

**ADE/B.Ed. (Hons) Elementary
Syllabus
Arts, Crafts and Calligraphy
Semester 3**

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Technical Support: Education Development Centre (EDC); Teachers College, Columbia University

Syllabus: Arts Crafts and Calligraphy

Year/Semester: Year 2 Semester 3

Credit Value: 3credits

Prerequisites: Successful completion of Semester 1 and 2

COURSE DESCRIPTION:

Art, Crafts & Calligraphy course, is designed for teachers who will teach this subject at the elementary level. Content of the course is mainly drawn from the national Arts Curriculum designed for elementary schools. This will facilitate the teachers to enhance their understanding and skills for the subject which will be essential for them to have in order to become an effective elementary school teacher. Besides drawing content from elementary school curriculum, various topics have been included keeping in mind the advance knowledge and skills that a teacher needs to have to effectively implement the curriculum. This course will develop and broaden critical and creative thinking skills, understanding of and appreciation for the visual arts and culture and increase participant's proficiency in visual art techniques and processes. Participants will get an opportunity to explore various visual art forms and techniques in this course through the elements and principles of art and design.

In this course participants will be introduced to a variety of media through two-dimensional and three-dimensional approaches to create and respond to visual arts. Through this course participants will explore different approaches to painting and painting techniques using a variety of media. Emphasis will be placed on the elements of art and design with an emphasis on colour and composition. Participants will develop technical skills and personal style. A variety of subject matter will be exploring e.g. still life, interior/exterior, landscape and the figure. The craft section participants will explore various approaches to clay construction, while applying the elements and principles of design to create three-dimensional form. Emphasis will be on hand building methods. Various decorating techniques will be stressed with greater opportunity to apply creative and critical thinking skills to their forms e.g. carving, etching, texture in 2D and 3D structures etc.

COURSE OUTCOMES

By the end of the semester participants will be able to:

- Explain the importance of art education and its role in child development especially for nurturing creativity, enhancing aesthetic sense and stretching imagination.
- Use tools and materials in art more skillfully
- Use of an art journal on their own artistic ideas and thoughts for refining their teaching as an art teacher
- Recognize and appreciate artists, art styles, and artwork
- Reflect and participate in art critiques as a critic and as an artist
- Initiate independent projects that allow personal interpretation and self-expression
- Identify links between art and other school subjects

LEARNING AND TEACHING APPROACHES

Participants will engage in instructional activities using a greater variety of materials and/or combination of materials. It will provide opportunities for participants to explore their abilities to transmit forceful and meaningful ideas in a variety of media to a two-dimensional surface based on their previous experiences. Participants would be encouraged to use sketch books to note information and develop ideas, make use of a good variety of media to illustrate art history lessons, e.g. teacher can explore and experiment with different mediums to illustrate her ideas, she

can develop a time line mural, explore low cost materials for making cave arts etc develop skills in note-making when viewing reproductions of the work of artists and designers; set regular assignments for homework which require personal research. Variety of teaching and learning approaches would be used e.g. the museum visit/ report and the research project, glossary, handouts.

EXAMPLE ASSIGNMENTS

These are examples of the types of assignments you might be given. Your instructor will tell you more about course assignments.

- Visit an art gallery or museum. Ask students to select three pieces of work. If possible, they should photograph the work and then write about why they like the piece.
- Work with a group of children in elementary grades to make simple puppets. Help them prepare and stage a short puppet show.
- Prepare a variety of objects for use in an elementary grade classroom using junk or recyclable materials. Explain how they might be used.
- Plan an art activity for children in elementary grades. Try out the activity at school and ask one of your peers to observe and give feedback at the end of the lesson. Write a reflection about your experience teaching the lesson – including observations from your peers.
- As part of learning about a particular school of painting, prepare an art work ‘in the style of that school.
- Interview a local artisan e.g. a weaver, a potter, a wood carver to find out more about their work. Prepare a video, a photo display or poster about their work, with a commentary.

