



SAHODAYA SCHOOL COMPLEX
NCR (EAST)

साहोदय

संकलन

E-Magazine-Vol.3

September-2024

ACKNOWLEDGEMENT

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Sandeep Mittal
Director
Alpine Group of Schools

Heartiest congratulations to the entire editorial board of Sahodaya NCR — East for the successful launch of annual E-Magazine, "Gyanodaya - (Sankalan 2024)." It's a remarkable achievement, and I applaud the hard work and dedication put in by each member

The insightful coverage of diverse topics in the magazine reflects the commitment of our Sahodaya team to address crucial aspects of education and well-being. This initiative aligns perfectly with our collective goal of nurturing the holistic development of our students

As we celebrate this milestone, I encourage the team to continue their outstanding work. I look forward to witnessing the positive impact "Gyanodaya" will have on our educational community. Your dedication to providing valuable insights for the betterment of our students and educators is truly inspiring

Best wishes to all the members of Sahodaya NCR-East and editorial board

Warm regards

Sandeep Mittal

Director

Alpine Group of Schools



Deepti Sharma
President
Sahodaya School
Complex NCR (East)

Dear Sahodaya Members and Esteemed Readers,

It is with profound pride and immense joy that I, Deepti Sharma, as the President of the Sahodaya NCR (East), present to you Gyanodaya - Sankalan 2024, our annual edition that stands as a true reflection of the collective spirit and creativity that define our Sahodaya family. This magazine is not just a compilation but a vibrant mosaic, intricately woven with the threads of knowledge, innovation, and a shared commitment to shaping the future of education.

As I reflect on the year behind us, I am filled with deep gratitude and admiration. We have witnessed a remarkable journey of growth, with our member schools shining across all domains—academics, sports, and cultural endeavour's. From local stages to international arenas, our students have consistently proven their excellence. This success is a testimony to the unwavering dedication of our educators, the steadfast support of our parents, and the collaborative synergy that lies at the heart of the Sahodaya movement.

Gyanodaya - Sankalan 2024 is a celebration of these accomplishments and much more. Each article, each reflection, breathes life into the pages, radiating the vibrant energy of our community. It is particularly heartening to see this edition spotlight the thought-provoking discussions from our Annual Sahodaya Conference on the theme "Scripting Legends of Human Excellence through Skill and Value Education." This edition also offers a rich tapestry of insights from visionary educators and thought leaders, touching on crucial issues that will undoubtedly shape the future of education.

As we look ahead to a new chapter, let us carry forward this spirit of excellence, unity, and shared purpose. Gyanodaya - Sankalan 2024 is not merely a magazine; it is a beacon, lighting the path for collaboration, dialogue, and innovation. Together, we will continue to nurture the immense potential of our students, empower our educators, and fortify the bonds that make our Sahodaya family so unique.

May this edition inspire not just our Sahodaya community but also all those who believe in the transformative power of education.

With heartfelt regards,

Deepti Sharma

President, Sahodaya School Complex NCR (East)

Principal

Pragyan Public School, Jewar

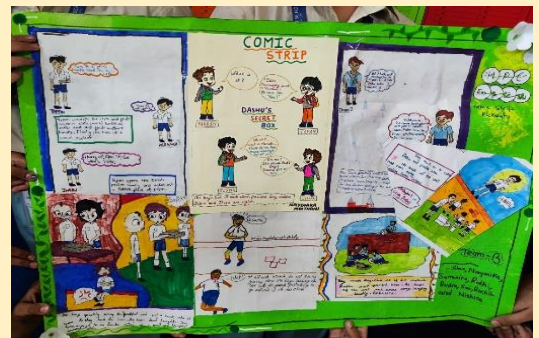


**Poonam Kumar
Mendiratta**
Vice President
Sahodaya School
Complex NCR (East)

Dear Readers

At The Manthan School, we are dedicated to providing an education that is dynamic, inclusive, and reflective of the ever-evolving needs of our students. In alignment with the National Education Policy (NEP) 2020, we have incorporated the arts into all subjects, embracing the power of creative expression to enhance learning. NEP 2020 emphasizes the importance of experiential learning, and arts integration plays a crucial role in fostering holistic development, critical thinking, and emotional intelligence in our students.

To assess the impact of this initiative, we recently conducted a survey across the school. The results were overwhelmingly positive, with 90% of students expressing that integrating various forms of art—whether through music, visual arts, drama, or dance—made it easier for them to grasp complex concepts. Students also shared their enthusiasm for future learning, stating that they would like more activities incorporating the arts in the curriculum.



This feedback reaffirms our belief that arts integration not only enhances academic understanding but also makes learning more enjoyable and engaging. By encouraging creative exploration alongside traditional academics, we are cultivating well-rounded, innovative thinkers who are prepared to thrive in a rapidly changing world.

As we continue to uphold the principles of NEP 2020, we remain committed to making arts an integral part of our educational approach, ensuring that students benefit from a balanced and enriched learning experience.

Warm regards,
Ms. Poonam Kumar Mendiratta
Vice President (Sahodaya School Complexes Noida)
Principal
(The Manthan School, Greater Noida (W))



Gunjan Bansal
Secretary
Sahodaya NCR (East)

Dear Educators,

The **National Educational Policy (NEP) 2020** emphasizes the holistic development of students, combining academic learning with artistic expression. One of its core pillars is **Art Integration**, a progressive approach to education that merges art with traditional subjects to make learning more engaging and meaningful.

Art Integration in NEP 2020 aims to foster creativity, critical thinking, and problem-solving skills among students. By incorporating activities like painting, dance, music, drama, and other art forms into subjects like science, math, and social studies, it promotes experiential learning. This helps students to grasp complex concepts more easily while developing an appreciation for the arts.

The approach aligns with the National Education Policy (NEP) 2020, which stresses the importance of blending creative skills with academic knowledge. Through Art Integration, the NEP 2020 encourages active participation, collaboration, and a deeper connection with the curriculum, making learning a joyful and enriching experience for all.

Warm Regards

Mrs. Gunjan Bansal (Principal)
The Divine Mother Int. School
Neemka, Jewar

Secretary
Sahodaya NCR East



Asha Sharma
Deputy Secretary
Sahodaya NCR (East)

I am pleased to share my thoughts on the importance of art integration in education, which is often overlooked in today's technology-driven world. However, I strongly believe that art is a crucial element of a comprehensive education, fostering creativity, emotional intelligence, and innovative thinking. By integrating art into subjects such as history, mathematics, and science, we can elevate the learning experience and make abstract concepts more tangible and engaging for our students. This holistic approach enhances both creative and critical thinking, while also improving cognitive abilities like memory, attention, and problem-solving. Art integration supports the social emotional development of our students by providing unique avenues for self-expression and emotional regulation. Collaborative art projects foster essential skills such as teamwork, empathy, and communication, all of which contribute to a stronger sense of community within the classroom. I believe art integration also plays a vital role in promoting cultural awareness and inclusion. By incorporating diverse artistic traditions into the curriculum, we broaden our students' perspectives and cultivate empathy and respect for different cultures. In this inclusive environment, various forms of expression are valued, allowing students with different learning styles to excel and ensuring that all talents are recognized.

Furthermore, the creativity fostered through art is indispensable for innovation. Many successful professionals across various fields attribute their creative problem-solving skills to their artistic backgrounds. By integrating art into education, we prepare our students to become leaders and innovators, regardless of the career paths they choose.

As the principal, I firmly believe that art should not be seen as merely an extracurricular addition but as a core component of a well-rounded education. It enriches learning, supports cognitive and emotional growth, promotes cultural understanding, and nurtures the creativity that drives innovation. As we continue to prioritize STEM education, it is essential to ensure that art remains integrated into the curriculum, helping us cultivate thoughtful, innovative, and compassionate future leaders ready to navigate an ever-evolving world.

“Art has the power to transform, to illuminate, to educate, inspire and motivate”

With Best Wishes,

Dr. Asha Sharma

(Principal)

(Saint-Hood Convent School, Dadri)

Deputy Secretary

Sahodaya (NCR EAST)



Deepa Bhatt

Deputy Secretary

Sahodaya NCR (East)

I feel highly privileged for getting a window to share my views, how the Art is an integral part of the Education. The Art Integration absolutely supports the statement, “The children learn what they enjoy”.

Bringing the arts into core curricula raises achievement of the students and improves their engagement. The education can never be a holistic, if the learner is not exposed to the creative aspect of life. Drawing beats out reading and writing to help students remember concepts. Integration of art in all subjects complements teaching as Language- through drama, theatre and recitation, Science and Mathematics- through visual presentation of data and use of mixed medium, experimentation and validation, Social –Science through stage performances and the study of artists down the ages and their work that reflect the policies of that period etc.

An Integration of Art raises the standard bar of the students as well as educators also. The students come out as ERSEP- Experimenter, Reflector, Social Collaborator, Evolver & Problem solver. Subsequently, the educator gets job satisfaction, sense of communal harmony and empowerment.

As a life-long learner, I, unwaveringly, believe that Art Integration will definitely enable the kids to choose for themselves in a variety of life situations, they would use their imagination more and take the opportunities to make decisions and henceforth, the young learners will ultimately proceed towards the last pillar of learning i.e. “to live in a society.”

Mrs. Deepa Bhatt
Principal, Noida Educational Academy
Deputy Secretary,
Sahodaya School Complex (NCR) (EAST)





Smith Mishra
PRO
Sahodaya NCR (East)

Dear Scholars,

In this constantly changing sphere of education art-integrated learning is seen as the epitome of creativity and an all-round development. A flat that is not only a way in which people who are educated go about things but also an occasion to remember imagination, innovation and cross-section learning.

In our institution we regard that are is not limited in art room or on that stage but permeates all subjects as well as everything we do. Art-integrated learning allows students to enter into complicated concepts using the imaginative technique hence making it much or more interesting rather than meaningless.

By intertwining art with education, we crat an environment where students learn how to think critically despite collaborating effectively or communicating. Art-integrated learning nurtures all facets of a child whether it is a science project made lively by visual creativity or mathematical concept that has been brought alive through dance movement.

As we continue to adopt this dynamic, I am convinced that not only shall our scholar's performance academically but will also develop an enduring love for other forms of artistic expression. I would therefore urge everyone including students, teachers and parents themselves to support and take a part in this enriching process of education.

Let us always inspire each other and remain open for motivation form other as well.

Warm Regards,

Ms. Smith Mishra

(Principal)

Karl Huber School

PRO

Sahodaya NCR East



Harvinder Kaur
PRO
Sahodaya NCR (East)

Dear Readers,

It gives me immense pleasure to share a few thoughts as we embark on this exciting journey through the pages of our Art Integrated Learning E-Magazine, ladyu (Gyanodaya Volume-II). This initiative reflects our commitment to fostering a holistic, creative, and enriching educational experience for all our students.

Art Integrated Learning (AIL) is not just a teaching methodology but a philosophy that acknowledges the profound impact of art in education. By integrating visual arts, performing arts, and literary arts with traditional academic subjects, we aim to create a learning environment that is not only engaging but also deeply meaningful. This approach helps students develop critical thinking, creativity, and emotional intelligence, which are essential skills in today's rapidly changing world.

At our School, Sardar Patel Vidyalaya Gautam Budh Nagar, we believe that education is not merely the transmission of knowledge but the cultivation of a mindset that embraces curiosity, innovation, and empathy. Art plays a pivotal role in this process, allowing students to explore complex concepts in a way that is both enjoyable and insightful. Whether it's using visual arts to understand mathematical patterns or employing drama to delve into historical events, AIL offers endless possibilities for creative expression and deep learning.

This magazine is a testament to the incredible talent and dedication of our Sahodaya NCR(East) team, students and teachers. It showcases the innovative ways in which art has been integrated into the curriculum celebrating the creativity and diversity that defines the school education system through one of the four pillars of the NEP 2020.

