to the eye.^[1] There are three properties to colour. The first is [hue](#), which simply means the name we give to a colour (red, yellow, blue, green, etc.). The second property is intensity, which refers to the vividness of the colour. A colour's intensity is sometimes referred to as its "[colourfulness](#)", its "saturation", its "purity" or its "strength". The third and final property of colour is its [value](#), meaning how light or dark it is.^[4] The terms [shade and tint](#) refer to value changes in colours. In painting, shades are created by adding black to a colour, while tints are created by adding white to a colour.^[2]

Space

Space is an area that an artist provides for a particular purpose.^[1] Space includes the background, foreground and middle ground, and refers to the distances or area(s) around, between, and within things. There are two kinds of space: [negative space](#) and positive space.^[5] Negative space is the area in between, around, through or within an object. Positive spaces are the areas that are occupied by an object and/or form.

Texture

Texture, another element of art, is used to describe either the way a work actually feels when touched, or the depiction of textures in works, as for example in a painter's rendering of [fur](#).

Observing Sound Waves

Grade Levels: 3 - 6

Objectives

- Students will use observation skills to draw conclusions and make predictions.
- Students will be able to **see** sound waves.

Materials

- Empty soup can
- Can opener
- Large balloon
- Flashlight
- Small mirror (from a compact)
- Scissors
- Rubber band
- Glue
- Journal

Procedure

Start with a mini lesson about **sound waves**. Here is some information:

Imagine what happens when you drop a stone into a pool of water. Waves ripple out from the spot where the stone entered the water. Those water waves are similar to how **sound waves** travel through the air.

When you speak or shout, your vocal chords **vibrate**. These vibrations go out in all directions through the air as waves. When the waves reach our ears, they make our eardrums vibrate too, so we can hear the words.

But to get to our ears, **sound waves** need to travel through some stuff, like air, that can vibrate. Air is made up of particles, and these are what move to make the sound waves. The vibrating object, like your vocal chords, bumps the air particles next to it. They then bump the particles next to them, and so on.

Most of the sounds we hear travel through the air, but sound waves can also move through water, wood, and metal. You can test this out for yourself. All these things have particles that can vibrate. But if there's no particles, there's nothing to bump into, so sounds can't travel.

In outer space, there are no particles to bump into, so sounds can't travel. No particles means no vibrations, and no vibrations means no sound waves, which means no sounds.

In movies and on TV, you'll sometimes see and hear things exploding in outer space -- alien spacecraft and things like that. The explosions can make the story more exciting, but in real life, you wouldn't be able to hear an explosion in outer space.

Instructions for the Project:

1. Remove both ends of the soup can with the can opener, and carefully remove any sharp edges.
2. Cut the balloon so that it has a large, flat surface area and stretch the balloon around one end of the soup can. Secure the balloon with the rubber band.
3. Glue a small mirror (like a mirror from a makeup compact) to the center of the stretched balloon. Be sure that the reflective side is facing up.
4. Place the can on a table and secure it so that it doesn't roll away.
5. Turn the lights out and shine the flashlight onto the mirror at an angle so that the light bounces off the mirror and reflects on the wall.
6. Clap your hands next to the open end of the soup can. What happens to the reflection on the wall? **Write** down your observations in your journal.
7. Shout into the open end of the can. What happens? **Write** your observations.

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ACTIVITY3:

Use Drama in the Curriculum

The History of Drama in Education

The use of drama has been used over the course of history from the time of Aristotle, who believed that theatre provided people a way to release emotions, right to the beginning of the progressive movement in education, where emphasis was placed upon “doing” rather than memorizing. Integrating drama helps children in various ways. In this fantastic resource: ‘The Arts as Meaning Makers’, written by Claudia E. Cornett and Katharine L. Smithrim, there are 12 essential points that we strongly agree to be important to consider:

1. Drama is part of real life and prepares students to deal with life’s problems.

Drama simply allows students the opportunity to rehearse roles, further giving form or shape to the individual and personal ideas and feelings they are naturally experiencing. Overall, this allows students to make sense out of their ‘real’ life problems.

2. Drama engages students in creative problem-solving and decision making

Deep experiences through drama guides and supports student’s problem solving skills, while at the same time, works to encourage an increasing awareness in how to solve issues at hand. Instead of school just being a place where students are being taught and told what to think and feel, drama turns this into a deeper experience in thinking, further motivating students to question, respond, and explain what they are feeling and thinking.

3. Drama develops verbal and nonverbal communication

Through different characters, students share the opportunity to expand their problem solving skills both verbally and non-verbally, making room for a sense of creativity. As well, students practice and build upon various communication skills through the use of body language, facial expressions and different voices.

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. They can work on personal issue or solve personal problems while in character, which can simply help their overall well being. Essentially, what this does is allow students to get things off their mind, further releasing emotion and tension and allowing students to be who they are.

5. Drama develops empathy and new perspectives

Taking on various roles in character allows students to use all senses and characteristics in order to understand the character, as well as, the scenario or story at hand. Learning how to express oneself in different ways and through different means, helps build a strong character and personality.

6. Drama builds cooperation and develops other social skills

Working together as a group promotes, encourages and motivates cooperation. It is essential that each of our students feels accepted and works well with others, in order to create and build a safe environment for all to learn. What drama does is continues to build on this importance. Drama simply brings students together, allowing them to find different characters that best suits them, different roles to express who they are, and different ways to build upon and develop social awareness.

7. Drama increases concentration and comprehension through engagement

Students always learn best when they are engaged and interested, as well as, when they are actively involved. As students are strongly focused and concentrating, their overall understanding simply increases. When we include students in our examples in class, it is

more likely that they will grasp the idea more, or make a concrete connection. Drama allows us to do this with our students.

8. Drama helps students consider moral issues and develop values

Drama simply helps students further understand the importance of values they are already aware of, as well as, it guides them in developing and forming additional values. As teachers, it is essential that we allow students the space and opportunity to make this discovery and connection in values and moral issues while they are engaged through drama, rather than impose them.

9. Drama is an alternative way to assess by observing (ex. Externalization)

When teaching new lessons, we always depend on prior knowledge. We start with what students know, which further guides us with the next step to take in our teaching. It is difficult for some of our students to make sense of specific things which is simply where drama fits in. 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

Fun is learning, and learning is fun. If we remember this and try to incorporate fun in our teaching, our students will definitely enjoy the learning process. Students enjoy dealing with and discussing real life issues and problems, they like figuring things out, doing interesting things, doing things differently - drama gears towards this and more.

11. Drama contributes to aesthetic development

Through drama, students learn about a number of things such as conflict and characters, which further allows them to deepen their sensory awareness. In addition to, children also learn how to express themselves through various teaching and learning strategies such as dialogue and improvisation.

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

Drama can be used as a teaching and learning tool to help students make meaning of a number of skills they need to be a well rounded individual. It further allows them to experience and explore the world around them through different characters and roles, further building on their relationship with others and things.

In connection to the ways in which integrating drama can help students learn, we have created a list of great activities further emphasizing some of the creative ways drama enhances the classroom environment while also building upon a child's development. These great activities, among many others, can also be found in 'The Arts as Meaning Makers', written by Claudia E. Cornett and Katharine L. Smithrim.