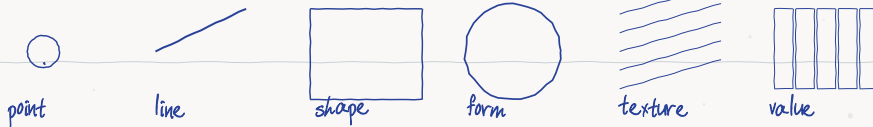


Visual Art and Design

This chapter explains how an artwork is built. Elements are like ingredients in a recipe. Principles are the way those ingredients are arranged.

The textbook compares this with halwa. Flour, sugar, ghee and water must be combined well. Art also needs correct mixing.

visual elements



- * Elements include point, line, shape, form, colour, value, texture and space.
- * Principles help these elements communicate ideas and emotions.

Revision anchor: elements, Shadanga, principles, observation journal.

Point and Line

A point is a dot. It is the smallest visible element in any visual. Many points can create pattern, texture or direction.

- * A line is the visible path joining two points
- * Lines may be horizontal, vertical, diagonal, dashed, wavy or zig-zag.
- * Lines can be thin, thick, light, dark, calm or energetic.

Exam memory

Point = smallest visual mark

Line = path made by a moving point.

Line type can suggest mood.

Shape and Form

A shape is a flat two-dimensional area enclosed by a line. It can be geometric like a square, or organic like a leaf.

A form is a three-dimensional shape. It occupies space and has depth. Forms can be made by arranging many shapes together.

Shape

flat area

two-dimensional

circle, triangle

seen on paper

Form

has depth

three-dimensional

sphere, cone

occupies space

The Lion Capital is used in the chapter to notice form, depth and volume.

Texture

Texture means the surface quality of an object. It can be physical, which we sense by touch, or visual, which we understand by looking.

- * Physical texture: soft cloth, rough stone, grainy wood or prickly seed.
- * Visual texture: dots, lines and patterns that only suggest surface feel.
- * Texture makes a flat artwork feel richer and more alive.

Observation cue

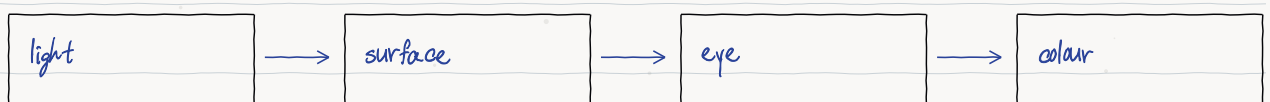
Ask: What would this surface feel like?

Then ask: How has the artist shown that feel?

Colour

Colour is visible when light is reflected and perceived by our eyes. Artists may use natural pigments or synthetic colours.

- * Natural colours may come from minerals, plants, soil or other materials.
- * Synthetic colours are made through planned processes.
- * Colour can create mood, focus, identity and symbolism.



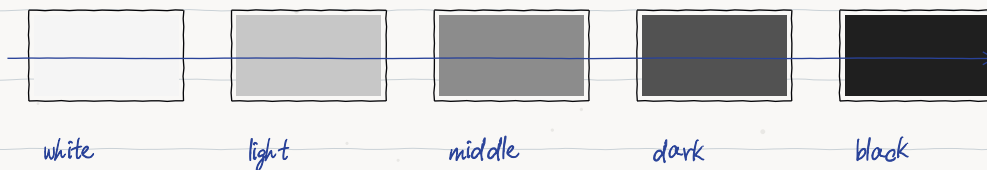
The chapter asks students to guess which natural materials may have made colours in an artwork.

Value or Tone

Value means how light or dark a colour looks. It helps us see depth, shadow, volume and mood.

- * Adding white to a colour makes it lighter. This is called a tint.
- * Adding black to a colour makes it darker. This is called a shade.
- * Gradation means a slow change from light to dark.

value scale: tint to shade

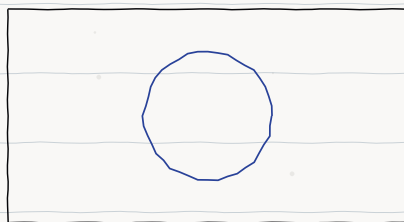


Space

Space is where visual elements are organised to create an artwork. Space decides placement, distance, emptiness and focus.

- * Positive space is the main object or form.
- * Negative space is the empty or surrounding area.
- * Foreground is near the viewer. Background is behind the main subject.

positive and negative space



object



surrounding

Activity 15.1

The first activity asks us to identify visual elements in artworks around us. The aim is careful seeing, not memorising only definitions.

