**Analyze different Approaches of Teaching Arts for Effectively Teaching in the Class**

Three different approaches will be discussed which are:

1. **Integrated Approach**
2. **Sketching Approach**
3. **Topical Approach**

**Integrated Approach in Teaching Arts:**

An integrated approach creates learning experiences that call on more than one discipline or subject such as cross-discipline assignments or units, project-based learning experiences, curriculum developed across a number of disciplines, and/or curriculum tied together with overarching themes and questions.

**There are many benefits to teaching in an integrated manner as well:**

* An integrated curriculum causes students to make connections in their learning across subjects or between various areas of a specific subject. This is a more realistic learning experience. In “real-life,” problems are rarely as siloed as subjects in school can be. Teaching in an integrated manner helps students see problem solving as complex and multi-layered.
* An integrated approach to learning provides students with overarching organizing ideas and concepts, which help them develop the bigger picture and not see learning episodically. Instead, they begin to internalize the process of making connections across disciplines and/or among topics within a discipline.
* Integrated learning provides opportunities for students to develop and value multiple perspectives that come not only from different people’s interpretations but different disciplinary approaches to a particular problem or situation.
* Whereas single-discipline focused teaching provides depth, an integrated approach adds breadth to the learning process and also the kind of depth of understanding that comes once something is understood in a larger context. It provides depth within breadth.
* An integrated approach reinforces skills and content knowledge since integration relies on an application of skills and content. When students apply their skills, they not only see the relevance of the skill better, they practice it and embed it further into their toolbox of skills. This then supports retention.
* Success in applying skills in a complex and integrated project leads to a generalized feeling of efficacy. Rather than a student just having the satisfaction of mastering a particular skill, they have the feeling that they have actually solved an interesting problem or presented a complex topic well. While it is harder for students to pinpoint this success than on a skills-based test, for example, it can be deeply satisfying.
* An integrated approach supports the use of reading and research, writing, speaking, and listening—across the disciplines. While it is hard to predict the future and what specific higher-level skills and content mastery a student will need to pursue a chosen career, it is clear that being able to research and communicate well are essential skills for life and in almost any chosen career path.
* An integrated approach to learning allows teachers to weave in a school’s core values in a natural and applied fashion, thus elevating the learning experience to involve social/emotional strengths and character development.

**Sketching Approach in Teaching Arts:**

In order to teach arts, we must recognize the importance of sketching in it. Sketching is a powerful process to use because it always helps discover the best ideas and solutions to a design problem. It is a difficult task to ‘freestyle’ a complex design out of midair without hashing out the details. This is why sketching will remain an important step in the design and development process. Sketches help to convey ideas, demonstrate functionality, visualize user flow, and illustrate anything that requires human interaction. Sketching helps discover potential issues and solutions early, prior to starting the design and development stages.

Sketching is regarded as a primary learning motor. Through its role in site exploration, idea generation, development and resolution and communication, it serves the academic aims of the curricula, but importantly it serves as a means for students to strengthen their learning methods, physically action their ‘connectedness’ with the world around them and experience their own creativity at work. This happens because sketching, on site and in a stimulating studio environment, engages students’ visual/spatial and bodily/kinesthetic intelligences, sketching is used in tandem with model making and landscape interventions which further employ these intelligences.

Tutoring involves a lot of sketching, because to question a student’s intention with a sketch is effectively ‘speaking their language’. If inquiry into students’ sketching is wholly verbal then students are being required constantly to approximate what can be necessarily complex and ambiguous expressions. For tutors to allow parts of the analysis and synthesis that is the design process to remain unvoiced seems vital.

Some of the benefits of using sketching approach in teaching arts to our students are mentioned below:

* Saves time in the workflow process.
* Great for brainstorming ideas and collaborating with team members.
* Refines the wireframing process
* Helps evaluate the feasibility of features and eliminate layout and functionality issues.
* Anyone can sketch ideas.

**Topical Approach in Teaching Arts:**

In this approach selected topics of study specifically arts, suitable for the age, ability and interest of children are included in the curriculum and each topic is delt with completely in the class where it is first introduced. Each topic is concerned as an entity and all the topics are linked together by the teacher with the help of link lessons. For the children of the age group 13+ is quite possible.

The curriculum maker takes particular topics as the central theme of Arts and crafts learning at different levels of instruction. At each stage the topics vary in accordance with the age ability and interests of the children. For example, at primary level the students do not yet know how to draw precisely so we build their interests towards the basics like drawing basic shapes like circle, rectangle, square or even a triangle. However, as they progress through their grades we may include more precision-based projects to enhance their skills in arts like using water colors instead of crayons now.

**Merits of using Topical Approach in Teaching Arts:**

* This approach provides an action plan for dealing with waste material in a logical and rational ways. It helps the pupils to understand the facts in their developmental sitting.
* This approach can be adapted according to the age, ability and aptitude of the children.3. It imparts a sense of purpose to the pupils because of the total perception attempted.
* This approach enabled the teacher to control the subject matter and adapt it to the varying needs of the children.

**Limitations of using Topical Approach in Teaching Arts:**

* It makes difficulties for the continuity of subject matter.
* Since many aspects involved in a topic may be beyond the cognitive competencies of pupils in lower classes a complete study of the topic will not be psychologically desirable. Moreover, discovery approach of learning will not be possible because of the above reason.