

**PEDAGOGY OF DANCE, MUSIC, DRAMA, ART FOR SPECIAL NEEDS****CHILDREN**

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Introduction

Under the Article 45 the Indian Constitution free and compulsory education. The National Curriculum Framework stated the importance of moral, spiritual and religious , value education ,education for national identity for elementary level. For primary level providing a platform i-e love for labor , positive social attitude and moral values. For upper primary level mathematics, art and one language. Yoga exercises ,music ,drama ,drawing ,painting , clay modeling , playing instrument ,performing arts ,stories etc. In the primary and upper primary stages , arts education accounts for 10% of the curriculum and at the secondary stage ,it amounts to 9%.

As per NCF 2005, for art education every school should have resources available for appropriate learning environment and for the effective implementation of art Education.

Skills development in Special needs children through:

- **Art Education**

The connections between feeling, making, and learning have been espoused for centuries. We would do well to take to heart John Dewey's 1906 definition of art: To feel the meaning of what one is doing, and to rejoice in that meaning: to unite in one concurrent fact the unfolding of the inner life and the ordered development of material conditions - that is art. (Dewey, 1906/1977, p. 292) Arts Education: Diverse Contribution to Children and Societies like Creativity, Arts as an expression of healing and hope, Globalization stimulates people to cross borders and to build up the new life in other countries, Arts education offers children opportunities to encounter various cultures from different countries and different times by using universally understandable forms of expression such as singing, dancing and painting. "There Artistic activities encourage all children to express their emotions. This

process helps them equilibrate mental conflicts, and this emotional balance is a lack of mediation and creativity everywhere, especially in schools. The arts are missing from our lives and we are giving way to violence. Another benefit is that the arts encourage socialization, which can be difficult to achieve for young people with a disability. The arts can be made inclusionary to give children the ability to be creative in an environment with other children with disabilities or with able-bodied children. The appreciation for the process of creating art, as well as the appreciation for the result, provides shared experiences. Development of language skills, which some studies indicate improves when children have access to drama programs. Because of this, students are replacing what is for some a challenge of vocalization with an opportunity to hone their skills. Acting is great source of recreational therapy. It involves teamwork, communication, eye contact and other helpful skills such as facing toward the audience and positive body language. Additionally, acting provides freedom in exploring different worlds of expression. At its core, acting is practicing social skills during rehearsal and in the performance. One must make eye contact, speak loudly and clearly, interact with others on stage and wait for the other person to finish talking before speaking one's line(s). These important life skills are presented within the immersion of a fun and challenging experience.

DANCE

Giving people the ability to express emotions ,flexible body ,alert mind ,creativity imagination increase physical fitness , eye contact with others ,appropriate assistance to others ,self-confidence stress relief ,body awareness ,social interaction sensory processing gross motor development visual skills ,language development. Balance of body, listening skills, expressive communication.

MUSIC

Music motivates children to work on challenging task or skills .Music is one of the motivator for children with special needs. Use of different instruments to encourage the development of motor skills. Music is processed in both hemisphere of brain like sensory cortex ,auditory cortex visual cortex and motor cortex . “Anderson once said, where words fail ,music speaks”. Because music is non verbal .Music helps in bonding. Music is power full and easy way for connect with special needs .

DRAMA

Observation ,listening comprehension ,expression ,performance ,self-exploration moments and mime. Slow learner is handicapped in learning their deficiencies concern cognition,

language, ability, social behavior and emotionality. They learn slowly forget quickly ,learn more by concrete visual events, more by motion and motivated by their needs it is said that drama and theatre require and use the same skills which are needed for learning and support the learning process of children with special needs. Drama affects the cognitive ,affective , social and motor abilities ,attention, concentration awareness and memory capacity. These abilities are needed and promoted while creating a dramatic scene, developing a plot, solving problems. By using them in the play one practice and increase them. Fantasy and creativity are promoted in the play. Language abilities improve when children wants to express their intentions and feelings by means of body language. Physical movements affect self-awareness. Self-competencies and interaction develop.

Objectives:

- To familiarize students with basics of arts education, including different techniques, mediums and its application.
- Pedagogical aspects of teaching – Art ,Drama , Music , Dance

Pedagogical process

1- Visual Arts:

The learner has previous knowledge of art processes. It is teacher's Or resource persons responsibility to familiarize the basic methods, techniques and application of various art form to special need learner. Elements of art and design; Line, color, form, texture, space, tone, harmony, balance and rhythm ,methods ,strategies, steps ,Techniques of painting, sculpture and other three dimensional art forms.

