

STATE UNIVERSITY OF PERFORMING AND VISUAL ARTS

IFP LESSON PLANS
Semester-1

2017-18

CORE MODELES

**BASIC DESIGN-I
DRAWING-I
LIGHT & COLOUR-I
BUILDING CONSTRUCTION & MATERIALS-I
MOVEMENT&TIME-I
BODY-I**

Module Title: Design
Course Title: Basic Design-1
Course Code-IFP101
Course Facilitators: Mr. Sudhir Tiranga, Mr. Sharad& Ms. Shalini
Number of Credits: 03
Module Assessment: Jury

Course Overview	:	To understand the importance and significance of basic Elements of design To learn the basics of composition To understand the material's properties and its application (Material : POP, Clay, Paper & Yarn)
Unit 1	:	Elements of Design
Lesson Plan		
Week 1 - Day 1	:	Introduction to Elements of design. Detailed Discussion on Point/Dot, Line & Space
Theoretical input	:	why and how elements are so important and why these elements are core of creative learning
Practical Input	:	N/A
Assignments	:	Create compositions using Point/Dot, Line & Space
Week 1 - Day 2	:	Detail Discussion on Shape, Form & Colour
Theoretical input	:	why and how these elements are important and why these elements are core of creative learning
Practical Input	:	N/A
Assignments	:	Create a composition using Shape, Form & Colour
Week 1 - Day 3	:	Detail Discussion on Texture
Theoretical input	:	why and how Texture is important and why this elements are core of creative learning
Practical Input	:	Demonstration about how to collect & create texture
Assignments	:	Collect & create various textures from the surroundings
Week 1 - Day 4	:	Introduction to Indian traditional design concepts in terms of Elements of Design
Theoretical input	:	Importance & significance of Indian traditional design

		<p>Concepts in terms of various art forms like Worli Painting, Madhubani Paintings, Patta Chitra, Gond Painting, Pichhwai etc</p>
Practical Input	:	Live demonstration by artist
Assignments	:	Creating artwork
Week 1 - Day 5	:	Making a composition through cut & paste like Sanjhi Artwork
Theoretical input	:	A brief discussion about composition
Practical Input	:	N/A
Assignments	:	Making a composition through cut & paste like Sanjhi Artwork
Material Requirement	:	A2/Half Imperial Drawing board (wood not MDF), A2 size Ivory sheet, A4 Pad (News Paper Print), Pencil HB, B, 2B, 4B, Paper Cutter, Metal Ruler 12" & 24", Fevicol, Scissor, glaze paper (5 different colour) Etc
Unit 2	:	Visual Composition
Lesson Plan		
Week 2 - Day 1	:	Introduction to visual composition
Theoretical input	:	What are the Principles of Design? Why are they important? Relevance of it in the art field
Practical Input	:	
Assignments	:	Exercises on visual composition using the principles
Week 2 - Day 2	:	Introduction to Principle of design
Theoretical input	:	Detailed understanding of balance, rhythm, harmony, light & dark, focal point, Emphasis & contrast taking Indian folk arts as visual narratives
Practical Input	:	N/A
Assignments	:	Exercises on visual composition using the principles
Week 2 - Day 3	:	Introduction to Gestalt principle
Theoretical input	:	What is Gestalt Principle? Its importance in composition
Practical Input	:	N/A
Assignments	:	Assignments based on Gestalt principle
Week 2 - Day 4	:	Compositions using principle of design through a cube formation
Theoretical input	:	N/A

Practical Input Assignments using Gestalt	:	N/A Making composition /illusion on cube (13cm sides) principle
Week 2 - Day 5	:	Study of a miniature painting as a composition
Theoretical input	:	Brief introduction about miniature painting
Practical Input	:	N/A
Assignments composition	:	reproduction of a miniature painting as a
Material Requirement A2 size	:	A2/Half Imperial Drawing board (wood not MDF), Ivory sheet, A4 Pad (News Paper Print), Pencil HB, B, 2B, 4B, Paper Cutter, Metal Ruler 12" & 24", Fevicol, Scissor, glaze paper (5 different colour), poster colour set of 12
Unit 3	:	Material Studies
Lesson Plan		
Week 2 - Day 1	:	Introduction to different materials (POP & Clay)
Theoretical input	:	Learning of physical & chemical properties of given material and its strength
Practical Input	:	Learning of different techniques according to the material (POP & Clay)
Assignments	:	Assignment based on material, bring 5 different materials
Week 2 - Day 2	:	Explorations with the given material
Theoretical input	:	N/A
Practical Input	:	N/A
Assignments	:	Forms development as explorations and final with POP, Clay
Week 2 - Day 3	:	Introduction to different materials (Paper & Yarn)
Theoretical input	:	Learning of physical & chemical properties of given material and its strength
Practical Input	:	Learning of different techniques according to the material (Paper & Yarn)
Assignments	:	Assignment based on material
Week 2 - Day 4	:	Explorations with the given material
Theoretical input	:	N/A
Practical Input	:	N/A
Assignments	:	Forms development as explorations and final with Paper & Yarn

Week 2 - Day 5 : **Compiling of explorations**
Theoretical input : **N/A**
Practical Input : **N/A**
Assignments : **Preparation & presentation of final work**

Material Requirement : **A2 size Ivory sheet, A4 Pad (News Paper Print), Paper Cutter, Metal Ruler 12”& 24”, Fevicol, Scissor, Carton (Size of shoe box)**

General Instruction to students :
General Instruction to Faculty :

Material : **Bucket, Tub, mug, foam, duster, carving tools,**
POP, Clay
Ivory sheet, different types of yarn, croatia needle

Reading/ Viewing Materials :
Books : **The Elements of Design by Noel Riley**
Elements of Design By [Gail Greet Hannah](#)
The Elements of Graphic Design by Alex W. White
Principles of Design through Photography by Deepak John Mathew
Principles of Form and Design Book by Wucius Wong
Elements and Principles of Design: Student Guide with Activities
Visual Language for Designers: Principles for Creating Graphics that People Understand

Module Title – Introduction to drawing tools and techniques and Free hand strokes, straight lines and circles.

Course Title: Drawing -1 (Nature Drawing)

Course Code: IFP-102

Course credits: 03

Faculty Team: Sh.Sharad + Sh. Ali + Guest/Visiting Faculty

Module Assessment: Jury

Introduction to the module – Overview / Abstract

Introduction to drawing tools and techniques and Free hand strokes, straight lines and circles.

An overview about Drawing and Sketching, explaining the role of drawing and various tools and techniques in Architecture, Design, Visual Arts, Films and allied fields in development of human civilizations.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of drawing, tools and techniques will make students understand, that how important the knowledge of drawing is to understand how it has contributed in the development of various human civilizations over centuries.

The Content – (The Extent of what will be Covered)

The students will be made aware about the drawing and sketching. What are the different types of basic tools and materials that can be used in a drawing and sketching and their applicability in different situations.

Assignments – Daily break-up of course content – Lesson Plan

Day 1(Nature Drawing)

Title of Course Unit - Introduction to drawing tools and techniques and Free hand strokes, straight lines and circles.

Aim: To make students understand about role of drawing and sketching

Time allotted:

Method of Delivery

Hour 1: Lecture with PPT

Hour 2: Interaction with students

Hour 3: Assignment on free hand line drawing using of basic tools like Cartridge paper, pencils, charcoal, pen and ink, wax pastels, erasers, parallel bars, set squares etc. with free hand use.

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, pen and ink, wax pastels, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on freehand line drawing

Timeline for Assignments: 02 days

Assignments – Daily break-up of course content – Lesson Plan

Day 2 (Nature Drawing)

Title of Course Unit - Introduction to drawing tools and techniques and Free hand strokes, straight lines and circles.

Aim: To make students understand about role of drawing and sketching

Time allotted: 04 hours

Method of Delivery

Hour 1: Interaction with students on previous day assignment and doubt clearing

Hour 2-3: Assignment on free hand line drawing from still life using various objects

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, pen and ink, wax pastels, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on freehand line drawing

Timeline for Assignments: 02 days

Module Title – Understanding various line qualities and tones according to light and shade.

Course Title: Drawing -1 (Nature Drawing)

Faculty Team: Sh.Sharad + Sh. Ali + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Understanding various line qualities and tones according to light and shade.

An overview about lines, meaning of line, line quality, light, tones and shades, explaining the history, usage and development of these drawing techniques in visual expression and what is the need to study it.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of different types of pencils according to grades and how each grade of pencil can be used to create a desired effect in drawing using line quality, light, tones and shades.

The Content – (The Extent of what will be Covered)

The students will be made aware about different grades of pencils and how using them different intensity of lines, tones and shades can be created in drawing and their application in different situations.

Assignments – Daily break-up of course content – Lesson Plan

Day 3 (Nature Drawing)

Title of Course Unit – Understanding various line qualities and tones according to light and shade.

Aim: To make students understand the usage of various grades of pencils to create different types of lines, tones and shades in drawings in various situations.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about light, tones and shades

Hour 2: Interaction with students

Hour 3: Assignment on creating different types and intensity of lines to create tones and shades

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, pen and ink, wax pastels, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on creating different types and intensity of lines to create tones and shades

Timeline for Assignments: 02 days

Day 4 (Nature Drawing)

Title of Course Unit – Nature drawing through line drawing, controlling the pressure of the pencil.

Aim: To make students understand the importance of nature drawing and how to draw and sketch it by using different grades of pencils and controlling the pressure of pencil to create different tones and shades.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about Nature Drawing

Hour 2: Interaction with students

Hour 3: Assignment on Nature Drawing including built structures, street furniture, vehicles, human figures, animals, birds, still objects etc.

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers, newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on Nature Drawing

Timeline for Assignments: 02 days

Day 5 (Nature Drawing)

Title of Course Unit – Understanding of various shading techniques to achieve correct tone, texture and light effect and introduction to perspective

Aim: To make students understand the various shading techniques and its applications and introduction to perspective drawing.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about various shading techniques and perspective drawings

Hour 2: Interaction with students

Hour 3: Assignment on various shading techniques for achieving correct tone, light and texture.

