Art in EDUCATION

Exploring Creativity, Expression & Holistic Child Development

Dr. Reshma Zaidi

BlueRose ONE .com
Stories Matter
NewDelhi • London

BLUEROSE PUBLISHERS
India | U.K.

Copyright © Dr. Reshma Zaidi 2026

All rights reserved by author. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the author. Although every precaution has been taken to verify the accuracy of the information contained herein, the publisher assumes no responsibility for any errors or omissions. No liability is assumed for damages that may result from the use of information contained within.

BlueRose Publishers takes no responsibility for any damages, losses, or liabilities that may arise from the use or misuse of the information, products, or services provided in this publication.



For permissions requests or inquiries regarding this publication,
please contact:

BLUEROSE PUBLISHERS
www.BlueRoseONE.com
info@bluerosepublishers.com
+91 8882 898 898
+4407342408967

ISBN: 978-81-69822-79-4

First Edition: November 2026

Acknowledgement

The completion of this book has been possible with the guidance, encouragement and support of many individuals and institutions. I would like to express my heartfelt gratitude to all those who have contributed directly or indirectly to this work.

I sincerely thank my teachers and mentors whose knowledge, valuable suggestions and inspiration have guided me in understanding the deeper relationship between art, child development, creativity and education. Their ideas and experiences have greatly enriched the contents of this book.

I am deeply grateful to all the children whose natural creativity, imagination and spontaneous expressions through art continue to inspire educators and researchers. Their artworks provide a meaningful insight into the world of emotions, experiences and development.

I also extend my thanks to my colleagues, friends and family members for their constant encouragement, patience and moral support throughout the preparation of this book.

This book is dedicated to the belief that art is not merely an activity but a powerful medium of self-expression, learning and human development. I hope that this work will serve as a useful resource for teachers, students, researchers and all those interested in the field of art education and child art.

With sincere gratitude

Author

Dedication

To my family, friends, and everyone who believed in me through every chapter of this journey. Your love, patience and encouragement gave these pages life.

This book is lovingly dedicated to all children, whose endless imagination, curiosity and creative expressions reveal the true essence of art. Their innocent drawings, spontaneous creations and unique ways of seeing the world continue to inspire us to understand the beauty of creativity and the importance of nurturing it.

It is also dedicated to all teachers, parents and researchers who strive to encourage artistic expression and recognize art as a powerful medium for the emotional, intellectual and holistic development of every child.

May this work contribute to the appreciation of child art and inspire future generations to value creativity as an essential part of human life.

With endless gratitude, I dedicate this book to my family & friends.

Author

Preface

Art is one of the oldest and most natural forms of human expression. From the earliest days of civilization, human beings have used drawing, music, dance and other creative activities to communicate their emotions, thoughts and experiences. Art serves as a bridge between the inner world of an individual and the society around him. It is not merely a creation of beauty but a reflection of feelings, imagination, ideas and personality.

Children, in particular, possess a natural urge to express themselves through artistic activities. Before they are able to communicate effectively through language, they express their emotions and experiences through gestures, scribbles, shapes, colours and creative play. A child's artwork reveals his imagination, growth, interests and understanding of the world. Therefore, the study of child art provides valuable insight into the various stages of a child's physical, emotional, intellectual and creative development.

This book aims to explore the meaning and importance of art, the role of self-expression, and the relationship between art and child development. It discusses how children's artistic expressions change with their age, experiences and surroundings, and how proper art education can nurture creativity, confidence, sensitivity and overall personality development.

The purpose of this book is to help teachers, students, researchers and all those interested in art education understand the significance of art as an essential part of child intellectual development. It emphasizes that every artistic creation carries a personal meaning and reflects the unique experiences and emotions of every child.

I sincerely hope that this book will inspire readers to appreciate child art not merely as a product of creativity but as a meaningful language of expression and development. If this work contributes even in a small way to promoting the importance of art education and understanding the creative world of children, its purpose will be fulfilled.

Author

Contents

Introduction 1

CHAPTER-1 Art and Art Education 3

Development of Art 4

Art as language 5

Art Education 7

Importance of Art Education: 7

Art Shaping Human Behaviour 9

The Way Art Develops Human Behaviour: 9

Importance of Art in society 10

CHAPTER-2 Art Education and Overall Development of Child 13

Historical Development of Art Education 13

The Evolving Role of the Art Educators. 14

Viktor Lowenfeld 15

Career and Academic Work 16

Developmental Stages of Art 18

Franz Cizek 19

Career and Academic Work 20

Key Contribution To art Education: 20

Core Ideas of His Research: 21

Herbert Read 22

Core Principles of Read's Theory: 24

His Core Ideas 24

James Sully 25

Studies in Child Psychology 26

James Sully's Contribution to Art Education 27

Core Principles of Sully: 27
Revolutionary Changes In Art Education: 28
The Impact of Art Education on Children 29
Advantage of Art Education: 33
Art Education helps: 34
CHAPTER-3 Art and Expression 41
Imagination in Art: 43
Importance of Imagination in Art Education: 47
Imagination 48
Types of Imagination 48
How to Develop Imaginative Power in Children 48
CHAPTER-4 Art and Creativity 52
Imagination and Creation: 53
Creativity: 54
Why Students Need to be Creative: 56
Innovation And Creative Growth In Children 59
Teacher's Role Enhancing Creativity Among Children 59
Most Effective Techniques for Students to build Creativity 64
CHAPTER-5 Impact of Education and Art Education on Human Behavior 65
Education Influences Behavior 66
Objectives of Value Education 67
Importance of Art Education: 68
Art Education Supports Value Education- 69
Art Activities Leads Positive Behavior 70
CHAPTER-6 Art in Education 72
Art Associate with Other Subjects: 72
Social Studies 72
History 73
Geography 74
Mathematics 75

Science 77
Language 79
Art Education and Special Education 82
Art and Artificial Intelligence 85
CHAPTER-7 Child Art-Their expression 88
Free Expression 89
Different Stages 95
Scribbling age or childhood 96
Pre-schematic Stage 101
Schematic Stage 103
Pre-realistic Stage 111
Realistic Stage 114
Adolescence 121
A Comparative Study among Child Psychology 127
Boyhood 128
Post-Boyhood 128
Teen age 128
Art Syllabi of Different Countries 130
Some suggested activities for art classes: 147
Conclusion 167
Reference Books 170

Introduction

Being a social creature human being has always aspired to express his emotions and feelings to others so that he could be benefitted by others. So he felt an earnest need to explore or create the medium of expression which resulted in language and an advent of art (drawing, music, dance etc) started. These are the mediums of our expression.

Art is created by human being. He represents himself through art. He draws in picture of whatever strikes his mind.

Art was originated in ancient period to express self-emotions. Because no language had been originated till then. We see the same instinct in children as they start moving their hands before speaking and express their feelings by moving their hands. A child would express his feeling through drawing scribbling lines if he gets pencil or colors before speaking properly.

The quite material from this point of view is that every work of art is a self-expression of man. The expression of hidden emotions is the process of self-representation.

A child is always in search of new experiences. He wants to try everything. He wants to get familiar with his surroundings. He looks at the things that are neglected and not cared by us. Both have different outlooks and different subjects. It means that this is the time for a child to receive new experiences. Child is imaginative. He passes his every moment in new imaginations. He builds a house of sand and he takes it as a royal palace or fort. Standing some straws he assumes that the royal soldiers are marching. He makes some other straws in opposite side if he wants to create a war scenes. He assumes that two armies are fighting with each other. Putting sand around his foot he creates a hole and takes it as a palace. He gets involved in many other imaginations through such activities. Sand, mud and straws are the sources that supports his imagination.

Human being is always filled up with emotions. It is natural that these emotions and feelings need a way out to be expressed. We want to express our emotions to others that we could feel to see the dawn. A poet composes couplets and an artist draws picture. So these feelings are expressed in different ways which create new emotions.

These feelings of children are perfectly expressed through art. A good education helps out to make a better plan for the emotions of children to be manifested with better

outlook. The structure of pleasure is much important in overall development of a child through art education.

Most of the children take interest in art activities because they feel satisfaction in it. **"If a teacher could believe that the children's satisfaction regulates the inner development. The art activities would hold a proper place in education"**

We have often observed that a change keeps taking place in the pictures made by children. It happens because a child keep learning new things every time.

His new experiences keep changing the phases of his development gradually. Art is self-expression. An artist expresses his inner feelings and views through art. He aspires to convey his views to others whatever he thinks, he tries to share his feelings through art. Some experiences are self-expressed. Not only an artist but every single human being wants to express his emotions. With the piece of an art work (created by himself) a child enjoys his own world. Child art is a powerful medium through which he explores creativity, express emotions and grows intellectually, socially and emotionally as well.

CHAPTER-1
Art and Art Education

The origin of the word ‘Kala’ according to sanskrit scholars, is from the root ‘Kal’ which means beautiful, sweet, soft or something that gives pleasure. Some scholars have taken it as ‘Kam’ or a thing which brings happiness or pleasure. The word Kala was used for the first time by Bharat Muni in his Natya Shastra in the first century A.D., which meant “There is no knowledge, craft or wisdom that doesn’t denote the art”. In the Indian classical literature, art and art traditions have been elaborately discussed. 'Puranas', 'Manusmriti', Kautilya's Arth-Shastra, Vatsyayana's 'Kama Sutra' and other religious texts have elaborately explained different types of art. According to the shloka of Bharat Muni, Shri Baldev Upadhyaya in his Bhartiya Sahitya Shastra has taken this word ‘Kala’ as denoting song, music, dance, etc. According to Pt. Bhola Nath Tiwari the word has been used for fine arts and Shilpa for useful arts. Previously, only 'Shilpa' word was used for all the arts. In Europe, Kala is called as art. The origin of this word ‘Art’ is derived from a Latin word Ars or Artem. These words have an origin from the route Ar, which means to create, to produce or to fit. According to Shri. Bhola Nath Tiwari. “The use of mental and physical craftmanship in some artificial creation is art. Upto the 13th century art was known as craftmanship, but with the advent of 17th century the word ‘art’ began to be used for Music, Sculpture, Painting, Dance and Poetry etc.

According to Plato, “Art is the imitation of the truth.”

Croche, “ Art is the expression of the outer impression.”

Shri. Rabindra Nath Tagore, “Man expresses himself through art”

Tolstoy believed that “The expression of one’s ideas through action, line, colour, sound or words in such a way, that the same ideas are produce in the minds of onlookers and listeners, is Art.”

According to Ruskin, “Every great art is the expression of the man’s delight towards the creation of God.”

From all the above definitions we come to the conclusion that all of them take us to one and the same directions. Style may differ but all emphasize upon the “expression” art is attached to the expression.

***Meaning of Art**:* What is Art? This is such a question that has been defined in different ways but none could satisfy the quest. Art is a word that belongs to the Sanskrit language which is considered to be organized from "Kal". which means, beautiful, soft, sweet and soothing. Art is omnipresent like air and water. Art has not been confined to art museum, Florence, Rome or the Ajanta caves. We are surrounded by the art all the time. Everything denotes to the art. We find art in every object around us. Art is instructively a representation of human being, the continuous development of art has never been checked since ancient time. New artworks are being created with the help of different methods. Temples were formed out, the history of forming rock-cut temples – the art of carving structures directly from solid, natural rock is a significant element of ancient and medival art, with the vast majority of surviving examples located in India. Caves, wood, stone, metal, palm leaves, papers whatever was easily available, used as a tool of creation.

Art work has considerably a shape and the nature is brimful with the art and aesthetic features but we the human beings form its shape and structure. A person who gives it a shape, is called an artist. That's why he is admired, an artist. Artist is not the only one who portrays the pictures or forms art but the music, dance, drama, poetry and other designing works are also art. In this way an artist is divided in different categories. But they all are artists because they create artwork in their own ways and manifest the real hidden aesthetic beauty. Art is not a replication but it is entirely different from a photograph. Rather art is a live shape of our imagination which is connected to our imaginative power and creativity.

Thus, art is a real practice of human being where an artist represents his experiences according to the principles and aesthetic fundamentals.

Development of Art

Art is a stratum of human being which determines the aim of life and helps to drive the feelings and expressions in right direction with a considerable pace. Since ancient time, art has been related to the life of human being. That is why we can say that "Art is another name of life." Art originated with human beings. In the beginning art was used to present the inner feelings because the language was not much developed, to express their views. They used to draw pictures on walls to express their feelings. In this way the art originated. Gradually the art developed and they improved their paintings. Art developed in many forms like the art of making utensils, the toys of clay, sculptures, wall paintings and some people used art for their profession and became perfect in art. But then a man was perfect in only one art which he passed it to his coming generations. After that the

schools were opened where the students received proper education. Then the teachers realized that the students should also be acquainted with different mediums and techniques of art.

It is another thing that the art was not much developed with the development of human civilization. There is not much difference between prehistoric art and child art. Both are developed on the basis of symbols. Special marks and drawing were the part of art while a child draws some lines to make a picture. A slight difference is that the images related to hunting and the animals were drawn. On the other hand children draw their surroundings to express their feelings on paper.

Art is an interesting subject. Even a child forgets to cry when he sees a beautiful or colorful images. A child or an adult, literate or an illiterate, all enjoy the peace of art. But for a child it is always a source of attraction. Children enjoy in drawing or paintings and take much interest in learning it. If the children are given much liberty to express their feelings, they can undoubtedly learn a lot about art.

Art as language

During pre-historic period, art had developed to express themselves because at that time language had not developed, through symbolic drawings they communicated with each other. Same thing we can see in a child, before uttering a word he used to move his hands to express his feelings at the same age when he can't say proper word, if we give him color or pencil he will try to draw something on surface. By doing this he expresses himself. The urge to artistic expression is an imperative need in every child. None can escape it. Although for those children who are constrained and bullied, who lack the freedom and the material means to give full rein to the urge, this urge sometimes may perhaps not be so strong, the scribbles and furtive drawings that they make on the walls and in their exercise book bear ample witness that it exists and persist. The development of art is taken with the progress of human being. Human beings used signs and symbols to express their views before the development of language and it marked the origin of art. Script is the secret of art. Historical evidences reveal that the drawing was used as a medium of expressing views and social language. Their letters were the drawing objects. Even today we can see different components of human skeleton in the Chinese scripts. Even Indian script consists upon some animal signs. Scholars are of the opinion that in ancient period art was the medium of language. People used to express their feelings through art.

Every language consists on grammar which confirms pure and easy learning process. Just like that art is also a language. A Child uses the language of art before starting his oration

in childhood. He gives signs to get all the things that he perceives and takes much interest in. So this effort of a child is a mode of language. When a child starts speaking he uses drawing for expression instead of script.

Every language has some principles. Even the art has its own principles. Now we have to focus on the differences of other languages. The principles of other languages can be learnt by cramming but the laws of the art can never be learnt. It can be understood by practice. Mode of practice is called the mode of utilization. According to this, perfection in anything can be achieved by practicing it again and again. The perfection achieved by practice is perpetual. That never omits from memory. It is sure that a man gets perfection through continuous practice. That is why practice is essential to learn the art. Art is considered to be practical. That's why practical knowledge cannot be gained without proper practice. Cranmered knowledge slips from the mind easily while the knowledge gained by practice remains forever but it improves with the passage of time. Art has a huge value in our life and it has surrounded us in many different forms. Art is found everywhere in the world. To form something in a well-shaped structured and bringing out its real beauty, is art.

It is essential to be a proper shape of every art work to feel its real aesthetic essence which is not possible without any shape or structure. So every art work should have a form or a shape. Now a question arises, what is a good form? A good piece of art is one that masters the artistic principles and elements, and in particular, the visual features like colour, line quality and compositions. A piece of art work not only makes us feel happy but it has some other advantages as well. We feel many dimensions in a painting which make us feel joyous. And this brings a critical moment also that a painting which has a soothing effect for a person, may not have the same for other. Probably the reason behind this the environment is full of beauty because if there would be beauty in only one object then it would attract a few people not everyone. That's why there is not only one live object of beauty in nature but the entire nature is full of beautiful objects and this is the reason that none could match the natural beauty. No beauty is more than the nature. Because it is not essential that a thing or object we like, others have the same feeling for the same object.

Art is the only proper medium to convey our feeling to the others. We can easily understand the hidden massage of the artist to see his artwork. That artwork reveals the heartiest feeling of an artist. The artwork also reveals the imagination power of an artist.

Every man proposes in his own way and he desires to convey his feeling to the others. Some feelings cannot be expressed orally or in written but the feelings may be felt. Art is the only medium to express such feelings. So the art is better than other subjects.

Art plays a very important role in other subjects also. It may manifest before us in any stratum of life. Though art has not received a better place in society like other subjects yet it is connected with human beings. Art is not like other subjects nor it has rules to guide like other subjects. Art is such a subject, free from boundaries. An artist feels himself at liberty in art without any motivation. An artist is free to do anything in art. Art makes our life beautiful.

Art Education

"Art" plays a major role in development of child, art educationist has realized that it should also be treated as a subject in schools, from that time it has taken as a subject in schools, but art education has not been taken seriously as other subjects. It has been shown that art has value for the individual and for society, and need to be taught it in the schools. Fortunately, we have also seen that it contributes to the attainment of educational objectives and it's contributions are in certain respect unique; for that reason it has a legitimate place in the school curriculum. There's no point in discussing the nature of art for purpose of determining it's place in the school curriculum unless it has value for the individual and for society. Since the time of Plato, scholars have attempted to explain it's merit in philosophical terms but their explanations have been difficult for most persons to understand. As a result, many persons do not accept art as an important element in their lives or in general education of their children. Art education is not a distinct discipline since it's like with many fields. First of all it is art, or basic form of communication. Language and art have both developed with the life. Children have to learn both forms of communication, in order to operate successfully as civilized human beings. For this reason we shall study art as it functions in human life collectively and as it operates in our lives and in the lives of our pupils.

Importance of Art Education:

1. **Developing imaginative and creative skills** – Artistic activities offer students a chance to observe, learn and think about the several new things. The development of imaginative and inventive skills helps students see and observe the world in new dimension.
2. **Boosting Mental Health-** The various forms of art help students express their emotions and experiences, which can greatly help them in relieving stress.

3. **Enhancing Cooperation And Communication Skills**. It fosters collaboration and encourages students to work together, developing team work skills. Art provides a medium for students to communicate their ideas and express emotions.
4. **Encourage Cultural Awareness and Understanding-** Through different activities, art education in schools exposes students to art forms from different cultures and historical periods. Through these art activities students get chance to connect with various regional, national and global cultures that promote respect in students for cultural diversity.
5. **Improves Fine Motor Skills**- Enhancement of fine motor skills is another major benefit of art education in schools. These skills can be described as a child's ability to make precise movement with hands, fingers etc. which involves the coordination of joints, muscles and nerves. From holding a pen or a pencil to draw a picture it helps enhance fine motor skills in students by stimulating their hand - eye coordination. By stimulating brain development art education assists students to understand new concepts more effectively.
6. **Improving Academic Performance –** Art education in schools assists students in developing skills to solve creative challenges that help them in other academic subjects. The critical thinking and problem solving skills in students develop through indulging in various art activities help them perform well in their core subjects
7. **Personal Development:** Art education can boost self esteem and confidence. It can help students develop a sense of accomplishment and pride in their work.
8. This study highlights the importance of art education on human behavior. Art education has a positive impact on human behavior. Understanding moral values through art is found to be easy. There are various activities through which students learn to discuss social issues together, raise awareness among people in society through their art work, or become familiar with the cultural traditions of their society and country. All these can be more effective through art. By doing this, students develop self-confidence, understanding of moral values, awareness, responsibility, and learn to respect each other. Art education has a great role in the education of values. Value Education is first learnt by a child from their family. As they grow up, they also come into contact with other people over time. In such a situation, good habits, social responsibilities, and self-confidence can be developed through education only. Therefore, the curriculum should be such that it teaches respect for others, understanding all religions as equal, and awareness. Such education is called value education. Art never teaches about profit or loss, it only teaches humanity, cooperation, appreciation, and social responsibilities. From here, a child begins to become an ideal countryman.

Art Shaping Human Behaviour

Art plays a crucial role in shaping human behavior by fostering creativity enhancing cognitive skills, and promoting emotional understanding and empathy. It also provides a platform for self -expression and exploration, allowing individuals to process emotions, understand the world around them, and connect with others. Art contributes to human behavior development through emotional engagement, community building and enabling problems solving. The art can help individual and societies shift toward more meaningful and sustainable behavior. Art activities can lead to positive behavioral changes in children, fostering creativity, self -expression and social skills, these activities can enhance cognitive development, improve fine motor skills and boost self-streams. Additionally, art can serve an outlet, helping children manage emotion and developed coping mechanism.

The Way Art Develops Human Behaviour:

1. **Increase Creativity And Imagination:-**Art provides children a platform to explore their imagination and experiment with different ideas without limitation. They can create without boundaries, encouraging them to think freely and make creations.
2. **Enhanced Self- Expression And Confidence:** Art allows children to express their feelings and ideas. The process of creating art can be rewarding, leading to increased self – stream. Children can develop confidence in their abilities and feel empowered to express themselves.
3. **Improved Social Skills:** Art activities can foster collaboration and team work, as children work together on projects by this, they can learn to share ideas, take turns and appreciate each other. Art provides, opportunities for social interactions and building social circle.
4. **Enhanced Cognitive Development**: Art can also enhance cognitive skills like spatial reasoning and spatial orientation.
5. **Therapeutic Benefits**: In creative expression it can lead to psychological changes, such as reduced stress and increased relaxation.

   Art activities offer a range of benefits that can contribute to positive behavioral changes in children, art can help children grow into well groomed individual. Art nurtures social skills in early childhood. By being engrossed in art work, a child learns to work together and also learns to achieve a goal through teamwork. The exchange of ideas is also learnt by engaging in a task. Through art, children get an opportunity to learn about different cultures and traditions, it also teaches them to respect each other.

Importance of Art in society

Like other important educational subjects of life, art is also important. Art has got an important place in every field of life. Human being is a social animal. His behavior develops, according to social environment. He comes to know about the society in the company of his family members since childhood. Just like that he comes in contact with people in his boyhood and puberty as well. So he is influenced by the society at every step since beginning. His mind is directly effected by the social environment. His behavior is confined within the social limits. Art is an integral part of social culture which is gradually drives forward by the society. Being influenced by the society, an artist creates new things. Most of the subjects of art are concerned with contemporary society. The nature of art is social. An artist involved himself in creating something in collaboration with outer world, activities and emotions of the society. He draws social emotions in his creations. Actually the reflections of entire society can be seen in the creation of an artist. He draws the experiences and the emotions that he receives from the society. An artist draws society in the form of artefacts. Thus we see a close relation between art and the society. Here it is ponderable that the human emotions are same from ancient to the modern age. It does not accept any bond of geographical borders, social bonds, or political parties. Human emotions remain alike in all situations and their centre of interest is always society. In this way there is a direct relation of human emotions with art and society. These emotions are represented in creativity. Eventually the art becomes universal. It provides broad image to the artist in collaboration with his talent, self-confidence, artefacts and the social scenario. Most of the themes of art are the social issues which are mainly highlighted by the artist. In the creation carried out with this motive, his personality takes auxiliary form and it clearly presents the image of social needs in his creativity. At first stage an artist aspires to achieve self satisfaction through self representation. In the state of self representation he choose his own path to achieve his goal, but he can not stay aloof from society. In the such situation he does not need to be aware of achieving his goal. But an artist is always aware of the audience's pleasure and satisfaction. This motive is very important for an artist. Being aware of this motive he becomes unable to achieve the pleasure of self satisfaction that he used to feel before. In this way according to the previous principle the first created object is pure and fundamental. And in the second phase, the creativity, for which the motive becomes formal and the fundamentality becomes far fetched. The art has to acquire many techniques to achieve its goal and to present them in the new art forms. Fine art, vocational and craft, these two forms manifest in this situation.

