Appendices

APPENDIX I

LESSON PLANS PREPARED FOR CBAE

Lesson I: Doodle to Drawing...through Digital Art

Class: **Std. IX**   Duration: **3 sessions (about 40 minutes per session)**

Introduction: Regardless of any advancement in technology, pen and paper will always be the number one choice for any budding artist or illustrator. It is with the pencil sketches that we create great designs. So, what exactly makes a doodle so fascinating even though it is claimed to be one of the most unproductive ways of spending time. Maybe a gross understatement, but once you look at these creative doodles, you will know what I'm talking about. Popular kinds of doodles include cartoon versions of teachers or companions in a school, famous TV or comic characters, invented fictional beings, landscapes, geometric shapes, textures, banners with legends, and animations made by drawing a scene sequence in various pages of a book or notebook. In this lesson, the teacher will show some of the doodle art done by the children. Also at the end of the lesson, the teacher will give links to some really useful resources and articles which can be interesting to the students.

Before I start the exercise, it is better to make understand about the possibilities and functions of the software to be used. You may know about the software from the previous years. **Doodles** are simple drawings of just a few meaningless lines. You add your own lines - and colour if you like - to create a sketch of anything you like. The point of doodles is not to create art, simply to use your creative vision.

1st Session: The teacher will show the students a Power Point of Jackson Pollock painting and will discuss where he painted and how he painted. How the strokes come

out nicely with a gentle force. The freedom of expression and the feeling can be enjoyed while doing this exercise. The intention of this is to inspire the students to reach over the rainbow and discover the joys of art and creativity.

2nd Session: Through Internet - http://www.manetas.com/pollock/ the teacher will show the students the demonstration of Jackson Pollock painting. The strokes, colour, motion and formations are changes with movement according to the feelings.

Software Used: Microsoft Paint

Topic: **Doodles of your feelings**

It is very simple drawings of just a few meaningless lines. You add your own lines - and colour of your likeness - to create a sketch of anything you like. The point of doodles is not to create art, simply to use your creative vision.

Process: Students enjoy drawing and altering around on the computer, combine the two to experience digital doodling. By use a program Microsoft Paint, included with all Windows operating system installations, to draw directly on the screen. With the computer mouse and the software's tools and paints, they brought objects to life objects with a couple of quick strokes.

Instruction:

1. Open the "Paint" application, which defaults as a blank page of drawing space sized 8 inches wide by 6.4 inches high. To change the page size, click the

"Paint" button in the top left corner of the screen, click "Properties," type in the new dimensions and click "OK." The workspace automatically adjusts.

2. Click the "Brushes" button and click the first option, "Brush." Click the "Size" button and click the first option that shows the thinnest line.

3. Click a brown-coloured box from the "Colours" section, which puts that colour in the "Colour 1" box on the toolbar.

4. Draw any shape, such as a rectangle, circle, rectangle or oval with different tools at the toolbar.

5. Click the "Fill with Colour" tool, which looks like a tilting paint can on the "Tools" section of the toolbar. Click inside the tree trunk to fill it with the different colours.

6. Click the "Brushes" button and select the "Watercolour brush." Click the "Size" button and select the second thinnest line.

7. Switch back to the other paint colour and click the "Pencil" tool in the "Tools" section. Draw fine lines for giving a detailing on the painting.

8. Change paint colours and brush heads to add some special effects, where ever needed. You can erase the unwanted area by taking the erase tool from the "Tools" section.

9. Click the save button when the work of art is up to the satisfaction, than save it to a folder file.

3rd Session: Implementing the exercise with the software Microsoft Paint or Tux Paint.

Software Used: Microsoft Paint

Topic: Draw any portrait

1. Open up the MS Paint program to start a new document. The program can be found in the Accessories menu on your computer.

2. Click on the background and foreground boxes, and select the colours you want each to have. Using a white background and black foreground is the most common choice for drawing because you can colorize it later.

3. Select the tool you want to use to draw a picture of a face. Using the pencil tool allows you to draw any type of shape you want while clicking on the buttons for ellipses or rectangles will make that shape appear on your screen.

4. Draw the facial features or the depth with the pencil or brush tools.

5. Make light glares in the eyes by using the eraser tool. Click on it, and then remove a small section of colour from inside the iris.

6. Create hair by clicking the "Line" and "Curve" buttons. These tools draw lines wherever the cursor is placed.

7. Scan your hand-drawn portrait and save it as a file on your computer.

8. Open the MS Paint application in order to begin the colorization process.

9. Open your scanned document within the MS Paint program.

10. Select the colour that you want the foreground to be from the palette of colours shown.

11. Use the paint-bucket tool to fill a large area with one colour. Click on the area to colour, and then select the paint bucket. Be sure to change the colour before

repeating the process, unless you want to use the same colour throughout your picture.

12. Use the pencil tool to touch up lines that may have been lost when you scanned your artwork.

13. Choose the paintbrush to paint small areas with irregular shapes or lines.

14. Print out your edited face once you have finished colouring it. A hard copy may be easier to look at to notice mistakes or areas you would like to redo.

15. Save your document once you have it the way you want it.

Outcomes:

- Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

- Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work.

- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.

- Students compare multiple purposes for creating works of art.

- Combine different techniques and tools in your drawing to add visual interest.

- Use the line tools to draw perfectly straight lines.

- Compose with the shape tools by drawing triangles, circles and squares.

- Overlap and intersect them to create abstract drawings.

- Use the colour fill tool to add hues to your shapes or in the spaces between them.

- Make use of the eraser tool when you make a mistake.

- Paint over larger areas with white if you don't like them.

- Be creative and let the tools lead you into experimenting with lines, shapes and colours.

- Print out and frame your best drawings or use them as backgrounds on your computer screen.