- * In maandana wall art, observe line, shape, pattern, colour and texture.
- * In a Thanjavur style plate, notice line work, texture and decorative form.
- * In embroidered tapestry, observe colour, pattern, thread texture and repeated shapes.

Answer format

Name the artwork or object.

List 3 to 4 visible elements.

Add one evidence phrase.

Modern Indian Artists

The chapter introduces modern Indian artists who were inspired by Indian art traditions. Their work helps us see elements in real artworks.

Artist	Work and medium
Jamini Roy	Mother and Child, tempera
Meera Mukherjee	Spirit of Daily Work, bronze
S. H. Raza	Untitled, aquatint

- * Jamini Roy: East Asian calligraphy, terracotta temple friezes, folk arts and crafts.
- * Meera Mukherjee: Dhokra metal work.
- * S. H. Raza: Indian forest landscapes and Bindu.

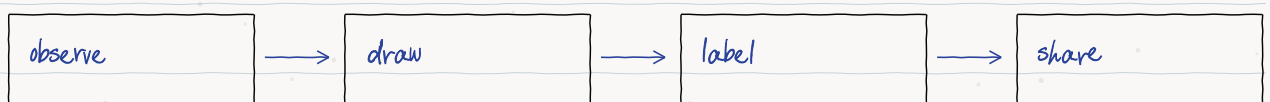
Connect each artist with visible elements such as point, line, shape, form, colour, texture or space.

Revision anchor: elements, Shadanga, principles, observation journal.

Activity 15.2

The journal activity asks students to draw objects, plants, textiles and architectural details from their surroundings.

- * Fill pages every day for a week
- * Write the visual elements seen in each drawing
- * Share the journal and discuss observations.

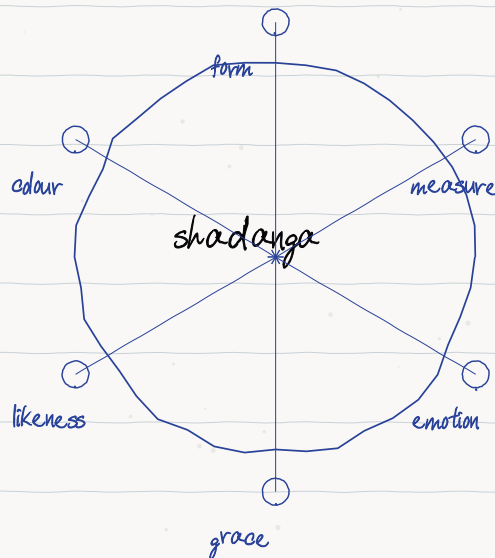


A good journal uses real observation from everyday life, not copied pictures.

Shadanga

Shadanga means six limbs of art. The idea is described in the Vishnudharmottara Purana and explains how to combine visual elements tastefully.

The chapter compares it with cooking. Food tastes good when ingredients are mixed in the right proportion and cooked properly.



Six Limbs of Art

- * **Roopabhedah**: difference between forms.
- * **Pramanani**: measurement and structure.
- * **Bhava**: expression and emotion.
- * **Lavanya Yojanam**: aesthetic composition and grace.
- * **Sadrishyam**: similitude and resemblance.
- * **Varnikabhangam**: use of tints and colours.

Quick line

Shadanga joins form, measure, emotion, grace, likeness and colour technique.

Principles of Design

Well-composed visuals communicate ideas and emotions effectively because they follow principles of visual art and design.

- * Unity and harmony bring elements together pleasingly.
- * Balance gives visual stability.
- * Rhythm and movement guide the viewer's eye.
- * Emphasis makes one element stand out.
- * Proportion compares sizes. Hierarchy orders importance.

Unity and Harmony

Unity means parts feel connected. Harmony means the connected parts look pleasing together. Repeated colours, related shapes and a shared style help.

- * Too many unrelated elements can make the visual confusing.
- * A repeated colour group can hold a composition together.
- * Harmony does not mean everything must be identical.

In Jamini Roy painting

Observe colour distribution.

Look at repeated lines and shapes.

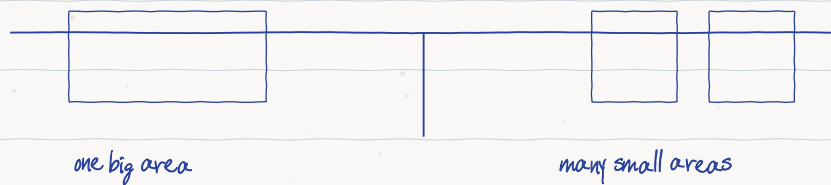
See NCERT p. 113 image while revising.

