

ART INTEGRATION WITH DIFFERENT SUBJECTS

Mahjabeen Fatma

Department of Visual Arts, Faculty of Media & Humanities

Manav Rachna International Institute of Research & Studies, Faridabad, India

Email: amu.mahjabeen@gmail.com



ABSTRACT

Art has a vast scope in teaching learning process, which is much more than just its study only as a subject, i.e. Art- visual and performing. While studying, the integration of art with other school subjects like Mathematics, Science, Language, Sociology, History and Language; cultivates more interest among students for these subjects. The findings suggest that through art integration students can understand the concepts easily which in turn can achieve their academic excellence. Art Education points to a concept of development in art and clarifies the value of art as a medium to transformational learning. Through art activities like painting, craft, drawing, dance, drama and music, the students learn to express their ideas, emotions, feelings and views on social and cultural issues. Of course, we can apply or integrate these artistic activities with different subjects.

Key words: Art, Art Education, Art Integration

INTRODUCTION

The word art is derived from the Latin word Ars, which means skill, to do, or to compose, etc. The term Art is not defined by any single definition. There are many ways to define art as there are thinkers, philosophers, art critique and artist etc., each definition is influenced by the unique perspective of that person, as well as their own thinking, Character. For Example,

According to Plato: “Art Imitation of the truth”, Truth means Universal truth.

Ravindra Nath Tagore: “Man expresses himself through the art”. Art is more of an expression of the inner feeling than of external experience. He tried to emphasize that the purpose of Art is a living creation of truth and beauty for the pleasure of the pleasure of man.

According to Jai Shankar Prasad, “The limited form of the creative power of God, which we get for perception, is Art”. What is the creative power of God?

We see, such as rivers, mountains, oceans, sun, moon, sky, etc. all that is the creation or creative power of God. It's a limited or short form, for example, is a painting in which we see a scene of a sunset at sea. The moment we see it, we exclaim with joy, what a beautiful scene, etc. This is the painting which is the shorter or limited form of the creative power of God. This gives us knowledge or perception. To create this short form is art.

Classification of art: Above all the art discussion, we can understand when we cannot define Art as in a single definition, that's why there is no single way to classify Art. The most commonly accepted classifying is based on Medium. Based on media, Art is two type: 1- Visual Art: Like Painting, Drawing, Collage, Printmaking, Sculpture etc, 2- Performing Art: Dance, Drama, Music etc.

Art Education: The word "education" is derived from the Latin *ēducātiō* (“A breeding, a bringing up, a rearing”) from *Educo* which is related to the homonym *Educo* (“I lead forth, I take out; I raise up, I erect”) from *ē-* (“from, out of”) and *dūcō* (“I lead, I conduct”). Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through autodidacticism. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In other words Education is “Development of potentials.”

So, Art Education is “Development of those potentials through which we can express our personal feelings with aesthetic sense through any medium”.

Art education is the area of learning that is based upon the visual, tangible arts—drawing, painting, sculpture, and design in jewelry, pottery, weaving, fabrics, etc. and design applied to

more practical fields such as commercial graphics and home furnishings. Contemporary topics include photography, video, film, design, computer art, etc.

Art integration: Arts integration is an approach to teaching that integrates the visual and performing art, as a primary tool for learning. Arts integration differs from traditional education by its inclusion of art, arts discipline and a traditional subject as part of learning, for example; play & dialogue delivery is beneficial for language learning and express delivery.

Arts integration is related to arts education in schools. Arts education, while existing in different forms during the 19th century, gained popularity as part of John Dewey's Progressive Education Theory. The first publication that describes a seamless interplay between the arts and other subjects (arts integration) taught in American schools was Leon Winslow's *The Integrated School Art Program* (1939). No Child Left Behind (Act of 2001 was a U.S. Act of Congress that reauthorized the Elementary and Secondary Education Act;) legislation describes arts education as "essential to every child's education," and include it as one of the Core Subjects.

An issue commonly brought is that "not all teachers are artists," meaning that there aren't enough teachers capable of doing art to teach in every classroom. However, this is not the case, as any teacher can become an art teacher. While art is, to its core, incredibly subjective, there is a basis for every practice. In the fine arts, there are the elements and principles of design, the color wheel, etc. In music, there is a basic music theory. In the drama, there is a basic play structure, acting theory, etc. Whether or not a teacher can do these things is irrelevant; if they can be taught, that information can be passed on from the teacher to the student. The goal is not to create master artists, but rather to teach basic art skills, processes, and aesthetic quality, and encourage creative teaching techniques.

Importance of Art Education in Schools: Victor Lowenfeld emphasized "ways in which children at different stages of artistic development should be stimulated by appropriate media and themes, and... the curriculum...guided mainly by developmental considerations."

It is observed that children, who are engaged in art activities, develop a better understanding of other subjects, right from languages to geography to even science. Studies have shown that students who are exposed to any of the forms of creative expression, be it music, painting, or drama, on an average achieve higher scores on standardized tests. Some other findings suggest

that students engaged in an arts program in school are much more unlikely to drop out of school compared to those who are not into any kind of arts.

Various development through Visual Art

Psychomotor development

Many of the activities in visual art, Whether it is holding a paintbrush or scribbling with a crayon helps in the development of fine motor skills which is an essential part of growth in young children. As we go higher, use of scissors in art or any other tools help in the psychomotor development of the children.

Linguistic development

Child's language development occurs when it is the time of comparison. Children used language devices such as perception and expressions of metaphors and analogical reasoning in comparing one item to another. Children's descriptions and explanations of their work enhance their vocabulary.

