

## PEDAGOGY OF FINE ARTS

### CONCEPT OF ART

**Art** is a diverse range of human activities in creating visual, auditory or performing artifacts (artworks), expressing the author's imaginative or technical skill, intended to be appreciated for their beauty or emotional power. In their most general form these activities include the production of works of art, the criticism of art, the study of the history of art, and the aesthetic dissemination of art.

The oldest documented forms of art are visual arts, which include creation of images or objects in fields including today painting, sculpture, printmaking, photography, and other visual media.

Architecture is often included as one of the visual arts; however, like the decorative arts, or advertising, it involves the creation of objects where the practical considerations of use are essential—in a way that they usually are not in a painting, for example.

Music, theatre, film, dance, and other performing arts, as well as literature and other media such as interactive media, are included in a broader definition of art or the arts. Until the 17th century, *art* referred to any skill or mastery and was not differentiated from crafts or sciences.

In modern usage after the 17th century, where aesthetic considerations are paramount, the fine arts are separated and distinguished from acquired skills in general, such as the decorative or applied arts.

Art may be characterized in terms of mimesis (its representation of reality), narrative (storytelling), expression, communication of emotion, or other qualities. During the Romantic period, art came to be seen as "a special faculty of the human mind to be classified with religion and science".

Though the definition of what constitutes art is disputed and has changed over time, general descriptions mention an idea of imaginative or technical skill stemming from human agency and creation.

There is no universally accepted definition of art. Although commonly used to describe something of **beauty**, or a skill which produces an **aesthetic** result, there is no clear line in principle between (say) a unique piece of handmade sculpture, and a mass-produced but visually attractive item. We might say that art requires thought - some kind of creative impulse - but this

raises more questions: for example, how much thought is required? If someone flings paint at a canvas, hoping by this action to create a work of art, does the result automatically constitute art.

### **Art: Multiplicity of Forms, Types and Genres**

Art is a global activity which encompasses a **host of disciplines**, as evidenced by the range of words and phrases which have been invented to describe its various forms. Examples of such phraseology include: "Fine Arts", "Liberal Arts", "Visual Arts", "Decorative Arts", "Applied Arts", "Design", "Crafts", "Performing Arts", and so on.

Drilling down, many specific categories are classified according to the **materials** used, such as: drawing, painting, sculpture (inc. ceramic sculpture), "glass art", "metal art", "illuminated gospel manuscripts", "aerosol art", "fine art photography", "animation", and so on. Sub-categories include: painting in oils, watercolours, acrylics; sculpture in bronze, stone, wood, porcelain; to name but a tiny few. Other sub-branches include different **genre categories**, like: narrative, portrait, genre-works, landscape, still life.

In addition, entirely **new forms of art** have emerged during the 20th century, such as: assemblage, conceptualism, collage, earthworks, installation, graffiti, and video, as well as the broad conceptualist movement which challenges the essential value of an objective "work of art"

### **Definition of Art is Limited by Era and Culture**

Another thing to be aware of, is the fact that art reflects and belongs to the **period** and **culture** from which it is spawned.

After all, how can we compare prehistoric murals (eg. stone age cave painting) or tribal art, or native Oceanic art, or primitive African art, with Michelangelo's 16th century Old Testament frescoes on the walls and ceiling of the Sistine Chapel? Political events are the most obvious era-factors that influence art: for example, art styles like Expressionism, Dada, and Surrealism were products of political uncertainty and upheavals.

Cultural differences also act as natural borders. After all, Western draughtsmanship is light years away from Chinese calligraphy; and what Western artform compares with the art of origami paper folding from Japan? Religion is a major cultural variable that alters the shape of the artistic envelope. The Baroque style was strongly influenced by the Catholic Counter-Reformation, while Islamic art (like Orthodox Christianity), forbids certain types of artistic iconography.

## **Conclusion**

As you can see from the above, the world of art is a highly complex entity, not only in terms of its multiplicity of forms and types, but also in terms of its historical and cultural roots. Therefore a simple definition, or even a broad consensus as to what can be labelled art, is likely to prove highly elusive.

## **History of the Definition of Art**

### **Classical Meaning of Art**

The original classical definition - derived from the Latin word "ars" (meaning "skill" or "craft") - is a useful starting point. This broad approach leads to art being defined as: "the product of a body of knowledge, most often using a set of skills." Thus Renaissance painters and sculptors were viewed merely as highly skilled artisans (interior-decorators?). No wonder Leonardo Da Vinci and Michelangelo went to such efforts to elevate the status of artists (and by implication art itself) onto a more intellectual plane.

### **Post-Renaissance Meaning of Art**

The emergence of the great European academies of art reflected the gradual upgrading of the subject. New and enlightened branches of philosophy also contributed to this change of image. By the mid-18th century, the mere demonstration of technical skills was insufficient to qualify as art - it now needed an "aesthetic" component - it had to be seen as something "beautiful."

At the same time, the concept of "utilitarianism" (functionality or usefulness) was used to distinguish the more noble "fine arts" (art for art's sake), like painting and sculpture, from the lesser forms of "applied art", such as crafts and commercial design work, and the ornamental "decorative arts", like textile design and interior design.

Thus, by the end of the 19th century, art was separated into at least two broad categories: namely, fine art and the rest - a situation that reflected the cultural snobbery and moral standards of the European establishment. Furthermore, despite some erosion of faith in the aesthetic standards of Renaissance ideology - which remained a powerful influence throughout the world of fine art - even painting and sculpture had to conform to certain aesthetic rules in order to be considered "true art".

### **Meaning of Art During the Early 20th Century**

Then came Cubism (1907-14), which rocked the fine arts establishment to its foundations. Not simply because Picasso introduced a non-naturalistic branch of painting and sculpture, but because it shattered the monotheistic Renaissance approach to how art related to the world around it. Thus, Cubism's main contribution was to act as a sort of catalyst for a host of new movements which greatly expanded the theory and practice of art, such as: Suprematism, Constructivism, Dada, Neo-Plasticism, Surrealism and Conceptualism, as well as various realist styles, such as Social and Socialist Realism. In practice, this proliferation of new styles and artistic techniques led to a new broadening of the meaning and definition of art. In its escape from its "Renaissance straitjacket", and all the associated rules concerning "objectivity" (eg. on perspective, useable materials, content, composition, and so on), fine art now boasted a significant element of "subjectivity". Artists suddenly found themselves with far greater freedom to create paintings and sculpture according to their own subjective values. In fact, one might say that from this point "art" started to become "indefinable".

The decorative and applied arts underwent a similar transformation due to the availability of a vastly increased range of commercial products. However, the resultant increase in the number of associated design and crafts disciplines did not have any significant impact on the definition and meaning of art as a whole.

### **A Working Definition of Art**

In light of this historical development in the meaning of "art", one can perhaps make a crude attempt at a "working" definition of the subject, along the following lines:

Art is created when an artist creates a beautiful object, or produces a stimulating experience that is considered by his audience to have artistic merit.

This is simply a "working" definition: broad enough to encompass most forms of contemporary art, but narrow enough to exclude "events" whose "artistic" content falls below accepted levels. In addition, please note that the word "artist" is included to allow for the context of the work; the word "beautiful" is included to reflect the need for some "aesthetic" value; while the phrase "that is considered by his audience to have artistic merit" is included to reflect the need for some basic acceptance of the artist's efforts.

## CLASSIFICATION OF ART

Traditional and contemporary art encompasses activities as diverse as:

Architecture, music, opera, theatre, dance, painting, sculpture, illustration, drawing, cartoons, printmaking, ceramics, stained glass, photography, installation, video, film and cinematography, to name but a few.

All these activities are commonly referred to as "the Arts" and are commonly classified into several overlapping categories, such as: *fine, visual, plastic, decorative, applied, and performing*.

Disagreement persists as to the precise composition of these categories, but here is a generally accepted classification.

### 1. Fine Arts

This category includes those artworks that are created primarily for aesthetic reasons ('art for art's sake') rather than for commercial or functional use. Designed for its uplifting, life-enhancing qualities, [fine art](#) typically denotes the traditional, Western European 'high arts', such as:

#### • **Drawing**

Using [charcoal](#), [chalk](#), [crayon](#), [pastel](#) or with [pencil](#) or [pen and ink](#). Two major applications include: [illuminated manuscripts](#) (c.600-1200) and [book illustration](#).

#### • **Painting**

Using [oils](#), [watercolour](#), [gouache](#), [acrylics](#), [ink and wash](#), or the more old-fashioned [tempera](#) or [encaustic](#) paints. For an explanation of colourants, see: [Colour in Painting](#) and [Colour Pigments, Types, History](#).

- **Printmaking**

Using simple methods like [woodcuts](#) or stencils, the more demanding techniques of [engraving](#), [etching](#) and [lithography](#), or the more modern forms like [screen-printing](#), foil imaging or [giclee printing](#). For a significant application of printmaking, see: [Poster Art](#).

- **Sculpture**

In [bronze](#), [stone](#), [marble](#), [wood](#), or clay.

