

The Number of Activities Required vs. Executed for the Holistic Development of Thoughts and Perceptions

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Introduction

School activities are the integral part of the education process to nurture, educate and enrich the learners. Art Educators learn to plan activities for students to teach essential skills, techniques and concepts, to help them with curriculum demands but here are a few questions that we come across “What do we teach? Does our teaching practice support our intentions? Will learners understand the content and what it offers?”.

When we focus solely on academic abilities, that child does not develop the complete set of skills they need to become a satisfied, successful adult. They may be able to read and write, but what about expressing emotions and taking care of their bodies? Such skills do develop naturally, to some extent. But children won't reach their full potential without an education that addresses all areas of holistic development.

For this reason art education needs to have a genuine and open to explore approach that precedes an incalculable process towards diverse possibilities. It should include self-initiated projects, socially compelling, and should generate vibrant inspiration in its developing stages for holistic development.

Holistic development encompasses three processes: **Biological, cognitive and social-emotional.** **Anganwadi/Bal Vatika/Preschool/ Foundation stage** - Receptive age - activity can be planned to Nurture their senses and help to develop linguistic skill, fine motor skills while fostering creativity.

Preparatory School

At this stage the activities that we can plan for students to develop social skills, decision making, risk taking, colour layout, perspective and balance.

Middle School

Multiple activities can be planned to encourage personal expression and inventive thinking.

Secondary School

It's an Enriching stage. The art activities can be planned as per the marking period or depth of the projects. as it helps students to develop an aesthetic sense, and appreciation. It helps to develop socially, emotionally, physically, intellectually, psychologically and morally it also builds confidence and a sense of individual identity.

Art includes creative subjects like fine art and drama to graphic design, photography, and literature. It allows students to connect to the established elements of other academic subjects in art practices, design principles, and assessment. In early education, educators can stick to two-topic combinations with art-integrated lessons as they introduce students to PBL, but over time, more subjects can be integrated to explore the full integrated curriculum.

So the AIL activities needs to be planned:

1. To make science, mathematics, and technology easily attainable
2. Foster the next generation of innovators and entrepreneurs
3. To create a platform for students to develop 21st-century skills, including teamwork, collaboration, problem solving, communication, and creative thinking
4. To give learning experiences in which learners apply what they are learning.

AIL also gives students experience with Design Thinking and Innovation. A systematic approach to problem solving. Art activities can lead to the skills, such as leadership, communication and collaboration, in the age of AI and technology, as these are skills that machines cannot learn, automate or take over from humans.

So the activities planned for the different age groups/grades i.e. from Preschool, preparatory, middle school and secondary need to have connections/flow that will make learners enjoy the activities and will get connected easily as per their developed stages.

Educators Challenges while executing planned activities

1. Classroom management

- a. **Large class sizes:** Managing a large group of students while considering CWSN, reluctant to perform and on the other hand recognising and handling the gifted ones.
- b. **Attention span:** Keeping learners engaged and focused during art activities, especially younger children.

2. Assessment

- a. **Subjective nature of art:** Difficulty in objectively assessing creative expression and artistic merit.
- b. **Process vs. product:** Deciding whether to prioritize the creative process or the final artwork in evaluation.
- c. **Differentiated assessment:** Creating appropriate assessment methods for students with varying abilities considering **Inclusivity, Equity and Accessibility.**

3. Student challenges

- a. **Lack of confidence:** learners may not believe in their artistic abilities, affecting their engagement in art activities.
- b. **Learning styles:** Catering to students with different learning styles and artistic preferences.

4. **Curriculum integration:**

- a. **Connecting art to other subjects:** Integrating art with other academic disciplines like science, history, or language arts.
- b. **Alignment with standards:** Ensuring art activities align with educational standards and learning objectives.

Conclusion

Well-planned and timely executed Art activities can strengthen the educators to build a strong community of learning. It can offer an opportunity to develop holistic and comprehensive curricula.