I am confident that this approach will not only enhance academic outcomes but will also foster a lifelong love for learning in our country's students. I extend my heartfelt gratitude to the entire team involved in bringing this magazine to life, and I hope that it serves as a source of inspiration for all who read it. Together, let us continue to explore the limitless potential of Art Integrated Learning, nurturing a generation of learners who are not only knowledgeable but also compassionate, creative, and culturally competent and capable of achieving their goals.

With Regards,

Harvinder Kaur
(Principal)
Sardar Patel Vidyalaya
I-13, Sector-25, YEIDA
Gautam Budh Nagar (UP)
PRO Sahodaya NCR (East)



Nidhi Gulati
Treasurer
Sahodaya NCR East

I am truly delighted to witness the growing importance of art integration in our school, as it continues to reshape the way we approach teaching and learning. Art integration is not just an additional component in the curriculum; it is a powerful tool that fosters deeper connections between academic subjects and the creative world.

The National Education Policy (NEP) emphasizes the significance of a student-centric curriculum that nurtures holistic development. It encourages both teachers and students to move beyond the conventional syllabus, to think creatively and critically. Art-integrated pedagogy plays a vital role in this, particularly for students with diverse learning needs, backgrounds, and experiences. By embracing art, we are helping students build stronger communication skills, foster creativity, and learn the value of coexistence in our multicultural society.

As we continue to integrate art across subjects, we open doors for students to experience the beauty of interdisciplinary learning. I wholeheartedly extend my appreciation to all the participants, teachers, and students who are making this transformative journey possible. Together, we are creating an environment that promotes imagination, creativity, and academic excellence.

In the words of Carl Sagan, “Somewhere, something incredible is waiting to be known.” Let us continue to inspire our students to discover the incredible through art-integrated learning, shaping them into the thinkers and creators of tomorrow.

With Best Wishes

Ms. Nidhi Gulati

Treasurer

Sahodaya, NCR (East)



Reeta Sharma

Principal

**B.K. Public School,
Jahangirabad (BSR)**

Member Executive Committee

Dear Educators

Our life has flourished with art. When we talk about the theoretical discipline of education, it animates the ambience of learning. It gives the trained eye to the teacher for creating new horizons of fruitful transformation. This art - integrated learning effectively initiates a revolution in the learning -teaching process.

Needless to say, art integrated learning revives, refreshes, revigorated and rejuvenates the spark of learning. Students find their pace of doings throughout integrated learning.

A facilitator's lesson plan moves through the ASK model i.e. attitude, skill and knowledge that cannot be executed without inculcating and integrating the art. Visuals and Doings are the only way of nurturing the spirit of learning among the students. The foundation of conceptual understanding, attitudinal approach, sharpening the skills, inclusivity, achievable targeted learning outcomes lie upon the art- based education.

Indian rootedness is the breath of NEP. We are known for our valuable culture and tradition. When our kids make mud toys, manifest their skills while preparing jadui pitara, perform a dance based on mathematical concepts, and find chemistry in the kitchen, understand physics in driving, get perfection in medical diagnostic through Yoga, enjoy story telling by creating VAPA.

Nature is all in all that offers the floor for all arts. To sum up, it can be said that art integrated learning gives the nectar for holistic development.

Warm Regards,

Dr Reeta Sharma

Principal

B.K. Public School, Jahangirabad (BSR)





Dr. D.K. Sinha

**Principal
Jagran Public School, Noida**

Member Executive Committee

I am indeed glad that Sahodaya NCR East has come up with another edition of E-Magazine and it is yet another milestone in this direction.

The school has adopted Art integration in all spheres, as through Art integration it is possible to establish connections between art and academic disciplines like languages, social studies, science, and mathematics. Science ideas can occasionally be easily understood through the arts. Thus, a variety of artistic mediums can be used to concretize the abstract ideas within the subjects. Learning in this way promotes a deeper appreciation of the arts while also helping to increase knowledge and understanding of the subject matter.

The NEP outlines the importance of creating a student-centric curriculum. It promotes holistic development by encouraging both students and teachers to think beyond the syllabus. The art integrated pedagogy must be developed mindfully and should cater to students with varied learning needs, including those from weaker socio-economic backgrounds and diverse cultures. This will help students build communication and interact beyond barriers, while learning about coexistence and multiplicity of social realities.

I extend my heartfelt greetings to all participants, authors, report writers, faculty & students associated in this endeavour's. I also appeal to all that, with these upcoming new dimensions of E World, one shall adjust oneself with exhaustive reading on internet to encourage learning by oneself.

I also express the deep desire that the wonderful, beautiful & creative expressions of some of my colleagues will certainly promote better awareness about the new trends in education. This E-Magazine will provide a perfect blend of creativity and reality in the present scenario.

“Somewhere, something incredible is waiting to be known.”

With Best Wishes

Dr. D.k.Sinha

Principal

Jagran Public School, Noida



Shilpi Singh

**Principal
Azad Public School,
Bulandshahr**

Member Executive Committee

Dear Educators,

Art –integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.

I strongly agree that art-integrated learning provides a learning experience that engages the learner's mind, heart and body **making learning 'holistic' 'joyful' and 'experiential'.**

As it is already stated by NEP 2020 that "it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Hence, in our school premises the focus is more on exploration of traditional and folk arts, as our learners are more familiar with their local arts and culture.

The arts are often perceived as a hobby, an interest or purely as a recreational occupation. In our society where the entire educational system was based on preparing a future work force, focus is put on the **STEM (Science, Technology, Engineering and Math)** and the arts were neglected. Now a days, AIL is just like a boom for students. It shows that children exposed to arts do better in school, develop greater social, cognitive and emotional skills and are more likely to earn higher degrees of education later in life.

As a Principal, I believe that art should not be taken as a subject but it should be implemented to teach all the subjects at all the levels of education. It provides a range of benefits to the students. Art can make learning more dynamic and engaging. It often leads to improved performance in other subjects by reinforcing concepts through visual and hands-on activities. Art encourages students to analyse, evaluate and create, fostering skills such as critical thinking and problem-solving. Last but not the least it provides students with a platform for self-expression, allowing them to explore and communicate their identities and emotions.

"By integrating art into various subjects, educators can create a more enriched and effective learning environment"

With Regards

Mrs. Shilpi Singh

Principal

Azad Public School, Bulandshahr

Sahodaya School Complex NCR (East)

Activity Planner 2024-2024

S.No	Activity Name	Month	Host School
1.	Art Integrated Learning	July	Sardar Patel Vidyalaya Dankaur
2.	a. Jashne Azad b. Youth Parliament	August (24 Aug.2024) (31 Aug.2024)	GRADAS International School, Greater Noida J.P International School, Greater Noida
3.	Teacher Award Pre Primary (Jadui Pitata)	September (07Sep.2024)	Jagran Public School, Noida
4.	Rangoli Competition	25 th October 2024	Karl HuberSchool, Noida
5.	Diwali Celebration	October (23 rd Oct.2024)	Azad Public School, Bulandshahr
6.	Science Exhibition	November (08 th Nov.2024)	Sainthood Convent School, Dadari
7.	Atheletic Meet	December (03 rd Dec.2024)	The Manthan School, Greater Noida
8.	Annual Conference	4 th January (Tentative)	Greater Noida World School, Greater Noida

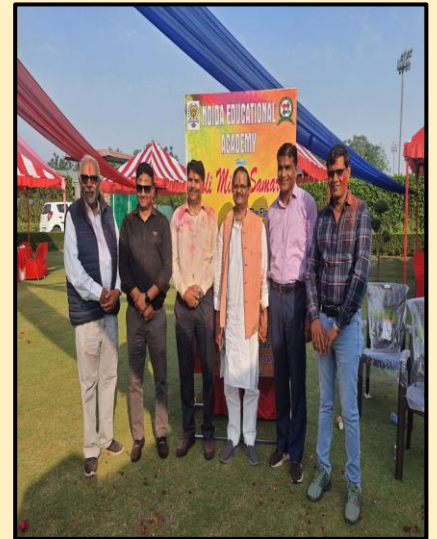


Sahodaya School Complex NCR (East)

HOLI MILAN SAMOROH

(March-2024)

Noida Educational Academy hosted the Holi Milan Samaroh under the flagship of Sahodaya NCR (East), on March 21st 2024, at Push Panchal Farms in sector-130, Noida, Directors, Principals and Teachers from 85 CBSE Schools in NCR East participated in this event.





Sahodaya School Complex NCR (East)

JASHNEAZADI – HINDUSTAN KI KAHANI (August-2024)

1. Event: "JASHNEAZADI – HINDUSTAN KI KAHANI" quiz hosted by Grads International School, Greater Noida under the flagship of SAHODAYA SCHOOL COMPLEX NCR (East), on August 24, 2024.

2. Objective: Celebrate India's cultural heritage and independence.

3. Participants: Over 41 schools from NCR.

4. Quiz Masters: Ms. Anindita Basu Roy and Mr. Nitesh Bhasin.

5. Chief Guests:

Shri Shantanu Gupta (author, political analyst)

Dr. Reeta Bhattacharya (Indologist, Sanskrit scholar)

6. Other Guests:

Mr. Rajiv K. Srivastava (Principal, Modern School ECNCR)

Mrs. Deepti Sharma (President, Sahodaya NCR East)

Taksh Bannawat (teen author)

Shivam Thakur (sportsman)

Ms. Sudiksha Sarcar (author)

7. Junior Category Winners:

Winner: Adarsh Tiwari & Anay Karwa (Dayanand Vidya Mandir)

1st Runner Up: Dev Sharma & Yash Sharma (Pragyan School)

2nd Runner Up: Krishti Paliwal & Aditya Solanki (Alpine Public School)

8. Senior Category Winners:

Winner: Sankalp Kapil & Shriya Singh (Jaypee Public School, Noida)

1st Runner Up: G. D. Goenka Public School, Greater Noida

2nd Runner Up: Vishal International School, Greater Noida



JASHNEAZADI – HINDUSTAN KI KAHANI (August-2024)

9. Awards: Trophies and certificates for winners; certificates for all participants; teachers received signed books from Taksh Bannawat.

10. Cultural Program: Patriotic songs and dances by Grads International students.

11. Special Performance: Khushi Goswami's rendition of "Satyam Shivam Sundaram."

12. Principal's Message: Ms. Aditi Basu Roy encouraged students to appreciate India's culture and thanked dignitaries for their support.





Sahodaya School Complex NCR (East)

JASHNEAZADI – HINDUSTAN KI KAHANI (August-2024)





Sahodaya School Complex NCR (East)

JPIS Sabha 2024

JPIS organized its Youth Parliament, "JPIS Sabha 2024," on 31st August 2024, in association with Sahodaya NCR East. The event, planned by a dedicated team of students and teachers, began with a lamp-lighting ceremony and an address by Principal Ms. Ruby Chandel. Chief Guest Dr. Amit Saxena, CEO of Sparsh Global, highlighted the importance of such platforms for youth to voice opinions on national issues.

The debate focused on "**Budget 2024**," with participants engaging in spirited discussions. The Supreme School Delegation Award was won by Kaushalya World School, and Akhilesh Yadav (YUVRAJ BANSAL, SDRV) earned the Best Delegate Award. The event concluded with cultural performances and closing remarks, with the School Principal commending the organizing team for its success.