At the first stage when an artist fails to receive respect, encouragement, love and does not succeed to coordinate with society then he has to adopt another method to cope up with the social emotions. In the first phase, an artists gets an opportunity to be flourished through pure and fundamental forms of art and satisfied himself. In the second phase commercial art in which art is goes through commercial needs. Both rejuvenated forms of art exist since ancient time. The first is based on its power due to fundamentality and purity of art and the second depends on the power of social needs and desires. Society can not leave the fundamental and pure form of art. Its experts are always there since ancient era. Art develops along with the social changes according to the social requirements.

In this way society guides an artist and he creates artifacts on the basis of various experiences. While art is the natural instinct of human being which helps him in his creativity. Imagination depends upon social experiences. Thus society encourages both the creativity of the artist and the origin of an art form. The development of art is interconnected with cultural development. If we assess the history of social development we come to know that the culture developed along with the social development because the art is a part of culture. So development of art seems to occur accordingly. Social conditions keep changing and it affect the art. In this way art is deeply connected with society. Social changes influence the rejuvenation of art, while Marxist thinkers believe that art brings social changes. So it is crystal clear that art and society are correlated and it is difficult to find out which one is more important for the other. Indian society is traditional. Religion is its essence which is the base of social central. And it can be said in perspective of religion and art that both have developed together, that is why art is considered to be supportive in social central.

The universal beliefs that development in society remains incomplete until religion and art grant them completeness. Every social system and culture, in its own way, provides an opportunity for art forms to flourish. Primordialism and individualism, organization and freedom, as social theories, leave their mark on art. The story of the development of society is linked to the logical accounts related to the origin of nature and man, myths about deities, stories related to heroes, ancestors, and tribes, and love songs that express personal emotions.

The ancient temples of Budh and Hindu religion bear the idols and pictures for religious environment. And it is found throughout the world. Art has supported the relation between religion and society and served the religion a lot. In this way art radiates the religious awareness in the society. Even the art provides a way out during the anarchy in society. The immorality is prevailing in society and art can remove it by putting forward

the importance of morality before the society because art establishes a balance between society and the human being which affects the views behavior and the experiences of an artist. Art has a close relation with society. An artist is him-self a product of society and he is influenced by it and gets influenced. Social conditions provide and infrastructure for creativity, subject matter, issues, emotions, views all developed by the society. Art develops along with the social development. The expression of human frustrations due to society, acquire a place in art. That is why human relation with society elevates. Art not only expresses the thoughts of human being, but it also presents the element which remove differences between people and unite them into one thread.

Art does not accept any restrictions. It does not accept divisions like politics, class or economic. Rapid disintegration of social traditions is directly affecting the artistic. As a result art becomes a true expression of social frustrations. Art represent reality. In this way we observe that art has become a biography of society and the human being as well. As Vasudev Saran Agrawal quotes "Art provides a balanced path to the human being and the society. It is the representation of national culture, views and the emotions."

Thus it has to be assessed that art and society are closely related to each other and both appear to be supportive. Tolstoy's opinion about art "Social experiences are the basis of all creations of all arts."

Thus, the imagination is not the complete imagination itself. It depends upon the social experiences.

Social changes effect the changes in the form of art. While Marxian believe that the art brings about social changes. So it is clear that art and society are inter connected and it is difficult to differentiate which one is better or valuable. Art and society are closely connected and factitive to each other. Human being is a social animal. He is concerned with the society. So it is essential for the children to receive the knowledge of social subjects. The sense of ideal society building and the citizenship can be revived in the minds of the children by the study of social subjects.

CHAPTER-2
Art Education and Overall Development of Child

In early childhood, art education is all about exploration. The goal is to encourage children to express themselves while broadening their creative horizons. This can be achieved through scaffolding, in which teachers provide support while students gradually improve their skills and take ownership of their work."Victorian Department of Education and Early Childhood Development (2009:54) confirms that "student engagement in the arts can have a positive impact on all the dimensions of physical, personal and social learning" and "Arts partnerships in education can influence student's generic social skills" (P.54). According to ACARA (2010) and Western Australian Curriculum Framework (1998) also support that the arts provide a range of media for students to express themselves in creative ways and to develop a critical appreciation of their own works and that of others. Moreover, the ACARA (2010) also point out that the arts make unique contributions such as improving the ability to understand, imagine, think, feel, symbolize, communicate and become confident and creative individuals.

Historical Development of Art Education

Art education began in prehistoric times when people learned art informally by watching and copying others, mainly for survival, rituals and storytelling. In ancient civilizations, art skills were taught through apprenticeships in temples and workshops with fixed rules and styles. During Greek and Roman times, art education included theory, principles and anatomy study, treating art as an intellectual subject. In that period Greek Painters and sculptors studied proportion, perspective and techniques. Artist and architects needed knowledge of geometry, proportion and philosophy. Plato and Aristotle wrote about aesthetic, imitation and beauty. These show that art was not just practical, but also involved intellectual study. In the middle ages, training was controlled by the church and guilds, focusing on religious art. The Renaissance brought formal art academies and scientific study of art. By the 19th and 20th centuries, art entered in education, shifted towards creativity and self expression.

However Europe has always been leader in every field, even in the field of education Europe has not left any room for others. Art education was first started in Europe. For the first time much importance was given to child art in Europe. Many research were carried out on the beginnings of art education in Europe. Eventually it developed art education. In this research it was assessed that the art education is necessary for children and the art education is different from general education. In this way art education become much essential. So Europe is considered to be the father in this field also. After that art education has been taken as a different subject from other subjects because art does not depend upon books to be crammered. Art is a feeling, a view, an emotion and experience which can be presented in many forms like imagery, painting, sculpture, poetry, dance and articles.

But hundred years ago this art based on imitation. It developed upon the pictures drawn by the teacher on black board or in the books which lacked the ability of a child to understand the real essence of art, its color or its shape. It also lacked the self confidence in children. Focusing on it many researchers of Europe assessed in their researches that the children must be free to imagine without any boundation. In this way free expression started.

The Evolving Role of the Art Educators.

1. Viktor Lowenfeld.
2. Franz Cizek
3. Herbert Read
4. James Sully

The Evolving Role of the Art Educators



Viktor Lowenfeld
(1903 – 1960)

Viktor Lowenfeld (1903-1960): was one of the most influential figure in 20th century in art education. His work fundamentally reshaped how educators understand children's artistic development, creativity and the role of art in personal growth.

Born in Linz, Austria, in 1903, Viktor Lowenfeld had always been inclined towards the arts. Through his personal narration, Lowenfeld mentioned that he was pulling toward music at an early age probably four or five. He started to play violin at the age of nine or ten. And because he used to play by ear, rather than reading notes, he was often called a "Gypsy." In the same year Lowenfeld started painting. This early exposure to the visual and performing arts led him to a career devoted to the practice of educating himself and the public in art.

Lowenfeld graduated from the College of Applied Arts in Vienna, as well as the Academy of Fine Arts in the same city. He later received his doctorate in Education from the University of Vienna, and during this time served as an elementary and secondary school teacher. While in Vienna, he also served as the director of art in the Blind Institute. In 1938 Lowenfeld fled to England before arriving in the United States. He became a citizen in 1946 after serving in the Navy as a wartime visual aids consultant.

Lowenfeld joined the Hampton Institute in Virginia in 1939 as assistant professor of Industrial Arts, studio art teacher, and later Chairman of the Art Department. In 1945 he was named curator of the distinguished collection of Black African Art at the Hampton Institute. Lowenfeld came to The Pennsylvania State University as professor of Art Education in 1946. Ten years later he became head of the newly founded Department of Art Education. He stayed in this position until his death in 1960. Dr. Lowenfeld is well known for his Visual-Haptic theory in Art Education which was assimilated from Viennese sources. He always regarded good teaching as a dialogue, therefore his motivation and evaluations had a strong Expressionist bias. His psychological training enabled him to gain a therapeutic position in his early months in America, labeling him a "Viennese Psychologist" in Time. He was an active leader in the National Art Education Association and The National Committee of Art Education.

Career and Academic Work

Lowenfeld began his teaching career working with blind children, which deeply influenced his views on creativity as a sensory and emotional experience rather than purely visual. His work emphasized that artistic expression is not limited by physical ability but is a natural human function. He later became head of the Art Education Department at Pennsylvania State University, where he trained generations of art educators and researchers.



Lowenfeld's most significant contribution came through his landmark book “Creative and Mental Growth” (first published in 1947). This book became a foundational text in

art education worldwide. It outlined stages of artistic development in children and emphasized the importance of creativity in intellectual and emotional growth. Another book published "The Nature of Creativity" 1938, he also published numerous articles on art education, aesthetic art, art for the handicapped, black art. He published more than one hundred articles.

One of Lowenfeld's most enduring contributions was his theory of developmental stages in children's art like -

1. **Scribbling Stage (2–4 years)**
   Random marks evolve into controlled scribbles; the child begins to enjoy movement and expression.
2. **Pre-Schematic Stage (4–7 years)**
   Children begin to create recognizable forms such as people and objects, though not yet realistic.
3. **Schematic Stage (7–9 years)**
   Development of a consistent way (schema) to depict objects; drawings become more structured.
4. **Realism (9–12 years)**
   Increasing awareness of detail, space, and relationships; children strive for realism.
5. **Naturalistic Stage (12–14 years)**
   Greater attention to proportion and perspective; self-consciousness about artistic ability appears.
6. **Decision Stage (Adolescence)**
   Individuals choose whether to continue artistic expression seriously or abandon it. These stages helped educators understand that children's art is not "incorrect" but developmentally appropriate.

Lowenfeld believed that art education should focus on child, not just technical skill. His philosophy included, *Creative self-expression is essential* for healthy emotional and intellectual development. Art should be *child-centered*, not teacher-directed. Every child has *creative potential*, regardless of talent.

Core Principles of Lowenfeld: Lowenfeld believed that art is not merely about producing beautiful objects. Instead, it is a powerful medium for emotional expression, intellectual development, social awareness and personal identification. He argued that every child is naturally creative and art education should nurture that creativity rather than restrict it.

Child –Centered Approach: He strongly opposed, focused on copying models. His approach emphasized freedom of expression, individual imagination and personal experiences. Teachers according to Lowenfeld, should act as guides rather than instructors. Every child has creative potential, regardless of talent Emphasis should be on the process, not the final product. He opposed rigid instruction and copying models, arguing that such practices suppress creativity.

Developmental Stages of Art

In his famous book Creative and Mental Growth, Lowenfeld introduced a scientific understanding of how children develop artistically.

Emphasis on Creativity Over Skill Technical perfection is less important than creative expression. He warned that forcing children to copy or follow strict rules could reduce originality, lower confidence and limited imaginations.

Art and Emotional Development A major part of Lowenfeld's work was connecting art with emotional well-being. He believed, art allows children to express feelings they cannot verbalize. It helps reduce anxiety and frustration. It builds self-confidence and self-awareness.

Inclusive Art Education: Lowenfeld worked with visually impaired children early in his career. From this, he concluded, art is not dependent only on sight, it involves touch, emotion, and perception. Every individual, regardless of ability, can engage in creative expression. This laid the foundation for inclusive art education.

Role of the Teacher: Lowenfeld redefined the teacher's role in art education. Teachers should encourage exploration, avoid correcting children's unique expressions, provide materials and emotional support.

Influence on Curriculum: Lowenfeld's ideas influenced art education systems worldwide by introducing developmentally appropriate teaching methods, encouraging flexible and creative curricula, reducing rote learning and imitation.

Art as a Universal Human Need: Lowenfeld believed creativity is essential not just for artists but for everyone. He argued that creativity supports problem-solving. It encourages innovation. It is vital for a balanced personality.



Franz Čižek
(1865 to 1946)

Franz Čižek was a pioneering Czech – Austrian painter and art educator best known for transforming the way children's art was understood and taught. Born on June 12, 1865, in Litoměřice, a town in the Austrian Empire (now part of the Czech Republic). He grew up in a modest environment where artistic exposure was limited, but from an early age he showed a strong interest in drawing and visual expression. As a young man, he moved to Vienna at around nineteen years old to pursue formal training at the Academy of Fine Arts, one of the leading art institutions of the time. There, he was influenced by both traditional academic art methods and emerging modern ideas, though he soon became dissatisfied with the rigid rule-based teaching style. His early experiences especially observing how strict instruction suppressed creativity played a crucial role in shaping his later belief that children should be allowed to express themselves freely through art. These formative years laid the foundation for his groundbreaking work in progressive art education.

In 1897, he founded the influential Juvenile Art Classes in Vienna, where he allowed children complete freedom express themselves artistically, guiding them gently without imposing strict rules or models. This revolutionary approach led to what became known as the Child Art Movement, which emphasized imagination, individuality, and emotional expression. The exhibitions of his students' work gained international recognition and significantly influenced modern art education across Europe and North America. Cižek spent most of his life teaching and advocating for creative freedom in education, leaving a lasting legacy that continues to shape contemporary approaches to teaching art to children.

Career and Academic Work

Franz Cižek built a remarkable career that blended artistic practice with groundbreaking academic work in art education. After completing his studies at the Academy of Fine Arts in Vienna, he remained there as an instructor, gradually gaining recognition not so much for his paintings as for his innovative teaching methods. In 1897, he established his famous Juvenile Art Classes, where he invited children often from ordinary backgrounds to explore art freely without rigid rules or copying models. This initiative became the centerpiece of his academic contribution, as he challenged the dominant belief that art should be taught through strict technique and imitation. Instead, Cižek emphasized creativity, imagination, and self-expression, allowing children to develop their own visual language. His work soon gained international attention, particularly through exhibitions of children's artwork that toured Europe and later reached places like London and the United States. These exhibitions demonstrated that children's art could be authentic and meaningful, influencing educators, psychologists, and artists alike. Academically, Cizek is regarded as the founder of the Child Art Movement, which reshaped art education by promoting developmental and expressive approaches rather than purely technical training. He also trained teachers and contributed to curriculum development, helping integrate creative freedom into formal education systems. Through his teaching, lectures and exhibitions, Cizek left a lasting academic legacy that continues to influence modern art education practices worldwide.

Key Contribution to art Education:

1. **Founder of the "Child Art Movement"**
   Cizek is widely regarded as the father of child art. He argued that children's artwork has intrinsic artistic value, not just as a step toward adult art.
2. **Emphasis on Creativity and Self-Expression**
   He believed children should create art freely, without rigid instruction or copying models. Instead of teaching technique first, he encouraged natural expression and imagination.
3. **Introduction of Free-Expression Method**
   Cizek's teaching rejected traditional, teacher-centered methods. His approach:
   - No copying or strict rules
   - Minimal interference from teachers
   - Focus on the child's inner vision and creativity

   This became the foundation of progressive art education.
4. **Establishment of Juvenile Art Classes (1897, Vienna)**
   He opened experimental art classes for children, where students explored art

independently. These classes later gained international attention and influenced teaching practices worldwide.

5. **Recognition of Children as Artists**
   Cizek insisted that:
   - A child is already an artist
   - Their work should be appreciated on its own terms
6. **Global Influence on Art Education**
   His ideas spread to countries like England and the USA, shaping modern curricula and inspiring educators such as those in progressive education movements.

Core Ideas of His Research:

Art should come from the child, not be imposed on the child.

1. **Natural Creativity is Inborn**
   Cizek believed every child is naturally creative. Art is not something to be forced or mechanically taught—it already exists within the child and should be allowed to emerge.
2. **Free Expression Over Imitation**
   He rejected copying models or rigid instructions. Instead, children should:
   - Draw what they feel and imagine
   - Express their own ideas freely

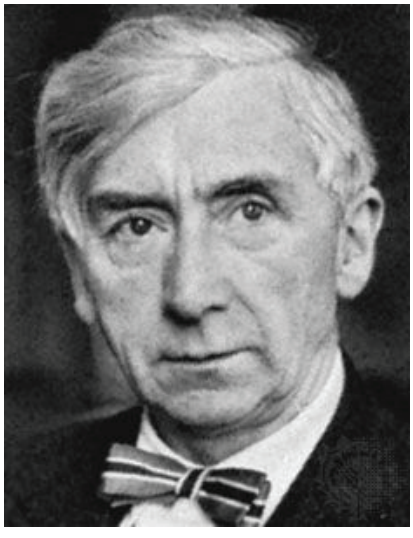
This became known as the **free-expression approach**.

3. **Teacher as a Guide, Not Instructor**
   The teacher's role is not to "teach art" step-by-step, but should:
   - Encourage
   - Provide materials
   - Create a supportive environment

   He argued that too much correction, actually kills creativity.
4. **Child Art Has Its Own Value**
   Cizek insisted that children's artwork should be appreciated on its own terms, not judged by adult standards.

5. **Art Develops the Whole Personality**
   For him, art education was not just about drawing skills. It helps.
   - Emotional growth
   - Imagination
   - Confidence
   - Individual identity

Franz Cizek believed that art education should focus on the child's natural creativity and free self-expression rather than imitation or strict instruction. His core idea was that every child is inherently creative and teachers should act as guides by providing a supportive environment instead of controlling the process. He emphasized that children's artwork has its own value and that art helps in the overall development of personality, imagination, and emotional expression.



Herbert Read
(1893- 1968)

Herbert Read:- (1893-1968) was a British poet, art critic, philosopher and political thinker whose work bridged literature, modern art and radical social ideas. He is specially remembered for his influence on modern art, criticism and for promoting anarchist philosophy in the 20th century. His ideas helped shape modern approaches to art education.

Early Life And Education:- Read was born on December 4, 1893, in a rural farming family in England. His early life in the countryside shaped his sensitivity to nature and aesthetics, which influenced his poetry and philosophy. He studied law at the university of Leeds, where he studied law but his education was interrupted by world war 1st. After the war, Read turned to literature and art criticism. He became a leading voice in modern art movement, specially supporting abstract and surrealist artists. He worked with institutions like Victoria and Albert Museum and later became a professor of fine art at the university of Edinburgh. Read believed that art is a natural form of expression rooted

in the unconscious mind. He promoted the idea that education should nurture individuality rather than impose rigid structures.

Sir Herbert Read was one of the most influential art educators of the 20th century, combining roles as philosopher, critic, and educational theorist. His ideas fundamentally reshaped how art is understood in education, not as a luxury subject, but as a central force in child development and learning. Read's most important contribution is his concept of "Education through Art," his landmark book.

Read emphasized that every child is naturally creative and he believed that artistic activities such as drawing and painting are essential forms of communication that help children express their inner feelings and achieve psychological balance, making art education crucial for the development of a well-rounded personality.

Influenced by his broader philosophical views, Read advocated for a child-centered, democratic approach to education that encourages freedom, individuality, and self-expression. He also stressed the social importance of art, suggesting that widespread creative education could lead to a more harmonious and peaceful society by fostering empathy and cultural understanding. Beyond theory, he contributed to the institutional development of art education by supporting international organizations and promoting global dialogue on creative learning. Although some critics argue that his ideas were idealistic and lacked practical classroom methods, his legacy remains profound as he reshaped modern educational thought by positioning art as a vital means of human development, cultural enrichment, and social progress.

He argued that art should not be treated as a secondary subject but as the very foundation of all meaningful education, because it nurtures creativity, emotional expression, and intellectual growth simultaneously. Read is best known for his groundbreaking, ideas in art education. His most famous book, *Education Through Art (1943),* argued that creativity is fundamental to human development and that art should be central - not peripheral - in education system. His philosophy emphasized self-expression, imagination and emotional growth in children.

Education Through Art (At a Glance): Education Through Art by Herbert Read presents the idea that art should be the foundation of the entire educational process rather than a separate subject. Read argues that true education must develop the whole personality intellectual, emotional, and physical through creative activity. He believes every child has natural creative abilities, which are often suppressed by rigid, traditional teaching methods focused on rote learning. Influenced by psychological theories of Sigmund

Freud and Carl Jung, he emphasizes that art helps express inner feelings and the unconscious mind. He advocates a child centered approach where teachers act as guides, encouraging free expression and imagination. Ultimately, Read concludes that education through art leads to balanced individuals and fosters a more harmonious and creative society.

Core Principles of Read's Theory:

Art as Foundation: Read argued that art is a fundamental tool for organizing perception, emotion and meaning, essential for healthy human development.

Subjective Expression: He prioritized the child's unique artistic expression over rigid, conventional techniques, emphasizing that "art leads the child out of itself".

Integration with Education: Art should not just be taught, but used as a method through which other subjects are understood, fostering creativity and individuality.

Psychological Basis: Read's work was influenced by psychological research, suggesting that artistic engagement supports cognitive development and emotional stability.

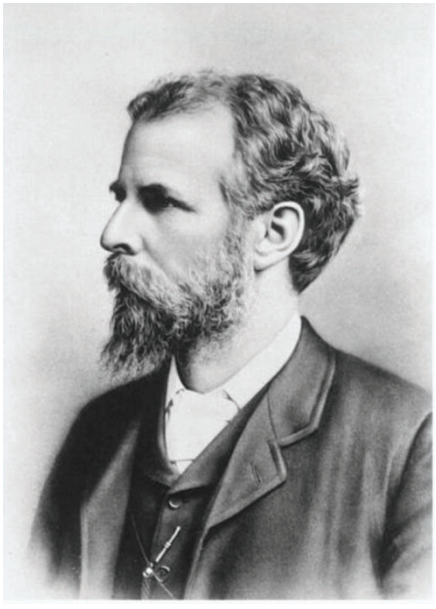
Universal Applicability: He believed that education through art can nurture every individual's potential, making it crucial for society as a whole.

His Core Ideas

Core idea of his studies: Read believed art is not just a subject but the foundation of all education. His key work, Education through Art, emphasizes learning through creative expression.

***Child-centered approach*:** Education should follow the natural growth and interests of the child, not rigid systems

His belief that Art is essential for overall development of every person. Read believed that creativity is a natural part of human growth, it helps children to develop emotional balance, imagination, aesthetic sense and a complete harmonious personality. According to him a society that values art becomes more human, peaceful and balanced.



James Sully
(1842–1923)

James Sully played a key role in the disciplinary and institutional development of psychology in Britain at the turn of the 20th century. He was a leading member of the child study movement and wrote a pioneering book on child development. James Sully's work is specially valuable in art education and child psychology because it recognizes children's creativity, free expression and symbolic thinking as meaningful parts of growth rather than childish mistakes. He was one of the early figure to treat childhood as a crucial stage for understanding human psychology. In his work, he argued that children's thoughts and behaviors reveal the natural development of the mind.

James Sully played a pivotal role in establishing psychology as an independent academic discipline in Britain, particularly through his work on child development, illusions, and experimental methods. Born in Bridgwater, Somerset, to a liberal Baptist merchant family, Sully initially trained for the nonconformist ministry at schools in Yeovil, Taunton, and the Baptist College in Regent's Park, London, before shifting his focus to philosophy and psychology during studies in Germany. There, from 1867 to 1872, he attended universities in Göttingen, Halle, and Berlin, where he was influenced by key figures such as Hermann Lotze on metaphysics and psychology, as well as Hermann von Helmholtz and Emil du Bois-Reymond on physiological optics and sensation. After completing M. A. in philosophy from the University of London in 1868 and briefly serving as a classical tutor at a Baptist college, Sully abandoned religious pursuits in

1871 to pursue a career in letters and academia, aligning himself with empiricist thinkers like John Stuart Mill and Alexander Bain.

Sully's professional life centered on advancing psychological science in England, where he lectured on education theory at institutions like the Maria Grey Training College from 1879 and served as Examiner in logic and psychology for the University of London starting in 1878. In 1892, he was appointed Professor of the Philosophy of Mind and Logic at University College London , a position he held until his retirement in 1903, during which he founded one of Britain's earliest experimental psychology laboratories in 1898 to facilitate empirical research on perception, sensation, and consciousness. As a founding member of the British Psychological Society in 1901 and a leader in the British Child Study Association during the 1890s, Sully bridged philosophy and psychology, emphasizing associationist theories that explained mental processes through interconnected ideas and advocating for child-centered educational reforms based on observational studies of emotional and cognitive growth.