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers, newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on various shading techniques for achieving correct tone

Timeline for Assignments: 02 days

Module Title – Understanding and developing the sense of proportion, understanding of depth of field

Course Title: Drawing -1 (Object Drawing)

Faculty Team: Sh.Sharad + Sh. Ali + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Understanding and developing the sense of proportion, understanding of depth of field:

An overview about sense of proportions and depth of field. How can we achieve correct proportions and depth of field in drawings.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of proportions and depth of field will make students understand free hand drawing in a sophisticated manner.

The Content – (The Extent of what will be Covered)

The students will be made to draw using the knowledge of line quality, light, tones, shades, sense of proportions and depth of field to create their own unique works.

Assignments – Daily break-up of course content – Lesson Plan

Day 6 (Object Drawing)

Title of Course Unit – Understanding and developing the sense of proportion, understanding of depth of field

Aim: To make students draw using the knowledge of proportions and depth of field.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about sense of proportions and depth of field.

Hour 2: Interaction with students

Hour 3: Assignment on free hand drawing using correct proportions and depth of field.

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers, newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on free hand drawing using correct proportions and depth of field.

Timeline for Assignments: 02 days

Module Title – Relevance of geometry in Arts, Design & Architecture and Tools handling (Explorations with set squares, parallel bars, compass etc.)

Course Title: Drawing -1 (2D Geometry)

Faculty Team: Sh.Sharad + Sh. Ali + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Relevance of geometry in Arts, Design & Architecture and Tools handling (Explorations with set squares, parallel bars, compass etc.)

An overview about relevance of geometry in Architecture, Art, Design, Films and other creative fields and tool handling of basic drawing instruments like parallel bar, set squares, compass etc.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of geometry and drawing tools will help students understand the importance of these tools and techniques to further enhance their drawing skills.

The Content – (The Extent of what will be Covered)

The students will be made aware about relevance of geometry in creative fields and how it helps in understanding our built environment in more informed manner.

Day 7

Title of Course Unit – Relevance of geometry in Arts, Design & Architecture and Tools handling (Explorations with set squares, parallel bars, compass etc.)

Aim: To make students understand relevance of geometry in Architecture, Art, Design, Films and other creative fields

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about relevance of geometry in Architecture, Art, Design, Films and other creative fields

Hour 2: Interaction with students

Hour 3: Assignment on basic geometrical shapes using drawing tools.

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers, newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on basic geometrical shapes using drawing tools.

Timeline for Assignments: 02 days

Module Title – History of perspective, understanding of 1-point & 2-point Perspective and Understanding of circle, square, rectangle in 1-point & 2-point perspective

Course Title: Drawing -1 (Object Drawing)

Faculty Team: Sh.Sharad + Sh. Ali + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

History of perspective, understanding of 1-point & 2-point Perspective and Understanding of circle, square, rectangle in 1-point & 2-point perspective

An introduction to history of perspective, 1-point and 2-point perspective, basic geometrical shapes in 1-point and 2-point perspective and what is the need to study about them.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of perspective makes students understand the effect of perspective in visual perception of a space or a view or an object.

The Content – (The Extent of what will be Covered)

The students will be made aware about perspective views in 1-point and 2-point and their applicability in different situations.

Assignments – Daily break-up of course content – Lesson Plan

Day 8 (Object Drawing)

Title of Course Unit – History of perspective, understanding of 1-point & 2-point Perspective and Understanding of circle, square, rectangle in 1-point & 2-point perspective

Aim: To make students understand perspective views in 1-point and 2-point and their applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about perspective views in 1-point and 2-point

Hour 2: Interaction with students

Hour 3: Assignment on use of perspective views in 1-point and 2-point

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers, newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on use of perspective views in 1-point and 2-point

Timeline for Assignments: 02 days

Module Title – Understanding of perspective with changing of station point, developing the sense of 3 dimensional objects and understanding of cubes, cuboids, cylinder in perspective

Course Title: Drawing -1 (Object Drawing)

Faculty Team: Sh.Sharad + Sh. Ali + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Understanding of perspective with changing of station point, developing the sense of 3 dimensional objects and understanding of cubes, cuboids, cylinder in perspective

An introduction to change of station point in perspective, understanding of 3D objects in perspective with basic geometrical objects like cube, cuboids, pyramids, cylinders etc. and what is the need to study about them.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of 3d objects in perspective makes students understand the effect of perspective in 3d visualization of a space or a view or an object.

The Content – (The Extent of what will be Covered)

The students will be made aware about perspective views in 1-point and 2-point of 3d objects and their applicability in different situations.

Day 9 (Object Drawing)

Title of Course Unit – Understanding of perspective with changing of station point, developing the sense of 3 dimensional objects and understanding of cubes, cuboids, cylinder in perspective

Aim: To make students understand the perspective views with changing station points and of 3D objects in different situations.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture about perspective views with changing station points and of 3D objects in different situations

Hour 2: Interaction with students

Hour 3: Assignment on perspective view of 3D objects with changing station points.

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers, newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on perspective view of 3D objects with changing station points.

Timeline for Assignments: 02 days

Module Title – Developing new ways of thinking, seeing, and creating and Isometric Drawing

Course Title: Drawing -1 (Object Drawing)

Faculty Team: Sh.Sharad + Sh. Ali + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Developing new ways of thinking, seeing, and creating and Isometric Drawing

An introduction to isometric view, understanding of 3D objects in isometric view with basic geometrical objects like cube, cuboids, pyramids, cylinders etc. and what is the need to study about them.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of 3d objects in isometric views makes students understand the effect of isometric projections in 3d visualization of an object.

The Content – (The Extent of what will be Covered)

The students will be made aware about isometric views of 3d objects and their applicability in different situations.

Day 10 (Object Drawing)

Title of Course Unit – Developing new ways of thinking, seeing, and creating and Isometric Drawing

Aim: To make students understand the isometric projections of simple objects and their applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture about isometric projections

Hour 2: Interaction with students

Hour 3: Assignment on Isometric projections of 3D objects like cube, cuboids, cylinders etc.

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers, newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on Isometric projections of 3D objects like cube, cuboids, cylinders etc.

Timeline for Assignments: 02 days

Day 11 (Object Drawing)

Title of Course Unit – Developing new ways of thinking, seeing, and creating and Isometric Drawing

Aim: To make students understand the isometric projections of simple objects and their applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Interaction with students about assignments given to them during the week and review of work progress

Hour 2-4: Continuation of assignment on Isometric projections of 3D objects like cube, cuboids, cylinders etc.

(Completed assignments in all respects to be submitted by end of week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers,

newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA
Student Deliverables / Assignments: Assignment on Isometric projections of 3D objects like cube, cuboids, cylinders etc.

Timeline for Assignments: 01 days

Module Title – Lettering & graphics symbols

Course Title: Drawing -1 (2D Geometry)

Faculty Team: Sh.Sharad + Sh. Ali + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Lettering & graphics symbols

An overview about Lettering and graphic symbols and how various styles of lettering can be created from basic lettering types and use of graphic symbols along with lettering techniques.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of lettering and graphic symbols will help students understand the importance of these tools and techniques to further enhance their drawing skills.

The Content – (The Extent of what will be Covered)

The students will be made aware about relevance of Lettering techniques and graphic symbols in creative fields and how it helps in better expression of ideas.

Day 12

Title of Course Unit – Lettering & graphics symbols

Aim: To make students understand relevance of lettering and graphic symbols in creative fields

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about Lettering techniques and graphic symbols.

Hour 2: Interaction with students

Hour 3: Assignment on Lettering and use of graphic symbols

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by end of week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers, newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on Lettering and use of graphic symbols

Timeline for Assignments: 01 days

Module Title – Bisections of angles, line, construction of polygons, Golden ratio, golden rectangle, golden spiral, Fractal

Course Title: Drawing -1 (2D Geometry)

Faculty Team: Sh.Sharad + Sh. Ali + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Bisections of angles, line, construction of polygons, Golden ratio, golden rectangle, golden spiral, Fractal

An overview about Bisections of angles, line, construction of polygons, Golden ratio, golden rectangle, golden spiral, Fractal etc. and how these 2D drawing techniques help in understanding role of geometry in drawing.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of 2D line drawing techniques will help students understand the importance of these tools and techniques to further enhance their drawing skills.

The Content – (The Extent of what will be Covered)

The students will be made aware about relevance of 2D line drawing techniques in creative fields and how it helps in better expression of ideas.

Day 12

Title of Course Unit – Bisections of angles, line, construction of polygons, Golden ratio, golden rectangle, golden spiral, Fractal

Aim: To make students understand relevance of 2D line drawing techniques and how it helps in understanding geometry in more informed manner.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture about 2D line drawing techniques.

Hour 2: Interaction with students

Hour 3: Assignment on Bisections of angles, line, construction of polygons, Golden ratio, golden rectangle, golden spiral, Fractal.

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by end of week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers, newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on Bisections of angles, line, construction of polygons, Golden ratio, golden rectangle, golden spiral, Fractal

Timeline for Assignments: 02 days

Module Title – Orthographic projections, Representing Simple solids, technical construction, conic sections

Course Title: Drawing -1 (2D Geometry)

Faculty Team: Sh.Sharad + Sh. Ali + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Orthographic projections, Representing Simple solids, technical construction, conic sections

An overview about Orthographic projections and representing Simple solids in 2D by using orthographic projections and role of these 2D drawing techniques in geometrical drawing.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of 2D line drawing techniques will help students understand the importance of these tools and techniques to further enhance their drawing skills.

The Content – (The Extent of what will be Covered)

The students will be made aware about relevance of 2D line drawing techniques in creative fields and how it helps in better understanding of geometrical drawing.

Day 13

Title of Course Unit – Orthographic projections, Representing Simple solids, technical construction, conic sections

Aim: To make students understand relevance of 2D line drawing techniques and how it helps in understanding geometry in more informed manner.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture about Orthographic Projections.

Hour 2: Interaction with students

Hour 3: Assignment on Orthographic Projections.

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by end of week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers, newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA
Student Deliverables / Assignments: Assignment on Orthographic Projections

Timeline for Assignments: 02 days

Module Title – Regular, Organic & Archimedean tessellations, Metamorphism and Construction of Islamic patterns

Course Title: Drawing -1 (2D Geometry)

Faculty Team: Sh.Sharad + Sh. Ali + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Regular, Organic & Archimedean tessellations, Metamorphism and Construction of Islamic patterns

An overview about Regular, Organic & Archimedean tessellations, Metamorphism and Construction of Islamic patterns.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of Regular, Organic & Archimedean tessellations, Metamorphism and Construction of Islamic patterns will help students understand the importance of these tools and techniques to further enhance their creative drawing skills.