Sahodaya School Complex NCR (East)

JPIS Sabha 2024





Sahodaya School Complex NCR (East)

The Eight Annual Conference (27th January 2024)

Organised By Delhi world Public School, Greater Noida





Sahodaya School Complex NCR (East)

The General body meeting (14th December 2023)

Organised By Alpine public School, Greater Noida





Sahodaya School Complex NCR (East)

Hindi Diwas: Bridge Cultures, Connecting Hearts (14th September 2023)

Organised By Pragyan public School, Jewar





Sahodaya School Complex NCR (East)

Foundational Literacy and Numeracy Awards (2nd September 2023)

Organised By Jagran public School, Noida



Karl Huber School, Noida



**Art Integrated Learning
Best Practices
Adopted by
Schools of
Sahodaya School Complex
NCR (East)**

“ART INTEGRATED LEARNING BEST PRACTICES”

Art Integrated Learning (AIL) is a revolutionary concept that makes arts an integral tool in teaching and learning instead of being an added extra. It is a teaching strategy that incorporates purposefully and deliberately different types of art – visual arts, music, dance, drama, and digital media – into curriculum subjects, to enhance students’ understanding of concepts within subject’s areas. AIL on the other hand is an integral part of the program and not an extra feature as is the case with other software used in learning. This not only helps the students to learn more but also helps those students who have different ways of learning, thus making education more universal.

AIL is gaining more acceptance as an invaluable component of education especially in the present world where such values as creativity, innovation and flexibility are highly prized. It helps the students to reason, to solve problems in a number of ways and to express themselves in a creative manner. AIL also uses arts in learning, which enhances students’ social skills, emotional regulation, and interpersonal relationships. This holistic development is very important in the development of the students to enable them to withstand the tests of the 21st century

Art integrated learning is a student-centric approach. The role of a teacher is a facilitator. As like the experiential teaching-learning process. Art integrated learning is based on learning through arts and learning with arts. Further, it relates the child to the real world.

IMPACT ON EDUCATION

Art Integrated Learning or AIL has been described as a revolution in the educational field since it provides a range of values that improve the quality of the learning process and the results achieved. Thus, AIL helps to enhance the learning of different subjects by incorporating art into it, which in turn enhances the learning process and the students’ ability to recall the material. It makes the students learn in different dimensions and makes them express what they have learnt through art, drama, music or any other form of art creation.

Another benefit that has been attributed to AIL is that it is flexible in that it can accommodate the different learning styles. The normal teaching and learning strategies may not appeal to some learners especially those who have learning difficulties in traditional techniques. AIL offers a solution through the use of art as a means of simplifying the understanding of certain concepts by making them easier to remember. For instance, a student who has difficulties in accepting the area of shapes concept may comprehend the concept when it is represented through art or drama.

The literature review and the case studies presented show the benefits of AIL on learners in institutions of learning. The findings also reveal that schools that have embraced AIL practices have higher students' satisfaction and involvement. Besides academic achievement, the approach helps students to be intrinsically motivated and be disciplined individuals. Due to the creativity and interactivity of AIL, more students attend the classes as well as have a better attitude towards learning.

THEORETICAL PERSPECTIVE

Firstly, constructivist theory, as developed by Jean Piaget and Lev Vygotsky, forms a core basis for AIL. Constructivism emphasizes that learners actively construct their understanding and knowledge through experiences and interactions with their environment. AIL aligns with this theory by engaging students in creative and hands-on activities that require them to apply academic concepts in practical ways. This active involvement in creating and reflecting on art projects helps students build and internalize knowledge more deeply compared to passive learning approaches.

Another relevant theory is experiential learning, proposed by David Kolb. This theory underscores the importance of learning through direct experience, which involves actively participating in and reflecting on activities. AIL embodies this approach by integrating art into the learning process, allowing students to experience and explore academic content through artistic creation. This hands-on, experiential approach helps solidify theoretical concepts and enhances students' ability to understand and retain information.

Howard Gardner's Multiple Intelligence Theory also supports AIL by recognizing that learners possess diverse types of intelligences, such as visual-spatial, musical, and bodily kinesthetic. AIL leverages these varied intelligences by incorporating different art forms—visual arts, music, and movement—into the curriculum. This allows students to express and demonstrate their understanding in multiple ways, catering to different learning styles and fostering a more inclusive educational environment.

Additionally, AIL promotes cultural understanding and sensitivity. By exposing students to various artistic traditions and cultural expressions within the educational setting, AIL helps them appreciate and understand diverse cultural perspectives. This exposure encourages empathy and a broader worldview, preparing students to engage thoughtfully in a multicultural society.

PRACTICAL IMPLEMENTATION

It is therefore important to note that the process of applying Art Integrated Learning (AIL) in the classroom setting entails a lot of planning and ideas from the teachers. Art with various subjects means that art activities should correspond to the curriculum objectives

and search for the ways to connect with the traditional approaches. For instance, drama where students act out historical events can make the subject more interesting than reading about it and visual arts where students draw or paint can make concepts in science more understandable than reading and or listening to someone explaining the concepts.

One of the practical ways of implementing AIL is to start with basic curriculum based art tasks which are then advanced to complex tasks. It is a sequential approach that assists the students to build up confidence and efficiency in the teaching of art in content areas. Engaging with local artists and art institutions can enrich AIL practices as such experiences can positively impact students' learning process. Such cooperation can provide relevant information and contribute to the learning process, extending the students' vision of the function of art in different fields.

In conclusion, analysis of the issues that arise when art is incorporated into the classroom reveals that, with advance planning and staff training, these problems are readily surmountable. The advantages that come with AIL include creativity and improved understanding, which makes AIL a useful tool in today's learning.

INNOVATIVE APPROACHES

To further enrich the kind of learning that is offered in the Arts-Integrated Learning (AIL) system, the incorporation of modern technology, interdisciplinary approaches, and community participation is inevitable. Such approaches can revolutionize education and make it more attractive, efficient, and relevant to the current generation.

Incorporation of Technology

AIL can be enhanced by VR since it provides the opportunity to learn in a context, as students are taken to different time or geographical locations. Using VR, students can become witnesses of history, visitors of art galleries, or inhabitants of the literary heroes' world. Such approach of learning makes education more fun and effective in terms of retention and understanding. For example, students may use the Internet to visit the Sistine Chapel or get a feel of ancient Rome and this helps them to connect with what they are learning emotionally.

Also, technology enables the international cooperation. Online social networks and collaborative platforms allow students from different countries to complete assignments together and build portfolios. It creates cultural exchange, enhances the students' outlook and makes them ready for the global environment. Group online art shows or joint shows with artists from other countries can improve the skills of art while at the same time improving on the skills of communication and team work.

Interdisciplinary Projects

It further suggests that AIL can be enhanced through interdisciplinary projects that involve information from different fields of study. Such projects make the students to make connections between the different fields and use the knowledge in an integrated manner. For instance, painting a mural may involve history, geography, environmental studies, and art because students may paint historical events, include geographical features and address environmental concerns. It also helps to emphasize the integration of knowledge and at the same time, fosters the development of critical thinking and problem-solving skills. In particular, interdisciplinary projects enable students to use their knowledge in practice and make learning more interesting. For example, an assignment in which children are to construct a city that is friendly to the environment using the knowledge in STEM alongside the artistic abilities shows how different fields ought to be combined in order to solve problems.

Community Involvement and Partnerships

There is need to involve the communities in order to have a better AIL system. When schools work with artists, galleries or other cultural institutions, the learning process does not stop within the classroom and the students get real-life experiences. Trips to galleries, museums, or any cultural center enable students to appreciate art in a more profound way, and inspires them as well as enhance their understanding of different art works. It is also possible for schools to partner with other organizations in community in carrying out art projects that would be of mutual benefit to the students and the community. For instance, students may have to engage artists from the community in the production of art pieces that may be installed in public places or engage in art fairs. These projects improve artistic skills of the students while at the same time promoting the spirit of community and responsibility. Different countries have different AIL practices since the practices are influenced by the culture of the societies. In the United States, for instance, dance is applied in the teaching of mathematical ideas where equations are executed through movements. In Australia, the concept of cultural heritage is incorporated in school system where students learn about indigenous arts. The above examples show how AIL can be used in different education requirements and cultural setting. Thus, the improvement of AIL by the use of technology, interdisciplinary projects, and community can help make education more interesting, integrated, and attractive turning into a stimulating process that prepares students for the contemporary world.

ORIGINALITY

Originality in the context of AIL extends beyond mere novelty. It involves students' personal interpretations and perspectives on the world around them. Unlike traditional educational approaches that often prioritize memorization and standardized responses,

AIL emphasizes the importance of personal engagement and creativity. By taking ownership of their learning processes, students are encouraged to produce work that reflects their own experiences, insights, and viewpoints, making their creations both authentic and significant.

For example, original AIL projects frequently tackle pressing real-world issues through artistic means. Students might create visual artworks that highlight environmental concerns or develop theatrical productions that address social justice topics. These projects not only demonstrate students' ability to think creatively but also illustrate how art can be employed as a powerful tool for problem-solving and raising awareness about important societal issues.

Teachers are instrumental in nurturing originality within AIL. To support creative expression, teachers need to establish an environment that encourages experimentation and risk-taking. This involves providing students with the freedom to explore various artistic methods, supporting their creative endeavors, and celebrating their unique contributions. By setting high expectations for creative experimentation and offering constructive feedback, teachers help students build confidence in their artistic abilities. This supportive atmosphere enables students to push the boundaries of their creativity and produce original work that is deeply personal and reflective of their individual perspectives.

CONCLUSION

Art Integrated Learning (AIL) proves to be an exceptionally effective practice in formal education, leveraging engaging, inclusive, and creative approaches to enhance the learning process. By merging art with various academic subjects, AIL not only makes learning more dynamic but also supports the comprehensive development of students, addressing their cognitive, emotional, and creative needs. Through practical implementation of AIL, educators can provide students with opportunities to express themselves creatively, integrate knowledge across disciplines, and engage in meaningful and relevant learning experiences. In summary, AIL offers a transformative approach to education by combining creativity with academic learning. Its positive impact on student development underscores the need for broader acceptance and implementation. Embracing AIL can make education more engaging, effective, and aligned with the demands of contemporary society, ultimately benefiting students and enhancing their overall learning experience.

By-
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PRAGYAN PUBLIC SCHOOL, JEWAR

A Co-Educational, Senior Secondary School, Affiliated to C.B.S.E. Delhi



BEST PRACTICES IN ART INTEGRATION

ADOPTED BY PRAGYAN PUBLIC SCHOOL, JEWAR



Mrs. Deepti Sharma

Principal

Pragyan Public School, Jewar



PRAGYAN PUBLIC SCHOOL, JEWAR

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Art Integrated Learning: A Revolution in Education

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Introduction: A Beacon of Innovation in Jewar

In the quaint town of Jewar, Pragyan Public School is redefining the boundaries of conventional education. The institution stands as a beacon of innovation, leading a transformative revolution through Art Integrated Learning (AIL). This pioneering approach seamlessly merges artistic creativity with academic rigor, carving out a path to a more engaging, effective, and dynamic educational experience. By intertwining storytelling, role play, interactive presentations, and a multitude of creative methodologies, Pragyan Public School epitomizes how the fusion of art and academics can profoundly impact the educational landscape.

Theoretical Foundations: The Pedagogical Framework of AIL

Art Integrated Learning as a pedagogical framework draws inspiration from a rich tapestry of educational theories. Its roots lie in constructivist theory, championed by educational luminaries such as Jean Piaget and Lev Vygotsky. Constructivism posits that learning is an active, contextual process of constructing knowledge, rather than merely receiving information. In this context, art becomes a powerful tool, enabling students to engage with and make sense of complex concepts actively.

Gardner's theory suggests that students possess diverse intelligences, including linguistic, spatial, musical, and bodily-kinesthetic. By integrating art, Pragyan Public School ensures that students can harness their unique strengths and engage with subjects in ways that resonate with them personally.⁴

Practical Implementation: A Blueprint for Success

The successful implementation of AIL at Pragyan Public School is built on a foundation of strategic planning and thoughtful execution. We take these steps to implement AIL effectively.



