

**INTENSIFYING PICTURE COMPOSITION DESIGNING SKILL WITH
WRAP OF ICT TOOLS AMONG PRIMARY SCHOOL TEACHERS**



ACTION RESEARCH REPORT



PRACTITIONER

Mrs. S.SHANMUGAPRIYA

LECTURER

DIET, KRISHNAGIRI

SUBMITTED TO

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

CHENNAI – 06

(2023-2024)

Dr V.Hemalatha

Principal

DIET

Krishnagiri

CERTIFICATE

This is to certify that the action research entitled **INTENSIFYING PICTURE COMPOSITION DESIGNING SKILL WITH WRAP OF ICT TOOLS AMONG PRIMARY SCHOOL TEACHERS** is the original action research work carried out by S.Shanmugapriya under my guidance and supervision.

Place:

PRINCIPAL

Date:

DIET, Krishnagiri

DECLARATION

I am **S. SHANMUGAPRIYA** hereby declare that the present Action Research study entitled “**INTENSIFYING PICTURE COMPOSITION DESIGNING SKILL WITH WRAP OF ICT TOOLS AMONG PRIMARY SCHOOL TEACHERS**” is my original Research work done during the year 2023-24, it has not submitted earlier in any of the educational institutions.

Signature of the Practitioner

ACKNOWLEDGEMENT

I am very happy to extend my profound thanks to **Dr.N.LATHA**, Director, **Mr GNANAGOWRI**.JointDirector(Admin)and **Mr. V. KUMAR**, Joint Director (Training)and **Mrs. K. SRIDEVI**, Joint Director (syllabus) of SCERT Chennai-6 for their valuable support and encouragement.

I am thankful to the Action Research state Co-Ordinator **Dr.Shameem** Deputy Director of SCERT Chennai-6 ,supported the Action Research work.

I would like to record my sincere thanks to **Dr.V.HEMALATHA**, Principal, DIET, Krishnagiri. and **Mr. D.Mohan**, Vice Principal, DIET, Krishnagiri to permit me to complete the work.

I am thankful to the Action Research Evaluation Team Members,**Dr.S.Manivel**, Principal DIET, Kilpennathur,**Tiruvannamalai District** and **Dr.Balasubramaniam**, Principal, DIET, Ranipet, for having sanctioned and supported the Action Research work.

I also thanks to the District Research Co-Ordinators Dr. **R.Parvathi**, Senior lecturer, DIET, Krishnagiri, Dr. **Madhusudhana**, Senior Lecturer DIET, Dharmapuri and **Dr R.Sivakumar**,Senior lecturer, ,DIET,Salem supported the Action Research work.

I also thank Mr.Shafikjhan, BEO and the **Teachers of** Kaveripattinam block, Krishnagiri district for helping me to do the Action Research.

I thank my colleagues for their suggestions in completing this work.

S.SHANMUGAPRIYA

TABLE OF CONTENTS

S.NO	CONTENTS	PAGE NO
1	INTRODUCTION	1
2	NEED AND SIGNIFICANCE OF THE STUDY	1
3	STATEMENT OF THE PROBLEM	2
4	OBJECTIVES OF THE STUDY	3
5	ACTION HYPOTHESIS	4
6.	LIMITATIONS OF THE STUDY	4
7.	SAMPLE OF THE STUDY	4
6	DESIGN OF THE STUDY	4
	❖ METHOD OF THE STUDY	4
	❖ TOOL USED IN THE STUDY	5
	❖ STRATEGIES USED FOR MOBILE APPS	
7	COLLECTION OF THE DATA	15
8	DATA ANALYSIS	15
9	FINDINGS OF THE STUDY	19
10	EDUCATIONAL APPLICATIONS	19
11	SUGGESTIONS OF THE STUDY	19
12	CONCLUSION	20
12	REFERENCES	20
13	ANNEXURE	21-35
	PHOTO GALLERY	

ACTION RESEARCH SUMMARY(2023-24)

Action Research Number

TN – KGI 011

1. Name of the Investigator : Mrs.S.SHANMUGAPRIYA, Lecturer

2. Name of the DIET : Krishnagiri, Krishnagiri District

3. Title : **INTENSIFYING PICTURE**
COMPOSITION

SCHOOL **DESIGNING SKILL WITH WRAP OF**
ICT TOOLS AMONG PRIMARY
TEACHERS

4. Introduction:

Language has the power to communicate an information in different modes. Generally each individual use both verbal and Non-verbal communication mode for different purposes. Picture composition has the power to grab our attention, focus it, direct it, and create meaning. Pictures are all around us everyday, in the street, at work, at home and even in our leisure time. Pictures are immediately engaging and often less daunting for students than texts. In Language classroom teaching the concern language teacher often need to use images to enrich language development and thinking skills within a thematic unit. Generally picture speaks a worth of thousand of words. While **incorporating art into the class or syllabus can take the Primary school children out of the classroom and encourage them to use their language skills in the real world.**

5. Need and significance of the study:

At primary level, teachers are in need to kindle the mind of children to explore their comprehension, expression, communication as well as critical thinking skills through Picture composition. Picture composition develops the skill of observation in children at Primary level and enhances their ability to analyze a given picture and write about it. On behalf of Primary school Children, Picture composition are need to be created in an attractive and meaningful way in order to teach the content in an easier way. Therefore, it is needed to enhance the creativity skill of Primary School teachers in designing Picture Composition through the utilization of ICT Tools in an innovative manner.

6. Objectives of the study:

- To enrich teachers' knowledge through practicing the basic shapes, forms and composition through Visual Thinking Strategies.
- To develop a skill to adapt different shading techniques, drawing of different pictures and creating picture composition through Progressive Skill Building Techniques.
- To intensify Picture Composition designing Skill through suitable selection of Interactive App as a supportive ICT tools.

7. Action Hypothesis:

- Teachers' creativity skill in creating picture composition through ICT tools will be enhanced.

8. Limitations of The Study:

The present study has been conducted for primary level of classes handling teachers from various Primary Schools of Kaveripattinam block in Krishnagiri district. Practitioner conducted the study for 18 Primary

school teachers in Kaveripattinam block alone. The study focused only on intensifying Picture Composition designing Skill with wrap of ICT Tools.

9. Sample of the study:

18 Primary teachers from various Primary Schools of Kaveripattinam block in Krishnagiri district were selected as Sample for the present study.

10. Methodology:

The present study was conducted in Single-group Experimental Design.

10.1 Tool used in the study:

Question paper tool was prepared by the Practitioner of the study to test the teachers' picture designing skill and its composition. In which questions were taken under I to VIII Romans. For each question one mark was allotted and totally it has 50 marks. This tool was used in both pre and post -test.

10.2 Strategies Used for the Study: Strategies were followed step by step as like as given below.

- **ACTIVITY: 1 Explore drawing through Paper Pencil method** A
- **ACTIVITY: 2 Visual Thinking Strategies** A
- **ACTIVITY :3 Progressive Skill Building Techniques** A
- **ACTIVITY :4 Installation of 3 Interactive Apps** A

9. Findings:

10. EDUCATIONAL IMPLICATIONS OF THE STUDY:

In teaching and learning process, Mobile apps helps to accomplish a **higher degree of precision and efficiency** among the teachers and students.

11. CONCLUSIONS OF THE STUDY:

Primary school teachers were highly supported by drawing techniques and modern applications through the best approach of Incorporation of picture composition along with teaching methods due to this it could profoundly enhance teachers' visual literacy and creative abilities across diverse educational contexts. By embracing these different mobile App tools, teachers may empower their students to explore and understand the principles of composition, design, and aesthetics through practical engagement. It can be well said that the drawing techniques provide a tangible platform for the primary classes handling teachers because its an appropriate platform for them to grasp fundamental concepts such as lines, shapes, forms, compositions in drawing balance, and focal points. Through hands-on activities and exercises, primary classes handling teachers developed a deeper appreciation for visual elements and they interplayed well within a drawing composition. These techniques not only serve as a foundation for artistic expression of teachers but also nurture their critical thinking and problem-solving skills which are considered to be the most essential for academic and professional success.

INTENSIFYING PICTURE COMPOSITION DESIGNING SKILL WITH WRAP OF ICT TOOLS AMONG PRIMARY SCHOOL TEACHERS

1. INTRODUCTION

Language has the power to communicate an information in different modes. Generally each individual use both verbal and Non-verbal communication mode for different purposes. Picture composition has the power to grab our attention, focus it, direct it, and create meaning. Pictures are all around us everyday, in the street, at work, at home and even in our leisure time. Pictures are immediately engaging and often less daunting for students than texts. In Language classroom teaching the concern language teacher often need to use images to enrich language development and thinking skills within a thematic unit. Generally picture speaks a worth of thousand of words. While incorporating art into the class or syllabus can take the Primary school children out of the classroom and encourage them to use their language skills in the real world.

2. NEED OF THE STUDY

At primary level, teachers are in need to kindle the mind of children to explore their comprehension, expression, communication as well as critical thinking skills through Picture composition. Picture composition develops the skill of observation in children at Primary level and enhances their ability to analyze a given picture and write about it. On behalf of Primary school Children, Picture composition are need to be created in an attractive and meaningful way inorder to teach the content in an easier way. Therefore, it is needed to enhance the creativity skill of Primary School teachers in designing Picture Composition through the utilization of ICT Tools in an innovative manner.

3.STATEMENT OF THE PROBLEM

“INTENSIFYING PICTURE COMPOSITION DESIGNING SKILL WITH WRAP OF ICT TOOLS AMONG PRIMARY SCHOOL TEACHERS” is the title of the study.

3.a. DEFINITIONS OF THE KEY TERMS:

➤ **PICTURE COMPOSITION:**

➤ **WRAP OF ICT TOOLS:**

4. OBJECTIVES OF THE STUDY:

- To enrich teachers’ knowledge through practicing the basic shapes, forms and composition through Visual Thinking Strategies.
- To develop a skill to adapt different shading techniques, drawing of different pictures and creating picture composition through Progressive Skill Building Techniques.
- To intensify Picture Composition designing Skill through suitable selection of Interactive App as a supportive ICT tools.

5. ACTION HYPOTHESIS

- Teachers’ creativity skill in creating picture composition through ICT tools will be enhanced.

6. LIMITATIONS OF THE STUDY

The present study has been conducted for primary level of classes handling teachers from various Primary Schools of Kaveripattinam block in Krishnagiri district. Practitioner conducted the study for 18 Primary school teachers in Kaveripattinam block alone. The study focused only on intensifying Picture Composition designing Skill with wrap of ICT Tools.

7. SAMPLE OF THE STUDY

18 Primary teachers from various Primary Schools of Kaveripattinam block in Krishnagiri district were selected as Sample for the present study.

8. DESIGN OF THE STUDY

8.1 Method:

The present study was conducted in Single-group Experimental Design.

8.2 Tool used in the study:

Question paper tool was prepared by the Practitioner of the study to test the teachers' picture designing skill and its composition. In which questions were taken under I to VIII Romans. For each question one mark was allotted and totally it has 50 marks. This tool was used in both pre and post -test.

8.3 Strategies Used for the Study:

Strategies were followed step by step as like as given below.

- Paper –Pencil method of drawing
- To enrich teachers' knowledge through practicing the basic shapes, forms and composition through Visual Thinking Strategies.
- To develop a skill to adapt different shading techniques, drawing of different pictures and creating picture composition through Progressive Skill Building Techniques.
- To intensify Picture Composition designing Skill through suitable selection of Interactive App as a supportive ICT tools.

ACTIVITY: 1**Explore drawing through Paper Pencil method:**

Teachers were given instruction to draw a picture on their own by using paper and pencil alone.

ACTIVITY: 2**Visual Thinking Strategies :**

- Encouraging teachers visual thinking to explore independently
- Kick started their drawing practises from known to unknown.
- Practising Basic Shapes, Forms and Composition

ACTIVITY :2**Progressive Skill Building Techniques:**

- Listed out the name of different shading techniques.
- Familiarizing different shading techniques in drawing.

ACTIVITY :3 Interactive Apps

Three mobile apps are to be used by the teachers by installing it in their Android mobile the name of the Apps are listed below.

- **AR APP**
- **PENUP APP**
- **POCKET PAINT APP**

1. AR APP

AR DRAWING APP LOGO



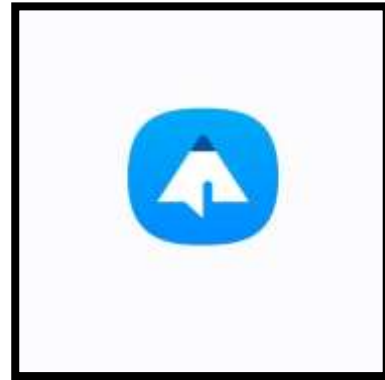
AR APP AND ITS FEATURES: (Level:1 Copying, Tracing and Colouring)

- AR APP has different category of pictures such as Animals, Anime, Birds, Butterfly, Café, Cartoons, Christmas, Festivals, Flowers, Fruits, General, Mehindi, Nature and Properties, Rangoli, Sketch-Drawing, Sports and Vehicles.
- Under each category variety of pictures will be displayed.
- Outline drawing format is given for the picture of each category.



2 .PENUP APP

PENUP APP LOGO



The first picture represents the home page and the second represents screen settings options for Drawing.



Above three pictures represented the special options of Live Drawing in Penup app. This option helps the user to learn the drawing lively and they can watch it step by step by pausing it on frequently.

3. POCKET PAINTAPP AND ITS FEATURES:

- Pocket Paint is a drawing app that allows you to edit graphics, images, and photos, make parts transparent, zoom in up to single pixel level, and much more!
- Together with Catrobat's app Pocket Code it also allows to easily create animations, apps, and games directly on smartphone.
- Pocket Paint is a drawing app that allows to edit graphics, images, and photos, make parts transparent, zoom in up to single pixel level, and much more!
- Tools: brush, pipette, stamp, circle/ellipse, cropping, flipping, zooming, line tool, cursor, fill tool, rectangle, eraser, moving, rotation and much more!-- Easy import of images and graphics-- Full screen drawing-- Color palette.



COLLECTION OF DATA

Data collection has been followed with the help of the tool of the study.

DATA ANALYSIS

The collected data were analyzed to measure its Mean value, SD value and 't' value. Pre-test and post-test answer scripts were collected from 05 number of primary school teachers of Kaveripattinam block.. Total marks of all teachers were valued individually. Average, Standard Deviation and 't' values were calculated to find the level of teachers' picture composition designing skill.

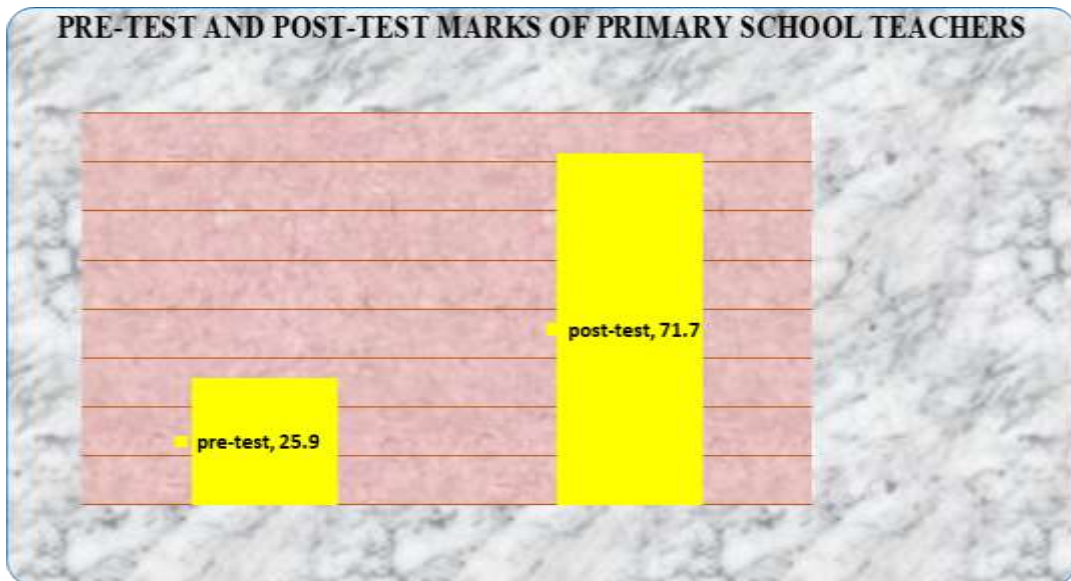
TABLE-1

PRE-TEST AND POST-TEST MARKS OF PRIMARY SCHOOL TEACHERS

Sl.no	Group	N	Average	S.D	't' value	Remark
1	Pre-test	18	25.9	6.41	3.46	*Significant difference
2	Post-test	18	71.7	14.50		

From the above table, it is clearly stated that obtained 't' value is greater than the table 't' value. It is found to be significantly different. Hence the level of picture designing and composition skill of primary school teachers' post-test

score was higher than the scores in pre-test. Therefore, Post-test shows the score more than the pre-test.