Another type of Western fine art, which originated in China, is [calligraphy](#): the highly complex form of stylized writing.

## **The Evolution of Fine Arts**

After primitive forms of cave painting, figurine sculptures and other types of [ancient art](#), there occurred the golden era of Greek art and other schools of Classical Antiquity. The sacking of Rome (c.400-450) introduced the dark period of the Dark Ages (c.450-1000), brightened only by [Celtic art](#) and Ultimate La Tene Celtic designs, after which the history of art in the West is studded with a wide variety of artistic 'styles' or 'movements' - such as: Gothic (c.1100-1300), Renaissance (c.1300-1600), Baroque (17th century), Neo-Classicism (18th century), Romanticism (18th-19th century), Realism and Impressionism (19th century), Cubism, Expressionism, Surrealism, Abstract Expressionism and Pop-Art (20th century).

For a brief review of modernism (c.1860-1965), see [Modern art movements](#); for a guide to postmodernism, (c.1965-present) see our list of the main [Contemporary art movements](#).

## **The Tradition**

Fine art was the traditional type of [Academic art](#) taught at the great schools, such as the the *Accademia dell'Arte del Disegno* in Florence, the *Accademia di San Luca* in Rome, the *Académie des Beaux-Arts* in Paris, and the Royal Academy in London. One of the key legacies of the academies was their theory of [linear perspective](#) and their ranking of the [painting genres](#), which classified all works into 5 types: history, portrait, genre-scenes,

landscape or still life.

## **Patrons**

Ever since the advent of Christianity, the largest and most significant sponsor of fine art has been the Christian Church. Not surprisingly therefore, the largest body of painting and/or sculpture has been [religious art](#), as has other specific forms like [icons](#) and [altarpiece art](#).

## **2. Visual Arts**

[Visual art](#) includes all the fine arts as well as new media and contemporary forms of expression such as Assemblage, Collage, [Conceptual](#), Installation and Performance art, as well as [Photography](#), (see also: [Is Photography Art?](#)) and film-based forms like [Video Art](#) and [Animation](#), or any combination thereof. Another type often created on a monumental scale is the new [environmental land art](#).

## **3. Plastic Arts**

The term [plastic art](#) typically denotes three-dimensional works employing materials that can be moulded, shaped or manipulated (plasticized) in some way: such as, clay, plaster, stone, metals, wood (sculpture), paper (origami) and so on. For three-dimensional artworks made from everyday materials and "[found objects](#)", including Marcel Duchamp's "[readymades](#)" (1913-21), please see: [Junk art](#).

## **4. Decorative Arts**

This category traditionally denotes functional but ornamental art forms, such as works in glass, clay, wood, metal or textile fabric. This includes all forms of [jewellery](#) and [mosaic art](#), as well as [ceramics](#), (exemplified by beautifully decorated styles of [ancient pottery](#) notably [Chinese](#) and [Greek Pottery](#)) furniture, furnishings, [stained glass](#) and [tapestry art](#). Noted styles of [decorative art](#) include: [Rococo Art](#) (1700-1800), [Pre-Raphaelite Brotherhood](#) (fl. 1848-55), [Japonism](#) (c.1854-1900), Art Nouveau (c.1890-1914), Art Deco (c.1925-40), Edwardian, and Retro.

Arguably the *greatest* period of decorative or applied art in Europe occurred during the 17th/18th centuries at the French Royal Court. For more, see: [French Decorative Arts](#) (c.1640-1792); [French Designers](#) (c.1640-1792);

and [French Furniture](#) (c.1640-1792).

## 5. Performance Arts

This type refers to public performance events. Traditional varieties include, theatre, opera, music, and ballet. Contemporary [performance art](#) also includes any activity in which the artist's physical presence acts as the medium. Thus it encompasses, mime, face or body painting, and the like. A hyper-modern type of performance art is known as [Happenings](#).

## 6. Applied Arts

This category encompasses all activities involving the application of aesthetic designs to everyday functional objects. While fine art provides intellectual stimulation to the viewer, [applied art](#) creates utilitarian items (a cup, a couch or sofa, a clock, a chair or table) using aesthetic principles in their design. [Folk art](#) is predominantly involved with this type of creative activity. Applied art includes architecture, [computer art](#), photography, industrial design, graphic design, fashion design, interior design, as well as all decorative arts. Noted styles include, [Bauhaus](#), [Design School](#), as well as [Art Nouveau](#), and [Art Deco](#). One of the most important forms of 20th applied art is [architecture](#), notably supertall [skyscraper architecture](#), which dominates the urban environment in New York, Chicago, Hong Kong and many other cities around the world.

## IMPORTANCE OF ART

### Source Of Beauty & Inspiration

Beauty itself forms an inseparable component when it comes to the importance of art. An artist who creates a beautiful painting or song reveals his thoughts and feelings. This piece of art creates a sense of happiness in the viewers/listeners, thereby filling them with wonder and contentment. To add on, the observer might visualize the world to be positive around him that can further enhance and enrich his life with joys and delights.

### Reveals Creativity

Art is filled with inspiration and imagination, and hence, forces a person to think beyond boundaries. In the absence of new artistic movements and new means of creative expressions, the



society is bound to stagnate, thereby limiting the ability to solve new-found problems. Art is one such form that allows an artist to experiment and try means of expression bringing out the playfulness of art. These are particularly displayed in practical fields, such as architecture, engineering, and medicine.

### **Illuminates Human Life**

Life is a challenge and human beings are constantly surrounded by struggles and efforts to find the true meaning of our existence. Life's too short to make an established impression in the world and most of the work done fades out with time. However, art is one such work that leaves back a permanent mark by revealing the truth, not only for those present, but also for future generations to study and come to terms with the same truths.

### **A Tool Of Learning**

Where there is a school, there exists art. A fun and entertaining tool, art serves as an interactive tool for reluctant learners and young students. Further, as these students grow up, they can relate art with their dreams and desires, thereby learning a lot about their abilities and capabilities. Additionally, art and writing go hand in hand and hence, art is almost as effective as written things.

### **Livens Up Things**

Apart from revealing a specific idea and meaning, art is effective in converting dry things into better and complete ones. For instance, you have written a dull report; add creativity to it by including a picture or two to it. Similarly, since art is found everywhere, a bit of imagination and innovation is required to make anything more appealing and comfortable. Further, art can also be used as filler because a thing might look better with art, than leaving it alone just by itself.

**Creativity.** This may seem like a no-brainer, but the arts allow kids to express themselves better than math or science. As the Washington Post says, In an arts program, your child will be asked to recite a monologue in 6 different ways, create a painting that represents a memory, or compose a new rhythm to enhance a piece of music. If children have practice thinking creatively, it will come naturally to them now and in their future career.

**Improved Academic Performance.** The arts don't just develop a child's creativity—the skills they learn because of them spill over into academic achievement. PBS says, A report by Americans for the Arts states that young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognized for academic achievement, to participate in a math and science fair or to win an award for writing an essay or poem than children who do not participate.

**Motor Skills.** This applies mostly to younger kids who do art or play an instrument. Simple things like holding a paintbrush and scribbling with a crayon are an important element to developing a child's fine motor skills. According to the National Institutes of Health, developmental milestones around age three should include drawing a circle and beginning to use safety scissors. Around age four, children may be able to draw a square and begin cutting straight lines with scissors.

**Confidence.** While mastering a subject certainly builds a student's confidence, there is something special about participating in the arts. Getting up on a stage and singing gives kids a chance to step outside their comfort zone. As they improve and see their own progress, their self-confidence will continue to grow.

**Visual Learning.** Especially for young kids, drawing, painting, and sculpting in art class help develop visual-spatial skills. Dr. Kerry Freedman, Head of Art and Design Education at Northern Illinois University says, Children need to know more about the world than just what they can learn through text and numbers. Art education teaches students how to interpret, criticize, and use visual information, and how to make choices based on it.

**Decision Making.** The arts strengthen problem solving and critical thinking skills. *How do I express this feeling through my dance? How should I play this character?* Learning how to make choices and decisions will certainly carry over into their education and other parts of life—as this is certainly a valuable skill in adulthood.

**Perseverance.** I know from personal experience that the arts can be challenging. When I was trying to learn and master the clarinet, there were many times when I became so frustrated that I wanted to quit. But I didn't. After practicing hard, I learned that hard work and perseverance pay

off. This mindset will certainly matter as they grow—especially during their career where they will likely be asked to continually develop new skills and work through difficult projects.

**Focus.** As you persevere through painting or singing or learning a part in a play, focus is imperative. And certainly focus is vital for studying and learning in class as well as doing a job later in life.

**Collaboration.** Many of the arts such as band, choir, and theater require kids to work together. They must share responsibility and compromise to achieve their common goal. Kids learn that their contribution to the group is integral to its success—even if they don't have the solo or lead role.

