**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED-107** |
| Course Title | **Art, Crafts and Calligraphy** |
| Resource Person(s) | Dr Aqila Rafiqueaqila.rafique@umt.edu.pk |
| Semester | F2023 |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil  |
| Counselling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research-oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description  |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’.  |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards.  |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

This course will help to prepare ***Student Teachers*** to teach the subject of Art and Crafts in the schools. It provides Student Teachers with an opportunity to develop their knowledge and understanding of art, crafts, and calligraphy (with a focus on Pakistani artists, calligraphers, and craftsmen and women) and to practice making their own works using a variety of techniques. Given that this is a teacher education course, Student Teachers also examine the role of art in child development; the importance of art, craft, and calligraphy in the curriculum; and the links between art, crafts, and calligraphy and other subjects such as science, math, and social studies. This course will also develop and broaden critical and creative thinking skills, understanding of and appreciation for the visual arts and culture and increase participant’s proficiency in visual art techniques and processes. Participants will get an opportunity to explore various visual art forms and techniques in this course through the elements and principles of art and design.

**Course Learning Outcomes (CLOs)**

After the successful completion of this course, graduates shall be able to:

CLO 1: Explain the importance of art education and its role in child development.

CLO 2: Recognize and appreciate artists, art styles, and artwork.

CLO 3: Explain the origins and development of a variety of crafts in Pakistan

CLO 4: Use a variety of tools and materials in art more skillfully.

CLO 5: Explain and apply elements and principles of design.

CLO 6: Identify links between art and other school subjects

CLO 7: Assess children’s work in art, crafts, and calligraphy.

CLO 8: Present a portfolio of their work that conveys their appreciation and interest in art, craft, and calligraphy and presents evidence of their knowledge, skills, and dispositions for teaching these subjects.

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLO’s/****PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** | **CLO 5** | **CLO 6** | **CLO 7** | **CLO 8** |
| **PLO 1: Subject matter knowledge** | **✔** | **✔** |  |  |  |  |  |  |
| **PLO 2: Human Growth and Development-** |  |  | **✔** | **✔** |  |  |  |  |
| **PLO 3: Knowledge of Professional and Ethical Values** |  |  |  | **✔** |  |  |  |  |
| **PLO 4: Instructional Planning and Strategies** |  |  |  |  | **✔** |  |  |  |
| **PLO 5: Students’ Assessment-** |  |  |  |  |  |  | **✔** |  |
| **PLO 6**: **Learning Environment** |  |  |  |  |  | **✔** |  |  |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  |  |  |  |  |  |  |
| **PLO 8: Collaboration and Partnership** |  |  |  |  |  |  |  | **✔** |
| **PLO 9: Continuous Professional Development and Code of Conduct-** |  |  |  |  |  |  |  | **✔** |

**Teaching Methodology:**

The course will be taught using various teaching techniques and means including lectures, demonstrations, discussions, reading and writing assignments, presentations, group work, and individual projects.

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate the final grades in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments  | 10% |
| Quizzes | 10% |
| Mid Term Exam | 20% |
| Attendance & Class Participation | 10% |
| Final Exam | 20% |
| Art Portfolio and Crafts Projects | 30% |
| Total | 100% |

**Recommended Text Books:**

Rehman, I. A. (1980). *Art & Crafts of Pakistan*. Export Promotion Bureau.

**Recommended Reference Books:**

Hamid, S., Durrani, R., Maqbool, S., Naseer, N., Shaheen, B., Usman, K., & Naushahi, T. B. (2017). *Arts, Craft & Calligraphy.* AIOU.

Beal, N. & Miller, G. B. (2001). *The Art of Teaching Art to Children.* Farrar, Straus and Giroux.

Sentence, B. (2009). *Craft Traditions of the World: Locally Made, Globally Inspiring.* Thames & Hudson.

Casa, J. C. (2011). *Teach Yourself VISUALLY Crafting with Kids*. Visual Publications.

Harrison, H. (2001). *Painting with Watercolors, Oils & Acrylics: A Handbook*. Anness Publishing.

Razzak. A. (2011). *Children and Art- Status of art education in Pakistan*: VDM.

Razzak. A. (2009). Fun with paper bag: Feroz Sons.