His prolific writings, including over 50 articles and several influential books, popularized psychological concepts for broad audiences and influenced contemporaries like Sigmund Freud and Wilhelm Wundt. Key publications encompass *Sensation and Intuition (1874), Illusions (1881)* on optical and cognitive deceptions, *Outlines of Psychology (1884)* as a foundational textbook, *The Human Mind (1892)* covering perception to reasoning, *Studies of Childhood (1896)* on developmental stages, and *An Essay on Laughter (1902)* exploring humor's psychological roots. Sully died on 1 November 1923 in Richmond, Surrey, leaving a legacy as a foundational figure in British psychology through his institutional efforts.

Studies in Child Psychology

James Sully pioneered empirical approaches to child psychology through detailed observational studies of his own children's development, emphasizing naturalistic methods to capture the nuances of infant cognition and emotions. In 1881, he published "Babies and Science" in the Cornhill Magazine, drawing from his personal diary titled "Baby's Biography," which chronicled the early mental life of his son from birth onward. This work presented a systematic record of sensory responses.

Studies of Childhood, released in 1895 by Longmans, Green and Co. in London and New York, spans 527 pages and compiles observational essays on child development, drawing from anecdotes submitted by parents, teachers, and nursery workers alongside Sully's own observations. The book provides methodological insights into child psychology, advocating for systematic, empirical observation of children's behaviors and

emotions to understand cognitive and affective growth, with chapters addressing topics like fear, play, and language acquisition. Central themes focus on the stages of childhood mentality, emphasizing the value of naturalistic studies to reveal innate tendencies and environmental influences on young minds. This compilation advances child study as a rigorous field, offering practical guidance for educators based on documented developmental patterns. Studies of childhood is not a systematic text book on child psychology but a collection of in – depth observation on various aspects of childhood mental life. Sully based many chapters on real case studies, observation and anecdotes aiming to make scientific in sights accessible to parents, teachers and readers. This book was pioneering in its holistic and observational approach to child psychology. Sully treated childhood as a unique phase with its own logic, emotions and internal rules.

James Sully's Contribution to Art Education

James Sully was a British psychologist and philosopher who made significant contributions to understanding child development, imagination and aesthetic experience in art education. He believed that art helps children express their feelings and imagination. Sully said that teacher should understand a child's mental growth and let them create freely. His key contribution in the study of Children's Psychology. He emphasized that children's imagination, perception and emotions play a major role in learning and creativity. His belief that art education build self confidence and aesthetic awareness.

Core Principles of Sully:

1. **Psychology should be scientific:** Sully believed that the mind shouldn't just be discussed philosophically. it should be studied carefully through observation, like a science. Instead of guessing how people think, we should watch and study behavior, especially in real life.
2. **Experience shapes thinking**: Sully believed we are not born with fully formed knowledge. Our experiences (what we see, hear, and do) gradually build our understanding of the world.
3. **Imagination and emotions matter:** He didn't believe that thinking was only about logic. Feelings, imagination, and play are just as important in shaping the mind, especially in children.
4. **Psychology helps education:** Sully believed teaching should match how the mind naturally develops. If teachers understand how children think, they can teach more effectively and naturally.

Sully's main idea was that the human mind develops gradually through experience, especially in childhood and should be studied scientifically with attention to emotions and imagination not just logic.

Revolutionary Changes In Art Education:

The development of modern art education owes much to the contributions of James Sully, Herbert Read, Viktor Lowenfeld, and Franz Cizek, each of whom emphasized the importance of creativity and child-centered learning.

James Sully approached children's art through a psychological perspective. He studied children's drawings as reflections of their mental development, helping to establish the idea that art is a natural expression of a child's growth rather than merely a skill to be taught. His work laid the foundation for later educators to understand the developmental significance of artistic expression.

Herbert Read expanded this view by linking art. education with emotional and aesthetic development. He believed that art is essential to human life and that education should nurture creativity and imagination. Read emphasized freedom of expression but also valued the role of art in shaping a balanced and cultured individual.

Viktor Lowenfeld further advanced art education by introducing stages of artistic development in children. He highlighted how art contributes to emotional, intellectual, and social growth. Unlike purely free-expression advocates, Lowenfeld supported guided teaching that aligns with the child's developmental stage, making his approach both structured and flexible.

Franz Cizek, on the other hand, strongly promoted complete freedom in children's art. He believed that adult interference could hinder creativity and encouraged children to express themselves independently. His methods gave rise to the child art movement, emphasizing originality and spontaneity.

In conclusion, while all four educators valued creativity and opposed rigid instruction, they differed in their approaches. Sully focused on psychological understanding, Read on aesthetic and emotional growth, Lowenfeld on developmental stages, and Cizek on unrestricted freedom. Together, their ideas transformed art education into a more child-centered and expressive practice. These four thinkers collectively shaped modern art education:

- James Sully laid the psychological groundwork.
- Herbert Read connected art with child development and medium of expression.

- Viktor Lowenfeld systematized children's artistic growth.
- Franz Cizek strongly promoted complete creative freedom.

Together, they shifted art education from rigid imitation to child-centered creativity, which still influences classrooms today.

The Impact of Art Education on Children

Art education has a great value in our lives. It helps to develop physically and mentally as well. Art is the only subject which evokes interest in children. Could children developed without art? Art is everywhere we need to learn it and appreciate it too. Education in the arts is an integral part of the development of each human being. Having a good art education in our lives is really important, because art education is essential to our childhood development, art education teaches us new ways to express whatever we want, and finally it helps us discover and know more about ourselves. Childhood is the most important step in life, because they learn all the things that they need to do in the future, but they really can't access to these skills without practice. Motor skill is a really good example, because they do not know how to write, cut or draw, easy activities or exercises help them in every manner that they learn in preschool. Art education in childhood is indispensable, because it helps to learn many things, and develop many abilities necessary to do simple things like "describe an apple" while doing this exercise child can understand an apple, its shape, colour, texture etc. Multiple intelligences are develop in childhood through art education. In childhood, children learn to identify good and bad things. Also with this they develop emotions and sensibility. Art education is an important part of this development. Art is as important as other subjects because it helps to understand different things for living, like using motor skills, developing language, make senses better, developed self-confidence, problem solving skills and seeing things through different points of view. Art is the only subject to express the emotions except all the other subjects taught in the schools. Every subject has its own limitations like two and two make four (2+2=4) and nothing else. Even English, Science and Hindi are alike. Many improvements can be brought in these subjects but the rules of these subjects can't be changed. But in art there is no such rules to work within its limits. There is no boundation in art, we can do anything new or original. There is no limitation to use red color only for one emotion. We can express our feelings beautifully through art. Art has made our life colorful and interesting. Its importance can be defined in the following manner

1. **Art creates learning environment:-** Art creates learning environment more expressive and emotionally supportive. It makes classroom more lively and comfortable. It reduces

anxiety and creates a lovely atmosphere, this atmosphere motivate students. It encourage students to work together and feel confident. A classroom enriched with art work becomes a place where learning is joyful, meaningful and connected to life.

2. **Art enlivens the learning:-** Art education teaches how to complete a work beautifully. Art enlivens the learning and makes it profound. It gives a shape and meaning to the experienced objects. A child's views and experience appear in his creation because the art denotes to the sight so it enlivens every stratum of learning. (fig. 2.1)



My Village (10-12 Years)Figure. 2.1

3. **Art develops the Excellency**:-We should nurture our spontaneous ability to achieve perfection and overall development of our talent where through we could contribute the society with our views and the experiences. Art is especially useful for this purpose because it emphasizes fundamental thoughts, deeds and evaluation.

4 **Art is helpful in the development of personality:-**Development of every child should be at first, we have to think, how we develop self confidence and happiness of every individual child. Art education helps to develop the personality. At the progressive stage of mind and physique, a child faces different stressful situations. He can emerge from these situations if we let him work freely through art. He feels easy by expressing himself and becomes mature. Art can boost up the rationality of emotions, harmony, experience and the aesthetic sense in a child. Through the arts children learn to discover their own cultural identity and develop abilities for cross-cultural interaction. Discovering and studying the arts of different cultures is the best way to come to know, understand and respect the arts as a cultural heritage.



India Gate in a Boat: This drawing is a patriotic illustration of Indian National Festivals, Independence Day or Republic Day. (12 Years) Figure. 2.2



Cultural heritage, Painting by child artist (15 years). Figure. 2.3

5. **Art improves aesthetic ability:-**Art helps to develop sense of beauty. While creating any art work we select colours, choose shapes, patterns and style, this ability to recognize subject and its beauty of subject is called aesthetic ability when our senses involved in an

artistic project. It sharpens observation and enhance creativity and improves sensitivity. Art plays an important role in developing a person's aesthetic ability. By creating or observing art, people learn to notice beauty and emotions. This sharpens senses, improves creativity and help them appreciate the world around them in a deeper and more meaningful way. (fig. 2.2 & 2.3)



Child Artist (15 Years) Figure. 2.4

6. **Externalise Feelings Through Art-** Art teaches to express by improving aesthetic sense of a child. There is no technique to learn "how to express" but it could be possible through art. It is a process of learning ideas which is possible in art education. (fig. 2.4) In this way art gives meaning to our life and helps to understand the world. Art is an essential part of our culture, like any festival can't be possible without contributions of art. Art boost up our self-consciousness.

Students can benefit greatly from art classes, there are many other ways to build art into the educational experience. In fact, exposure to the arts throughout the days is incredibly valuable, as this demonstrates that art is worth prioritizing. One of the easiest way to accomplish this. Create an art corner where students can engage in self -directed artistic play. This can be a wonderful part of free time in the classroom.

To educate further in art, students and classrooms require favourable environment which makes art teaching impressive. Following steps were necessary to be taken.

- ❖ A separate room is essential for art activity with motivating environment.

- ❖ The room must be big enough to display the artwork and to be used for exhibition any time. It must be equipped with display boards.
- ❖ All the essential tools must be there according to the activities.
- ❖ Experts and the well trained teachers must be appointed.
- ❖ A free atmosphere should be provided to the students to work freely.
- ❖ The selection of place depends upon the activities carried out in the school.
- ❖ It must be equipped with the essential and useful tools for the students.
- ❖ A dedicated sensory table or desk where children are allowed to get messy.
- ❖ Easy to use materials such as home made play dough, which children can manipulate with minimum instruction or intervention.
- ❖ Simple storage so children can get involved in routines such as setting up and putting away art supplies independently.
- ❖ Special attention should be given to the sculpture room like it must be big and alighted, equipped with all the essential things and facilitated with water. It should be decorated with well-structured sculptures to motivate the beginners.

The environment must be favorable to motivate the creative thinking.

Advantage of Art Education:

Every person, regardless of age or education level, can benefit from exposure to visual art. Art promotes personal exploration and experimentation, fostering creativity and encouraging innovative thinking. Through art, people of all ages can develop valuable problem-solving skills and confidence. These advantages exist across the lifespan but are especially existing in early childhood, when the brain acts like a sponge, when children absorbing new information and ways of thinking at surprising rate. Children benefit from art education at all stages, but early childhood is especially crucial. During this time, the rapid formation of neural connections offers the best chance to improve cognitive flexibility and visual literacy. The American Academy of Arts & Sciences highlights several advantages of art education. This includes building well- rounded individuals, developing "life and career" skills, improving school engagement, and strengthening entire communities. Among individuals, the developmental benefits of art largely fall into two main categories, as outlined below:

1. **Cognitive Development (Mental Growth)**: Many studies show that exposure to the arts helps children of all ages do better in school. Scientists are not completely sure how this improvement happens, but a study in the Journal Sciences of Learning

shows that different learning experiences help improve higher thinking skills. Experts are of the opinion that creative activities stimulate important parts of the brain boosting everything. This helps improve focus memory while enhancing communication skills and other important abilities.

2. **Social and Emotional Growth:** Early childhood education helps children grow emotionally and learn how to behave with others. These early experiences help children learn how to control their feelings and get along with people as they grow older. Many pre-school activities show that imaginative play is important. Art is special because it lets children show their thoughts and feelings in a real, visible way. A report from the National Endowment for the Arts (NEA) explains that art activities help children to develop social and emotional skills. These benefits are strongest when art includes social interactions. Art also help children to express and understand their feelings in a better way, while learning to care others.

Art Education helps:

I- Art education develops mental power of a child.

II- Art education improves the abilities of creativity.

III- Art education improves confident personality.

IV- Art Education improves imaginative power.

V- Art education develops observation power

VI- Art teaches us to praise natural beauty and man made objects.

Some children are easily frustrated when they struggle to develop new skills. Artistic opportunities give children a healthy way to channel frustration, build problem -solving skills and grow confidence in their abilities. General education is incomplete without art education, so art education is very important. In this way we can say that art education and the general education both are necessary in overall development of a child.

So far as the creative instincts of children are concerned I would like to subjoin some more paragraphs to illustrate my viewpoints written by Prof. Seeme Murtaza

By Seeme Murtaza, Associate Professor

Deptt of Art Education, JMI., New Delhi

Creativity is a fundamental human capacity that enables individuals to imagine, innovate, solve problems, and express themselves. In childhood, creativity plays a crucial

role in intellectual, emotional, social, and physical development. Art education provides one of the most effective means through which creativity can be nurtured and sustained. Educational philosophers and art educators such as Franz Cizek, James Sully, Herbert Read, Viktor Lowenfeld, Rabindranath Tagore, and Devi Prasad have consistently emphasized that art is not merely a subject within the curriculum but an essential component of holistic education. Their ideas remain highly relevant today, particularly in the context of India's National Education Policy (NEP) 2020, which advocates experiential, multidisciplinary, and creativity-centered learning.

An important Indian example of these principles can be found in the educational philosophy and practices of Jamia Millia Islamia. Since its inception, Jamia has emphasized education through productive work, creativity, community engagement, and learning by doing. The institution's approach demonstrates how art education can contribute to the holistic development of children and the preparation of creative teachers.

Art Education and Child Development

Art education contributes significantly to a child's overall growth by engaging cognitive, emotional, social, and sensory faculties simultaneously. Through drawing, painting, music, drama, storytelling, and craft activities, children learn to communicate ideas, explore emotions, and interact with their surroundings. Unlike rote learning, artistic experiences encourage imagination, experimentation, and independent thinking.

Children naturally possess creative potential. Art education provides opportunities for them to transform observations and experiences into meaningful forms of expression. This process strengthens confidence, problem-solving abilities, and emotional resilience. Consequently, creativity should be viewed not as an optional skill but as a fundamental aspect of child development.

Franz Cizek and Creative Freedom

Franz Cizek (1865–1946), often considered the father of modern child art education, believed that every child possesses an innate artistic capacity. He opposed rigid instructional methods and argued that children should be allowed to express themselves freely without adult interference. According to Cizek, children's drawings reveal their unique perceptions and imaginative worlds.

Cizek's philosophy emphasized freedom, spontaneity, and individuality. He argued that when children are encouraged to create independently, they develop self-

confidence, originality, and a sense of personal identity. His ideas laid the foundation for child-centered art education and continue to influence contemporary educational practices.

James Sully and Child Psychology

James Sully (1842–1923) was among the earliest psychologists to examine children's drawings as indicators of mental development. He viewed artistic expression as a valuable tool for understanding how children think, perceive, and interpret reality.

According to Sully, children's art reflects their intellectual growth and emotional experiences. Through drawing and creative activities, children organize their thoughts, communicate ideas, and construct meaning from their surroundings. Sully's work demonstrated that art is closely connected to cognitive development and serves as an important medium for self-expression.

Herbert Read: Education Through Art

Herbert Read's (1893 _1968) influential book Education Through Art (1943) transformed educational thinking by proposing that art should be the foundation of all education. Read believed that artistic experiences integrate emotion, intellect, and imagination, contributing to the development of a balanced personality.

For Read, art education was essential for cultivating aesthetic sensitivity, emotional well-being, and social responsibility. He argued that creative expression helps children develop individuality while fostering empathy and cooperation. In a world increasingly characterized by conflict and competition, Read viewed art as a means of promoting harmony and human understanding.

Viktor Lowenfeld and Creative Development

Viktor Lowenfeld (1903–1960) made significant contributions to understanding children's artistic development. In his landmark work Creative and Mental Growth, he identified developmental stages through which children's artistic abilities evolve.

Lowenfeld emphasized that creativity is closely linked to overall growth. He argued that art education contributes to cognitive development by encouraging observation and problem-solving, to emotional development by enabling self-expression, and to social development by promoting communication and collaboration. Furthermore, artistic activities strengthen fine motor skills and sensory awareness. According to

Lowenfeld, creativity should be nurtured rather than controlled, allowing children to explore their own experiences and ideas.

Rabindranath Tagore: Art, Nature, and Freedom

Rabindranath Tagore (1861–1941) viewed education as a process of achieving harmony between the individual, society, and nature. At Santiniketan, he integrated music, dance, painting, drama, and literature into everyday learning. Tagore believed that art is a universal language through which children can understand themselves and the world around them.

Tagore rejected rigid and examination-oriented educational systems. Instead, he emphasized freedom, creativity, and experiential learning. For him, artistic activities foster imagination, cultural awareness, and emotional sensitivity. Children learn best when they are actively engaged with nature, community, and creative experiences. Tagore's educational philosophy continues to inspire contemporary approaches to holistic education.

Devi Prasad and Art as the Basis of Education

Devi Prasad (1921–2011), inspired by both Tagore and Gandhi, advocated art as the foundation of meaningful education. Through his work at Sewagram and within the Nai Talim framework, he demonstrated how creativity can empower children and connect learning to everyday life.

Prasad believed that art enables children to express feelings and ideas that may otherwise remain unspoken. He criticized educational systems that suppress imagination through excessive discipline and rote learning. Instead, he promoted observation, exploration, and direct engagement with nature and society. According to Prasad, art education develops self-respect, creativity, empathy, and social responsibility.

His educational philosophy is particularly relevant in contemporary times, when children face increasing academic pressure and reduced opportunities for creative expression.

Jamia Millia Islamia's Perspective on Art Education and Creativity

The philosophy of Jamia Millia Islamia offers an important Indian perspective on creativity and child development. Founded in 1920, Jamia emerged as an institution

committed to national education, social responsibility, and experiential learning. Influenced by the ideas of Mahatma Gandhi, Zakir Husain, and other educational reformers, Jamia emphasized the principle of "learning by doing," which is now strongly reflected in the vision of NEP 2020.

Within this educational framework, art has been viewed not merely as a subject but as a means of developing the whole child. Creative activities encourage observation, imagination, self-expression, cooperation, and cultural understanding. These objectives closely correspond with the ideas of Tagore, Devi Prasad, Herbert Read, and Lowenfeld.

A significant contribution to this vision was made by Mr. Abul Kalam Sahib, who played a pioneering role in establishing Fine Arts and Art Education at Jamia Millia Islamia in 1951. Recognizing the educational value of art, he initiated programmes that combined artistic practice with teacher preparation (Training). The objective was not only to train artists but also to prepare teachers capable of understanding children's creative development and using art as a medium of learning.

Over time, the programme evolved from a nine month certificate course into diploma in 1967 and master degree-level studies in Art Education from 1985. The curriculum integrated studio practice with educational theory, child psychology, teaching methods, and school-based experiences. Students were encouraged to understand children's artistic expressions as reflections of their developmental stages and individual experiences.

The Department of Art Education at Jamia continues to emphasize creativity, experimentation, and child-centered learning. Through workshops, teaching practice, community engagement, and interdisciplinary activities, student teachers learn how art can support cognitive, emotional, and social development. This approach reflects the belief that creativity is essential not only for artistic growth but also for the formation of confident, sensitive, and responsible citizens.

The Jamia model demonstrates how art education can function as an integral part of teacher education and child development. Long before the introduction of NEP 2020, many of the policy's key principles—experiential learning, multidisciplinary education, creativity, and holistic development—were already embedded in Jamia's educational practices.

Art Education and NEP 2020

The National Education Policy (NEP) 2020 recognizes creativity as a core objective of education. The policy advocates holistic and multidisciplinary learning that integrates arts, crafts, music, drama, and other creative disciplines into mainstream education.

NEP 2020 emphasizes experiential learning, critical thinking, problem-solving, and innovation. It encourages schools to move beyond rote memorization and foster creativity through art-integrated pedagogy. The policy acknowledges that artistic experiences contribute to cognitive, emotional, and social development while enhancing cultural awareness and appreciation of India's diverse heritage.

The recommendations of NEP 2020 closely align with the educational philosophies of Tagore, Devi Prasad, Herbert Read, Lowenfeld, and the long-standing educational practices of Jamia Millia Islamia by Abul Kalam sb. promoting creativity-centered learning, the policy seeks to prepare children for the challenges of the twenty-first century while supporting their holistic development.

Conclusion

The ideas of Franz Cizek, James Sully, Herbert Read, Viktor Lowenfeld, Rabindranath Tagore, Devi Prasad and Abul Kalam, collectively demonstrate that art education is essential for nurturing creativity and supporting child development. Through artistic experiences, children develop intellectual abilities, emotional resilience, social awareness, and a sense of personal identity. Art enables them to explore the world creatively, communicate effectively, and engage meaningfully with society.

The experience of Jamia Millia Islamia further illustrates how these educational principles can be translated into practice through teacher education and child-centered learning. Its emphasis on learning by doing, creativity, holistic development, effective pedagogy, classroom management, and professional teacher preparation provides a valuable model for contemporary education.

In the contemporary educational landscape, the principles articulated by these educators find renewed relevance through the National Education Policy 2020, which recognizes creativity as a cornerstone of holistic education. Art education should therefore be viewed not as a supplementary activity but as a vital component of child growth and development, helping to cultivate imaginative, confident, and socially responsible citizens.

She has clearly defined creativity as an instinct in almost every child that leads the child towards a unique way of expression. Art education plays a vital role in nurturing children's inclination towards art.

CHAPTER-3
Art and Expression

Art and expression are deeply connected. Art is one of the most powerful way through which human beings express their thoughts, emotions, imagination and experiences. It is not limited to painting or sculpture but includes music, dance, literature, drama, architecture and all creative forms that communicate ideas and feelings. Joy, sorrowness and happiness are the expressions on our faces, crying and laughing are the expressions of a child, which reflects his sorrow or the happiness. Expression help children to share what they feel. Expression means the way a person shows their thoughts and feelings. Expression in art is the way artists communicate their inner world through their art work. Expression is an activity of the artist, and may be seen as a process in which the artist gives expression to his or her emotions through the available artistic media. Alternatively, the spectator may be seen to apprehend or experience emotion in themselves, either offered or evoked by an artwork, here we experience emotions of our own somehow furnished or evoked in us by the artwork. Furthermore, the expression of emotion may be a relation between the artist and the audience. Finally, expression may be related to the art work in which it is expressed and described by giving shape to the feeling. The work itself can be expressive or it may present expression, where we understand the feelings of which the art work is an articulate embodiment. It can be done through words like writing poetry, art and music. A painting expresses imagination and emotions for example a painting full of bright colours it express joy, while dark tones might express sadness or fear.