**Accountability.** Just like collaboration, kids in the arts learn that they are accountable for their contributions to the group. If they drop the ball or mess up, they realize that it's important to take responsibility for what they did. Mistakes are a part of life, and learning to accept them, fix them, and move on will serve kids well as they grow older.

## **ROLE OF ART IN DAILY LIFE**

The word 'Art' is most commonly associated with pieces of work in a gallery or museum, whether it's a painting from the Renaissance or a modern sculpture. However, there is so much more to art than what you see displayed in galleries. The truth is, without being aware of it, we are surrounded by art and use it on a continual basis. Most people don't realize how much of a role art plays in our lives and just how much we rely on art in all of its forms in our everyday lives.

### **Art in the Home**

Chances are you will have some form of art in your home. Obviously the first things that might come to mind will be a painting, print or photograph on the wall. If you don't have any of these things adorning your walls, don't panic, you'd be surprised at how much art you actually have in your home if you look around! Art is not purely for looking at and admiring, a lot of it is functional too, especially when it comes to our homes. Everything from a delightfully patterned quilt on the bed, decorative tea towels or that cute pink heart covered teapot to the sleek computer case or angle-poised desk lamp can be considered a form of art.

## **The Joy of Art**

You may be wondering why all of these things are so important to our daily lives and that you could probably survive just fine with essential items that were non-artistic. That is just the reason why art is so valuable! While art may not be vital to fulfill our basic needs, it does make life joyful. When you look at a painting or poster you've chosen to hang on your living room wall, you feel happy. The sculpture or figurines on the kitchen windowsill create a sense of joy. These varieties of art forms that we are surrounded by all come together to create the atmosphere that we want to live in, which is personable to us.

## **Art and Music**

The importance of art in our daily lives is very similar to that of music. Just like art, music can make life extremely joyful and can have a huge effect on our mood. In the workplace in particular, music is something that can help people set the mood for what they are about to do. If you have something hard or difficult to work on or are feeling tired, an energetic song will likely wake you up and add some enthusiasm to the situation. Similarly, when stress is high, many people find that relaxing to calming music is something that eases the mind.

## **Inspirational Art**

Inspirational art, such as posters are often found in work spaces to encourage employees to continue being productive. There is now an increasing amount of companies using art in their offices, as well as playing background music, as it is proven to actually work in making end results far better quality.

There may be a piece of art that you own that you personally find motivational. Perhaps a print with a positive affirmation or quote beautifully scrolled on it or a painting of a picturesque scene of where you aim to travel to one day. I've even heard of people who put up posters of their favorite singer or Hollywood actress to motivate them to go to the gym!

Art is everywhere, influencing us on a daily basis, whether we realize it or not. With the art that we are surrounded by, whether it's a painting, music or even videos can have a huge impact on our mood and emotions. Of course some art is very dark and can cause disturbing emotions, anger or even depression but we can choose what kind of art we want to be surrounded by in our own environment at home to make you feel good. All kinds of art can affect our mood in a positive way, making us feel happier, calmer, or even inspired to do something.

## **PRINCIPLES OF TEACHING FINE ART**

the **Fine Arts** included painting, sculpture, architecture, music and poetry, plus drama and dancing. Lesser arts include book printing, jewelry and clothing design, quilting and home decorating. Computer design, both commercial and artistic, have revolutionized print (or electronic) media, audio and visual productions. Musical creations can be produced without a single “real” instrument or voice, just a person with computer, keyboard and music software. Fine Arts, being electives, may not be taught at all in homeschool. Coloring papers or paste and glitter craft projects don’t count. Real art instruction should include more. Children need to learn to draw. Drawing should include basic shapes, perspective, proportion. Teach primary and secondary colors, blending, use of charcoal, pastels, watercolor. Crayons and colored pencils are also a good media as long as children learn how to shade and blend colors.

Teach hand and machine sewing, knitting, crocheting, needlework if you can. Use fabric paints to put Scripture verses and biblical designs on clothing and wall decorations. Working the Scriptures into your projects reinforces memorization. In one church women had quilted banners with Scripture and Christian elements, which was a wonderful ministry opportunity.

We cover Music as a separate curriculum area but it is frequently related to Drama, Poetry and Speech. Memorize poems or play passages and perform them for family gatherings or homeschool groups. If there are several students production chores can be divided up. A sound effects person gets music clips, rice in a tin pan and pair of shoes, a deerspotter spotlight operator, a costume designer, and a set builder, as well as performers. These need not be difficult or complicated, and give an outlet to different talents and ability levels.

A computer opens up worlds of artistic expression and parents should realize the relative simplicity with which their child could create a digital portfolio of his schoolworks or a favorite subject, a slideshow or video clips, captions and titles, recorded narration, music background, and, by the way, a fine arts elective class. Almost every computer includes some type of movie making or slide show creations software with fun effects and a few music background choices.

Many Christians do not believe any kind of dance instruction is appropriate, but we do know homeschoolers who have had their children take ballet. Folk or Square dancing are often considered acceptable. We have seen a performance by a Christian who studied interpretative

dance and used it in a church service with Christian music. The Bible does talk about Miriam and David dancing before the Lord. Dance instruction can be physical education and also training in the arts. Parents have to decide how to obey the Scriptures in this matter. Great caution must be exercised to avoid situations where other Christians would consider it wrong. Also, a teacher might introduce elements of dance clearly sensual or suggestive or music that is not appropriate for your child to be exposed to.

## **UNIT-II: Art in School Curriculum**

- a) Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.

### **Apply What they Learn**

In an exhibition, students get a chance to apply or do the practical aspect of the things that

they have learned from the



classroom. These are *real opportunities* for the kids to easily implement the things that they have learn from schools.

There are many students who always try to implement the things that they learn and they find these **platforms of exhibitions** a great way to showcase what and all that they have tried. It is always good to give the students a chance for implementing the things that they have learned and also to *apply their ideas and present things differently* in their own unique way.

### **Being Creative**

For preparing *science exhibits, astronomy, math and geography exhibits*, kids need to make the best use of their creativity. It is not enough to just tell or write what they know,



but it is essential for the kids to present **what they know** in the best possible way.

Being creative and doing things should be promoted so that kids can use their *capabilities and skills* in such a way to choose the best method to represent the things that they have

learn. It is always good if the kids spend some time for the purpose of making the things in such a great way possible.

### **A Good Platform**

The school exhibition that is held in most of the schools is a great platform for the kids to do



things. It is always essential for the schools to organize exhibitions and such kind of events where the kids get some chance for *showcasing their talents*. This is a good way to find out the talented ones who are there in the school and also to open a platform for the kids to show their talents.

It is not enough for the kids to learn the lessons from the textbooks, but they should be given adequate space and time for letting the **inner talents** get a platform to be showcased.

### **Get Confidence to Speak**



When an exhibition is held in a school, the kids need to explain about what they are



presenting. This is really a great chance for the kids to speak well. In most cases, the students need to explain to the faculties, their fellow students, judges and may also need to explain to people who come from outside to see the exhibition. This can help in **boosting in their skills** in *speaking and thus their confidence*. There are chances for them to get that well.

## **PRINCIPLES OF CURRICULUM CONSTRUCTION**

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- 1) Principles of Utility :-It should be useful in solving problems and facing situations in life. To avail individual of his rights as a consumer & get the standard quality of service at right price.
- 2) Principle of flexibility:- It must be capable of accommodating the changes in the child's diverse interest, inclinations & accordance with social requirements.
- 3) Principle of child-centeredness :- The selection of content has to be in keeping with the child interests and abilities.

- 4) Principle of life-centeredness:- To enable an individual to function efficiently & face the challenges in life. Experiences should achieve the physical, mental, social & emotional development.
- 5) Principle of community-centeredness:- community should be the focus development of social values & spirit of inquiry.
- 6) Principle of correlation:- correlation of one subject with different subjects.
- 7) Principle of activity-centeredness:- actual life experiences makes learning process interesting and enjoyable.
- 8) Principle for the use of leisure :- The use of leisure in an appropriate manner develops creativity, aesthetic sense and vocational skills.
- 9) Principle of inter-relation of subject:- suggest an inter-disciplinary approach.
- 10) Principle of development of culture and civilization:- The pupil should have the knowledge of their culture and civilization.
- 11) Principle of need based activity:- provide the manpower for social and economic development.
- 12) Principle of value-oriented ness:- justice, equality of opportunity, equality of sexes, social values and democratic values.
- 13) Conservative principles:- natural resources, wildlife should be inculcated & organization of field trips, visits, excursions, stamp collection, collection of pictures.
- 14) Principle of creative training:- abilities of the pupils.
- 15) Principle of harmony:- Formal & Informal education, general, liberal and vocational education, individual and social aims should be skillfully interwoven into a harmonious whole paving the way for individual development & social upliftment.

### **UNIT-III: METHODS AND TECHNIQUES**

#### **LECTURE CUM DEMONSTRATION METHOD,**

**Introduction** : This method is also called as **Demonstration method**. The main drawback with the lecture method is that it is one sided process. The teacher talks too much and the students are totally neglected. The best method is that which involves a kind of ebb and flow b/w the teacher and taught, where the teacher and the children are really part of an

educative process. It is in an atmosphere of this kind that children develop in the best way. The demonstration method takes stock of this fact and thus while in a lecture method the teacher merely talks.