The Content – (The Extent of what will be Covered)

The students will be made aware about relevance of Regular, Organic & Archimedean tessellations, Metamorphism and Construction of Islamic patterns in creative fields and how it helps in enhancing their drawing.

Day 14

Regular, Organic & Archimedean tessellations, Metamorphism and Construction of Islamic patterns

Aim: To make students understand relevance of Regular, Organic & Archimedean tessellations, Metamorphism and Construction of Islamic patterns and how it helps in better expression of ideas through drawing techniques.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about Regular, Organic & Archimedean tessellations, Metamorphism and Construction of Islamic patterns.

Hour 2: Interaction with students

Hour 3: Assignment on Construction of Islamic patterns.

Hour 4: Review of work done by students on assignment given

(Completed assignments in all respects to be submitted by end of week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, charcoal pencils, charcoal sticks, pen and ink, wax pastels, oil pastels, erasers, set of pencil colours, drafting papers, newspapers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Student Deliverables / Assignments: Assignment on Construction of Islamic patterns

Timeline for Assignments: 02 days

Day 15

Title of Course Unit – Final Evaluation for Drawing -1 (Nature Drawing, Object Drawing & 2D Geometry)

Aim: To make students understand the importance of work done by them during three weeks of study.

Time allotted: 04 hours

Method of Delivery

Hour 1-4: Final evaluation of the work done by students.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in VA

Timeline for Evaluation of student work: 01 day

Useful reading/ viewing

Indicative Reading / From Reading list of SUPVA Library:

Bhatt, N.D., *Engineering Drawing*

Hayden, Clare ed., *Graphics typography 1 & 2*

Shelar, Sanjay., *Still life*

Harrison, Hazel., *Illustrated practical handbook of drawing*

Bernard, Mike., *Collage, colour & texture in painting*

Khanna, Krishen., *Lines from on artistic life*

Sidaway. Ian., *Mastering the art of drawing*

Lanteri, Edouard., *Modelling & sculpting the human figure*

James, Jane H., *Perspective drawing: A directed*

Acro editorial team., *School of drawing*

Connolly, Seam ed., *Complete drawing painting course*

Civardi, Giovanni., *Complete guide to drawing*

Harrison, Hazel., *Art school: How to paint and draw*

Estibill, Marcela., *Drawing academy line and shading in drawing*

Burnelle, Michael., *Drawing academy the basic of drawing*

Box, Richard., *Drawing step by step*

Bro, Lu., *Drawing: a studio Guide*

Casals, Joseph., *Drawing: start to learn*

Module Title – LIGHT and COLOUR**Course Code: IFP-103****Course Credits: 03****Faculty Team:** Jatindar Sharma, Ranjan De, Vinay Kumar**Module Assessment:** Jury/Display of Assignments and 5 Min Critiques of each candidates submissions.**Introduction to the module – Overview / Abstract**

Colour theory is both the science and art of color. It explains how humans perceive color; how colours mix, match or clash; the subliminal (and often cultural) messages colours communicate; and the methods used to replicate color.

This Input will explore and deliver both the scientific approach which is related to the art of Film and Architecture and The art of Colour which will be useful for Design and Visual Arts. There are many instances where both the sciences and the arts overlap in the study of colour and its applications across mediums and formats.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

There are 3 basic aspects of Colour Theory and its applications that will be explored in this Introduction to Colour Module:

- 1) The Physics of Light Theory and how it affects colour, Photo imaging parameters, Photo imaging Tools, Cameras and how they work, different formats of cameras, analog to digital cameras.
- 2) The Pigment base of the Application of Colour and its various ways the understands the properties of the same, in terms of Hue, Chroma, Tints and Shades, Tonal Range and methods to represent the same.
- 3) Colour Theory across various artists materials and mediums such as pastels, chalk, watercolour, acrylic and oil colour and how colour is applied and used in these many mediums

The Content – (The Extant of what will be Covered)

Part A

- What is Light? How does Light work, and affect colours. Tools used to capture colour imagery
- Colour of Light – 1
- Colour and Light – 2
- Additive Light Theory

Part B

- Exploring Primaries, Secondary and Tertiaries
 - Tone, Hue, Shades, Tints, Cool and Warm colours
 - Grey Scales, Monochromatic and Polychromatic application
 - Optical illusion through colours
 - Study of great masters work
-
- **Part C**
 - Creating the Greyscales Tonal Range and the Monochromatic Tonal Range with Tints and Shades
 - Applying Grey scales to Transforming an Photographic Portrait image
 - Applying Monochromatic scales to Transforming an Photographic Portrait image

Assignments – 12 Day Daily break-up of course content – Lesson Plan

Day 1

Title of Course Unit – What Is Light?

Aim: To explore what is Light – the properties of light – how it travels

Time allotted: 3 hours Morning / 2 hours Afternoon – 10:30 to 1,30 // 2.30 to 4.30pm

Method of Delivery:

Session 1: Lecture

Session 2: Practical Demonstration

Post Session 3: Q&A – 10-15 mins

Materials Needed: - For Instruction – White Board, Duster, 3 – 4 Coloured White Board Markers

Venue / Space Arrangements on SUPVA Campus – 3rd Floor, Art Studio, DoUPA

Student Deliverables / Assignments: Torchlight Beam Exercise, Source of Light vs Non Source of Light, Strenght of Light, Lighting ratio

Timeline for Assignments: 2 days from day assigned, to be worked on in a dark environment, night time assignment, to be recorded through phone camera medium, with photo print outs as submission. Make a model to show how light travels in a straight line.

Day 2

Title of Course Unit – Colour of Light

Aim: What makes the environment, the atmosphere emit colour, - transmit colour – why is the sky blue – what makes the light colour change different times of the day – dispersion of light – rainbow – VIBGYOR – Human Eye – rods & cones – theory of additive colour – 400 – 900 nano metres – Luminiscence – Prominiscence – Newtons Theory – white light to spectrum – use of filters – RGB

Time allotted: 3 hours Morning / 2 hours Afternoon – 10:30 to 1,30 // 2.30 to 4.30pm

Method of Delivery:

Session 1: Lecture

Session 2: Practical Demonstration

Post Session 3: Q&A – 10-15 mins

Materials Needed: For Instruction – White Board, Duster, 3 – 4 Coloured White Board Markers

Venue / Space Arrangements on SUPVA Campus: – 3rd Floor, Artists Studio, DoUPA

Student Deliverables / Assignments:

Timeline for Assignments: : 2 days from day assigned

Day 3

Title of Course Unit: Colour & Light 2

Aim: Wave Lengths of Light – Warm – Longer – Cool – Shorter lengths – Traffic signals – Neon – LED – Night Signage – Colour of Light – atmospheric colour – studio lights exercise – colour temperature – kelvins – Tools to capture Coloured Imagery – Camera Formats – Lenses – Angles of View – Analog vs Digital formats

Time allotted: 3 hours Morning / 2 hours Afternoon – 10:30 to 1,30 // 2.30 to 4.30pm

Method of Delivery:

Session 1: Lecture

Session 2: Practical Demonstration

Post Session 3: Q&A – 10-15 mins

Materials Needed: : For Instruction – White Board, Duster, 3 – 4 Coloured White Board Markers

Venue / Space Arrangements on SUPVA Campus: 3rd Floor, Artists Studio, DoUPA

Student Deliverables / Assignments: Take 3 led Torches and using Nighttime dark environments, or indoor dark environments – paint objects with R, G, B gell covered torches. Time Lapse Photography, on Smart Phone Mode – Groups of Students. Image capture on digital image capture device. Create 12 different images. Group assignment.

Timeline for Assignments: : 2 days from day assigned

Day 4

Title of Course Plan – Additive Light Theory

Aim: RGB – Using Natural Light sources – Man made light sources

Time allotted:

Session 1: Lecture

Session 2: Practical Demonstration

Post Session 3: Q&A – 20-30 mins

Method of Delivery: Lectures, Demonstrations

Venue / Space Arrangements on SUPVA Campus: 3rd Floor Artists Studio, DoUPA campus

Student Deliverables / Assignments: Assignment on Model of Light travelling in a straight line, Final day of Submission.

Timeline for Assignments: : Last day of Light & Colour Part 1 assignment submissions

Day 5

Title of Course Plan – Subtractive Pigment Theory –

Aim: Introduction to Pigment based Colour Theory - Exploring Primaries, Secondary and Tertiaries – History of Colour – Western Theory – Eastern Principles – Where do colours get their names – How are they named – Pigments & Mediums – Dyes vs Pigments – Opacity - Transparency

Time allotted: Morning – 3 hours – Afternoon 3-hours

Session: Lecture and Demonstration

Method of Delivery: Lectures, Demonstrations

Materials Needed: A3 Cartridge Paper Books, Poster Paints – 6 colour box, 9, 12 Size Acrylon Brushes, ¼ and ½ inch short handled flat brushes.

Venue / Space Arrangements on SUPVA Campus: 3rd Floor, Artists Studio, DoUPA

Student Deliverables / Assignments: To paint primary, secondary and tertiary colour palettes in a creative way

Timeline for Assignments: Delivery by next mornings session.

Day 6

Title of Course Plan – Exploring Primarys, Secondary and Tertiary palates

Aim: Tone, Hue, Shades, Tints – Exploring and Understanding the Differences – Birren – Munsells colour tree -

Time allotted:

Lecture & Practical Demonstration

Method of Delivery: Lectures, Demonstrations

Materials Needed: A3 Cartridge Paper Books, Poster Paints – 6 colour box, 9, 12 Size Acrylon Brushes, ¼ and ½ inch short handled flat brushes.

