

ARTS EDUCATION



The Arts are organised expressions of ideas, feelings and experiences in images, music, language, gesture and movement. They provide for sensory, emotional, intellectual and creative enrichment and contribute to the child's holistic development. Much of what is finest in society is developed through a variety of art forms which contribute to the cultural ethos and sense of well-being of an individual.

Overview

Various policy documents have recommended Arts Education as an area of immense importance for the overall development of students. Report of the Education Commission (1952-53) emphasized the "release of creative energy among the students so that they may be able to appreciate cultural heritage and cultivate rich interests, which they can pursue in their leisure and later in life" and the Kothari Commission re-emphasized the role of arts in education and stated, "The neglect of arts in education impoverishes the educational process and leads to a decline of aesthetic tastes and values."

Arts education was always recommended as an important component of the school curriculum in all National Curriculum Frameworks. The NCF 2005 recommendations brought in the major shift giving Arts Education the status of a curricular area of school education from classes I to X on one hand and arts as an approach to learning to be integrated across the complete school curriculum on the other.

At International front, the UNESCO outlines the importance of Arts Education and its essential role in improving the quality of education. UNESCO's Road Map (2006) endeavors to define concepts and identifies good practices in the field of arts education, globally. It is meant to serve as an evolving reference document which outlines concrete changes and steps required to promote arts education in educational settings.

The Seoul Agenda (2010) is another important policy document of UNESCO on Arts Education. Its three Goals for the Development of Arts Education reflect that Arts education has an important role to play in the constructive transformation of educational systems that are struggling to meet the needs of learners in a rapidly changing world characterized by remarkable advances in technology on the one hand and intractable social and cultural injustices on the other.

Objectives of Teaching and Learning Arts

Education deals with human nature, which has its own potential and pace of growth. Its objective is not to mould, but to facilitate the individual to grow and develop into a creative and productive citizen. The aim is to make an individual free to make his/her own choices in life and grow holistically. In other words, education in general and Art Education in particular is a way for one to

grow and become sensitive to the beauty in nature, of social values and the aesthetic aspects of life as a whole.

The Objectives of teaching and learning Arts are:

- ✓ Awareness about oneself and one's immediate environment, from physical existence of objects to daily life experiences and their social importance.
- ✓ Development of individuality, sense of self and self-identity including personal identity and social identity.
- ✓ Opportunity for experiential learning through exploring, appreciating, creating, imagining and expressing.
- ✓ Develop sensory, kinaesthetic, psycho motor and affective abilities.
- ✓ Develop cognitive abilities such as imagination, divergent thinking, critical and reflective thinking.
- ✓ Develop an understanding of art materials, methods, tools & techniques, and of processes to communicate and express ideas and feelings in different ways.
- ✓ Develop a non-verbal means of communicating ideas and seeing relationships to reinforce verbal learning.
- ✓ Develop the sensory and other skills in differently abled children (children with special needs) so as to include them in to the mainstream of the process of art learning with normal children.
- ✓ Appreciation of India's heritage and cultural diversity, and that of the world.
- ✓ Develop humane values of peaceful co-existence with nature and other human beings.

Art Education Curriculum and Suggestive Pedagogical Guidelines

Art is essential for cognitive, affective and psychomotor development of every child. It also helps them in modes of expression, visualizing, scenario building, creative problem solving, divergent, critical and reflective thinking. Arts education enhances a child's ability to understand their traditional art heritage as a national treasure and conserve and preserve it. Experiencing arts and its explorations during the school years give them avenues to nurture creativity which makes them contributing citizens.

The Curriculum of 'Art Education' is delimited to the 'Visual Arts', which consists of; 2-D work such as; Drawing, Painting, Printing, Still-life, pen & Ink, Collage, Paper-craft, Photography, Animation, Graphic-designing etc. and 3-D work such as; Mask making, Clay-modelling, Puppet making, Sculpture, Installations etc.

Stage wise/class wise pedagogical guidelines are given in detail alongside the theme charts of curriculum outcomes, with general guidelines to assist teachers / facilitators plan and conduct the teaching learning experiences better are as given below;

Pedagogical Guidelines -Primary Level

At the primary level children develop an understanding of the school and its environment as their first introduction to a formal setup. Art is known to be the best tool to cater to the needs at this stage and adds to the learning and development of children.