**Meaning** : Demonstration means ‘to show’. In the lecture method teacher just tells but in the demonstration method he also shows and illustrates certain fundamental phenomena and the various applications of abstract principles through a series of experiments. This method is also in accordance with the maxims of teaching “**from concrete to Abstract.**” The students see the actual apparatus and experiment and thereby they feel interested in learning.

### **Characteristics of Good Demonstration :**

1. **Visibility** : A demonstration should be visible in most of its significant details to all the students of the class.
2. **One major idea at a time** : Only one major idea at a time should be taken so that students become aware of the objectives of demonstration.
3. **Clear Cut** : The demonstration should be clear cut, for this, the teacher should be clear of the purpose of demonstration. He should know the aims of demonstration before hand.
4. **Convincing** : It should be convincing so that students get a training in scientific method of solving problem.
5. **Rehearsal** : It is necessary before demonstration so that teacher becomes well versed in handling the apparatus.
6. **Supplemented with other teaching aids** : Demonstration should be supplemented with other teaching aids like charts, models etc. to make it more interesting.
7. **Asking relevant questions** : The teacher should ask suitable and relevant reflective type questions. It also helps to keep the students alert.

8. **Neat, Clean & Tidiness** : The teacher should see the general order, neatness, cleanliness and tidiness of the demonstration table. The table should be occupied by the apparatus and materials relevant to the lesson. It is always better to keep the used apparatus right hand side and the apparatus to be used on left hand side.
9. **Sequence of Experiments** : The teacher should carry out the experiments in such a way that the students should learn how to carry it out by themselves.
10. **Simple & Speedy** : Demonstration should be simple and speedy.
11. **Acc. to time and season** : While planning and performing the demonstration, it should be kept in mind that the demonstration should be in accordance with the time and season otherwise it will prove to a failure and wastage of time.
12. **To Write Observation** : The students should be asked to draw diagrams and to write, what they observe.
13. **Black Board** : The blackboard behind the demonstration table helps the teacher to summarise the principles and concepts related and also the student to note it down.
14. **Sufficient time** : For recording data, the students should be give sufficient time.
15. **Apparatus** : The apparatus used for demonstration should be larger in size.
16. **Teacher to act as performer** : For maintaining the interest of the students sometimes the teacher act as a performer, showman or actor.
17. **Spare parts for the apparatus** : Reserve or spare parts for the apparatus should be there on the table.

#### **Common Errors in a Demonstration lessons :**

1. The demonstration may not to be visible to all.
2. The set up of apparatus may not be at a good height.
3. The lighting and ventilation may not be adequate.

4. The speed of demonstration may not be accurate, either too fast or too slow.
5. The apparatus may not be ready to use.
6. Students are not involved.
7. The purpose of demonstration may not be clear.
8. The teacher may arrive at the generalization himself without getting it done by the students.
9. The students may not be given sufficient time.
10. The apparatus may not be arranged in proper order and the teacher may flounder while performing the experiment.

#### **Conduct of Lecture-cum-Demonstration**

1. **Planning & Preparation** : While planning a demonstration the following points should be kept in a mind.
  - a) **Subject matter** : The subject matter should be thoroughly prepared. If the teacher knows it, even then he should go through the subject matter.
  - b) **Lesson Planning** : The teacher should plan how to introduce the lesson, the way to present it, types of questions to be asked in experimentation and recapitulation.
  - c) **Rehearsal of experiment** : The demonstration should be rehearsal well in advance as it provides confidence to the teacher too. In this way, his lesson will go on smoothly and systematically.
  - d) **Collection and arrangement of apparatus** : The apparatus and chemicals should be properly arranged on the demonstration table. Only such materials should be pro kept on the table as are required for
2. **Introduction of Lesson** : The lesson may be introduced on the following basis :

- a) Student's personal experience or incident.
- b) Student's environment
- c) Telling story
- d) A simple and interesting experiment.

3. **Presentation of the subject matter** :

- a) The teacher must study the subject matter on broad basis taking into consideration the interest and experience of students.
- b) While demonstration is going on, questions should also be asked which helps the students to understand the underlying principles.
- c) The teacher should try to illustrate the facts and principles. the experiment in progress. b/z too many things at a time divert the attention of students.
- d) Language used by teacher should be simple and clear.

4. **Experimentation**

- a) Demonstration should be properly spaced and striking, clear and convincing.
- b) The demonstration table should have only apparatus related to the lesson.
- c) The experiment should be simple and speedy.
- d) All the apparatus should not be displayed at once.
- e) Reserve or spare apparatus can be kept for emergency.

5. **Black board work** : A big black board behind the demonstration table is necessary in order to summarise the principles and other matters of demonstration and also to draw necessary diagrams and sketches.

**Advantages**

1. **Economical** : This method is economical as it helps in economizing resources. Some equipments are too expensive for general use and thus demonstrating the experiment to the whole class becomes an economical exercise.
2. **Psychological Method** : Demonstration method is psychological as the students are shown concrete things. They have not to enter into false imagination.
3. **Student participation** : This is one of the best techniques to get participation of students.
4. **Save time & effort** : This method saves teacher's time and effort as it is easier to perform one experiment than to supervise 45 experiments.
5. **Helpful to promote useful discussion** : This method can help to promote relevant and useful discussion in the classroom and also provides opportunity to question and to review.
6. **More efficient method** : Discussion method is more efficient than laboratory method as a teacher is more competent to handle apparatus than students.
7. **Activity Centred** : By this methods students are kept busy in various activities like observing, taking notes, answering questions, drawing diagrams etc.
8. **Useful for all types of students** : This method is suitable for all types of students i.e. from average to above average.
9. **Helpful for teacher** : This method is useful and helpful for teacher also he can be in position to explain each and every step and to ensure that all the students see and interpret all the work in uniform manner.

### **Disadvantages**

1. **Ignore maxim of education** : The maxim of education "Learning by Doing" and the principle of psychology of learning has no place in this method. The students don't get chance to perform experiment themselves.

2. **Visibility** : It is main problem for a teacher b/z all the students may not be able to see the details and results of a demonstration.
3. **Speed of Experiment** : Either too fast or too slow speed of demonstration some times may create trouble in understanding what is going on.
4. **Ignore individual difference** : This method totally ignores the main principle of psychology 'there is always individual difference' slow learners and genius are made to sail in the same boat.
5. **Hinder progress** : This method some how hinder the development of laboratory skills among the students.
6. **Not useful for developing scientific attitude** : This method does n't help the students for inculcation of scientific attitude.
7. **Problem of indiscipline** : Some time students may get into mischief, thereby creating a problem of indiscipline.

## **OBSERVATION METHOD**

The observation method involves human or mechanical observation of what people actually do or what events take place during a buying or consumption situation. "Information is collected by observing process at work."The following are a few situations:-

1. Service Stations-Pose as a customer, go to a service station and observe.
2. To evaluate the effectiveness of display of Dunlop Pillow Cushions-In a departmental store, observer notes:- a) How many pass by; b) How many stopped to look at the display; c) How many decide to buy.
3. Super Market-Which is the best location in the shelf? Hidden cameras are used.
4. To determine typical sales arrangement and find out sales enthusiasm shown by various salesmen-Normally this is done by an investigator using a concealed tape-recorder.

### **Features of observation**



1. Eye Observation – In an accurate sense, observation involves the use of the eyes rather than the use of the ears and the voice. An experienced worker never believes in hearsay he only trusts if he has observed that with his own eyes or if the report is a first hand evidence of his eyes. So it can be said that observation done with the help of the eyes acts as a most trustworthy medium for making an observation.

2. Aim – Observations which act on scientific grounds are brought in use by the scientists or the researchers with some or the other aim to achieve something. Such scientists make their observations in a very minute and a detailed manner which helps them in achieving specific goals. These goals can include discovery of something, verification of the hypothesis etc.

3. Planning – The value of an observation in an operation is only if it is done properly – in a planned manner as, if it is done in a careless sense then the chance of making such an observation again may come or not. Hence, observation should be carried out in a very phased and a planned manner in order to get in depth understanding of an activity.

4. Recording – The various operations that we perform and the results that we obtain should be remembered but a known fact is that memory is very deceptive in nature. With the passage of time things tend to get out of mind, so it is very important to keep a record of such activities. One very common method to keep a track of these activities is to write down the various impressions, but now a days a tape or in some cases a video camera is used for the recording purposes.

One of the major advantages of the recording done by a tape or a video camera is that the chances of going wrong i.e. committing any mistake are very less or almost negative. In tape, actual words can be recorded which results in zero chance of committing an error.

5. Physical and mental activity – Sense organs have a very critical role to play in the observation process. During the observation researcher or an investigator has to use his sense organs for seeing and hearing things and then has to keep in mind the whole set of observations for an in depth analysis of the matter later on.