Venue / Space Arrangements on SUPVA Campus: 3rd Floor, Artists Studio, DoUPA

Student Deliverables / Assignments:

Timeline for Assignments:

Day 7

Title of Course Plan – Tints and Shades

Aim: Application of Colour Pigments in both Indian and Western Colour Systems – how artists apply colour – different mediums – when and where and on what surfaces – these pigments are used – colour mixing – colour application – poster paints – water colour – guache paints

Time allotted:

Session 1: Lecture & Practical Demonstration

Method of Delivery: Lectures, Demonstrations

Materials Needed:

Venue / Space Arrangements on SUPVA Campus: 3rd Floor, Artists Studio, DoUPA

Student Deliverables / Assignments:

Timeline for Assignments:

Day 8

Title of Course Plan – Tonal Range of Colours in Expression

Aim:

Time allotted:

Session 1: Lecture

Session 2: Practical Demonstration

Post Session 3: Q&A – 10-15 mins

Method of Delivery: Lectures, Demonstrations

Materials Needed:

Venue / Space Arrangements on SUPVA Campus: 3rd Floor, Artists Studio, DoUPA

Student Deliverables / Assignments:

Timeline for Assignments:

Day 9

Title of Course Plan – Subtractive Pigment Theory – Theory of Colour in Design

Aim: History of Colour Theory = Goethe – Durer – Newton – Bauhaus – Munsell – Itten – Albers – Pantone Systems – Colour pigments Vs Light – CMYK vs RGB -

Time allotted:

Session 1: Lecture

Post Session 2: Q&A – 10-15 mins

Method of Delivery: Lectures

Materials Needed: White Board Markers and Duster.

Venue / Space Arrangements on SUPVA Campus: 3rd Floor, Artists Studio, DoUPA

Student Deliverables / Assignments: To read up on Points shared, through links on Wikipedia – To shoot a Selfie of them selves – upto shoulder– and to take the best of three images. To show by end of class

Timeline for Assignments: To take An A4 print out of the approved image on a thin A4 non –glossy paper. To get a coloured output in A4 by the following day

Day 10

Title of Course Plan – Creating a Grey Scale

Aim: Grey Scales – Tonal range from

Time allotted:

Session 1: Practical Demonstrations

Method of Delivery: Lectures, Demonstrations

Materials Needed:

Venue / Space Arrangements on SUPVA Campus: 3rd Floor, Artists Studio, DoUPA

Student Deliverables / Assignments:

Timeline for Assignments:

Day 11

Title of Course Plan – Subtractive Pigment Theory

Aim:

Time allotted:

Session 1: Lecture

Session 2: Practical Demonstration

Post Session 3: Q&A – 10-15 mins

Method of Delivery: Lectures, Demonstrations

Materials Needed:

Venue / Space Arrangements on SUPVA Campus: 3rd Floor, Artists Studio, DoUPA

Student Deliverables / Assignments:

Timeline for Assignments:

Day 12

Title of Course Plan – Subtractive Pigment Theory

Aim:

Time allotted:

Session 1: Lecture

Session 2: Practical Demonstration

Post Session 3: Q&A – 10-15 mins

Method of Delivery: Lectures, Demonstrations

Materials Needed:

Venue / Space Arrangements on SUPVA Campus: 3rd Floor, Artists Studio, DoUPA

Student Deliverables / Assignments:

Timeline for Assignments:

Useful reading/ viewing

Indicative Reading / From Reading list of SUPVA Library:

Vyas Kumar, *Design and the Environment*, National Institute of Design

Bloomer, Carolyn M., 1990, *Principles of visual perception*, London, The Herbert Press, ISBN: 1-871569-20-6

Edwards, Betty, 2004, *Color: A Course in Mastering the Art of Mixing Colors*. Penguin, ISBN - 1585422193, 9781585422197

Powell, William. F - *1,500 Color Mixing Recipes for Oil, Acrylic & Watercolor*.

Albers. Josef. *Interaction of Color – 50 Anniversary Edition*

Module Title – Role of Construction in Architecture
Course Title: Building Construction & Materials-1(A)
Course Code: IFP-110
Faculty Team: Mohit Gupta & Pradeep Atri
Module Assessment: Jury (Internal&External)

Introduction to the module – Overview / Abstract

Role of Construction in Architecture

An overview about Architecture, explaining the role of Architecture in development of human beings and their built environment. What is the role of construction in architecture and what is the need to study it.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of role of construction in architecture will make students understand, that how important the knowledge of building construction is to understand their built environment and how it has developed over centuries in various human civilizations.

The Content – (The Extent of what will be Covered)

The students will be made aware about the role of construction in architecture. What are the different types of basic building materials that can be used in a building construction and their applicability in different situations

Assignments – Daily break-up of course content – Lesson Plan

Day 1

Title of Course Unit – Role of Construction in Architecture

Aim: To make students understand about role of construction in architecture

Time allotted:

Method of Delivery

Hour 1: Lecture with PPT

Hour 2: Interaction with students

Hour 3: Assignment on role of construction in architecture

Hour 4: Review of data collection by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in UPA

Student Deliverables / Assignments: Assignment on role of construction in development of architecture

Timeline for Assignments: 02 days

Module Title – Components of Building Envelope

Course Title: Building Construction & Materials-1(A)

Faculty Team: Ar.Shalini Sheoran + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Basic components of building Envelope:

An overview about building envelope, explaining the definition of building envelope. What is building envelope and what is the need to study it.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of building envelope and its components will make students aware about their built environment and how important it is to know about the habitable and non-habitable building envelopes with the understanding of building components.

The Content – (The Extent of what will be Covered)

The students will be made aware about the components of building envelope and building envelope as a whole. What are the different types of building components that can be used in a building envelope and their applicability in different situations.

Assignments – Daily break-up of course content – Lesson Plan

Day 2

Title of Course Unit – Basic components of building Envelope

Aim: To make students understand the building envelope and its components

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT

Hour 2: Interaction with students

Hour 3: Assignment on Types of building components

Hour 4: Review of data collection by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in UPA

Student Deliverables / Assignments: Assignment on types of components in a building envelope and their applicability in different situations

Timeline for Assignments: 02 days

Module Title – Elementary Building Materials

Course Title: Building Construction & Materials-1(A)

Faculty Team: Ar.Shalini Sheoran + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Elementary Building Materials:

An overview about elementary building materials, explaining the usage and history of building material. What is building material and what is the need to study it.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of building materials and its application will make students aware about role

of building materials in construction and development of architecture.

The Content – (The Extent of what will be Covered)

The students will be made aware about different building materials. What are uses of the different types of elementary building materials that can be used in a building envelope and their applicability in different situations.

Assignments – Daily break-up of course content – Lesson Plan

Day 3

Title of Course Unit – Elementary Building Materials

Aim: To make students understand the Mud as building material and its applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about Mud and Mud Bricks in Construction

Hour 2: Interaction with students

Hour 3: Assignment on mud as building material

Hour 4: Review of data collection by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in UPA

Student Deliverables / Assignments: Assignment on mud as building material in a building envelope and beyond and its applicability in different situations

Timeline for Assignments: 02 days

Day 4

Title of Course Unit – Elementary Building Materials

Aim: To make students understand the Bricks as building material and its applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about Burnt Clay Bricks, Fly Ash Bricks, Other Type of Bricks used in Construction

Hour 2: Interaction with students

Hour 3: Assignment on Brick as building material

Hour 4: Review of data collection by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in UPA

Student Deliverables / Assignments: Assignment on brick as building material in a building envelope and beyond and its applicability in different situations

Timeline for Assignments: 02 days

Day 5

Title of Course Unit – Elementary Building Materials

Aim: To make students understand the stone as building material and its applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about use of stone as bricks in Construction

Hour 2: Interaction with students

Hour 3: Assignment on stone bricks as building material

Hour 4: Review of data collection by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in UPA

Student Deliverables / Assignments: Assignment on stone brick as building material in a building envelope and beyond and its applicability in different situations

Timeline for Assignments: 02 days

Module Title – Brick and Stone Masonry Tools

Course Title: Building Construction & Materials-1(A)

Brick and Stone Masonry Tools:

An overview about brick and stone masonry tools used in building construction. What are various masonry tools and what is the need to study about them.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of masonry tools and its application will make students aware about role of these tools in construction and how using these tools actual construction is carried out on the construction project site.

The Content – (The Extent of what will be Covered)

The students will be made aware about different masonry. What are uses of these tools while using mud, brick and stone as building material and their applicability in different situations.

Assignments – Daily break-up of course content – Lesson Plan

Day 6

Title of Course Unit – Brick and Stone Masonry Tools

Aim: To make students understand the usage of masonry tools and their applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about use of masonry tools in construction

Hour 2: Interaction with students

Hour 3: Assignment on use of masonry tools in construction

Hour 4: Review of data collection by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in UPA

Student Deliverables / Assignments: Assignment on use of masonry tools in construction and its applicability in different situations

Timeline for Assignments: 02 days

Module Title – Brick Joints: Walls & Piers

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Brick Joints: Walls & Piers:

An overview about brick and stone bonds and joints used in building construction.

What are common brick bonds used in construction of building foundation, walls and columns and what is the need to study about them.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of brick bonds and joints and its application will make students aware about role of these techniques in construction and how using these techniques actual construction is carried out on the construction project site.

The Content – (The Extent of what will be Covered)

The students will be made aware about different masonry bonds and joints. What are uses of these bonds and joints while using mud, brick and stone as building material and their applicability in different situations.

Assignments – Daily break-up of course content – Lesson Plan

Day 7

Title of Course Unit – Brick Joints: Walls & Piers

Aim: To make students understand the usage of masonry bonds and joints and their applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about use of masonry bonds and joints in construction

Hour 2: Interaction with students

Hour 3: Assignment on use of masonry bonds and joints in construction

Hour 4: Review of data collection by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in UPA

Student Deliverables / Assignments: Assignment on use of masonry bonds and joints in construction and its applicability in different situations

Timeline for Assignments: 02 days

Day 8

Title of Course Unit – Brick Joints: Walls & Piers

Aim: To make students understand the usage of brick bonds and joints and their applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about use of brick bonds and joints in construction

Hour 2: Interaction with students

Hour 3: Assignment on use of brick bonds and joints in construction

Hour 4: Review of data collection by students on assignment given

(Completed assignments in all respects to be submitted by next week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in UPA

Student Deliverables / Assignments: Assignment on use of brick bonds and joints in construction and its applicability in different situations

Timeline for Assignments: 02 days

Day 9

Title of Course Unit – Brick Joints: Walls & Piers

Aim: To make students understand the usage of brick bonds and joints and their applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture about hands on experience making of brick bonds and joints in construction

Hour 2-4: Workshop on making brick bonds and joints with students in suitable groups.

