



# INTEGRATING MUSIC ELEMENTS IN ART AND CRAFT CLASSES

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## Abstract

*This article delves into the combination of music, with art and craft education from a perspective to see how it influences student creativity and learning outcomes while also boosting engagement levels in the classroom setting. By looking at teaching approaches and examples in the field of education, the study shows how weaving music into visual arts instruction can elevate the learning experience by building environments that evoke emotional reactions and encourage connections, across various disciplines. The study emphasizes approaches, for educators such as incorporating music in art classes and engaging in rhythm centered exercises to enhance pattern creation in design work while also leveraging musical tones to impact creative expression in art projects. While emphasising the importance of cross disciplinary arts education the study offers guidelines for teachers on effectively integrating musical components into arts and crafts syllabus.*

**Key words:** Music elements, art, craft, interdisciplinary approach

## INTRODUCTION

Integrating music into art and craft classes offers an innovative approach to interdisciplinary education. This method enhances students' understanding of music, fosters creativity, improves cognitive skills, and promotes a comprehensive learning experience. By incorporating musical concepts into hands-on art and craft activities, educators can create a rich, multisensory learning environment that appeals to diverse learning styles and interests.

This article explores the potential of teaching music elements through art and craft classes, examines the theoretical foundations, provides practical examples, and discusses the psychological and social benefits of such integration, unlocking new possibilities for student engagement and learning.

## LITERATURE REVIEW

The integration of music elements into art and craft classes is grounded in several educational theories and supported by a growing body of research. This section reviews key literature that underpins the rationale for this interdisciplinary approach.

## MULTIPLE INTELLIGENCES THEORY

Howard Gardner's Theory of Multiple Intelligences, provides a foundational framework for integrating music into other subject areas. Gardner posits that individuals possess various types of intelligence, including musical-rhythmic, visual-spatial, and bodily-kinesthetic intelligences. By combining music elements with art and craft activities, educators can engage multiple intelligences simultaneously, potentially enhancing learning outcomes for a broader range of students (Gardner 3).

## ARTS INTEGRATION

The concept of arts integration, which involves incorporating various art forms into the teaching of other subjects, has gained significant traction in recent years. Burnaford et al. define arts integration as "teaching and learning in and through the arts." Their comprehensive review of arts integration research highlights the potential for improved cognitive skills, increased student engagement, and enhanced academic performance across various subjects when arts are integrated into the curriculum.

Saraswati (89) discusses how balance in different arts and aspects of life can contribute to well-rounded personal growth.





## **MUSIC AND COGNITIVE DEVELOPMENT**

Numerous studies have demonstrated the positive impact of music education on cognitive development. Schellenberg (511) found that music lessons were associated with small increases in IQ in children. Moreover, Moreno et al. (1425) observed that even short-term music training led to improved verbal intelligence and executive function in children. These findings suggest that incorporating music elements into art and craft classes could yield cognitive benefits beyond the immediate scope of the activities.

## **HANDS-ON LEARNING AND EXPERIENTIAL EDUCATION**

The integration of music elements into craft activities aligns with the principles of experiential education, as articulated by Kolb in his Experiential Learning Theory. This theory emphasizes the importance of concrete experiences and active experimentation in the learning process. Crafting musical instruments or creating art inspired by musical concepts provides students with tangible, hands-on experiences that can deepen their understanding of abstract musical principles.

## **CROSS-CURRICULAR LEARNING**

Research on cross-curricular learning supports the integration of music elements into art and craft classes. Barnes (3) argues that cross-curricular teaching can lead to more effective learning by helping students make connections between different subject areas. This approach can enhance students' ability to transfer knowledge and skills across domains, potentially leading to a more comprehensive understanding of both music and visual arts.

## **CULTURAL AND HISTORICAL CONTEXT**

Integrating music elements into art and craft classes also provides opportunities for exploring cultural and historical contexts. Barrett et al. emphasize the importance of culturally responsive teaching in music education. By crafting instruments from different cultures or creating art inspired by various musical traditions, students can gain a deeper appreciation for cultural diversity and historical perspectives.

This literature review demonstrates a strong theoretical and empirical foundation for integrating music elements into art and craft classes. The following sections will explore practical applications of this approach and discuss its potential benefits for students.

## **INDIAN PERSPECTIVE ON MUSIC AND ARTS INTEGRATION**

The integration of music and visual arts has deep roots in Indian culture and education. The concept of "Samavaya" or integration is central to Indian aesthetics and educational philosophy. Vatsyayan (143) discusses how Indian classical arts are interconnected, with music, dance, and visual arts often taught and performed together. This holistic approach aligns well with modern interdisciplinary educational methods.

