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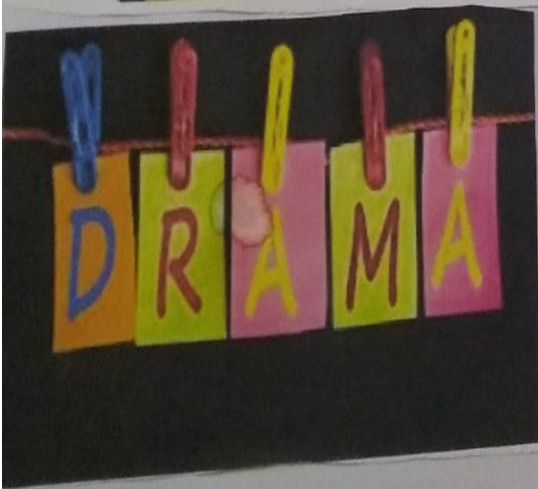
DRAMA

What is drama?

Drama is a specific mode of fiction represented in performance. Considered as a genre of poetry in general, the dramatic mode has been contrasted with the epic and lyrical modes ever since Aristotle's *poetics* (c. 335) BC — the earliest work of dramatic theory.

The term drama comes from greek word meaning "action" which is derived from "I do". The two masks associated with drama represent tradition generic division between comedy and tragedy. They are symbols of the ancient Greek Muses, Thalia and Melpomene. Thalia was muse of comedy (the laughing face), while Melpomene was muse of tragedy (the weeping face)

A drama or a play is piece of writing that is presented almost exclusively through dialogue. Like a short story or novel, it has a setting, characters, plots and even symbolism. However the way in which they

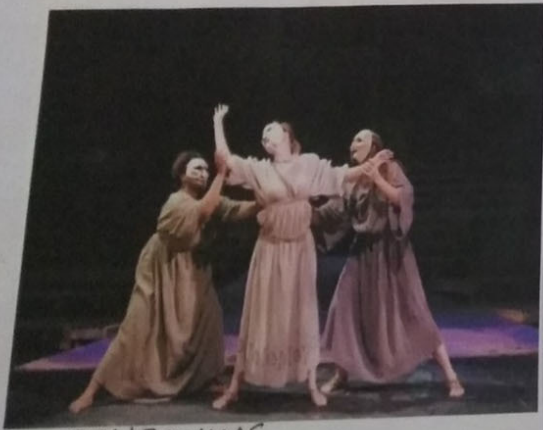


are presented to the audience is different, because unlike a short story or novel, the play is meant to be ~~preferred~~ performed in front of audience, not read.

The Sage framework defines drama as:
"The enactment of real and imagined events through role play, play-making and performance, enabling individuals and groups to explore, shape and represent ideas, feelings and their consequences in symbolic or dramatic form."



OPERA



PANTOMIME

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FORMS OF DRAMA

The form of a drama is the way the character play their parts and/or the way the themes are explored.

Opera: Western opera is a dramatic art form that arose during Renaissance in an attempt to revive classical Greek drama in which dialogue, dance and drama were combined. Being strongly intertwined with western classical music, the opera has undergone enormous changes in the past four centuries and it is form of theatre until this day. Noteworthy is the major influence of German 19th century composer Richard Wagner on opera tradition. To restore the connection with the classical drama, he entirely renewed the operatic form to emphasize the equal importance of music and drama in works that he called "music dramas."

Chinese opera has seen a more conservative development over a somewhat longer period of time.

PANTOMIME: Pantomime (informally Panto) is a type of musical comedy stage

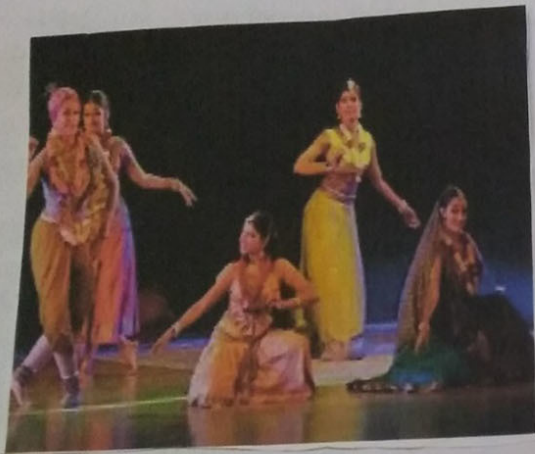
Teacher's Signature :



MIME

production, designed for family entertainment. It was developed in UK and still developed in performed in United Kingdom generally during Christmas and New Year Eve. Modern Pantomime includes songs, gags, slapstick comedy and dancing, employs gender-crossing actors and combines typical humour with a story loosely based on a well-known fairy tale, fable or folk tale. This kind of play uses stock characters seen in masque and again Comedia dell'arte, these characters include the villain, the clown/servant, the lovers etc. These plays usually have on moral dilemmas, and good always triumphs over ~~an~~ evil, this kind of play is also very entertaining making it very effective way of reaching many people.