COURSE GRADING POLICY

Multiple variety of assessment will be used in the course. By using multiple forms of assessment, the instructor will have many windows on the knowledge, skills and dispositions of prospective teachers. The total grade determined by examinations will not exceed 20% of the course grade. Prospective teachers are expected to be present in class, engage with activities and discussion and complete course assignments. The course instructor will tell you how the course will be graded and which assignments will be graded.

SEMESTER OUTLINE

Unit 1: Introduction to Arts, Crafts & Calligraphy (2 Weeks)	
Week 1	<ul style="list-style-type: none"> • What are Arts, Crafts and Calligraphy? • The role of the teacher in teaching art • Influence of the arts in children's development
Week 2	<ul style="list-style-type: none"> • Calligraphy- The emergence of Islamic calligraphy • Ceramics and Sculpture • Puppetry in Pakistan

Unit 2: History and Culture	
Week 3	<ul style="list-style-type: none"> • Indus Civilizations • Exploration of history through a museum visit Art and Architecture (From Indus to Mughal)
Week 4	<ul style="list-style-type: none"> • Islamic Art and Calligraphy (Introduction of art and craft and calligraphy /origin from Persian artist and their calligraphy) • Pakistani Calligraphers (Anwar Jalal Shimza, Rasheed Butt, Hanif Ramy, Zahoor-ul- Ikhlaq, Arshad, Sadqain, Shakir Ali, Gul gee, Aslam Kamal) • Review of this unit

Unit 3: History and Culture	
Week 5	<ul style="list-style-type: none"> • Introduction to the Cubism Understand the Cubism • Pakistani Artist's (worked in Realism e.g. Shakir Ali Mansoor Rahi)
Week 6	<ul style="list-style-type: none"> • Intro about Realism • Pakistani Artist's work in Realism • (Ali Imam, M. Husain, Hanjra, Khalid Iqbal, Ana Molka) Hands-on activities
Week 7	<ul style="list-style-type: none"> • Abstraction • Origin and History of Abstract art • Explore the work of Pakistani artists in abstract (Ahmed Pervaiz, Lubna Latif, Maqsood Ali, Anwar Maqssod Hameed Ali) • Hands-on activities
Week 8	<ul style="list-style-type: none"> • Indigenous art • Pottery, ceramics, textile etc. Hands-on activities
Week 9	<ul style="list-style-type: none"> • Art Across the curriculum • Ideas to integrate art with languages, science, social studies, mathematics etc. Teachers will be facilitated to learn how illustrations, drawings and craft work can be used to understand and express the concepts of science, maths, social studies and skills in languages • Hands on activities and conclusion

Unit 4: Elements of Art & Principle of Design	
Week 10	<ul style="list-style-type: none"> • Understanding elements of art (line, Shapes, color, texture, and space and volume) • The importance of lines and its use in art work • Kinds of lines • Use of color (Color wheels, tints, tones and shade)

	<ul style="list-style-type: none"> • Use of Space and value in 2D and 3D art Texture
Week 11	<ul style="list-style-type: none"> • Use of Space and value in 2D and 3D art Texture • (Natural and man- made) • Introduction of Principle of Design (unity, variety, balance, contrast, emphasis, and pattern and proportion)
Week 12	<ul style="list-style-type: none"> • Drawing/ technique of rendering • Still life • Painting
Week 13	<ul style="list-style-type: none"> • Printing • Pattern making • Shapes- organic and geometrical shapes
Week 14	<ul style="list-style-type: none"> • Sculpture • Landscape • Stick Drawing and conclusion and review of the unit
Week 15	<ul style="list-style-type: none"> • What is assessment in art curriculum? • How and why we assess creativity? • Review the recommendations proposed in the national curriculum grades
Week 16	<ul style="list-style-type: none"> • Design rubric/checklist for portfolio • Set criteria for presentation/display/ peer and self-assessment etc. • Conclusion and review of whole unit

TEXTBOOKS AND REFERENCES

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