Sharma (13) explores the educational philosophy of Rabindranath Tagore, who emphasized the importance of arts integration in education. Tagore's model of education at Santiniketan incorporated music, visual arts, and crafts as essential components of a well-rounded curriculum, demonstrating the long-standing recognition of the value of interdisciplinary arts education in Indian pedagogy.

## **INTEGRATION OF MUSIC ELEMENTS IN ART AND CRAFT CLASSES**

Incorporating music components into art and craft lessons can be done in various ways, from making basic percussion instruments to complex projects investigating the science of sound. This section highlights important musical aspects that can be successfully integrated into art and craft activities and provides approaches for their implementation.





## RHYTHM AND TEMPO

Rhythm and tempo are essential components of music that can be readily transformed into visual and tactile experiences. Art and craft projects can investigate these concepts through the following approaches:

- Generating visual depictions of rhythm patterns utilizing diverse colours, shapes, or textures
- Designing and ornamenting metronomes to comprehend tempo
- Constructing elementary percussion instruments such as drums and tabala-s to physically experience rhythm

## PITCH AND MELODY

The principles of pitch and melody may be investigated through a variety of artistic and creative endeavours:

- Constructing elementary string-based instruments to comprehend the association between string length and pitch
- Fabricating colour-coded xylophones or keyboards to illustrate the musical scale
- Designing and constructing flutes to explore the relationship between tube length and pitch

## TIMBRE AND TEXTURE

The timbre, frequently characterized as the "hue" of music, and the texture can be efficiently instructed through practical experiences:

- Constructing instruments utilizing diverse materials to investigate how they influence sound quality
- Generating visual depictions of varying instrument timbres through painting or collage
- Assembling basic synthesizers or effect pedals to manipulate sound texture
- Form and Structure

Musical form and structure may be integrated into art and craft classes through the following methods:

- Generating visual scores or graphic notations to represent simple compositions
- Designing modular instrument arrangements that can be reconfigured to create diverse musical structures
- Crafting artistic works that visually depict various musical forms

## DYNAMICS AND EXPRESSION

The dynamics and expression of music may be examined by:

- Construction of simple amplification devices to acquire the understanding of the volume constraint
- Production of visual arts composed of the syllables occurring in music and other motivating syllable structures
- Crafting and embellishing of expressive musical instruments

While doing such art and craft activities which include the musical aspects, the learners are able to appreciate the concept of music in a multi-faceted manner. Such integration not only solidifies musical ideas but allows learners to appreciate the relationship between auditory and visual arts.

## ELEMENTS OF INDIAN CLASSICAL MUSIC

There are different aspects in Indian classical music that can be brought into art and craft classes:

- Rāga: The students may depict different rāga-s with the help of photographs paying attention to the emotions felt and the time of the day.





- Tāla: The rhythms used in Indian music can be expressed onto the paintings or used as the basis for the designing of moving sculptures.
- Śruti: Where there are microtones in the Indian musical system, students can invent pictures or instruments in order to experiment with these pitch ingredients.

## EXAMPLES OF CRAFT LESSONS

This segment contains the examples of practices illustrating the implementation of music elements in the craft lessons. This is usually a hands-on approach with the aim of increasing students' interest and comprehension of music and art.

### MAKING A SIMPLE STRING INSTRUMENT: THE MONOCHORD

**Aim:** To make a working musical instrument towards an exploration of the families of instruments that makes use of strings i.e. the string instrument while also considering the factors that affect voice pitch depending on the length of the strings and their tension.

#### Materials:

- Wooden boards (for creating the body and the bridge)
- String wire guitar or piano wire
- Tuning pegs
- Sand paper
- Wood glue
- Paint or other decorative materials

#### Procedure:

- Using wooden boards students construct the body of the monochord and learn about resonance and amplification of sound.
- They mount one string and a sliding bridge and appreciate the effect of string tension upon the pitch.
- They increase or decrease the length of the string for certain arcs that produce specific pitches, and appreciate the organization of musical sounds and the layout of a scale.
- They embellish their instruments in a manner that promotes them to engage in and feel attached to the project.
- Musical concepts covered: Pitch, harmony, and the science of sounds.

### CREATING A VISUAL SYMPHONY

**Aim:** Exploring the link, between sound and visual interpretation through transforming components, into artwork.

#### Materials:

- Large canvas or paper
- Various paints, brushes, and art supplies
- Audio equipment to play music

#### Procedure:

- Students engage in listening to a selected classical music piece while recognizing instruments and musical components, within it.
- They use colours and shapes to symbolize instruments and characteristics, like brown representing flutes or red dots, for percussion instruments.





- While the music fills the room, with its melodies and beats echoing through the air, students delve into painting artworks that capture the essence of the composition focusing on rhythm variations changing dynamics and overall structure.
- They talk about the decisions they made in their art and how those choices connect to the aspects they noticed.