(Project to be completed in all respects by next week for final assessment)

Materials Needed: Burnt clay bricks or Fly Ash Bricks (as per availability), cement, sand, water, masonry tools etc.

Venue / Space Arrangements on SUPVA Campus: (Yet to be decided)

Student Deliverables / Assignments: Project work on use of brick bonds and joints in construction

Timeline for Assignments: 02 days

Day 10

Title of Course Unit – Brick Joints: Walls & Piers

Aim: To make students understand the usage of brick bonds and joints and their applications.

Time allotted: 04 hours

Method of Delivery

Hour 1-3: Workshop on making brick bonds and joints with students in suitable groups.

Hour 4: Review of the work done by students.

(Project to be completed in all respects by next week for final assessment)

SUPVA 2017-18

Integrated Foundation Program – IFP

Foundation Design 8

Materials Needed: Burnt clay bricks or Fly Ash Bricks (as per availability), cement, sand, water, masonry tools etc.

Venue / Space Arrangements on SUPVA Campus: (Yet to be decided)

Student Deliverables / Assignments: Project work on use of brick bonds and joints in construction

Timeline for Assignments: 02 days

Module Title – Brick & Stone: Jalis & Flooring

Course Title: Building Construction & Materials-1(A)

An overview about brick and stone jalis and flooring used in building construction. What are common jali patterns used in construction of building facades and partitions and what is the need to study about them.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of brick and stone jalis and flooring and its application will make students aware about role of these techniques in construction and how these techniques affect a building envelope.

The Content – (The Extent of what will be Covered)

The students will be made aware about different jali and flooring patterns in bricks and stone. What are uses of these jali and flooring patterns while using brick and stone as building material and their applicability in different situations.

Day 11

Title of Course Unit – Brick & Stone: Jalis & Flooring

Aim: To make students understand the usage of brick and stone jalis and flooring and their applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about use of brick and stone jalis and flooring used in construction

Hour 2: Interaction with students

Hour 3: Assignment on use of brick and stone jalis and flooring in construction

Hour 4: Review of data collection by students on assignment given

(Completed assignments in all respects to be submitted by end of week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in UPA

Student Deliverables / Assignments: Assignment on use of brick and stone jalis and flooring in construction and its applicability in different situations

Timeline for Assignments: 02 days

Module Title – Brick Arches

Course Title: Building Construction & Materials-1(A)

Faculty Team: Ar.Shalini Sheoran + Guest/Visiting Faculty

Number of Credits: 04

Module Assessment: (To be Developed)

Introduction to the module – Overview / Abstract

Brick Arches

An overview about brick and stone arches used in building construction. What are common arches used in construction of window and door openings and what is the need to study about them.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

The study of brick and stone arches and its application will make students aware about role of these techniques in construction and how these techniques affect a building envelope.

The Content – (The Extent of what will be Covered)

The students will be made aware about different Arche patterns in bricks and stone.

What are uses of these Arche patterns while using brick and stone as building material and their applicability in different situations.

Day 12

Title of Course Unit – Brick Arches

Aim: To make students understand the usage of brick and stone Arche and its applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture with PPT about use of brick and stone arches used in construction

Hour 2: Interaction with students

Hour 3: Assignment on use of brick and stone arches in construction

Hour 4: Review of data collection by students on assignment given

(Completed assignments in all respects to be submitted by end of week for final assessment)

Materials Needed: Half imperial size drafting board, parallel bar, set square, 6B-6H grades of pencils, erasers, set of pencil colours, drafting papers, steel scale, cutters, pair of scissors, glue sticks, A3 size sketch book, A2 Size portfolio, fine sand paper etc.

Venue / Space Arrangements on SUPVA Campus: 1st Year Studio in UPA

Student Deliverables / Assignments: Assignment on use of brick and stone arches in construction and its applicability in different situations

Timeline for Assignments: 02 days

Day 13

Title of Course Unit – Brick Arches

Aim: To make students understand the usage of brick and stone Arche and its applications.

Time allotted: 04 hours

Method of Delivery

Hour 1: Lecture about hands on experience making of brick arches in construction

Hour 2-4: Workshop on making brick arches with students in suitable groups.

(Project to be completed in all respects by next day for final assessment)

Materials Needed: Burnt clay bricks or Fly Ash Bricks (as per availability), cement, sand, water, masonry tools etc.

Venue / Space Arrangements on SUPVA Campus: (Yet to be decided)

Student Deliverables / Assignments: Project work on use of brick arches in construction

Timeline for Assignments: 02 days

Day 14

Title of Course Unit – Brick Arches

Aim: To make students understand the usage of brick and stone Arche and its applications.

Time allotted: 04 hours

Method of Delivery

Hour 1-3: Workshop on making brick arches with students in suitable groups.
Hour 4: Review of the work done by students.
(Project to be completed in all respects by end of day for final assessment)
Materials Needed: Burnt clay bricks or Fly Ash Bricks (as per availability), cement, sand, water, masonry tools etc.
Venue / Space Arrangements on SUPVA Campus: (Yet to be decided)
Student Deliverables / Assignments: Project work on use of brick arches in construction
Timeline for Assignments: 02 days

Day 15

Title of Course Unit – Final Evaluation for Building Construction & Materials-1(A)

Aim: To make students understand the importance of work done by them during three weeks of study.

Time allotted: 04 hours

Method of Delivery

Hour 1-4: Final evaluation of the work done by students.

Venue / Space Arrangements on SUPVA Campus: (Yet to be decided)

Timeline for Evaluation of student work: 01 day

Useful reading/ viewing

Indicative Reading / From Reading list of SUPVA Library:

Benitez, Cristina P., Architecture & materials

Lewis, Miles ed., Architectural elements of architecture

Monitevr, Electa, Architecture in India

Das, Neeta, Architecture of Lucknow

Hardie, Glenn M., Building construction principals

Ching, Ftancise D.K., Building construction illustrated

Olin, Harold B., Construction principles materials & methods

Merritt, Frederick S. Ed., Building design & construction Handbook

Gurcharan Singh, Building construction & materials

Brown, Percy, Indian architecture (Islamic Period)

Brown, Percy, Indian architecture (Buddhist & Hindu)

Kumar, Sushil, Building Construction

Mckay, W.B, Building Construction Vol-1-5

Grover, Satish, Buddhist and Hindu Architecture in India

Grover, Satish, Islamic Architecture in India

Module Title: MOVEMENT AND TIME –I

COURSE CODE: IFP104

Course credits: 03

Faculty Team: Mahendra Pradhan, Maulee Senapati, Debasis Roy, Indranil Ghosh,
Deepti Khurana

Assessment: Master Assignment and Film Diary + Participation of student throughout
the module + Understanding of the student.

CLASS REQUIREMENTS AND EXPECTATIONS:

The Most Necessary Requirement:

An open mind.

A questioning mind.

An active mind.

An enthusiastic mind.

A perceptive mind.

Class Behavior:

The cardinal rule in this class is RESPECT: respect for your classmates, respect for your teacher, and respect for yourself.

Any breach of this respect will result in a personal consultation.

Continued abuse of class decorum will result in disciplinary action and/or extra assignments.

Active challenging ideas raised in class are encouraged, but when you move from criticizing ideas to criticizing people, you move into the arena of the disrespectful.

It is disrespectful to:

- Use of mobile communication devices of any variety in class
- Interrupt someone else's comments
- Come to class unprepared
- Impugn someone's abilities or contributions
- Deface or destroy school property, including books and other reading materials
- Come late to class
- Compose heinous excuses for late work
- Debase or insult anyone based on his or her race, gender, class or sexual orientation
- You will not watch movies on your Smartphone!

Class Participation:

Everyone will contribute to classroom discussions. You will be graded not only on the frequency of your contributions but also the thoughtfulness of your comments. Notice that on the grading percentages above, class participation is worth as much as Tests/Quizzes and other assignments.

Materials Required:

In class, you must have a

- Film diary
- Notebook
- pen, pencil, sharpener and rubber

COURSE OBJECTIVE:

The focus of this course will be in enabling the students to develop an eye and ear for cinema.

The process involved will have an overview of filmmaking and starting from the basic components of image and sound will take the journey forward to enhance their imaginative abilities and cinematic/creative thinking.

COURSE SCHEDULE:**DAY 1: Three sessions with two breaks in 04 HOURS: DK/MS****OVERVIEW OF FILM MAKING PROCESS**

An overview on specific aspects of Filmmaking, highlighting the role of a filmmaker, and rest of the professionals engaged in filmmaking. This session would further highlight the role of the audience for cinema. Different type of films and its genres will be introduced.

DAY 2-PART I: 30minutes: DK**INTRO TO VARIOUS DEPARTMENTS OF FILMMAKING****DAY 2-PART II: 3½ HOURS: JS/DR/IG**

(1hour visit + 10 min for movement.)

Visit to SHOOTING STUDIO FLOOR, SOUND STUDIO, EDITING LABS.

The concerned faculty accompanying the students would share insights into the role and function of the respective film departments. Students will be divided into three groups, and the groups would be swapped between the departments in order to help each student derive an initial expose into the specific functioning of the respective departments.

DAY 3-PART I: 01 HOURS: MN**Visual Storytelling- An Introduction**

This interactive session would begin with presentation of a PPT of isolated images of cave paintings. Students would be encouraged to engage themselves in observing the respective visuals, and share their specific observation reflecting upon the visuals. The idea is to introduce the earliest visual expressions of man, motivating an initiative within the students to read images instead of superficially viewing what would be presented on screen. Finally, all the isolated images would be rescreened in a certain contextual structure in order to demonstrate how a story could be developed out of isolated visuals based on a specific concept.

DAY 3-PART II: 1½ HOURS: DR**WHAT IS SOUND?**

Aural Perception and its various dimensions: Scientific understanding of sound, and its cultural and ethnographic associations. Lecture demonstration with sound clips and exercises in listening.

DAY 3-PART III: 1½ HOURS: JS**WHAT IS IMAGE?**

The introduction of image and its evolution starting from the ancient to contemporary will be discussed through interactive sessions. Different schools of painting and its influence on cinema will be part of these sessions.