PRE-TEST AND POST-TEST MARKS OF PRIMARY SCHOOL TEACHERS

TABLE-2

PRE & POST- TEST MEAN SCORES OF PUPS IX WARD

Sl.no	GROUP	N	Average	S.D	't' value	Remark
1	Pre-test	04	28.5	12.6	8.624	Significant difference
2	Post-test	04	75.5	32.04		

From the above table it is clearly stated that obtained 't' value is greater than the table 't' value. It is found to be significantly different. Hence the level of picture designing and composition skill of IX Ward primary school teachers'

post-test scores seemed to be higher than the scores in pre-test. Therefore, Post-test shows the score more than the pre-test.

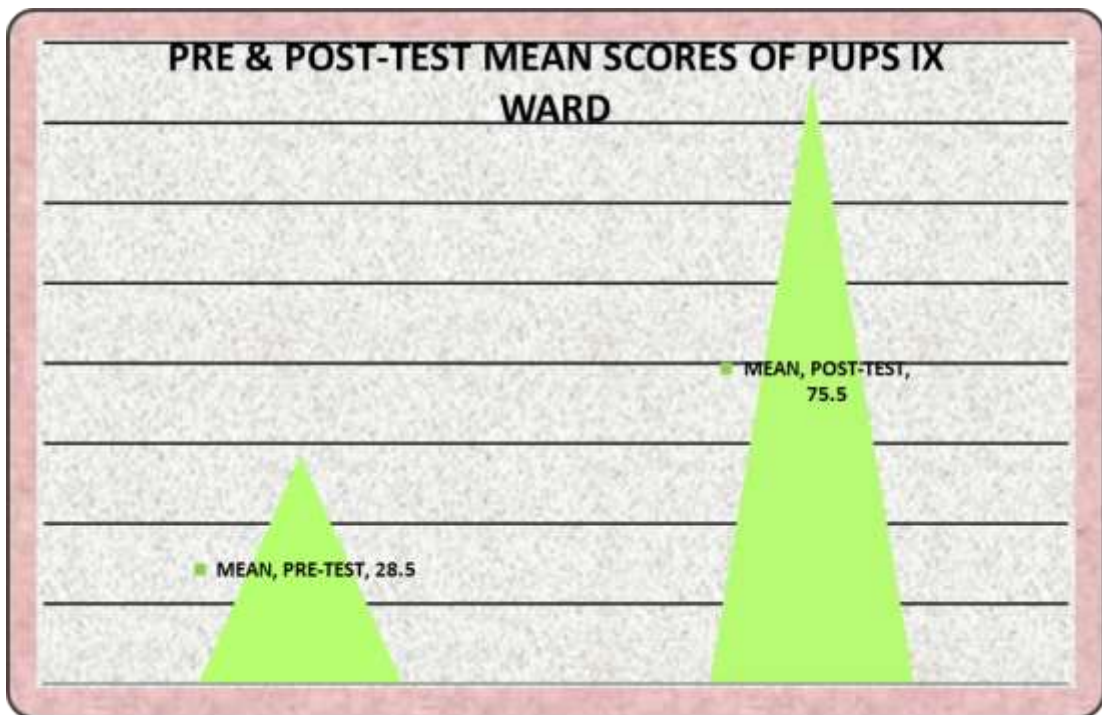


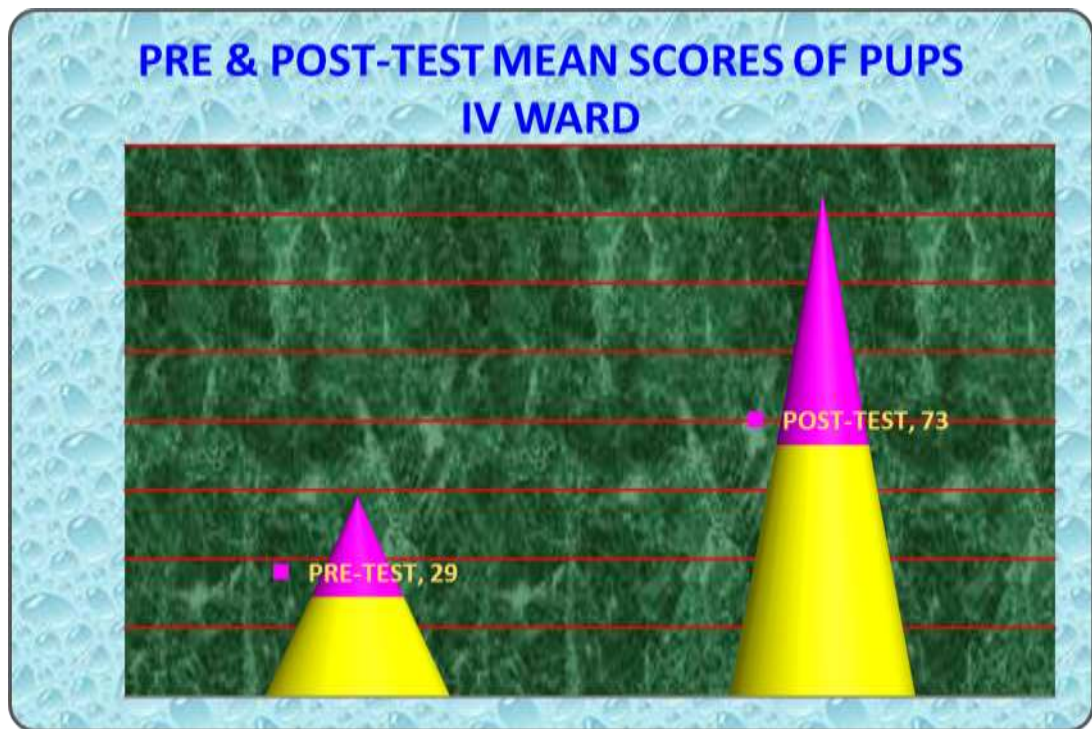
TABLE-3

PRE & POST- TEST MEAN SCORES OF PUPS IV WARD

Sl.no	Group	N	Average	S.D	't' value	Remark
1	Pre-test	04	29	12.7	0.03	No Significant difference
2	Post-test	04	73	32.42		

From the above table the obtained 't' value is found to be not having any significant difference. Hence the level of picture designing and composition skill of IV Ward primary school teachers' post-test scores seemed to be higher

than the scores in pre-test. Therefore, Post-test shows the score more than the pre-test.



PRE & POST- TEST MEAN SCORES OF PUPS IV WARD

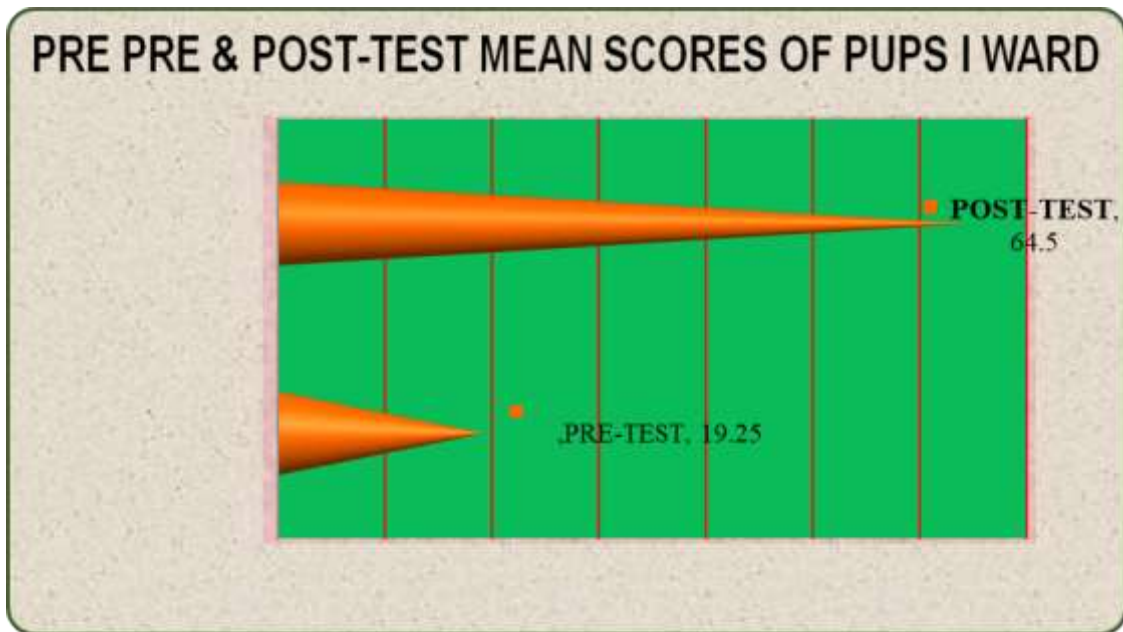
TABLE-4

PRE & POST- TEST MEAN SCORES OF PUPS I WARD

Sl.no	Group	N	Average	S.D	't' value	Remark
1	Pre-test	04	19.25	8.04	2.24	No Significant difference
2	Post-test	04	64.5	27.18		

From the above table the obtained 't' value is found to be not having any significant difference. Hence the level of picture designing and composition skill of I ward primary school teachers' post-test scores seemed to be higher

than the scores in pre-test. Therefore, Post-test shows the score more than the pre-test.



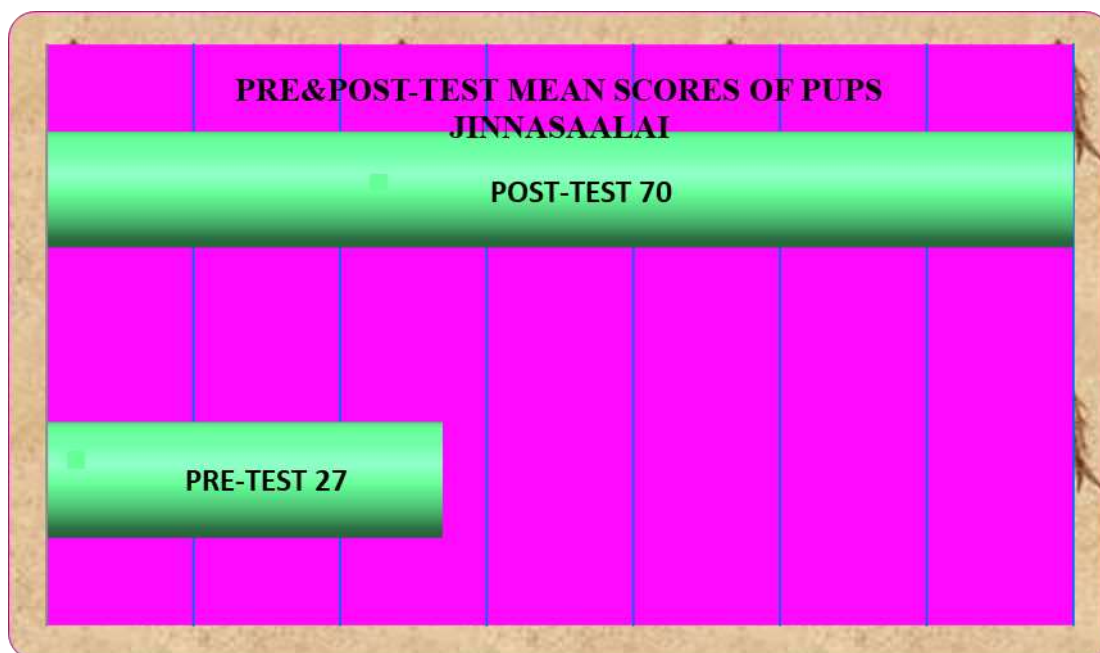
PRE & POST- TEST MEAN SCORES OF PUPS I WARD

TABLE-5

PRE & POST- TEST MEAN SCORES OF PUPS JINNASALAI

Sl.no	Group	N	Average	S.D	't' value	Remark
1	Pre-test	04	27	10.87	3.416	No Significant difference
2	Post-test	04	70	29.75		

From the above table the obtained 't' value is found to be not having any significant difference. Hence the level of picture designing and composition skill of primary school teachers' post-test scores were higher than the scores in pre-test. Therefore, Post-test shows the score more than the pre-test.



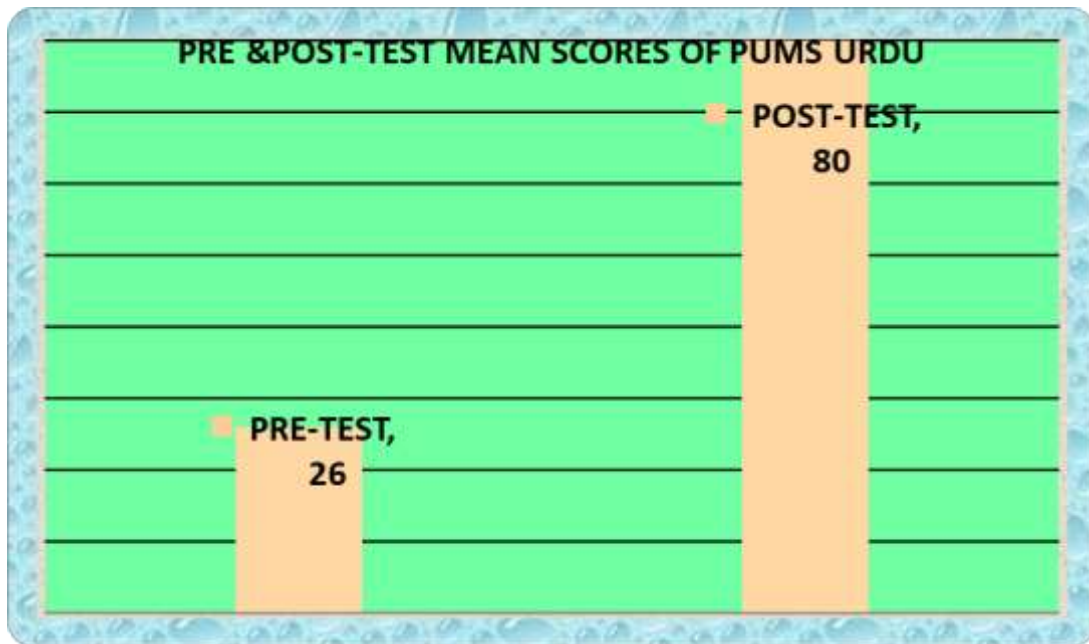
PRE & POST- TEST MEAN SCORES OF PUPS JINNASALAI

TABLE-6

PRE & POST- TEST MEAN SCORES OF PUMS URDU

Sl.no	Group	N	Average	S.D	't' value	Remark
1	Pre-test	02	26	14	0.011	No Significant difference
2	Post-test	02	80	45.73		

From the above table the obtained 't' value is found to be not having any significant difference. Hence the level of picture designing and composition skill of primary school teachers' post-test score seemed to be higher than the scores in pre-test. Therefore, Post-test shows the score more than the pre-test.