**Musical concepts covered:** Orchestration, form, dynamics, and texture

### **MAKING AND PLAYING JALTARAṄG**

**Aim:** To understand the relationship between volume, pitch, and material properties while creating a tuned instrument.

**Materials:**

- Glass or porcelain cups of various sizes
- Water
- Food colouring (optional)
- Wooden or metal strikers

**Procedure:**

- Students arrange a set of porcelain containers, learning about size and shape in relation to pitch.
- They experiment with filling the containers with different amounts of water, observing how this affects the pitch when the glass is struck.
- Students tune their Jaltaraᅅg to a specific scale, understanding concepts of pitch relationships and tuning.
- They compose and perform simple melodies on their instruments, exploring rhythm and harmony.

**Musical concepts covered:** Pitch, scales, tuning, and composition

### **DESIGNING A SOUND WAVE ART INSTALLATION**

**Aim:** To visualize sound waves and understand the physical properties of sound through an interactive art piece.

**Materials:**

- Large sheets of flexible material (e.g., thin plastic, fabric)
- LED lights
- Simple circuits and switches
- Microphones or sound sensors
- Decorative materials

**Procedure:**

- Students create a large, flexible surface that can vibrate in response to sound.
- They install LED lights behind the surface, connected to sound sensors.
- The installation responds to ambient sounds or music by vibrating the surface and activating the lights, creating a visual representation of sound waves.
- Students experiment with different sounds and music styles, observing how they affect the visual display.

**Musical concepts covered:** Sound waves, frequency, amplitude, and timbre





## CRAFTING AND DECORATING A TABLA

**Aim:** To understand the principles of Indian rhythm (tāla) and the importance of craftsmanship in musical instruments.

### Materials:

- Clay or paper-mache for drum bodies
- Synthetic drum skins
- Paint and decorative materials
- Simple tools for shaping and tuning

### Procedure:

- Students learn about the structure and function of tabla drums in Indian classical music.
- They create simplified versions of tabla drums using clay or paper-mache.
- Students decorate their drums with traditional patterns, learning about the symbolism in Indian art.
- They experiment with basic tabla rhythms, understanding the relationship between the instrument's construction and its sound.

**Musical concepts covered:** Rhythm, timbre, and cultural context of music

These lessons showcase the incorporation of elements, into art and craft classes to engage students in interactive activities that promote learning about music while fostering problem solving abilities and nurturing creativity and spatial reasoning skills in students of varying learning styles.

## PSYCHOLOGICAL AND SOCIAL BENEFITS

Incorporating music elements, into art and craft lessons provides a range of social advantages for students. This method of education not boosts comprehension but also plays a role in enhancing cognitive abilities and emotional intelligence while fostering social growth. Here we delve into how this blend of disciplines brings about outcomes, for students.

### COGNITIVE DEVELOPMENT

- Crafting instruments and designing interpretations of music can enhance spatial temporal reasoning abilities.
- Enhanced Executive Functions; engaging in the planning and execution of projects involves executive functions, like memory retention and cognitive adaptability that help refine the craft.
- Combining music and crafts can help enhance connections, in parts of the brain due, to their multisensory nature.

### EMOTIONAL WELL-BEING

- Engaging in pursuits, like music has been proven to lower stress and anxiety levels aiding in stress reduction and promoting relaxation.
- Listening to music and engaging with arts offer ways for individuals to express themselves creatively and possibly enhance their mood and emotional well-being.
- Accomplishing craft projects can enhance students' self-confidence and feelings of achievement.

### SOCIAL SKILLS AND COLLABORATION

- Crafting music together can boost teamwork skills through engaging in group projects.
- Engaging in conversations, about ideas and working together on projects can boost both spoken and unspoken communication abilities.







- Creating instruments or art pieces that draw inspiration from cultural traditions can enhance ones understanding and empathy, towards different cultures.
- The Indian belief, in "Puruṣārtha" highlighting the harmony of life facets resonates with the growth nurtured through combined music and art education.

### **MOTIVATION AND ENGAGEMENT**

- The interactive and imaginative aspects of music related projects can boost drive for learning.
- Incorporating music, into subjects can boost student engagement, in school.
- Integrating music and visual arts can nurture thinking. Enhance problem solving abilities.

### **PHYSICAL GROWTH AND DEVELOPMENT**

- Engaging in activities, like using crafting tools and producing artwork can enhance motor skills and coordination, between hands and eyes.
- Engaging in activities that incorporate rhythm and movement can improve one's body awareness and coordination skills.
- The advantages of incorporating music elements into art and craft classes go beyond the realm they extend to psychological and social aspects as well.