Lesson II: Painting to Pop Art.......through Electronic Media

Class: **Std. IX**   **Duration:** 3 sessions (about 40 minutes per session)

Introduction: All forms of art making can incorporate through digital media and at its simplest software can be used to follow traditional art concepts and techniques. For example, scanning simple objects or pictures (such as a person's hand) provides something for a person to manipulate. Collage of multiple images is easily achieved through basic techniques such as copy and pasting, cropping, rotating, layering and use of filters. Adding text can take the student into message creation and manipulation. A simple line drawing, once scanned and manipulated can take on new meaning. Using a tablet and pen you can draw free-hand and can provide a familiar start to digital art practice. Colour can be quickly manipulated through colour sliders that illuminate fundamental colour theory without the need of a colour wheel.

Digitising preliminary ideas, drawings and sketches or photographs of 3D work can enable us to manipulate initial ideas and to experiment with different design elements. By doing this we can explore a number of possible solutions. The technology is doing the labour and we are doing the thinking, making design decisions. Creating our own images and to avoid downloading pictures from the Internet is important as the pictures from the Internet are generally of a low resolution and will result in

low quality print reproduction. It is also important to take care about copyright issues in relation to the use and manipulation of images.

This lesson is directed towards studying art style of pop art in today's new digital-based classroom. This lesson is a great way to combine the old printing style into a new and easier way for you to understand. Pop art was a very unique artist movement and it is an art form that you would really be able to enjoy and understand. For this lesson, the students will take a picture of themselves using a digital camera, web cam, or scanner. With that they will upload them into a photo editing software program.

1st Session:

Topic: Concept of Colour

It was usually thought that children are born colour blind and learn to distinguish colours over time. Recent researches have shown that it is not true, as babies as young as four months old have preferences of colours. That's why colours are even more important in a child's life, and in even younger age than thought before.

If we believe researchers from Surrey Baby Lab, children distinguish colours right after they are born. They learn the names of the colours in ages 2 to 5, and the first names they learn are of the colours they like, which are bright and clear, like red, yellow or green. Red and yellow are thought to be the favourite colours of babies and children up to the age of 5. Since the age of 6, children usually learn more colours and their opinions toward them tend to become more individual and different from other children. This also helps children to express themselves. Colours can also teach

children a certain way of life. Colour is a powerful and important communication tool and it is attached to religious, cultural, political and social influences.

The teacher will discuss about the Colour theory, different media and materials to create paintings with the help of power point presentation. The teacher will allow the students to have the freedom to paint without trying to make a picture and play with the essence of colour composition.

2nd Session:

Topic: Concept of Pop-Art

What is an art movement? How can we distinguish one artist's work from another? What does it mean to be popular? Do our opinions about what is popular change? How the works of artist **Andy Warhol** became popular in the society. Pop artist Andy Warhol made silk-screens of photos. He would paint directly on silk to create a unique image. To gain an understanding of this style, students will be viewed a number of Warhol samples. Students will notice of the characteristics common to all the paintings, such as:

- unrealistic and bold colors
- solid colors instead of shading
- exaggerated makeup

In the same way, students will use common objects from popular culture to transform their portrait into a billboard that expresses their personality. To prepare for the activity, students consider items from their favorite music, movies, cartoons, sports, hobbies, fashion, and games that they could use in artwork. Next, they create drawing or photographs and save images of these pop culture items.

This Pop art is also created by using a digital photo and photo editing instructions to select a section of the picture, such as a hat or hair and paste one of the saved pop culture images into the selection. By adjusting the transparency, a unique effect is created. The result is a picture with the entire body shape filled in with items that have personal meaning.

Through a series of steps, the students will understand things like photo filters, cropping, and colour designs on the computer. From this lesson, students will come to know about the software programs and will create a fun pop art piece of artwork that can connect with their own identity.

3rd Session:

Software Used: befunky

Topic: Pop Art - "Make your favourite photo" One of the most popular photo editors just got even better! BeFunky is the software that leaves all creative control with you while keeping everything super easy to

use.

Instruction:

1. Go to the BeFunky Applications Page, upload any photo or image and apply
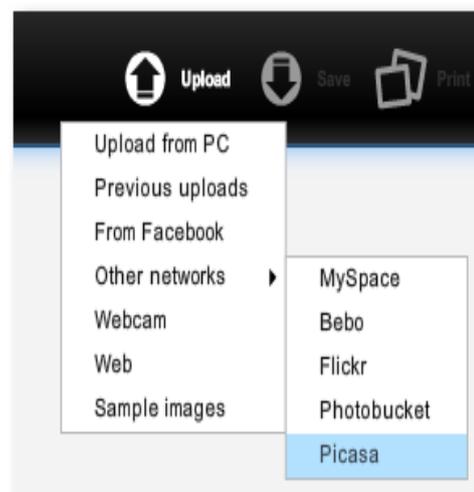
the desired effects. BeFunky lets you upload the photos from a large number of sources like your computers hard drive, picture taken from a webcam or from a social network like Facebook.

2. Once you upload the photo, you can then choose the effects shown on the left sidebar and click on the effect to apply it on your uploaded image.

3. Change the intensity of the effect you want to apply by adjusting various parameters provided. This way, you can experiment with the effect and adjust the final version to your liking.

4. Use Editing options such as crop, rotate, brightness to fix your photos.

5. Next, click Pop Art in the left margin. The menu expands, displaying different pop art effects. Select one to start the modifications to your photo. The BeFunky progress bar appears while your image is modified with the chosen style. It won't take long. Soon your modified image will appear on screen.

6. It has over 68 effects included: Vintage, Pop Art, Grunge, Viewfinder, DuoTone, Toy Camera, Sketch, Tilt Shift, Instant, Old Photo, Cross Process, Cyanotype, Gritty HDR, Pinhole, Orton, and many more. Now select the Pop Art option.

7. You have created a pop art masterpiece! But don't stop there. You will want to experiment! Click Settings in the tools menu to open the Settings pop-up. Each pop-art effect has a different combination of settings for you to experiment with. Most are changed with a slider control.

    - Changing Sketch Detail, Detail Level, and Silhouette Amount modifies details and contrast.

    - Colors can be modified by changing Brightness, Color Space or Color Value settings.