Profile of the learner

Children at this stage are between the ages of 6 to 11 years (varying from 5+ to 10+ in some cases). They move into the world of fantasy, increased curiosity, take initiatives on their own, and start developing skills. They are hyperactive with high levels of physical energy, start understanding different identities, they pick up personality traits and associate themselves with their role models.

Their participation in art experiences increase with liking for analytical thinking and appreciation. At this stage, children prefer to work in groups / teams. They start questioning their own work and this can be used for developing self-assessment and peer assessment among themselves.

Content and Methodology

Content is based on self, family, school and the immediate environment. Methodology – At primary level for teaching and learning arts can be used creatively to channelize the high energy levels of children by exposing them to different art forms such as; drawing & painting, rangoli, sand art, clay-modeling, printing, paper crafts, constructing and sculpting, crafts etc. Outside activities such as: field trips to zoos, gardens, parks, fire station, post office, museums, fairs etc. are an important component to learn about their immediate environment at this level. Encourage participation in community celebrations, festivals and visits to the place of work of artists and artisans to give them better exposure of our cultural diversity. Collaborative learning can be promoted to ensure the inclusion of differently abled children. Teachers should ensure that children of different learning abilities are grouped together while making teams.

All activities, whether individual or group, should be evaluated and tools and techniques recommended should include: observations, interactions, portfolios, displays, sketch books, scrap-books, presentations etc.

Visual Arts Education

Visual Arts education is the area of learning that is based solely on the kind of art that one can see which includes drawing, painting, print making, collage, textiles, sculpture, artefacts and design in jewellery, pottery, weaving, fabrics, etc. and design applied to more practical fields such as commercial graphics and home furnishings.

Drawing



Drawing is a means of making an image, using any of a wide variety of tools and techniques. It generally involves making marks on a surface by applying pressure from a tool, or moving a tool across a surface using dry media such as graphite pencils, pen and ink, inked brushes, wax colour pencils, crayons, charcoals, pastels, and markers.

Painting



Painting is the practice of applying paint, pigment, colour or other medium to a solid surface. The medium is commonly applied to the base with a brush, but other implements, such as knives, sponges, and airbrushes, can also be used. Painting is a mode of creative expression, and the forms are numerous. Drawing, gesture, composition, narration, or abstraction, among other aesthetic modes, reflect the expressive and conceptual intention of the artist.

Print making



Print making is the process of making artworks by printing, normally on paper that involves the making of a work of art by transferring ink from the surface upon which the work was originally drawn or otherwise composed to another surface.

Collage



Collage is a technique of an art production, primarily used in the visual arts, where the artwork is made from an assemblage of different forms, thus creating a new whole. A collage may sometimes include magazine and newspaper clippings, ribbons, paint, bits of coloured or handmade papers, portions of other artwork or texts, photographs and other found objects, glued to a piece of paper or canvas.

Textiles



Textiles are arts and crafts that use plant, animal and or synthetic fibres to construct practical or decorative objects. The textile arts also include those techniques which are used to embellish or decorate textiles – dyeing and printing to add colour and pattern; embroidery and other types of needlework; tablet weaving; and lace-making.

Three Dimensional Work



Three-dimensional art design is comprised of three main elements: balance, proportion and rhythm. Balance denotes visual balance and not the actual ability to stand upright. Proportion refers to the various parts of the three-dimensional object. The parts need to give the appearance of belonging together. Rhythm is the repetition of line or shape within the overall form.