Expression in Art: Through expressions an artist able to explore his emotions and at the same time, create something beautiful out of it. Expression is the act of showing one's inner world through creative forms. Together art and expression form a bridge between the inner self and the outer world. Through art an artist expresses happiness, sadness, anger, peace and hope. Every artists has a unique way of expressing themselves. Their work becomes a reflection of their personality culture and experiences. Art is a mirror of society. Artists express the traditions and beliefs of the community. Art and expression are inseparable. Art become meaningful when it express thoughts and feelings. Through art it has always found a way to communicate beyond the words. An artist expresses what cannot always be said in words. He has freedom to express himself the way he

wants to. Hence there is no specific technique in expression. Expressions reveal our inner feelings. Being a social animal a man always tries to express his inner feelings, emotions, experiences and desires and could be benefitted with others' experiences. He felt an urgent need to explore and create the mediums to express his emotions, consequently the language originated and the art of music, dance, and painting out broke. These are the mediums of expressing our emotions. One uses poetry to express his feeling and the other uses painting and dance. But the target is the same, only mediums are different. Art provides a visual or sensory language through which emotions such as joy, fear, anger and love can be express. We can consider these mediums as language of art. The language of prose and poetry consists on words, letters and consonants, the language of music is vocal, the language of dance is posture and the language of images is shape and structure. Likewise the language of painting consists on color and shape. Knowledge of words are necessary to enjoy the poetry, like that it is necessary to know the meaning of colors, lines and shapes to enjoy the painting. An artist might use colours and brush strokes to depict happiness while a dancer expresses emotions through movements and rhythm. Art helps individuals to understand themselves better and bring their inner world into reality. Artists often use their work to express views on social, political or environmental issues. Street art and project art reflect collective emotions, struggles and hopes of society. In many cultures art is deeply connected with spirituality and religion. Temples and many religious paintings serve as a medium to express faith, devotion and the divine presence. Art therapy also used to help people express feelings. Creating art can release stress, reduce anxiety and promote confidence. Expression through art is not limited to artists, it belongs to everyone. So far as the expression is concerned, man gives shape to his emotions. Through art we not only express our emotions but also connect with others emotional and spiritual level.

According to many artists, expression in art is the act of putting inner feelings, emotions, and personal experiences into a visible form.

Different artists have explained “Expression in Art” in their own ways:

- Vincent van Gogh saw expression as a way to communicate deep emotion through color and brushwork. He believed art should reflect what an artist feels inside, not just what they see.
- Wassily Kandinsky described expression as the "inner necessity" of the artist—the urge to express spiritual and emotional truths through shapes and colors.
- Pablo Picasso viewed expression as freedom to distort reality. For him art wasn't about copying nature but transforming it to show deep meaning.

- Edvard Munch believed expression meant revealing human anxiety and emotion. His work The Scream is a clear example of raw emotional expression.

Putting it together, artists generally agree:

Expression is the personal and emotional content an artist conveys through their work, often going beyond realistic representation

Imagination in Art:

Imagination is the ability of the mind to create picture, ideas or situation that are not present in reality. It allows a person to think beyond what they see or know to dream, create and invent. An object creates image in the mind. An artist creates novelty in transforming these images. This novelty is called imagination. An architect prepares a design to build houses. There designs are the outcome of his imagination. He makes changes according to his previous experiences and creates new design. Likewise an artists and a story writers creates new characters being influenced by his hear about.

In the context of art, imagination serves as the core driving force behind all acts of creation. It allows artists to transcend the limits of reality, to explore the unseen, and to represent emotions, thoughts, and concepts that cannot be captured through imitation alone. Art, therefore, is not merely a reflection of the external world but an expression of the inner world shaping, colouring and expanded by imagination. Imagination in art means the ability to form imaginative images, ideas, or concepts that go beyond what we actually see or experienced. It is not just copying nature or objects, it is transforming them through one's own vision and feelings. Through imagination artists can see beyond the reality and bring invisible thoughts, emotions and dreams into visible form.

For example:

- A painter might imagine a sunset with colors that don't exist in the real sky.
- A sculptor might shape a figure that represents an emotion like joy or sorrow.
- A designer might imagine new patterns that have never been seen before.

Role of Imagination in Art

a. *Source of creativity:* Imagination is the origin of all artistic ideas. It allowed artist to create unique works instead of repeat old things. It inspires original ideas.

b. *Visualization of Ideas:* Before creating an art work, it exists an image in the artist's mind. Imagination helps in visualizing the expression by organizing elements such as forms, colours and balance.

c. *Expression of Emotion and Thought:* Through imagination, artists give tangible form to intangible feelings—such as love, sorrow, fear, or hope. It becomes a medium through which inner emotions are transformed into visual language.

d. *Innovation and Experimentation:* Imagination drives artistic innovation. It allows artists to experiment with materials, techniques, and styles, thereby expanding the boundaries of traditional art forms.

e. *Symbolism and Abstraction:* Many artists use imagination to move from realistic depiction to symbolic or abstract expression. By doing so, they communicate deeper truths and philosophical meanings beyond literal presentation.



(Symbolism and Abstraction)

(Figure.3.1)

Farida Kahlo;s self-portrait with thorn necklace and hummingbird, painted in 1940 is one of the most iconic self-portrait in modern art. Kahlo's deeply personal style and surreal symbolism reflect her physical and emotional pain, as well as her identity as a Mexican woman. The painting's vibrant colours symbolism and raw emotion have made Kahlo a feminist icon and a symbol of resilience. (Figure.3.1)

f. Freedom from Reality: Art gives freedom to go beyond the real world. Imagination liberates the artist from the constraints of the physical world. It opens the door to fantasy, dreams, and surreal experiences where the impossible becomes possible. (Fig. 3.2, 3.3 & 3.4)



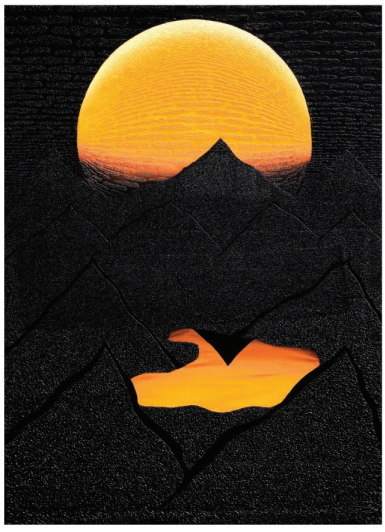
Pablo Picasso
Pablo Picasso used imagination to reshape human figures into abstract forms. (Figure. 3.2)



Vincent Van Gogh
Vincent Van Gogh used imagination to intensify colour and movement, expressing emotional and psychological states (Figure. 3.3)



Dali Salvador Dali translated dream image into visible art.(Figure. 3.4)



Artist: Prof. Mamoon Nomani
Title: Reflection I (Fig. 3.5)
(Texture Gradient in Perspective)



Artist: Prof. Mamoon Nomani
Title: Reflection II (Fig. 3.6)
(Texture Gradient in Perspective)

Each of these artists exemplifies how imagination not only produces aesthetic innovation but also redefines human perception and understanding. (fig. 3.5 & 3.6) Children's drawings show strong imagination, as they create worlds full of colour and fantasy. (fig. 3.7)


(Fig.3.7)

Importance of Imagination in Art Education:

- Imagination help students think creatively and develop personal expression.
- It encourages problem solving and visual thinking.
- It builds confidence to create something new and different.
- Students learn to articulate inner feeling through visual forms.
- Imagination helps in visualizing alternatives and finding creative solutions.
- Innovation and originality. It is essential for artistic and intellectual progress.

Educational theorists like Herbert Read "I emphasized that art education should aim not merely to teach skills but to nurture imagination as a means of holistic development". When imagination is cultivated, students become more sensitive, expressive, and inventive individuals. As Herbert Read observed, "Art is the expression of man's imagination rather than the imitation of nature." Through imagination, art bridges the gap between the real and the ideal, the visible and the invisible, making it not only a reflection of the world but also a creation of new world. Hence, imagination is not only the foundation of creativity but also the essence of art itself a force that connects thought with form, reality with dream, and the human mind with the infinite possibilities of creation. In the philosophical realm, imagination has been regarded as the bridge between perception and creativity.

Imagination

An artist deserts from reality in imagination. So the remarkable changes in reality is imagination.

According to Woodworth "Imagination emerges when a man recollects the facts of reality".

Raeburn "Imagination is the power to use our talents differently. It helps us to creates abstract object through previous experiences".

Macdugal "Imagination is the thinking of remote objects".

Types of Imagination

I- Reproductive imagination: The recollection of our prior experiences is called reproductive imagination. In this process the observation power of a child becomes active.

II- Creative imagination: Creative imagination is considered to be the most influential for the development of creativity in Children. To create novelty is creative imagination. This imagination should be stimulated in children so that they may become useful for the nation and society. Like creating a dream house, my city etc.

III- Ideational imagination: The imagination that stimulates the ideas is called ideational imagination. New ideas, principles and ideals are created in it. It boosts up the self confidence in Children.

Imagination can be successful when it developed the creativity in children. H. L. Halgrieve has carried out many experiment for imagination. As a result he proved that imaginative power is found in the children of sharp mind.

How to Develop Imaginative Power in Children

Mental intelligence: To use mental power in different behavioral activities increases the intellectuality. Now it becomes the responsibility of a teacher to create new ideas and walk through drift power of children. So the knowledge related to the subject increases the sharpness of mind.

Sharpness in acquiring knowledge: Imagination develops the creative power in students. Because the way student express their ideas through their art, encourages their creative power. Book and photos are not enough to teach the students but they should be asked to learn through their own imaginative creation.

Imagination as guidance: It is said that the dreams should be seen with wide eyes and this is imagination. Imagination reveals the rare path that becomes the guide of his/her creativity. So the imagination is the only reason of the novelty in the works of the children. Art and literature are taken as the mirror of society so the duty of art is to represent the contemporary social life. According to this definition modern art should be called the reflection of contemporary social life. Art is considered to be the mirror of society but there is a big difference between art and mirror. Mirror is a lifeless object and its work is limited under a definite circle. A mirror reflects what appears before it but art is not a lifeless object. Art represents the living spirit, emotions and imagination of human experiences. An artists gives shape to the not visible feelings.

Art is self representation: The principle of art does not confine to the imagination and the imitation. Once Leonardo said that the objects created by an artist are based upon his inner feelings. So art images are a representation of the emotions of the artist. Art is not only an imagination or imitation but representation.

Emotions and the views are mingled by the art. So art is a kind of language or the representation. As we convey our views through language, in the same way we do the same through artefacts. Art was considered as a communication of feelings in the 17th century. Art is a language full of feelings that stimulates the mental condition. Being related with emotions it becomes special. Language is the medium of oral representation, in the same way art of imagery, art, music and drama are different mediums.

The suggestive quality of the expression's medium is very flexible. And because of it the substance of communication has multiple meanings but an artist utilizes all these things in a way producing one meaning, which makes it quite clear and understandable.

In the above perspective. Abhinav Gupt is on the top of the list who has proposed poetry, Euphemism and voice as the target. Among modern scholars Dr. Shyam Sunder Das described as "Art is the blend of inner feelings and imagination." Imagination is an undivided part of art. An imitator too takes help of imagination portrait unseen objects. An artist thinks of many options to present his views strongly. This is the active state of imagination. Artist represents for the society imaging individually and his imagination becomes social at the stage of expression. That is why imagination has been called social fancy.

Though art is an expression but every expression is not an art. Art is a blend of publicity and imagination in the inner emotions of expressions.

Art is created by human being. Man expresses his emotions through art. He portrays everything in the painting that comes to his mind. The emotions and the ideas of human

being never remain within a definite circle. Mind is fickle filled with many ideas. Many ideas and structures are created. All these ideas can be presented in a painting. Art is such a mirror where we can see our past, present and future together. Society needs such mirror. Intellectual power plays a vital role in creativity in art. Our impulse and emotions also play a supportive role so the creativity needs love. We love our creation and establish heartiest relations with that. We have to pay due respect to the object or the emotion that we want to portray. We have to enter the life of that object and create a heartily bond with that. We have to dive deep in the emotions of that object then it becomes pleasant.

Thus an artist has to learn to love every object. A true artist loves every object of nature.

In ancient times art originated with the idea to express the emotions because no language had been developed by them. Then they started drawing the pictures of the objects related to them. The advent of art in many forms it considered with the progress of human life. In olden days when human being used to live in caves still then he had interest in art, which is detected by the weapons made of stones of that time found during the exploration. The primitive human race used to live with nature. He used everything that was around him and easily found. Caves were the beautiful place for his shelter and live in. Flowing rivulets provided drinking water. When he felt an urge to express his emotions, he used natural things like ochre, tempera, stone, coal and chalk as the medium of painting and drawing. They used to make drawings in caves to spend most of their free time. The rocks were their canvas. They aspired to draw human picture with horizontal and vertical lines.

The expression of emotions is considered to be the most important Principle in art. We preserve the emotion through eyes and express through gestures. But the sophisticated behavior of expression is experienced by the heart. This is not enough to reflect gestures in the painting.

The expressions are of two types. The first one is visible and the second one disguised. The disguised form can only be imagine.

An artist is influenced by the natural structure and uses that object as a medium of his art and converting it artistically according to his talent, he expresses his own emotion. The sculptures made by him have the glimpse of his emotions, what he wants to say. He may use any medium to express his emotions. Colour, lines, shape etc that is related to our surroundings that travels through the mind of the artist and takes a shape and presented differently. This is called the creation of the artist.

For example a boy who is related to boat, water, ship, ocean and its tides, has better knowledge of all these things. He must have the glimpse of all these things in his thinking. If this boy is asked to express his views about life, he would use all these things to express his emotions about life.

So the man is influenced by his surroundings. This influence is clearly visible in his thoughts, imagination and the expression. The quite material from this point of view is that the impact of his surrounding can be seen in the creation of an artist. It is the same way the children are influenced by their surroundings. His views are related and influenced by the atmosphere around him. So the children must be provided with better and beautiful environment. They must be let free to think so that they could bring novelty in their creations.

CHAPTER-4
Art and Creativity

Art and creativity play a crucial role in the holistic development of a child. Creative activities stimulate imagination and help children think critically and independently. While drawing, painting or building models children learn to make decisions, solve problems, and explore new ideas. These experiences strengthen memory, concentration, and reasoning skills, which are essential for academic success. From an early age, children naturally express themselves through drawing, music, dance, storytelling, and imaginative play. These creative activities are not merely forms of entertainment; they are powerful tools that contribute significantly to a child's emotional, intellectual, social, and physical growth. Physical development also enhanced by art. Activities like painting, cutting, sculpting, and coloring improve fine motor skills and hand-eye coordination. Performing arts such as dance and drama develop balance, flexibility, and overall body coordination. These physical skills are important for writing and daily life activities.

One of the most important contributions of art is their emotional development. Children often find it difficult to express their feelings verbally. Art provides them a safe way . In conclusion, art and creativity are essential components of child development. They nurture emotional expression, enhance intellectual abilities, improve physical skills, and strengthen social relationships. By encouraging artistic and creative activities, children grow into confident, imaginative, and well-rounded individuals who are prepared for future challenges.

Like other subjects of education art considered important because of its usefulness in life, in the same way art is one of the most important subject. Art has acquired an essential place in every field of life. Man is a social animal who has a close relation with society. So a flame of ideal society is built and the citizenship can be kindled in the hearts of the children. Society influences art through culture, values and events. Art and society are closely connected. It helps people understand cultures and traditions. We gain knowledge of Indian cultural heritage with the help of art, which encourage children to become civilized citizen. Children learn to respect each other and get an opportunity to know each other’s customs. This is main motto of modern education. The art has always been considered to be connected with society and artistic creation is influenced by social

factors. With knowledge of art, children become socially aware. Their sense of citizenship becomes strong and their lives become happier. Art education brings novelty in human life. Art challenges norms and inspires social change. Art also reflects society's values, beliefs and struggles. Therefore, the ideals of building a good society and fostering responsible citizenship can be nurtured in children through art.

Art is not confined only to art galleries and artists. It is for everyone to create and enjoy in their own way. It is a medium for everyone to express feelings and experiences. Art is not same for adults and children, but it is hard to say what the correct meaning of art for adults. Most often external beauty of art has much value for the adult but it is not the same with children. This is a very simple and easy way of expression for children. Art is a simple language for them to express their emotions. A child perceives the world with his own perspective and his views keep changing with the passage of life as he grows. A child aspires to express his views and emotions through pictures. *(Figure. 4.1)* He ever makes efforts to define his knowledge of his surrounding in his paintings. Art represents the personality of person. Art is the mirror of life. The art of Greek and Egypt gives us an idea of that era. In This way art glimpses our contemporary society. Art is a philosophical form of society, only art is capable to represent the emotions by image, painting, dance or poetry. All these are the mediums of expression. Emotions can be express easily by art only. Art is a form of creation that helps an artist manifest his **imagination** being influenced by the society.

Imagination and Creation:

Art is the imaginative and ideal form of present. So imagination always supports art creation.*(Figure. 4.2)* Imagination is not itself a neutral activity. It works according to the impressions of mind on the basis of pre-experiences. So imagination has direct relation with our experiences. **How do we acquire these experiences are mentioned in following terms.**

I. *Sensation:* The very first form of experiences is sensation, an immediate experience our senses pickup sights, sounds, textures, tastes and even internal feelings. Sensation is provoked under the influence of external objects to our senses. These sensations become the raw materials the brain use to spark imagination and generate creativity.

II. *Consciousness:* Imagination is a mental process related to our consciousness. At this stage we are completely aware of what we have been perceiving or doing. After this, all these experiences continue to accumulate in the depth of our brain. Memory is also connected to them and we memorise all these experiences. This

memorization is imaginative not real. In this way, all these memories appear in a new form through imagination, taking shapes as emotions.(fig. 4.3)

III. *Emotional Aspects:* Emotional Aspects and our experiences are deeply connected. Every experiences we go through carries an emotional layer. Most often emotions create picture in our mind, which becomes the base of creativity. When something happens, our mind doesn't just record the event like a camera, it records how it felt. This Emotional tag makes certain memories meaningful.

IV. *Knowledge of object:* Qualities of any object are helpful in the knowledge of it. In this perspective the object is acknowledged on the basis of its shape, colour and texture quality visually or by touching. In this way knowledge help in creating an image.

Art plays an important role in boosting mental health of children. It allow individuals to express their feelings. By the art actives a child takes interest to gain knowledge about his environment. The power of his imagination increases which brings novelty in his work. He gains experience with reasonable changes which are necessary for his development. He starts thinking independently. His self-confidence become stronger and he engages his self in creation. Hence art develops imagination and creativity.

Creativity also plays a key role in language and communication development. Through storytelling, role play, and drama, children learn new words and improve their speaking and listening skills. Art encourages children to share ideas, ask questions, and express opinions, which strengthens communication abilities. In addition, art promotes social development. Group art activities teach children how to cooperate, share, and respect others' perspectives. Working together on creative projects help children develop teamwork, empathy, and social responsibility.

In conclusion, art and creativity are essential components of child development. They nurture emotional expression, enhance intellectual abilities, improve physical skills, and strengthen social relationships. By encouraging artistic and creative activities, parents and educators help children grow into confident, imaginative, and well-rounded individuals who are prepared for future challenges.

Following are the different stages of Enhancing creative power in children.

Creativity: Creativity is the ability to come up with fresh ideas and concepts that are both unique and valuable. It's like sculpting or painting with one's imagination, blending different colors of thoughts to craft something truly special, transforming the ordinary into extraordinary art. Art creation represents an ideal and imaginative portrayal of

reality. Imagination plays a crucial role in every step of the creative process. It's not a strictly defined process but rather shaped by the impressions our minds gather through experiences. Therefore, our imagination is closely tied to our life experiences. Psychology has explored how we gain these experiences and how they contribute to our creativity in art.

Consciousness: Imagination is a mental process related to our consciousness. Consciousness has three stages Conscious, Subconscious and unconsciousness. The first stage is quite clear at this stage we are completely aware of what we are doing. This awareness becomes clear at the second stage. The third stage can be called the depth of consciousness. All our experiences gather in sub-consciousness. This regulates our dreams. Memory is also related to sub-consciousness. In the memory, we recollect all the previous experiences. This recollection is imaginative not real. In this way all the experiences travel to sub-consciousness through unconsciousness and from there they are recollected through imagination.



Figure 4.1 (An imaginative painting, age 12 years)



Figure 4.2 Landscape, age 15 Years)



(Figure 4.3)

According to the ***James Sully****:* "Imagination is Key to Creativity" Sully thought imagination is a child's most powerful mental ability, especially when they are very young. Children mix memories, observations, and made-up stories to create new ideas and scenarios. Sully pointed out that children's creative actions often involve strong feelings. Their made-up stories and ideas are filled with personal meaning. Having strong feelings invested in their creativity makes their imaginative results richer and more intense."

Kandinskey*:* Children are like "Natural Abstract Artists" Kandinsky believed that children naturally make art that looks abstract. Their drawings often focus on simple lines, shapes, and colors instead of trying to look exactly like real life. This idea fit with his own search for "inner necessity" the belief that art should show a person's inner feelings rather than just outside appearances. Kandinsky said that, children's art was a genuine and unfiltered way of expressing themselves."

Why Students Need to be Creative:

- Problem-solving: Being creative it help students coming up with unique solutions to challenges they face in life.

- Expression: Creativity allows students to express themselves in different ways, whether through art, writing or other forms of expression helping them discover and develop their own identities.*(Figure. 4.4 & 4.5)*
- Critical thinking: Creative thinking encourages students to analyze situations from various perspective fostering critical thinking skills that are essential for success in school and beyond.
- As people learn more quickly while they are younger, schools are the best place to foster creative- thinking and imagination, which is the foundation of creativity. Thus encouraging students to think creatively can be quite important.*(Figure. 4.6 & 4.7)*
- Ability to pickup new information fast as they are younger, learning new thing is often easier. Curious minds are most creative, curiosity frequently promotes more original thoughts. *(Figure. 4.8)*



Myself with my favorite T-shirt

Age 4 ½ Years (Figure. 4.4)



(Figure. 4.5)



(Figure. 4.6)



(Figure. 4.7)



(Figure. 4.8)

INNOVATION AND CREATIVE GROWTH IN CHILDEREN

- Allow students to explore projects with multiple solutions. This freedom lets them think creatively and approach problem's solution in unique ways.
- Support students in trying new methods and ideas, even if they might fail. Experimentation help them learn from mistakes and discover innovative solutions.
- Promote teamwork and group activities. Working with others exposes students to diverse perspectives and sparks creative ideas.
- Use modern tools and technology to inspire creativity. Interactive software and digital platforms can help students explore and develop their ideas.
- Acknowledge and reward. Innovative thinking and creative efforts recognition motivates students to continue exploring and developing their creative skills.
- Encouraging creativity in students help them explore new ideas and think widely. By giving them the freedom to experiment, work together, and use modern tools, teachers can create an environment that inspires innovation. Recognizing and celebrating their creative efforts boosts their confidence and motivates them to keep exploring. This approach not only enhances their creative skills but also prepares them to tackle problems with originality and enthusiasm, setting them up for future success.

Teacher's Role Enhancing Creativity Among Children

1. *Teachers Role:* A teacher plays a crucial role in developing creativity by creating an environment that encourages exploration and experimentation. He/she provide opportunities for students to work on new projects using some new techniques and tools etc .By recognizing and supporting student's creative efforts, teachers help to build their confidence and inspire innovative thinking. *(Figure. 4.9)*



(Figure. 4.9)

2. *Designing learning activities to foster creativity:* The faculty can setup a variety of learning exercises for the students to foster creative thinking, such as giving them paint and paper and ask them to draw whatever comes to mind or ask them to close their eyes and simply observe their thoughts as they arise, among other options. These kinds of activities can help students become more creative. The student becomes more mindful and environmentally conscious as a result of these exercises. Teachers should also encourage them to express themselves with new ideas.
3. V*ariety of skills can boost creativity:* Learning new skills help students develop their curiosity and makes them aware of the various options that are available to them. For example innovative thinking abilities, problem solving, 3D painting, video editing etc.
4. *Encourage them to think:* The world of creativity is large and dynamic. It is important to encourage creativity in a way that gives children the flexibility to explore their ideas, encourage them to take challenges when working on new projects.
5. *Sharing ideas:* Students need to have the confidence to experiment with new ideas and try new things. Sharing concepts with the entire class can be beneficial because it broadens their thinking and imagination. This technique can increase productivity in the classroom. A teacher describes method and technique to each student, waits for his/her turn, which develops interest and fosters competitiveness among the students. As a result the student's creativity grows.
6. *Constructive feedback and assistance:* To develop and enhance their creative processes, students require constructive feedback. The ability to learn from mistakes, it is a tool to produce greater ideas in the future.
7. *Utilization of imagination:* A teacher ought to carry out various experiments with the involvement of the children. Some imaginative works should be presented before children to increase their imaginative capability and their view should be taken, like they should be asked how is the structure of their school. How do the gardens look like in their school. They should be asked to portray the school and the gardens at their own way or they should be asked how do they want to see their world. That's how a change can be drawn in the creativity by the utilization in imagination.*(Figure. 4.10, 11 &12)*
8. *Generating more ideas:* Children should be encouraged to think by putting such ideas before them like they should be asked to portray the poem recited by the teacher in the class, to make a design or paint in the given space, to make useful things out of the waste materials.*(Figure. 4.13& 4.14)*

9 *Coordination of the work and the inherent knowledge of children:* A teacher should properly guide the students to work creatively, by giving them new ideas, knowledge about the subject and its coordination with experiments.