DAY 4-PART I: 01 HOURS: MN***Brief History of Films***

Beginning with still images and the persistence of vision, the hour long session is aimed at touching upon major stages of developments in Cinema with specific (brief) mention about the contributions of Lumiere Brothers, the silent era beginning with Porter, Griffith, Kuleshov, Pudovkin, and Eisenstein, Slapstick comedies, followed by the significant post World War auteur developments in Europe contesting Hollywood. Supported by AV (film clippings) this session would also briefly touch upon initial developments in the history of Indian Cinema.

DAY 4-PART II: 1½ HOURS: DR**BASIC ELEMENTS OF A SOUNDSCAPE:**

An interactive lecture on what is a soundscape and identifying ambience, mood and perspective in that soundscape. Understanding various components like effects, music, dialogue and the significance of silence.

ASSIGNMENT-I : DR

Designing a soundscape for a visual clip on paper. Student will be given a clip and he has to write the sound references on A4 size paper.

Assignment-I will be submitted on Day 12.

DAY 4-PART III: 1½ HOURS: JS**VISUAL COMPOSITION IN FILMS**

Different components of visual imagery and its use in films will be taught with interactive session. Principles of composition, Visual perspective, color, etc. will be introduced.

DAY 5-PART I: 02 HOURS: MN***Language of Films-1***

Introduction to how to read a film in terms of context and subtexts; how the medium effectively operates through illusionary presentation of the 3 dimensional on a 2 dimensional plain, how form reflects the content, and how does films communicate engagingly in telling a story convincingly. An analytical mode would be adopted by de-constructing a scene to simplify the language of cinema.

DAY 5-PART II: 02 HOURS: IG**Visual Image Juxtaposition**

It will start with the meaning of an image. What it communicates to the viewer. Then we shall explore how the initial meaning of the same image changes when it is placed side-by-side (or, previously and subsequently) with other images, particularly when two contrasting or opposing images are used.

ASSIGNMENT-II: DK

Bring three pictures according to the given phrase to create or express that idea. Write a note on aural references corresponding to these pictures.

(Pictures are to be pasted neatly on a sheet along with a note written below)

DAY 6-Three sessions with two breaks in 04 HOURS: DK/MN/IG/DR/JS**Submission of Assignment-II****Discussion over assignment-II**

*Students will be divided into five groups and each group will submit the **Assignment-II** to the supervising faculty of the group.*

DAY 7-PART I: 02 HOURS IG**ACTUALITY EXERCISE:**

All Art forms draw their inspiration from life and the world around us. So naturally observation plays an important aspect in artistic processes

Students will be given an introduction to the actuality exercise. They will be instructed about observation, ways to make notes, write down the observations- noting down visual and aural perceptions.

It will start with deliberations on how to explore a real space and time in respect to events, characters, sounds and things, and culminate in an actuality trip after which the students will prepare and submit actuality reports on the basis of their trips.

ASSIGNMENT-III: IG**Visit to the evening Subzi Mandi or nearby locations**

Students will be given certain locations where they will visit, take notes and write an actuality report.

(Actuality Report should be neatly written or typed on A4 sheet in not more than a page to be submitted on day-10)

DAY 7-PART II: 02 HOURS: MN**Language of Films-2**

Through an interactive class How to read the metaphors in terms of signs and symbols in films will be discussed.

Based on screening of specific clippings of selective films, scenes would be analyzed to emphasize on the different dimensions of the film language, emphasizing on the importance to understand signs and symbols in order to derive a meaningful understanding of film narratives.

DAY 8-PART I: 02 HOURS: DK**STORYTELLING INTRO - I**

Storytelling will be introduced in a very brief and simple way. The different forms of storytelling will be shared. The idea is to help students finding a way to convey or express a particular idea with character and space. How an idea becomes an expression is the main theme of this lecture. Story reading will be introduced.

DAY 8-PART II: 02 HOURS: MN**Language of Films-2 (Conti...)**

Based on screening of specific clippings of selective films, scenes would be analyzed to emphasize on the different dimensions of the film language, emphasizing on the importance to understand signs and symbols in order to derive a meaningful understanding of film narratives.

DAY 9-PART I: 02 HOURS: DK**STORYTELLING INTRO – II**

Different elements of story will be discussed here. With the major emphasis on Character, Space and Event students will be directed to write a scene. Story reading and analyzing these elements will be part of this class.

FINAL ASSIGNMENT TO BE GIVEN:

Students will be asked to develop an idea in a way that a story is conveyed through it. They will further write the short story in visual language with required sound references. The story should be neatly written or typed on A-4 size and should not exceed more than two pages. Students will be divided into five groups and each group will discuss their idea with

respective group supervisor until the completion of the exercise. They will submit the **Final Assignment on day -13.**

DAY 9-PART II: 02 HOURS: MN

FILM APPRECIATION-Evolving film languages

This last session of Film Appreciation would solely focus on changes in the film form beginning with linear narratives to the more contemporary styles, with supportive mention of the reasoning that has resulted in the changes.

DAY 10-PART I: 03 HOURS: IG

Submission of Assignment-III (Actuality Report)

Film Screening and Sequence Analysis

Film Screening will be followed by shot by shot analysis of sequences. This analysis will be in terms of how juxtaposition in films exists.

DAY 10-PART II: 01 HOURS: DK/MN/JS/DR/IG

Discussion with concerned Supervising faculty towards the **Final Assignment**

DAY 11-PART I: 03 HOURS: MN

CLASS TEST (Film Appreciation)

A short film will be screened and students will be asked to write an analysis on the basis of elements they learnt to read in the film appreciation classes.

DAY 11-PART II: 01 HOURS: DK/MN/JS/DR/IG

Discussion with concerned Supervising faculty towards the **Final Assignment**

DAY 12- 04 HOURS: JS/DR/IG/DK/MN

SUBMISSION OF ASSIGNMENT - II (Soundscape)

One to One Discussion with concerned Supervising faculty towards the **Final Assignment**

DAY 13- SUBMISSION DAY

SUBMISSION OF **Film Diary and Final Assignment** should be done by the end of the day, which is at 5PM.

DAY 14 & 15- ASSESSMENT DAY: JS/DR/IG/DK/MN

The Evaluation and assessment is done on the basis of Final Assignment with a discussion with student. Film Diary and rest of the assignment will be carrying a feedback and is already assessed and will be part of this final assignment.

The basis of the assessment are: Final Assignment and Film Diary + Participation of student throughout the module + Understanding of the student.

CORE FACULTY:

DK: Deepti Khurana

MN: Mauleenath

DR: Debasis Roy

JS: Jatinder Sharma

IG: Indranil Ghosh

(Guest for day-1: MS: Meghna Shrivastav)

RESOURCES for CLASS:

USEFUL LINKS:

** http://lfs.org.uk/films-and-filmmakers/watch-our-films?field_academic_type_value=2

LINK OF THE FILMS MADE BY THE STUDENTS OF LONDON SCHOOL OF FILMS

THE IDEA IS TO EXPOSE THEM TO SHORT FILMS MADE BY STUDENTS FROM AROUND THE WORLD INCLUDING INDIA.

** <https://www.nfb.ca/films/>

LINK OF THE FILMS OF NATIONAL FILM BOARD OF CANADA

BOOKS TO READ:

1. "How To Read A Film" - James Monaco (latest edition)
2. "Lessons With Eisenstine"
3. "A Short History Of Film" – Wheeler Winston Dixon & Gweldolyn Audrey Foster
4. *Sight, Sound, Motion, Applied Media Aesthetics-* Herbert Zettl
5. *Sound Design(The expressive Power of Music, Voice & Sound effects in cinema)* by David Sonnensehein

FICTION TO READ:

6. *Manto: Selected Short Stories.
7. *Saadat Hasan Manto Ki Kahaniyan
8. *Short Stories by O. Henry
9. *Panchatantra Collection by Vishnu Sharma
10. *Stories by Premchand
11. *Premchand ki kahaaniyan

POETS TO READ:

12. William Carlos William
13. Pash (Avtar Singh Sandhu)
14. Nida Fazli
15. Bhawani Prasad Mishra

FILMS:

16. *Children of Heaven*
17. *Aparajito*
18. *Bicycle Thieves*
19. *Rashomon*
20. *Fandry*
21. *Duel*
22. *Qissa*
23. *Seven*
24. *Psycho*
25. *Modern Times*

PREPARED by:
Meghna Shrivastav
Deepti Khurana

INPUTS by:
Mahesh TP
Deepti Khurana
Meghna Shrivastav
Debasis Roy
Jatinder Sharma
Indranil Ghosh
Mahendra Pradhan
Keshav
Ajay Kumar
Dushyant
Anuradha
Mauleenath

Module Title: BODY –I

CODE: IFP-105

No.of credits: 03

Faculty Team: Anuradha Majumdar, Ajay Singh, Meenu Hooda and

Assessment: Master Assignment and Diary + Participation of student throughout the module + Understanding of the student.

DAY WISE CONTENT FOR ENSEMBLE ACTION-I (IFP 2017)

Faculty- Anuradha Majumdar and Ajay K. Singh (with two Teaching Assistants)

Space- Actor Studio (GF) and Film Studio (GF)

DAY-1- ORIENTATION AND SELF-AWARENESS

(i) Opening up exercises and games

DAY-2- Voice, Sound and Rhythm

(i) Body

(ii) Breathing

(iii) Human Rhythm/Music/Sound

DAY-3- Senses and Composition

(i) Stage in the picture

(ii) Gesture

(iii) Posture

(iv) Composition

DAY-4- RITUAL CEREMONY

DAY-5 AND 6- MINIATURE OF LIFE

(i) A self-memoir; journey from macro to micro.

Department of Acting IFP 2017,SUPVA

DAY WISE CONTENT FOR IMPROVISATION-I (IFP 2017)

Faculty- Dushyant and Keshav Kumar (with two Teaching Assistants)

Space- Actor Studio (GF) and Film Studio (GF)

DAY-7- Introduction to Improvisation

(i) Impro. Games and Ex.

(ii) Body as a Tool

(iii) Word Impro.- “Shabad-Bhava”

DAY-8- Props. Improvisation

(i) Impro. Games and Ex.