Art & Artefacts

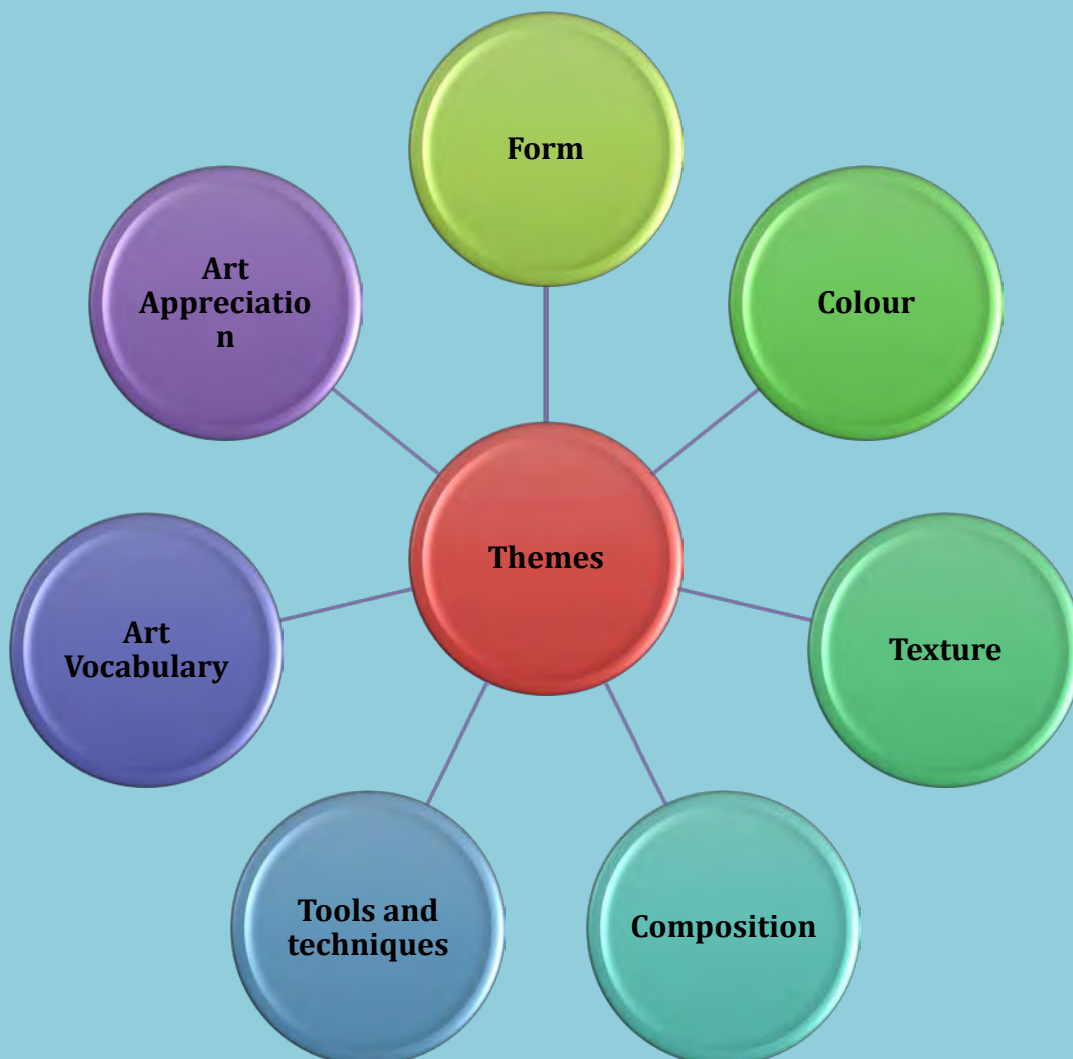


An artefact is something made or given a shape by man, such as a tool or a work of art, especially an object of archaeological interest. Examples include stone tools, pottery vessels, metal objects such as weapons, and items of personal adornment such as buttons, jewellery and clothing.

Suggested Resource List

1. Drawing : Pencil, Chalk, Wax Crayons, Brushes and Pens
2. Painting : Powders, Tempera, Posters, Inks, Natural Dyes
3. Print Making : Potato, And Other Vegetables, Card, Woodspring
4. Collage : Paper, Card, Fabric, Threads, Feathers, Wood, Metal,
5. Textile Experience : Threads, Fibres Fabrics (Knotted, Woven, Patterned, Dyed, Embroidered, etc.)
6. Three Dimensional : Clay, Plasticine, Dough, Junk, Modelling, Wood, Styrofoam, Sculpture etc.
7. Response to Artefacts : Displays, Visits, Objects, Drawings, Paintings, Sculpture, Reproductions etc.

The themes being focussed on in the syllabus for Arts Education for Classes I to V, are presented in the diagram given below. There are totally seven themes.