PRE & POST- TEST MEAN SCORES OF PUMS URDU

FINDINGS OF THE STUDY :

- Post-test score 71.7 is higher than the pre-test score 25.9 in the level of picture designing and composition skill of primary school teachers. There is significant differences in both pre-test and post-test scores of Primary School teachers in all 5 schools of kaveripattinam block .
- Post-test score 75.5 is higher than the pre-test score is 28.5 in the level of picture designing and composition skill of IX ward primary school teachers.
- Post-test score 73 is higher than the pre-test score 29 regarding the level of picture designing and composition skill of IV ward primary school teachers.
- Post-test score 64.5 is higher than the pre-test score 19.25 the level of picture designing and composition skill of I ward primary school teachers.
- Post-test score 70 is higher than the pre-test score 27 the level of picture designing and composition skill of jinnasaalai primary school teachers.

- In post-test the mean score value was 80 whereas pre-test score was 26 in respect PUMS Urdu school teachers' picture designing and composition skill.
- Teachers felt more comfortable to use both paper pencil method of practice as well as 3 Apps such as AR app, Penup APP and pocket paint app. At the initial stage teachers' were not confident in their drawing lateron they became more interested and very much intensified to undergone this drawing practice.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

- Educators can incorporate exercises and projects focused on composition to help students develop their creative and critical thinking skills.
- In teaching and learning process, Mobile apps helps to accomplish a **higher degree of precision and efficiency** among the teachers and students.

RECOMENDATIONS OF THE STUDY:

- The same Mobile Apps can be used for the other subject teachers of high and higher secondary school .

SUGGESTIONS FOR THE STUDY :

- Teachers can utilize this kind of mobile Apps for teaching Grammar and spoken English .
- All subject teachers can use these spelling Apps for enriching their vocabulary skills.
- All age group people can use this spelling Apps

CONCLUSIONS OF THE STUDY:

Primary school teachers were highly supported by drawing techniques and modern applications through the best approach of Incorporation of picture composition along with teaching methods due to this it could profoundly enhance teachers' visual literacy and creative abilities across diverse educational contexts. By embracing these different mobile App tools, teachers may empower their students to explore and understand the principles of composition,

design, and aesthetics through practical engagement. It can be well said that the drawing techniques provide a tangible platform for the primary classes handling teachers because it is an appropriate platform for them to grasp fundamental concepts such as lines, shapes, forms, compositions in drawing balance, and focal points. Through hands-on activities and exercises, primary classes handling teachers developed a deeper appreciation for visual elements and they interplayed well within a drawing composition. These techniques not only serve as a foundation for artistic expression of teachers but also nurture their critical thinking and problem-solving skills which are considered to be the most essential for academic and professional success.

REFERENCES

[Giuseppe Galetta](#) Creativity and Innovation in Education (Kreativitāte un Inovācijas Izglītībā) At: Riga, Latvia Volume: Creative Personality. Collection of Scientific Papers (Radoša Personība. Zinātnisko Rakstu Krājums), vol. XI, ISBN: 978-9934-503-13-9; ISSN: 1407-6276

Michael Sailer^a Jan Ulrich Hense^b Sarah Katharina Mayr^a Heinz Mandl^a How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction

ANNEXURE

- *TOOL*
- *SCORE*
- *GALLERY*

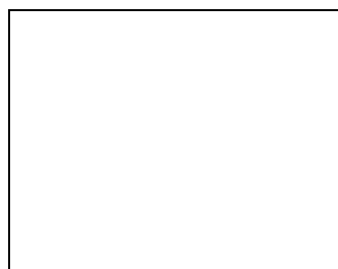
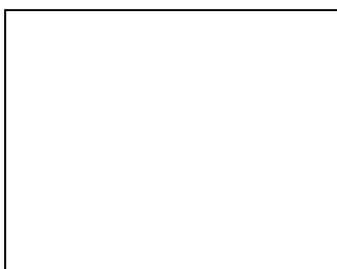
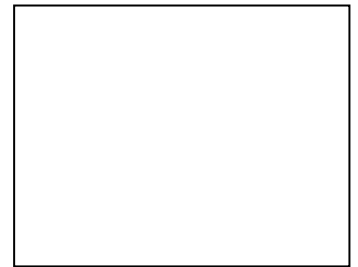
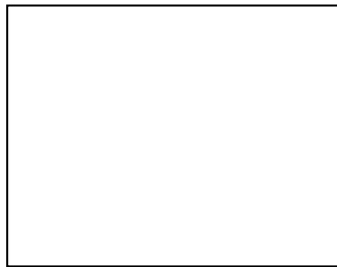
ANNEXURE-1

**INTENSIFYING PICTURE COMPOSITION DESIGNING SKILL WITH WRAP OF
ICT TOOLS AMONG PRIMARY SCHOOL TEACHERS**

PRE & POST-TEST QUESTIONNAIRE

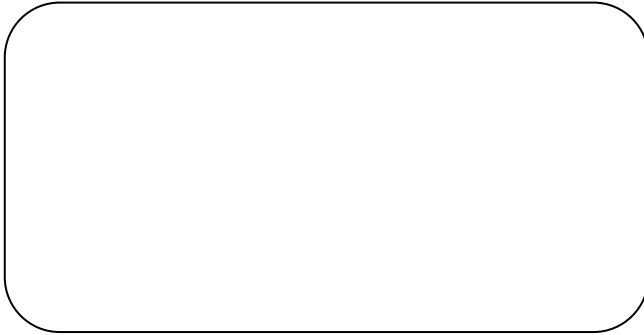
Marks: 50

1. Draw any 10 shapes which required for drawing.



II. Draw Appropriately for the below given words in the Box:

1. Cat



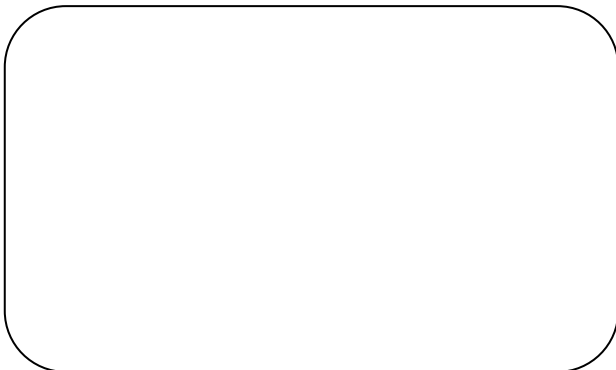
2. Lotus



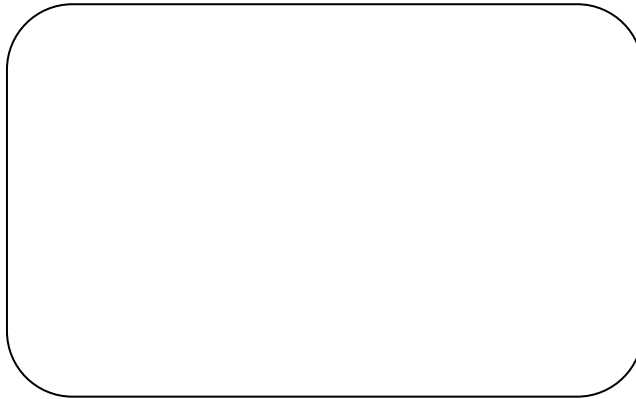
3. Fish



4. Unicorn




5. Human face-boy/girl



III. List out any 5 techniques in drawing

- 1
- 2
- 3
- 4
- 5

IV. Match the given terms with its suitable picture

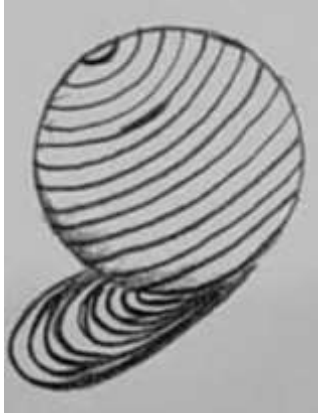
S.No	Picture	Name
1		Stipling

2



Gesture

3



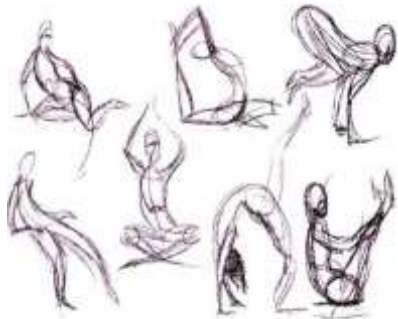
Cross hatching

4



Hatching

5



Contour

V. By using the following words and draw a picture on your own.

**Amusement Park giant wheel children Slide
Merry-go-round Parachute Shops**



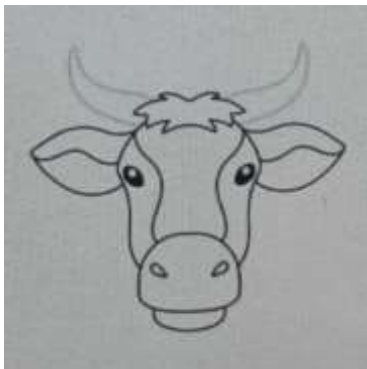
VI. Guess the given picture and name it

1.



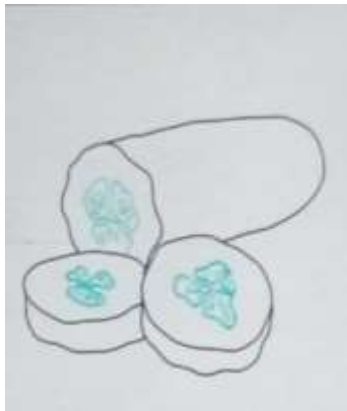
Answer:

2.



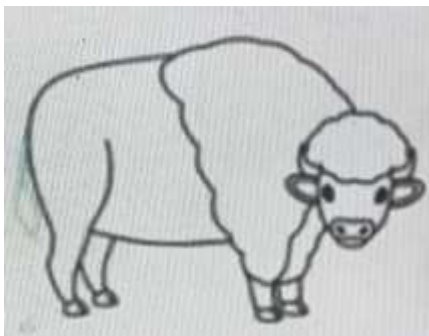
Answer:

3.



Answer :

4.



Answer:

5.



Answer :

VII. Listen and draw(Live drawing will be shown then listen and draw)

Name of the drawing observed lively:

DRAW



VIII. Read the story and draw a Picture Composition on your own:

A lion was once sleeping in the jungle when a mouse started running up and down his body just for fun. This disturbed the lion's sleep, and he woke up quite angry. He was about to eat the mouse when the mouse desperately requested the lion to set him free. "I promise you, I will be of great help to you someday if you save me." The lion laughed at the mouse's confidence and let him go.

One day, a few hunters came into the forest and took the lion with them. They tied him up against a tree. The lion was struggling to get out and started to whimper. Soon, the mouse walked past and noticed the lion in trouble. Quickly, he ran and gnawed on the ropes to set the lion free. Both of them sped off into the jungle.



ANNEXURE-2 TABLE-1-Pre&Post-test marks of primary school Teachers in Kaveripattinam block

S.No	Name of the teacher	School name	Pre-test mark	Post-test mark
1	C.Seranmadevi,SGT	PUPS IV Ward	30	82
2	S.Sathyapriya,SGT	PUPS IV Ward	35	82
3	G.Ambiga, SGT	PUPS IV Ward	19	58
4	C.Santhi	PUPS Jinna Road	28	72
5	C.Sumathi	PUPS I Ward	20	66
6	K.Vasanthi	PUPS I Ward	26	60
7	G.Anusuya	PUPS I Ward	15	66
8	K.Ananthi	PUPS Jinna Road	29	70
9	K.Selvi	PUPS Jinna Road	30	74
10	K.Sangeetha	PUPS Jinna Road	21	64
11	A.Tamilarasi	PUPS IV Ward	32	70
12	M.Umashangari	PUPS IX Ward	27	76
13	K.Thenmozhi	PUPS IX Ward	19	72
14	M.Anjalai	PUPS IX Ward	33	78
15	N.Umalakshmi	PUPS IX Ward	35	76
16	K.S.Md.Sulthan Basha	PUMS URDU	28	88
17	I.Sangeetha	PUMS URDU	24	72
18	M.Anjala	PUPS I Ward	16	66

ANNEXURE-III PHOTO GALLERY

MRS.S.SHANMUGAPRIYA, LECTURER FACE TO FACE ORIENTATION GIVEN TO TEACHERS IN THEIR SCHOOLS





Pre –test conducted for teachers through distribution of Question paper



Pre –test conducted for teachers through distribution of question paper



ACTION RESEARCH MODULE ON MICROLEARNING MODULE FOR DRAWING



PREPARED BY
MRS.S.SHANMUGAPRIYA, LECTURER
DIET-KRISHNAGIRI.



SUBMITTED TO
RESEARCH CELL, SCERT, CHENNAI-06 (2021-2022)

MODULE PREPARATION TEAM

MICROLEARNING DRAWING SKILL MODULE FOR PRIMARY TEACHERS

S.NO	CONTENT
1.	INTRODUCTION
2.	OBJECTIVES
3.	VISUAL THINKING STRATEGIES- MODULE-1
3.1	BASIC LINES
3.2	BASIC SHAPES IN TO FORMS
3.3	COMPOSITION AND EXAMPLES
4.	PROGRESSIVE SKILL BUILDING TECHNIQUES-MODULE-2
4.1	TYPES OF SHADING TECHNIQUES
4.2	STEP BY STEP DRAWING
4.3	PICTURE COMPOSITION CREATION
5.	INTERACTIVE DRAWING MOBILE APPS- MODULE-3
5.1	AR APP AND ITS FEATURES
5.2	PENUP APP AND ITS FEATURES
5.3	POCKET PAINT APP AND ITS FEATURES
6.	CONCLUSION

Prepared by

S.SHANMUGAPRIYA LECTURER,DIET-KRISHNAGIRI

MICROLEARNING DRAWING SKILL MODULE FOR PRIMARY TEACHERS

INRODUCTION:

Microlearning Module has been developed with the package of bite-sized microlearning modules that deliver quick tips, techniques, and exercises for improving drawing skills. It has been designed specifically for primary teachers to make their accessibility in learning either online or through mobile apps, so that it make more easier for the teachers to learn at their own pace and integrate drawing practice into their daily routines. Gradually teachers' drawing skill will be enhanced and they will be accelerate their drawing skills furthermore along with the assistance of this module. Actually Drawing is considered as a fundamental aspect of human expression, serving as a medium for communication, creativity, and cognitive development. In educational settings, drawing holds particular significance, especially within the primary school context, where it serves as a vital tool for facilitating learning across various subjects and fostering children's artistic and cognitive growth. Central to the effective integration of drawing into primary education is the role of teachers, who serve as both facilitators and models for their students' artistic development. Despite its importance, drawing often receives limited attention in teacher training programs, particularly at the primary level. Many primary teachers may lack formal training in art education and feel ill-equipped to teach drawing effectively. As a result, opportunities for students to engage in meaningful artistic expression and exploration may be limited, hindering their overall educational experience and development. Recognizing the critical role of primary teachers in nurturing students' drawing skills and artistic potential, there is a growing need to explore strategies for enriching and enhancing teachers' drawing abilities. By equipping primary teachers with the necessary knowledge, skills, and confidence in drawing, we can empower them to create vibrant and dynamic learning environments that stimulate creativity, imagination, and self-expression among their students.

STRUCTURE OF THE MODULE:

Microlearning module is a bite-sized module. It has been designed with three different micro modules which are categorized on the basis of its level of strategy mode and it names are mentioned as like the below.

1. MODULE-1 : VISUAL THINKING STRATEGIES

2. MODULE-2 : PROGRESSIVE SKILL-BUILDING TECHNIQUES

3. MODULE-3 : INTERACTIVE DRAWING APPS AND TOOLS

OBJECTIVES:

- To ensure primary classes handling teachers' understanding of foundational elements in drawing.
- To reinforce their identification of various drawing skill components such as lines drawing, shapes recognition, shading techniques and compositions.
- To develop an ability to integrate both Analogic tools(Paper, pen and pencil) and Digital Tools for drawing.
- To make sensitive upon teachers about drawing tool as a tool for visualizing concepts, illustrating stories or enhancing classroom presentations.