(ii) Hand Props – Set Props Improvisation

(iii) Improvisation with “TIME”

DAY-9- Introduction Space and Time

(i) Improvisation with “SPACE”

(ii) Improvisation with “ACTION”

Day-10- Unity of Time, Space and Action

(i) Improvisation with Unity of TIME, SPACE and ACTION

DAY-11- Transformation of the character of TIME, SPACE and ACTION

DAY-12- Presentation of both Groups

List of reading materials:

1. Madhushala – Harivansh Rai Bachchan

2. Rashmi Nathi – Ramdhari Singh Dinkar (Novel)
3. Gunaahon Ka Devta – Dharamveer Bharti (Novel)
4. Nirmala – Munshi Prem Chand (Novel)
5. Maila Ananchal – Phanishwar Nath Renu
6. Kitne Pakistan – kamleshwar
7. Raag Durbari – Shri Lal Sukla (Novel)
8. Chandra Kanta – Deviki Nandan Khatri (Novel)
9. Chidambara – Sumitranandan Pant (Illustrious poems)
10. Kamayani – Jaishankar Prasad (Epic Poem)
11. Yama – Mahadevi Verma (Collection of Poems)
12. Maila Anchal – Fanishwarnath Renu
13. Volga Se Ganga – Rahul Sankrityayan (Collection of 20 Short Stories)
14. Godaan – Munsii Premchand
15. Pride and Prejudice – Jane Austen (Novel 1813)
16. Tess of the D’Urbervilles – Thomas Hardy (Novel 1891)
17. A Tree Grows in Brooklyn – Bety Smith (Novel 1943)
18. Rebecca – Daphne du Maurier (Novel 1831)
19. Bharat Ek Khoj – Pdt. Jawahar Lal Nehru
20. Revolution 2020 – Chatan Bhagat
21. Neeraj Ke Prem Goet – Gopal Das Neeraj
22. Kavita Ke Saat Rang – Gopal Das Neeraj
23. Geet Jo Gaye Nahin – Gopal Das Neeraj
24. Pushp Parijat Ke – Gopal Das Neeraj
25. Badar Baras Gaye – Gopal Das Neeraj
26. Ignited Minds – A.P.J. Kalam
27. Indomitable Spirit – A.P.J. Kalam
28. You are Born to Blossom – A.P.J. Kalam
29. Inspiring Thoughts – A.P.J. Kalam
30. Turning Points – A.P.J. Kalam
31. Mansarowar Part – 1 – Munsii Premchand
32. Selected Poetry – John Keats (Oxford University Press, USA)
33. Harry Potter (Literary Series) – J. K. Rowling
34. Saayae Me Dhoop – Dushyant Kumar (Gazal Competition)
35. Ek Kanth Vishpai (एक कंठ विषपायी)– Dushyant Kumar (काव्य नाटिका)
36. Surya Ka Swagat – Dushyant Kumar (Poem Competition)
37. Gulliver’s Travels – Jonathan Swift
38. Malgudi Days – R.K.Narayan (Short story collection)
39. Personality – Rabindranath Tagore
40. Gitanjali – Rabindranath Tagore
41. Kabuliwala – Rabindranath Tagore (short story)
42. The Jungle Book – Rudyard Kipling (collection of short stories)

NON-CORE MODULES
(COMPUSORY)

ART AND AESTHETICS-1

STRUCTURE DESIGN-1

ENVIRONMENTAL SCIENCE

LANGUAGE COMMUNICATION (HINDI &ENGLISH)-1

COMPUTER APPLICATIONS-1

Module Title – Indian Art
Course Title: Introduction to the Art History and Aesthetics –I
Course credits: 03
Course Code: IFP-106
Faculty: Sudhanshu Nautiyal
Module Assessment: (Examination and Assignments)

Method of Delivery

- 1: Lecture with PPT.
- 2: Interaction with students.

Introduction to the module – Overview / Abstract

The intention of this course is to introduce to Indian art to the beginners. The course covers Indian Art from Earliest period to the twelfth century A.D.

The Aim – (What is the Learning Takeaway for the Students)

It is important for an artist to develop connection with the major artistic accomplishments of the past. The aim here to help the beginners develop a deeper connection between Indian culture and Indian art.

Day 1

- (a) Introduction to famous objects of art from past and present. (b) Difference between art and craft (c) what do we notice when we connect to the art objects? (d) Art as a reflection of past and present societies

Day 2 and Day 3

- (a) Introduction to stone age paintings at Bhimpetika. (b) Introduction of bronze age civilizations. (c) Rise of Indus valley civilization in the Indian subcontinent. (d) Geographical setting of Indus valley. (e) Main features of city planing. (f) Major objects found in archaeological excavations in this region. (g) Causes of destruction of this civilization.

Day 4 and Day 5

- (a) Vedic and post Vedic age. (b) The Geographical setting of Vedic age. (c) Major developments in Vedic age and the Vedic literature. (d) The rise of Mauryan Empire. (e) Ashoka and the royal arts. (f) Mauryan arts and connection with Buddhism. (e) Pillars and Stupa's. (f) The influence of Achemanian art on Mauryan art. (g) secular art of this period.

Day 6 and Day 7

Assessment of students: (written assignments were given and checked in the class to evaluate if students are understanding and expressing properly).

Class 8

(a) Sunga art. (b) Introduction to Buddhism. (c) Jataka stories and major narratives of this period. (d) The carving at the railiang and torana in Sanchi and Bharhaut during this period. (e) The beginnings of rock cut caves in the Western Ghats. (f) Terracotta images of this period.

Class 9

(a) development of the Image of Buddha in the Post-Sunga period. (b) The influence of Greek art on Gandhar school of art. (c) Mathura school of art. (d) Introduction to Saka, Pathians and Andra Dynasty (From first to third century A.D.).

Class 10

(a) Early temples of Gupta period. (b) The Vastu myth and its role in temple building. (c) The role of symbolism in Hindu temple architecture. (d) How to read temple plans. (d) Major developments in temple plans. (e) Introduction to temple vocabulary.

Class 11

(a) Introduction to Ajanta caves. (b) Geographical setting of caves. (c) Discovery of caves in 1814. (d) Architectural development in Chaitya. (e) Mahayana Buddhism. (f) Major sculptural and painting developments at Ajanta. (e) Introduction to Chola Bronze.

Class 12

An educational visit scheduled for National Museum, New Delhi.

Books

1. Huntington, Susan, The art of Ancient India.
2. Roland, Benjamin, The art and Architecture of India.
3. Brown, Percy, Indian architecture- Buddhist, Jain and Hindu period.

Module Title – Structure Design-1

Course Code: IFP-109

Faculty: Vikas

Module Assessment: (Examination and Assignments)

Aim- to understand the basic Principles of structural mechanics for understanding of structural system and Design.

Week-I/ Week-II – Introduction of structure Design and forces in structure.

- Definition of stress & strain and their types

Week-III – Loads in structure & their types.

- Point load
- Uniform distributed load
- Uniform varying load

Week-IV -Introduction & types of supports

- Practical exercise – hands on activity/ model

Week-V/Week VI - Introduction & types of beams.

- Practical exercise – Model making of beams.

Week-VII/VIII – Theoretical inputs – center of gravity & Centroid

- Practical exercise – Model making about C.G

Week-XI/ Week-X/ Week-XI -Shear force and bending moment

- Theoretical exercise – Introduction & Sign convention of Shear force and bending moment.

Rules to draw Shear force diagram and bending moment diagram

- **Practical Exercise-** Numerical problems of S.F & B.M

Week-XII – A written test was conducted in class

Week-XIII/ Week-XIV/ Week-V – Introduction of truss and forces in truss & their types

- Practical exercise – Numerical problems
- Models of Truss
- Models of Truss bridges

Week- XVI – I.S: 875

- Theoretical exercise:- Introduction about I.S: 875

Week-XVII – Movements in structure

Module Title – Environmental Science

Course Code: IFP-111

Units/Modules:5 Units

Faculty: Pradeep Atri

Module Assessment: (Examination and Assignments)

Course Overview : Course intends to acquaint the students with issues related to environmental problems and train the students to locate and comprehend environmental issues.

Aim : To develop an awareness about environmental issues to create cognitive capacity and resourcefulness in students.

Course Delivery Schedules: Week 1, 2 & 3- Unit 1

Week 4, 5 &6- Unit 2

Week 7, 8 &9- Unit 3

Week 10, 11 &12- Unit 4

Week 13, 14 & 15- Unit 5

UNIT 1: ENVIRONMENTAL AWARENESS

Unit Overview : Introduction to environmental Science. It's Definition, scope, importance and need for public awareness.

Learning Objectives : To develop understanding of multidisciplinary nature of environmental science

LESSON PLAN

Week 1 – Day1 : Environment and Natural Processes

Theoretical inputs : Introductory lecture on Environmental science. Detail discussion on the Environment and natural processes like weather (e.g. storms), geological (e.g., earthquakes) and hydrological events (e.g., floods).

Practical Exercises/Assignments:

Week 2 - Day 1 : Environmental issues

Theoretical inputs : Concept of Sustainable Development, Issues affecting future development

Practical Exercises/Assignments:

Week 3 - Day 1 : Importance and need for public awareness

Theoretical inputs : Discussion on various awareness programs, Case studies

Practical Exercises/Assignments:

UNIT 2 : NATURAL RESOURCES & BIODIVERSITY

Unit Overview : To introduce the Renewable and non-renewable resources, Forest resource, consequences of deforestation, floods and draughts, equitable use of resources for sustainable development, Dams benefits and problems.

Learning Objectives : To develop understanding on availability of Natural Resources and their status.

LESSON PLAN

Week 4 – Day1 : Natural Resources

Theoretical inputs : Types of Renewable and non -renewable resources
Practical Exercises/Assignments:

Week 5 - Day 1 : Forest resource, consequences of deforestation, floods and draughts, equitable use of resources for sustainable development, Dams benefits and problems.

Theoretical inputs :
Practical Exercises/Assignments:

Week 6 - Day 1 : Biodiversity: ecosystem diversity, threats to biodiversity, conservation of biodiversity

Theoretical inputs :
Practical Exercises/Assignments:

UNIT 3 : ECOSYSTEM

Unit Overview : To introduce concept of an ecosystem and various related theories.

Learning Objectives : To develop understanding of an ecosystem and how it functions.

