


The image features a white background with decorative geometric shapes. In the top-left corner, there are several overlapping, semi-transparent polygons in shades of light blue, teal, green, and purple. In the bottom-right corner, there are similar overlapping polygons in shades of light grey and white.

NISHTHA

ART INTEGRATED LEARNING

THE PEDAGOGY OF EXPERIENTIAL LEARNING



❖ *Art integrated learning (AIL) is a pedagogy of experiential learning. The effect and impact of this pedagogy can not be achieved merely through theoretical interactions.*

For 100% participation of the learner and quality learning it has to be a complete hands on practice.




➤ **PPT is just for a brief introduction of the model**



ART INTERGRTED LEARNING (AIL)

An Overview -

- A pedagogy where art becomes the basis of teaching-learning process.
 - An opportunity for students to experience visual as well as performing arts to build his/ her understanding of different concepts and subjects.
 - Holistic, joyful and experiential learning.
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Learning Objectives of the Module-



- Understanding of 'Arts' as pedagogical tool and its impact on the holistic development of a child
- Familiarity with art experiences as medium of creative self expression
- Skill of planning and organizing age-appropriate art experiences to make learning of different subjects appealing



FREQUENTLY ASKED QUESTIONS (FAQ's)

1. What are the various art forms used in AIL?

AIL utilizes the possibilities of **Visual** (painting, photography, print-making, stage-art, clay-modelling, sculpture, applied art and craft) as well as **Performing arts** (dance, vocal music, instrumental music, theatre, puppetry, mime, storytelling, martial arts, magic performance, cinema etc)





2. What is the difference between art education and art integration?

- Art education is the process that encourages sensory explorations. It provides a platform to work with ideas and materials to create expression, which might not be expressed by words alone.
- In AIL, we work with the arts at the centre of the curriculum. The abstract concepts of subject will be explored using different art forms.



3. How does AIL help in making the learning process holistic and help achieve desired learning outcomes?

- Art Integrated Learning involves working on all the three domains (Cognitive, Psycho-motor and Affective domain) simultaneously, which fulfills the pedagogical need of competency based learning.

- **This involves thinking, imagining, exploring, making, experiencing, expressing, varifying, and applying the knowledge. Hence makes the entire process experiential and holistic in nature.**



4. How Art Integrated Learning is helpful in inclusive set up?



- Here knowledge is approached in an experimental manner.
- Since the medium of expression is Art, there is no need to separate the art work of the 'haves' from the 'not haves', the disabled from the non-disabled, or of boys from the girls.
- Students belonging to communities that suffer social ostracism can work easily alongside the others by engaging in a art work.



GUIDELINES FOR FACILITATORS

Resources of the session-

- Organise the required resources for use in advance or before the session.
- Organise textbooks to be used/referred for the group work for integration of arts with other subjects during the session.
- It is desirable to impress upon the organizers to provide a training room which is spacious to ensure easy movement of the participants and facilitators during activities

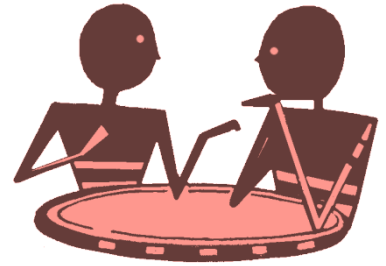
Academic planning for the session-



- Refer to the Art Integrated Learning modules and select the activities that you are more comfortable with.
- Make use of the assessment hints given along with the pedagogical strategies.
- It is important to highlight the use of AIL pedagogy to address the situation of multi-grade teaching in elementary schools.
- Ensure 100% participation of learners, using ice-breakers at appropriate intervals, use of group discussions, brain-storming sessions, individual assignments and group projects

Role of Art teacher in Art Integrated Learning

- AIL has added more responsibilities to the existing role of an art teacher.
- The art teacher can help subject teachers in planning as well as facilitate them in classroom teaching process in a *'team teaching mode'*.