Intellectual development

Visual art helps in the intellectual development of the children as skills of visual art appeared to transfer to other subjects. The visual art experience brought them into contact with concepts in mathematics and science and gave them confidence to know how to work their way through a problem or calculations, hence improved Academic performance.

Development of Creativity

Visual art helps in the development of creativity as through art, children express themselves in various beautiful modes, they invent and frame new ideas, discover new combination of colors and express them in their own way. In this process of thinking and innovations, they encouraged themselves to take risks and counter them.

Cognitive development

In the process of creating art, a child has to take many decisions for beautifully implementing there at work. It strengthens problem solving, critical thinking skills and decision-making power of the children.

Social Development

Art is a powerful vehicle for social development. As many of the art activities allow for group participation of all abilities, cultures and backgrounds. They share their creative experiences which can facilitate insight and empathy, which enable changing perception of self and others, social connection along with individual and collective empowerment.

Development of Visual-spatial skills

Art encourages visual learning. As far we know, children grab the knowledge in higher percentage, which they visualize. Art education teaches student how to interpret, criticize and use visual information and how to make choices based on it. Drawing, sculpting with clay and threading beads on a string, all develops visual-spatial skill in children.

The reason why arts integration holds so much potential for the classroom is the power of art to engage students in experiential learning, which is the process for making meaning directly from the learning experience as opposed to academic learning, the study of a subject without the direct learning from experiencing, through art activities students learn by doing and these art activities develop expressive art.

Expressive art is the practice of using imagery, storytelling, dance, music, drama, poetry, writing, movement, dream work and visual and performing arts in an integrated way to foster human growth, development, and healing.

Some Ideas for Art Integration with other Subject: Integrating the arts with other subjects create a new way for teaching process for the content and concept area and then students taking more interest with respective subjects. It's also provided a way to organize your art curriculum. Some of the Integration ideas we can apply in the classroom.

1. **Science & Visual Arts:** There are lots of scientific studies that can be supported in the art room like drawing, painting, Sculpting, Collage making, Print Making etc. Through a painting,

we can demonstrate the water cycle. Through Papercraft we can demonstrate Frog, Bird and insect habit like Owl, Parrot, etc.; Bird & Nest on the tree we could be done through paper craft & coloring. Seashells: Children learn line art & also observed the qualities of seashells.

2. **Language & Arts:** Encourage speaking, listening, and vocabulary development skills through drama, storytelling, and writing. Integration provides deeper in units of study. When we integrate drama, character play, role play, etc. with language can be learned and understand very easily by the students Language, grammar.

3. **Social studies & Art:** Clarify thoughts, ideas, and feelings by drawing and labeling. Social studies are a perfect subject for art integration. Through visual and performing art students know the multi-cultural aspect. Warli, Madhubani, Gond art, Bhangra, contemporary, and classical dance form they aware very closely our culture, history, and tradition etc.

4. **Maths and Arts:** Math mostly connected to art using shapes, rulers, perspective, symmetry, and pattern. Through play, you can connect Maths with art.

Arts in education is an expanding field of teaching inquiry and practice informed by researchers into learning through arts experiences. In this context, the arts can include Performing arts education (dance, drama and music), literature and poetry, storytelling, Visual arts education in film, craft, design, digital arts, media, and photography. It is distinguished from art education by being not so much about teaching art, but focused on: how to improve learning through the arts, how to transfer learning in and through the arts to other disciplines, discovering and creating understanding of human behavior, thinking, potential, and learning especially through the close observation of works of art and various forms of involvement in arts experiences.

Classroom work, such as coloring in a worksheet, which may not provoke or demonstrate critical thinking or learned arts knowledge, Arts Integration aims to support the school curriculum and teaching-learning process. It does not serve the purpose of filling in empty time throughout the school day, But consists of carefully planned lessons that incorporate the components of lesson planning: objectives, academic standards, procedures, and assessment. This understanding of Arts Integration highlights the intentions and potential of this approach, but the reality of how and why the arts are incorporated into the general classroom is anything but ideal. Arts Integration can provide a quality unifying teaching/learning experience, yet it often gets

interpreted and implemented in flawed ways. Teachers may have good intentions when attempting to incorporate the arts into the classroom, but it becomes problematic when the arts are not sufficiently connected to student learning or treated less seriously than other subjects. Arts Integration is often treated as doing, rather than a way of thinking through and knowing, and focus is often placed on the finished static product, in effect dismissing what was learned through its planning and creation.

In reflection, it is vital for academicians spend time in the classroom and understand what is truly happening in the schools. Because general elementary teachers spend an extraordinary amount of time each day with students, they impact student exposure to the arts. If we simply ignore the misunderstandings about arts in the classroom, the devaluation will continue to perpetuate. This is of concern for schools that have dropped their arts programs. Since the actions of general classroom teachers can greatly influence the future of arts education, it is imperative that we explore the possibilities and complexities of teaching and learning with Arts Integration, immediately address the misunderstandings of the arts in teacher education and focus our efforts toward re-valuing the arts in Arts Integration.

REFERENCES:

Files.eric.ed.gov. (2018). [online] Available at: <https://files.eric.ed.gov/fulltext/EJ1018320.pdf>

Gill, D. (2017). *A Textbook of Art Education*. 1st ed. New Delhi: G.C. Goel for Paragon International Publishers.

Into.ie. (2018). [online] Available at:
<https://www.into.ie/ROI/Publications/CreativityArtsinthePS.pdf>

Saunders, R. (1960). The Contributions of Viktor Lowenfeld to Art Education; Part I: Early Influences on His Thought. *Studies in Art Education*, 2(1), 6-15. doi:10.2307/1319997

Sharma, L.C. (2008). *A Brief History of Indian Painting*. 13th ed. Meerut-250001: Goel Publishing House, p.A Single Page.