10. *Art exhibition:* An exhibition of student's art work, should be organized in schools. It would encourage their knowledge of subject and creative capability. Like if the subject is concerned with society then it would increase their knowledge about subject and it help to develop a visual image.

11. *Admiration of art:* Children should learn to admire each other's work. It encourages them to work more and develop creativity. Their gusto for creation increases if their work is admired. So the art teacher should admire and motivate for art at every step. It would increase their morals, self-confidence and they would be influenced to try new things.

12. *Arousing aesthetic inclination:* Aesthetic inclination should be aroused in children. They should be taught about natural beauty spread everywhere further they should be taught how to make things beautiful. It develops the creativity like decorating file, school board and the school garden. This activity increases the aesthetic inclination in children.



My School (Figure .4.10)



Art Classroom (Figure.4.11)



My Favorite Game (Figure.4.12)



(Figure. 4.13)



(Figure. 4.14)

Most Effective Techniques for Students to build Creativity

1. Brainstorming - Think of many ideas without judging them. Allow them free to work and think widely. Like puzzle games, write your likes and dislikes then recognize by another students.
2. Mind Mapping - Use pictures or diagrams to show how ideas are connected and to create new ideas. Show them a picture then ask them to write about the picture.
3. Role-Playing - Acting different roles help them to see new views and find a creative solution. Like short skits are an excellent way for students to build confidence, practice team work and explore creativity.
4. Project-Based learning: Doing real life projects help students to work in creative ways. Projects like “How to save water”, “Eco-friendly environment” etc.
5. Open -Ended Activities: Tasks with many possible answers help students think in their own way and find unique ideas. Arrange debate competition, poster competitions etc.

CHAPTER-5
Impact of Education and Art Education on Human Behavior

Education is a multifaceted process of learning and development, encompassing the transmission of knowledge, skill and values. Education not only teaches us to achieve success but also teaches us to live in harmony in society, respect each other, build good character, and maintain self-respect. These values include the simple difference between right and wrong, the importance of hard work and self-respect. Education is continuous learning process, learning from people, learning from success and failures. Education helps us to make our life better and purposeful. Education has always played a vital role in the society's progress. Without Education, it is impossible to achieve any advancement and prosperity.

Aim of Education shouldn't be a tool to prepare people for specific job or become a successful business tycoon. The purpose of education should be for the student to become an ideal individual through good education, who does not think only for personal gain but also proves to be a good citizen for society. This can only be possible through value education where through students are introduced to moral, social, and cultural values. Through value education, students can be made aware that the purpose of education is not just to achieve good marks or get admission in a good institution, but to develop a good moral character. It refers to such education through which students' mental development occurs and they gain foresight.

Man has came a long journey right from his lone, nomadic and forest dwelling state of living. in this journey of mental, physical and genetic development, man has proved himself to be the best creature in the whole creation, the ablest, the super most and unique in every aspect. In the course of man’s mental development education and art itself played the most vital part. Education, broadly is the means to develop the better ways of doing something in a better way of living. It is also the means through which the aims and habits of people are transferred from one generation to the next. Education has been a part and parcel of human development since human existence. We have come to know a number of techniques of imparting education practiced by human beings even in pre-literate societies. Throughout the prehistory, the mode of education remained oral,

observational and imitative. The experienced and elder parents used to transmit their skill, knowledge, beliefs and other concerns informally to the younger generations. Same thing has been found in the scenario of art.

The basic objective of education is to ensure over all development of human being. The main idea of education has always been to develop a man of high character. The moral principles and beliefs are considered to be important and necessary to be a 'man' who lives for others and thus differs remarkably with the self-aiming group of animals. Values take a man towards the development of a "whole man" in whom all the traits of truth, goodness and beauty are integrated. He will not give precedence to his own interests but others. Such a man will be lovable, affectionate in every relationship, considerate and overall humanistic.

Education plays a crucial role in shaping human behavior by fostering cognitive abilities, promoting social skills and influence personal values. It enhances critical thinking, problem solving and communication skills, ultimately leading to more effective decision making and positive social interactions. Furthermore, education can instill moral and ethical principles, contributing to responsible and empathetic behavior.

Education Influences Behavior

Cognitive Development: Education strengthens cognitive abilities like memory, attention and executive functions, which are essential for effective decision making and behavioral regulations.

Values And Beliefs: Education can instill a sense of civic responsibility**,** ethical principles and respect for diversity, shaping individual values and influencing their actions.

Problem Solving and Critical Thinking: Education equips individuals with the tools to analyze situations, evaluate information and make informed decisions more effective, problem solving and decision making in various aspects of life.

Lifelong Learning and Adaptability: Education fosters a mindset of conations learning and adaptability, enabling individuals to adjust in changing circumstances.

Social Impact: Education contributes to individuals becoming more effective and responsible members of society.

Value Education: Values make human life meaningful and give them a sense of direction. Value education means, a programme for character formation and personality development. Such education builds a good character which leads them towards true

success. So, value education is an integral part of education which can't be separated from the education system.

Objectives of Value Education.

1. The main objective of moral education is to enhance discipline, humanity, cooperation, and self-confidence in students.
2. To shape a positive character, fostering qualities like responsibility, caring, honesty, integrity and sympathy.
3. Respect for dignity of individuals and diversity in society.
4. To develop self-confidence in students so that they can make correct decisions in any situation.
5. To bring the behavioral changes towards positivism.
6. Perform actions that are beneficial for society and the nation, leading to the nation's development.

Art Education and value education are intrinsically intertwined. Art provides a powerful medium for fostering empathy, critical thinking and cultural awareness, all are essential components of a well-rounded value-based education.

Art Education: - It is the education where through students are sensitized about culture, art, and creativity. It includes the education of all arts that fall under fine arts. It develops creativity, imagination, self-expression, and self-reliance. Art is an expression of ideas created by human imagination. Behind any work created by an artist, there is a thought, which depicts an aspect of a tradition and society.

Art is a stratum of human life which determines its aim and helps to derive the feelings and expressions in right direction with the considerable pace. Since ancient time, art has been related to the human being's life. That is why it can be assessed that "Art is another name of life". Art originated with human beings. In the beginning art was used to present the inner feelings because the language was not much developed to express their views. They used to draw pictures on walls to express their feelings. In this way the art originated. Art is the creative expressions of emotions, thoughts and imagination through various materials or actions with an aesthetic concern.

Art and education are closely related. Art education can improve learning styles. Art Education can also help to improve critical thinking and problem solving skills, which can benefit student in all areas of their academic life. It's necessary for children's development. It helps children enhance their creativity and problem solving skills,

manage emotions, improve motor skills and develop confidence. There is no subject of modern education that does not require art in any form, because we can teach anything easily with the help of art. Art is helpful to make the subject easy, perspicuous and heart touching according to the teaching method of every subject. Even the tasteless and complicated subjects became interesting and easy. The importance of art and its coordination with their subjects have been found in many ways. Besides it art contains self satisfaction and mental development too.

Importance of Art Education:

1. **Developing imaginative and creative skills** – Artistic activities offer students a chance to observe, learn and think about the several new things. The development of imaginative and inventive skills helps students to see and observe the world in new dimension.
2. **Boosting Mental Health-** The various forms of art help students express their emotions and experiences, which can greatly help them in relieving stress.
3. **Enhancing Cooperation And Communication Skills**. It fosters collaboration and encourages students to work together, developing team work skills. Art provides a medium for students to communicate their ideas and express emotions.
4. **Encourage Cultural Awareness and Understanding-** Through different activities, art education in schools exposes students to art forms from different cultures and historical periods. Through these art activities students get chance to connect with various regional, national and global cultures that promote respect in students for cultural diversity.
5. **Improves Fine Motor Skills**- Enhancement of fine motor skills is another major benefit of art education in schools. These skills can be described as a child's ability to make precise movement with hands, fingers etc. which involves the coordination of joints, muscles and nerves. Form holding a pen or a pencil to draw a pictures it helps enhance fine motor skills in students by stimulating their hand - eye coordination. By stimulating brain development art education assists students to understand new concepts more effectively.
6. **Improving Academic Performance –** Art education in schools assists students in developing skills to solve creative challenges that help them in other academic subjects. The critical thinking and problem solving skills students develop through indulging in various art activities help them perform well in their core subjects.

7. **Personal Development:** Art education can boost self esteem and confidence. It can help students develop a sense of accomplishment and pride in their work.

This study highlights the importance of art education on human behavior. Art education has a positive impact on human behavior. Understanding moral values through art is found to be easy. There are various activities through which students learn to discuss social issues together, raise awareness among people in society through their art work, or become familiar with the cultural traditions of their society and country. All these can be more effective through art education. By doing this, students develop self-confidence, understanding of moral values, awareness, responsibility, and learn to respect each other. Art education has great role in promoting education of values. Value Education is first learnt by a child from their family. As they grow up, they also come into contact with other people over time. In such a situation, good habits, social responsibilities, and self-confidence can be developed through education only. Therefore, the curriculum should be such that it teaches respect for others, understanding all religions as equal, and awareness. Such education is called value education. Art never teaches about profit or loss, it only teaches humanity, cooperation, appreciation, and social responsibilities. From here, a child begins to become an ideal countrymen.

Art Education Supports Value Education-

1. *Enhancing Cultural Awareness:*-Exposure to various art forms and cultural expressions broadens perspectives and fosters appreciation for diversity.
2. *Promoting Ethical Behavior:*-Engaging with art can raise awareness about the social issues and ethical dilemmas, encouraging critical reflection and responsible behavior.
3. *Boosting Academic Performance:*-Studies have shown that art education can enhance academic performance, improve memory and increase overall motivation.
4. *Developing Life Skills:*-Art education cultivates important life skills such as perseverance, resilience and collaboration, which are valuable in various aspects of life.
5. *Promoting Positive Social Interactions:*- Group art projects and collaborative art activities encourage teamwork, communication and social interaction.

Art plays a crucial role in shaping human behavior by fostering creativity enhancing cognitive skills, and promoting emotional understanding and empathy. It also provides a platform for self expression and exploration, allowing individuals to processes emotions, understand the world around them, and connect with others. Art contributes to human

behavior development through emotional engagement, community building and enabling problems solving. The art can help individual and societies shift toward more meaningful and sustainable behavior.

Art Activities Lead Positive Behaviour

Art activities can lead to positive behavioral changes in children, fostering creativity, self expression and social skills, these activities can enhance cognitive development, improve fine motor skills and boost self-streams. additionally art can serve a outlet, helping children manage emotion and developed coping mechanism.

- *Increase Creativity and Imagination:*-Art provides children a platform to explore their imagination and experiment with different ideas without limitation. They can create without boundaries, encouraging them to think freely and make creations.
- *Enhanced Self- Expression and Confidence:* Art allows children to express their feelings and ideas. The process of creating art can be rewarding, leading to increased self – stream. Children can develop confidence in their abilities and feel empowered to express themselves.
- *Improved Social Skills:* Art activities can foster collaboration and team work, as children work together on projects by this they can learn to share ideas, take turns and appreciate each other. Art provides, opportunities for social interactions and building social circle.
- *Enhanced Cognitive Development:* Art can also enhance cognitively skills like spatial reasoning and spatial orientation.
- *Therapeutic Benefits:* In creative expression can lead to psychological changes, such as reduced stress and increased relaxation.

Art activities offer a range of benefits that can contribute to positive behavioral changes in children, art can help children grow into well groomed individual. Art nurtures social skills in early childhood. By being engrossed in art work, a child learns to work together and also learns to achieve a goal through teamwork. The exchange of ideas is also learnt by engaging in a task. Through art, children get an opportunity to learn about different cultures and traditions, it also teaches them to respect each other.

Art Supports Behavior-able Changes: Art has a direct connection with our emotions, and these emotions influence our behavior; therefore, art is considered to be related to human behavior. Here are some ways the art supports.

1. **Narrating Stories:** Through stories, whether in films, theater or novels, the art helps us explore different life choices, understand consequences, empathize with others. these narratives can inspire individuals to change by offering new perspectives.
2. **Public Art And Awareness :-**Posters and short plays, etc., based on social problems make people aware and encourage them to take action or help resolve issues.
3. **Appreciation:-**Appreciate someone on completion of his/her work. Appreciation keeps them engaged in work, they are more likely to be motivated stay longer with the company.
4. **Creative Process and Problem Solving-** The creative process in art therapy can help individuals develop problem - solving skills and boost their self-stream, leading positive behavioral changes. It helps people think freely and get unique solutions.

The quite material from this point of view is that the art activities, offer a range of benefits that can contribute to positive behavioral changes in children. By encouraging creativity, self – expression, social interaction and cognitive development art can help children grow with well cultured individuals. Education equips individual with the tools they need to make informed decisions and adopt healthier, more responsible behavior. Education empowers individuals to become active participant in shaping the world around them.

CHAPTER-6
Art in Education

Art and education are deeply connected together they help in the development of a person, nurturing intelligence and creativity also. It is a powerful tool that nurtures creativity, emotional intelligence, cultural awareness and learning skills. Studies often show strong connection between art and education. Schools that include art programs often create more engaged, confident, well rounded students. Art strengthens focus, memory and analytical thinking. Art education means teaching and learning through art.

Art Associate with Other Subjects:

Today, there is no subject of modern education that does not require art in any form. With the help of art we can teach anything easily. Art is helpful to make the subject easy, perspicuous and heart touching according to the teaching method of every subject. Even the tasteless and complicated subjects become interesting and easy. Here the importance of art and its coordination with other subjects of education have been discussed. Art is not just a subject but a method of learning and it makes learning fruitful. It connect other areas like history, science and language by giving visuals. In modern times, art education has become an essential part of school curriculum. It is no longer considered a leisure activity but a powerful learning tool. Art based learning helps in improving communication skills, problem solving abilities and emotional intelligence. It helps children think in multiple ways and prepare them for future challenges with a creative mind set. Art education is also promotes inclusivity, students of different abilities can express themselves through art without fear of judgments. It provides mental relaxation and reduces stress and make learning joyful.

Arts and its Coordination with other subjects of education

Social Studies: Art connects with social studies because both help us understand people, cultures, history, and society. Art is often used to express ideas, beliefs, and events from different times and places, while social studies explores how people live and interact in communities and nations. Art and social studies are connected, it reflects human life and society. By studying art, we better understand history, culture, values, and the experiences of people around the world.

History

History has such a close connection with art. The teaching of history seems incomplete without the Contribution of art. History is often full of the tableau of the departed incident's and its description. Art is required to present a enliven picture of those merriments before the students because it is difficult to make an enliven picture without the help of art. The students cannot be sensitized until they are presented an enliven picture. Suppose that topic of historical lesson is Samrat Ashoka in the class. They would not get influenced if they are simply told about the life of Ashoka because they would not be able to understand the importance of a special incident or a glimpse of history if they simply hear and read the lesson neither there will be any interest. That's why the aid of art will be required to make the topic interesting and heart touching. Sketching a picture of Samrat Ashoka though be it imaginative, students will have to be presented the models and pictures of the historical places and religious symbols. Samrat Ashoka's life has special connection with the Kalinga victory so an enliven picture of the war, weapons, costumes, postures, detailed map of state, picture and models related to the war will have to be presented before the students. In this way lesson of History would become interesting and easy to understand with the help of art.



(The Kalinga War And Ashoka)

Art and History

- Art help students explore cultures, traditions and historical events.
- Studying art, architecture and crafts from different civilizations builds cultural awareness.

Geography

The modern education teaching of Geography is based upon scientific method. The methods, which are useful in the Child development, have also got a dominating place in Geography. Only describing the mountain, rivers and the names of cities and countries, is not the complete education of Geography. Today's education of Geography focuses on sensitizing the students about the Geographical effects upon human life. So the teaching of geography consists upon art. For example Solar system can easily be understood by the pictures. It is essential to make any subject interesting and perspicuous for successful teaching of that subject. And it becomes easy with its helping aids. The same case is with Geography. Geographical aids depend upon the art. Following are the geographical aids based on art.

Maps: Actually the Teaching of geography is incomplete without the help of maps. Environment, natural condition, climate, place, roads for transportation, ores, forest diversification and animals can easily be descried with the help of maps and pictures.

Sketch or Drawing: Many geographical issues can be defined with the help of sketch or drawing. Students have to do it themselves. Art makes it beautiful.

Pictures and Models: Models and picture can be displayed of the things that are impossible and difficult to be brought into the classroom like the picture of the traditional costume of a particular country or the models of the Eskimo's houses.



In this way art became good medium to teach geography. A teacher cannot make this subject easy, interesting and perspicuous neither students can easily understand it. Moon, Sun, Stars and the entire solar system can easily be defined with the help of pictures.

Here are some important ways art connects with social studies:

- History through Art
  Paintings, sculptures, music, and architecture show what life was like in the past. Historical art helps us learn about wars, rulers, traditions, and daily life.
  Example: Cave paintings tell us about early human life.
- Culture and Traditions
  Different cultures express their customs and beliefs through art, clothing, dance, and crafts. Social studies examines these cultures and how they shape societies.
  Example: Indian folk art like Madhubani reflects local traditions and stories.
- Geography and Environment
  Art often reflects landscapes, climate, and natural resources of a place. Social studies examine how geography affects people's lives.
  Example: Desert art may use earthy colors and themes related to desert life.
- Citizenship and Social Issues
  Art can spread awareness about social problems such as equality, freedom poverty, and environmental protection. Social studies also teaches civic responsibility and human rights.
  Example: Posters and murals promoting peace or voting awareness.
- Religion and Beliefs
  Temples, churches, mosques, and religious paintings show the beliefs of societies. Social studies explores religions and their influence on civilizations.

Mathematics

Art can make mathematics easier to understand, more engaging and more memorable. Instead of seeing math as only number and formulas students can see patterns, shape, symmetry and relationships visually. Math is a lot more exciting when it involves immersive learning, rather then relying exclusively on worksheets. Math inspired art activities for preschoolers or kindergarteners.

- Preschoolers can learn about patterns through artistic activities such as paper collage. Teachers can provide basic insight into patterns while encouraging students to select and create patterns they find personally compelling.

- Elementary school students may be ready to play with tessellations, which provide a powerful introduction to important geometric concepts.

- Developing Spatial Skills: Drawing, sculpting and design improve understanding of shapes, dimension, proportion and measurement.

Mathematics is a subtle subject. Its study takes the students from vast to subtle. Generally people believe that there cannot be a connection between art and maths. Art cannot be used in its teaching. It is perceived minutely then art would seen to be there in mathematics too. We have formerly discussed that number of script is based upon the picture made many years ago. Apart from that if we ponder over the present teaching method, we would find the glimpses of art there too. Sequences of the numbers and the calligraphy are the part of mathematical equations would be more complicated if the numbers are not written in order. Mathematical problems would take lot of times. If the numbers are not clearly visible and in order, even that effort would be in vein. So art plays a vital role in such work. Art creates a magical effect in teaching counting to the children at the early stage. Children learn to add an abstract instructively with its help. According to the former tradition and technique children were taught addition and abstraction with the tiny balls. But the children did not take any interest and enjoy. But today scholars sensibility and the use of art has turned an uninteresting into interesting one like mathematics. The modern technique of teaching counting with the help of pictures has proved to be very useful. Children learn instinctively the calculations with the help of the models. And their interest in the subjects increased rapidly.

The Knowledge of art becomes useful for the children in future too. Suppose a teacher is teaching the dividation of a thing into two or four in the classroom. He orders the students to draw a line dividing a state or a splint and then to make two equal parts of each. And also with the help of teaching- aid teacher can make difficult section easier. Like teaching fraction become easier with the help of teaching-aid.



Teaching-aid Maths (Fraction)

From the inherent artistry of geometry to spatial reasoning and important concepts such as proportion. Math and art are closely linked students may simply require a little extra guidance to understand these connections. At the upper level the knowledge of geometry proves to be much useful. The angles, triangles, squares, circles and the connection from one point to the other becomes beautiful and accurate with the help of art and the picture drawing and the note book becomes a part of art.



Teaching-aid Maths

Science

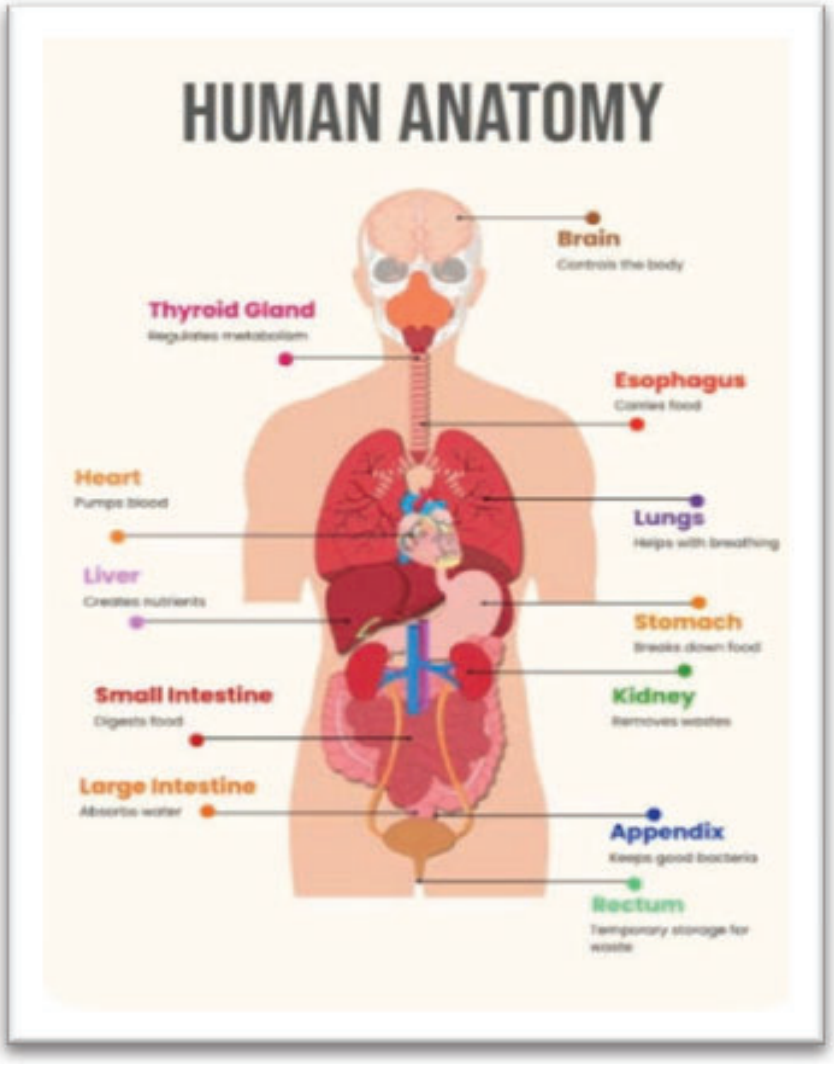
Science and art both are affined because both rely on observation, creativity, and curiosity to understand and express the world. While science uses experiments and logic to discover how things work, art uses imagination and expression to show how things feel. Together, they help us to see reality from both on actual and emotional perspective, making our understanding richer and more complete. Science and art are both curiosity - driven pursuits, calling for innovative thinking while striving to enhance our understanding of the world around us. Activities that blend art and science can drive deep exploration while improving student motivation and engagement.