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Capacity Building Programme: Teachers undergo specialized training to understand and implement AIL strategies, ensuring they can guide students through this innovative approach.



Planning of Activities: Educators meticulously plan activities that align with the curriculum, integrating artistic elements to enhance understanding and retention.

Planning Time and Resources: We ensure that both students and teachers have the tools and time needed to explore creative avenues.

Classroom Management: We plan dynamic and flexible classroom management strategies, allowing students the freedom to explore while maintaining a structured learning environment.

Community Involvement: Engaging the broader community, including parents and local artists, enriches the AIL experience, providing students with diverse perspectives and real-world connections.



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craft narratives around historical events, scientific phenomena, or mathematical principles, transforming abstract ideas into relatable and memorable stories.

Role play extends this approach by immersing students in real-world scenarios. In group activities, students assume roles corresponding to historical figures, scientists, or fictional characters, exploring different perspectives and enhancing empathy. This experiential learning strategy bridges theoretical knowledge with practical application, making the learning process both enjoyable and impactful.

Group Presentations and Projector-Based Learning: Collaborative Exploration

Group presentations are another hallmark of Pragyan Public School's approach. By collaborating on projects and presenting their findings, students develop crucial skills in teamwork, communication, and critical thinking. This collaborative effort is augmented by projector-based learning, where topics are interlinked to provide a holistic understanding. For instance, a science lesson on chemical reactions might be visually connected to historical technological advancements or artistic representations, creating a multidimensional learning experience.

Monthly Exhibitions: Celebrating Creativity and Understanding

Monthly exhibitions are a vibrant testament to students' understanding and creativity. These exhibitions showcase a range of projects, from working and non-working models to intricate charts and artistic creations. Students use artistic media to express their learning across subjects, integrating concepts from mathematics, science, and social studies into visually compelling displays.



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Clubs and Skills Development: Nurturing Diverse Talents

Pragyan Public School's commitment to holistic education is evident in its diverse range of clubs, each offering students unique opportunities to explore their interests and develop new skills:

Pragyan Public School's commitment to holistic education is evident in its diverse range of clubs, each offering students unique opportunities to explore their interests and develop new skills:

Eco Club: In our school, the Eco Club applies AIL by integrating hands-on projects and innovative activities that enhance students' environmental awareness and problem-solving skills

Literature Club: Through the Literature Club, we use AIL to deepen students' literary appreciation and creativity by encouraging critical thinking and imaginative expression in their reading and writing endeavors.

Tobacco Club and Health and Wellness Club: These initiatives promote healthy lifestyles and social responsibility.

Skills Club: Encompassing travels and tourism, design thinking, handicraft, mass media, and entrepreneurship, the Skills Club equips students with practical skills crucial for success in the modern world. Through activities like design thinking, students develop problem-solving abilities, while the entrepreneurship component prepares them for future ventures.



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Subject-Specific Activities: Bringing Learning to Life

1. Language Arts: Cultivating Communication through Creativity

Language learning at Pragyan Public School is enhanced through activities that develop the four essential competencies: listening, speaking, reading, and writing. These activities include:

Dramatization: Students bring stories to life, exploring language through performance.

Role Play: By assuming various roles, students practice dialogue and narrative construction.

Puppet Making and Rangoli Art: These creative expressions allow students to visualize and interpret stories.



Poem Recitation and Storytelling: These activities foster linguistic rhythm and enhance oral skills.

Comprehension Reading and Mask Making: Combining reading with artistic creation deepens comprehension and engagement.



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2. Mathematics: Visualizing Concepts through Art

Mathematics, often seen as an abstract discipline, is made tangible through art-integrated activities such as:

String Art: Demonstrating geometric principles and fractions through creative string patterns.

Shape Building: Crafting and exploring 2D and 3D geometric forms using materials such as clay and paper.

Warli Painting and Dot Joining: These activities connect mathematical concepts with traditional art forms, enhancing cultural appreciation alongside mathematical understanding.



Role Play and Model Making: Students act out mathematical concepts and create models like abacuses and calendars, making abstract ideas more concrete.



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3. Environmental Studies (Science): Exploring the Natural World through Art

Environmental Studies at Pragyan Public School is enriched with art-integrated activities that encourage students to connect with the natural world:

Field Visits and Project Making: Hands-on exploration coupled with creative documentation.

Dramatization and Model Making: Students depict ecological cycles and environmental concepts through role play and models.



Planting Seeds and Family Tree Creation: These activities link biology with personal and environmental history.

Clay Modeling and Mask Making: Artistic creations that represent scientific concepts and environmental themes.





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Science: Visual and performing arts are used to illustrate scientific concepts. Students have even developed a smart diaper based on acid-base reactions, demonstrating how art can visualize and apply scientific principles. Flowcharts and models further aid in understanding chemical reactions and equations, bridging the gap between abstract concepts and practical application.





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Innovative Approaches: Fostering Holistic Development



Weekly Wellness Program: A Comprehensive Approach to Well-being

The Weekly Wellness Program at Pragyan Public School is an innovative approach to nurturing students' emotional and psychological well-being. Each day of the week is devoted to focusing on a particular aspect of wellness.

Mindful Monday: Students do mindfulness practices with music therapy.

Thankful Tuesday: Encourages gratitude and positive reflection: Students give gratitude cards to their teachers and friends.

Wellness Wednesday: Promotes physical well-being and healthy habits: Students perform skits or dance drama on healthy habits.

Thoughtful Thursday: Fosters critical thinking and introspection: Students do journal writing with creative art work.

Forgiveness Friday: Emphasizes the importance of forgiveness and emotional healing: Students express forgiveness towards their friends through poster making.

Social Saturday: Students passionately perform 'Nukkad Natak' and lead vibrant 'Rallies', armed with powerful slogans and striking posters, igniting community awareness about pressing social issues and their far-reaching consequences.



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Soulful Sunday: Students embark on a journey of self-discovery through their journals, where each page is a canvas of emotions and reflections. They pour their thoughts into words, diving deep into their strengths and weaknesses, unraveling the layers of their inner selves.

This structured approach helps students reflect on their emotions, practice gratitude, and engage in social and spiritual activities, thereby supporting their holistic development.

Monthly Workshops and Experiential Learning: Hands-On Education

Monthly workshops at Pragyan Public School address crucial aspects of students' personal growth and societal responsibility. Topics range from safe and unsafe touch to environmental awareness and career counseling. These workshops, combined with experiential learning—where students create projects, presentations, videos, and models—provide practical and engaging learning experiences. This hands-on approach ensures that students not only understand the theoretical aspects of their education but also apply them in real-world contexts.

Conclusion: A Model for the Future

Pragyan Public School's approach to Art Integrated Learning is a model for the future of education. By seamlessly blending art with academic subjects, the school has created a learning environment that is both enriching and empowering. The success of AIL at Pragyan Public School demonstrates that when students are given the opportunity to learn creatively, they not only excel academically but also grow as individuals.

As education continues to evolve, schools around the world can look to Pragyan Public School as an example of how to implement AIL effectively. Pragyan Public School's dedication to AIL highlights its commitment to delivering a well-rounded and forward-thinking education that effectively prepares students for the future.

By-

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BEST PRACTICES IN ART INTEGRATION

ADOPTED BY JAGRAN PUBLIC SCHOOL, NOIDA

BEST PRACTICES IN ART INTEGRATED LEARNING ADOPTED BY JAGRAN

PUBLIC SCHOOL NOIDA

INTRODUCTION:

Art Integrated learning is an innovative approach that encourages students to develop a deeper understanding of complex subjects using elements such as visual arts, drama, music and other creative disciplines, making learning inclusive and enjoyable. **Through Art integration it is possible to establish connections between art and academic disciplines like languages, social studies, science, and mathematics. Science ideas can occasionally be easily understood through the arts. Thus, a variety of artistic mediums can be used to concretize the abstract ideas within the subjects. Learning in this way promotes a deeper appreciation of the arts while also helping to increase knowledge and understanding of the subject matter.**

The NEP outlines the importance of creating a student-centric curriculum. It promotes holistic development by encouraging both students and teachers to think beyond the syllabus. The art-integrated pedagogy must be developed mindfully and should cater to students with varied learning needs, including those from weaker socio economic backgrounds and diverse cultures. This will help students build communication and interact beyond barriers, while learning about coexistence and multiplicity of social realities.



CLASS:VI SCIENCE ART INTEGRATION [AIR AROUND US]



CLASS: VII ART INTEGRATION MODEL MAKING [MECHANISM OF BREATHING]

Let's understand why art integration is an important teaching-learning model in modern classrooms. Students of our school who participate in art integrated classes are able to focus on the deeper meaning of concepts. It creates space for students to imagine, explore, ideate and learn in the classrooms. This definitely builds their self confidence and encourages them to share their thoughts, opinions and ideas with ease. **Further**, it has enabled our students to imbibe key qualities such as coordination, empathy, teamwork and interpersonal communication to work together and foster a sense of oneness. Last but not the least, Art in education engage diverse learners and promote cultural appreciation, which helps students become aware and solidify their understanding of Indian culture.

IMPACT ON EDUCATION:



Art Integrated Learning is a framework of experiential learning that offers an equal learning environment to all learners. In an environment that integrates art, students create personal meaning through art-related activities. The goal of the school is to develop the target areas of the learner's cognitive, socio-emotional, and psychomotor domains through a pedagogy that could be used at all educational levels.

Art-integrated learning has created opportunities for interdisciplinary and holistic learning at several stages of the teaching-learning process. The subsequent outcomes and input from numerous stakeholders, such as parents, teachers, and authorities, have been overwhelmingly positive. Our students are able to think outside the box, fostering a deeper understanding of academic concepts.

Additionally, concepts that are difficult for students to learn through conventional methods can be taught through art integration. There are various ways to integrate art. It can be as easy as using music to teach a math lesson or a painting to help explain a historical concept.

Our Teachers who are using art in their classrooms have access to a wealth of resources. Teaching abstract concepts is made much easier and more engaging when it incorporates various art forms. Our teachers have observed that students' ability to retain information is increased and their understanding of the subject is expedited through art integration learning.

THEORETICAL PERSPECTIVE:

Engaging in art-integrated projects allows students to create their learning, which fosters greater creativity, respect, and meaning in their work. As a result, it offers real and personally relevant learning. A genuine sense of "one class—one team" is fostered among students through the environment of cooperation, collaboration, and confidence that art integration creates. Working together fosters greater cooperation among students and helps them see each other's strengths, boosting confidence and fostering collaboration. There's space for self-expression and self-awareness in the arts-integrated lessons. In every subject area the teacher and learner are both expected to explore all kinds of ideas and principles for the improvement of classroom interaction starting from the pre-primary sections.



PRACTICAL IMPLEMENTATION:

Art Integrated Learning (AIL) is a teaching-learning model which is based on learning 'through the arts' and 'with the arts': it is a process where art becomes the medium of teaching-learning, a key to understanding concepts within any subject of the curriculum. Learners explore creatively while building connections between different concepts through various art forms.