6. Exactness – Observation should be based on standardized tools of research which makes an observation exact in its nature of working.

7. Direct study – Observation is a very vital scientific method that helps a lot in the collection of the primary information that is reliable in nature in which direct study of the situation is involved.

### **Advantages of Observation**

1. Very direct method for collecting data or information – best for the study of human behavior.
2. Data collected is very accurate in nature and also very reliable.
3. Improves precision of the research results.
4. Problem of depending on respondents is decreased.
5. Helps in understanding the verbal response more efficiently.
6. By using good and modern gadgets – observations can be made continuously and also for a larger duration of time period.
7. Observation is less demanding in nature, which makes it less bias in working abilities.
8. By observation, one can identify a problem by making an in depth analysis of the problems.

### **Disadvantages of Observation**

1. Problems of the past cannot be studied by means of observation.
2. Having no other option one has to depend on the documents available.
3. Observations like the controlled observations require some especial instruments or tools for effective working, which are very much costly.
4. One cannot study opinions by this means.
5. Attitudes cannot be studied with the help of observations.
6. Sampling cannot be brought into use.
7. Observation involves a lot of time as one has to wait for an event to happen to study that particular event.
8. The actual presence of the observer himself Vis a Vis the event to occur is almost unknown, which acts as a major disadvantage of observation.
9. Complete answer to any problem or any issue cannot be obtained by observation alone.

## **What are Characteristics of a Good Art Teacher?**

### **Four Qualities**

1. A good art teacher wants you to learn something new about art and have fun doing it. This includes the elements and principles of art, techniques (how tos), and art appreciation.
2. A good art teacher makes you feel comfortable and encouraged practicing self-expression.
3. A good art teacher wants you to explore your hidden talents while gaining a new appreciation of art and the role it plays in the world around you and how it relates to the core subjects.
4. A good art teacher strives to have students that produce work in each class that is unique. They want you to be able to think for yourself and make decisions and put a work of art together that belongs to you the student. A good art teacher does not want you to be afraid of failure, but have the tenacity of an inventor. It is ok to fail, the next attempt may be spectacular. In other academic core classes, there is usually only one right answer. But in art the ability to think for yourself can not only prepare you for success in your other classes, but in your future life.

The artist-teacher must be able to connect an understanding of educational processes and structures with an understanding of relationships among the arts, sciences, and humanities, in order to apply art competencies in teaching situations and to integrate art/design instruction into the total process of education. Specific competencies include:

- a. An understanding of child development and the identification and understanding of psychological principles of learning as they relate to art education.
- b. An understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale for personal attitudes and beliefs.
- c. Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students, and to devise learning experiences to meet assessed needs.
- d. Knowledge of current methods and materials available in all fields and levels of art education.

- e. Basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.
- f. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
- g. An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and the objectives and procedures of the curriculum.
- h. Ability to organize continuing study and to incorporate knowledge gained into self-evaluation and professional growth.

## **NEW TRENDS IN TEACHING FINE ARTS**

### **Career Oriented Approach:**

Educational institutes are more focused now to prepare their students for the job market. Most of the students prefer schools and universities that are associated with specific disciplines. There are business schools for people who want to make it big in the corporate world and fine arts colleges for people who want to explore new dimensions through the medium of art. A lot of emphasis is placed to prepare the curriculum according to the demands and practices of the selected field, and students are guided according to a well-defined career pathway. Apart from this, students are synthesized with the environment of their chosen field through apprenticeship programs and practical training.

### **Activity-Based Learning:**

Students are encouraged to contribute to learning process through participation in different activities. Be it a second grade classroom where knowledge is discovered through a sport or fun quiz, or mock trials at Law schools where students can get real life experience of court proceeding. Role-playing, case studies, projects, presentations and several other tools are used to make the education process interactive and productive. In higher level studies, role of instructor is also changing from that of an authority in knowledge to a facilitator for students who promotes

seminar-like environment in the classroom.

### **Changing Patterns in Student Assessment and Evaluation:**

Many new trends are introduced for assessing the performance of students and evaluating their level of knowledge and skill attainment. From classroom assessment to grading system for exams, everything has become more transparent and error-free because of the use of technology. Computer-based assessment is encouraged in most parts of the world, which saves a lot of time and effort. Students also appreciate new patterns of evaluation, as they guarantee them fool-proof results.

### **Growing Trend of Online Learning:**

While World Wide Web has redefined the practices and procedures in almost every area of life, it has certainly brought revolutionary changes in the field of education. The success story of online education is a significant example as it is serving the people from various different backgrounds. Everyone from mid-career professionals to housewives can earn degrees and diplomas in their selected fields through online schools and colleges. Online education is preferred because of its extendibility and expediency. It allows learners to set their own study time and duration without compromising on their present commitments. Online learning is cost effective and it carries great worth for jobseekers.

It is noteworthy here that traditional methods of teaching and learning still carry great importance; it is only their integration with new technology and strategies that have introduced many new trends in education. We should also consider the fact that current trends in education are constantly evolving, so more directions will emerge in the future. We need to embrace the change as it happens, because this is the only way to remain connected to the world of knowledge.

### **Technology**

The rapid advancement of computer technology has transformed art at all levels. Art-making, whether in the professional world or in schools, often is aided by computer programs that allow artists to create and manipulate images electronically. This new capability raises aesthetic

questions about the nature of art. For example, must a finished artwork be frameable? When, for that matter, should a work be considered "finished"? In the commercial world, an illustrator's work may exist only as a computer file until it finally appears in a book or magazine. As an electronic file, the image also can be altered repeatedly by the artist or by a publisher's art director until the moment it is printed.

Computer technology also provides resources for art history and criticism. Images for classroom study are routinely available in electronic formats, such as CD-ROM, making it easy for a school to maintain an extensive collection of visual references. Electronic editions of encyclopedias and other texts offer "extras" not found in print, such as film footage and sound bites. These extras enliven and enlarge the resources so that students do not merely read the information, but experience it.

The number of "wired" classrooms continues to increase. Electronic connections between a classroom or laboratory computer and the Internet make virtual field trips increasingly available as instructional tools. If teachers cannot take their students physically to a museum, they may be able to take them electronically. Virtual tours of many of the world's art galleries and museums are expanding instructional horizons. Some institutional sites, such as the website of the Louvre Museum in Paris, also encourage cross-cultural studies by allowing electronic visitors to take the virtual tour in several languages and by providing links to other historical and cultural websites.

#### **UNIT-IV: CONTENT**

##### a) Art as an occupation.

A career in art is not limited to being a painter of canvases which get framed and sold in a gallery. Behind every piece of art in a newspaper, magazine, book, poster, and leaflet there's a graphic or commercial artist or illustrator -- usually a team. There are graphic artists putting the magazines together, and illustrators drawing the cartoons and graphics. There are also website designers, computer-graphic artists (computers don't draw the graphics themselves, they're just a tool, a modern version of a paint brush!), and animators for film and television.

There are stage set designers and builders. There are computer game designers. There are [art galleries](#) and museums. There is also teaching art and art therapy; [mural painting](#) and face painting; tattoo artist.

And think more broadly about other career options: photography, landscape design, interior design, shop-window design, framing; textile and clothing design; furniture and lighting design; architecture, landscape architecture, and engineering.

These all require creative skills and, even if in your heart you long to be a fine artist, working in any of these fields will complement what you do at your easel in your 'own' time.

The creative industry is competitive, but that's symptomatic of the dedication people in it feel to their work. See it as a challenge to strive and succeed, rather than writing yourself off before you've even begun. It takes hard work and determination, the ability to sell yourself, and to produce the goods.

Art will not make you the same money as being a stockbroker might, but you have to decide what is more important to you: money or having a job/career you thoroughly enjoy. Do you want a fancy car, or simply one that will get you from point A to point B without breaking down? Do you want a fancy designer top or would you rather use the money for a large tub of genuine cadmium red? Assess your priorities and make your choices accordingly. Are you willing to do without rather than go into debt for a non-essential (taking a critical look at what you consider essential)? When you're 90 years old and looking back on your life, would you rather be able to say that you lived an interesting, creative life or that you lived in a huge house, had a new car regularly, and wished you had found more time for your art?

Some people choose a job simply because it pays the bills and leaves them with plenty of time to pursue a fine-art career part time; or one in an unrelated field so it won't use up their creative energy. Only you can know if this is right for you. Others find work that fuels their creativity and gives them fodder for their own artwork. For example, many artists become art teachers, finding fulfillment not only in helping others discover their creative abilities, but also continually learning from their students and honing their own artistic approach as they teach. Nothing is rote in art, so teaching is a constant process of discovery

for both the student and the teacher. It can be demanding and exhausting at times, so it does take discipline and effort to ensure that you schedule enough time for your own artwork.