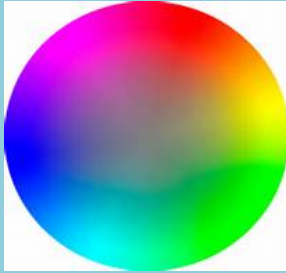
Theme 1



Form

Forms; Lines, shapes and sizes of the objects in the immediate surroundings/environment, both natural and man-made.

Theme 2



Colour

Colours and naming them after common objects /flowers /fruits / vegetables /animals etc. Understanding and using the characteristics of colour – hue, tint, shade

Theme 3



Texture

Different surfaces; soft, smooth, hard, rough etc.

Theme 4



Composition

Organisation of 2-D and 3-D space, Artistic placement of colours and forms, installation of 3-D objects, painting landscapes/ seascapes, composition based on seasons, sports, parks, situations, arranging patterns, making designs etc. Identification of different kinds of symmetry as types of balance – radial, symmetrical and asymmetrical

Theme 5



Tools and Techniques

Use of flat and round brushes, exploring 2-D and 3D methods & materials, such as; drawing, painting, printing, collage making, paper crafts, clay modelling, pottery, construction of objects & situations, mask making, etc.

Theme 6



Art Vocabulary

Identification of tools, papers and materials with their names. Names of techniques, such as: drawing, painting, folding, stretching, printing, block impression, spray work, blow painting and thumb painting. Names of colours, shapes, sizes, words of appreciation etc.

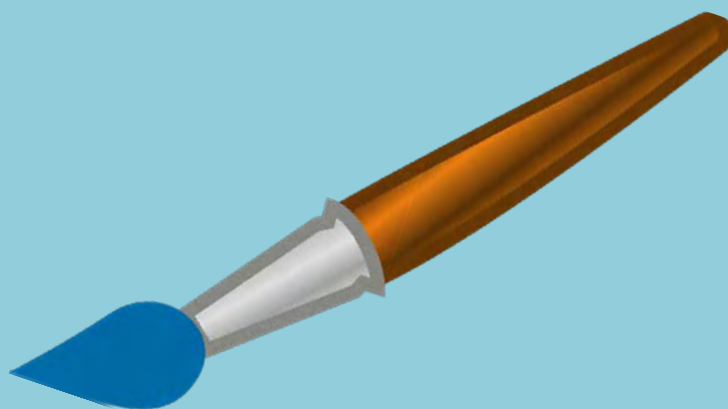
Theme 7



Art Appreciation or Responding to Artefacts and Nature

Appreciation of artefacts and nature around us, understanding of visual representation of objects, situations and concepts.

All the seven themes will be dealt with in the sequence given above in Classes I to III followed by Classes IV & V.



Theme 1: Form

The theme 'Form' is aimed at developing an understanding of line, shape and size of objects. The prime focus of this theme is to observe and identify lines and shapes in nature and in man-made objects from the immediate surroundings. Understanding of sizes such as: small, big, tall, huge, tiny etc., and creation of different forms with 2-D and 3-D materials. The process of identification of forms enhances skills, such as; observation, exploration, concentration and creative expression. Learning from this theme will be utilised for facilitating learning of language, EVS and Maths.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☑ identify and name different shapes of household objects, furniture items, buildings, plants and trees, etc.;
- ☑ draw and paint different shapes of different sizes on paper;
- ☑ make shapes of different sizes with clay;
- ☑ identify and draw lines namely; straight, curved, smooth, crooked, vertical and horizontal etc.;
- ☑ share and communicate (verbally and in writing) the details, i.e. name of the shape, size and line of objects;
- ☑ make images of objects, animals, trees, etc., using lines and shapes;
- ☑ identify the differences in sizes of objects, trees, buildings, etc., and create 2-D representation;
- ☑ demonstrate use of extended vocabulary related to theme;
- ☑ apply the experience of forms (in line, shape and size) with mathematics;
- ☑ engage and learn to observe and explore immediate surroundings for joy of knowing.