The students get excited and feel attracted when they find their book is decorated with beautiful illustrations. There are pictures of flowers, leaves, trees, plants and vegetables of different seasons, fruits, domestic pet animals, birds and the insect. These are described in the book. Even in the classrooms the colored pictures of the related things can be seen on the walls. Models of human anatomy also displayed there. These are not

only for decoration or merriment. These are used for teaching students with its aid. A good teacher gets success in teaching with such art works. Students have to draw these pictures on their note books. So the subject becomes more interesting with the help of pictures consequently students study the subject with interest too. Examples of science oriented art projects for children.

- ❖ Explore botany through pressed flower, which can inspire conversations about types and parts of flowers and the different parts of each plant.
- ❖ Scientific illustrations helps students observe plants, animals and experiments carefully.
- ❖ Chromatography colour experiments compile art with chemistry while demonstrating the principles of pigments and colour mixing
- ❖ Drawing eco-systems, planets and human body strengthens scientific understanding.
- ❖ Making models of sense organs and human anatomy with the help of creative art.





Language

According to the modern teaching method the primary stage of language which sensitizes the children with knowledge of letters starts with the contribution of art. Pictures of the fruit, flowers, animals, birds and the others, starting with the letter are very useful in making children familiar in learning to pronounce the letter with the pictures. If they forget any letter then they quickly recalls it with the help of picture. Eventually at the higher level the lessons are in the form of poetry and short stories. And every story is made easy to understand with pictures, most often the entire story consist upon pictures

which makes story easy to learn for children. In this way the subject of language becomes easy and interesting with the help of art.



Attractive Teaching –Aids:

Teaching aids are very useful while teaching grammar because they make abstract grammar rules easier to understand, more interesting and easier to remember. Instead of only explaining rules verbally, teachers can use these aids to help students learn through experience and interaction. Grammar concepts like tenses, verbs, sentence structure can seem difficult. Teaching aids such as charts, flash – cards, diagrams and models simplify these topics.



It make lessons simple, interactive, interesting and effective. By using artistic skills teachers can improve student's understanding, participation and overall language skills. *(Teaching Aid)*



(Teaching Aid)

Art and education together form the foundation of a complete human being. Art nurtures imagination, sensitivity, and emotional strength, while education develops knowledge and discipline. A society that values both art and education becomes more creative, cultured, and compassionate. Therefore, art should be an integral part of education at every level - not only to produce artists, but to create thoughtful, sensitive, and innovative citizens for a better world. Art makes learning more engaging, memorable, and meaningful. By turning abstract concepts into visual or hands-on activities, art helps students to better understand the topics of maths, science, social studies, and language. It activates multiple senses, which strengthens memory and deepens comprehension. Art also encourages creativity, critical thinking, and communication, allowing students to express ideas in unique ways, Art used in any subject, it promotes creativity, teamwork, and cultural awareness—often with simple or low-cost materials. Overall, art enriches education by transforming lessons into experiences that students can see, feel, and connect with more deeply to the subject.

Art Education & Special Education

India is a vast country. It has different kinds of important problems. Education and unemployment are two major problems. Among these the issue of mentally challenged children and their education is also a serious concern. There is an urgent need to think and work in this area.

Mentally challenged children are those children who have disorders in one or more areas of personality development, such as speaking, thinking, reading, writing, counting, and many other activities. Autism is an important factor in this, a mental condition under which these children experience great difficulty in interacting with other people. Their brain works differently from other people. This disease is congenital; *Autism Spectrum Disorder* is a brain disease in which there is difficulty in communicating and establishing relationships with other people. For this reason, it is called *Autism Spectrum Disorder.* Children in this category do not engage in creative play or other activities like other normal children, but are interested in activities that involve doing the same task repeatedly. More attention and discussion is needed on the problems and education of such children.

According to the 2016 Census of India (census was not held in 2021 due to Covid 19), the population is 121 crore, out of which 2.68 crore people fall in this category. That is, 2.21% of people are physically and mentally affected, and the benefits of whatever work is being done for their care and education with the help of NGOs do not even reach 50% of the people. Therefore, it is very important to pay attention to this.

Initiation of Special School Education: Its initiation was first done by Jean Marc Itard. He was a French Physician who trained a mentally challenged boy named Victor for 5 years. In 1801, he studied the development that gradually occurred in that boy. In this way, the study of a mentally challenged boy began. In 19th Century, this was the time when several schools for the disabled and mentally challenged children were opened for the first time in America and France. The credit for this goes to Edward O Seguin of France, who was a disciple of Jean Marc Itard. He opened the first Day Boarding School for disabled children where these children were taught and educated and they achieved success when they were able to educate mentally challenged children like normal children through some training. A school for mentally challenged children was also opened in New York, USA in 1834, and thus many more schools were opened later in different places.

First School of Special Education in India: According to Children Aid Society, an NGO located in Mumbai, the first residential institution for mentally challenged children in India was started, which functions under the Umbrella Organization Children Aid Society. Today in India too, there are many such schools in different states, where these children are trained and taught.

The necessary points to keep in mind in the education given in these schools are as follows:

1 Generally, it is found that these children feel difficulty in making contact with each other. They hesitate to meet everyone in society, so it becomes the duty of every person in society to take proper care of them, understand them as a part of society and give them a special place.

2. *Favourable Environment:* In the school, these children should be taught and educated in a favourable environment with great love and tolerance. New teaching methods are a good attempt to bring self-confidence in them. If these children get a favorable environment. A well-trained teacher in the environment teaches and instructs them. In such situation a positive impact can be seen in children.

3. *Praise:* It is very important to praise the work done by these children. Because these children lack self-confidence and they take more time to complete any task, the

teacher should praise their work so that these children show full dedication and interest whenever they do any work.

4. *Repetition process:* To make their writing and reading work good, ask them to repeat the same task again and again, this makes learning easy. It also increases self-confidence.
5. *Teach in a series:* Teach any lesson by dividing it into small series, doing this makes it easy for them to remember.
6. Create a feeling of self-esteem in these children. Generate self-confidence in them.
7. *Inspection:* Full care should be taken that the task given to them has been completed by them and how much progress is being made in the work.
8. *Education in small groups:* These children should be divided into small groups, so that the teacher's attention goes to each child and the benefit of the training being given by the teacher reaches all the children. By doing this, the teacher can connect with each child, understand the development and changes can be seen. This will benefit all the children.

Art Helps

1. *Information about different types of colours:* Giving information about things seen in nature and tell them about the different colors spread in nature, this will be exciting information for them.

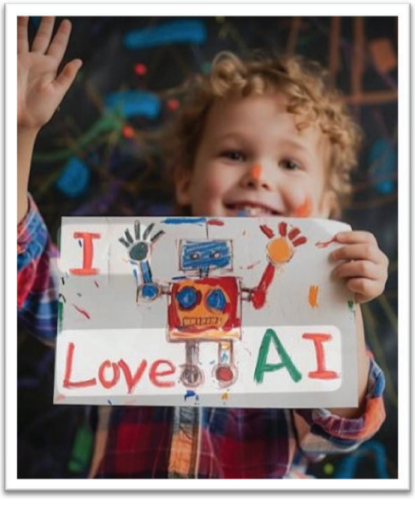
2. *Understanding of shapes:* Through art, it becomes easy to give knowledge of shapes to these children. For example, the sun or moon is round. Giving information about their shapes etc. by showing different things. Like depicting mountains in triangle shapes.

3. *Teaching through pictures:* When teaching in classroom, children can understand quickly with the help of pictures or it becomes easy for them to recognize the things.

4. *Creative work:* Art makes working exciting, children take interest in the given work. Creativity can be seen in the work done by them.

5. *Development of mentality:* By giving education through art, their work starts becoming creative, gradually the mentality of the children also starts developing.

Art and Artificial Intelligence



Artificial Intelligence has taken almost every business and industry by storm. Artists have been exploring AI for experimentation through new forms and mediums that were less used by traditional methods. The creations or artworks made by AI are aesthetically appealing to the world but is also newly transformed as a technique through the algorithms. On the other end, it leads artists and creators with a new insight to recognize complex patterns that can speed up conceptualization and generalization of ideas. The transformative power of AI is truly an inspiration that can boost our human minds and intellectual unprecedented heights. It can serve us as an array of inspiration, which may lead us in an aid to brainstorm and eventually help us overcome our creative blocks. The tools of AI can help us perform repetitive tasks, depth conceptions and experimentation. It works for every individual to be as an artist, a scientist, business person, or simply an enthusiast. This leads to an innovative thought process, and preconceptions of human mind. It develops linear perspective thinking, Multi-Dimensional thought process and leads us to explore new approaches which promote problem solving skills.

It helps in recommending new layouts, formations, and different color schemes and it expands boundaries of creative people's mindset. Since the beginning of mankind, creativity has existed and is inherently present till date as a process. It works as collaborative tool. Creative experts can intensify upheaval without being feared of AI that will put back the distinctive ideas and talents. Consideration of a skill and creativity is desirable and helpful in many aspects such as business, health, medicine, Arts, science, entertainment, music and more. There is a growing interest in creative thinking skills among the creators and creative organizations.

Integrating (AI) Artificial Intelligence in education rapidly reshapes learning environment, offering new possibilities for personalized teaching and enhanced students learning. Instead of relying only on traditional classroom instruction, students can now explore creativity through intelligent tools that guide, demonstrate and adapt their skill level. AI is making art education more interactive, affordable and creative. It helps students learn faster, explore more styles and access professional-level tools from

anywhere in the world. The future of art education will likely combine traditional artistic skills with AI-assisted creativity.

Art and technology should work together in education. Researchers believe computers can help students to think creatively and make art in new ways. Technology should not replace traditional art methods but it should support and improve them. Students should learn how to use computers creatively in art. Computers can help students making their work artistic and also improve their learning process.

Art teachers may need to rethink art lessons and include digital imaging, sound technology and multimedia in classroom teaching. AI can be a powerful creative assistant in art education when it's used thoughtfully. AI and child art is becoming a fascinating area in education, creativity and psychology. It mainly focuses on how children use AI tools to create art, learn artistic skills and express imagination.

Benefits of AI for teachers and students, in art classes.

Benefits of AI for Students

1. *Foster Idea Generation:* This helps students overcome "blank page syndrome" and start creating faster. AI tools can help students brainstorming subject, concepts, composition ideas, techniques and colour scheme etc.
2. *Instant Feedback:* Student receive immediate guidance without waiting for class.
3. *Exploration of Art Styles:* Students can explore influences from great artist's work, digital illustration, graphic design etc. This encourages experimentation and creative confidence.





4. *Develop Confidence:* AI assisted art help children developing confidence in creativity.
5. *AI in Artistic creativity*: AI plays a crucial role to acknowledge the constraints and the utility that artists bring to the process of creation. It helps in advancement of collaboration and in building relationship between artists and technologies which is needed to address the legal, ethical and social implications of AI and imagination.
6. *AI in Graphic Design*: It helps in generating design variations, analyzing data and it is more significant in automation with repetitive tasks.

Benefits of AI for Teachers

1. *Creative Demonstration:* Teacher can quickly generate visual examples.
2. *Faster Assessment Support:* With the help of AI, administrative work become easier.
3. *Encouraging Students Engagement:* Students are often excited by AI tools because they feel interactive.

AI can make art classes more creative, accessible and engaging while helping teachers save time and personalize instruction. When balanced with traditional artistic skills, AI becomes a valuable tool for inspiration, experimentation, and modern creative learning.

CHAPTER-7
Child Art-Their expression

Art plays a vital role in child development. It acts as a versatile tool, enhancing creativity, self- expression and motor skills. Art allows children to delve into learning and growing. Art education increases the mental strength and on the other side their self-confidence gets stronger. Such child becomes a part of society when he reaches adolescence. Even the society becomes stronger and prosperous. Art is the only medium that accelerates the religious, aesthetic and emotional development.



My Family (7 Years)



(4 Years)

Besides it art contains merriment and self-satisfaction that creates civilized and calm personality. Art helps children become creative and it gives them many opportunities. Self-expression enables children share their thoughts and feelings easily. This builds their sense of who they are and makes them feel more sure of themselves. Also being creative makes the brain work better. It helps them think more clearly. Engaging in art helps children grow emotionally and think for themselves. When they create art, they use different materials and methods to explore their feelings and thoughts. This exploration often makes them feel more confident, increases their empathy for others and helps them

better manage their own emotions. Art helps to become competent and encourages them to praise each other's work. This is the most achieved and satisfactory medium of creative expression. Art is a process of creative development through self-expression, observation and practices. Art stimulates the development of strength-to-work and self confidence.



Free Expression: Free expression in child art is essential for healthy emotional, creative and intellectual growth. Art is one of the earliest forms of expression in a child's life. Even before children learn to speak fluently, they communicate their thoughts, emotions and experiences through drawing and scribbling. The scribbling stage and the stage of free expression are significant phases in a child's creative development. These stages help children develop motor skills, emotional expression, imagination and cognitive abilities.

The free expression stage generally develops between the ages of three and six years. In this stage, children begin to draw with intention. Their drawings may include simple representations of people, animals, houses or natural objects. Although these drawings

may not be realistic, they reflect the child's thoughts, feelings and experiences. Children at this stage choose colors freely and express emotions through their artwork. They often explain their drawings verbally showing the connection between language development and artistic expression. Free expression encourages creativity, imagination and self-confidence. It also helps children express emotions that they may not yet be able to communicate through words. During this period, children make random marks on paper using crayons, pencils or any available drawing tools. These marks may appear meaningless to adults, but they are significant in the child's development. The child enjoys the physical movement of the hand and arm rather than the final result.

Both stages are essential in early childhood education. Teachers and parents should provide a supportive environment with opportunities for free drawing without criticism or strict instructions. The focus should be on the child's effort and expression rather than accuracy or perfection. Encouraging free expression through art helps in emotional development, problem-solving skills and social interaction. Free expression are crucial phases in a child's artistic and developmental journey. It allows children to explore their creativity, develop essential motor skills and express their emotions freely.

Children's art is a window into their inner world,

Their art work is bridge between them and the world.



Age group (3 Years)





My Father, My Hero *An astrologer "He solves problems"*

Age Group (5 Years)

Children often express things in drawings that they cannot explain verbally.





Its raining can't play outside *I love my brother*



My Mother



War

When a child has free expression we can often discover many important things about the child.



Hill Station



My School Road



I Love Morning



My Bestie

Free Expression Work *(Play with colours)*



Planning, observation, imagination and creation in art enables to perform any work properly. As parents and educators, we must understand art's profound effects on a child's cognitive, social and emotional development. We should fully incorporate it into their educational journey. A five years old child starts to learn through art. He begins to recognize and understand his surroundings. Being much influenced by it he expresses it with the help of criss cross lines. We can only take an impression of symbolic drawings out of these criss crossed lines which can help us to understand what does he want to say or create. On the contrary if we look at the work of twelve years old boy, we would find

his self-interest, imagination and maturity. A boy of this age perfectly observes his surroundings and his imagination emerges out of it. He starts thinking like elders which increases his observation power. After that at the age of eighteen he becomes mature enough to take personal decisions. Their self-confidence encourages their will power to carry out new experiments. They become able to establish their individual identity in this age. They perfectly have control over their deeds and experiments. Posters and the pictures influenced by the social atmosphere emerge in this age in the field of art. So there a slight change in views and personality according to his age can be perceived in a child and the same change can be observed in his art work too. This is a very crucial time. At this time a teacher's responsibility is to instill positive vibes in a child according to the changes in his views and to create positive, originative and creativity by some new experiments. Along with that it becomes a teacher's responsibility to bring out better results and developments in the teaching of art according to the syllabus and time limit. At this stage syllabus also plays an important role if it relates other subjects with art like the making of diagram in science and the making of poster and model in social subjects, creative writing in literary subject's like English, Hindi and Urdu. It will increase the interest of individual in study and they will learn how to create things.



Poster (Age 12 – 15Years)

Viewing art as a learning doorway is transformative, uplifting the educational journey. By infusing art into academic endeavors, it makes learning joyous. So with the help of art child gets opportunity to move towards a brighter educational future

We have observed a continuous change in the pictures made by the children. Its condition keeps changing. The main reason is that a child keeps gaining new things all the time. His experiences keep changing his development slightly. Art is self-expression. A child expresses his thoughts. He aspires to convey his feelings to others whatever thoughts and experiences he gains. Some experiences are self-expressed.

Different Stages

Children's artwork changes as they grow and these changes reflect different stages of physical, emotional, cognitive and social development. Psychologists and art educators often study children's drawings to understand how they think and perceive the world. Here's an explanation of the major stages of child development seen in artwork:

1. Scribbling stage - 2 - 3 yrs.
2. Pre-Schematic stage - 3 - 4 yrs
3. Schematic stage - 4 – 8 yrs
4. Pre-Realistic stage - 9 – 12 yrs
5. Realistic stage - 12 - 14 yrs
6. Adolescence stage - 15 - 18 yrs

These are the stages observed in the art experience of children.

A foundation of laws has to be laid down to commence demonstrable work. It becomes easy to form a real sketch and proceed if the foundation is strong. It would be difficult to predict the framework of education until we make it clear what kind of human being we want to form? The same case is with art education. We need subtle preparation for child education. We should know the artistic characteristics before we prepare the method of art education. The world wherein a child dwells is quite different from our world and picturesque. That's why his pictures are different from that of ours. It is necessary to understand what pictures he makes at different stages. The pictures made by the children keep changing as well as its status.

Scribbling age or childhood



Art plays a vital role in the overall development of a child. From the earliest years of life, children use drawing and scribbling as a means of communication and self-expression. The scribbling stage and the stage of free expression are important phases in a child's creative and cognitive growth, helping them to develop motor skills, emotional expression, and imagination. Scribbling age has been taken as the first stage of children's art. At the beginning a child draws lines with the help of pencil. These lines do not form any picture of something. It is just a representation of physical activity and the movement of hands with the recognition of sources. A child wants to know things from his own perspective. He aspires to use all that like his elders. At this stage, A child often draw lines, without any intention to represent real objects. However, scribbling helps in the development of fine motor skills, hand-eye coordination and muscle control. It also introduces children to cause-and-effect relationships as they realize that their movements create marks on paper. Scribbling is therefore the foundation for later writing and drawing skills.

Characteristics of the Stage:

No right or wrong way to draw.

No Pressure to colour inside lines.

Free to choose colours, tools and subjects.

Random marks, uncontrolled lines, dots, circles.

No intention to draw real objects, only fun, not the results





Recognition of sources

If a child gets any object that can create blemish or draw a line and he perceives people practicing with it, he too starts doing the same. His style of drawing lines goes according to his developed muscles. He uses his fist to hold the pencil until he gets used to hold it with fingers. So he draws lines using his fist and shoulders. The very first lines of a child are circles.

Developments : Build fine motor skills.

Hand- eye coordination





Muscles involving age

There is no hindrance in drawing circles in this age. That's why child does not need any control. He learns to move his hand formed one edge of the paper to other after some

practice. He starts moving his hands vertically. A child does not draw any picture. He only draws lines. He can not describe the picture made by himself if asked. Because he does not make any plan to draw picture. At the age of 2 to 4 a child is not capable to express his views. Physically he is not so strong in this age. He starts learning how to hold things with hand, how to speak and how to walk. He can't even hold pencil properly in this age. So it is not reasonable to expect a better picture from him. So they should be given different things to make imprint except giving them colors and brush. They should be taught to imprint vegetables, leave, flowers and fruits. It would increase their self-confidence and they would take interest in this work. If the teacher asks them to make the pictures on the given subjects and they find themselves unable to do the same then their incapability of making pictures would decrease their self-confidence and they would try to stay away from art. If the teacher lets them free with their expression and play with colours then it would make them more confident and creative. That is why it becomes important to opt the art work according to their age group as described below. Children can benefit greatly from participating in these activities:

1. Imprints of different flowers and leaves

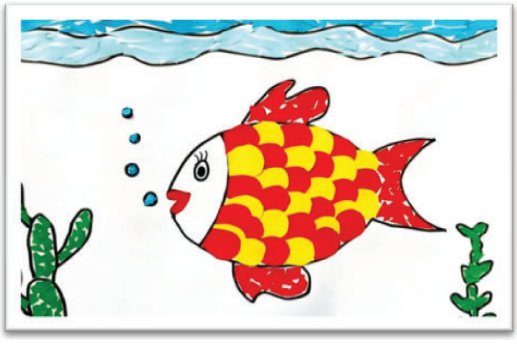







2. To get the composite picture through cutting pasting.






3. Some creative work through English and Hindi letters.
4. To draw different geometrical shapes and make them attractive with primary colours. Children would learn to recognize different geometrical shapes and use different colors through this work.
5. Clay modeling- Children of this age group take much interest in this activity. They love to play with clay and make different shapes out of it. They can be left free in this activity so that they could try to make something new according to their imagination or they could make simple shapes like geometrical shapes, flowers and vegetables etc.



6. Finger painting using multiple surfaces like large size of sheets, walls and canvases.
7. Try experimenting with unusual art materials for children. For example fancy tapes are available in many colours and patterns it can be applied on many surfaces to promote creative expression and fine motor skills.
8. Building sculptures from diverse materials.

Art provides an important way for children to express themselves freely. Drawing, painting, and sculpting let them share thoughts and feelings beyond just words. This expression helps them build a strong sense of who they are and increases their confidence in showing their perspective of the world.

Pre-schematic Stage



Pre-schematic Stage







Characteristics: *of the Stage*
First recognizable symbols appear
Figures, suns, houses, and trees are common. Objects may float on the page without ground lines. Bright, unrealistic colors are often used

Developments :
Symbolic signs appear
Children begin representing people simply. Growing language and imagination skills
Example -A child draws a "person" with a large head and stick arms because the face is most important to them

Schematic stage



Schematic Stage



Schematic Stage



Schematic Stage





Schematic Stage

*Characteristics :*Drawings begin to represent ideas (Like Sun, Moon, Family, Hut, Ball etc.)

Colours chosen freely not realistic, by choice.

Child explain their work.

At this stage children should be able to hold pencils and other drawing tools correctly. They should also be able to draw simple shapes or cut straight lines using scissors. These skills combined with better awareness of space and improved hand-eye coordination. It will help children express themselves more effectively through their art.

Schematic stage starts with making pictures based on plan. Most often children start making human faces in the beginning. After using their hands properly they start making pictures belonging to the external world. They express these experiences through special shapes. A child draws a picture of a thing as he feels not like it appears. He creates a symbol of things in his mind. For example he makes ball with three or four small balls to form a human face with eyes, mouth and a nose. It symbolizes the human face.

What is Symbol and how it is drawn

Most often we make mistake to understand the art of children. The main reason is that elders do not understand the shapes that are formed in the mind of children so a teacher tries to inspire the real pictures of things in the minds of children defining the symbolism, every man can understand the symbols used in the making of pictures through his experiences. No training is needed to understand the symbols because in our ordinary behavior we use innumerable symbols. There is no philosophical base of the symbols that children make or use. Children's paintings are full of symbols. These symbols give us a window where through a child understands their world.



Schematic Stage



Schematic Stage

Children do not create any systematic symbols. They make numerous things out of one particular shape. It is not essential for the symbol to have a shape connected with a particular object.

Colour Scheme

Schematic age is from (4-8). This age is much progressive for child's creative instinct. So there is a big difference between the shapes of picture and the symbol. In the same way there is an exception in the selection of colors. Natural colors may be quite different from the colours used by the children. Children do not imitate the original colours but they use colours according to their selection. There is a connection between the object and the colours of the painting that children make.

At first when a child receives the color box, he takes interest and examines it. In this beginning he makes the pictures with some colours. It means that he becomes so fascinated with the color he takes in his hand. He does not attract to the other colours. Gradually he starts using two or more colours. His first experience of selecting colours is based on colour box. Later on the selection depends upon his mental strategy to paint a picture. The very first use of colors consists upon only lines. The house will be made of red lines if the house is red color filling stage is secondary.