AIL sessions

- The module includes five sessions and they are devised in the form of exemplars
- Exemplars are developed based on chapters of specific subject and they deals with following important tenets of Art Integrated Learning:
 - ✓ ***Learning outcomes; the module supports competency based learning and hence it is suggested to design activities keeping LO's as main focus***
 - ✓ ***Details of art form and art material to be used in the activities***
 - ✓ ***Approximate time required for the completion of the activities***

Assessment in AIL

- **AIL as pedagogy provides opportunity and spaces for 'assessment as learning', 'assessment for learning' and 'assessment of learning'.**
- **Here assessment is an ongoing cyclical process, that begins with the identification of clear learning outcomes and can occur at various points within the teaching – learning process.**
- **Since the medium of assessment is art, the facilitators can assess both verbal and non-verbal expressions of the student.**
- **Assessment techniques in AIL are non-judgemental, non-comparative, non-competitive and non-threatening.**

Tools and techniques for AIL based assessment

AIL based assessment promotes task based performance and therefore it empowers the facilitator with a variety of tools and techniques to assess. The suggested tools and techniques are;

- ***Any art activities including, drawing, painting, singing, movement, role-play, puppetry etc.***
- ***Portfolios with samples of finished artworks, even unfinished artworks***
- ***Personal notes of facilitator on student's subject-specific learning progression, inclination towards different art forms, strengths and challenges, special talents/ skills of students etc.***
- ***Descriptive and anecdotal recordings reporting of overall progress of children's cognitive, socio- emotional and creative development***
- ***Periodic based displays/ exhibits in classroom and corridors by students***
- ***Stories, poetry, letters, posters and story illustrations based on a theme***
- ***Projects works done in groups etc.***



Interdisciplinary approach in AIL

While designing activities, the possibilities to connect concepts across different subjects should be addressed

In interlinking subjects and activities, the learning outcomes can also be clubbed. For example, two or more than two learning outcomes can be addressed through a single art activity

This interdisciplinary approach can take place across the disciplines as well as levels.

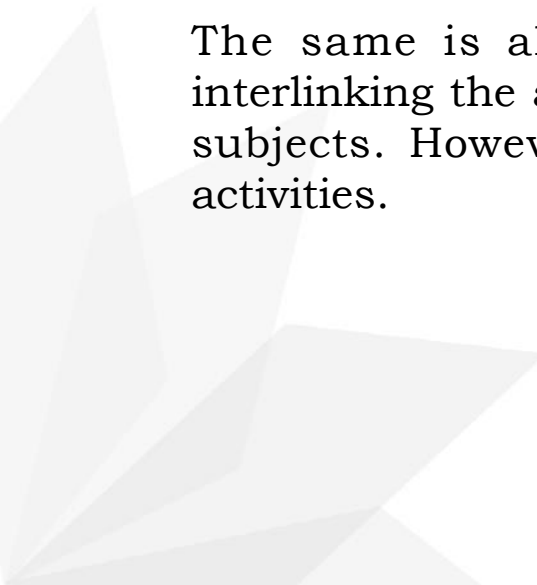




❖ NOTE TO ALL SRG's/ FACILITATORS

All the exemplars/activities are suggestive in nature. All SRG's/facilitators are requested to add or delete the content or art experience as per their convenience and need of the programme.

The same is also applicable in terms of devising extension and interlinking the activities to more than one concepts, themes of different subjects. However, it is even better if you redesign your own set of activities.





For more information on AIL concept please refer to;

- Training Package on Art Education for Primary teachers (Part I & II)

http://www.ncert.nic.in/departments/nie/deaa/publication/Print/Print_Material.html

- Art Integrated Learning – Guidelines

[www.ncert.nic.in › publication › Nonprint › pdf › AIL-Guidelines-English](http://www.ncert.nic.in/publication/Nonprint/pdf/AIL-Guidelines-English)

THANK YOU !!!

