



# Art-Integrated Pedagogy In Geography: A Multisensory Approach To Teaching Volcanic Eruptions

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## Abstract

This paper presents an innovative, art-integrated pedagogical method for teaching complex geographical concepts through multisensory engagement. The case study highlights a classroom demonstration on volcanic eruptions incorporating music, hands-on modeling, and creative expression. Conducted as part of the SAMMRIDHI National Event organized by NCERT-CIET, this approach aligns with the National Education Policy (NEP) 2020, emphasizing experiential, interdisciplinary learning. The overwhelmingly positive response underscores the potential of art-integrated teaching to enhance conceptual clarity and student engagement in geography.

## Keywords

Art-Integration, Geography Teaching, Volcanic Eruptions, Experiential Learning, NEP 2020, SAMMRIDHI, Multisensory Education, NCERT-CIET

## I. Introduction

NEP 2020 promotes experiential learning. Conventional teaching of volcanoes (definitions/diagrams) limits understanding. This study documents a creative classroom demonstration showcased at SAMMRIDHI (NCERT-CIET), representing Jammu & Kashmir.

## II. Objectives

1. To enhance the conceptual understanding of volcanoes through multisensory engagement.
2. To evaluate the effectiveness of integrating music, modeling, and art in geography education.
3. To align teaching practices with NEP 2020's experiential learning vision.

## III. Methodology

**Auditory Component:** Custom-composed audio track to simulate volcanic phenomena (bass for magma buildup, sharp sounds for eruptions). **Kinesthetic Activity:** Creation of a volcano model using clay, baking soda, vinegar, and food colors. **Collaborative Participation:** Students created their own sound effects to accompany the model. **Linguistic Reinforcement:** Rhythmic repetition of terms like “lava,” “magma,” “eruption” for better retention.

## IV. Pedagogical Framework

**Auditory Engagement:** Linking musical notes with geophysical processes. **Kinesthetic Learning:** Hands-on volcano model for anchoring abstract concepts. **Visual & Tactile Engagement:** Color and clay for various learning styles. **Linguistic Reinforcement:** Rhythmic terminology practice. **Multisensory Integration:** Combining art, science, and experiential learning principles.

## V. Discussion

Student engagement and participation improved compared to lecture methods. Students demonstrated enhanced conceptual clarity. Encouraged interdisciplinary thinking by blending music, science, and art. Aligned with NEP 2020's push for innovative teaching methods.

## VI. Conclusion

Art-integrated teaching methods in geography foster deep, meaningful learning. The demonstrated approach at SAMMRIDHI shows scalability across classrooms. Future initiatives should continue exploring art-science integrations to promote holistic education in India.

## VII. References

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