Mime :- is a theatrical medium where the action of a story is told through the movement of the body without the use of speech. Performance of mime occurred in Ancient Greece, and the word is taken from a single masked dancer called Pantomimus, although their performances were not necessarily silent. In ~~medieval~~ Medieval Europe, early



CREATIVE DRAMA

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forms of mime, such as mummer plays and later dumbshows evolved. Jean-Gaspard Deburau solidified the many attributes that we have come to know in modern times, including the silent figure in white face.

CREATIVE DRAMA :: Creative drama includes dramatic activities and games used primarily in educational settings with children. In US began in early 1900s. Winifred Ward is considered to be the founder of creative drama in education, establishing the first academic use of drama in Evanston Illinois.

DIFFERENT THEATRE FORMS

There are four basic theatrical forms either defined, implied or derived by or from Aristotle: Tragedy, Comedy, Melodrama and Drama. Any number of styles can be used to convey these forms.

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SELF CONFIDENCE

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IMPORTANT BENEFITS OF DRAMA.

There is a lot established research about positive influences of drama, theatre and the performing arts, especially on young people. The benefits are physical, emotional, social and they help to develop a healthy appreciation of culture and the arts!

1. SELF CONFIDENCE:

Aspects of performing arts especially improvisation, helps young people to understand how to appraise situations, think outside the box and be more confident going into unfamiliar situations. Students learn to trust their ideas and abilities. Confidence gained from learning performing arts skills applies to school, career and life.

2. IMAGINATION:

Being creative and learning to make creative choice helps students to be better at thinking of new ideas, allowing them to view the world around them in new ways. Einstein said, "Imagination is more

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important than knowledge."

3 Empathy:

Understanding characters, roles and the subtext of plays allowed students to relate better to different situations, backgrounds and cultures. It encourages them to show compassion and tolerance for others.

4 Co-OPERATION:

Theatre is a collaboration of different players and in many cases the quality of any performance relies on an ensemble performance. Combining the creative ideas and the abilities of all participants is required for the best outcomes. This requires all those taking part to engage in discussions, feedback, rehearsing and the performance.

5 CONCENTRATION

Playing, practicing and performing will develop the ability and skills to be able to focus the mind, the body and the voice.





FUN

Liberal-with-cautious
Protecting-spouse
Guarding-Secrets
Punishment-after-Careful-Enquiry
Kindness
Purity Humility
Strategic Alliances

EMOTIONAL OUTLET

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6 COMMUNICATION SKILLS:-

It seems obvious to say that drama, theatre and the performing arts improve verbal and nonverbal communication, but it is worth stating that these this benefits young people through their life. It improves vocal projection, articulation, tone of speech and expression. Importantly it also develops listening and observation skills.

7 FUN:-

Drama brings elements of play, humour and laughter to those taking part - improves motivation and reduces stress.

8 EMOTIONAL OUTLET:-

Acting and drama games allows students to express a range of emotions and encourage them to understand and deal with similar feelings they may be experiencing. Aggression and tension are released in a safe controlled environment often allowing for a period of reflection afterwards.

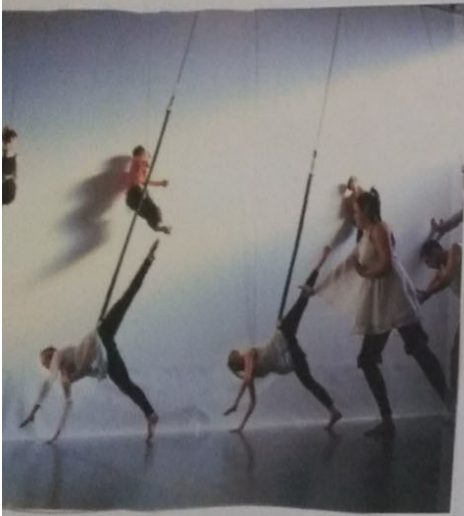
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9 **PHYSICAL FITNESS:-**

Performing even the most passive performances, requires intensive movement over a prolonged period. Many performing arts exercises improve flexibility, co-ordination, balance and control.

10 **MEMORY:**

Rehearsing and performing lines and movements will improve memory. Your memory requires exercise, just like a muscle.

11. **APPRECIATION FOR ARTS AND CULTURE !!**
... because it will bring **JOY** to your **LIFE**

PHYSICAL FITNESS
N'
JOY

THE IMPORTANCE OF DRAMA AND PERFORMING ARTS IN EDUCATION

The importance of drama and performing arts in education is significant.

Whether children have the opportunity to perform in theatre productions or help out behind the scenes, studying Drama and Performing Arts not only engages with the creative side of the brain, it also provides an ideal balance in students' pattern of study.

It's easy for children to become swamped in a sea of theory, which is why subjects that offer practical learning are essential.