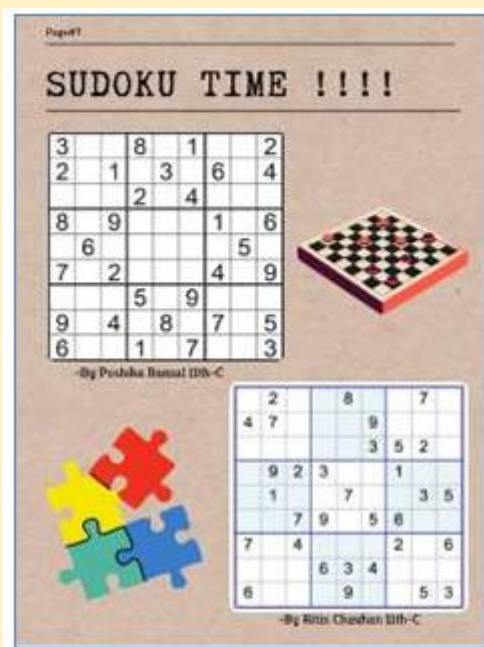
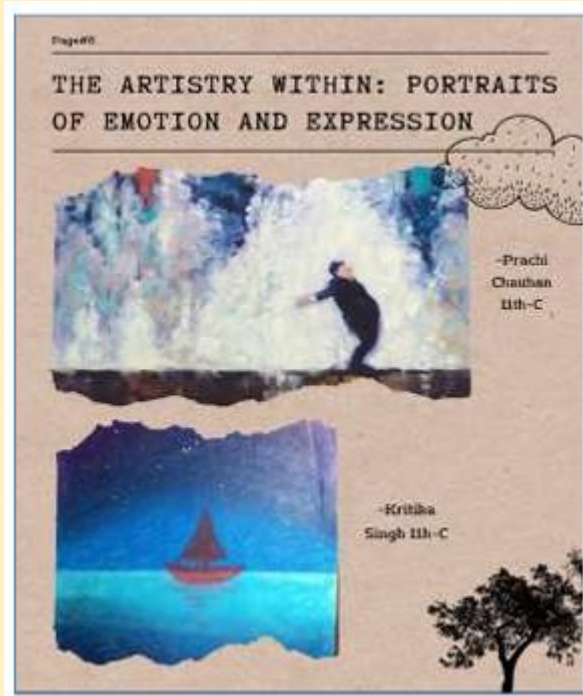
Art experiences, both in visual (drawing and painting, clay modelling, pottery, paper crafts, mask and puppet making, heritage crafts etc.) and performing arts (music, dance, theatre, puppetry etc.) lead to a better understanding and construction of knowledge about different concepts.



Arts have the flexibility to accommodate age-appropriate opportunities for learners who can explore at their individual pace. This resonates with the experiential learning approaches. The basic objectives of Art integrated Learning are Children's need to experience processes rather than strive only for a pre fixed goal; Experiential learning of academic content leading to holistic learning; Interdisciplinary connections; Expression with freedom and opportunity for self-reflection development of different domains. There is also a possibility for children with different social backgrounds to interact on one common platform. The learners are learning team building, togetherness and understanding.

INNOVATIVE APPROACHES:

The school is actively involved in implementing Art Integration in various languages like Hindi, English and French. The learners participate in Poem recitation, Speech and debate to enhance their speaking and conversational skills. **They make PPT on various topics of their choice. Students of class XI even made masks while studying "Discovering Tut" a chapter in class XI English Core. They are even motivated to prepare Newsletters of their class where in their latent talent is aroused.**



Integrating Indian art and culture in the teaching-learning process to help students imbibe the Indian ethos and build a solid connection with their roots. Some of the art forms prescribed by NEP involve drawing, painting, puppetry, paper crafts, photography and performing arts, among others.

The success of our art-integrated classroom is dependent on our teacher's ability to incorporate the arts into the other subjects. In our classrooms which integrates art, our teacher acts as a mentor, advisor, and facilitator for the students, helping to break down barriers to learning by bringing together various forms of art that are relevant to the subject matter. Learners definitely get chance to imagine, create and move while taking classes.

During the Art Integrated classes, learners are able to express what they have learnt in various subjects through art forms whether it is theatre, role play or studying a painting or writing a poem. It gives a sense of ownership of their work and love for what they have created. The majority of educators, however, must be ignorant of the proper ways to emphasize inclusion and learning outcomes while incorporating different artistic mediums into the subject matter.

ORIGINAL:

Every day, our elementary, middle, and high school classrooms incorporate arts in several different ways. All the students gain from having access to arts experiences, which allow students to participate in real-world activities that enlarge and deepen their understanding of the arts by seeing exhibitions and performances by working artists.

Art is a part of life and it has to be incorporated in our life which is made aware to the children.



The school has adopted music, art drama or dance, their approach is most likely and primarily Arts as a curriculum. Students develop skills in a particular art form with the passage of time. The learners are learning how visual arts developed and changed throughout history by engaging in works created by a variety of media.

CONCLUSION:

Art Integrated Learning is an innovative and conceptual teaching method in which learners use a variety of artistic mediums to illustrate, experiment with, and present the material. Art integration into the curriculum involves introducing students to a variety of artistic mediums while they study academic subjects, including facts, ideas, concepts, procedures, methods, and skill sets.

Our teachers are employing dance, theatre, music, visual arts, etc. to teach a range of academic subjects in a more engaging way rather than teaching art as a separate subject. By incorporating various academic concepts with the arts, classroom instruction have become

With this, cognitive domains as well as the development of the socio-emotional, behavioural, and psychomotor domains could be targeted.

The goal of this paper is to examine the use of "arts" as a teaching tool and how it affects a child's general learning and development. An art-integrated learning approach is significant because it encourages inclusivity in the classroom and acts as a teacher for the growth of inclusivity.

Art Integration is definitely an approach in which students teachers alike demonstrate understanding through an ART Form. It is a great way in which students are engaged in a creative process which connects an ART Form to another subject area of Academics

I conclude this write up by stating that Art education enables students to work with their ideas and materials in a nonverbal form. It breaks the monotony of teaching and makes the class interactive and conducive to learning.

By-

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Article on Art Integrated Learning: Best Practices

By

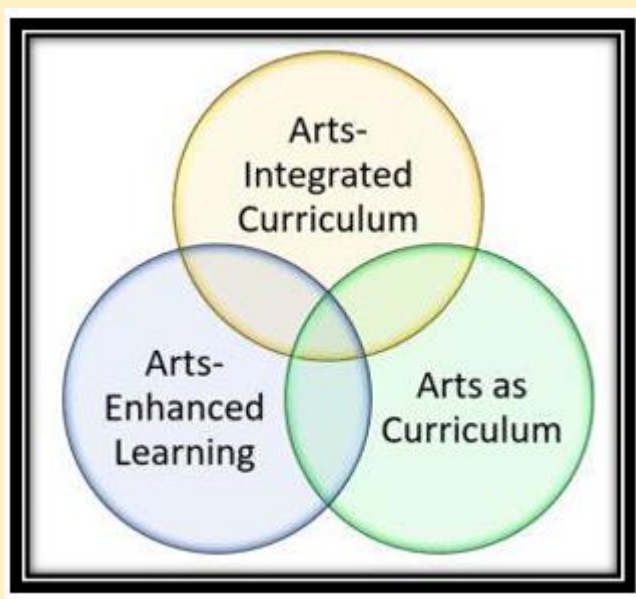
Alpine Public School, (Science Department)

“It is not necessary that every man should be an artist. It is necessary that every man should have his artistic faculty developed, his taste trained, his sense of beauty and insight into form and colour and that which is expressed in form and colour, made habitually active, correct and sensitive.” - Sri Aurobindo.

When the country have been floundering with apparently out-dated models of education, The New Education Policy (2020) came up with a burst of fresh ideas. One such proposal for curricular integration of essential subjects and skills. The New Education Policy 2020 talks about new teaching – learning model named as Art Integrated Learning (AIL).

Art-integration is a cross-curricular pedagogical approach that utilises various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.

In pursuit of a well-rounded education, it is essential to foster creativity and critical thinking skills alongside traditional academic subjects. Art, with its ability to engage and inspire, holds tremendous potential to enhance the learning experience. Art-integrated learning, the seamless integration of artistic practices and disciplines into core curricula, has gained recognition as a powerful educational approach. This article explores the benefits and impact of art-integrated learning, highlighting how it nurtures creativity, critical thinking, and holistic development among students.



Impact on Education One of the key advantages of art-integrated learning is its ability to captivate students' attention and ignite their curiosity. Incorporating visual arts, music, drama, dance, or any other artistic medium into lessons can transform traditional subjects into vibrant and interactive experiences. By connecting abstract concepts to tangible, sensory experiences, art helps students grasp complex ideas and retain knowledge more effectively. Heightened engagement not only makes learning enjoyable but also fosters a positive attitude towards education, promoting long-term motivation and a thirst for knowledge. Not only this but it also helps in cultivating emotional intelligence and empathy.

Art has the unique ability to tap into emotions and promote empathy. Art-integrated learning provides a platform for students to express their thoughts, feelings, and experiences in a non-threatening manner.

Through artistic activities, students develop emotional intelligence by exploring their own emotions and understanding the perspectives of others. Whether it's creating visual art that reflects personal experiences or performing a dramatic scene that explores different characters' emotions, students develop empathy and gain a deeper understanding of the human experience. This emotional engagement fosters a sense of compassion, tolerance, and cultural appreciation among students, promoting a harmonious and inclusive learning environment.

In this article , we have discussed the best practices of Integrating Art with Science.

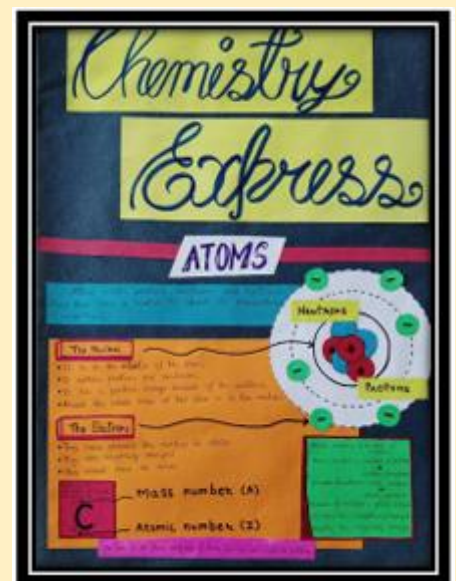
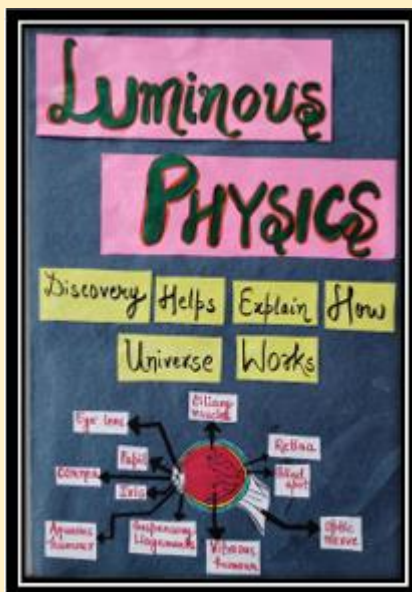
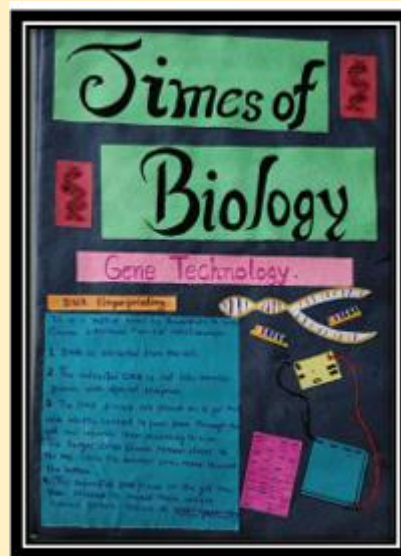
Art-integrated learning in Science encourages students to think critically and analytically. Artistic activities often require students to observe, analyze, interpret, and evaluate information, leading to the development of essential thinking skills. Moreover, art-integrated learning often involves collaborative projects, promoting teamwork, communication, and negotiation skills. By working together to create art, students learn the value of cooperation and gain a deeper appreciation for diverse viewpoints.

Science and art are not all that different. They both require inquiry and questioning, while emphasizing the importance of exploring, discovering, critical thinking and even inventing.