## **WHAT QUALIFICATIONS SHOULD YOU GET FOR AN ART CAREER?**

Take a look at all the options available at various fine art or a graphic art degrees/diplomas and choose the one that will give you the most options -- you may think you know what you're going to enjoy, but may end up being surprised by what you enjoy most. Take enough business courses to ensure that you have the skills to sell yourself and your work, and can manage your own business (do the books, pay your taxes, understand a contract etc.). You need good language skills to present yourself and your work -- e.g. could you write a good press release for your first show, compose a letter to a gallery without any grammatical or spelling errors? And make sure you can touch type -- it saves a lot of time! If you can't afford full-time college, do part-time courses rather than give up on the idea of an art career. The most important thing is to keep practicing your art and keep growing as an artist. Use the internet for free video demonstrations and tips.

b) Design- Its meaning & types.

**Design** is the creation of a **plan** or **convention** for the construction of an object, system or measurable human interaction (as in **architectural blueprints**, **engineering drawings**, **business processes**, **circuit diagrams**, and **sewing patterns**).<sup>[1]</sup> Design has different **connotations** in different fields (see **design disciplines** below). In some cases, the direct construction of an object (as in **pottery**, **engineering**, **management**, **coding**, and **graphic design**) is also considered to use design thinking.

Designing often necessitates considering the **aesthetic**, **functional**, economic, and sociopolitical dimensions of both the design object and design process. It may involve considerable **research**, **thought**, **modeling**, interactive **adjustment**, and re-design. Meanwhile, diverse kinds of objects may be designed, including **clothing**, **graphical user**



interfaces, skyscrapers, corporate identities, business processes, and even methods or processes of designing.<sup>[2]</sup>

Thus "design" may be a substantive referring to a categorical abstraction of a created thing or things (the design of something), or a verb for the process of creation as is made clear by grammatical context. It is an act of creativity and innovation.

### **Three types of design**

#### **Product Design**

The goal of product design is to generate and prioritize functionality that could potentially deliver value to users in correspondence with the product's stated purpose, or to modify that stated purpose when no such functionality has sufficient potential.

A product designer spends their time mainly thinking about user flows and experiences, which is to say, how users ought to encounter the product at various points in their lifecycles, what they are enabled to do upon those encounters, and how that enablement provides users with additional value.

Such a design involves the least amount of illustration of the three types, but those in the form of low-resolution diagrams, flow charts, and even rough interfaces can help get the point across about how the functionality should work. Often the output of product design consists of verbal materials, such as outlines and essays that convey how the functionality will suit users' needs and psychological profiles.

A good product designer is aware that prioritization is key to their work because there isn't enough time or resources for all promising ideas and the ones with the most promise must be tackled first. And the product designer must continually map this product prioritization to the company's most pressing business objectives.

#### **Interface Design**

The goal of interface design is to translate the conceptual functionality conveyed by the product designer and articulate how the user actually experiences and manages to understand that functionality in the product, on a step-by-step basis.

If the product is a website, the focus is on arranging and defining various elements on each page that provides the user with information and input. If the product is a mobile application, then the medium is screen-by-screen, and if physical, its available materials.

The interface designer is most responsible for making the product as intuitively usable as possible so that the highest percentage of users derive the value promised by it. A good interface designer understands the constraints and opportunities afforded by their medium and plays the very empathetic role of envisioning and studying how people of all targeted backgrounds will learn (or fail to learn) how to use the product. And they're intent on ensuring that the interface elements come together in a cohesive whole that makes sense to users architecturally, delivering those elements as wireframes or other medium-resolution materials to the visual designer.

## **Visual Design**

The goal of visual design is to ensure that the product conveys a sense of quality and elicits the proper emotional response from its users.

Visual design is the most aesthetic and subjective design type, but it's also the most immediately recognizable one. While visual designers take their cues from product and interface designers, they are responsible for crafting and delivering an ethos for the product. They spend most of their time making interface elements both attractive and appropriately toned so as to reinforce the purpose and value of the product for users, and a good visual designer knows how to make a product pleasurable without making assets that are overly conspicuous.

A visual designer spends the most time on detail, since they sit closest to the user's actual experience. And they deliver high-resolution images, animations or other user-ready elements that can be incorporated directly into the product.

## **Colour- Product Design**

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### **C) COLOUR- TYPES AND EFFECTS.**

Every colour is seen in relationship to another colour. When you see two or more colours together they have a profound effect on one another. The study of colour interaction helps us understand and predict how a colour will be influenced by its surroundings.

The different types of color contrast are the following:

1. Contrast of hue
2. Light-dark contrasts
3. Cold- warm contrasts
4. Complementary contrast
5. Simultaneous contrast
6. Contrast of saturation
7. Contrast of extension

### **Contrast of Hue:**

Contrast of Hue occurs when a hue or color is separated and outlined by black or white lines. White lines weaken the 'strength' and appearance of the color and the colors around the white lines would seem darker. Similarly, a black line strengthens the appearance of the color and the colour around the black lines would seem lighter.

### **Light-Dark Contrasts:**

Light dark contrast is contrast between light values and dark values. The strongest expressions of light and dark are the colors white and black.

### **Cold - Warm Contrasts:**

Cold-warm contrast refers to the contrast between cool and warm colors. Cools colors consist of blue, green and purple. Warm colors consist of red, orange and yellow. As seen in the colour wheel yellow is the lightest and violet the darkest hue; hence these two hues have the strongest light-dark contrast. Hues can be either cold or warm according to warmer or colder tones they are contrasted with.

### **Complementary Contrast:**

Complimentary Contrast refers to the contrast between complimentary (opposite) colors. Complimentary colors are those that are directly opposite to each other on the color wheel. Each complementary pair has its own peculiarities. Red-orange/blue-green is a complementary pair as well as the extreme of cold warm contrast. Red and green are complementary, and the two saturated colors have the same brilliance.

### **Simultaneous Contrast:**

It is the contrast between a color and another color that is to the right of left of its compliment. Each of seven pure color squares contains a small neutral gray square, matching the background

color in brilliance. Each gray square seems to be tinged with the complementary of the background. The simultaneous effect becomes more intense, the longer the principal color of a square is viewed.

**Contrast of Saturation:**

It is the contrast between pure intense colors and dull diluted or grayed colors. Dull colors would appear to be duller when it is placed next to pure intense colors, and pure intense colors would appear more vivid when it is next to a dull color.

**COLOUR EFFECTS:**

‘La Biennale’, a funky bar in Venice, Italy by interior designer Tobias Rehberger. Unique design patterns and many colours are used to distort space and disguise reality.

**Colour Harmony:**

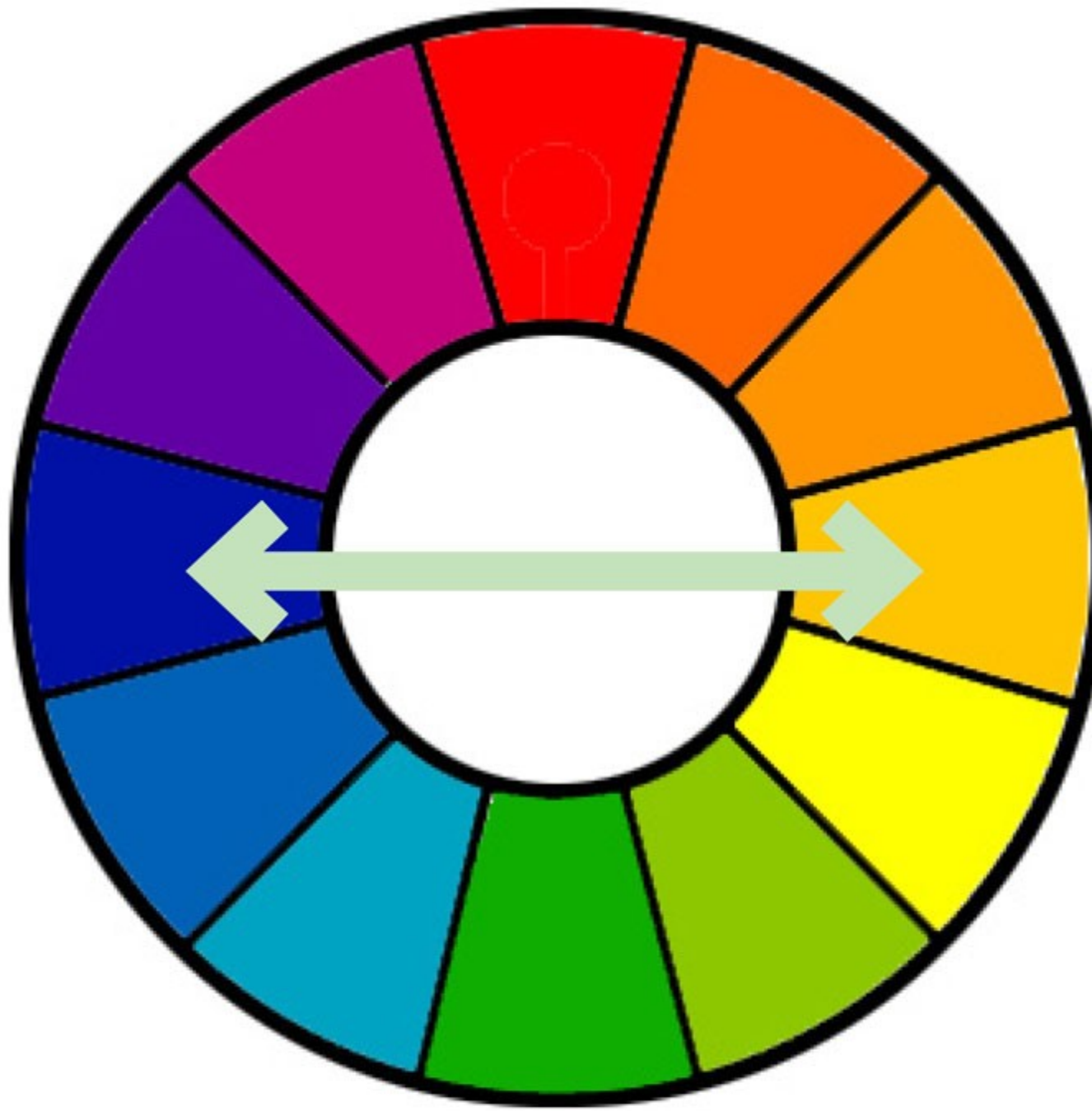
Colour harmony is the synchronization, balance or the pleasingness of a group of colour.