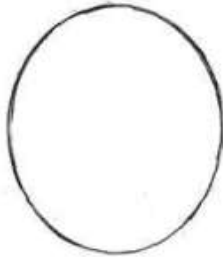
MODULE-1

**VISUAL THINKING
STRATEGIES**

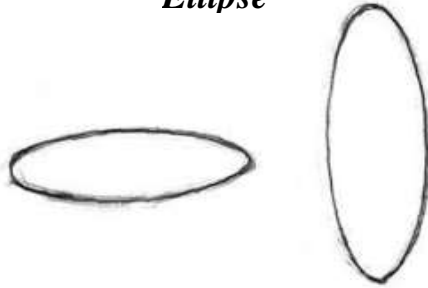
PRACTISING SHAPE INTO FORM

BASIC SHAPES IN DRAWING:

Circle



Ellipse



*The basic
you will encounter
in most drawing
compositions.*

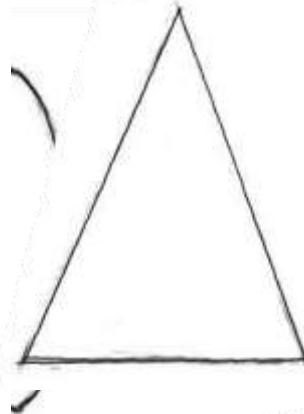
Square



Oblong



Triangle.

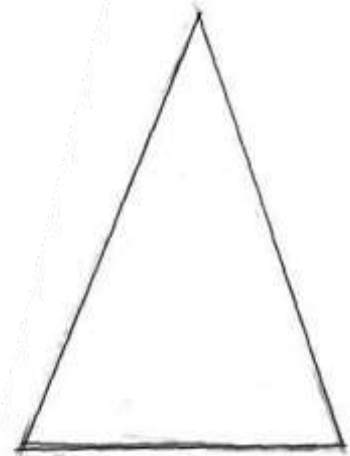


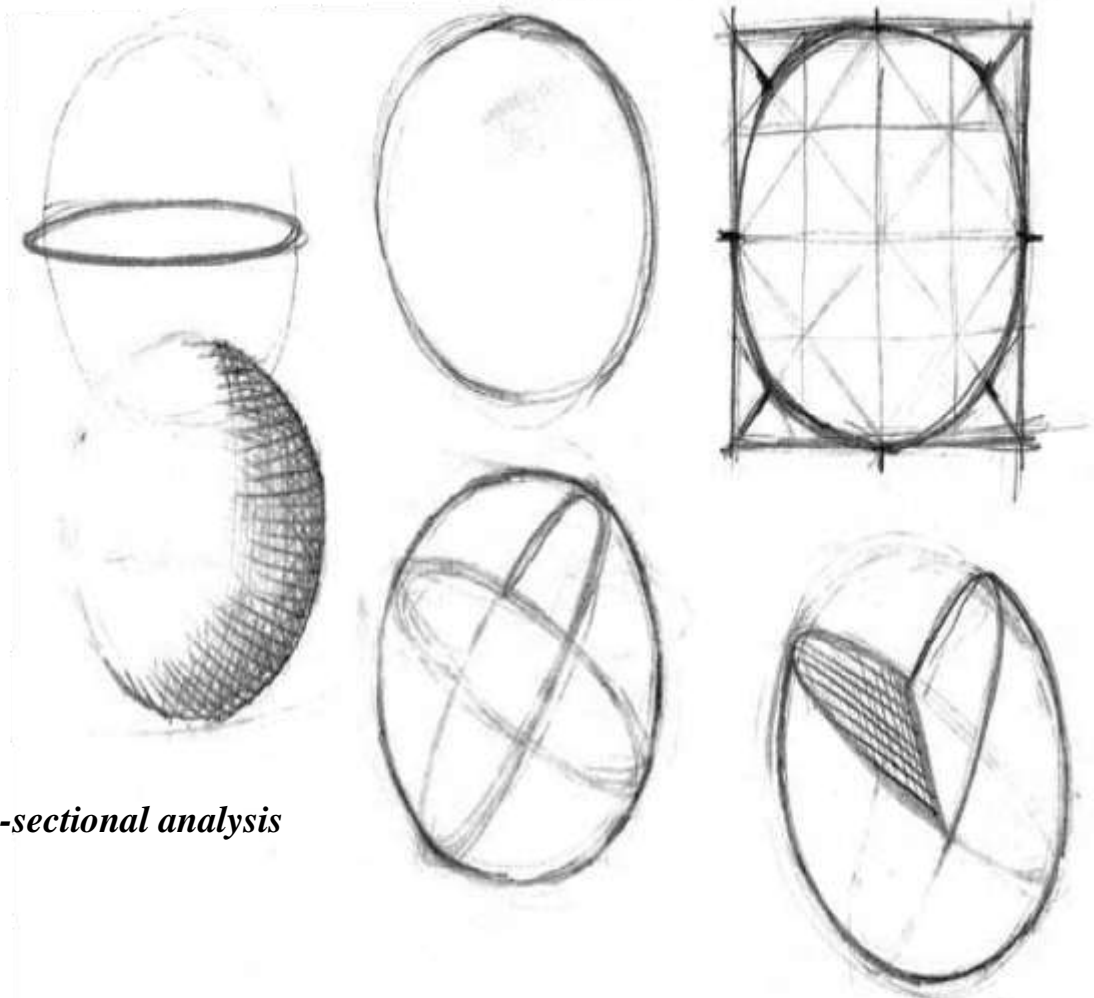
s
er

Square.



Oblong.

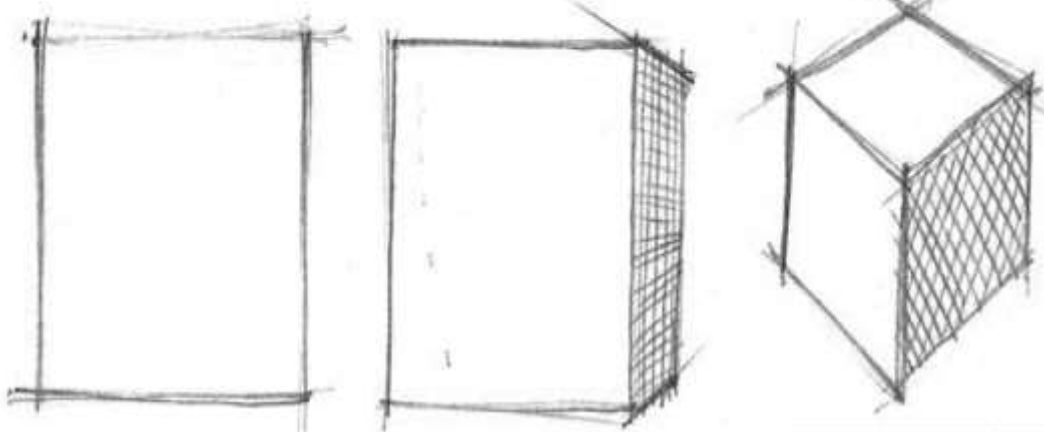




Cross-sectional analysis

Square

Cube: parallel lines

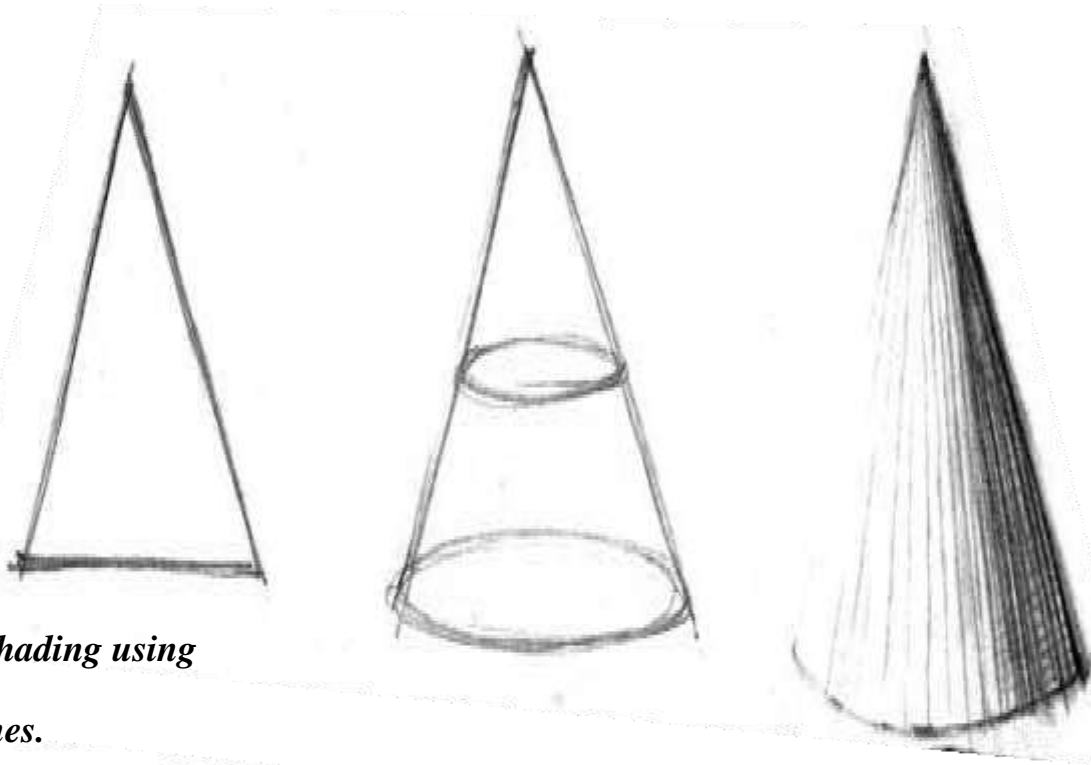


Form of oblong: parallel and perspective lines

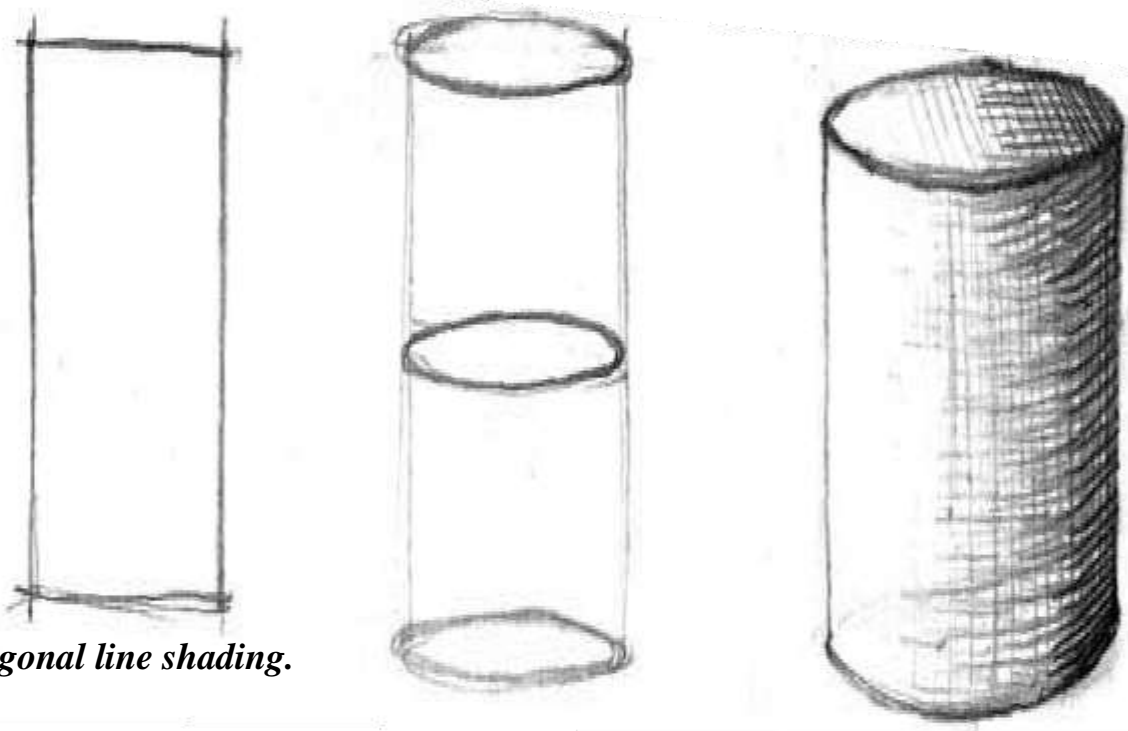
Crosshatching

Spheres

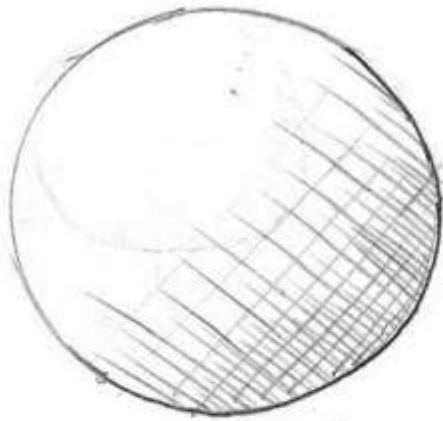
Triangle.



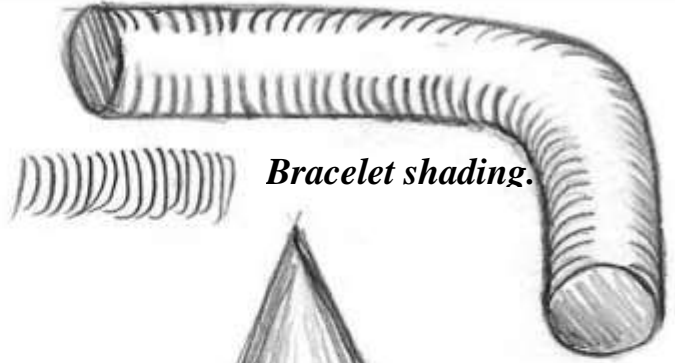
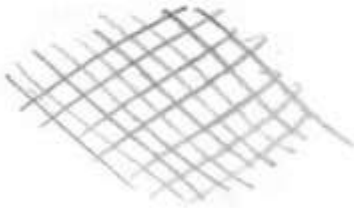
Pyramid shading using vertical lines.



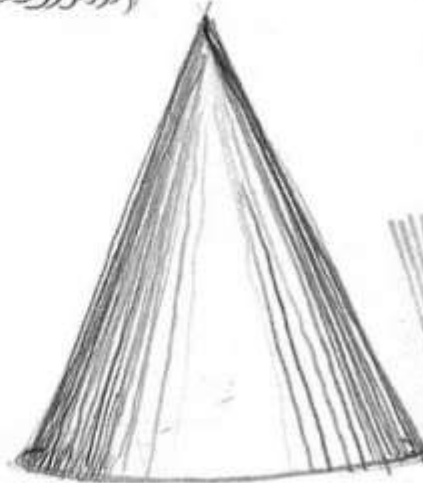
Cone: diagonal line shading.



Sphere using crosshatch shading.