    - You can vary the intensity of the newsprint quality with the Halftone Size control.

8. Experiment with the available settings to discover how they alter your image. You can always return to the original settings by clicking Reset.

9. When you are happy with the results, use the buttons at the top right menu to save, share or print your new creation.

In the end the students will print out their images in poster form. The students will cherish that poster as well as will remember the style behind it as they will create the design themselves.

Lesson III: Sketching to Still Life.......through Electronic Media

Class: **Std. IX**   **Duration:** 3 sessions (about 40 minutes per session)

Introduction: To become an artist, we really have to go out into the world and learn to sketch virtually everything we see, from people, pets, houses, cars, trees, flowers, mountains, waves, clouds, etc.. Just remember that a computer and tablet will not make a good sketch artist. We have to be a good artist if we develop our observational quality. Sure, I was recommend many hours and years of practice with paper and pencil, but, there is no reason a person can't learn the craft by starting on a computer. Good results come from the artist's talent and experience, not from the tools.

Recently, the art students were given to work with all the traditional tools from paper, pencils, pens, charcoal, pastels, oil pastels, markers, clay, plaster, wood, stone, canvas, watercolours and so on. But now-a-days, with the help of computers are useful in place of these traditional tools.

Sketching skills can pretty much be split into two categories: traditional skills and digital skills. Traditional skills would obviously be pencil, paper, and marker sketching. Digital skills would include using software like MS paint, Inkscape, Sketchbook Pro, Photoshop and the like to sketch. The differences in the uses of these two categories are skills, knowledge, experience and practice. Each one is more important than the other. We will learn about the characteristics of both categories and will compare them for different situations.

1st Session:

Topic: About Traditional Sketching and Digital Sketching

Traditional Sketching

Traditional sketching skills are usually the first thing fresh young designers learn when they begin their studies. Starting from basic shapes and advancing to more advanced forms, they learn to use the pen to quickly express their design intent. Traditional sketching is an important skill for any designer. You don't have to be amazing at it, but you do have to be able to communicate through drawing. I think that hand sketching is best suited to the early stages of the design process. It allows you to quickly get your ideas down, and just think through and externalize all your ideas with your hands. Being able to spread out all your sketches and ideas on paper can really help you make design decisions. You can only have one computer screen, but you can have as many pieces of paper in front of you as you want. Personally, I always start my ideation by hand, and perhaps move to digital sketching later to refine my ideas.

Pros:

- Its fast: you should be able to draw with pen and paper much faster than you would with a computer.
- It's relatively cheap: there is no prohibitive startup cost of equipment here, just pen and paper. Markers may get kind of expensive, but nothing compared to buying a good drawing tablet.

- It's impressive: hand sketching is definitely a skill that impresses people. People like to see that you can communicate clearly and with flair with pen and paper.

- It's handy: you will be able to jot down a quick sketch, or explain something to someone through drawing just about anywhere, as long as you can find a pen and a surface to draw on.

Cons:

- It can get messy: when you start sketching on a piece of paper without a clear idea of how you will layout your sketches, it can get quite crowded and messy, making it hard to distinguish individual ideas.

- There is no undo: one mistake and you will either have to live with it or start over.

Digital Sketching

Digital sketching skills are becoming very important to designers as well. Using a drawing tablet and software, you can create exciting and colorful sketches and renderings that benefit from the power of undo and other computer trickery such as resizing and re-colouring. Digital sketching is useful for creating nice presentation sketches. Using a computer means that the sketch can be very clean and polished to a shine. Of course digital sketching can be used for quick doodling and roughing out ideas as well, but usually this is not my preference since hand sketching is still faster for me. Usually I bring in digital sketching to refine my initial concepts...

Pros:

- It's clean: with undo and multiple layers, it is possible to create very clean yet exciting sketches, though they may take considerably more time to achieve.

- It's visually exciting: with all the different tools offered by various software, digital sketches can often be much more visually crazy than hand sketches.

- The freedom of undo: knowing that you can easily erase or undo any mistakes gives you much more freedom to try drawing something crazy or experiment with new techniques.

- Easy to store and share: you can easily have all the digital sketches you have ever done right on your laptop and you can share digital sketches with clients and colleagues without the hassles of scanning

- Simple variations: with digital sketches, you can change any number of simple things like color, contrast, etc. with a few clicks and save a variation easily

Cons:

- Its slower: digital sketching is usually not as fast as quick hand sketching

- It's expensive: to do digital sketching effectively, you'll need a drawing tablet, which can cost you. Software is also expensive.

- It can be too flexible: being able to change everything as you go can make you very indecisive about design details. Also unless you save every single version, you may not record as many as your variations as you may later like. In hand sketching, once you've drawn it, it is there for later reference.

However, I have to say that traditional sketching is still the more important skill as it forms the basis for digital sketching. You should be confident in your pen and paper

sketching before trying to move into digital sketching. Once you are good enough and hand sketching, try to apply your skills to the computer. Don't be afraid to experiment and try new techniques, as there is always the undo button. With enough practice, your digital sketching will be as confident as your hand sketching. In this Package, I have showcased some of observational drawing, the concept of sketching and the fundamentals of composition, line, shape, and form.

2nd Session:

Software Used: Microsoft Paint, A camera or scanner

Topic: Still Life Study

The teacher will make the students understand how to observe and draw plants in containers in the classroom. How to illustrate the object as you see it - form, shape, colour, tonal range, texture, composition, cropped or fully conveyed, negative & positive space, contour line, etc. Some examples also will be looked at and will be discussed. Students will pay attention to placement on the page, details and patterns.

Process:

Before the teacher start the exercise, he will make the students understand about the understanding the tools

- **Pencil tool:** This tool works like a traditional pencil except that it can only create hard-edged lines. The thickness of the line can be adjusted in the Brushes palette.

- **Paintbrush tool:** Paint or colour is applied in even strokes on the canvas with this tool. The brushstroke size can be adjusted in the Brushes palette. Once

selected, your cursor will become a circle that shows the actual size of your brush.