So it makes sense that art can be used to teach Science. We'll look forward to few ways teachers are doing this.

Art and Science are not two separate and incommunicable worlds, but two complementary branches of the same tree that can converse and converge with one another to generate continually evolving knowledge that is greater than the sum of its parts.

Teachers provide scaffolding to students in inculcating the art integrated instructions . Few of them are shown with the help of certain pictures. This is how we at Alpine Public School, Khurja use different activities to integrate art into our subjects.



Exploration of the relationship between art and science as complementary forms of knowledge, self-expression, a dialogue with nature, culture and creativity and their implications for the work of the Academy in understanding and fostering a better world for all.

Exploration of the relationship between art and science as complementary forms of knowledge, self-expression, a dialogue with nature, culture and creativity and their implications for the work of the Academy in understanding and fostering a better world for all. Using art in science class helped students retain what they learned longer. In a traditional science classroom, for instance, students might read aloud from a book. In the art-focused class, they might now sing or rap the information instead. Another example: Traditional science classes often use charts and graphs. The art classrooms instead had students create collages and other types of art. Everyone would get the same information —just learn it in different ways.

It is noticed that when art integration activities are used then students involved in the classroom were more engaged. They might listen more intently. They might ask more questions. They might volunteer more ideas. What's more, students seemed to remember more of what they had been taught when their lessons had involved art.

Students who started off in regular classes performed better after they moved into an art-focused class. But those who started in an art-focused class did well even when they switched back to a regular science class. Students appeared to use some of the art techniques after switching back to a traditional class. —"Some continued to sketch or sing to help them retain information,"

This suggests that the arts may help students apply creative ways of learning on their own."

"Art is the queen of all sciences communicating knowledge to all the generations of the world." - Leonardo da Vinci (inspired by Plato's philosophy).

Teachers find that students in art-focused classes develop more creativity and learn to collaborate better skills, he notes.

Everyone benefits from the arts, "All educators should learn how to use the arts as an instructional tool to promote learning."

Integrating Art Into Science Lesson Plans

In today's educational landscape, the blend of art and science is more than a trend. It's a necessary evolution. This approach not only enriches the curriculum but also prepares students for a world where creativity and analytical skills are equally valued. Let's dive into the multifaceted world of integrating art into science lesson plans, where every class becomes an adventure into the unknown, blending facts with imagination.

The Pedagogical Benefits of Integrating Art into Science

Merging art with science in education brings numerous benefits. It makes learning more engaging and effective. Artistic activities like drawing or modelling can help students grasp complex scientific concepts. They can see and touch the ideas they learn about. This method also sparks creativity and innovation, skills crucial in science and beyond

Innovative and artistic approaches to teach scientific concepts:- Integrating artistic methods into scientific education enriches the learning experience by making abstract concepts tangible and stimulating multiple senses. Below, we explore various artistic strategies and how they can illuminate scientific ideas.

Drawing and Sketching: Encouraging students to draw or sketch scientific subjects, such as plant cells or animal anatomy, can significantly enhance their observation skills. For instance, sketching different phases of the moon fosters an understanding of lunar cycles. This activity requires students to pay close attention to details, reinforcing their learning through visual representation.

Sculpture and Modelling: Creating sculptures or models allows students to explore complex concepts in a hands-on manner. Imagine using clay or recyclable materials to build a model of the DNA double helix. This approach helps students grasp the structure's intricacy and the idea of genetic information storage. Similarly, constructing bridges from various materials can introduce principles of engineering, such as tension and compression, in a practical and engaging way.



I am among those who think that Science has great beauty.

Collage for Ecosystems: Assembling collages to represent different ecosystems is another artistic method that can deepen understanding of biodiversity, interdependent relationships, and environmental conservation. Students could use mixed media, including magazine cutouts, fabric, and natural materials, to create vibrant depictions of rainforests, deserts, or coral reefs, highlighting the unique flora, fauna, and conditions of each ecosystem.



Performance Art to Demonstrate Scientific Processes: Performance art, including dance or role play, can illustrate scientific processes such as photosynthesis or the water cycle. By assigning roles to students as different components (e.g., sunlight, water, trees), the class can perform the sequence of events in these processes, making the invisible visible and fostering a kinesthetic learning experience.



Digital Art and Animation for Scientific Visualization: Utilizing digital art and animation software, students can create visual representations of atomic movements, the flow of electricity, or the process of evolution. This method is particularly effective for visualizing phenomena that cannot be easily observed, such as the molecular changes during a chemical reaction or the stages of a star's life cycle.



Science is a magic that works

Interactive Art to Explore Physics: Interactive art installations can demonstrate physics principles in an engaging way. For example, creating pendulum paintings or marble runs can teach about gravity, motion, and energy conservation. These projects not only allow for creative expression but also invite experimentation with variables like height, weight, and angle to see their effects on movement patterns. By employing these artistic methods, educators can transform the science classroom into a space of exploration and discovery, where students actively engage with and internalize scientific concepts. These strategies exemplify how art can serve as a bridge to understanding, making science accessible and enjoyable for all learners. Digital tools offer new avenues for integrating art and science. Software for creating simulations and visualizations can make complex data understandable and engaging. Digital storytelling tools allow students to present their scientific discoveries creatively.

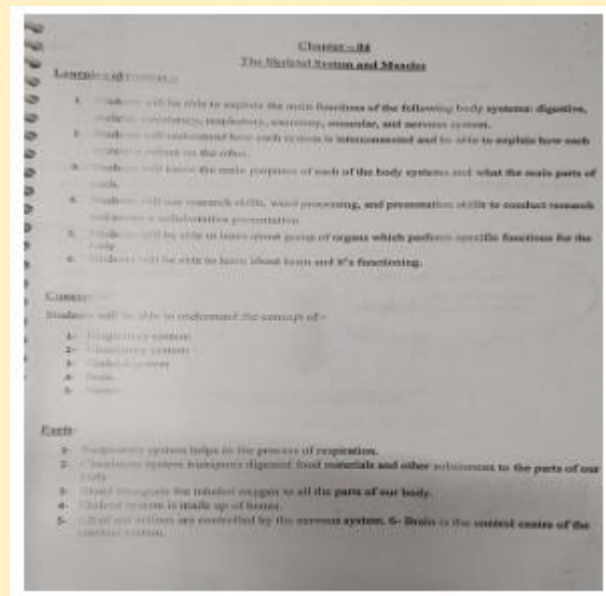


Methods of arousing curiosity

Assessment Strategies for Integrating Art Into Science Lesson Plans

Assessing students in integrated art and science lessons requires a flexible approach. Educators can use rubrics that account for both artistic creativity and scientific understanding. Portfolios and reflective journals are also effective, allowing students to document their learning journey.

Art Integration Learning methods are best opted for learning



Circulatory system	Transports digested food materials and other substances to all parts of the body.	
Blood	Fluid that transports oxygen and nutrients to our cells.	
Respiratory system	Process of breathing.	
Nervous system	All our actions are controlled.	
Brain	Control centre of the nervous system.	
Spinal cord	Thick bundle of nerves that lies in and is protected by the vertebral column.	

Challenges and Solutions in Integrating Art and Science

While the benefits are clear, integrating art into science education isn't without challenges. Limited resources can be a hurdle. However, partnerships with local art and science institutions can provide both materials and inspiration. Teacher training is also crucial. Professional development programs can equip educators with the skills needed for this interdisciplinary approach.



Great minds at work

Community and Cultural Connections in Learning

Linking science and art lessons to community resources and cultural heritage can make learning more relevant and engaging. Visits to local museums or science centers provide real-world connections. Project Art projects focused on sustainability and ecology can inspire a deep connection to the environment. Creating art from recycled materials or documenting local biodiversity through drawing can make environmental science personal and immediate for students that draw on local traditions or environmental issues can also enrich the curriculum.

Conclusions:- Art-integrated learning goes beyond mere aesthetics and offers a holistic approach to education that enriches the minds and hearts of students. By incorporating art into core curricula, we unlock a world of possibilities for nurturing creativity, critical thinking, and emotional intelligence. Through heightened engagement, innovative thinking, and collaborative projects, students develop essential skills that prepare them for success in the dynamic and diverse world of the 21st century. As educators, policymakers, and society as a whole, let us recognize the transformative power of art-integrated learning and embrace its potential to shape the next generation of creative, empathetic, and intellectually vibrant individuals. Integrating art into science lesson plans opens up a world of possibilities for engaging and effective education. It encourages students to see the connections between disciplines and to approach problems creatively. As educators, our task is to guide students on this journey of discovery, helping them to see the beauty in science and the rigor in art.



Science and Arts creates magic

By-

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Principal

Alpine Public School

Azad Public School, Bulandshahr



*Arts Integration is an
approach to teaching
in which students construct
and demonstrate
understanding through an
art form.*

*Students engage in a creative
process which connects an
arts form and another subject
area and meets evolving
objectives in both*

1. Best Practices in Art Integrated Learning

Art Integrated Learning (AIL) is a framework of experiential learning which provides an equitable learning environment for all learners through their own access points. Students engage in art activities and construct personal meaning through their learning in an art integrated environment. Art integration in education is a teaching method that involves students using art to research, interpret, and demonstrate their understanding of cross-disciplinary ideas. It's a creative process that can help students develop their thinking, conceptual tools, and strategies

At Azad Public School the following practices are implemented to Integrate Art in Learning

1. Hands-on learning: We provide authentic problems for students to solve in different ways.
2. Collaboration: Provides opportunities for students to work together on projects.
3. Reflection: We do encourage our students to reflect on what they learned, how they learned it, and what it means to them
4. Assessment: Students assess their own and their peers' work.
5. Storytelling Story telling is an arts-based learning strategy that can promote personal and professional reflection.
6. Art and Science: Art and science is combined to create a more meaningful learning experience.
7. Local artists: We invite local artists or musicians to conduct workshops or performances.
8. Start with comfort: We begin with art forms that students are more comfortable with.

2. Impact of Art Integrated Learning in School:

Art education at primary stage is linked with all subjects such that it becomes a tool of teaching-learning concepts. Art plays an effective role in strengthening the child's curiosity, imagination, and sense of wonder. They have a positive impact on the skills related to intellectual, socio-emotional, motor, language and overall literacy. The objectives of AIL at primary level are to help children to experience joy and eagerness to learn, learn to live in an inclusive environment, discover concepts of Mathematics and Science in the world around them, be aware of interdisciplinary connections, Enhance observation, curiosity, exploration and creative and free expression, Explore and understand body movement and coordination, Develop expressive communication and critical thinking skills, foster an inquisitive attitude towards learning and knowledge, understand and regulate their

emotions, Create awareness of rich heritage and cultural diversity, Teaching through the arts can present difficult concepts visually, making them more easy to understand., Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness, It helps children to express themselves, to explore their creativity, and to develop their fine motor skills., It also fosters a love of learning and a sense of accomplishment. Art integration can help children to develop critical thinking skills and to understand and appreciate different cultures, engage students in the creative process where learning is dynamic and evolving. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world. The arts provide challenges for learners at all levels. Art education connects students with their own culture as well as with the wider world, Working in the arts helps learners to develop creative problem-solving skills. Arts integration engages students in the creative process where learning is dynamic and evolving. Children also enhance the skill to work in groups and explore ideas together. Students Build sensitivity towards environmental and societal concerns.