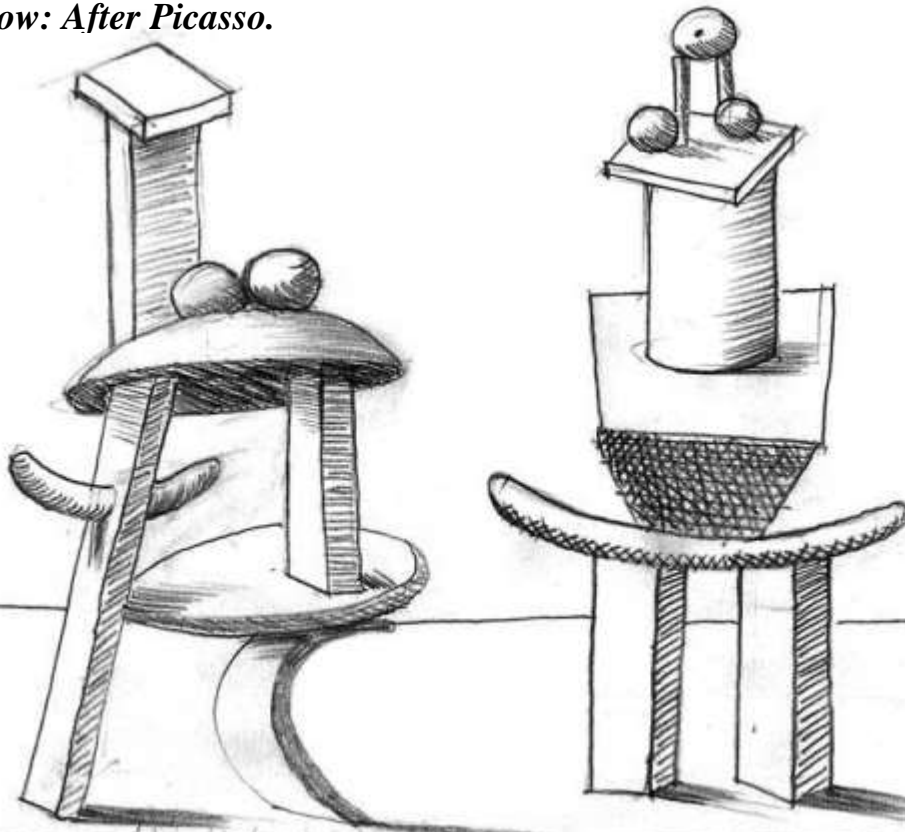
Bracelet shading.



Diagonal line shading.

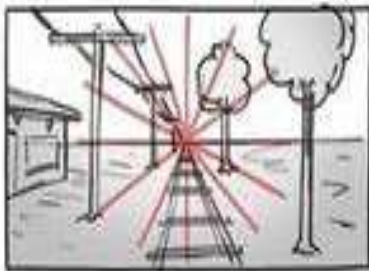
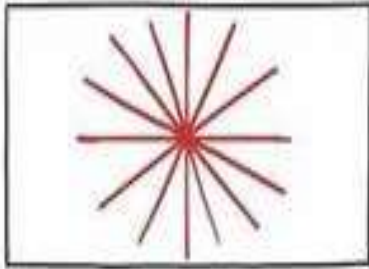


Below: After Picasso.

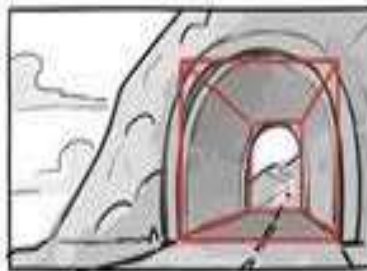
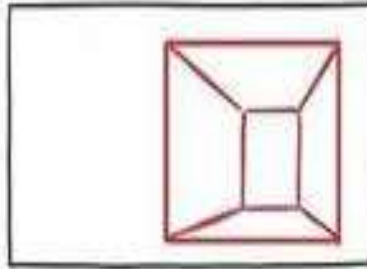


COMPOSITION EXAMPLES:

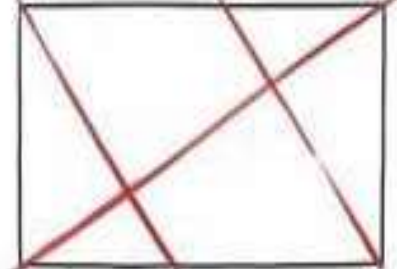
radiating



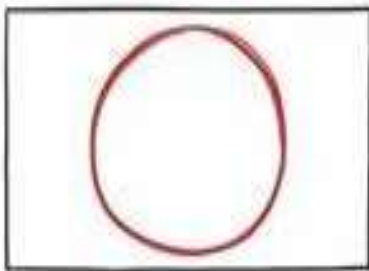
tunnel



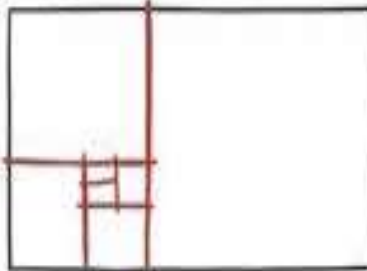
golden triangle



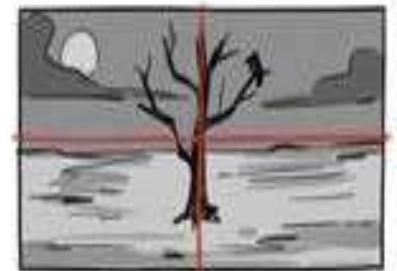
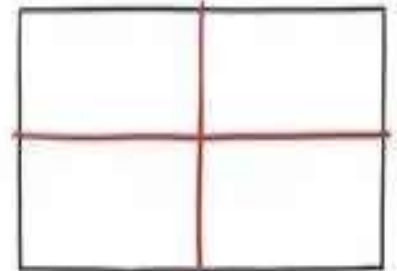
circular



golden section

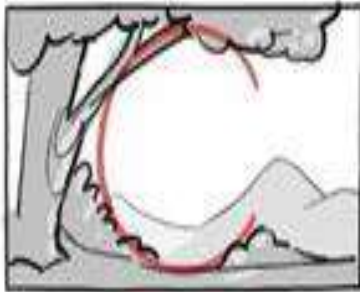
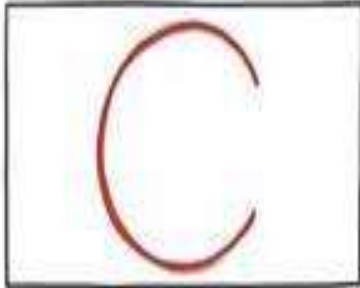


CROSS

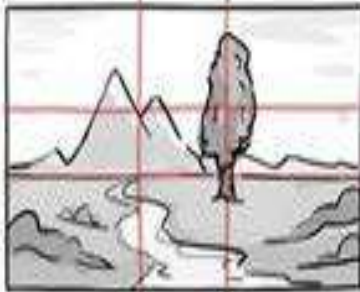
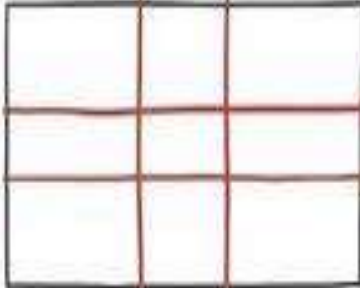


Composition examples

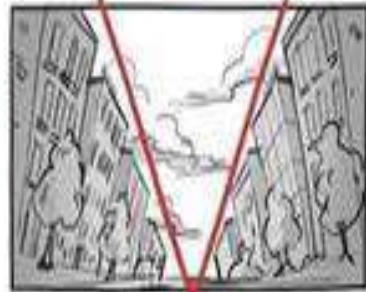
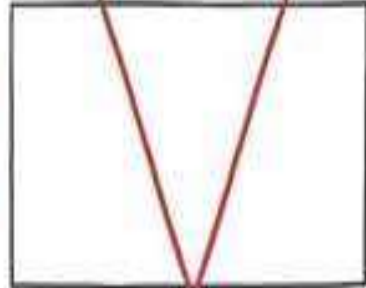
C-shape



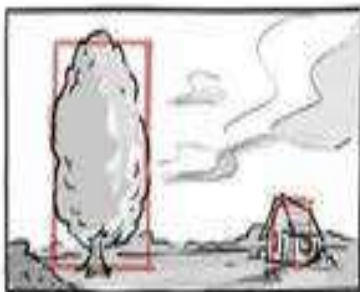
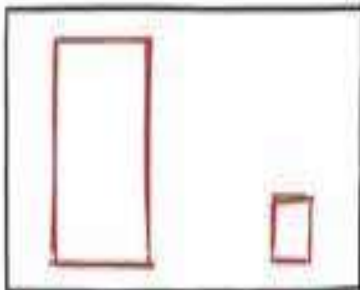
Golden section



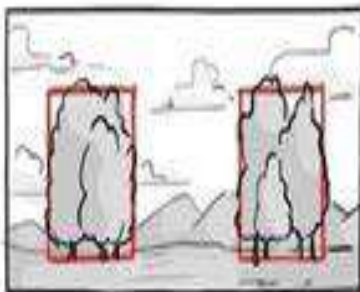
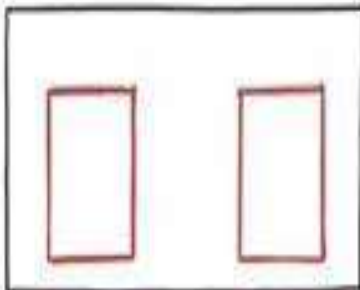
V-shape



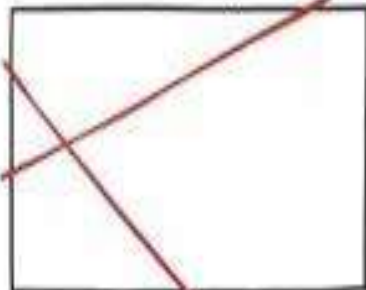
unbalanced



balance

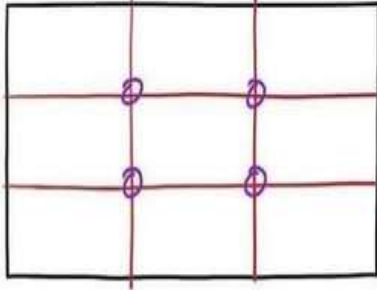


double diagonal

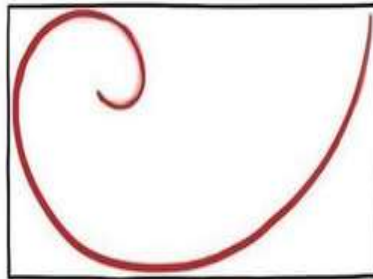


Composition examples

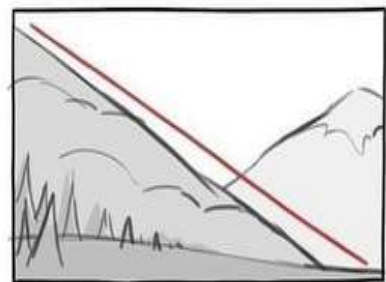
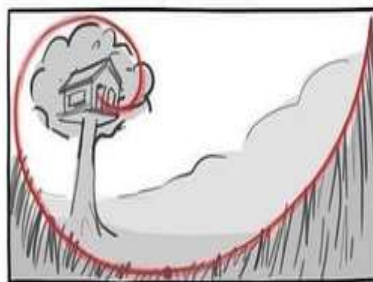
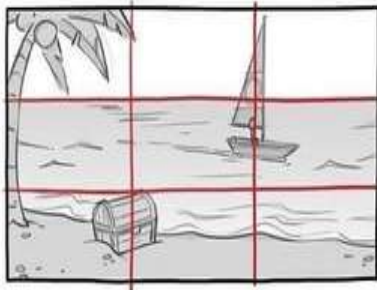
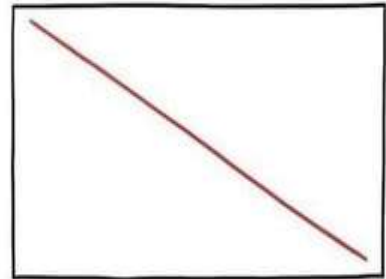
Rule of thirds



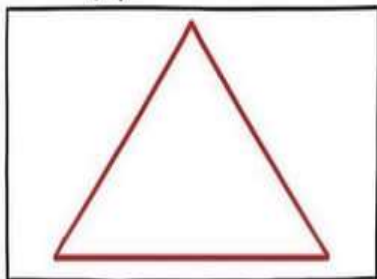
golden spiral



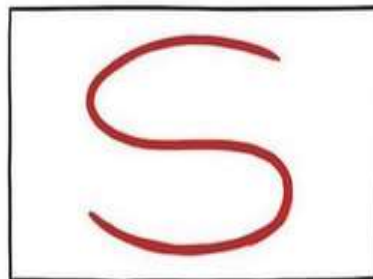
diagonal



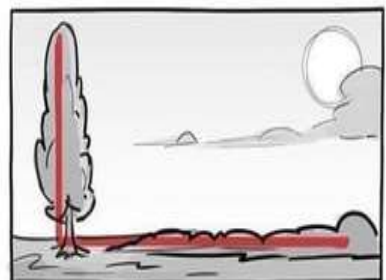
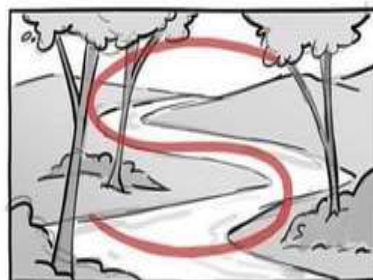
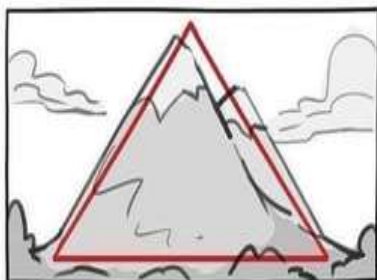
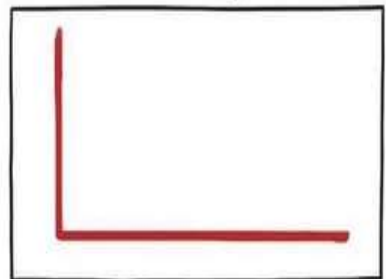
pyramid



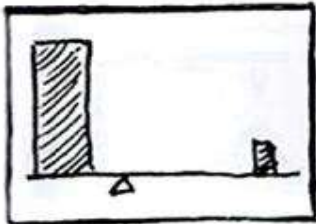
S-CURVE



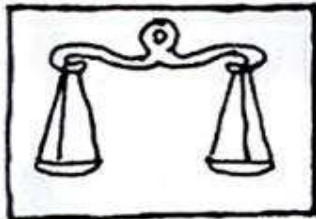
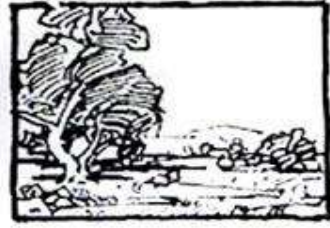
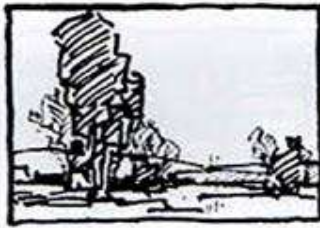
L-shape



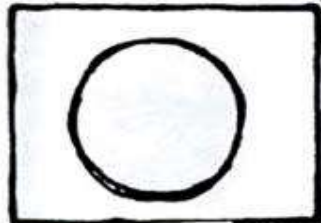
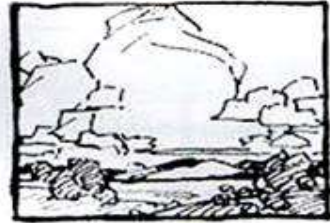
FORMS OF COMPOSITION



Steelyard



Balanced Scales



O or Circular



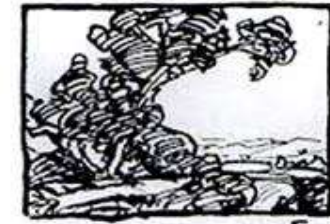
S. or Compound Curve.



