



VISUAL ARTS

मूलरङ्गाः स्मृताः पञ्च श्वेतः पीतो विलोहितः
नीलः कृष्णश्च राजेन्द्र शतशोऽन्यतराः॥ १६ ॥

पूर्वरङ्गसमायोगाद् भावकल्पनया तथा
स्वबुद्ध्या कारयेद्रङ्गाच्चतशोऽथ सहस्रशः॥ १७ ॥

– अध्याय ४०, चित्रसूत्र, विष्णुधर्मोत्तरपुराणम्

The five basic colours are white, yellow, red, blue and black. But, O King, there are hundreds of others.

By combining the primary colours, using one's imagination and discretion one could make hundred, even thousands of colours.

— Adhyāya 40, Chitrasutra of the Visnudharmottara Purana



NOTE TO THE TEACHERS

Dear Teacher,

As our students complete another stage of school education this year, let us add more colours to their academic journey with the learning of visual arts. The chapters in this section would strengthen their knowledge of visual fundamentals while also developing their artistic skills and cultural awareness. You can modify the activities to suit your local context and the specific needs of your students.

To create the best learning experience for every student, here are some points that need to be kept in mind.

THE VISUAL ARTS CLASSROOM WOULD REQUIRE

1. Adequate space for students to work comfortably.
2. Sufficient light and ventilation.
3. Organised storage and easy access to art materials, tools, basic stationery, and audio-visual facilities.
4. Space for showcasing and exhibiting artwork periodically.

VISUAL ARTS PEDAGOGY WOULD NEED TO

1. Use storytelling and everyday examples to introduce concepts, and processes.

2. Encourage students to freely express their original ideas, imaginations, emotions and curiosities in their artwork.
3. Motivate students to create original artwork inspired by their observations of everyday life and experiences, rather than copying images from other sources.
4. Allow the students to explore, investigate, experiment, collaborate and have dialogues in the classroom.
5. Include outdoor activities and field trips to observe the life, and culture around them.
6. Organise visits to museums, heritage monuments and *melas*.
7. Invite local artists and craftspersons for interactive sessions, and workshops for hands-on experience.
8. Inculcate simple habits of cleaning after working, putting back materials that have been used and maintaining materials with care.
9. Encourage the students' participation and decision-making in selecting artwork for classroom display or exhibitions.

Visual Arts assessment should be based on the following competencies for the middle stage.

C-1.1 Expresses their personal and everyday life experiences confidently through various visual art forms.

C-1.2 Demonstrates flexibility in the process of collaboratively developing visual arts practice.

C-2.1 Creates visual artwork based on situations or stories that challenge stereotypes observed in their surroundings (such as gender roles)

C-2.2 Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions and imaginations

C-3.1 Demonstrates care and makes informed choices, while using various materials, tools, and techniques in visual arts.

C-3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviewing the entire process.

C-4.1 Demonstrates familiarity with various local and regional forms of art.

C-4.2 Describes the life and work of a few local artists in their region and across India.

Activities marked by a star symbol ★ can be facilitated by any teacher, even in schools with limited resources.

LEARNING OUTCOMES THAT CAN BE ASSESSED ACROSS CHAPTERS

CG	C	Learning Outcomes	Teacher	Self
1	1.1	Exhibits artworks, and confidently shares ideas, feelings and processes		
1	1.2	Cooperates and contributes in decision-making processes		
2	2.1	Addresses stereotypes while thinking about and making the artwork		
3	3.1	Carefully uses, cleans and stores art materials in an organised way		
4	4.1	Discusses art and its connection with everyday experiences		
4	4.2	Uses art terminology while discussing or writing about artwork		
		Overall participation in classroom activities		



Elements of visual art and design are similar to the ingredients of a recipe. For example, halwā can be prepared by cooking a combination of flour, sugar, ghee and water.

Similarly, a visual can be made by combining elements, such as point, line, shape or form, colour, value, texture and space.

1. **Point** is a dot. It is the smallest element in any visual.
2. **Line** is the visible path that joins any two points. Lines can be horizontal, vertical, diagonal, dashed, wavy, zig-zagged and so on. They can also vary in thickness.
3. **Shape and form**

A **shape** is a flat, two-dimensional area enclosed by a line. It can be geometric or organic.



*Lion Capital,
Mauryan period, circa 250 BCE*

A **form** is a three-dimensional shape. It occupies space and has depth. Forms can also be created by arranging or joining many two-dimensional shapes.