3. Impact of Art Integrated Learning at Upper Primary

During this stage our children are ready to comprehend more complex interconnections between concepts and the environment. AIL allow our children build on simple concepts as well as relate them with academic content meaningfully. Children also enhance the skill to work in groups and explore ideas together. The objectives of AIL at the upper primary level are to help children:

1. Explore multiple perspectives of concepts
2. Construct knowledge of themes, subjects and concepts and be aware of the inter-disciplinary connections

3. Develop a pluralistic approach and appreciate different possibilities
4. Promote teamwork and mutual appreciation
5. Enhance communication skills, language skills and problem solving skills
6. Build sensitivity towards environmental and societal concerns
7. Create art and apply their artistic skills in day-to-day activities
8. Learn inclusive practices of respect, care, empathy and compassion
9. Foster socio-emotional competencies and cognitive competence
10. Understand and regulate their emotions.
11. Create awareness of rich heritage and cultural diversity

4. Theoretical Perspective of Art Integrated Learning:

- 1. Experiential learning:** Art integration is a part of the experiential learning approach, which involves students actively building knowledge through their experiences.
- 2. Creativity:** Arts integration can help students think creatively and imaginatively, and approach problems from different perspectives.
- 3. Critical thinking:** Students can develop critical thinking skills by analyzing art, composing music, or performing.
- 4. Academic success:** Research shows that students who engage with the arts tend to perform better in subjects like math and language arts
- 5. Flexibility:** Arts have the flexibility to accommodate different learning paces, allowing students to explore at their own level.

5. Practical Implementation of Art Integrated Learning

1. Experiential learning of academic content
2. Building interdisciplinary connections .
3. Promote opportunities for self-expression in classrooms.
4. Appreciation of cultural diversity
5. Active participation of students, irrespective of social background.
6. Enhance communication, problem solving, creative and critical thinking skills

7. Foster teamwork and mutual appreciation among students

6. Innovative Approaches for Art Integration at School Level

1. Connect Arts to Key Concepts: One of the simplest ways to begin making connections between arts and core subjects is to recognize where vocabulary and key concepts overlap.

2. Interdisciplinary Arts Projects: Arts integration is not about doing an unrelated hands on project or singing a fun song. Instead, there needs to be a strategic presentation of an art form that makes a strong connection to the standards of learning.

3. Fostering Healthy, Resilient Mindsets with Arts: While the first two elements of arts integration focus on the transfer of concepts and skills between the arts curriculum and academic standards, this third element is about the mindset of artists and the social, emotional, and developmental benefits of exploring the arts.

4. Capacity Building: Capacity building here refers to any effort being made to improve the understanding, skills of educators and others to implement AIL in their school.

5. Stagewise Planning of Activities at APS

- At Pre Primary level the Poems/rhymes in rhythm and melody which children enjoy while learning through movement and songs. Poems on themes from their immediate environmental help in developing a sense of auditory and visual imagery. Exploration of different sounds through commonly found objects help them differentiate between noise and music.
- At Primary level the process and not the product should be focused upon, The art experience should be planned such that it serves an interdisciplinary purpose catering to multilevel needs of the classroom. In case of multi-grade classrooms (classrooms where there are students from different standards), the teacher should pay attention to the composition of the groups as age group becomes a fundamental point while designing activities. The need of inclusive classrooms should be focused upon. The art integration in classes 1-3 and 4-5 should be 80 and 70 percent respectively. (NCF 2005). The children of classes I and II should be left with the material to experiment and express on subjects and situations they observe around them. Class III onwards they can be given simple topics related to their day to day life and immediate environment which also covers their curriculum.
- At Upper Primary level, the focus is on the process and not on the product. Needs of inclusive classrooms are taken care. While making the groups they should follow a heterogeneous approach to ensure no discrimination on the lines of social prejudice and gender stereotypes.

- Periodic re-grouping of students is done for better exchange of ideas and accommodating different learning levels. Children are allowed to use diverse art forms and material to avoid monotony. ICT as an exploratory tool is encouraged. Azadians are provided with opportunities to interact with local/ regional artisans to enhance their sensitivity and awareness towards indigenous cultural heritage. Field visits to places like museums, galleries, historical monuments, melas, bazaars, haat etc. are incorporated. The extent to which the art experience can be taken to connect it with the concept/subject content. Art experience is utilised as an assessment tool also.

7. Planning Resources for Art Integrated Learning: Proper planning of resources adds a novelty to the art integrated experience. Regular research and extensive groundwork by the teacher helps them to create a rich repository of resources which include regional/local resources Classroom Management: Class room is the space that becomes a fertile ground for learning if utilized and managed appropriately. Given below are some suggestions for effective classroom management.

- Flexible seating arrangement which provides space for activities with free movement of children and teachers.
- Teachers/facilitators should move across the classroom space while interacting with the children. This will help teacher reach and facilitate every child in the classroom.
- A reading corner may be created where children have easy access to story books, comics, folklores, fables etc.
- The classroom can also have an innovative performing space/area which can be used for regular presentations and performances.

8. Originality in Art Integration

1. We Build understanding: Art integration helps students build a greater understanding of different subjects and disciplines.

2. We Encourage creativity: Art integration helps students develop their imagination, creativity, and personal interpretation of ideas

3. It Strengthens connections: Art integration helps strengthen the connection between education and culture.

4. It Enhances language development: When students compare one item to another, they use language devices like metaphors and analytical reasoning to describe and explain their work. This can help enhance their vocabulary.

By-

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Article

On

Art Integrated Learning: Best Practices



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I-13, Sec-25, YEIDA Gautam Buddha Nagar

ABSTRACT

Art Integrated Learning is an innovative and conceptual teaching method in which learners use a variety of artistic mediums to illustrate, experiment with, and presents the material. Art integration into the curriculum involves introducing students to a variety of artistic mediums while they study academic



subjects, including facts, ideas, concepts, procedures, methods, and skill sets. Teachers are employing dance, theatre, music, visual arts, etc. to teach a range of academic subjects in a more engaging way rather than teaching art as a separate subject. By incorporating various academic concepts with the arts, classroom instruction can be completely holistic. With this, cognitive domains as well as the development of the socio emotional, behavioral, and psychomotor domains could be targeted. The goal of the paper is to examine the use of "arts" as a teaching tool and how it affects a child's general learning and development. An art-integrated learning approach is significant because it encourages inclusivity in the classroom and acts as a teacher for the growth of inclusivity.

Keywords: Classroom; Art Integrated Learning; Individual Differences; Inclusivity; Teacher.

Introduction:

Art **integration** in schools is an educational approach where the arts—such as visual arts, music, dance, drama, and creative writing—are woven into the teaching of other core subjects like mathematics, science, language arts, and social studies. The goal is to use artistic processes and experiences to deepen students' understanding of academic content and foster a more engaging and holistic learning environment.



Key Elements of Art Integration:

- **Interdisciplinary Learning:** Students learn to make connections between the arts and other subjects, helping them see the relevance and application of both. For example, a science lesson about plant biology might involve students creating detailed botanical drawings or composing songs about photosynthesis.

- **Creative Expression:** Art integration encourages students to express their ideas, emotions, and understanding through various art forms, promoting creativity, critical thinking, and problem-solving skills.
- **Engagement and Motivation:** By incorporating art into different subjects, students often find learning more enjoyable and engaging. It can be particularly effective for students who learn best through hands on or creative activities.



Under the aegis of SAHODAYA SCHOOL COMPLEX NCR (East):

The school had organized an Exhibition on Art Integrated **Kaleidoscope-III** and to Participate in Inter-School Painting Competition “**Creativity Confluence**” on 6th August 2024.



- **Inclusive Education:** This approach can cater to different learning styles and abilities, making education more inclusive and accessible. It helps students who may struggle with traditional methods to grasp concepts through visual, auditory, or kinesthetic means.



- **Developing Soft Skills:** Art integration fosters collaboration, communication, empathy, and adaptability, which are essential skills for personal and social development.



Benefits of Art Intrgration:

- **Enhanced Understanding and Retention:** Art activities can help reinforce concepts and ideas by engaging multiple senses, leading to better retention and understanding.
- **Improved Critical Thinking:** Creative activities encourage students to think outside the box, analyze from multiple perspectives, and find innovative solutions.
- **Increased Student Engagement:** Artistic activities often make lessons more dynamic and interesting, which can help reduce dropout rates and improve attendance.

- **Building Cultural Awareness:** Exposure to diverse art forms and cultural expressions helps build appreciation for different cultures and perspectives.

Art integration is not just about teaching art; it's about using art as a tool to enrich and enhance the learning experience across the entire curriculum.



1. Cross-Disciplinary Projects

- **Combine Art with Other Subjects:** Projects are being developed to blend art with other subjects. For example, a history class could create a mural depicting historical events, or a science class could build models or sculptures of plant and animal cells.
- **STEAM Approach:** Art is being integrated into STEM subjects to form STEAM (Science, Technology, Engineering, Arts, and Mathematics). For example, students could use artistic design in engineering projects or create data visualizations in math.



2. Art-Based Learning Activities

- **Visual Learning Techniques:** Visual aids like posters, diagrams, and drawings are being used to explain complex concepts in subjects like math or science.
- **Storytelling through Art:** Creative writing, drama, or visual arts are added to tell stories related to literature, history, or current events is also incorporated. Students write and perform plays based on the lives of historical figures or design comic strips to explain scientific phenomena.

3. Art in the School Environment

- **Artistic Displays:** Spaces are being designated for students' artwork throughout the school, such as hallways, libraries, or common areas. Displays are being rotated regularly to showcase different students' work and various themes.



- **Themed Classroom Decorations:** Teachers are encouraged to use artistic elements in their classrooms to match the subjects they teach, such as math-themed murals or geography-inspired wall maps created by students.

4. Some suggestions for; Collaborative Art Projects

- **School-Wide Art Installations:** Organize a school-wide art project that involves students from all grades, such as a large mural or sculpture that reflects a common theme (like cultural diversity or environmental awareness).
- **Group Art Projects:** Foster teamwork and cooperation by encouraging group projects, such as collaborative paintings, mixed-media collages, or school plays.

5. Art-Focused Events and Programs

- **Art Days or Weeks:** Dedicate certain days or weeks to art, where students participate in various workshops, art contests, or exhibitions. This can include dance, music, drama, and visual arts.
- **Guest Artists and Workshops:** Invite local artists, musicians, writers, or performers to give talks or workshops, providing students with exposure to different art forms and potential career paths.

6. Incorporate Technology and Digital Art

- **Digital Art Projects:** Use digital tools like drawing tablets, graphic design software, or animation programs to create digital art projects. This is particularly relevant in subjects like computer science or media studies.

- **Virtual Museum Tours:** Leverage online resources and virtual museum tours to provide students with a broader perspective on art from around the world.

7. Professional Development for Teachers

- **Training Workshops:** Offer training sessions for teachers on how to integrate art into their lesson plans effectively. This could include hands-on workshops or sharing best practices from other schools or educational professionals.

8. Community and Cultural Connections

- **Cultural Festivals:** School celebrates different cultures by organizing festivals that include art, music, dance, and traditional crafts.
- **Partnerships with Local Art Organizations:** School collaborates with local museums, art galleries, or theaters to organize field trips or joint projects.



9. Assessment through Art

- **Creative Assessments:** Creative methods are being for assessing students, such as having them create art pieces, presentations, or performances to demonstrate their understanding of a topic.

10. Encourage Student-Led Initiatives

- **Art Clubs and Committees:** Art clubs are being formatted or committees where students take the lead in organizing art-related activities, exhibitions, or events.

Art Integrated Learning Exhibition in our school:

The third edition of the “Art Integrated Learning Exhibition”, Kaleidoscope-III, unfolded on Tuesday, 6th August, 2024.

The event showcased an impressive array of both functional and conceptual Art integrated projects/models spanning subjects like Science, Social Science, Mathematics, English, Hindi, Art, IT, Literature & Skill (Clubs). These creations were skillfully crafted by the students of **Sardar Patel Vidyalya**, Gautam Buddha Nagar.