Use of Space: At first the symbols and the subjects of the pictures are simple. At the very first stage of schematic age, the picture is made of some effortless symbols. The selection of space of the children is always particular. He draws something else on the same paper. The second picture does not have any connection with the previous one. In this way at this stage children make many pictures on the same paper. For example a child makes a picture supposing that he is in the picture, an ambulance is there and an aeroplane in the sky. There is no connection among them. It suggests that the children are not aware of the space.

Now the background of his pictures becomes gradually colorful. The earth becomes colourful where a man is standing. Thus he utilizes every space of paper.

The progressive pace becomes faster at this age. Physical and mental progress in proportionately increasing rapidly, mental growth is an important part of human developments. A child's mental ability and strength increase with the growth of a child. He becomes able to differentiate between good and evil from his growing environment and he even responds to it.

At this age a child starts understanding and recognizing his all-around environment. Art is the effortless medium to express his views at this stage. Children get involved in creativity through art that brings out there hidden talent. They like to be praised. They create quite new artifacts using different mediums. Art enables them to realize the beauty spread in the environment that they use in their painting. Thus their subject matters are

influenced by the environment. It increases their memory power. They take much interest in it. So the children can be made do alike activities. Some suggestions are following.

i- Drawing and Painting:- Human shapes and the pictures made by the geometrical shapes.

ii- Drawing natural objects like flowers, leaves, butterflies and cow etc.

iii- Easy and effortless assemblage of geometrical shapes.

iv- Print -outs: To take imprints from different objects and to sensitize children with different kinds of imprints, like making imprints of different leaves.

v- *Collage:* Collage is said to create a form or shape using small pieces of colorful pages. Children take much interest in making pictures through collage method and making shapes of vegetables, fruits and objects they love.

vi- *Craft:* Children take much interest in it. It develops the creativity and the aesthetic power of the children. They learn new things. They learn to decorate things and recognize colors.

Craft Activity



Collage Activity



Waste Material



Waste Material



Craf Activity



Craft Activity



Art making process encourages children to look into new and different ideas, making them more creative and innovative. Through these art activities, they get better at solving problems and understand their surroundings more deeply. Art is the key to developing imagination and critical thinking.

Developments:	Encourage creativity
	Emotional expression
	Cognitive and language development
	Focus on expression, not accuracy.

Pre-realistic Stage

Characteristics:	Desire for realistic detail
	Overlapping objects and perspective attempts
	Awareness of proportions and depth
	Self-criticism increases
Development:	Improved observation skills

Critical thinking develops
Awareness of peer comparison

Example, A child may try shading, realistic clothing details or perspective in landscapes.



Pre-realistic Stage



Pre-realistic Stage





Realistic Stage



Pictures of schematic stage are rational. But the pictures of realism stage are optical. These pictures are influences by the optical experiences. Children begin to show great awareness of proportion, depth, space and realistic details. The realistic stage in children's art development represents the phase where children try to express the world as it actually appears. In this stage drawing includes realistic proportions, proper placement of objects, perspective, shading, and detailed human figures. Children become more conscious of accuracy, movements, visual harmony showing curtains, lighting, scenery and subject in a natural arrangement.

At this stage he tries to bring perspective in his work. First the things are drawn back and front according to the depth of the things. Then the thickness and depth are paid attention along with width and length of every objects. These seems inclusion of perspective in this pictures. The house completed by the front wall seems incomplete without side walls. The artist aspires to give a view of that wall. He paints the close views in large and remote views in small dimension.

The stage of realization runs from twelve to thirteen years. This period has a great value. During this period child's disquisition power becomes more active then his imaginative power. He tries to emphasize on minute things in his painting.

This is the last stage in the stages of art of a child. This last stage is considered to be the age of repression by some scholars. Because during this period a child's powers are repressed by other power.

Art is the way of communication for a child. Art patterns as a medium of self-representation have much value during a schematic stage but later on it loses its charm. Now he gets control over language and he starts expressing himself through language.

The development of mind is somewhat responsible for this repression. Unconsciously a child takes interest in creativity. He compares his pictures with that of mature.

There are some children who carry their art instincts always. Their task is to incline towards reality. They take much interest in drawing natural objects properly but these types of children are few.

From the psychological perspective, environment affects the physical and mental development of a person. There are mainly three dimension of environments Geographical, Domestic and Social Environment. The seen environment affect the physical and mental development of person. Favorable and unfavorable environment affect accordingly. The behavior of parents and teachers affects the physical development of a child.

The children of this age group, learn a lot from their environment. They seem to be eager to learn from society, religion, country and abroad spread in the environment. They learn a lot in their society, children are habitual of doing new things and practicals in this age. Their pictures look closer to the reality. They become aware of the colors. Light and shade can be seen in their pictures. Theme of the pictures made by them are related to their family and society. Some suggestions, related to the children of this group are following.

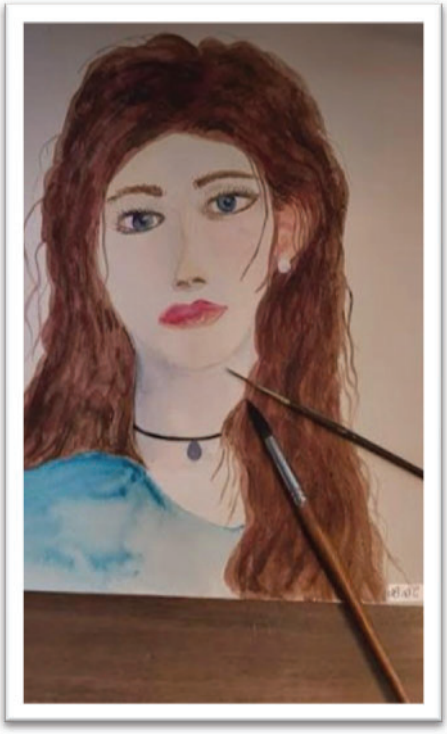
To make them aware of different mediums and creative activities, try to give them knowledge about different types of colours, how it is applied, how to make two dimensional pictures, different types of lines, techniques, mediums etc. Study of shapes, also give them knowledge about different shapes.

Texture: As we know that the textures are different of different objects like cloth, wood etc. The texture of some objects is rough while some are smooth in touch. Children may be asked to take textures of different objects to get its knowledge. Like different things have different textures.

Colors: Children of this age group are eager to know everything. How a picture is made with water colors, or how can we get a new colour by mixing two or three colors. So it would be good to give complete knowledge of colors to the children of this age group.

Realistc Stage





Realistic Stage





Realistic Stage





Realistic Stage





Painting on Leaf

The Realistic Stage is a phase in a child's artistic and cognitive development. During this stage, children become more concerned with making drawings look "real" and accurate rather than symbolic or imaginative.

Characteristics

1. *Greater Attention to Detail*
    - Drawings include more realistic features such as:
      Clothing folds
      Facial expressions
      Background objects
      Proportions
2. *Use of Perspective*
    - Children begin trying to show:
      Depth
      Distance
      Overlapping objects
      Horizon lines
3. *Use of Realistic Colors*
    - Colors are chosen based on real-life appearance rather than imagination.
      Example: trees turn brown and green instead of purple.
4. *Awareness of Proportion*
    - Human figures and object sizes become more accurate.
    - Figures look less cartoon-like.
5. *Increased Self-Criticism*
    - Children compare their work to reality.
    - Many become frustrated if drawings do not look "perfect."
6. *Gender and Cultural Details*
    - Clothing styles, hairstyles, and social details appear more clearly in drawings.

Developments

- Better observation skills
- Logical thinking improves

- Understanding of spatial relationships develops
- Knowledge of shading and texture
- More organized composition
- Drawings narrate clearer stories or scenes

Adolescence

The adolescence in a child is an aloof subject matter for educationists or art teachers. This age is called an age of problems. Some scholars take it as critical period. This age is a new experience for a child. The world changes. This mental diversion encourages physical development. The body accelerates suddenly which was growing slowly. This is such an experience that envelops his mind for a long time. The situation of mind changes and the heart starts moving here and there. This change in adolescence affects his art too. The child of this age is considered mature. He starts using his senses. He develops his free thinking. He looks at everything through his own perspective like he takes rounded objects as football or world. Boys and girls are attracted to each other in this age. They start to pay heed to themselves. They consider their art as the medium of their expression. They represent their art in their style. A child-thinks himself intelligent and free thinker.

In this age, children start using their senses. They express in the pictures whatever they perceive or repeat by using their imaginative power. They try to paint anything that is happening in society. They do not like any interruption.

Adolescent art is characterized by growing realism, creativity, self expression, and critical thinking. As adolescents mature, their artistic abilities become more sophisticated, reflecting their developing identities, emotions and understanding of the world around them.

Characteristics of Adolescent Art

1. *Increased Realism*
    - Adolescents become more interested in accurately representing objects, people and environments.
    - Greater attention is paid to proportion, perspective, shading and detail.
2. *Self-Expression*
    - Art becomes a medium for expressing personal feelings, experiences, beliefs and identity.

- Themes often reflect emotions, relationships, dreams and social concerns.

3. *Creativity and Experimentation*
   - Young artists explore different techniques, styles, materials and media.
   - They may experiment with abstract, symbolic or contemporary forms of expression.
4. *Critical Awareness*
   - Adolescents develop the ability to evaluate their own work and that of others.
   - They become more conscious of artistic standards and aesthetics.
5. *Influence of Culture and Peers*
   - Culture, social media, peer groups, and social issues strongly influence artistic choices and themes.
6. *Symbolism and Meaning*
   - Artworks often contain deeper symbolic meanings and reflect complex thoughts and emotions.

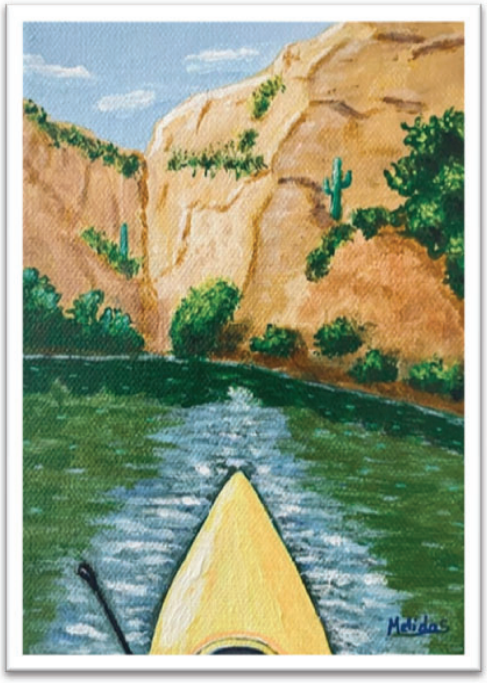
Developments:

1. *Technical Skill Development*
   - Improved fine motor skills enable greater control over artistic tools and techniques.
   - Mastery of composition, color theory and design principles increases.
2. *Cognitive Growth*
   - Abstract thinking allows adolescents to create conceptual and imaginative works.
   - They can plan, revise and refine artistic projects more effectively.
3. *Identity Formation*
   - Art supports the exploration of personal identity, values.
   - Individual artistic styles begin to emerge.
4. *Emotional Development*
   - Art becomes a tool for expressing emotions and building self-esteem.

5. *Social Development*
    - Participation in art classes, exhibitions and collaborative projects enhances communication and teamwork skills.
6. *Career and Vocational Interests*
    - Some adolescents begin considering art-related careers such as graphic design, animation, architecture, fine arts or digital media.



Adolescence Stage





Adolescence Stage





Adolescence Stage





Here we would make a comparative study among child psychology, child education and child development. Physical changes appear with the behavioral diversion. Child development has been divided into four levels. Childhood, Boyhood, Post boyhood and Teenage..

We would study the physical, mental, emotional and social development of children in various situations. The growth circle in the physical development of a child is an important factor. There are ups and downs in this growth circle. That is why sometimes it becomes rapid and sometimes slow. There are mainly four stages of child development. Environment affects naturally on overall child development (mental, physical, emotional and social) in this growth circle.

A Comparative Study among Child Psychology

Childhood

This period is considered from birth to two years. A rapid development can be seen in this period. Different parts and organs of the body change with physical development. At the time of dentition a child becomes moody A child feels objects by sniffing, touching tasting and watching in this period. He recognizes his close people before recognizing himself. He gradually starts feeling day and night, day is to awake and night is to sleep. Towards the last phase of childhood, making some queries and having some knowledge of language he starts using his senses. He increases his knowledge playing with things. Emotional development takes place in this period according to the environment. The child begins to show the pace in the impulse anger, jealousy and the pleasure during this period. The child rapidly expresses some of his behavioral activities like biting in anger, to hit something, to sprawl in the mud, to shiver or cry with fear, and not control the laugh. He cries jealously to see other children in lap of his parents. We take it as the beginning of the social development when a child smiles or cries to see the people. He start recognizing people at the age of six months. He takes interest in his works at the age of one year. Children are sometimes watched touching other children, copying them snatching toys and fighting with other children. At this stage a child can hold pencil in his hand. At first he draws lines on the paper these lines do not resemble any picture. Child rotates his hand round. Physical activity and the picture made by him is the self-impression of his personality. At the first stage he draws some lines and tries to make different shapes. In this way it develops the movement of his hands and fingers.

Boyhood

Boyhood period comes after childhood in the growth-circle which runs from two to six years. It brings many changes like physical, mental, emotional and social. The pace of growth is slow in comparison to that of childhood. The weight of girls is lesser than the boys. In this period a child becomes able to eat according to his taste. This is the most appropriate age to acquire physical skills. The child tries to repeat whatever he learns. He takes interest in eating, drinking, swimming, dancing, jumping and coloring objects etc. Fear and anger is always primary at this stage. An impact of jealousy can be seen. Child needs love and affection. He asks many question to increase his knowledge in different subjects. Boys ask more questions than girls.

Children are seen eager in this period. A child behaves in many ways among other children like irritation, competition, fighting, respect, care, approval and disapproval etc. From the point of teaching it is beneficial to give them an opportunity to color with pencil, drawing a picture, line, shape or color etc do not reflect the mental ability but it increases self-confidence in a child.

Post-Boyhood

Post-boyhood period is from 6 to 12 years. From the teaching point of view this is the age of primary education. The physical growth is slow during this period. Girls are smaller than boys. They are less afraid because of having much familiarity with things. But the girls are afraid more than the boys in this period. Slight tensions are visible in this age. Girls take tensions more than the boys. Boys like to smile except grooming. They have to face different situations. Sometime they indulge in abusing and wild fighting, so it is necessary to have control over language and behavior.

A child starts understanding people, objects, incidents, and situations. He comes in contact with people and new thing in school. He gets aware of the etiquettes, words related to time, names of coins and the knowledge of colors. confidential language is introduced among children during this period. He gains quick knowledge of writing confidential language, painting, picture etc. and use his skills. The children who have good skills are always good at school and at the social gatherings. Girls are more skillful in painting, cutting, tailoring than boys.

Teen age

Teenage is the period from puberty to maturity. The development of various body parts is complete by this period. There is a proportionate development of other organs along with

overall development of physical growth. This ratio keeps changing according to age. Physique and shape become like that of a mature man in teenage. He becomes shy and does not take interest in his surroundings. While all the emotions and feelings are rapid and active in this period. The expression of feeling is emotional except being practical like childhood, the impulse expression is unique in childhood, young girls smile when they are happy but they cry in irritation. Boys are shy in happiness and look sad when they feel uncomfortable.

Fear of imaginative possibilities prevails in this period. Most often the student of this age is always afraid of getting less marks in exams, reciting lesson in the classroom, speaking before audience, being failed in competetion, homework and report card etc. In this period, he understands the value of friendship. So he becomes elective in friendship. He takes interest in friends more than his family and school. At this level he wants to select the professions of respect in society.

During teenage period his heartiest feelings keep changing, which affect his art. Most of the boys have been perceived work being narrowed in the field of art. There are very few boys who make painting and drawing pictures with confidence. At this stage they must be encouraged to engage in such works like group activities which could increase their self-confidence. These activities should be related to society. The possibility of confidence increment becomes speedy through group activities. And they take interest in working together.

The domestic and foreign syllabus have been emphasized for proportional study of child art. To make a comparative study of art education of different countries, their syllabus is given for perusal (study).

Art Syllabi of Different Countries

A Comparative study of art syllabi enables candidates to gain knowledge and give them understandings of art works.

INDIA

(According to NCERT, 2008)

Time Allocation in School for Arts Education

Preprimary Stage

In pre-primary classes, usually total duration of working is 4 hours, five days a week. Although all the curriculum will be transacted through art forms, at least 1 hour each experiential practice of art forms.

Primary and Upper primary Stages

2 periods a week for activities of drawing, painting and sculpture/ clay modelling. 2 periods a week for activities of craft. 2 periods a week for activities of music. 2 periods a week for dance activity. 2 periods a week for drama related activities. For activity-based subjects like arts and craft schools should allocate block periods, which is two periods of 40-45 minutes each. On an average, schools have 40 periods per week (for primary) and 48 periods in upper primary. Out of this,1/4 time should be allocated for arts education.

Secondary Stage During the secondary stage arts education as a compulsory subject requires equal time distribution as for other subjects. At least 6 periods (3 block periods) should be allocated for practical activities and 1 period should be allocated for theory. Higher secondary stage During the higher secondary stage arts education as one of the compulsory subjects requires at least 8 periods (4 block periods) for practical activities and 2 periods should be allotted for theory paper. The following age group and periods (approximate) allocated at different stages of school education are indicative of an ideal situation:

Infrastructure

All schools should have the basic facilities to provide arts education, which will include trained teachers, resources to provide basic materials, separate space for conducting visual and performing arts.

Classroom Organization

Classroom organization and the concept of space, specially for the activities in arts education is an integral part of the teaching-learning process. In an ideal situation, schools should have rooms especially allocated for art activities, whether for visual or performing arts. Where students can spread their work, sit at ease and interact with teachers and the peer group easily. A hall or a big room or even an open space for theatre activities in the school is a must since these activities require lot of space.

Number of students in the classroom should be limited (to 30-35 students/ class) and manageable. This permits the teacher to pay personal attention to every student. If the class is large, it is advisable to divide them in different groups. This will enable the teacher to supervise them group-wise. The physical arrangements and facilities in a classroom for any particular subject are dictated by the activities to be carried out.

Practices in classroom and outside

Some strategies for classroom and outside the classroom practices have been suggested for the schools and teachers. Teachers should try to conduct group activities so far it is possible. This will enable the children to share their resources; materials and a sense of co-operation and sharing will develop among the students.

Using Local Resources

Looking at the socio-economic and cultural diversity of the country, it would be all the more essential for the schools, parents and teachers to be able to use the local regional arts and craft traditions both visual and performing in the developmental stages of school education. Children are required to be made aware of the uniqueness and diversity of their own surroundings and environment. All the schools should provide experience to children to work with the community, beyond the fore walls of the school. Almost all the cities, towns, villages and families in India have local arts and crafts traditions, old monuments etc. around which the children can construct their own history. Artists, craftsmen, performers may be called to the school or they can be employed on part time basis by the schools to teach their art forms.

Workshops to be organized frequently: Schools may regularly organize workshops for one week or a fortnight where local artists can be invited to interact with the students and teachers. Workshops on art and crafts, theatre, music/singing, musical instrument making, pottery, leatherwork, folk dance, animation, puppetry and so on can be arranged for students' experiential learning. In these workshops children and teachers from

neighboring schools can also join. Workshops may also be conducted at the artists' workplace.

Classroom interactions

It is essential for the teachers to interact with the students regularly and communicate by asking them about their interests, what they would like to do in the classroom rather than being prescriptive all the time. Knowledge sharing is another method to make the child feel important when he/she can share her/his experiences or works with other students in the class. Teachers too should share their learning experiences with children and participate in different activities. Teachers should also share their classroom experiences with other teachers within the school as well as with teachers of other schools. Art teachers of different schools can also have a forum to share their experiences for better teaching-learning and evaluation practices.

Upper Primary

Objectives

At this stage of school education children can handle a little more complex materials and themes. So far whatever they have grasped developed and experienced earlier can be developed further. Following will be the objectives;

• To work together on small an large projects

• To encourage students for free expression and creativity.

• To acquaint students with basic elements/principles of design.

• Understanding the basic characteristics of different techniques, mediums and its practical applications.

• To develop an insight towards sensibility and aesthetic appreciation.

• To make children understand cultural diversity by recognizing different traditional art forms prevalent in the country.

Students who attain academic standards in the visual arts will be able to use the arts to think and learn independently, know themselves and the world around them, and communicate in the art forms studied. To ensure that students attain these standards and capabilities, they must be immersed in numerous opportunities to learn about, perform, create, and evaluate the arts.

Content, Methods and Materials

At upper primary stage, art education programme should comprise, handling of the materials for drawing, painting, collage, clay modelling and construction of puppets; creating artistic things by free expression method, learn simple concepts of visual arts, knowledge of works of well known artists both contemporary as well as historical etc. Emphasis should be laid on the use of learner's own imagination and development of his/her own concepts and expression through observation and exploration. He/she should be enabled to develop a sense of organization and design because aesthetic arrangements permeating all life become source for joy and satisfaction. The activities from events of life around, nature and environment, human and animal figures, free hand sketching, designing of book covers, cards, folders, tie and dyeing, printing and embroidery to create a textile etc. can easily be learnt at this stage. At this stage, children should develop a sense of perspective, proportion, depth, light and shade, tactile feeling by using different media like pencil, pastel, poster colour, water-colour, collage, pen and ink/ brush and ink, mixing mediums, linocut, computer as a tool of expression etc. They can also use different sizes and quality of paper. They should be encouraged to work together is small and large groups. The students should be given the opportunity to maintain the resources of the art room, taken to workshops, museums and exhibitions. The exercises done at this stage should be undertaken to provide context, with the purpose for exploration, having expression and evaluation of ideas and feelings where units of work are developed from themes and linked by a set of activities. The realization of context and purpose will enable pupils to see, respond and make meaningful works and relate their work to real world experiences having meaningful themes for the students' learning experiences, which must be of interest to pupils, be relevant to their development and environment while providing a stimulating starting point. These themes or content can broadly be related to the following suggested fields to enable pupils to study a range of tangible and abstract subjects and issues. Few themes, which are not exclusive, are as follows:

i. Objects
ii. People
iii. Traditions
iv. Environment
v. Experiences

Objects:

Objects can tell us about place and time, the practices, habits and beliefs of people. By exploring objects from different areas and cultures, students may wish to investigate how materials and function affect design and appearance of objects. Pupils can also develop design concepts into utilitarian pieces or objects of beauty without a specific function.

People:

People are always curious about themselves and others. Throughout history, the human figure has inspired the works of many artists. Students may wish to investigate appearances, personalities, moods and attitudes of individuals and or cultures.

Traditions:

Traditions reflect ideas, concepts, values held by different people in different parts of the country and the world. By looking at similarities and differences, students learn to respect and appreciate the diversity of cultures.

Environments:

The themes here use the senses as a starting point and requires the students to extend their observation and interpretation of objects and images from the world they live in. These themes would provide avenues for expression of the natural and man-made environments and would look at issues affecting the world.

Experiences:

The themes in this category would include events and experiences, either remembered, imagined or evoked through the use of stimulus materials. Pupils can explore ideas, concepts, memories and feelings, which may be universal and at the same time deeply personal. It would involve ideas about emotion, human condition, cultural values and identities.

Media:

The instruction of media examines how-

- Materials
- Methods

Techniques and stylistic qualities of each or combined media communicates the work that students make. Each medium possesses its own unique characteristics and qualities

in application. Students should be encouraged to experiment with a range of media and be guided in aiming at the desired expression. They can mix different media for creative interpretation and communication of ideas. Students should thus be guided to think, understand, apply the qualities of the media in context to the objectives and effects desired rather than be solely trained on the technicalities of the media.

Development of skills among students is not possible inside the four walls of a classroom alone. Therefore, the teacher should give them chance by taking them in open surroundings.