But achieving balanced education is just one of the benefits of studying the Arts:

1. Students gain important life skills as they learn the value of critical feedback both positive and constructive.
2. Children have opportunity to celebrate the richness and depth of human expression in all of its forms. Through

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SELF-EXPRESSION

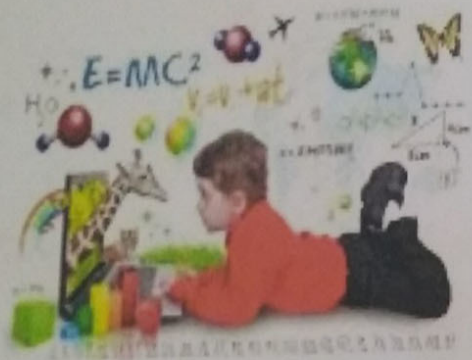
YOU FACT NOW COULD DETERMINE
HO I BECOME."

A young generation of the world who have to
find their way in a world of change and
uncertainty. An education programme in
arts, activities and drama will
inspire them to take control
of their lives and their future.
It will help them to become
more confident and more
able to take control of their own
future.

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future.





COGNITIVE ABILITIES



LEADERSHIP QUALITIES

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creative expression students learn to comprehend our world better and therefore are better equipped to navigate challenges upon graduating from secondary schooling.

3. DEVELOPMENT OF COGNITIVE ABILITIES:

Drama and the performing arts allow an avenue to develop cognitive abilities that complement studies in other disciplines. It helps them to develop creative thinking and new study techniques. It builds confidence which benefits public speaking opportunities. The talent that students discover through arts can develop a discipline towards all avenues of study.

4. LEADS TO LEADERSHIP QUALITIES: Communication between peers is accelerated as students are exposed to group activities. This experience also provides opportunity for students to display cultural leadership qualities.

5. DEVELOPMENT OF CONFIDENCE IN INTROVERT CHILDREN: Some students find their 'voice' while studying the arts. They may discover they are natural problem

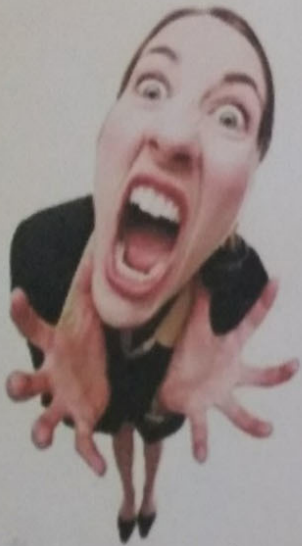
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solvers or leaders. Creative expression is a great way to build self confidence and can be particularly beneficial for introverted and reserved children.

6 **A SOURCE OF SOLITUDE**: a place where a child is able to shut out their surrounds and immerse themselves in a creative environment. This process allows imagination to thrive aiding internal exploration. It is natural precursor to a well developed sense of self.

7 **ACTS AS OUTLET OF EMOTIONS**: The arts can act as an agent through which variety of emotions can be learned, rehearsed and practiced. Adolescents can find it difficult to express their emotions and so the arts provides a great outlet for children to explore a wide range of feelings, delight, anger and unhappiness. This experience can define a child's growing sense of independence and interdependence.

At Bishop Tyrell Drama and performing arts have been in curriculum for over



OUTLET OF EMOTIONS



MUSIC

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a decade. It was a pleasure witnessing student productions and musicals.

It was observed that overall academic results improved after introducing them to performing arts.

Bishop Tyssell Anglican college promoted music and performing arts for children of age group from 9-12 years.

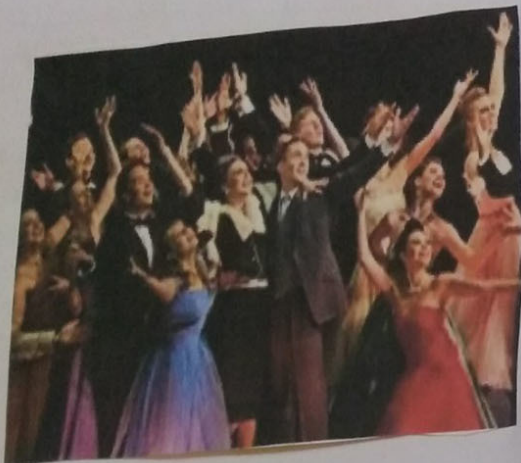
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THEATRE IN EDUCATION (TIE)

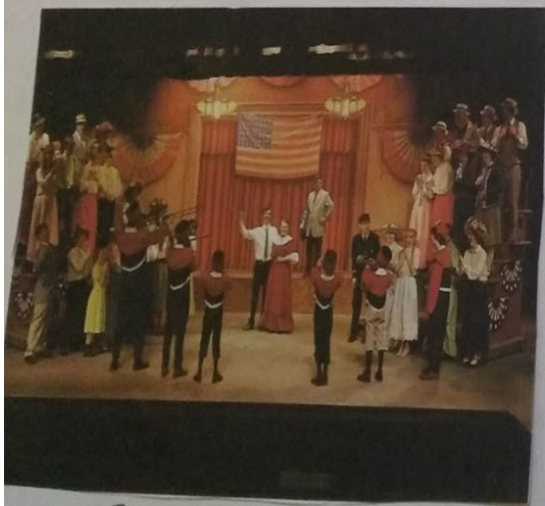
Theatre in education (TIE) originated in Britain in 1965. Monica Prendergast and Juliana Saxton cited TIE as "one of the two historic roots of applied theatre practice." TIE typically includes a theatre company performing in an educational setting (i.e. a school) for youth, including interactive and performative moments.