LESSON PLAN

Week 7 – Day1 : Concept of an ecosystem, structure and function of an ecosystem.

Theoretical inputs :
Practical Exercises/Assignments:

Week 8 - Day 1 : Producer, consumer and decomposer, energy and nutrient flow biogeochemical cycles.

Theoretical inputs :
Practical Exercises/Assignments:

Week 9 - Day 1 : food chain, food web, ecological pyramid

Theoretical inputs :
Practical Exercises/Assignments:

UNIT 4: ENVIRONMENTAL POLLUTION & SOCIAL ISSUES

Unit Overview : To introduce the Renewable and non -renewable resources, Forest resource, consequences of deforestation, floods and draughts, equitable use of resources for sustainable development, Dams benefits and problems.

Learning Objectives : To develop environmental sensitivity in students.

LESSON PLAN

Week 10 – Day1 :Segments of environment, sources, pathways and fate of environmental pollutants, causes of environmental pollution , physical ,chemical and biological transformation of pollutants , population explosion, environment and human health, human rights, value education ,women and child welfare.

Theoretical inputs :
Practical Exercises/Assignments:

Week 11 - Day 1 : Air Pollution

Theoretical inputs : Various segments of atmosphere and their significance, classification of air pollutants, toxic effects, sampling and analysis, stationary and mobile emission, sources and their control,

photochemical smog ,sulphurous smog, greenhouse effect, global warming, ozone depletion, Air (prevention and control of pollution) Act(10).

Practical Exercises/Assignments:

Week 12 - Day 1 : Water Pollution

Theoretical inputs : Water resources ,sources of water pollution ,various pollutants, their toxic effect, portability of water , municipal water supply , disinfection, characteristics of waste water, primary and secondary waste water treatment, BOD and COD measurement and their significance ,rain water harvesting ,water shed management, Water (pollution and control) Act.(12)

Practical Exercises/Assignments:

UNIT 5 : HUMAN POPULATION & ENVIRONMENT

Unit Overview : Concept of Sustainable Development; Issues affecting future development (population, urbanization, health, water scarcity, energy, climate change, toxic chemicals, finite resources etc.); Environmental units

Learning Objectives :-

LESSON PLAN

Week 10 – Day1 : Concept of Sustainable Development

Theoretical inputs :

Practical Exercises/Assignments:

Week 11 - Day 1 : Issues affecting future development (population, urbanization, health, water scarcity, energy, climate change, toxic chemicals, finite resources etc.)

Theoretical inputs :

Practical Exercises/Assignments:

Week 12 - Day 1 : Practical

Theoretical inputs :

Reading/ Viewing Materials:

Books

- Sharma and Kaur, Environmental Pollution
- De, Environment Chemistry
- Davis M. L. and Cornwell D. A., “Introduction to Environmental Engineering”, McGraw Hill, New York 4/e
- Masters G. M., Joseph K. and Nagendran R. “Introduction to Environmental Engineering and Science”, Pearson Education, New Delhi. 2/e

Module Title – Language Communication (Hindi)-I
Course Code: IFP-108
Course Credits: 03
Faculty: Dr.Satish Kumar
Module Assessment: (Examination and Assignments)

हिंदी भाशा (सृजनात्मक हिंदी)

विशय-क्रम

1. हिंदी वर्णमाला (अ से झ तक)
2. मानक हिंदी वर्तनी (ध्वनि चिह्न एवं मात्राएं)
3. हिंदी भाशा की ध्वनियाँ एवं उनका उच्चारण
4. षब्द षक्तियाँ – अभिधा लक्षणा, व्यंजना
5. षब्दकोष:- उपयोग विधि और परिचय
6. सम्प्रेषण कौशल
7. कुछ महत्वपूर्ण हिंदी भाशा संबधी वेबसाईट
[णीपदकपेंउंलण्बवउए ण्डींतंजकतींदण्बवउए ण्तरंडींण्बवउए ण्रंदेंजजंण्बवउ](#)
8. पत्र-लेखन एवं लेखन प्रक्रिया (विष्वविद्यालय के पदाधिकारियों का संदर्भ)
9. कैसे बनती है कविता
10. कोषिष करने वालों की हार नहीं होती (कविता) – हरिवंषराय बच्चन
11. मेला जाएंगे (बाल कविता) – रवेंद्रकुमार रवि
12. मोबाईल में उगा जंगल (कहानी) – आषा षर्मा
13. दामिनी एवं क्रान्तिवीर फिल्म के डायलॉग (भाशा का संदर्भ)
14. वजूद का संकट (वैचारिक लेख) – रोहिणी अग्रवाल (भाशा का संरचनात्मक प्रयोग)
15. कथा के बिना कहानी (वैचारिक लेख) –सुरेष कुमार (भाशा का संरचनात्मक प्रयोग)
16. पारिभाषिक षब्दावली (निर्धारित 50 षब्द)
17. भाषण (लेखन प्रक्रिया एवं वाचन)

Module Title – Creative Writing in English-1

Course code: IFP-108A

Faculty Team: Sakshi Dagar

Module Assessment: Self-written pieces of works (poetry/ prose/ play/ article) accompanied with a sketch or illustration, which catches the mood of the work. And semester ending Examination

Introduction to the module – Overview / Abstract

A piece of Art and the Artist are two entities coherently dependent on each other. It has been believed that it is a symbiotic relationship, which flourishes on its own, without much interference from the outer environment. However, in this fast changing world, even Art has not been left untouched by competition and a deep need for a better way of expression of the artist's self and making him competent enough to take the market head on has been felt. This module emphasizes on Creativity and it has been designed to overcome hindrances arising due to lack of knowledge of a widely used and understood language i.e.; English. Hesitation, under confidence, poor vocabulary and to build analytical skills along with the desire to stimulate students' imagination and power to think and create their own body of work.

The Aim – Detailed Note (What is the Learning Takeaway for the Students)

There are 4 basic aspects of Language and its applications that will be explored in this Module:

- A. Grammar: Basic understanding of Grammar in order to construct error free sentences and smooth conversations. Tenses, articles and set of antonyms and synonyms which are frequently used. (These words will be put to use during character analysis, situation descriptions and various periodic submissions).
- B. Reading: A work on pronunciation, punctuation, voice modulation through poetry recitation, play read outs and short story narrations.
- C. Speaking: Day to day conversations, paper and power point presentation, classroom and public speaking activities.
- D. Writing: Grasp over the art and technique of poetry, short stories, book reviews and letters.

The Content – (The Extent of what will be covered)

Part A (semester 1)

- What is poetry?
- Difference between poetry and prose
- Different thematic concerns explored in poetry
- Explanation of Poetic devices like metaphor, simile, onomatopoeia, hyperbole, alliteration, imagery (visual, olfactory, auditory, gustatory etc)
- 15 poems with different thematic concerns and styles:
 1. Bosom Friend (Hira Bansode), Dalit writing
 2. Girl (Jamaica Kincaid), befitting example of Prose poem. *
 3. Good Bye Party for Miss Pushpa T.S. by Nissim Ezekiel *
 4. Night of the Scorpion by Nissim Ezekiel*
 5. Marriages are Made by Eunice De Souza*
 6. Eat Your Words by Benjamin Zephaniah
 7. General, Your Tank by Bertolt Brecht *
 8. At the Lahori Karhai by Imtiaz Dharkar (exploring the subliminal, disporic human existence)
 9. Purdah by Imtiaz Dharkar *
 10. The Hawk in the Rain by Ted Hughes
 11. Phenomenal woman by Maya Angelou
 12. A crystal Forest by William Sharp

Part B (semester 1 + 2)

- What is story?
- Setting, characters, identification of social and political scenario
- Difference between story and plot and the conflict inherent in the plot
- Explanation and identification of exposition, rising action, climax, denouement etc
- Flat and round characters, narrative and its kinds
- 5 short stories encompassing the various continents and their culture.

Part C (To be taken up in 2nd semester)

- What is Drama?
- Difference between story and drama
- Difference between acts and scenes
- Plays themed on Realism, naturalism,

Part D

GRAMMAR + VOCABULARY

1. TENSES *
2. PREPOSITIONS
3. WORDS OF DAY TO DAY USE (Around 5-10 words covered in each class)

Short stories to be covered:

1. Dog of Tetwal by Saadat Hasan Manto *
2. Toba Tek Singh by Saadat Hasan Manto
3. Kallu by Ismat Chughtai*
4. The Bet by Leo Tolstoy
5. Deliverance by Premchand
6. MORE SUGGESTIONS ARE WELCOME

- Indicates topics covered

Module Title – Computer Applications-1 (IT Skills)

Course code: IFP-107

Faculty Team: Bhupender Singh

Module Assessment: Examination

Aim : Aim of the module is to impart basic computer skills by introducing them to various commonly used softwares.

Class 1: Introduction to Microsoft Word and Basic Commands

Class 2: Microsoft Word Toolbars and its Basic Functions

Class 3: Introduction to Microsoft Excel and Basic commands

Class 4: Microsoft Excel Toolbars and its Basic Functions

Class 5: Microsoft Excel -How to make a Table

Class 6: Microsoft Power Point Basic functions & Commands

Class 7: In Microsoft power point- How to make PPT

Class 8: Introduction to Photoshop

Class 9: Practice

Class 10: Practice

Nomenclature and Total Marks of Subjects taught in IFP: Semester 1

SUBJECT CODE	CREDITS	CONTENTS	Marks		Total
			INT	EXT	Marks
IFP-101	03	Basic Design-I	100	100	200
IFP-102	03	Drawing-I	100	100	200
IFP-103	03	Light & Colour-I	100	100	200
IFP-104	03	Movement & Time (Film)-I	200	0	200
IFP-105	03	Body (Acting)-I	200	0	200
IFP-106	02	Art History & Aesthetics-I	50	50	100
IFP-107	01	Computer Applications-I	100	0	100
IFP-108	02	Language Communication (Hindi)-I	25	25	50
IFP-108A	02	Language Communication (English)-I	25	25	50
IFP-109	02	Structural Design -1	50	50	100
IFP-110	03	Building Construction & Materials-1	100	100	200
IFP-111	00	Environmental Science	00	00	00
Total Credits	27	Total Marks			1600

Note: These lesson plans are being worked upon, and the contents of this document may be updated periodically. Students are advised to check the SUPVA website regularly for updated content.