Balance

Balance gives visual stability. One large shape on one side may be balanced by many smaller shapes on the other side.

- * Symmetrical balance uses similar weight on both sides.
- * Asymmetrical balance uses different elements with equal visual weight.
- * In the Mother and Child painting observe posture and placement.

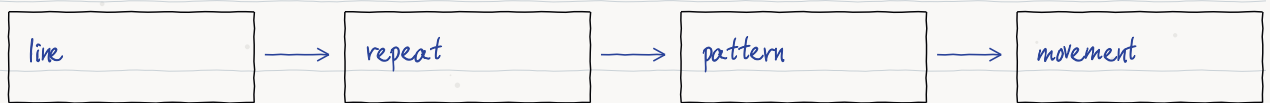
balance in a composition



Rhythm and Movement

Rhythm and movement guide our eyes from one part of a visual to another. They are created through pattern and repetition.

- * Repeated stems, folds, lines or shapes can create rhythm.
- * Curved lines may make the eye move gently.
- * Diagonal lines may suggest action or speed.



Use evidence: mention what repeats and where your eye travels.

Emphasis

Emphasis is created by making one visual element stand out. It tells the viewer where to look first.

- * Emphasis can be made by colour, size, contrast, placement or detail.
- * The chapter points to the coloured palm holding the flower.
- * In Jyoti Bhatt's Devi, the red bindi is an example of emphasis.

One-line answer

Emphasis is the focal point.

It stands out from surrounding elements.

Check NCERT pp. 113-114 examples.

Proportion

Proportion is the relationship between sizes of different visual elements. It affects beauty, meaning and emotion.

- * A very large figure can show importance or power.
- * A small figure can show tenderness, distance or dependence.
- * In Mother and Child, compare the size of the baby with the mother.

Question

largest part

smallest part

size contrast

body scale

source image

Look for

importance

relation

emotion

meaning

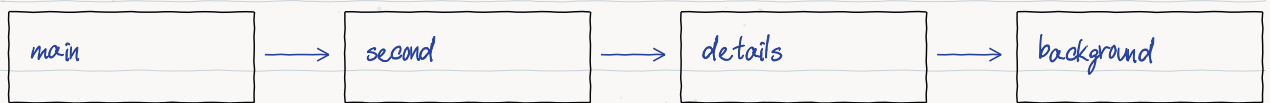
NCERT p. 173

Revision anchor: elements, Shadanga, principles, observation journal.

Hierarchy

Hierarchy is the order of importance in a visual. The most important part usually gets maximum space, stronger colour or central placement.

- * First focus: the part that catches the eye immediately.
- * Second focus: the next important detail.
- * Smaller details support the main idea.



In the textbook example, the mother gets maximum space, then the child, then surroundings.

Activity 153

This activity asks students to analyse artworks using design principles. Different students may notice different valid points.

- * Ganga sculpture: rhythm and movement through leg position and cloth pattern.
- * Devi by Jyoti Bhatt: emphasis through the red bindi.
- * For any artwork, write principle plus evidence.

Answer frame

Principle 1: name it with evidence.

Principle 2: name it with evidence.

Effect: how both change viewing

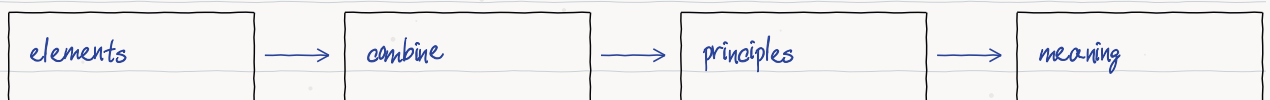
Activity 15.4

The final activity asks students to create a symbol or motif that represents themselves. The design should stay simple and go through many trials.

- * Take inspiration from nature, objects, letters or personal ideas.
- * Use symmetry or asymmetry to create balance.
- * Repeat an element to create pattern or movement.
- * Use size, thickness, colour and tone to show hierarchy.
- * Bring all parts together to create harmony.

Final Revision

- * Elements are the basic ingredients of visual art.
- * Point, line, shape, form, colour, value, texture and space build visuals
- * Shadanga explains six limbs of art from an Indian tradition
- * Principles arrange elements so ideas and emotions become clear.
- * The best answers name the principle and give evidence from the artwork



Assessment focus

Observe elements

Apply principles

Use materials carefully.

Revision anchor: elements, Shadanga, principles, observation journal.