Field Visits:

School garden, public place like a community park, museum, monument, craft fair, local fair, a village pond. While at picnic, travel or tour, students can keep their sketchbook, paper, pencils etc. with them and make quick sketches too.

Outdoor Sketching:

Sketching outside classroom is a fruitful activity for students. In school premises, trees, plants or any part of the school building can be sketched. Taking students outside classroom is a very challenging job for a teacher. The activities should be planned properly. Therefore, before taking the students out, they should be instructed properly regarding their conduct and the objectives of the activity.

Celebration of National Days:

Teachers can encourage students to prepare posters, placards and invitation cards related to celebrations of national days like Republic Day, Independence Day, etc. Teachers can guide students in groups to research historic characters and events of significance.

Festivals, special days:

Festivals, rituals, holidays, birthdays of national leaders are important occasions. Students can be asked to research about their significance, history and importance. They can interview their families and community members about their past memories of celebrations. Dances, songs, drama, and food festivals can be organized in significance, history and importance. They can interview their families and community members about their past memories of celebrations. Dances, songs, drama, and food festivals can be organized in collaboration with artistic decoration of classroom with the help of the teacher.

Visit to a Museum, Gallery, Exhibition, Monuments, a Religious sites:

Information regarding man, animals and birds, culture, art, science, etc., from prehistoric to space age can be found in different museums. It has a utility and correlation with all subjects and students can benefit immensely if trips can be arranged. Students should be taken to exhibitions. It is an opportunity to expose them to modern and traditional forms of art. While seeing and discussing the exhibited works, students become aware of different art forms, their origin, technique of preparation etc. Exhibitions can also be organized in school premises where students can display their own works in rotation. Religious sites are an excellent place to develop a sense of respect, pride and awareness towards sculpture, scriptures as well as architecture, traditions and historic information.

Secondary Stage

Objectives

At the secondary stage of school education students will have the choice of opting for one of the following arts education subjects: arts, music, dance or theatre. The experience of free and creative expression, acquaintance with the basic elements of arts and design at upper primary stage, have helped the students develop required aesthetic sensibility and skills in different media and techniques, which should enable them to select visual arts as medium of expression at secondary stage of school education.

- Joyful experience
- To refining aesthetic sensibilities based on earlier experiences.
- To expose the learner to the cultural diversity of the country through folk art forms, local specific arts and other cultural components leading to an awareness and appreciation of national heritage.
- To develop a perspective of artistic and creative expression through experimentation with different tools, techniques and medium in two and three dimensional visual art forms. values for social and cultural harmony leading to global peace.

Content, Materials and Methods

Two Dimensional or Pictorial arts:

- Drawing and Painting
- Collage making

- Print making
- Photography and computer Graphics (Wherever possible)
- Rangoli/ Mandna/ Wall painting (State/region specific traditional art forms)

To express original experiences freely and spontaneously, learning to observe: development of sense of perspective, proportion, size, depth, light and shade, tactile feeling, season, time, mood etc. are some of the components children at this stage must learn. Basic knowledge of human body and its proportion, compositions based on various themes, knowledge of local/traditional art forms, sense of perspective in addition to class VIII can be included in the syllabus. They may be given projects leading to creative expression and experience, participate in inter-group, inter-school art activities, taken to study trips, given chance to interaction with artists in the community, explore traditional art forms in the community and neighborhood. Promoting values related to other core components in education like India's common cultural heritage, history of freedom movement, national identity, constitutional obligations, current social issues and protection of environment, still life etc. may be given for compositions. Students during two years of secondary stage must be allowed to work in at least 3 mediums using pencil, pastel, water or oil based colour, collage, linocut, pen and ink, mixed mediums.

Three Dimensional Arts

- Sculpture (using locally available materials)
- Clay modelling
- Terracotta
- Carving and relief work
- Paper Mache
- Mask making
- Construction (using waste materials)
- Pottery (If possible)
- Installation

Plaster of Paris, different types of clay, Paper Mache, sketching practice, making of armature, pottery (hand made) and ceramic work may be included for three dimensional expression. They can be encouraged to make useful products like pottery items for the school or home.

Theory of Arts

Suggested activities for class IX

At this stage, theory should be included alongwith the practical study. In theory, students can be made aware about contemporary artists, their style of working, paintings, sculptures, relief works in architecture of various periods. Art history to come as various isms and style - then leading on to more information on artist who specially interest the child - rather than impose study of work of certain artist etc. It would be advisable if a sense to critically analyze art works, as how and why works of art, craft and design change over in various times and from one place to another can be developed among them. They can also review their own and other's work and express their own views about it by seeing and observing original works and reproductions, going to galleries and museums, and using the internet. Community based project works can also be given to them.

Syllabus of Fine Arts for Senior Secondary Stage

A student may offer any one of the following courses:

Creative Painting

or

Sculpture

or

Applied Arts

Students may decide on their choice from among creative painting/sculpture/applied Art at the initial stage, but the practical classes in Drawing: Nature and object Study are compulsory and common for students of all the three subjects with the same objectives.

Under the heading 'sessional work', students of all the three subjects (painting, sculpture and applied arts) are also expected to work on group activities such as murals in mosaic etc. for application of arts in school and the community.

The following art terminologies for all the three subjects are prescribed mainly for reference and general enrichment.

a.	Elements of composition	Point, line, form, colour, tone. texture and space
b	Principles of composition	Unity, harmony, balance. rhythm. emphasis and proportion, abstraction and stylization.
	Drawing and Painting	Foreshortening, perspective, eye-level,fixed point of view. Vanishing point, ratio proportion sketching. proportion sketching, drawing, light and shade, painting still-life, landscape. anatomy, horizontal, two and three dimensions transparent and opaque.
	Materials	Paper. pencil, water acrylic colours, tempera colours. poster colours, pastel colours. water proof ink. canvas, hard-board.
	Media of composition	Collage, mosaic, painting, mural, fresco, batik. tie and dye
	Sculpture	Relief and round sculpture, modelling with clay. terracotta. carving in wood and stone bronze casting, metal welding.
	Applied Arts	Book cover design and illustration. cartoon. poster. advertisements for newspaper. magazine, hoardings and T.V. etc. photography, computer graphics, animation, printing processes.

The syllabus for theory paper will be covered with two periods per week through both the terms of the year. The syllabus for practical will be covered with six periods per week through both the years. Sessional work will be allotted two periods per week. The timetable is so framed as to allow the students to work continuously for minimum of two periods at a stretch.

Theory: An Introduction to Indian Art

This paper is compulsory and common to all the three Fine Arts courses, thus it has not been repeated with all the three subjects separately, whereas only practical components for all the three subjects have been given separately.

Objectives

The objective of including an introduction to the history of Indian Art for the students is to familiarize them with the various styles and modes of art expressions from different parts of India. This would enrich their vision and enable them to appreciate and develop an aesthetic sensibility to enjoy the beauty of art objects. The students will also have an opportunity to observe and study the evolution of the morphological mutations and synthesis with other styles and the rise of an altogether new style. The students should be made aware of art as a human experience. The teachers should be able to expose them to the wide range of artistic expressions, the media and the tools which were used.

The history of Indian Art is a long one. Hence the students would be acquainted with brief glimpses of the development of Indian painting and sculpture. as are required for concept formation. Examples included in the course of study are selected because of their aesthetic qualities and are intended mainly as guidelines.

Students should be taken for visits to Museums and a number of monuments. Group projects in different periods of Indian art must be assigned to them.

AUSTRALIA

Art curriculum in Australia:

Art is deal as separate subject, but coordinated with other subjects.

Time: 1 to 11/2 hours in a week for art-activities.

Class 6th: covers instructions in drawing, painting, line-cut, printing, modeling and construction.

Teaching method and materials:

(a) Balance is recommended in framing and conducting course in order to cater for each child in a democratic form of education.

(b) The achievement of freedom is recommended, for both teacher and student.

(c) Conformity to the natural development of children is recommended. School art has a duty to the child — it provides him/her with "food" necessary for his healthy development mentally, emotionally, socially.

(d) School art should and can become a quality of all education.

Syllabus:

They are very much through-out the country, and give emphasis to the following four main areas of activity.

- Creativity and self-expression.
- Appreciation and training of art "consumption".
- Achievement of techniques and skills.
- Integration with other subjects.

ARGENTINA

Art is treated separated subject, compulsory in all classes It aIso used as auxiliary in general teaching Time given to artactivities-45 minutes in a week.

Syllabus

The art syllabus cover mainly the following: drawing from nature, with models taken from local flora, fauna and landscapes, projections and perspectives, light and shade, sketching interiors and landscapes, colouring. exercise in pattern making as applied in various field of art, commerce and industry, introduction to the different style of architectures, lives of Argentinian artists, Argentinian monuments, etc.

BOLIVIA

In the school of Bolivian art represents an instrument of teaching which is utilized for all subjects. The class teachers are responsible for the instruction on it.

Syllabus:

Art syllabus covers free and imaginative creative drawing, linear drawing, decorative art and drawing from nature and set models, technical drawing in the scientific section, the history of art in the arts and philosophy section, anatomical drawing in the biology section.

Pupils have opportunities of exhibitions of paintings, sculpture, engraving. The teachers infect are required to take their pupils galleries and exhibitions and explain to them the tendencies and techniques of the various style and schools.

EGYPT

Artistic education compulsory in all classes.

Time: Two-three hours a week.

Art is treated as separated subject but sometimes coordinated with other subject.

Syllabus

Opportunities of free artistic expression of personal and social experiences, illustration of stories and events, project calling for planning construction, decoration, etc. Drawing from nature, decorative design, arranging exhibitions of pupils work

- Teachers of these two classes are expected to give special care to the choice of subjects, the perceptions of plans and the choice of media with a view to colligatively their pupils observation, imaginative inventions and experience.
- Self-expression, on subjects related to the pupils environment and their social life within and without the school, literature, stories and legends, etc. drawing from nature, decorative drawing and practical decorative work.
- Painting, sculpture, pottery design and decoration strange design, book design, history of art.

As at primary level boys and girls follows the same syllabus, but the work differs for each sex as regards execution and the media chosen.

PHILIPPINES

Art is compulsory for all Primary and Secondary schools.

Syllabus:

The course of study in art appreciation "I & II" cover the following points: elements of beauty, principals of arrangements, adequacy and adaptation, interior decoration, costume design, architecture, picture appreciation, art of the theatre commercial art, art in the home, arts and crafts painting, sculpture and fine prints, Philippines artist, literature in art.

SPAIN

(Feminine crafts) Taught in all years.

Time devoted to art activities - Size hours a week. Compulsory in all classes. Integrated with general teaching in six years, primary course, separate and optional during three-years period of vocational training.

Syllabus:

- Introduction to artistic drawing exercise to gain flexibility to the wrist. elaboration of simple set motifs, drawings from nature related to natural science and geography lessons.
- Artistic drawing based on comparative study of natural objects, drawings from memory, imagination drawing elementary perspective.
- Introduction to live, drawing, use of common drawing, instrument, geographical represent, representation of geometrical problems.
- For pupil having opted for artistic drawings. Drawing from models taken from botany and zoology, decorative drawing, figurative work based on teacher's drawing.
- For pupil having opted for scale drawing, projections, study of classical styles of architecture, plans of machinery.
- For pupils having opted for artistic drawing, drawing from nature, anatomical drawing.
- For pupils having opted for technical drawing: elementary drawing and conical perspective drawing light and shade.

JAPAN

The specific signs of the efforts in Japanese Art Education. Today Art Education is popular in Japan. There are three good reasons for it.

(i) First of all, the curriculum issued by the educational authorities of Japan pervades all the country. All Japanese school teacher must respect it, and keep it. The course of study is accompanied by a detailed guide for teacher. In addition there are textbooks for learning art for school children.

(ii) They organised children's art exhibitions which are held several times in a year on a large scale. The merits and short comings of them have been discussed by Japanese art teachers.

(iii) For the third reason, annual meeting on the study of art education, which is held by art teachers from all over Japan. Moreover there are many regional meetings which are held annually. The art teachers come to the meeting to show their results in their art teachings, and to draw out appropriate pedagogical theories This, however, is very difficult The reason achieved in practice are separated from lofty philosophical systems and cannot easily be fused with each other.

Another factor which supports the Japanese art education today That is the non-official art education monuments.

(a) The creative art education society, This society has the oldest history among the others and has rendered many • meritorious services in the Japan, art education. It has tried to build up child's personality through psychological discharge of the child.

(b) The Art Centre in Education society. This Society aims at bringing up the child's feelings for art through training the sense for design. The members give studious attention to design elements.

(c) The New Art Education Society. This Society is aiming at somewhat social objectives. It raises the question of the ideal Japanese society. For that reason the members of the society are trying to establish a systematic teaching method which would help to bring up ideal people. (From Library NCERT — 707 ZHO)

Syllabus:

Art syllabus are made out by each secondary school in accordance with the course published by the Ministry of Education, reference to which was made in the preceding paragraph. The major aspect of art teaching in junior secondary schools are given in this courses as being drawing, colour, design, drafting, disposition and harmony, handicraft and appreciation. The teaching at the junior secondary stage is adapted in each class to the children's physical and mental development.

CHINA

Background:

Art Education in China can be traced back to the turn of the century but, until recently it has developed very slowly. Only in the last 18 yrs. has greater attention been paid to the

area and since 1979, it has developed quite rapidly to reach its present relatively high level of importance.

All education in China is controlled by the Central Government. Any changes any implementation of new curriculum can only be achieved through the approval of the State Education Commission.

The content of Art Education in primary schools consists of three parts.

1. **Admiration or appreciation a art works.**

   - pieces or works on children's topic (created by children or adults)
   - traditional folk toys
   - art and crafts including carving architecture, painting.
   - foreign art works (amongst which are included the Sydney opera house)

2. **Painting**
   - experience with "fine art material" to enlarge the children vision (This means giving children experiences with traditional Chinese paintings techniques. In practice this is not too many, unless children attend an out-of-school children's place).
   - ink and water.
   - colour block painting.

The syllabus states that different emphasis have to be paid to students at different levels. For example, children in year 1-3 are encouraged to create according to their imagination and to *express life". For children in years 4-6, it is expected that teachers will train their abilities and techniques in paintings.

1. Art and Crafts
   - use of paper for different art activities cutting, folding, etc.
   - use of different paper figures for teaching purpose.
   - use of coloured clay to make figures.

HONGKONG

Recently, there has been considerable concern among art-educators and cultural policy makers to promote art education in Hongkong. Their Research method was gathered through interviews with secondary school art teachers. The interviews were semi-structured and focused in four broad areas. The first aimed at eliciting the teacher's

concepts of teaching. The second focused on the teaching methods and strategy emerged in their teaching practice. The third inquired into what constraints teachers experience into teaching environment. Finally, they were questioned about their experience of teaching.

Some suggested activities for art classes:

1. Scribbling Stage (2-4 Years)

I. Flowers Prints



II. Sponge Printing



SUGGESTED ACTIVITIES

Scribbling Stage

III. Free Expression



SUGGESTED ACTIVITIES

IV. Craft



2. Pre – schematic Stage (4-6 Years)

I. Craft





SUGGESTED ACTIVITIES

Pre-schematic Stage

II. Collage





SUGGESTED ACTIVITIES

Pre-schematic Stage

III. ***Waste Material***





SUGGESTED ACTIVITIES

3. Schematic Stage (6-8 Years)

Theme Painting





SUGGESTED ACTIVITIES

Schematic Stage

Free Expression





SUGGESTED ACTIVITIES

Schematic Stage

SUGGESTED ACTIVITIES

Collage



Craft Activity



4. Pre-realistic Stage (8-10 Years)

SUGGESTED ACTIVITIES

Free Expression



Craft



Pre-realistic Stage



SUGGESTED ACTIVITIES

Craft



Pre-Realistic Stage

Clay Modelling

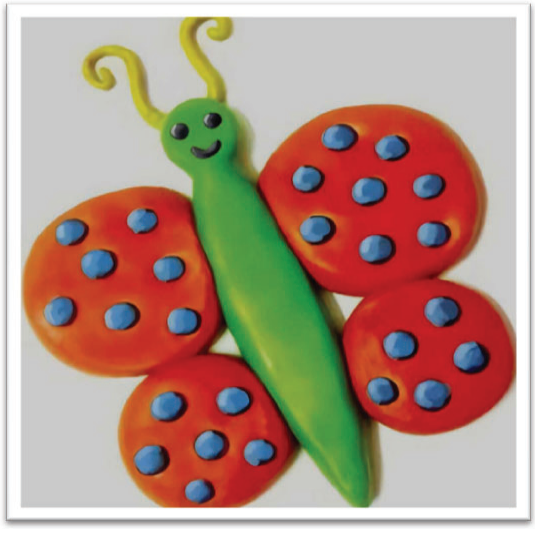




SUGGESTED ACTIVITIES

Pre- Realistic Stage

Craft





SUGGESTED ACTIVITIES

Realistic Stage

Collage Work





SUGGESTED ACTIVITIES

Realistic Stage

Free Expression



SUGGESTED ACTIVITIES



Realistic Age

Decorative Motifs on Stone



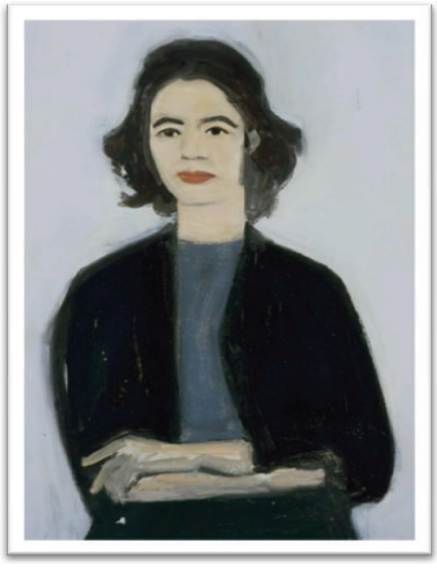


SUGGESTED ACTIVITIES

Adolescence Stage (14 – 18 Years)

SUGGESTED ACTIVITIES

Self - portrait

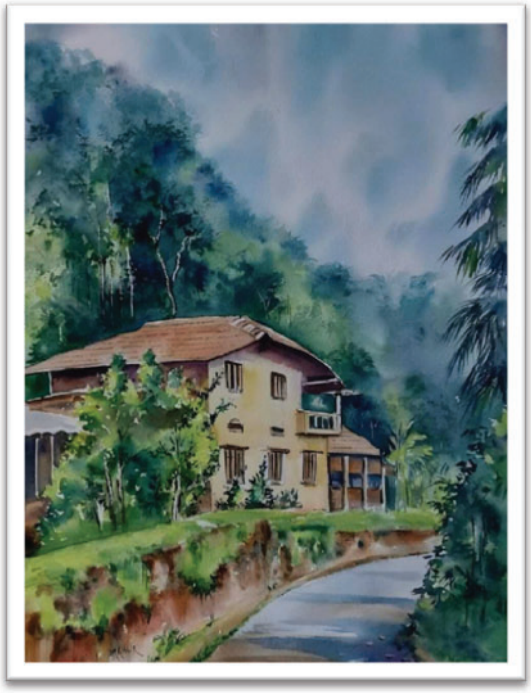


Still life



Adolescence Stage

Landscape





SUGGESTED ACTIVITIES

Adolescence Stage

SUGGESTED ACTIVITIES

Creative Landscape



Collage



Adolescence Stage

Group Activity





SUGGESTED ACTIVITIES

Adolescence Stage

Group Activity





SUGGESTED ACTIVITIES

Conclusion

Children are artist: As True Inventers

I made the children get freedom. Before this children used to get rebuked and punished for drawing lines and making pictures. I made this survive from such behavior of there elders. I gave such a thing to the world which first rejected. I gave their parents an insight of their creative power and kept children aloof from their influence. I said that the entry of the elders is prohibited. Before that the teachers and parent would focus on the better education but I judged them from the perspective of an artist or a human being.

(Franz Cizek)



Fifty to sixty years ago, who could have imagined that the children are artists. Now we can easily say that the children are artists. Not only in our country but foreign countries too, children were beaten for drawing, scribbling lines on the note book of their elders and spoiling things and time. The models of the children's self-expression are taken as the beautiful pictures by Franz Cizek which were previously understood as scribbling lines by the ancient people. They do not know that these pictures would have been a source of jealousy for Paul Klee or Matisse.



From the psychological perspective children's art has much value. Educationists believe that the knowledge of art is necessary for their overall development and children should receive art education from an early age. There is less disagreement about the nature of art education. Everyone agrees that the method through which a child can express himself freely should be the basis of art education. In other words, whatever a child creates according to his age and mental development is true education and true art. Franz Cizek from Vienna was the pioneer of this method. However, the way Franz Cizek viewed children's art is not understood by everyone. His perspective was that of an artist. Children's art holds its own independent importance from the artist's perspective.

Children's art has the qualities of good art and their art should be given the same importance as that of other artists.

The pictures made by the children have the values, which should be in good pictures like other artists. They contain elements such as forms, colour schemes and visual expression. They are perfect if judged. Many of these paintings include images and forms the artists such as Matisse or Paul Klee might have admired. Children paint what they know rather than what they see. Children paint the pictures through symbols as the tribal art is based on symbolism. Their pictures become more realistic as they grow older.

There is another interesting fact that the art of children is their self- expression. A child expresses his emotions through pictures. It means that art is his language of expression.

This is the only medium of language because he does not know any other language. The base of primitive art is the same. Before the origin of language, drawing pictures was the only medium and it became the origin of primitive painting. Children and the primitive man both share the same language of pictures because both have same desire to express their feelings. Both have power of self- expression. Their art represents the real essence.

When children make drawings, at that time they do not see the complete shape of an object. In their drawings, only those parts of the object appear which inspire the artists to draw. A child once made a drawing of his teacher in that picture he drew beard, specks and wristwatch larger than even his head and no attention was given to the remaining parts. By emphasizing certain important parts, expression is conveyed.

At the end, I would like to say that the foundation of the child art dwells in aesthetic sensibility as it holds a special place and this is why its appreciation is possible only when it is viewed from the artist's perspective.

Reference Books

No.	Author(s)	Book Title
1.	Gottal C.	Art in the India Today
2.	Lovenfield and Brittain	Creative and Mental Growth
3.	Herbert Read	Art & Society
4.	Natalie Robinson Cole	Children's Art from Deep Down Inside.
5.	James Sully	Studies in Childhood
6.	Anderson	Principles and Procedures of Curriculum Improvement
7.	Ralph. L. Wickiser	An Introduction to Art Education
8.	Joicey Horne	Young Artist
9.	Winsow	Integrated school Art Program
11.	Herbert Read	The Meaning of Art
12.	Herbert Read	Education Through Art
13.	Franz Cizek	Children's Drawings
14.	Viktor Lowenfeld	Experiences in Growth and Development
15.	Viktor Lowenfeld	Your Child and His Art
16.	Viktor Lowenfeld	The Nature of Creative Activity
17.	Cathy A. Malchiodi	Understanding Children's Drawings
18.	Mcmeney	The Curriculum
19.	Praha 1966	Art & Education Report from the 18th World Congress of INSEA
20.	J.D. Virmani	Curriculum in Arts (A Conceptual, 1984 NCERT)
21.	Yogendra	Child Psychology
22.	Dr. R. S. Gaur	Child Psychology
23.	Devi Prasad	Children's Art and Education
24.	Dr. Sitaram Jaiswal	Educational Psychology

25. J. S. Walia — Foundations of Educational Psychology
26. Rita Chauhan, P. D. Pathak — Childhood and its Development
27. Prof. Shri Krishna Dubey, Aarti Sharma, H. S. Sharma — Child Development and the Learning Process
28. ACARA, Australian Curriculum, Assessment and Reporting Authority – https://www.acara.edu.au)
29. Western Australian Curriculum Framework, Victoain Department of Education and Early Childhood
30. American Academy of Arts & Sciences –http://www.amacad.org.