S



O



S

THINGS TO BE AVOIDED IN COMPOSITION



Canvas Halved



Equal Spacing of Masses



Too Many Parallel Lines



Lines too Near Edge of Picture



Trees on a Line



Equal Spacing



Centered Objects



Scattered Objects—
Centered Horizon



Three Equal Divisions



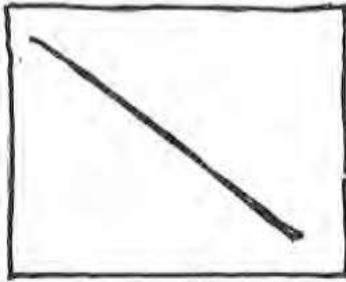
Equal Masses



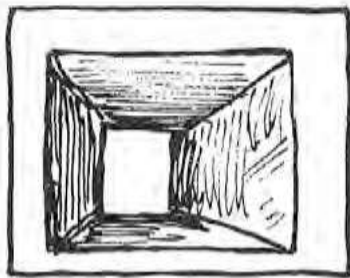
Crowded design



DIFFERENT FORMS OF COMPOSITION



Diagonal Line



Tunnel



Silhouette

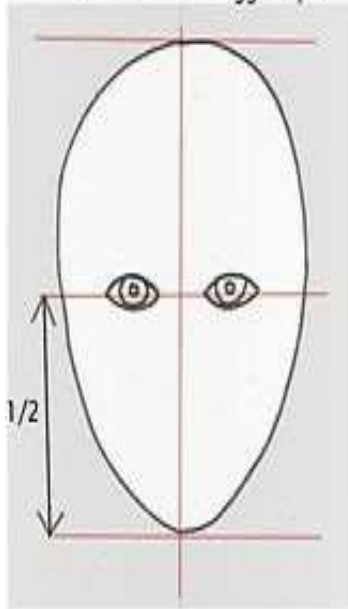


Pattern

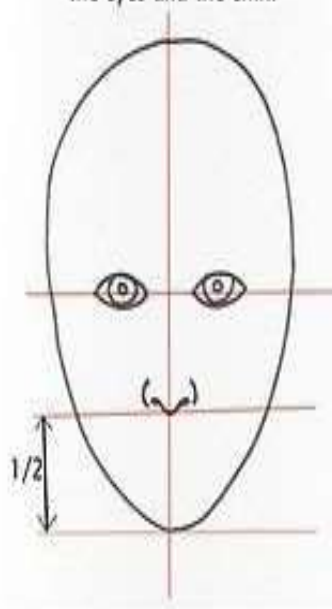


Guide for Drawing a Face

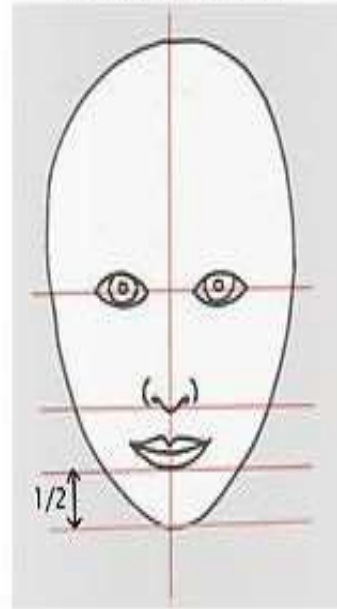
Draw an upside-down egg shape for the head. Draw the eyes in the middle of the egg shape.



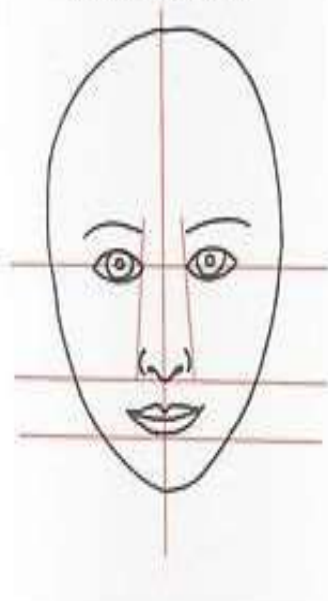
The bottom of the nose meets a line halfway between the eyes and the chin.



The bottom of the lips meets a line halfway between the nose and the chin.



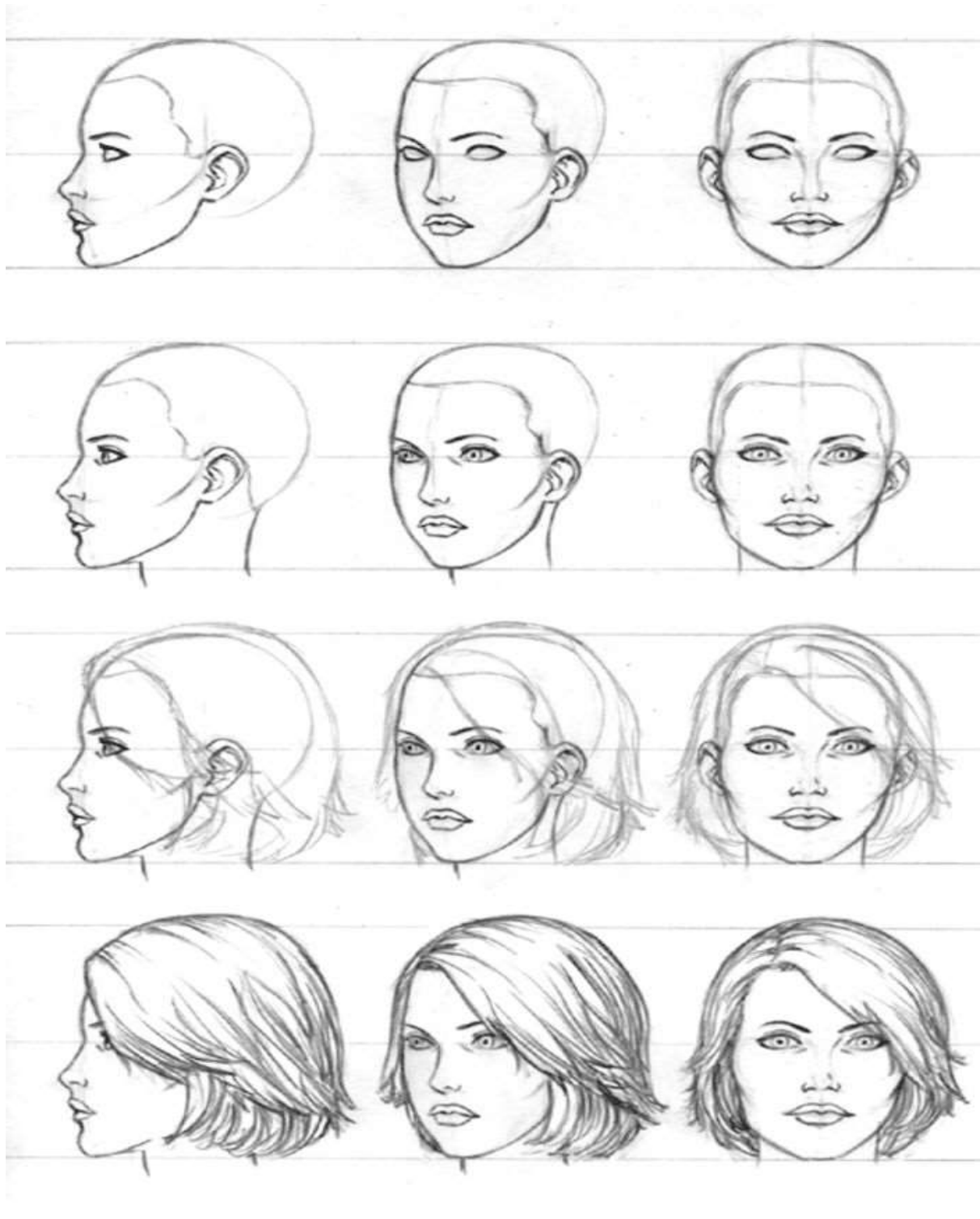
The eyebrows should line up with the corners of the eyes and edges of the nose.



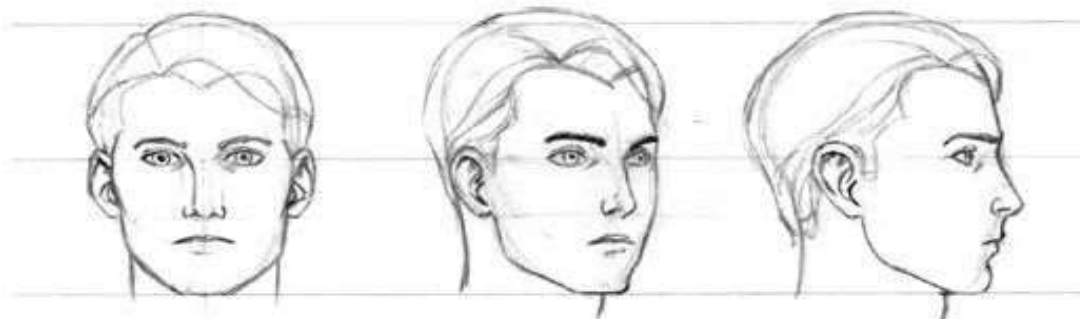
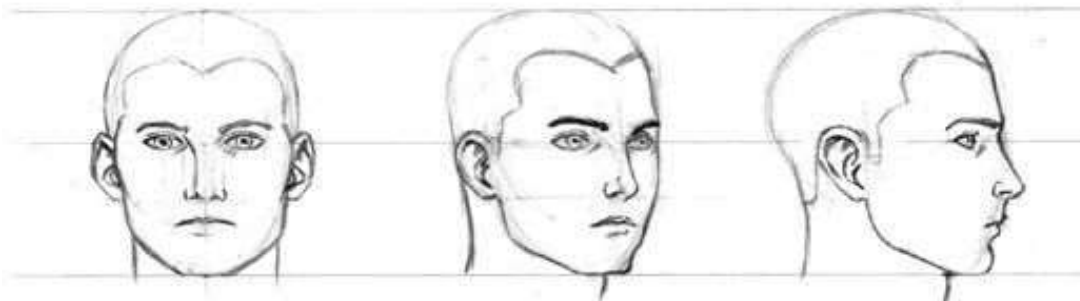
Draw the hair and start shading



HUMAN FACE DRAWING-FEMALE



HUMAN FACE DRAWING-MALE





MODULE:2

PROGRESSIVE SKILL BUILDING TECHNIQUES



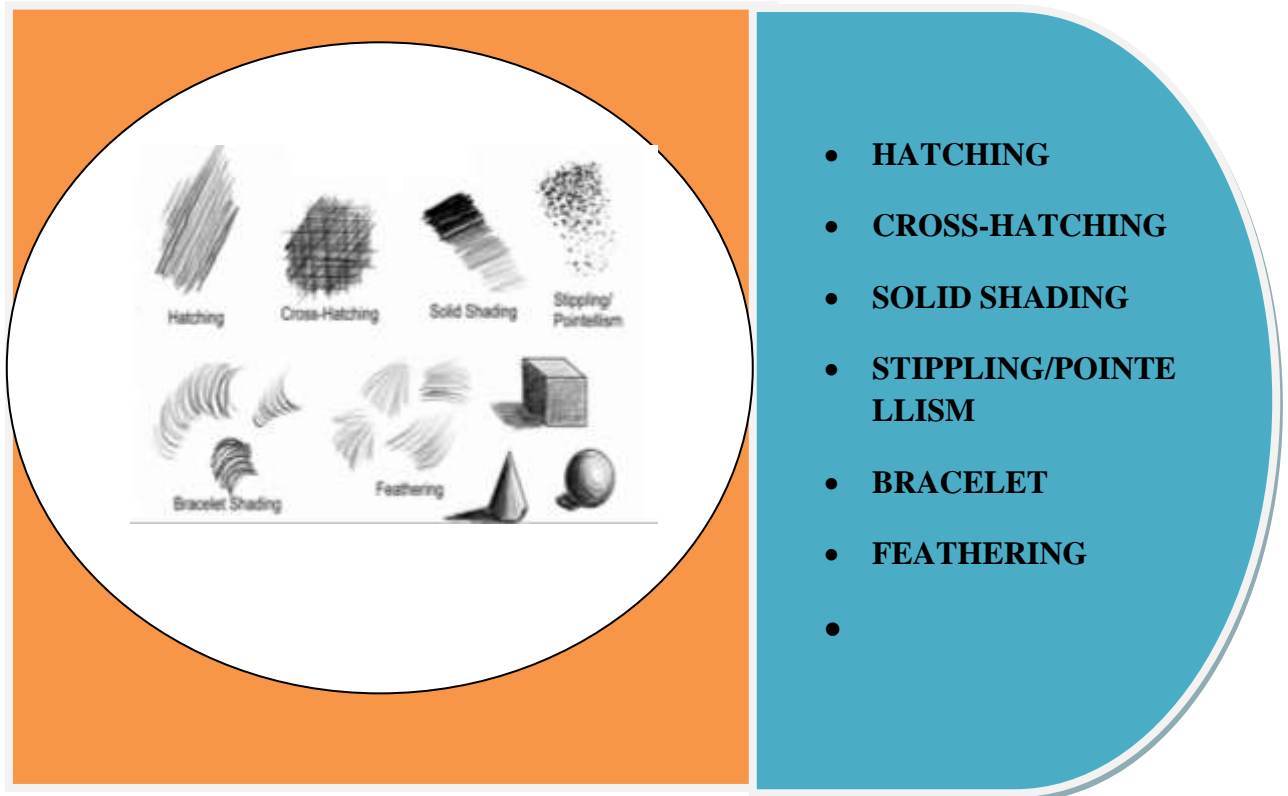
MODULE:2

PROGRESSIVE SKILL BUILDING TECHNIQUES

Progressive Skill-Building Techniques design a series of progressive skill-building modules that cover various aspects of drawing, starting from basic concepts to more advanced techniques. This module focused majorily on a specific skill or topic, such as line drawing, shading, perspective, or character design. Progressive skill building is an effective approach for developing drawing skills among primary teachers.

SHADING TECHNIQUES

To build a persons' progressive skill there are few shading techniques available they are,



1. SCUMBLING SHADING TECHNIQUE:



- **Scumbling** is another shading technique.
- Small circular marks are layered on top of one another to create a textured appearance.
- The circles don't have to be neat, apply more pressure to the pencil for darker areas of the drawing.
- If it has been drawing with coloured pencil means it can be layered with different colours on the top of one another to alter the tones and hues.

2. CROSS HATCHING SHADING TECHNIQUE:



- **Rembrandt** used this drawing technique in his etchings, ink drawings and silver point pieces.
- This is a versatile technique as you can use it with pen, graphite, charcoal or pen
- **Cross hatching** is a type of hatching, whereby parallel lines are drawn next to one another to create light and dark values.
- Perpendicular lines are then drawn over the top of the first lines in a similar hatching style.. Use this technique in conjunction with others on the list to create a variety of effects.
- Cross hatching creates a wonderful *texture* when it is looked at the drawing up close, but when it step away, it will appear as smoother shading.

3. FROTTAGE SHADING TECHNIQUE



- **Frottage** drawing, or pencil **rubbing**, is a **technique** used by artists to create realistic mark-making on paper or other surfaces.
- Frottage is the act of rubbing to create a texture. So, if you rub your pencil over paper when you have an object beneath the paper, you end up with some fairly interesting shapes and textures.
- A technique that involves rubbing pencil, graphite, chalk, crayon, or another medium onto a sheet of paper that has been placed on top of a textured object or surface. The process causes the raised portions of the surface below to be translated to the sheet.

4. INDENTING SHADING TECHNIQUE



- The indenting technique involves drawing lines on the paper to make indents rather than coloured marks.
- Then draw over the dents in the paper, by shading with the side of the pencil.
- The pencil marks will avoid the dent, leaving the white of the paper to show through.
- There are two ways of creating a dent in the paper. Either get some tracing paper and draw with a pencil over your paper in places you want to show white highlights. Or use a stylus to create a dent in the paper.

5. CONTOUR LINE DRAWING TECHNIQUES

A contour drawing shows the outline of a subject. Contour lines show the outlines of edges and details. Use line weight to show the three dimensional form of the subject. Darker lines indicate areas of the subject that appear closer and lighter lines represent areas further away from view.