### **CHALLENGES AND CONSIDERATIONS**

Exploring the incorporation of music elements, into art and craft classes brings forth advantages. Also brings about challenges that educators and administrators need to take into account. This segment delves into the hurdles and provides approaches to tackle them effectively.

#### **TEACHER TRAINING AND EXPERTISE**

Challenge: It's common, for art and craft teachers to not have training and for music teachers to have limited experience, in visual arts and crafts.

##### **Considerations:**

- Offer chances, for growth that emphasize the use of teaching techniques across disciplines.
- Foster an approach, among music and art instructors to create educational plans
- Design Instructional materials that offer step, by step instructions, for educators who may not have extensive knowledge of musical principles.
- Time and Curriculum Constraints

Challenge: Incorporating aspects into art and craft sessions might entail time and could clash with current educational obligations.

##### **Considerations:**

- Ensure that the combined projects are, in sync with the existing guidelines, for music and visual arts.
- Create lessons in a format that can be adjusted to suit time frames.
- Make a case, for the advantages of disciplinary education to gain backing, from school leadership.

### **RESOURCE ALLOCATION**

Challenge: Allocating resources effectively is essential, in any operation. Certain music related DIY projects might call for materials or tools that could put a burden, on educational institutions.

##### **Considerations:**

- Prioritize projects that utilize easily accessible resources.





- Explore collaborating with communities or securing funding, through grants to back initiatives that require resources.
- Encourage the practice of upcycling and incorporating recycled materials into craft projects.

### **INCLUSIVITY AND ACCESSIBILITY**

Challenge: Ensuring that inclusive initiatives cater to students, with varying capabilities and backgrounds.

#### **Considerations:**

- Create projects that offer starting points to cater to individuals, with levels of skills.
- Offer customized tools and resources, for students who have impairments.
- Ensure that project designs encompass a range of viewpoints to guarantee their relevance to all students.

### **TECHNOLOGY INTEGRATION**

Challenge: Balancing the use of technology, in music and art projects without losing the hands on touch is quite a challenge.

#### **Considerations:**

- Discover digital aids that enhance, than supplant conventional artisanal methods.
- Utilize technology to. Distribute student projects to improve reflection and evaluation.
- Explore methods to blend music creation software with hands on art endeavours.

To tackle these obstacles, in advance is crucial for educators to establish an enduring method of incorporating components into art and craft lessons successfully. The secret lies in preparation and continuous professional growth while dedicating oneself to cultivating captivating learning opportunities, for every student.

### **CULTURAL SENSITIVITY AND APPROPRIATION**

Challenge: Ensuring that the incorporation of elements from Indian music and other diverse cultures is done respectfully and accurately.

#### **Considerations:**

- When creating projects that involve traditions it's essential to work together with cultural experts and members of the community.
- Make sure to give students an understanding of the importance, behind the music and art styles they are delving into.
- Encourage students to think about where the elements they are using come from and what they mean.

### **FUTURE DIRECTIONS AND RESEARCH OPPORTUNITIES**

- In the evolving landscape of art and craft classes there are aspects that call for additional investigation and study regarding the incorporation of music elements.
- Further investigation is required through long term studies to evaluate the impact of combining music and craft education in shaping students' growth and educational achievements well as influencing their career paths positively over time.
- As technology, in education keeps progressing and evolving further on a pace; studying new creative methods of combining digital resources with age old crafting skills may pave the way for integrating music and art in novel ways. This might involve delving into the possibilities presented by virtual and augmented reality tools, in music education based on craftsmanship.
- More studies are necessary to create methods, for blending music components, into art and craft lessons while honouring and appreciating musical customs and artistic expressions.







- Studying methods, for training teachers to instruct combined music and art courses could provide insights, for creating education programs and opportunities for professional growth.

## CONCLUSION

The incorporation of elements, into art and craft lessons offers an approach to interdisciplinary learning experiences for students by merging these creative fields to provide engaging and multi-dimensional educational opportunities that stimulate various aspects of cognition and emotions while also nurturing social growth.

The research overview shared in this article offers a basis, for this holistic method by incorporating concepts from various intelligence theories and art integration practices along with experiential learning principles. The advantages of this method go beyond psychology and social aspects; they include cognitive abilities and emotional health along, with improved relationships and appreciation for different cultures too! Participating in activities that merge music and art helps learners gain a view of the arts while also honouring skills that are useful, in many areas of life and education.

By integrating aspects of music and art into this comprehensive method of teaching and learning, it opens up fascinating opportunities to enhance students' appreciation of diverse cultures and expand their artistic knowledge.

To sum up the discussion, Blending music components, into art and craft sessions presents an asset in enhancing education and nurturing student growth and wellbeing. With exploration and fine tuning of this method by educators, there lies an opportunity to design learning encounters that are not just instructive but also profoundly captivating and life changing for students.

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