- **Paint Bucket/Fill tool:** This tool fills selected objects or an entire image with a selected colour.

- **Airbrush tool:** It applies paint with diffused edges. Different brush sizes and shapes and varying amounts of pressure can be adjusted in the Brushes palette.

- **Eraser tool:** Use this tool to rid the canvas of unwanted elements.

3rd Session:

Instruction:

1. Organize a still-life setup or arrangement that symbolizes you or your interests.

2. In your sketchbook, create a clean, crisp modified contour line drawing of your still life. Do not add value or colour.

3. Place your final sketchbook drawing facedown on the scanner and scan the image. Follow the instructions provided with your scanner. Set the scanner to scan the image at 100 percent at 300 dpi (dots per inch) and save the scanned image as a TIFF file. Save this image to a storage device (Zip disk or CD) so that it can be transferred to your computer if necessary.

4. Open the image in a paint program and save it again with a new name. Then save once again with the same new name and a number one (1) next to the title. This second saved file allows you to keep the original scan intact without any modifications.

5. On this last saved copy, trace over your pencil marks using the Pencil tool on the toolbar.

6. Experiment with the tools listed in Understanding the Tools above to suggest the form for each of the items in the still-life arrangement. Add colours, value, and details.

7. Look carefully to observe the lightness and darkness of each object. Select light, middle and dark values of the colours for each item in the arrangement.

8. Colour your arrangement with realistic colour. This allows you to copy the colours that you observe. For example, if the apple is red in the still life, your painted apple should be red.

9. Save your final work and print.

Lesson IV: Poster to Publicity.......through Digital Media

Class: **Std. IX**   **Duration:** 3 sessions (about 40 minutes per session)

Introduction: The tools and techniques available for visual arts expression have expanded tremendously with the creation of new hardware and software provides unique opportunities to extend visual arts learning. Society now demands new visual literacy for its citizens to function effectively in social and employment contexts. Furthermore, the very nature and interests of students themselves contribute to the changing face of visual arts education. Electronic media can engage and inspire teachers and students alike. Developing ways to incorporate electronic media in the curriculum may require a shift in thinking from trying to simply imitate what we already do such as painting, drawing and art theory to engaging in modes of delivery that are exciting to a multi-literate class. Electronic media should compliment traditional approaches in the art classroom helping to inspire students, develop their conceptual thinking as well as their creative skills. The teacher will present a range of resources and ideas which highlight the breadth of potential for electronic media in the secondary visual arts classroom and will also explore how you can use technology in broad ways:

• To support art research and documentation

• To engage students in interactive learning

• To develop creativity through art making

• To foster collaboration, communication and exhibition and

• To encourage cultural exchange, understanding, awareness and appreciation

1st Session:

Topic: Make a Poster on Social Campaign

Identify the social issues or environmental challenges that are most "relevant, meaningful, and actionable". This brainstorming activity is meant to provide a path for individual or a group of students to discover and decide collaboratively which issues want to consider, without necessarily determining a solution. Team's Social Action Project should be a step-by-step strategy for addressing a social problem, need or challenge in our community or around the world. The action plan will include the positive social change you wish to create and include those who will benefit from your Social Action Project. Great Projects begin with planning for the end result.

There are four major parts: **Problem, Solution, Impact,** and **sharing**

To do this, you or your Team members will

1. Select and research a **problem** or challenge you want to address

2. Identify, refine, and implement a **solution**.

3. Measure and record the outcome or **impact** in the community.

4. Share the **Story of Social Impact** with the global community on the Foundation Showcase

Some of the Social Issues can be highlighted during the discussion.

Health Related:

Smoking, Obesity, Nutrition, Autism, Cancer, AIDS, Diabetes, Operation Smile, Doctors without Borders, Red Cross

Community Issues:

Drug Abuse, Cyber-bulling, Suicide, Parenting, Crime, Rape, Abuse, Literacy, Poverty, Cleanliness, Pollution, Safety,

Human Rights:

Gun Violence, Missing Children, Human Rights, Advocacy, Children's Rights, Right to Education, Literacy and Right to Information.

Global Issues:

War, Oil Dependence, Energy Conservation, Pollution, Child Labor, Carbon Emissions, World Hunger, Accuracy in Media, Freedom of Speech, Global Warming

Environmental:

Oceans, Rainforests, Preservation, Forest Fires, Environmental Defence, Greenpeace, Wildlife Conservation, Global Warming

Animal Related:

Abuse, Cruelty, Vegetarianism, Milk, Factory Farms, Wildlife, Endangered Species

2nd Session:

Software Used: Microsoft Power Point

Topic: Social Campaign

1. **Open Microsoft PowerPoint**

- Children have taken to the PowerPoint Workspace

149
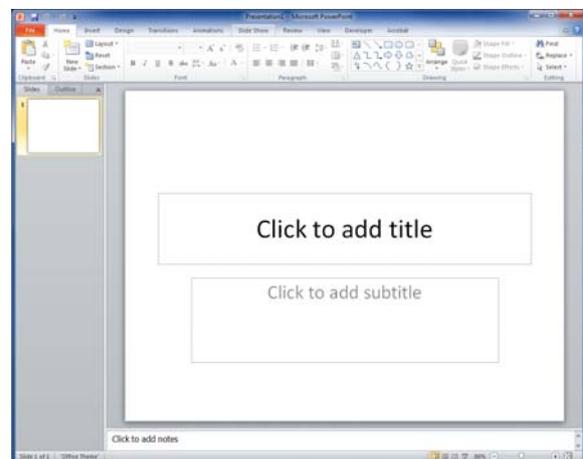
2. Setting the Size and Orientation of your Poster

The most common size of poster is A4 (21.0 x 29.7cm, 8.27 x 11.69 inches), the maximum poster width and height that PowerPoint will allow is 140cms or 56 ins.