**Internet Resources**

<https://evaeducation.weebly.com/art-craft--calligraphy.html>

[**https://keydifferences.com/difference-between-art-and-craft.html**](https://keydifferences.com/difference-between-art-and-craft.html)

[**https://pakistanicrafts.com/**](https://pakistanicrafts.com/)

[**https://muse.jhu.edu/article/222326/pdf**](https://muse.jhu.edu/article/222326/pdf)

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** |  **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | **Introduction to Art, Crafts and Calligraphy** **Introduction to Art Education*** Overview of the course
* What is art? What is Craft? What is Calligraphy?
* The course Portfolio

**Defining Arts:*** Art as Imitation
* Art as Communication
* Art as Self-expression
* Art as Explained by the Experts
 | OutlineCh1 | Activity: Introduction | 1 |
| 2.  | **Art and Craft: Approaches to Art Teaching*** Objectives of Teaching Art and Crafts
* Effective teaching of Art and Craft
* The role of Teacher in Teaching Art, Craft and Calligraphy
* Strategies for the effective teaching of art and craft
* Art and Craft at Elementary Level
 | Ch.1 | Lecture and Discussions | 1, 6 |
| 3. | * **Art and Child Development**
* **Influence of Art on Children Development**
* **History and Culture**
 |  | Class LecturePresentation | 1,2 |
| 4. | * **Types of Colors and Paints**
* **Types of Brushes**
 |  | Assignment | 2, 4 |
|  5. | 1. **Elements and Principles of Arts**
* Line
* Color
* Form
* Space
* Shape
* Texture
1. **Value Principles of Design in Art**
* Balance
* Contrast
* Emphasis
* Harmony
* Unity
* Proportion and scale
* Rhythm
* Movement
 |  | Class activityQuiz | 1, 5 |
| 6 | **Color Theory and Color Wheel** * Primary Colors
* Secondary colors
* Tertiary/Intermediate colors
* Color Wheel
* Tints
* Shades
* Spray Paint
* Warm and Cool Colors
 |  | LectureActivityAssignments | 4 |
| 7 | **Practical Assignments of Art:*** Primary Colors
* Secondary colors
* Tertiary/Intermediate colors
* Color Wheel
* Tints
* Shades
* Spray Paint
* Warm and Cool Colors

**Pointillism Technique*** **Spray Paint Technique**
 |  | Presentation LectureAssignments  | 1, 4 |
| 8 | **Mid Exams** |  | Topics  |  |
| 9 | **Introduction to Crafts*** Crafts and handicrafts in Pakistan •Crafts practiced and made in Pakistan • Doing craftwork and making handicrafts (for example, puppets and puppetry, textiles, making beads, making mosaics and mirror work, and pottery).
* Doing crafts with children in the elementary grades • Doing craftwork and handicrafts • Crafts across the curriculum
 |  | PresentationAssigning Projects | 2,3 |
| 10 | **Crafts and Handi crafts:****Practical Work:*** Using Card Board
* Paper Art
* Card Making
* Flower arrangements and Decorations
* Collage work
* Pot Painting/Decoration
* Dow Making and Painting
* Canvas Art
 |  | AssignmentsQuizDemonstration | 3, 5 |
| 11 | **Calligraphy** * Islamic Art and Calligraphy
* Ceramics and Sculpture
* Puppetry in Pakistan
* Pakistani Calligraphers (Anwar Jalal Shimza, Rasheed Butt, Hanif Ramy, Zahoor-ul- Ikhlaq, Arshad, Sadqain, Shakir Ali, Gul gee, Aslam Kamal)
 |  | LecturePresentation | 2, 3 |
| 12 | **Printing and patterns** * Printing: vegetable printing, leaf printing, and block printing
* Pattern making: geometrical and organic patterns

**Drawing and painting** * • Pencil drawing, graphite drawing, crayons, ﻿pastels, etc. • Shading techniques • Painting • Still life • Landscape ﻿
 |  | DemonstrationLectureAssignments | 4 |
| 13 | **Art Across the curriculum** * Ideas to integrate art with languages, science, social studies, mathematics etc.
 |  | LectureAssignment | 2, 6 |
| 14 | * **What is assessment in art curriculum?**
* Design rubric/checklist for portfolio
* Set criteria for presentation/display/ peer and self-assessment etc.
* Conclusion and review of whole unit
 |  | LectureDiscussion | 3, 4, 7, 8 |
| 15 | **Revisions/Reviews and Projects Submissions** |  | Discussions | All |
| 16 | **Final Exams** |  | Topics  |  |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Projects | Assignments | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 | ✔ |  |  |  |  |  | ✔ |  |
| 2 | ✔ |  |  |  |  | ✔ | ✔ |  |
| 3 |  |  |  | ✔ | ✔ |  | ✔ |  |
| 4 |  |  |  |  |  |  |  |  |
| 5 |  | ✔ |  | ✔ | ✔ |  |  | ✔ |
| 6 |  | ✔ |  | ✔ |  | ✔ |  | ✔ |
| 7 |  |  | ✔ |  |  |  |  | ✔ |
| 8 |  |  | ✔ |  |  |  |  | ✔ |