Theme – Form		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Knowledge on Lines, Shapes and Sizes. ➤ Lines, Shapes and Sizes in plants, trees, in buildings and objects. ➤ Differentiation between shapes, sizes and lines, their examples from immediate surroundings ➤ Draw and paint different shapes, different sizes and label them. ➤ Clay-model the form of a table, box, house, etc., using different shapes. ➤ Play quick games to draw 	<ul style="list-style-type: none"> ➤ Providing opportunities for sharing personal experiences by children. ➤ Facilitating guided observation and exploration of the school park/s, school building by the teacher. ➤ Initiating discussion on different shapes and sizes of objects in the classroom and in immediate surroundings. ➤ Providing opportunities to draw & paint, clay-model different forms, using different shapes and sizes. ➤ Providing an opportunity to observe picture cards (flash cards) and matching their drawings and clay-models for their appropriateness. 	<ul style="list-style-type: none"> ➤ Children's own learning experiences related with their toys, household objects, pets, nature etc. ➤ Art Room with working tables of appropriate height ➤ School building and garden ➤ Picture cards on shapes, sizes and lines. ➤ Drawing and painting materials, drawing sheets ➤ White board or classroom board ➤ Water colours

Theme – Form

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
images of different shapes. ➤ Integration of art experiences with learning of other subject, such as; language, EVS and Maths.	➤ Discussing the differences between shapes, sizes and lines with the whole class and in groups. ➤ Ice-breaker on quick draw of shapes and lines (10 seconds to each child) using class-board/white board. ➤ Involving children in origami activity to create different shapes. Integration with other subjects: ➤ Language Providing opportunities to make poems, songs on shapes, sizes and lines for developing verbal expression. ➤ EVS: Engaging children in the upkeep of the classroom after the art activity (to learn cleanliness, beautification and working together). ➤ Mathematics: <i>concept of lines and shapes, segregation and grouping of triangles, rectangles, circles, etc.</i>	➤ Potter's clay ➤ Origami paper ➤ Apron and towel

Life Skills: Cleanliness through participation, working together

CLASSES – IV & V

Learning Outcomes:

Children will be able to:

- ☑ identify different geometrical shapes in furniture items, school building, plants and trees and other objects.;
- ☑ draw and paint objects using different shapes of different sizes on paper;
- ☑ make objects using shapes of different sizes with clay;
- ☑ draw patterns using different lines namely: straight, curved, smooth, crooked, vertical and horizontal lines;
- ☑ share and communicate (verbally and in writing) the meaning of form;
- ☑ differentiate between geometrical and natural forms;
- ☑ demonstrate use of extended vocabulary related to the theme;
- ☑ link the experience and understanding of forms (in line, shape and size) with mathematics;
- ☑ engage and learn to observe and explore immediate surroundings for joy of knowing more.

Form

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Different geometrical shapes in furniture items, school building, plants & trees. ➤ Draw and paint different shapes of different sizes on paper. ➤ Create different forms with clay, ➤ Draw different patterns using straight , curved , smooth , crooked , vertical and horizontal lines. ➤ Linking the experience and understanding of forms (lines, shapes and sizes) with learning of concepts in other subjects. ➤ Observe and explore one's immediate surroundings for the joy of knowing more. 	<ul style="list-style-type: none"> ➤ Providing opportunities to children for sharing their personal experiences related with the theme. ➤ Encouraging children to create different forms, such as, my school, the playground I like, my chair, my classroom, furniture in my bedroom etc. in drawing or/and painting. ➤ Engaging children in clay modelling on themes of common interest, such as; drawing room furniture, means of transportation etc., in small groups. ➤ Encouraging children to creating their own patterns on objects made with clay. ➤ Organising discussions based on placards/ pictures/video clips on variety of forms. ➤ Conducting exercises on 'Who is Quicker' in drawing of household objects (10 seconds to each child) using class-board/white board. ➤ Encouraging children to participate in Origami: to create birds, animals, aeroplane, boat etc. <p>Integration with Other Subjects:</p> <ul style="list-style-type: none"> ➤ Language: Providing opportunities to make poems/ songs on objects to develop verbal expression. ➤ Science/SST: Engaging children in the upkeep of the classroom after the art activity (to learn cleanliness, beautification and working together). ➤ Mathematics: concept of lines, angles of triangles, rectangles, square, circle etc. in Maths. 	<ul style="list-style-type: none"> ➤ Children's own learning experiences related to their toys, furniture items, school building and nature etc. ➤ Picture cards/ placards on different forms. ➤ Drawing and painting materials. ➤ Potters clay. ➤ Art Room with working tables of appropriate height. ➤ White board or classroom board/s. ➤ Water colours. ➤ Potter's clay. ➤ Origami paper. ➤ Apron and towel

Life Skills: Creative expression.