To change the size and orientation

- Click the Design tab on the ribbon

- Click Page Setup
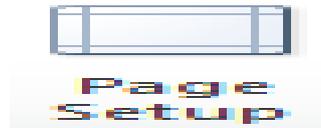
- A dialog box will appear:
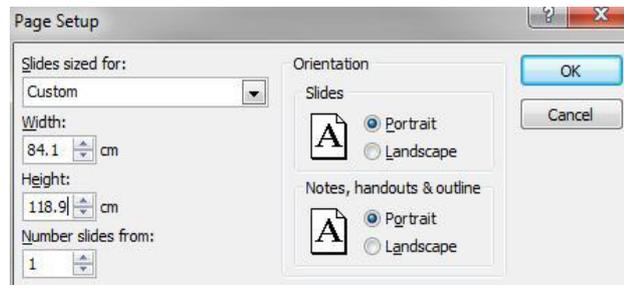
- In the 'Slides sized for:' drop down menu, select 'Custom'

- Type **21.0** in the width box and **29.7cm** in the height box for an A4 Portrait poster.

- If your poster requirement is for a portrait style poster (tall and thin), then click the portrait orientation button to swap the values around for a portrait layout.

- Click OK to see your new A4 slide. Your workspace should now look similar to the picture below.
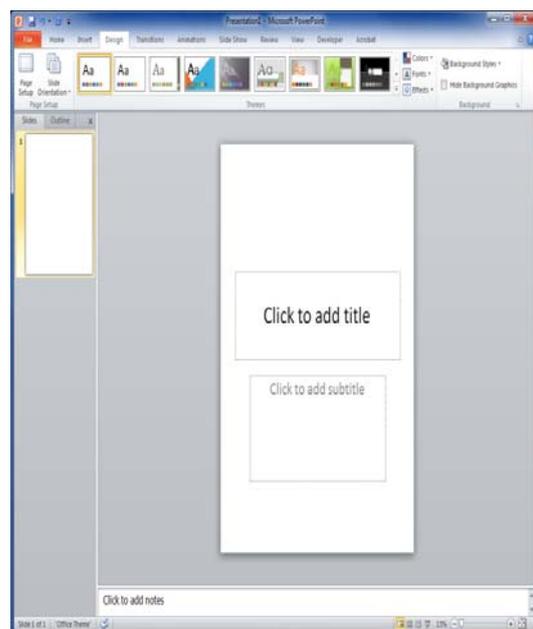
3. Display a Grid

When we come to introduce the different elements to our poster, it is beneficial to use a grid and to help us align our images and text.

Turn on the Grid

- Right click on any blank part of the slide and left click Grid and Guides....

- In the Grid and Guides dialog box, leave the spacing as is and put a tick in all the boxes except the one named 'Display drawing guides on screen'.

- Click OK

4. You should see the grid overlay on the workspace
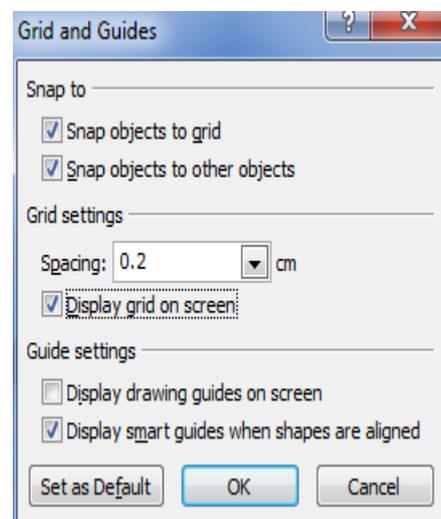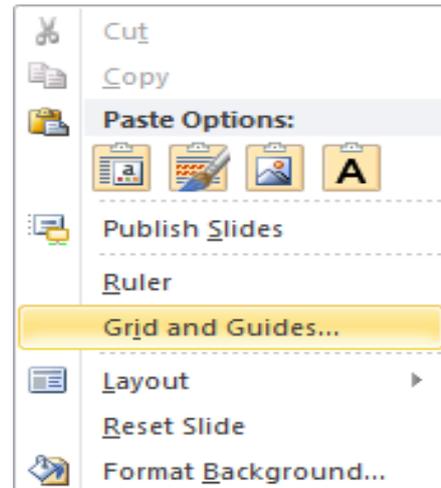
5. Apply a Background to your poster

To access the options for changing the background,

- Right click on the slide and left click 'Format Background...'

This dialog box contains three main options

- Solid fill : Applies a wash of a single colour across the background
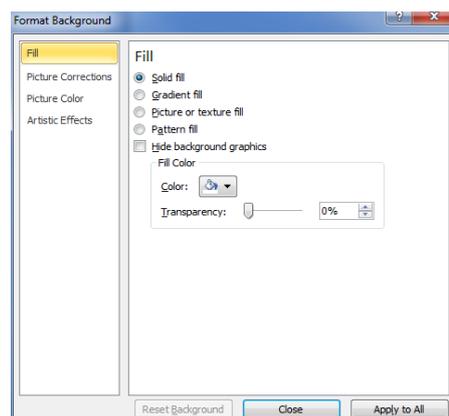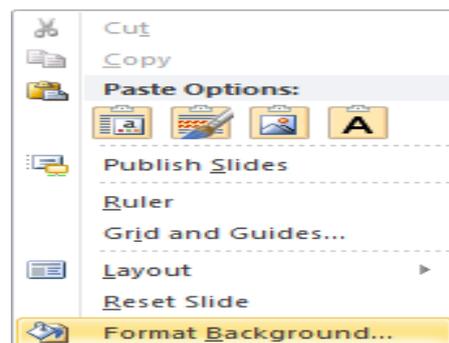
- Gradient fill : Applies a blend of two or more colours gradually across the background

- Picture or Texture fill : Applies a large single picture background or a regular tiled picture background
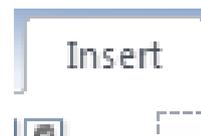
We do not recommend using the transparency function to lighten the background image of a poster as this has proved to print unpredictable results