Art Integration in Science Subjects: The students introduced their models and projects, spanning from a dancing robot and a working model of dialysis to Human Dual Circulatory System Model, Liszt Figure Automatic Model, Automatic Robot, Automatic Water Level Indicator, Porch Light, Electric Swing, Movie Projector Model, Automatic Cooler, 3-D Hologram, Buzzer Wire Game, Automatic Windmill, Dancing Robot, Moving Construction of car, movie display by Remote Control Projector, Drawing Water from a well (pulling by roller), Periscope Construction, Operated Kidney Model, Rain-Water Conservation, Conductors and Insulators of Electricity, Lighting Bulb without wire (based on Faraday's Law of Induction) and Water Cycle Model confidently.



Art Integration with Maths:

Art integration with the subject Maths involves combining mathematical concepts with artistic processes and activities. This interdisciplinary approach helps students understand math more deeply by engaging in creative projects that use math in real-world or imaginative contexts. Here are some examples and benefits of integrating art with math.

Examples of Art Integration with Maths:

1. Geometry and Visual Arts:

- **Symmetry and Patterns:** Students create artwork that incorporates symmetrical designs, tessellations, or repeating patterns. They might learn about concepts such as reflection, rotation, and translation by designing mandalas or mosaic patterns.
- **Geometric Shapes and Figures:** Students draw or construct models of geometric shapes, such as cubes, pyramids, and polyhedral. They explore properties like angles, edges, faces, and vertices through sculpture or 3D modeling.

2. Measurement and Scale:

- **Proportions and Scale Drawings:** Students create scale drawings or models of buildings, playgrounds, or objects. They learn about ratios and proportions by comparing real-life measurements to their scaled-down versions.
- **Proportions and Scale Drawings:** Students create scale drawings or models of buildings, playgrounds, or objects. They learn about ratios and proportions by comparing real-life measurements to their scaled-down versions.

3. Data Visualization:

- **Graphing and Charts:** Students create artistic representations of data, such as using bar graphs, pie charts, or line graphs. For example, they could create a mural that represents community data (like population growth or environmental statistics) using visual art techniques. **Patterns and Fractals:** Students explore mathematical patterns such as the Fibonacci sequence, fractals, or other recursive patterns, and create visual representations through drawing or digital art.



Art Integration with Skill Hub:

"Art Integration with Skill Hub" refers to using art to enhance the learning experience in a Skill Hub environment, where students develop a variety of skills across multiple domains. A Skill Hub is in place that offers diverse learning opportunities beyond traditional academics, including vocational training, life skills, and specialized subject areas.



Art-Focused Events and Programs: Celebrating Creativity

Art-focused events and programs are celebrated and provides opportunities for students to showcase their talents. School organizes art days or weeks where students participate in various workshops, contests, or exhibitions. These events include different forms of art such as dance, music, drama, and visual arts, providing a platform for all types of artistic expression.



Arts Shows & Performance:



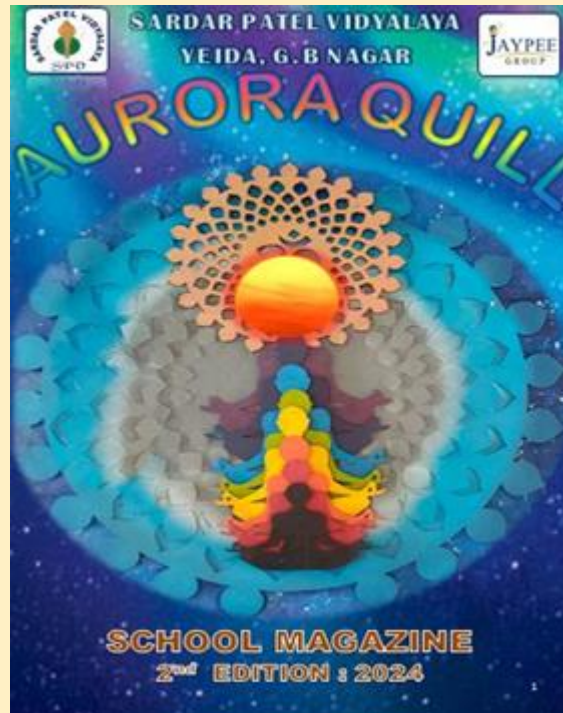


Incorporating Government Policies:

The **Shri Ann Project** (often referred to in the context of "Shree Anna") is an initiative that focuses on promoting and revitalizing the cultivation, consumption, and trade of millets in India. "Shree Anna" translates to "noble grains" or "sacred grains," and it refers to a variety of small seeded, drought-resistant grains that have been traditional staples in many parts of India for centuries. Millets like finger millet (ragi), pearl millet (bajra), sorghum (jowar), foxtail millet, and barnyard millet, among others, are collectively recognized under this term.



School had launched Second Edition of its E-Magazine ARORA QUILL on 06.08.2024:



Conclusion:

Art Integrated Learning (AIL) is a powerful and holistic educational approach that enriches the learning experience by merging artistic expression with traditional academic subjects. This method fosters creativity, critical thinking, problem-solving, and emotional intelligence, making learning more engaging, inclusive, and meaningful for students of all backgrounds and abilities. By connecting art with subjects like mathematics, science, social studies, and language arts, students gain a deeper understanding of content while developing a broad range of cognitive and social-emotional skills.

AIL enhances student engagement and retention, supports different learning styles, and prepares students for future careers by cultivating both hard and soft skills. It also fosters a lifelong appreciation for the arts and nurtures a creative mindset that can be applied to all areas of life. In sum, art integrated learning not only makes education more enjoyable but also equips students with the tools they need to navigate an increasingly complex and interconnected world.

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**Principal
Harvinder Kaur**

"Art Integrated Learning" -From Caves to NEP-2020

"Imagination should be integrated with life, not turned into a separate activity, art, that monopolizes one's whole existence." -Louis Dudek (Poet)

A Perspective on Education and NEP 2020:-

Indian art has played a vital role in shaping the cultural and educational landscape of the country, from ancient times through to contemporary India. The evolution of Indian art, closely tied to the educational practices of each era, reflects the values, traditions, philosophies, and societal changes that have influenced the nation. **The National Education Policy (NEP) 2020** represents the latest chapter in this long history, aiming to integrate art more deeply into the fabric of Indian education through Art Integrated Learning.

Indian Art from Ancient Times to Contemporary India:

Ancient India: "The Foundation of Art in Education"

In ancient India, art was deeply embedded in the educational system, which was largely centered to its culture and around religious institutions like **Gurukuls and Monasteries**. The Vedas and Upanishads, which formed the core of ancient education, also influenced art forms. The teaching of art was not just a separate subject but was integrated into the study of religion, culture, philosophy, and daily life. For example, temple architecture, sculpture, and iconography were seen as ways to educate and engage the masses in spiritual and philosophical thought. The rock cut caves of **Ajanta and Ellora**, with their elaborate frescoes and sculptures, served not only as places of worship but also as centers of learning, where art was used to illustrate and disseminate religious and cultural teachings. Also The Indus Valley Civilization (c. 3300–1300 BCE) left behind a rich legacy of art, including intricate seals, pottery, and sculptures like the famous **"Dancing Girl"** and the **"Priest-King"**. These artifacts highlight the advanced craftsmanship and aesthetic sense of the time. The Gupta period (C.320–550.CE) is often referred to as the **"Golden Age"** of Indian art. During this time, art became more refined and sophisticated, with a focus on creating idealized forms of beauty. The sculptures from this era, such as those found in the temples of Sarnath and Mathura, are known for their grace, serenity, and intricate detailing.

Medieval India: Art in the Educational Curriculum of the Courts:

During the medieval period, the educational role of art expanded under the patronage of various dynasties. The Mughal Empire, in particular, made significant contributions to the development of art in education. The medieval period in Indian art was marked by the construction of grand temples and the development of distinct regional styles. The Dravidian style in the South, with its towering gopurams (gateway towers), and the Nagara style in the North, with its beehive shaped shikhara (spire), are two prominent examples.

During this period, the influence of Islam also began to shape Indian art. The Delhi Sultanate and later the Mughal Empire brought Persian and Central Asian artistic traditions to India. The Mughal period (C. 1526–1857 CE) saw the fusion of Islamic and Indian styles, giving rise to a unique Indo-Islamic art form. Mughal miniature paintings, which depict courtly life, hunting scenes, and portraits, are renowned for their intricate details and vibrant colors. The Taj Mahal, built by Emperor Shah Jahan, stands as a testament to the grandeur of Mughal architecture.

Colonial India: The Influence of Western Art Education

The British colonial period marked a significant shift in the approach to art education in India. The introduction of Western-style art schools, such as the Government College of Art in Calcutta (now Kolkata), brought European artistic techniques and perspectives to India. However, this also led to a decline in traditional Indian art forms, which were often viewed as inferior to Western styles. In response to this, Indian artists and educators, particularly those associated with the Bengal School of Art, sought to revive and integrate traditional Indian art into education. They emphasized the importance of indigenous artistic traditions and their role in shaping national identity. This period saw a renewed focus on using art as a means to educate and inspire patriotism and cultural pride.

Post-Independence India: Art and Education in a Modernizing Nation

After independence, the role of art in education continued to evolve. The Indian government recognized the importance of preserving and promoting the country's rich artistic heritage. Institutions like the **National School of Drama**, the **Lalit Kala Akademi**, and various fine arts colleges were established to provide formal education in different art forms. Art education was incorporated into the school curriculum, though often as an optional subject. However, the emphasis remained largely on traditional forms of art, with limited integration into mainstream subjects. The need for a more holistic approach to education, where art could play a more central role in developing creativity and critical thinking, began to be recognized.

NEP 2020: A New Vision for Art in Indian Education

The National Education Policy (NEP) 2020 marks a significant shift in the role of art in Indian education. NEP 2020 advocates for an **"Art-Integrated Education"**, where art is not just a subject to be studied but a tool for holistic learning across disciplines. The policy emphasizes the importance of experiential learning, creativity, and critical thinking, all of which can be fostered through art.

Under NEP 2020, art is seen as essential for the development of cognitive, psychomotor, and affective skills. The policy encourages the integration of local art forms into the curriculum, ensuring that students remain connected to their cultural roots while also gaining a global perspective. It promotes the use of art to teach concepts in other subjects, such as using visual art to explain mathematical concepts or using drama to explore historical events.

The NEP 2020 stated on page 12 (Para 4.7) that:

Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms but also for imbibing the Indian ethos through the integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.

The policy also highlights the need for teacher training in art education, ensuring that educators are equipped to integrate art into their teaching methods effectively. This reflects a broader understanding that art is not just a subject but a pedagogical approach that can make learning more engaging and meaningful.

How Art Integrated Learning is helpful in inclusive set up?

One of the most important aspects of art is that there is no right or wrong answer. Knowledge is approached in an experimental manner. There is no need to separate the art work of the literate from the illiterate, the disabled from the non-disabled, or of boys from the girls. As art is an expression of the self, it helps the disadvantaged to express their innermost feelings through their works of art. Similarly those belonging to communities that suffer social ostracism can work easily alongside the others in the class, because **"Art is a journey where no one has all the answers"**. Art activities help the children engage with each other, so that barriers are gradually broken, and children belonging to different backgrounds can communicate among themselves.

Conclusion

The journey of Indian art from ancient times to contemporary India has been deeply intertwined with the country's educational practices. From being a medium of spiritual and philosophical instruction in ancient India to becoming a tool for national identity during the colonial period, art has always played a crucial role in shaping minds and society.

With the implementation of NEP 2020, art is poised to take on an even more significant role in Indian education. By integrating art across the curriculum, NEP 2020 seeks to create a more holistic, creative, and inclusive educational environment that honors India's rich artistic heritage while preparing students for the challenges of the modern world. This approach not only preserves traditional art forms but also fosters innovation, making art a bridge between India's past and its future in the global landscape through education.

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