Theme 2: Colour

The theme 'colour' is aimed at developing an understanding of different colours on the one hand and developing aesthetic sensibility on the other. The prime focus of this theme is to observe and identify colours in nature and in man-made objects. Understanding relationship of certain colours with plants, flowers, fruits and nature. For example, leaf green, sea blue & sky blue, bottle green, lemon yellow etc. Creation of different shades by mixing of two different colours. For example; mixing of red and yellow in equal quantity will create orange colour. The process of identification and understanding of colours enhances skills, such as; observation, exploration, experimentation and artistic expression. Learning from this theme will be utilised for facilitating learning of language and EVS.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☑ identify and name different colours of household objects, furniture items, flowers, vegetables, fruits, plants and trees;
- ☑ paint directly on paper with liquid (water based) colours;
- ☑ draw images (dry colours) of their liking from the immediate surroundings and colour them in appropriate colours;
- ☑ create new colours/shades by mixing primary colours;
- ☑ demonstrate use of extended vocabulary related to theme;
- ☑ link the experience and understanding of colours with learning of language and EVS;
- ☑ engage and learn to observe and explore immediate surroundings for joy of knowing different hues and colours;
- ☑ feel better emotionally/internally after experiencing with colours of their choice;
- ☑ appreciate beauty in nature and in human-made objects.

Colour		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Different colours: - identify and name them. ➤ Primary colours to create different colours and shades – their uses ➤ Use of extended vocabulary related to theme. ➤ Differentiation between shades of the same colour with examples from immediate surroundings ➤ Beautification of surroundings using colours 	<ul style="list-style-type: none"> ➤ Providing opportunities to children for sharing their personal experiences on colours around them. ➤ Facilitating through guided visits to the school garden or children's park observation and exploration amongst children for seeing colours of nature and collecting leaves, flowers, feathers, twigs, pebbles from the school grounds. ➤ Assigning children to see and draw vegetables and fruits at home/in kitchen garden/on fruit & vegetable 	<ul style="list-style-type: none"> ➤ Children's own learning experiences related with their toys, flowers, vegetables, fruits, pets, plants & trees, etc. ➤ School garden /children's park. ➤ Picture cards. ➤ Drawing and painting materials, drawing sheets, Pigment, Paints, Inks, Dyes, Colours etc. ➤ Cellophane sheets of red,

Colour

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<p>and coloured objects.</p> <p>➤ Create small poems/ songs on colours</p> <p>➤ <i>Integration of art experiences with learning in other subjects, such as; language and EVS.</i></p>	<p>cart and write name of the colours.</p> <p>➤ Facilitating creation of picture cards by children.</p> <p>➤ Encouraging participation of children in Hand painting with basic colours in small teams (each child using a separate colour), exploring new colours using cellophane paper of different colours.</p> <p>➤ Demonstrating and discussing the creation of new colours and shades.</p> <p>➤ Organising individual activity to use materials such as; sponge, straws, thread, pebbles etc., to play with colours.</p> <p>➤ Providing children Opportunities to observe picture cards (flash cards) and match their drawings and clay-models appropriately.</p> <p>➤ Facilitating children making Rangoli with leaves, flowers, sand, shells, coloured pebbles, etc.</p> <p>Integration with other subjects:</p> <p>Language:</p> <p>➤ Facilitating the composition of a poem or song colour- wise. (Group activity)</p> <p>EVS:</p> <p>➤ Rangoli to explain cleanliness and beautification of the places where we live.</p> <p>➤ Engaging children in the upkeep of the classroom after the art activity (to learn cleanliness, beautification and working together).</p>	<p>yellow and blue colours.</p> <p>➤ Thread, sponge, straw, etc.</p> <p>➤ Art Room with working tables of appropriate height, slabs on sides.</p> <p>➤ Boards for art displays.</p> <p>➤ Aprons and towels.</p> <p>➤ Water arrangements for painting.</p>

Life Skills: Creative expression

CLASSES – IV & V

Learning Outcomes:

Children will be able to:

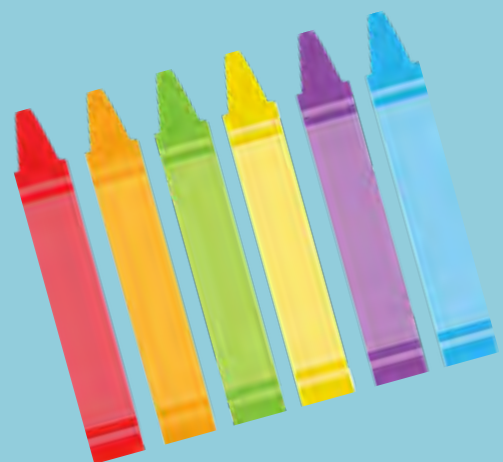
- ☑ identify and name different colours / shades of household objects, furniture items, flowers, vegetables, fruits, plants & trees etc.;
- ☑ drawing and painting images of their liking from immediate surroundings and colour them with their appropriate colours;
- ☑ create secondary colours and their shades by mixing primary colours;
- ☑ identify neutral colours and use them for creating tones;
- ☑ demonstrate use of extended vocabulary related to the theme;
- ☑ link the experience and understanding of colours with learning of language and EVS;
- ☑ feel better emotionally/internally after experiencing and expressing through colours;
- ☑ appreciate beauty of colours in nature and in human-made objects around.

Colour		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Different colours and their shades/ tones: - Identify and name them. ➤ Draw and paint images of the child's liking and colour them with appropriate colours. ➤ Creation of Secondary colours and their shades by mixing primary colours. ➤ Neutral colours and using them for creating tones. ➤ Extended vocabulary related to the theme – their uses ➤ Tones of the same colour with examples from immediate surroundings. ➤ Beautification of surroundings using colours/ coloured objects. 	<ul style="list-style-type: none"> ➤ Providing children opportunities for sharing personal experiences with colours around them and their likes and dislikes about certain colours. ➤ Conducting activities to emphasize on names of the secondary colours and shades of these colours. ➤ Encouraging children to keenly observe and explore nature to notice the variety of colours and shades in nature; leaves, flowers, feathers, twigs, fruits, vegetables etc., for making scrap book on colours. ➤ Using the created scrap books to discuss colours, shades and tones with children. ➤ Giving home assignments to children to draw & colour or click pictures of objects of same colour but with different tones or shade of that colour. For example; Green of spinach, of lady-fingers, of bitter gourd, of cucumber etc. ➤ Encouraging children to make their own colour chart. ➤ Organising discussions in groups on creation of new colours/shades and 	<ul style="list-style-type: none"> ➤ Children's own experiences related to the colours. ➤ Scrap book on colours and shades. ➤ Exploration of the school garden /children park or any other places in the immediate surroundings. ➤ Picture cards on colours and shades of different colours. ➤ Drawing and painting materials, drawing sheets, pigment, paints, inks, dyes, powder colours, sawdust, sand, etc. ➤ Thread, sponge, straw, paper cuttings. ➤ Art Room with working tables of appropriate height, slabs on sides. ➤ Boards for art displays. ➤ Aprons and towels. ➤ Water arrangements for painting.

Colour

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
	<p>tones. Use sample cards. Ask questions such as;</p> <ul style="list-style-type: none"> • How do you make lemon green? • What do you mix in red to get the colour pink? <ul style="list-style-type: none"> ➤ Organising individual activity to use variety of materials such as; sponge, straws, thread, pebbles, paper cuttings, etc., to play with colours. ➤ Encouraging children to make Rangoli with leaves, flowers, sand, shells, coloured pebbles, saw dust, powder colours etc. <p>Integration with:</p> <p>Language:</p> <ul style="list-style-type: none"> ➤ Facilitating to create poem/s on any one colour. (individual activity) <p>Science/ SST:</p> <ul style="list-style-type: none"> ➤ Rangoli to explain cleanliness and beautification of the places where we live. ➤ Engaging children in the upkeep of the classroom after the art activity (to learn cleanliness, beautification and working together). 	