Notice the form of the lion in the image. what other forms do you see?

4. **Texture** can be visual and physical. It can be sensed by touching a surface that feels soft, rough, grainy, silky, prickly and so on. It can also be perceived visually through patterns of lines and dots.

5. **Colour** is visible when light is reflected and perceived by our eyes. Colours are either extracted from nature or manufactured synthetically to make dyes and pigments.

Notice the colours in the image, can you guess the natural materials used to create them?

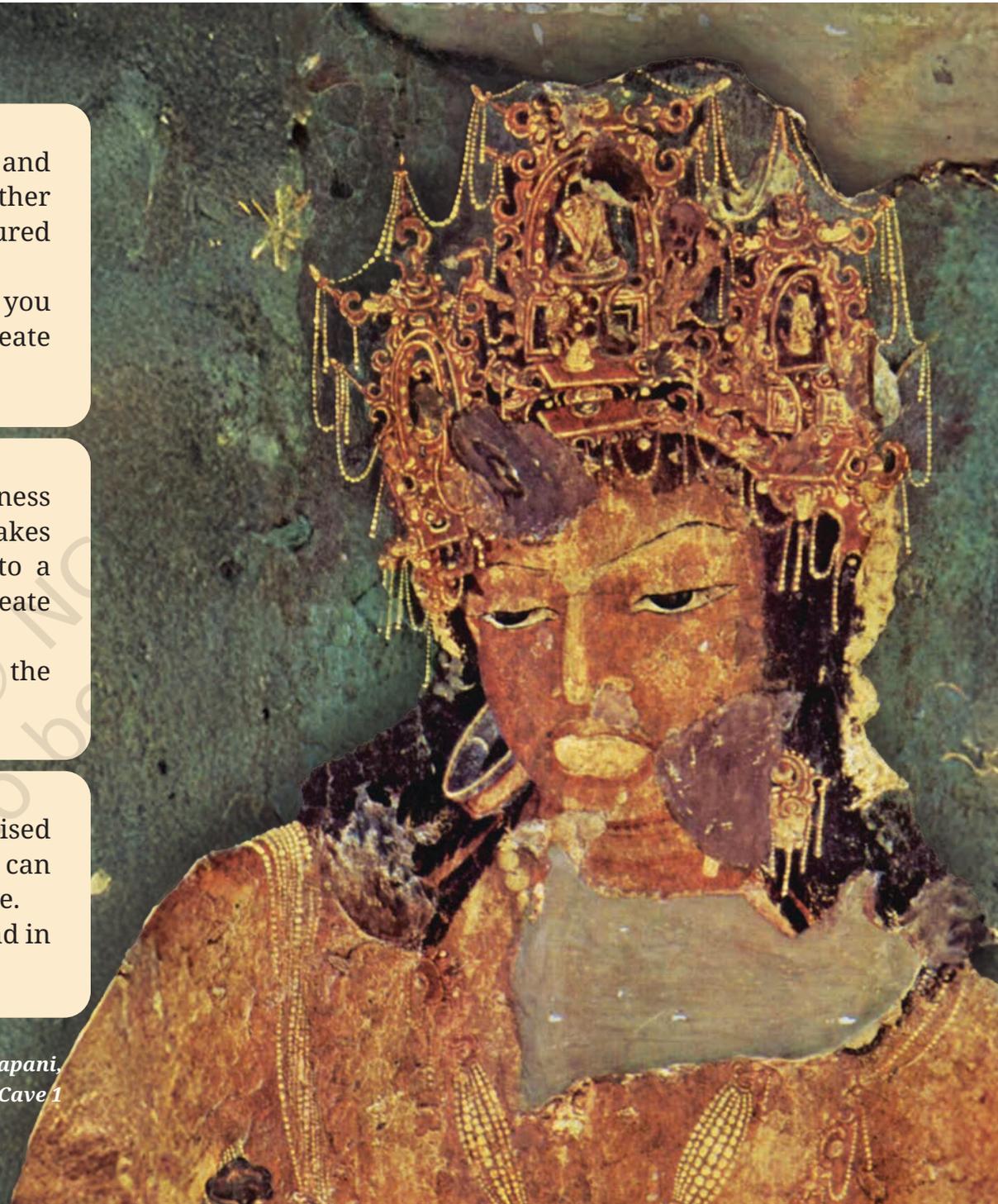
6. **Value or Tone** is the lightness or darkness of a colour. Adding white to a colour makes it lighter (tints), whereas adding black to a colour makes it darker (shades). These create colour gradations.