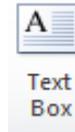6. **Examples of each are shown below (without the grid showing for clarity)**
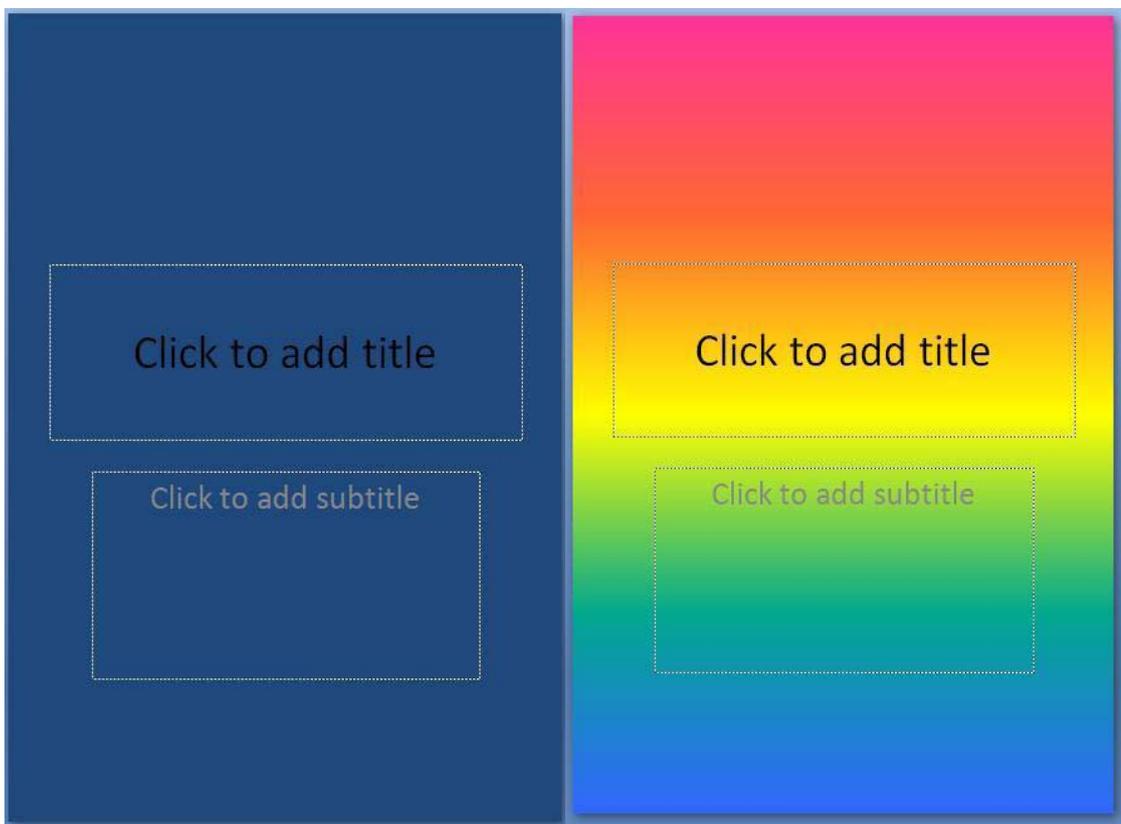

Add Text to your Poster

- Click the Insert tab

Click on Text Box

- The cursor will change shape to that of a long cross

- Left click anywhere on the slide to place the text box.

- Click the bottom right hand circle on the text box, old, and drag it to the right to make it larger.

- Click inside the text box to start typing.

- You can also copy and paste text into the text box from other packages.

- To rotate the text box click and drag the green control circle at the top of the box in a circular motion.
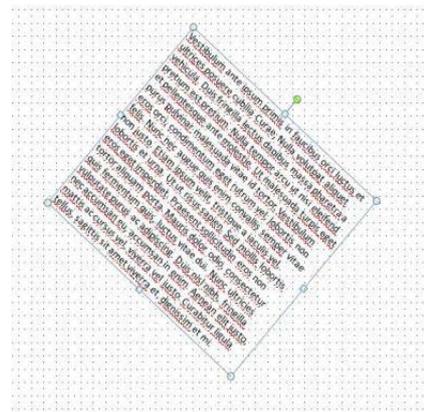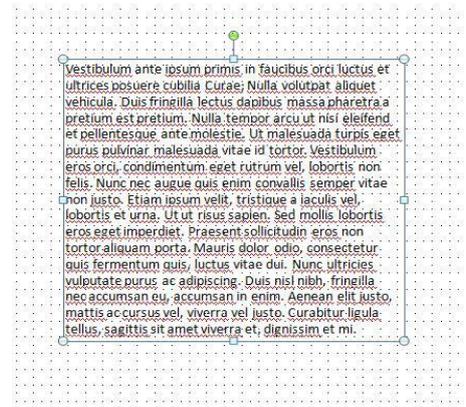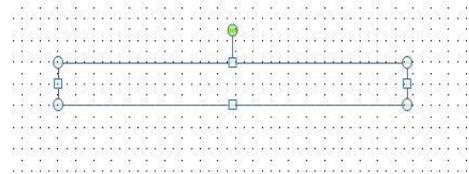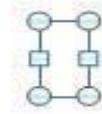
7. **To change the font, colour, and size of the text in the text box, highlight the text:**

- Click on the Home tab

- All the options are under the Font section on the ribbon.

8. Add a WordArt Title

- Click the Insert tab and click WordArt

WordArt

You will be presented with a list of text styles of
different colours and shadows.

- Select anyone of these letter 'A's and left
  click anywhere on the slide

You should see something that looks like this:

Your Text Here

If you decide that you would like to change the colours or style of the word art later,

- Click on the text.

- Another option called Drawing Tools will
  appear on the ribbon:

Clicking on the Format tab will open all the drawing
tools on the ribbon. To alter the WordArt text we need
to a use the section marked 'WordArt Styles.'

WordArt Styles

Clicking on the letter 'A's in this box will automatically alter the text

9. Add a picture

There are two ways to add pictures to a PowerPoint slide.