The idea of a high impact child-centred performance for a specifically targeted school audience became hugely popular. Due to the small audience strength students can be encouraged to participate through work in role and through debate. Students' experience can be supported with resource materials and training or support for the students by teachers.

NEED OF TIE: From past years education is becoming a rote learning. The education the students are getting are not being applied creatively in any area contrary to the 'rote' education. TIE presents



T.I.E



THEATRE IN EDUCATION

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a different approach for discussions, contributions, creativity, through performance. It fulfills all types of learning and enhances the development process.

DIFFERENCE BETWEEN DRAMA IN EDUCATION AND THEATRE IN EDUCATION

DRAMA IN EDUCATION: In the school curriculum, this is both a method and a subject it uses various dramatic elements. In many secondary schools drama is now a separate department. In some primary schools it is used as a method to teach a number of subjects.

THEATRE IN EDUCATION: A professional team of trained and experienced actors/teachers who prepare relevant material/project/experiment to be presented in schools often involving more than one visit. These programmes are usually devised and researched by the team/teachers are for small groups of one or two classes of a specific age. The aim of the programmes is essentially educational, and uses theatre, drama in education and teaching

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techniques to gain these ends. This work provides educational aid, resource and stimulus for both teachers and pupils, but to do it so it may vary from place to place, total participation sessions to performance and discussion. Theatre in Education can be considered as a method of work used by some companies all the time, and by others only occasionally. Many companies who use this method of work have, as their starting point, a strong left wing approach to their subject matter, and they cannot be considered as mere tools of education system. Rather they act as outside questioners, looking at the ideas and values in society.



PROBLEM SOLVING ATTITUDE

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MAIN ELEMENT OF TIE

These are the following characteristics of TIE

- There is a clear aim and educational objective running throughout this process.
- The cast should be small so actors must be versatile and often have a multi-role.
- A low budget project has to be taken such that actors often play instrument too.
- The production must be portable so that the design of the production will be simple and representational.
- The Exposure of issues has to be from various viewpoint, so that we can see the effect of action upon a range of people.
- There should be level of involvement of the audience.

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narration has to be used.

- Due to actors have multiple roles the costume are representational and simple.
- For educating the audience they can include facts and figures.
- They may have a strong message or moral running throughout the production.

How TIE can be used.

TIE can create different kind of productions.

- Supported by the resource materials, production can be designed to stimulate reaction and participation from its small audience, through role play and debate.
- By specifically targetting an area for a particular age group in school's personal, social and health education curriculum
- For the young audience the play

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REACTION N' PARTICIPATION

The Role of the Teacher in Using Drama

- Teachers should use drama to teach the elementary curriculum and to teach the students.
- The teacher's job is to teach students the curriculum and help students become life-long learners.
- To become a life-long learner or someone who uses their skills to teach himself and solve everyday problems, the person must acquire some basic social and problem solving skills.
- Drama is a great way to develop these skills.

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designed can be based on traditional story and allowing range of follow-up activities if desired

- Linking the story in giving the given activities for very young children can help in the opportunities for involvement.

THE ROLE OF TEACHER

As changing demands of society the teachers should adapt to it. As a change it may seem that the path going from knowledge dissemination, memory based teaching, towards drama games and fun during lessons leads even further. Instead of simply lecturing method, teacher becomes conceptual artist who moulds knowledge, feelings and thoughts, sensations and experience into an active and activating process. This is not about an artist in a traditional way. It's more the way of thinking, perception of the world and its needs in eight-brained way as non-linear, practical, intuitive and holistic.

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• TEACHER'S TYPOLOGY

The personality of teacher influences the use of drama in lessons. According to Barucha, teachers types fall into four quadrants. Barucha differentiates two dimensions depending on the teacher's behaviour, perception, values and attitudes; the interactivity level and the level of logical/emphatic thinking. Both dimensions operate on a whole scale in between the extreme values.