Observe the colour tonalities in the painting.

7. **Space** is where various elements are organised and composed to create an artwork. Space can be divided into positive and negative space.

Identify the foreground and background in the painting.

*Bodhisattva Vajrapani,
Ajanta Mural in Cave 1*



ACTIVITY 15.1: IDENTIFY THE VISUAL ELEMENTS ★

The elements of art and design allow us to express our ideas and feelings visually. Look carefully, you will discover and recognise the visual elements all around you.

Examine the artworks on this page and note down your observations of the visual elements.



Describe the lines and shapes that are painted in this *maandana* on the wall of this hut. Which other elements do you see?



What kind of lines and texture does this plate, crafted in the *thanjavur* style have? Which other element would you associate with this object?



What are the prominent visual elements in this embroidered tapestry?

Artists constantly experiment with the visual elements while creating artwork.

Let us explore these in the works of three modern Indian artists, who were inspired by the Indian art traditions.

List the visual elements seen in each artwork.

Title: Mother and Child

Artist: Jamini Roy (1887–1972)

Medium: Tempera on canvas

Inspirations: East Asian calligraphy, terracotta temple friezes, folk arts and crafts

Visual Elements in this Artwork:



Note to the Teacher: Find out more about the medium mentioned for each artwork, and introduce students to the related techniques and processes.



Title: Spirit of Daily Work

Artist: Meera Mukherjee

Medium: Bronze

Inspiration:

Dhokra metal work

**Visual Elements in
this Artwork:**



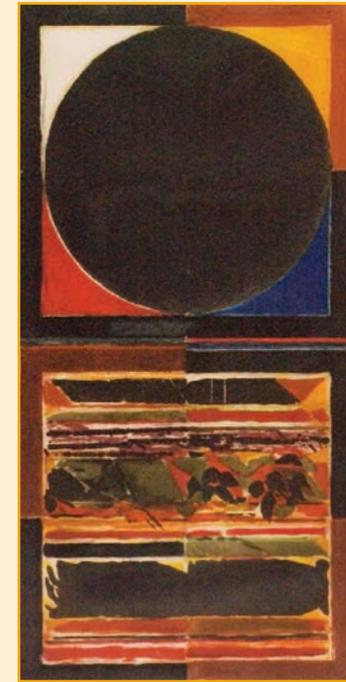
Untitled

Artist: Syed Haider Raza

Medium: Aquatint

Inspiration: Indian forest
landscapes and the concept
of Bindu (point or dot) from
the Indian philosophy

**Visual Elements in
this artwork:**



ACTIVITY 15.2: MAKE A JOURNAL OF VISUAL ELEMENTS ★

In a sketchbook, make drawings of objects, plants, textiles and architectural details that you may find in your surroundings. Identify and note down the visual elements that you have observed, filling your pages with it every day for a week.

Share these with your friends and discuss your observations with your teacher.



SHADANGA

Shadanga refers to the six limbs of an art. This has been codified in the ancient Indian text of *Vishnu-dharmottara Purana*. This text provides guidance on how to combine the visual elements in an aesthetic or tasteful way, while making an artwork. Just like how food tastes good when the ingredients are combined in the correct proportions and cooked at the right temperature.



Roopabhedah pramānāni bhāva-lāvanya-yojanam |
Sādrishyam varnikābhangam iti chitram shadāngakam | |

1. *Roopabhedah*—
Difference between
forms
2. *Pramānāni*—
Measurement
and structure
3. *Bhāva*—
Expression
and emotion
4. *Lāvanya
Yojanam*—Aesthetic
composition and grace in
art
5. *Sādrishyam*—
Similitude and
resemblance
6. *Varnikabhangam*—
Use of tools and
colours



PRINCIPLES OF VISUAL ART AND DESIGN

Well-composed visuals communicate ideas and emotions effectively because they follow the principles of art and design. Read about each of the principles and connect them with the painting on this page.