You can either drag an image from the desktop or

You can use the Insert Picture function.

To insert a picture:

- Click the Insert tab

- Click Picture

- This will open a browser window to 'Pictures'. You can however, navigate to other folders from here.

- Select the picture file that you want to use and click insert.

- Resize the picture using the controls on each corner and edge of the box surrounding the picture.

- You can rotate the picture by clicking and holding the green control at the top of the picture and dragging around it.

10. Save your final work and print. Ready to display or post it to other social media, school websites, digital library, competitions etc.

3rd Session:

Software Used: Websites & Different Social Media

Topic: Awareness Campaign

Social Campaign: School publicity, Social media and Communications

- Using School Display Board

- Using School Website

- Using School News Letter

- Using Email to friends and other schools

- Using Facebook

- Using Twitter

- Using WhatsApp

Facebook is the most popular social networking tool in the world. By using such a widely known tool you can bring school news, updates and celebrations to a large audience and enable them to interact with the school Facebook page. Facebook pages can be an effective means of communication, there are some risks associated, including the potential for inappropriate or offensive comments to be posted by others. It is essential therefore that the service is well managed and that someone has the responsibility for monitoring the use of the page and responding rapidly to inappropriate use if necessary.

Lesson V: Creation to Composition.......through Electronic Media

Class: **Std. IX**   **Duration:** 3 sessions (about 40 minutes per session)

Introduction: Art creations are messy. The process of creating art is that young children learn from, not the end product. When they create, experiment and discovered things they enjoyed. The importance of exposing kids to art early in life is often undervalued. But giving young children an appreciation for art encourages exploration, self expression, logical thinking, self-esteem, imagination, and creativity. Early art experiences also teach kids to think openly, create new meaning, be more tolerant of others' differences and gives them the courage to take risks. Showing pictures can interpret stories, convey meaning, communicate ideas, and express emotion without the use of words.

Composition whether used in music or visual arts always refers to the conscious act of putting things together. Many artists, designers and other art professionals use the word "composition" interchangeably with "visual ordering," "form," "formal structure" or "design."

If we ask to a person to do whatever he/she want to do then the person will often avoid risk by doing something already he/she has learned in the past. The amount of creative thinking may be zero. When there are limits, there is a better chance of having a challenging task.

The challenge in creative problem solving is to make the limits seem convincing and interesting to the student. By asking questions, providing learning goals, reasonable

objectives have made the children to imagine in an easier direction. As a teacher, my job is to make the easy challenging and to make the hard stuff accessible. If the thought process is clear then the work of art or to create a composition in any medium became easy. Only the understanding of the material and application of uses needs to be handled carefully.

1st Session:

Topic: The Principles of Art

The teacher will show a power point presentation; about the eight principles of art are balance, proportion, unity, harmony, variety, emphasis, rhythm and movement. All of these principles clearly deal with the placement of elements within any work of art. So, the principles of art typically deal with composition. The teacher will also suggest that there are eight concrete principles of art and few others that would be considered art fundamentals.

Composition in art is the overall collection of elements, objects, tone, mood, setting, and other factors that come together to convey the idea. Composition is the term used for the arrangements of the elements in or the subject matter of a work of art.

Then the teacher will exclusively use the computer for initial idea to create a composition. Its versatility is unbounded and more importantly the ability to revert to earlier versions is a time-saver. The most advantage after creating the composition is easy to visualize with the material, surface, texture, colour, volume, space, surrounding, lighting etc.. The possibilities are more to lead the thinking process. But it needs the good skill of traditional process as well as the software knowledge. For

any composition, basic layout or drawing is essential for any work of art. Now days it is mostly used for architectural design. It is also covered the other area like product design, fashion design, sculptural layout, installation, digital art, graphics, video installation, digital photography, illustration etc.

http://www.slideshare.net/kpikuet/elements-and-principles-of-art-presentation

http://makingamark.squidoo.com/composition-resources#module7033236

2nd Session:

Software Used: Adobe Photoshop

Topic: Fantasy

Children has to create a composition relate to there fantasy.

1. Create a new document with 1024 px height and 786 px width. Select preset "Foreground to Background" and fill canvas with a linear gradient.

2. Open file "Sky so blue", copy all and paste it into our document. Make sure layer is on top of all other layers. Double-click layer

thumbnail to enter advanced blending mode. Drag the upper sliders to the left until the dark blues disappear.