The Role of Student:-

In this methodology, the student need to understand that not only the post of teacher ~~is~~ changes here the student himself as to take initiative and responsibility. It demands much greater independence in thinking. In this process of structured and led, drama rehearsals require full scope of dedication. Due to this and closer interpersonal interaction leads to more clashes compared to traditional class. There are several issue apart from memory training, courage to act and emerge from the shell each of us adopts at work or school place, those are language difficulty, stage fright,

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AIMS FOR STUDENTS (based on elaborations):

Students explore and experiencing a range of roles that they initiate and develop

Students use elements of drama and the principles of stories to shape improvisations to communicate their intentions as drama makers

Students experiment with the loudness/softness, pace and pitch of their voice to create roles and situations, time and place

Students vary their facial expressions and movements to create roles and situations

Students apply story structures in their drama, including roles and events link through cause and effect and dramatic tension

Students perform short scripted drama with a sense of role, situation and dramatic tension

Students plan and rehearse their drama for a live or virtual performance

Students evaluate drama performances (How did the drama begin? Develop?

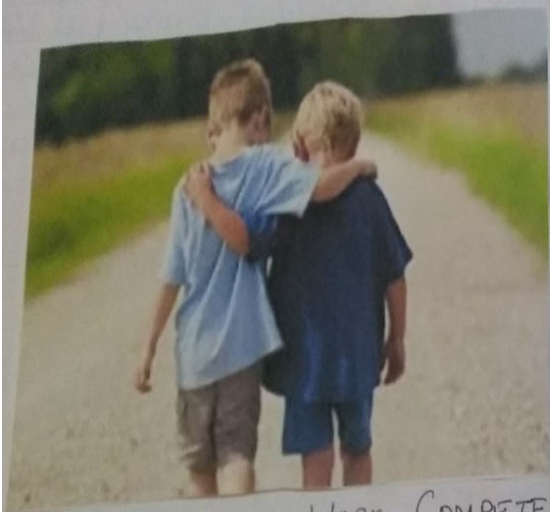
Conclude? How did the performers vary their voices, movement and gestures create and share believable characters? How are elements of drama such as role, situation, time and place part of the action? How is the dramatic tension developed in the drama?)

newness in being expected to adopt a role, confidence etc.

Summarizing the main requirements and preconditions as follows:-

1. Intellectual maturity, ability to understand and the play and roles.
2. Ability to comprehend the cost and investment, but also the benefits. Openness to accept new method of teaching/learning.
3. Time management or Commitment.
4. Acceptance of guiding role of the teacher without formal authority.
5. Language Competence.
6. Performance skills / competence.
7. Collective work competence.
8. Controlling the emotional intelligence and ability to cooperate even in stressful moments (like a performance)

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COLLECTIVE WORK COMPETENCE

WHAT IS ART

Art is a diverse range of human activities in creating visual, auditory or performing artworks (artworks), expressing the author's imaginative or technical skill, intended to be appreciated for their beauty or emotional power. In their most general form these activities include the production of works of art, the criticism of art, the study of the history of art and the aesthetic dissemination of art.

The oldest documented forms of art are visual arts, which include creation of images or objects in fields including today painting, sculpture, printmaking, photography and other visual media.

Architecture is often included as one of the visual arts, which include creation of images or objects in fields including today painting, sculpture, printmaking, photography and other visual media.

Architecture is often included as one of the visual arts; however, like the decorative arts, or advertising, it involves

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ART AND CRAFT

the creation of objects where the practical considerations of use are essential in a way that they usually are not in a painting, for example.

Music, theatre, film, dance and other performing arts, as well as literature and other media such as interactive media, are included in a broader definition of art or 'the arts'. Until 17th century, art referred to any skill or mastery and was not differentiated from crafts or sciences.

In modern usage after 17th century, where aesthetic considerations are paramount, the fine arts are separated and distinguished from aquired skill in general, such as the decorative or applied arts.

During Romantic period art came to be seen as a special faculty of the human mind to be classified with religion and science.

"Idea of imaginative or technical skill stemming from human agency and creation."

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The nature of art and related concepts such as creativity and interpretation are explored in a branch of philosophy known as aesthetics.

CLASSIFICATIONS OF ART

The various classifications of art include:

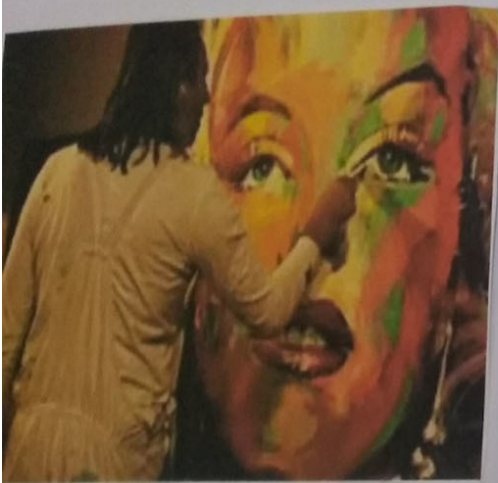
1. Fine art
2. Visual art
3. Plastic art
4. Performance art
5. Applied art
6. Decorative art