Contour drawing is a type of lineart drawing technique that uses line to create the illusion of three-dimensional form. Darker lines indicate areas of the subject that appear closer and lighter lines represent areas further

OTHER TYPES OF CONTOUR DRAWINGS:

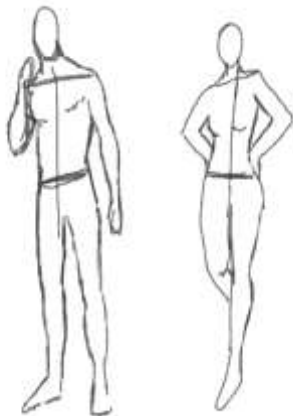
- Continuous Line Drawings
- Gesture Drawings
- Blind Contour Drawings

CONTINUOUS LINE DRAWING:



. A continuous line drawing is one where the artist doesn't lift their pencil from the paper, resulting in a single, uninterrupted line.

GESTURE DRAWING:

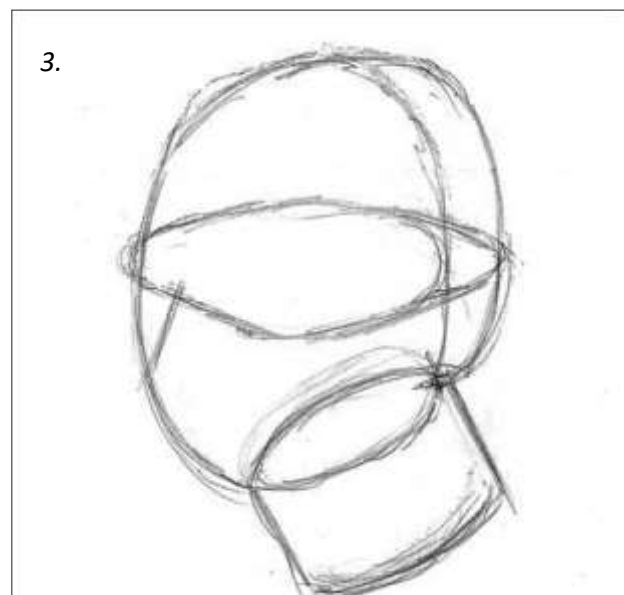
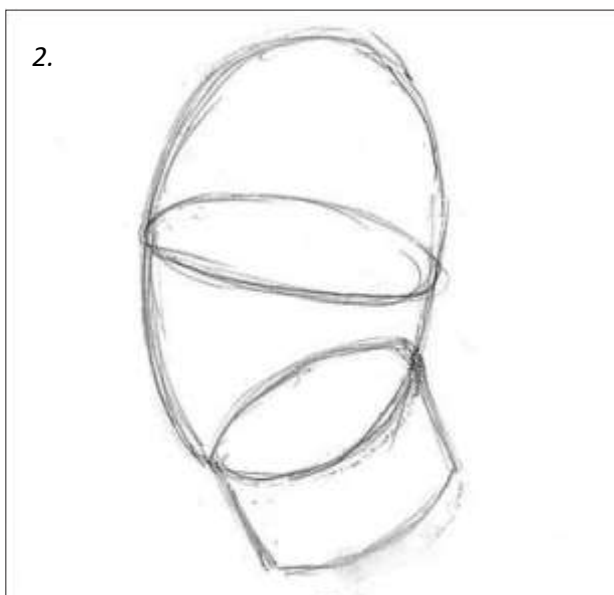
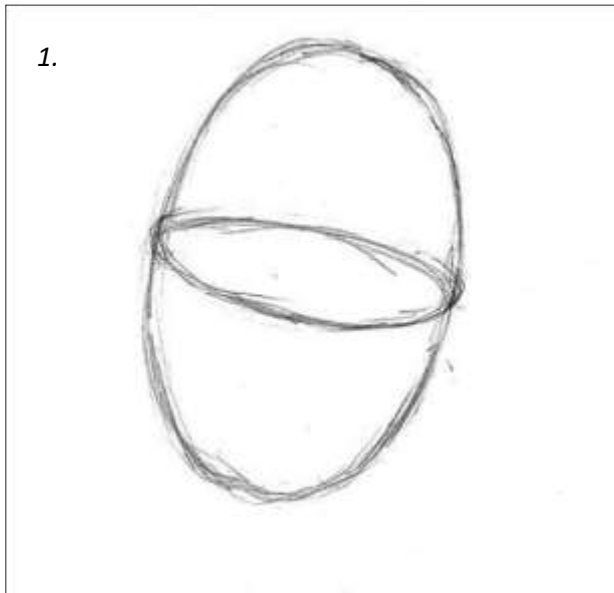


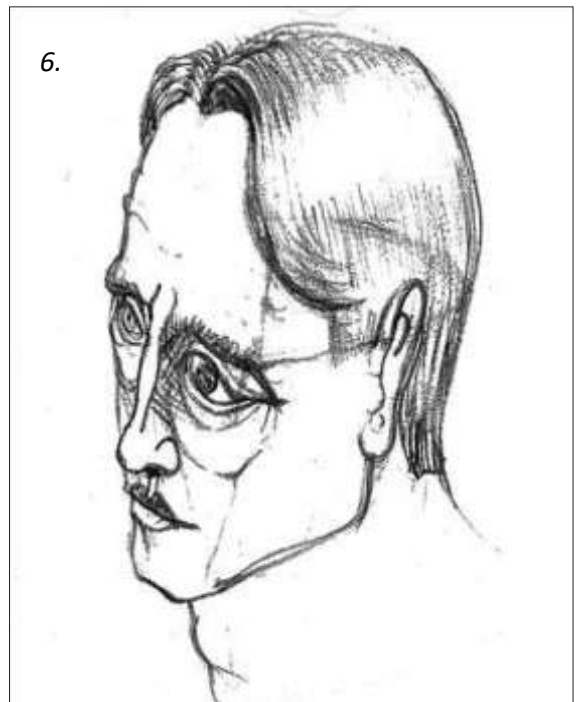
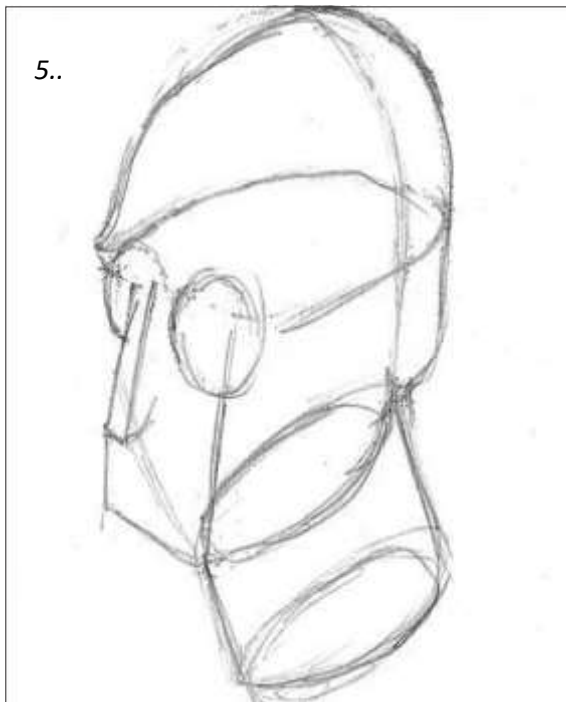
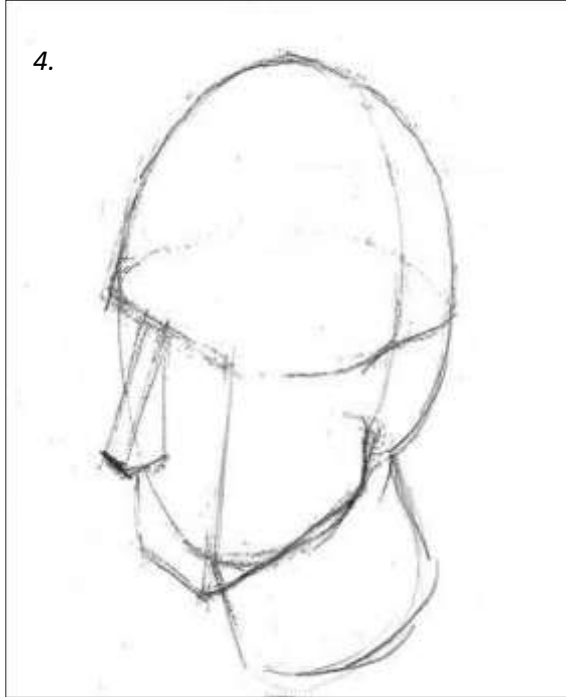
Gesture drawings are usually done quite quickly, and are used to capture the overall

BLIND CONTOUR DRAWING:

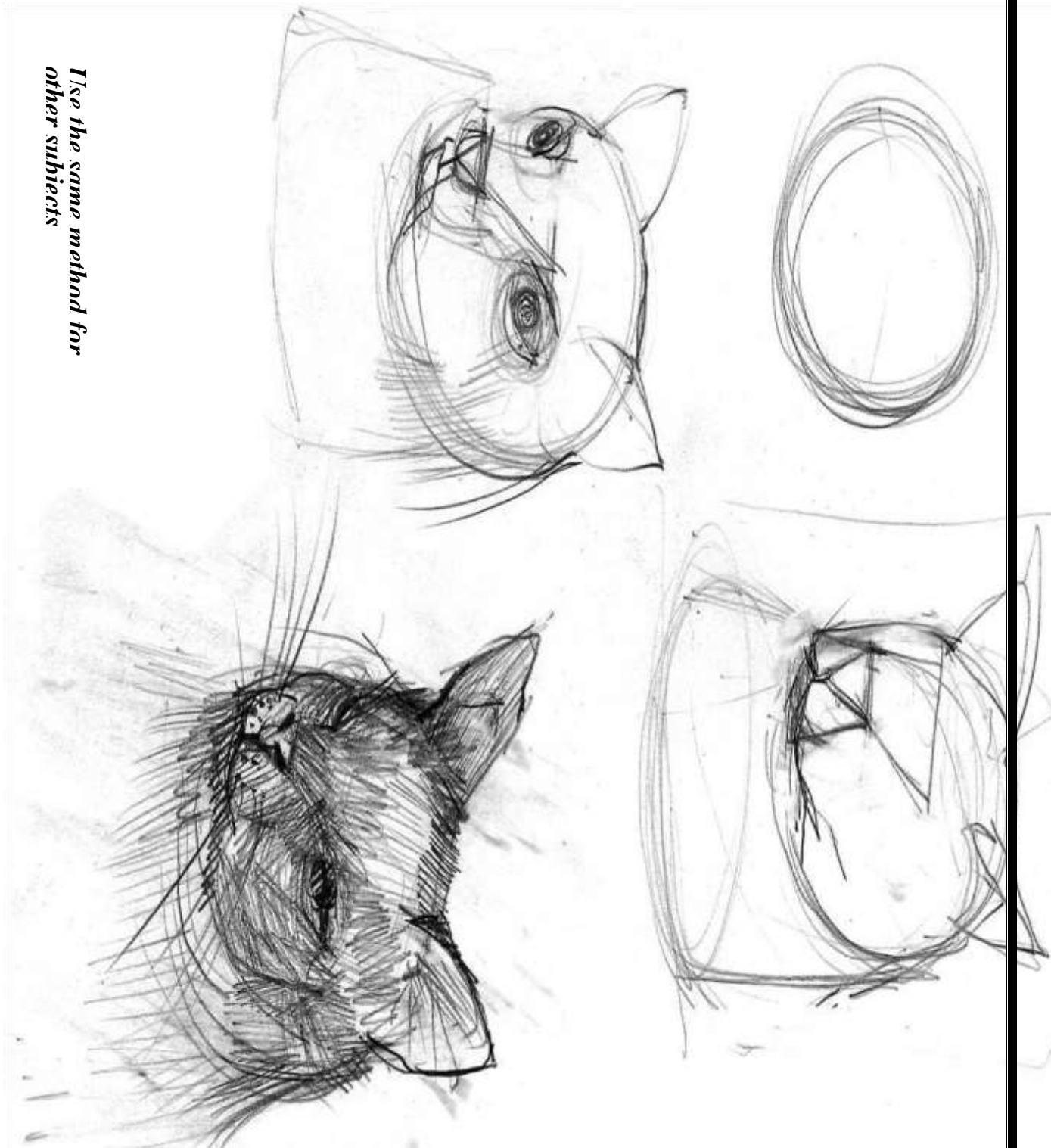
Blind contour drawings are similar to contour drawings, in that the artist draws an outline of the subject. However, with blind contour drawings, the artist doesn't look at the paper while they are drawing.

2.2 STEP BY STEP DRAWING OF A HEAD OF A PERSON:





STEP BY STEP DRAWING OF A CAT (HEAD PART):



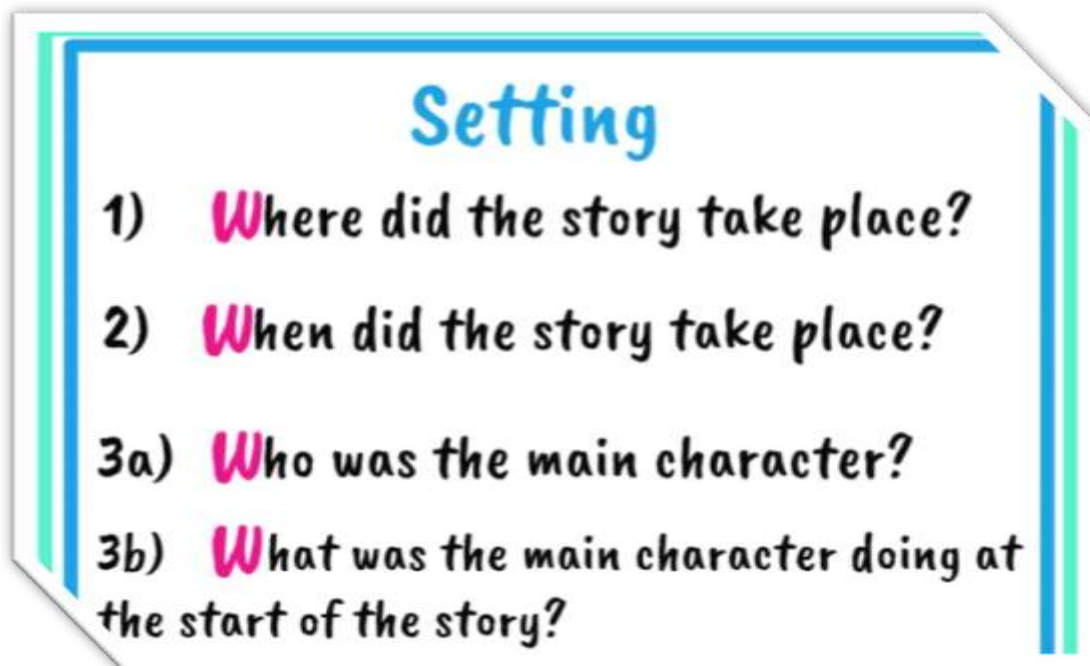
Use the same method for other subjects

2.3 PICTURE STORY COMPOSITION CREATION:

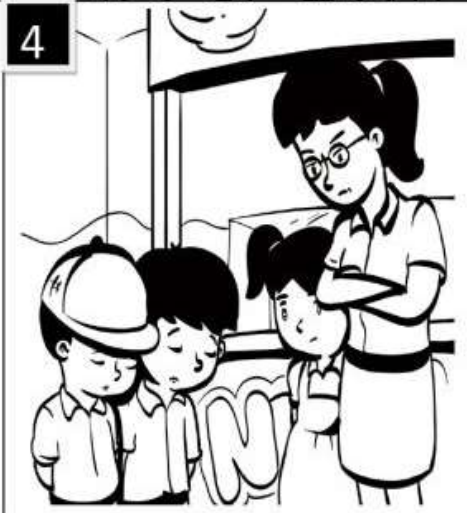
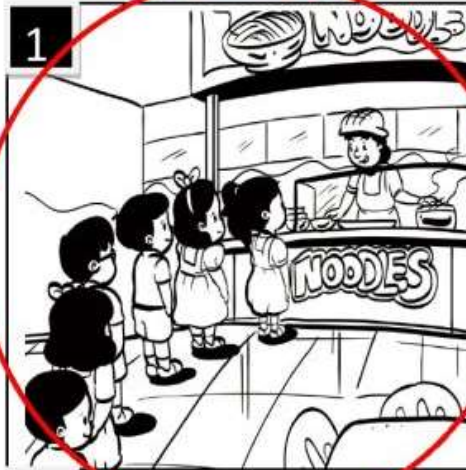


1) *S FOR SETTING*

Using the 'W's', the setting tells the reader the the time (When), place (Where) and main character (Who) of the story.