1. **Unity and Harmony** are created by bringing elements together in a way that is pleasing to the eye. Observe the combination and distribution of colours used in the painting.
2. **Balance** gives visual stability. For example, if one half of an artwork has a large image, it can be balanced in the other half. Symmetrically, either by a similar and large image or asymmetrically, by many small images. Observe the visual balance in the Tribhanga posture of the mother, and the position of the child.
3. **Rhythm and Movement** guide our eyes from one part to another in an appealing manner. They are created through pattern and repetition.



Mother and Child, Jamini Roy, Tempera on canvas

4. **Emphasis** is created by making any one of the visual element stand out. Observe the coloured palm of the mother's hand, holding the flower.
5. **Proportion** is the relationship between the sizes of different visual elements. It contributes to the beauty, while also expressing the ideas and emotions. Observe the size of the baby in relation to the mother in this painting.
6. **Hierarchy** is the order of importance in a visual. Observe that the mother is given maximum space in the painting. After that, focus on the child, followed by other details of the surroundings.

ACTIVITY 15.3: IDENTIFY THE PRINCIPLES OF VISUAL ART AND DESIGN

Analyse the given images on the basis of the principles of art and design. Read the example below and write about the two principles of visual design for each of the artworks. Your observations may be different from your friends' and they can all be valid.



1. Ganga Sculpture,
5th Century Terracotta
sculpture
Example: Rhythm and
movement—created by
the position of the legs
and the patterns on the
cloth, resembling water.

2. 'Devi' by Jyoti
Bhatt, Etching
Example: Emphasis
is created by the
red bindi on the
forehead.



ACTIVITY 15.4: APPLY THE PRINCIPLES OF ART AND DESIGN

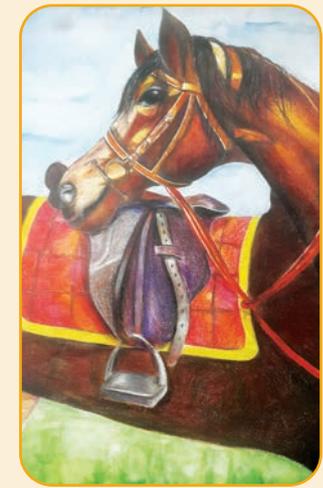
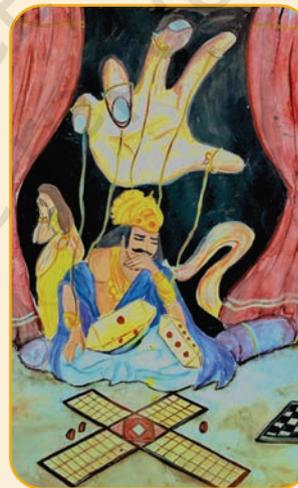
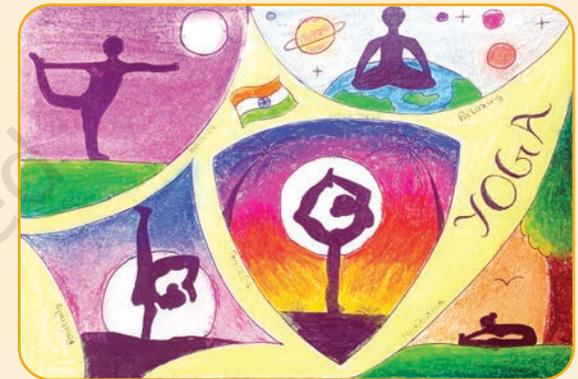
Use your understanding of visual principles and create a symbol or motif that represents you.

Take inspiration from nature, surrounding objects, letters or even create your own using points, lines and shapes.

Keep your design simple.

MAKE MULTIPLE ITERATIONS

- ❖ Work through the suggestions below to see how the visual principles alter your design.
- ❖ Use symmetry or asymmetry to achieve balance
- ❖ Repeat an element that creates pattern or movement
- ❖ Note the proportion of small parts to the whole motif.
- ❖ Emphasise one part of it.
- ❖ Create a hierarchy by modifying elements like size, thickness, colour and tonality to different parts based on their importance.
- ❖ Bring it all together to create harmony.



ASSESSMENT

CHAPTER 15: ELEMENTS AND PRINCIPLES OF VISUAL ART AND DESIGN

CG	C	Learning Outcomes	Teacher	Self
1	1.1	Observes visual elements around them and visually records them in a journal		
2	2.2	Identifies and applies visual principles in artworks		
3	3.1	Use a variety of materials for journalling		
		Overall participation		

Teacher's Comments and Student's Observations