1. FINE ART

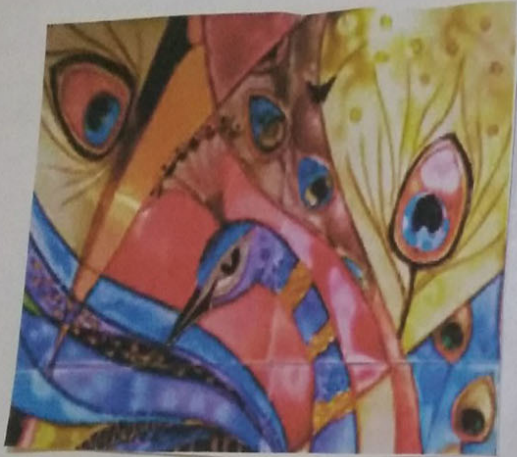
This category includes works of art that are created primarily for aesthetic reasons. Fine arts include:

- **Drawing**: charcoal, chalk, crayon, pastel, pencil, pen and ink.
- **Painting**: oils, watercolours, gouache, acrylics, ink and wash, tempera or encaustic paints.
- **Printmaking**: woodcuts, stencils, engraving, etching and lithography or screen printing, foil imaging or gilded prints.
- **Sculpture**: Bronze, stone, marble wood

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FINE ART



VISUAL ART



PLASTIC ART

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or clay.

- Calligraphy :- beautiful and stylized handwriting.

2. VISUAL ART

The visual arts include all the fine arts in addition to the following:

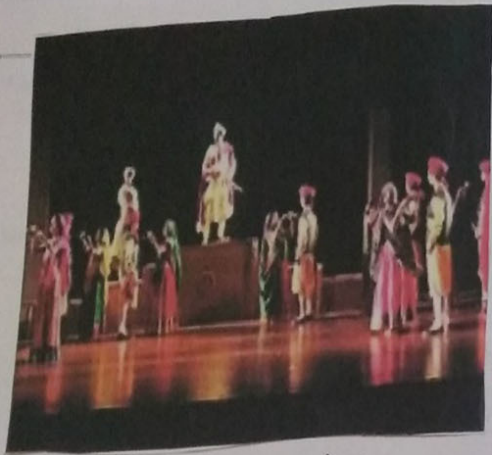
New Media :- digital art, computer graphics, computer animation, virtual art, Internet art, interactive art, video games, computer robotics, 3D printing, and art as a biotechnology

- Photography art
- Environmental art.
- Contemporary form of expression - assemblage, collage, conceptual installation.

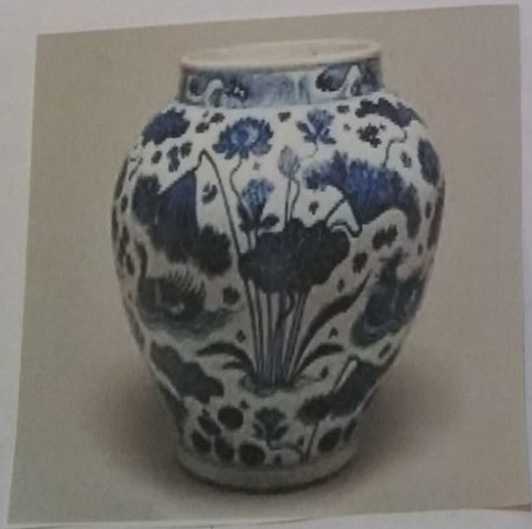
3. PLASTIC ART

The term plastic art includes art works that are moulded and not necessarily plastic objects. This category consists of three dimensional works (like clay, plaster, stone, metals, wood and paper (origami))

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PERFORMING ART



DECORATIVE ART

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4. PERFORMANCE ART :-

This classification consists of an art form that refers to public performance events which occur mostly in the theatre. Performance art includes:

- Traditional performance art :- theatre, opera, music and ballet.
- Contemporary performance art :- mime.
- Hyper modern performance art :- happenings.

5. APPLIED ART :- The category encompasses the application of aesthetic designs to everyday functional objects. Applied arts are intended for the use of a career. It includes architecture, computer art, photography, industrial design, graphic design, fashion design and interior design.

6. DECORATIVE ART :-

This classification refers to functional but ornamental art forms, such as jewelry, ceramics, mosaic arts and

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other items that are embellished by ornaments and other designs. It also includes works in glass, clay, wood, metal, textile fabric, furniture, furnishings, stained glass and tapestry art.