**Acromatic Colour Scheme:**

The “hueless” colors black, gray, and white, - the whole range of gray levels between black and white.

**Complementary Color Scheme:**

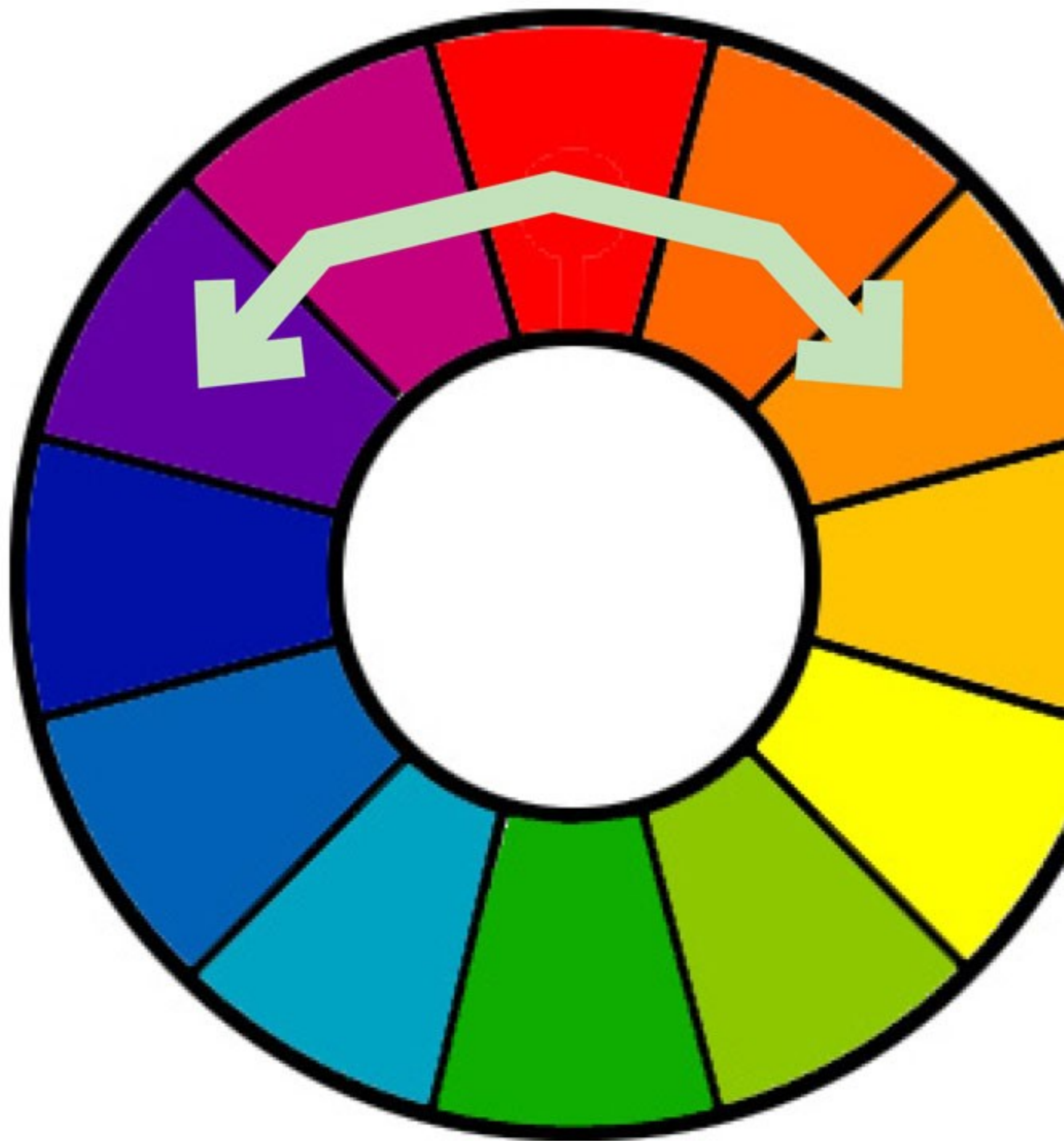
Colours that are directly opposite to each other in a colour wheel and appear opposite in character are called complementary colours. They create a vibrant effect.



**Analogous Color Scheme:**

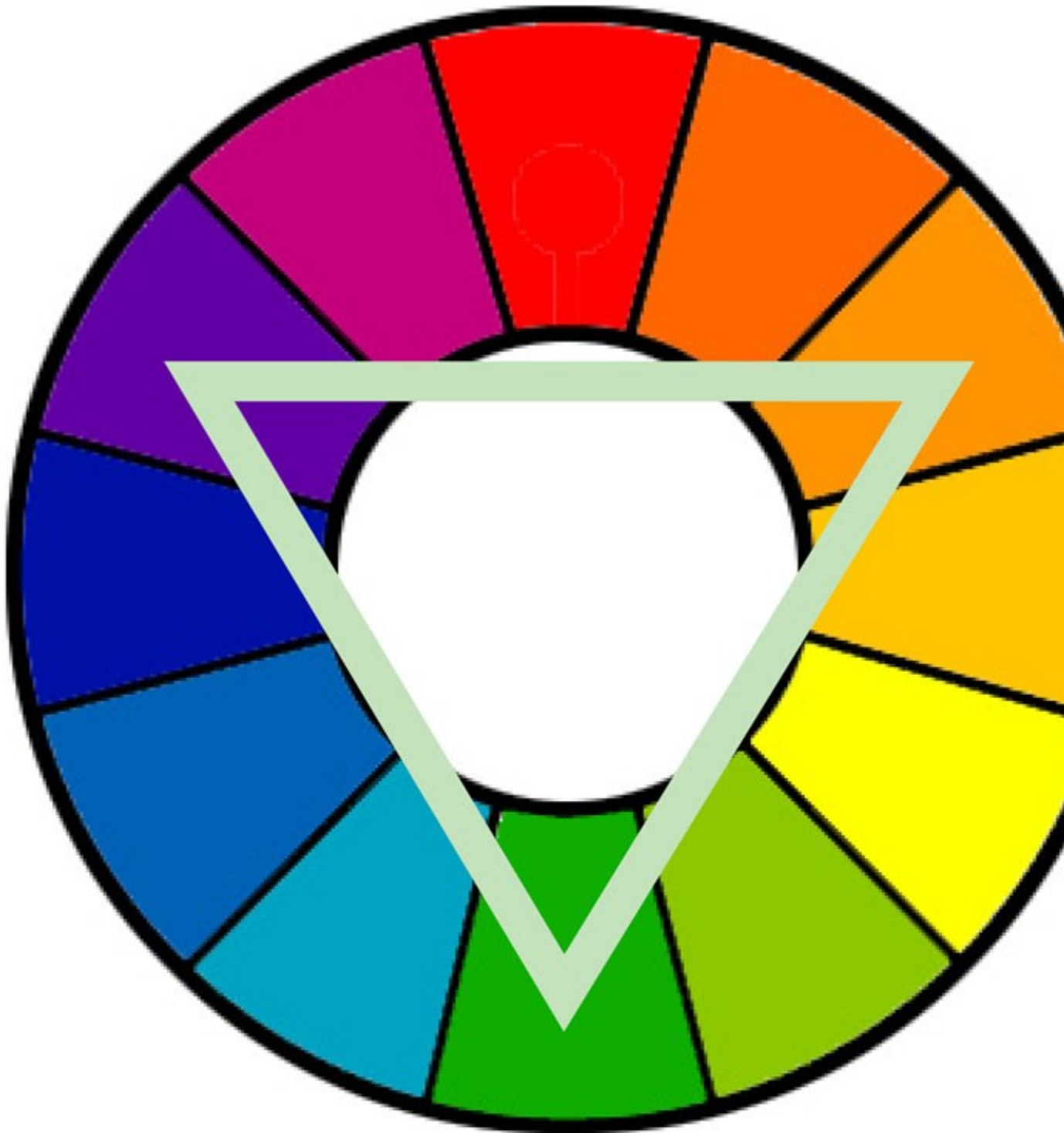
Analogous color schemes use colors that are next to each other on the color wheel. They usually match well and create harmonious effect.