3. Create new layer (Shift+Ctrl+N). Make sure layer is on top of all other layers. Select Brush Tool. Load Stars and Bubbles Brushes by going to Load Brushes inside Brush Type Selection. Paint with stars brush some stars with different sizes.
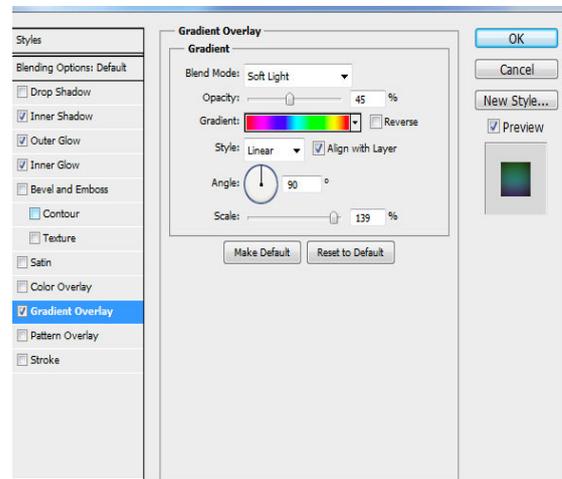
4. Add a Hue/Adjustment layer (Layer > New Adjustment Layer > Hue/Adjustment) and use the settings below. Select Gradient Tool, black as foreground color and white as background color and apply on layer mask to make sure only the upper part is visible.
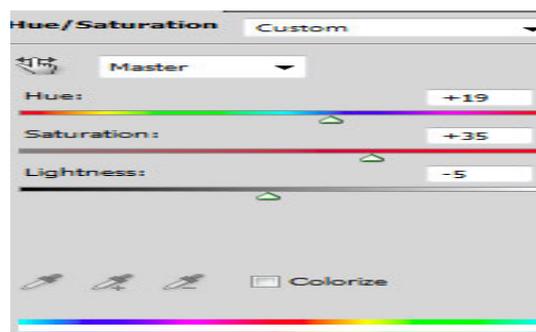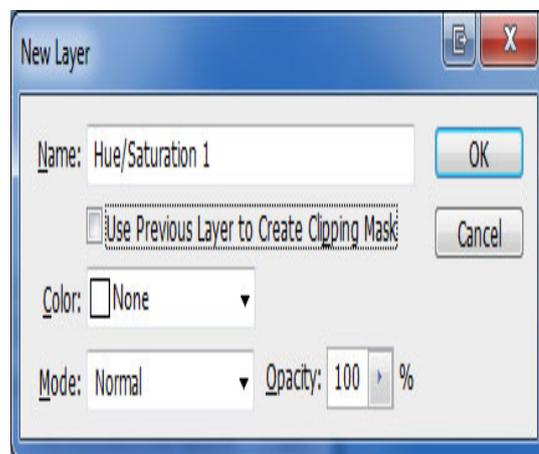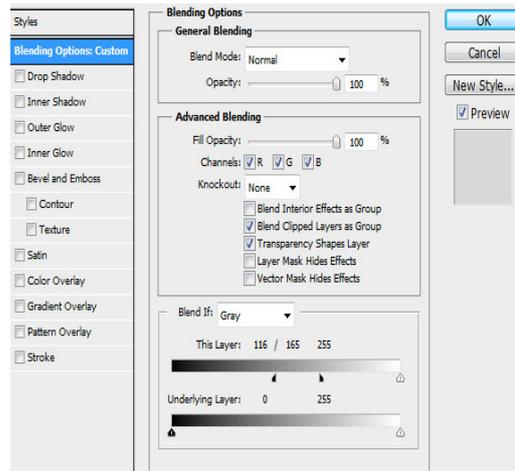
5. Open file "Full Moon". Select Moon with Elliptical Marquee Tool or other selection Tool. Go to Select > Modify > Feather and place 20px. Copy selection and paste it on our document. Make sure layer is on top of all other layers. Update layer mode to Hard Light.

6. Open file "The Earth seen from Apollo". Select Earth. Copy and paste it into our document. Make sure layer is on top of all other layers. Apply following effects by going to Layer > Layer Style > Blending Options:
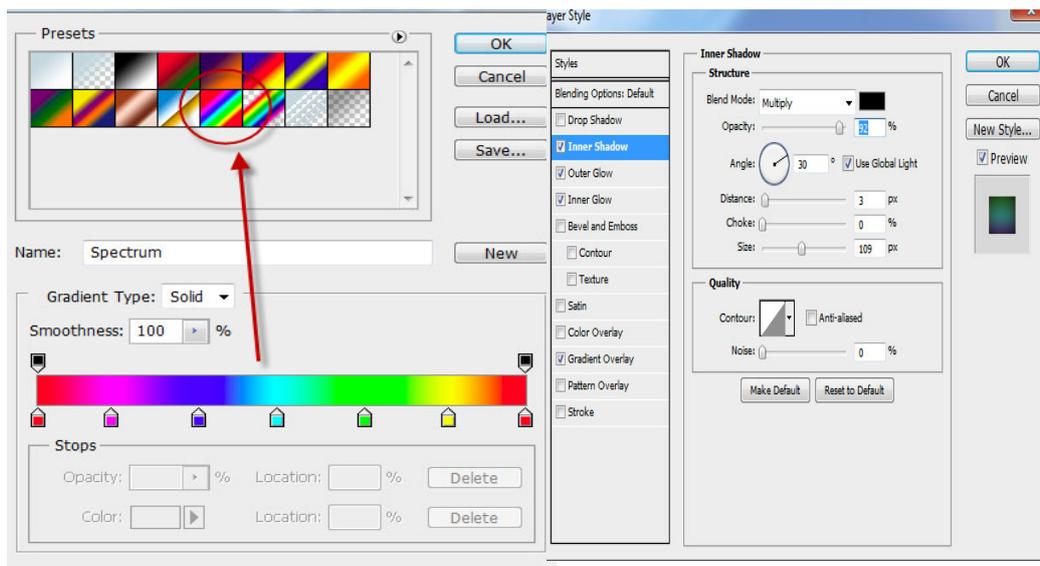
7. Open file "Old Windmill" and make a selection of the Windmill. Copy and paste it into our document. Make sure layer is on top of all other layers. Apply Edit > Free Transform and Edit > Transform > Warp to make Windmill fit the Earth. Add a layer mask (Layer > Layer Mask > Reveal All) and with Polygonal Lasso Tool mask away the unwanted parts.

8. Create a new layer on top. Select Brush Tool and with a black soft brush at 50% opacity paint the Windmill's shadow. Move this layer below the Windmill layer and clip it on Earth layer (Layer > Create Clipping Mask). Update layer blending mode to multiply.

Outcomes:

This particular study evolved from the photos and ideas left over from the drawing. First work began with a rough idea and few even rougher sketches of the various elements...

Another step was to convert the images into line drawings. They can be quite rough at this stage - there's no need for accuracy. And nor do the line-drawings need to be copies of your photos - use your photos for reference and draw whatever you wish or just sketch from life or memory - this system will seamlessly blend images from many sources.

The rough line drawing of each element is scanned into Adobe and the resulting files left open so each can be dragged and dropped into the new composition file when required. Each element as it is dropped is automatically allotted its own layer. The use of layers will be described in detail and allows each to be moved, resized or switched on or off independently of the other elements.

You can drag layers further down the hierarchy or drag them to the top. Selected layers can be merged into a single layer. And you can, of course, move each element around the setting and even move it back and forwards by altering its size.