DECORATIVE ART

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IMPORTANCE OF ARTS IN EDUCATION FOR CHILDREN

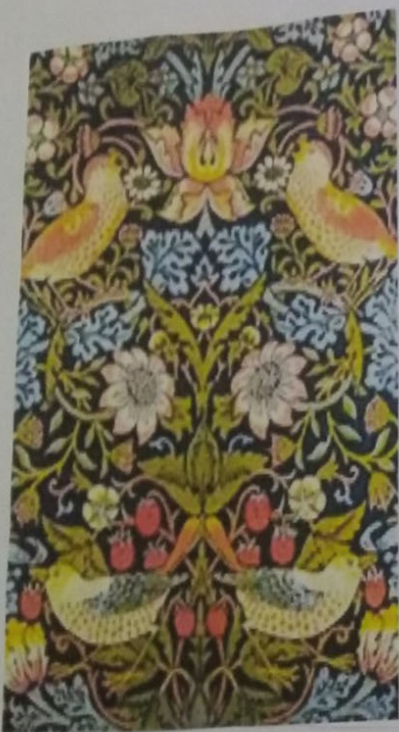
ARTS are fun for kids. Dividing into those finger paints and making a beautiful picture to hang on the fridge is awesome. Acting in a play is exhilarating. But the arts also help kids develop on many fundamental levels.

Here are top 10 ways that the arts help kids learn and grow.

1. **CREATIVITY**:- This may seem like a no-brainer, but the arts allow kids to express themselves better than math or science. As the Washington Post says, In an arts program, your child will be asked to recite a monologue in 6 different ways, create a painting that represents a memory, or compose a new rhythm to enhance a piece of music. If children have practice thinking creatively, it will come naturally to them now and in their future careers.

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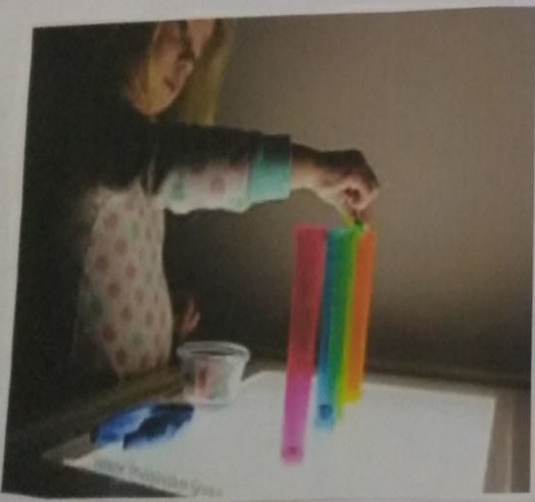
CREATIVITY

2. Improved Academic Performance:-

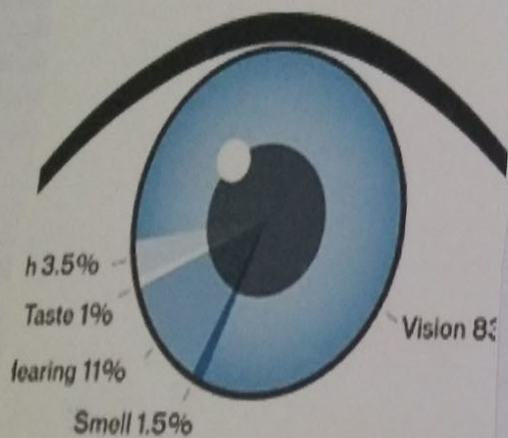
The arts don't just develop a child's creativity - the skills they learn because of them spill over into academic achievement. PBS says, A report by Americans for the Arts states that young people who participate regularly in the arts are four times more likely to be recognised for academic achievement, to participate in math and science fairs or to win an award for writing an essay or poem than children who do not participate.

3. MOTOR SKILLS:-

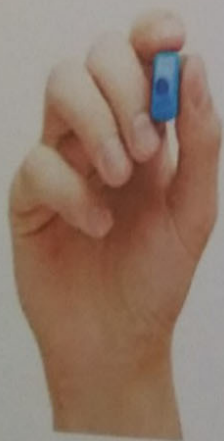
This applies mostly to younger kids who do art or play an instrument. Simple things like holding a paintbrush and scribbling with a crayon are an important element to developing a child's fine motor skills. According to the National Institutes of Health developmental milestones around age three should include drawing a circle and beginning to use safety scissors. Around age 4, children may be able to draw a square and begin cutting straight lines with scissors.



MOTOR SKILLS



YES
YOU
CAN



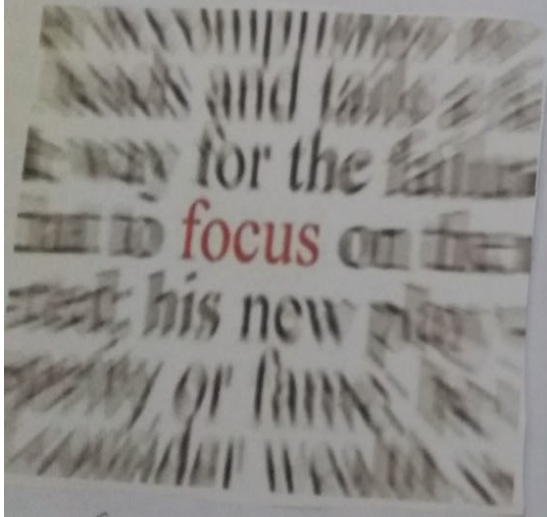
4. CONFIDENCE :- While mastering a subject certainly builds a student's confidence, there is something special about participating in the arts. Getting up on a stage and singing gives kids a chance to step outside their comfort zone. As they improve and see their own progress, their self-confidence will continue to grow.