For learner with special needs teacher should provide inclusive environment and make aware about the tools and techniques ,medium and subject related objects ,situations ,traditions, cultures ,nature etc. to the learner. The art teacher use CD's/ Slides/Plates/paintings of Indian Art and heritage. During teaching teacher enhance interpersonal and social skills of learner. Teacher encourages them for cooperation and gives equal opportunities to all.

2-performing Arts:

• MUSIC:

Teacher encourage and provide equal opportunity to sing and play all types of songs like patriotic , film songs ,folk song , regional songs ,prayer ,qwalis etc. The visually impaired sometimes have very sharp music sense, they could be asked to lead in small groups . Any song should be written for the hearing impaired to help the child in understanding and appreciating context and nature of Music.

Actions by the teacher and the body language/ facial expressions help in understanding and appreciating the nature and context of Music. While playing instruments, they can also be modified for the physically challenged children especially for those who have eye hand co-ordination problems they can encouraged to play musical instruments. For active participation teacher should make groups of special need children's.

Drama

Because of inclusive education teacher encourage and motivate all special need children's to participate in all activities. Teacher should provide opportunity to play theatre games for learning dramas in play way method Speak on different topics to improve expression - Comprehend use of Body (extended to mime) – Teacher should use role play method .To understand voice modulation for different Expressions - Know handling of material Learn management of space- Narrate with actions or know the art of Storytelling to learner.

Dance

The child has to be provided the opportunities ;like celebration, festival like Ganesh chaturthi. Create scenes for expressing the theme properly Selecting music from CDs or creating music Movement or dance choreography · Costumes for traditional dance like lavni garbha ,dandiya etc. Teacher should arrange witness dance in school through video recordings or from downloaded you tubes.- Learning varied types of Mudras/gestures and hand, feet and body movement to realize the magic of using one's body parts aesthetically - Practically learning to combine and synchronize different types of movement keeping the base of the warm up movements practiced in all classes Watching self in a mirror to improve posture and style while performing or else use the mirror game exercise which is very beneficial as it helps in connecting to peers Learning a variety of dances from different states (with the help of pre-recorded DVDs available) which helps to acquaint children to the different cultural tradition of states · Create choreography on a given theme or for different festivals and occasions. The students can be motivated to create in small groups Children who have weak legs and are on wheelchairs should be motivated to do actions sitting on wheelchairs Through slideshows, multi-media programmes, print reproduced in books, calendar, diary etc. interactions with artists from the community, films, visits to the museum and monuments, doing project work in groups and individually etc.

CONCLUSION

All the above pedagogy that is applied in classrooms will lead the child to express in different ways evolving to self-expression or creation. When he/she is able to understand the aesthetics of different art forms the creation becomes artistic.

Many of my student teachers used movement activities as a way to successfully include students with a variety of disabilities in their regular education classrooms with outstanding results. Observing the progress their students made has led me to begin further research into the benefits of using movement to teach a variety of concepts at the elementary and secondary levels. While the preliminary data are promising, additional research needs to be completed to address the benefits of teaching content with creative movement and dance in a more comprehensive manner.

Dance is important to incorporate into our inclusive classrooms if we want to meet the needs of more diverse groups of students.

Music is a content area of the curriculum that not only strives for the achievement of facts and skills, but provides all children with learning experiences that are basic to learning in other areas of the curriculum as well. Because of its multisensory demands, music contributes to helping children learn how to both process and react to sensory stimulation. Since most music activities are perceptual motor by nature, these abilities are continually being developed in the music class and music lesson.

The music education curriculum focuses on activities in which children conceptualize through experiencing the elements of music (e.g., melody, rhythm, form, tone, and color), the styles of music, and uses of music in society. In addition, by relating music elements to other art media, the children learn to integrate and synthesize concepts that are common to all the arts. Finally, through active participation in music, children are guided in analyzing music processes by discovering how the various elements of music are combined in composition. If the foregoing experiences have been amply provided, children are able to make musical judgments based not just on arbitrary personal preference, but on aesthetic rationale as well.

If we believe a music education is a vital part of the general education of all children, then we must more actively advocate music education programs for special learners. This includes providing an equal opportunity aesthetic education through music that offers the same program options that are available to other children (i.e., classroom music instruction, instrumental lessons, and performance ensembles).

The challenge to the music educator teaching special learners is in ensuring that the music experiences provided are not only appropriate to the individual abilities of that child, but faithful to accepted music education goals for all children as well.

Art is a very effective medium of self-expression and communication. It provides a number of media such as dance, drama, music, painting, sculpture, carving, puppetry, etc. for self-expression and communication with the world, and helps in developing self-confidence and self-worth in learners. Art classes may also encourage many students to take up this creative mode of self-expression as their profession in future life.

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