To identify the setting elements, we generally look at Picture 1 of the given topic.



annoyed	jumped the queue	were <u>rude</u>	hung their heads
ignored	reported to	shoved	reprimanded

t

Setting

1) **W**here did the story take place?
It took place in the canteen.

2) **W**hen did the story take place?
It took place on Tuesday morning.

3a) **W**ho was the main character?
Jane was the main character.

3b) **W**hat was the main character doing at the start of the story?
She was queuing up.

- For Question 1, the answer for the place is **definitely according to Picture 1**.

There is more than one right answer for the day and time in Question 2. In this case, it can be any day from **Monday to Friday during school hours**.

- To answer Question 3a, pupils must select the main character who should play a major role in the story. They must give the main character a sensible name.
- For Question 3b, the main character's action should be written according to what the main character was doing in Picture 1.

Now, we can use the answers to start the composition.

HOW TO WRITE THE COMPOSITION – INTRODUCTION PARAGRAPH

**On Tuesday morning, Jane
was queuing up in the school
canteen.**

2) P FOR PURPOSE

Next, we will identify the purpose of the story. Pupils can look at Picture 2 for the purpose.

Purpose

4) **W**hat did the main character want to do?

Action 1: _____

It is important that pupils understand that composition writing goes beyond picture description.

This is the part that pupils need to tap on their imagination and see beyond the pictures to form a story.

In this case, think of a possible reason that the main character was queuing up.

Purpose

4) **W**hat did the main character want to do?

Action 1: She wanted to buy a bowl of noodles at her favourite stall.

3) A *FOR ACTION*

A purpose leads to an action.

This means that when the main character wanted to do something, it will lead to an action happening,

Action

5) **W**hat did the main character do then?

Action 1 : _____

Action 2 : _____

In this case, Picture 3 shows the action.

The main character was going to place her order when it was her turn. However, two boys shoved her aside.

Action

5) **W**hat did the main character do then?

Action 1 : She was going to place her order when it was her turn.

Action 2 : Two boys shoved her aside and jumped the queue.

HOW TO WRITE THE COMPOSITION (INTRODUCTION + BODY PARAGRAPHS)

The answers for the Purpose and Action can then be added on to continue forming the composition

On Tuesday morning, Jane was queuing up in the school canteen.

She wanted to buy a bowl of noodles at her favourite stall. She was going to place her order when it was her turn. Two boys shoved her aside and jumped the queue.

4) C FOR CONCLUSION

A complete story requires a conclusion which tells the reader what happened at the end of the story as well as the lesson learnt.

Conclusion

6a) **W**hat was the result?

Action 1 : _____

Action 2 : _____

6b) **W**hat lesson did the main character learn?

For the conclusion, pupils should see beyond the pictures and think about what the main character did that led to Picture 4.

In this case, she should have informed a teacher who then scolded the boys.

Conclusion

6a) **W**hat was the result?

Action 1 : She told them to queue up but they ignored her.

Action 2 : She reported them to the teacher and the teacher reprimanded them.

6b) **W**hat lesson did the main character learn?

Everyone should wait in line and not jump the queue.

HOW TO WRITE THE COMPOSITION (INTRODUCTION + BODY + CONCLUSION PARAGRAPHS)

We can add the conclusion to form the last part of the story.

On Tuesday morning, Jane was queuing up in the school canteen.

She wanted to buy a bowl of noodles at her favourite stall. She was going to place her order when it was her turn. Two boys shoved her aside and jumped the queue.

She told them to queue up but they ignored her. She reported them to the teacher and she reprimanded them. She learnt that everyone should wait in line and not jump the queue.

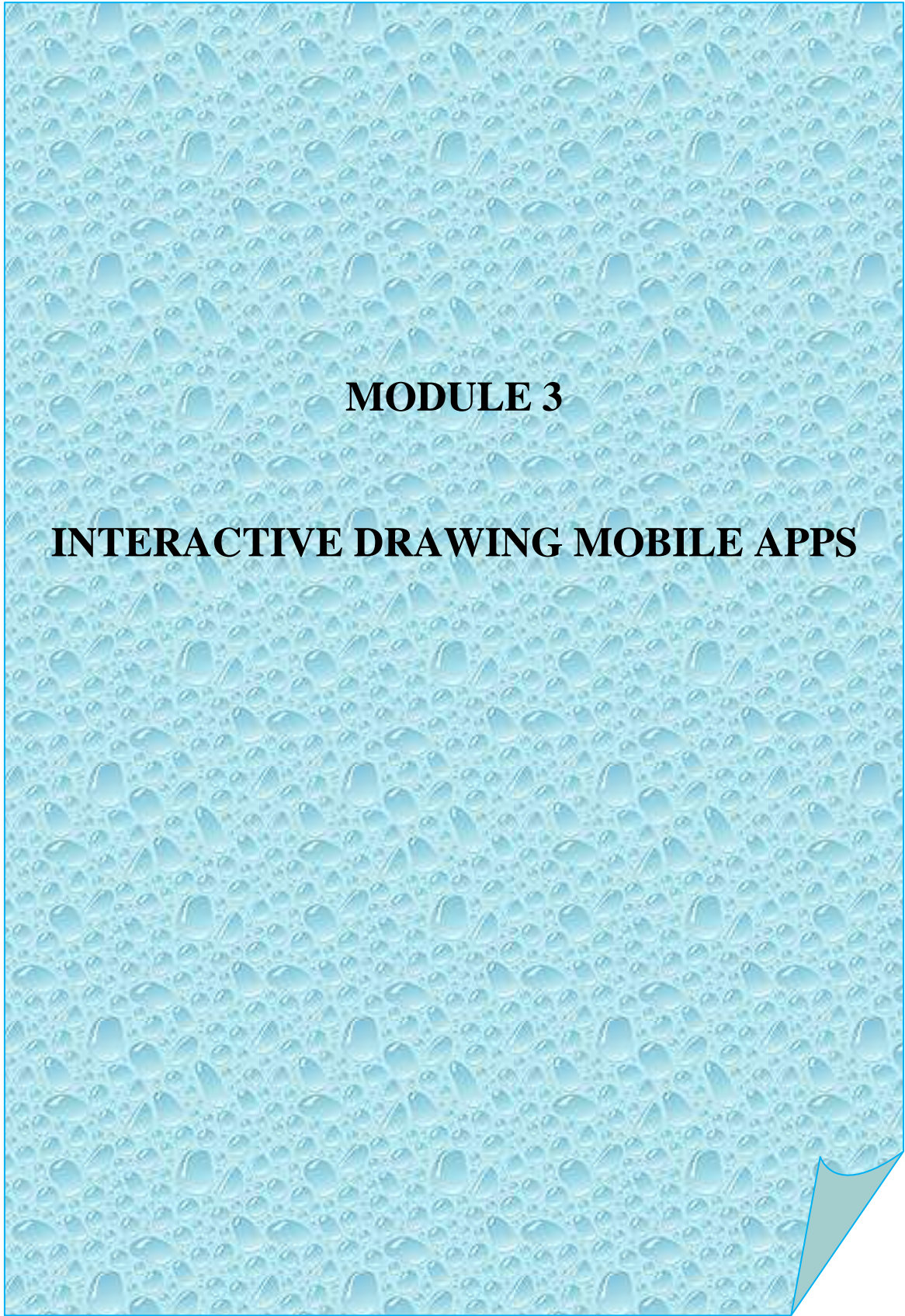
5) E FOR EMOTIONS

Now that the entire story is complete. The emotions (feelings) of the main character can be inserted to complete the story.

On Tuesday morning, Jane was queuing up in the school canteen.

She wanted to buy a bowl of noodles at her favourite stall. She was going to place her order when it was her turn. Two boys shoved her aside and jumped the queue. Jane was annoyed

She told them to queue up but they ignored her. She was cross. She reported them to the teacher and she reprimanded them. She learnt that everyone should wait in line and not jump the queue.



MODULE 3

INTERACTIVE DRAWING MOBILE APPS

MODULE 3

INTERACTIVE DRAWING MOBILE APPS:

Three mobile apps are to be used by the teachers by installing it in their Android mobile. the name of the Apps are listed below.

- **AR APP**
- **PENUP APP**
- **POCKET PAINT APP**

AR APP AND ITS FEATURES: (Level:1 Copying, Tracing and Colouring)

- AR APP has different category of pictures such as Animals, Anime, Birds, Butterfly, Café, Cartoons, Christmas, Festivals, Flowers, Fruits, General, Mehindi, Nature and Properties, Rangoli, Sketch-Drawing, Sports and Vehicles.
- Under each category variety of pictures will be displayed.
- Outline drawing format is given for the picture of each category.

**AR DRAWING APP
LOGO**



AR Drawing App different categories of pictures view represented below in all 4 pictures





AR APP AND ITS USAGE:

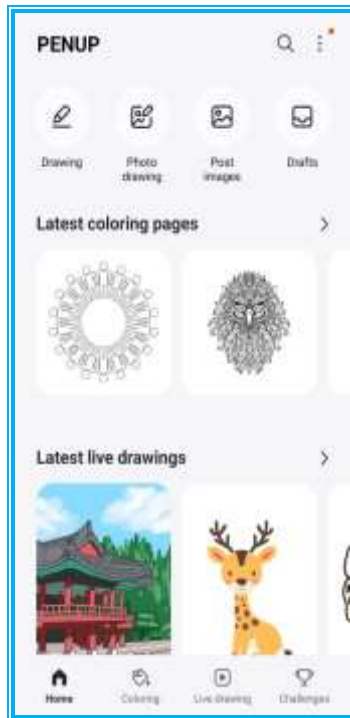
- Teacher need to install AR App through Google Playstore in their Android Mobile.
- Its a free version.
- After installation, can click open in to this App.
- Then it shows 3 options they are Creative sketch, Trace image and Help to drawing.
- If you click the first two options it will show the list of categories of pictures in which any one picture can be selected and it can be draw in a tracing method in a paper.
- Third option is live video for drawing step by step mode.

PENUP APP AND ITS FEATURES:

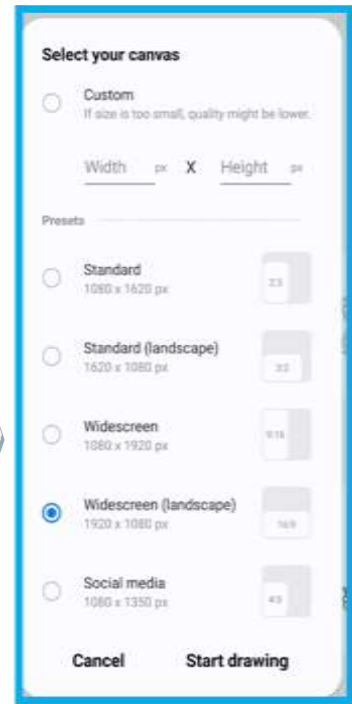


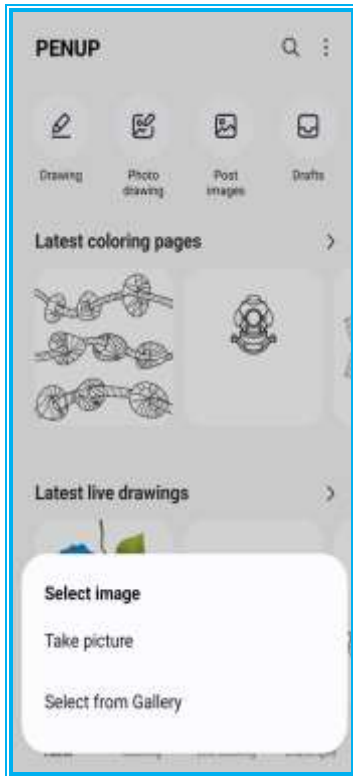
The above picture represents the logo of PENUP APP.

Next to the above features of Penup App visualized in the forthcoming pages.

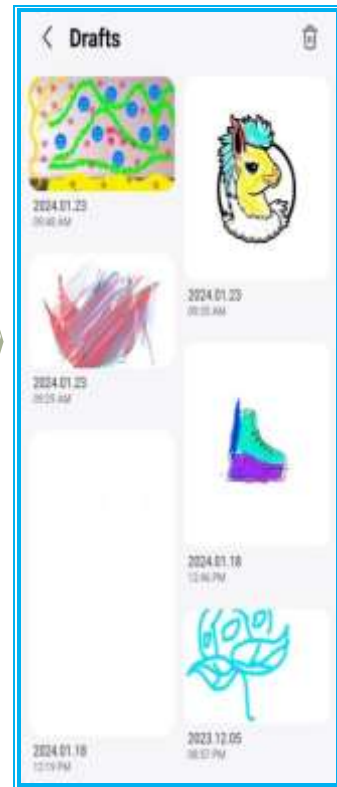


The first picture represents the home page and the second represents screen settings options for Drawing.



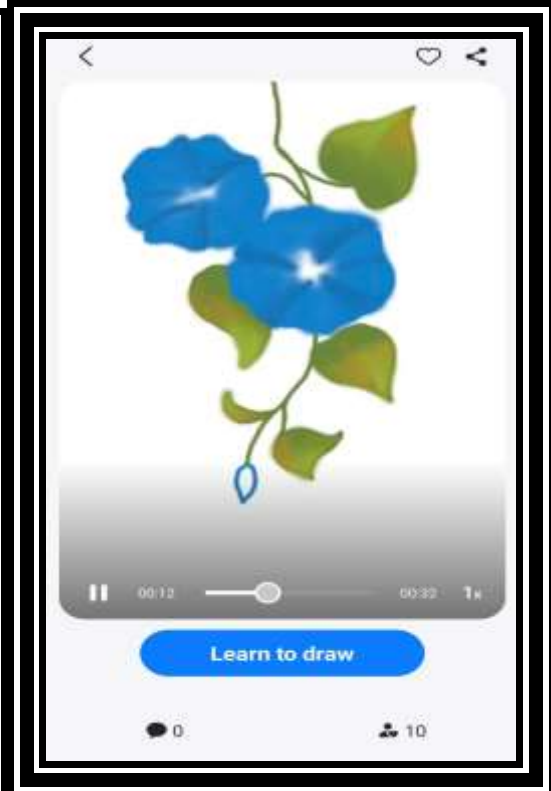


The first picture represents the Photo drawing and the second represents Draft options in which drawings and colouring of the user will be saved.





The first represents the option for colouring and second one represents Live Drawing in which user can observe the drawing step and practice on own. Wherever need to pause the drawing can do it by the user.



The above 3 pictures represent the options of Live Drawing in which step by step drawing will be played through minimum seconds of video.

POCKET PAINTAPP AND ITS FEATURES:

- Pocket Paint is a drawing app that allows you to edit graphics, images, and photos, make parts transparent, zoom in up to single pixel level, and much more!
- Together with Catrobat's app Pocket Code it also allows you to easily create animations, apps, and games directly on smartphone.
- Pocket Paint is a drawing app that allows you to edit graphics, images, and photos, make parts transparent, zoom in up to single pixel level, and much more!
- Together with Catrobat's app Pocket Code it also allows you to easily create animations, apps, and games directly on your smartphone! Images are saved under Photos and Gallery. Features:-- Save images as .jpg (compressed), .png (lossless, with transparency), or .ora (keeping layer information)-- Layers (including moving up and down or merging them)-- Stickers from the Catrobat family images and more (only for this it accesses the internet)—
- Tools: brush, pipette, stamp, circle/ellipse, cropping, flipping, zooming, line tool, cursor, fill tool, rectangle, eraser, moving, rotation and much more!-- Easy import of images and graphics-- Full screen drawing-- Color palette.