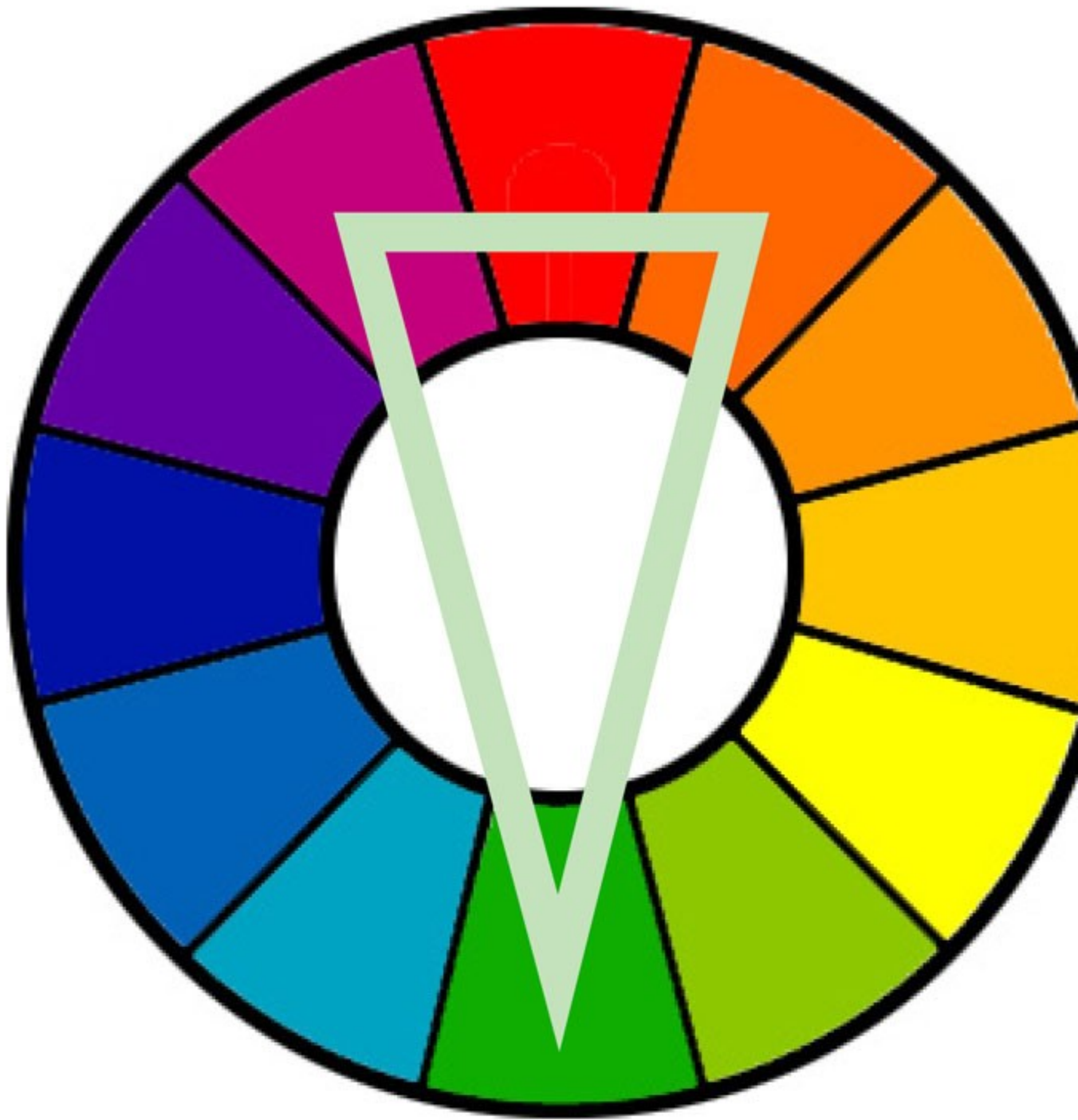
**Triadic Color Scheme:**

A triadic color scheme uses colors that are evenly spaced around the color wheel.



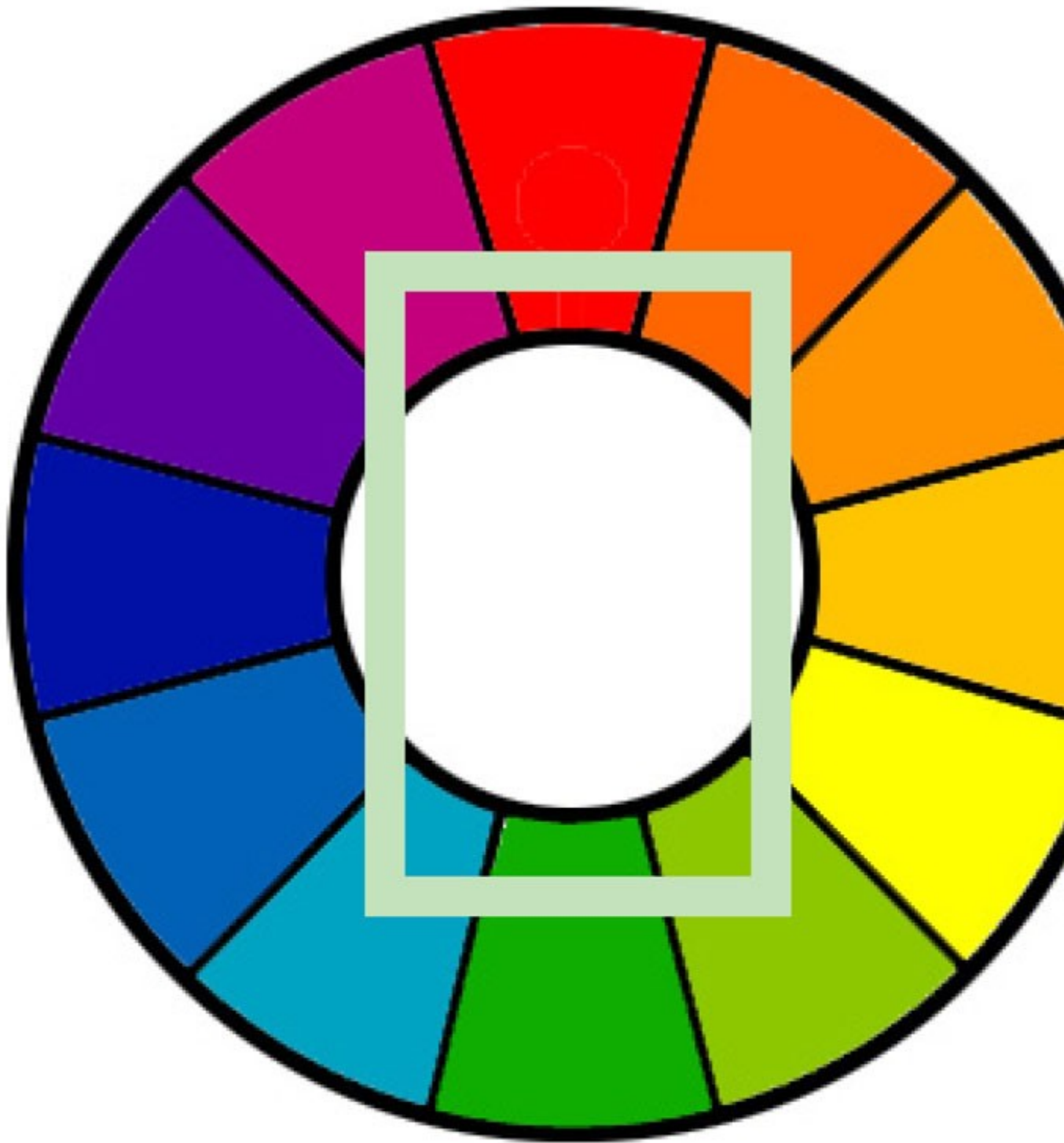
**Split-Complementary Color Scheme:**

The split-complementary color scheme is a variation of the complementary color scheme. A colour and the two colours adjacent to it's direct complement. It has high contrast but less contrast than complimentary colours.



**Tetradic Color Scheme:**

The rectangle or tetradic color scheme uses four colors arranged into two complementary pairs. It offers plenty of possibilities for variation.



**Temperature:**

The temperature of a colour is its relative warmth or coolness. Cool colours contain blue or green: blues, greens, violets, and steps between them. Warm colours are reds, oranges, yellow, and steps between them.