5. VISUAL LEARNING :- Especially for young kids, drawing, painting and sculpting in class helps develop visual spatial skills. Dr. Kerry Freedman, Head of Art and Design Education at Northern Illinois University says, children need to know more about the world than just what they can learn through text and numbers. Art education teaches students how to interpret, criticize and use visual information, and how to make choices based on it.

6. DECISION MAKING :-
The arts strengthen problem solving and critical thinking skills. How do I express this feeling through my



DECISION - MAKING



Focus

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Date _____

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my dance? How should I play this character? Learning how to make choices and decisions will certainly carry over into their education and other parts of life - as this is certainly a valuable skill in adulthood.

7 **PERSEVERANCE**:- I know from personal experience that the arts can be challenging. When I was trying to learn and master the clarinet, there were many times when I became so frustrated that I wanted to quit. But I didn't. After practicing hard, I learned that hard work and perseverance pay off. This mindset will certainly matter as they grow - especially during their career where they will likely be asked to continually develop new skills and work through difficult projects.

8 **Focus**:- As you persevere through painting or singing or learning a part in a play, focus is imperative. And certainly focus is vital for studying and learning in class as well as doing a job later in life.

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COLLABORATION

ACCOUNTABILITY
is the glue that ties
COMMITMENT
TO **RESULTS**



ACCOUNTABILITY

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9. **COLLABORATION**:- Many of the arts such as band, choir and theatre require kids to work together. They must share responsibility and compromise to achieve their common goal. Kids learn that their contribution to the group is integral to its success - even if they don't have the solo or lead role.

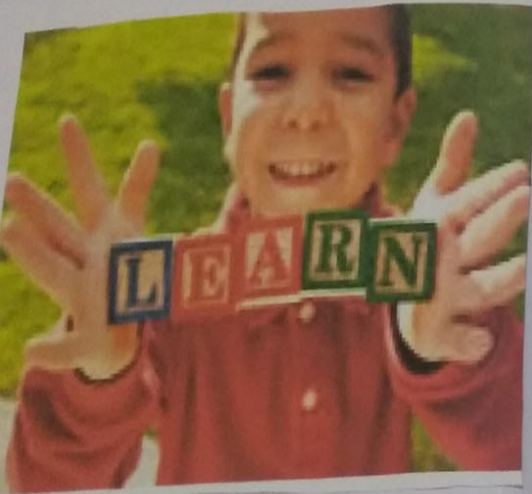
10. **ACCOUNTABILITY**:- Just like collaboration, kids in the arts learn that they are accountable for their contributions to the group. It is integral to its success - even if they don't. If they drop the ball or mess up, they realize it's important to take responsibility for what they did.

MISTAKES ARE PART OF LIFE, and LEARNING TO ACCEPT THEM, FIX THEM, AND MOVE ON WILL SERVE KIDS WELL AS THEY GROW OLDER.

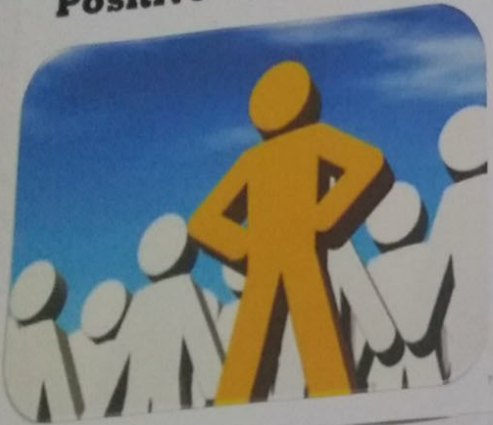
Teacher's Signature : _____

DEVELOPMENTAL BENEFITS OF ART AND CRAFTS

1. **BILATERAL CO-ORDINATION:** Crafts such as colouring, drawing, cutting all require your child to use both of their hands together. This skill is important in other areas including writing, tying shoes, typing and much more.
2. **FINE MOTOR CO-ORDINATION:** In order to draw shapes, cut patterns and write, your child is required to use their fine motor coordination. These skills similarly translate to other areas of their lives including dressing and eating.
3. **SELF REGULATION:** Crafts that require drying requires waiting! This is a great lesson for your child to demonstrate self control and patience. Also, things might not go exactly as we hoped! Crafts are a great way to promote flexibility in your child begin to explore more crafts, you can add in more and more challenges.
4. **SELF ESTEEM BOOSTER:** Although we want to challenge our kids, it is



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also important to initially choose arts and crafts that are at your child's skill level. Completing the crafts successfully will give them a great sense of accomplishment and pride. As you and your child begin to explore more crafts, you can add in more and more challenges.

5. **BONDING AND FUN:** Your kids will love spending time with you and creating something together.

Teacher's Signature : _____