Life Skills: Beautification through participation



Theme 3: Texture

The theme 'Texture' is aimed at developing an understanding of different textures and surfaces. The prime focus of this theme is to observe, identify and create textures. Understanding the relationship of certain textures with plants, trees, flowers, fruits, furs, feathers, wool, sand, fabric, etc. For example, fur is soft, sand is rough, bark of a tree is rough and thick, etc. Creation of different textures and surfaces by using mix mediums and materials. For example; sand painting, impression of bark on clay slab etc. Experiences with different textures can sharpen the sense of touch among children. The process of identification, understanding and creation of texture enhances skills, such as; observation, imagination, experimentation and artistic expression. Learning from this theme will be utilised for facilitating learning of language and EVS.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ✔ identify and name different textures and surfaces of household objects, flowers, vegetables, fruits, plants & trees, animals, fabric, wool, sponge etc.;
- ✔ create new textures by mixing and pasting, different mediums and materials;
- ✔ demonstrate use of extended vocabulary related to theme;
- ✔ link the experiences and understanding of textures with learning of language and EVS;
- ✔ engage and learn to observe and explore immediate surroundings for joy of knowing different surfaces and textures;
- ✔ feel better emotionally after experiencing the touch of different textures of their liking;
- ✔ appreciate beauty and variety of surfaces in nature.

Texture		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Different Textures. – identify and name them ➤ Different materials to create different surfaces and textures – its uses ➤ Extended vocabulary related to the theme – its uses ➤ Narration on the differences between soft and rough, smooth and sandy textures and surfaces. 	<ul style="list-style-type: none"> ➤ Providing children opportunities for sharing their personal experiences on likes and dislikes about different textures. ➤ Facilitating a 'Collection Walk' by children in and around school for observation, and touching different textures and surfaces. ➤ Encouraging children to collect a variety of leaves, flowers, feathers, bark, pebbles, sand, sponge, feathers and fabrics from immediate surroundings. ➤ Organizing participation of children in classroom games to identify different textures and surfaces while 	<ul style="list-style-type: none"> ➤ Children's own learning experiences related with their toys, flowers, fabrics, vegetables, fruits, pets, plants, trees, etc. ➤ Guided collection walks of the surroundings. ➤ Samples of different surfaces. ➤ Drawing and painting materials, brushes, drawing sheets, glue,

Texture

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Create small poem or song on texture/s. ➤ Integration of art experiences with learning of other subject, such as; language and EVS. 	<p>blindfolded.</p> <ul style="list-style-type: none"> ➤ Discussing new textures. ➤ Conducting group activities with children to create different textures and surfaces making use of collected objects such as; leaves, flowers, feathers, bark, pebbles, sand, sponge, feathers, fabrics. ➤ Learning to take impressions of tree barks on clay slabs and imprinting one's own name to the surface created. ➤ Encouraging children to walk bare feet on sand, grass, wood planks, marble, carpet and narrate the feeling to peers in class. ➤ Making soft toys of a rabbit, cat, dog and dolls with soft materials with children individually and in groups. ➤ Exploring textures by walking on different surfaces in school. <p>Integration with other subjects:</p> <p>Language:</p> <ul style="list-style-type: none"> ➤ Facilitating the composition of a poem or narration of a story based on a soft toy that children have played with (individual activity). <p>EVS:</p> <ul style="list-style-type: none"> ➤ Learning to keep the immediate surroundings neat and clean i.e class, school and home. ➤ Engaging children in the upkeep of the classroom after the art activity (to learn cleanliness, beautification and working together). 	<ul style="list-style-type: none"> ➤ sponge, pieces of different fabrics, sand, bark, wool, feathers, potters clay, etc. ➤ Art Room with working tables of appropriate height, slabs on sides ➤ Boards for art displays. ➤ Aprons and towels. ➤ Water arrangements for painting

Life Skills: Keeping surroundings Neat and Clean, working together



CLASSES – IV & V

Learning Outcomes:

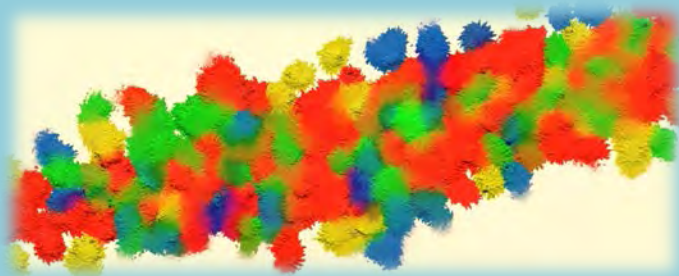
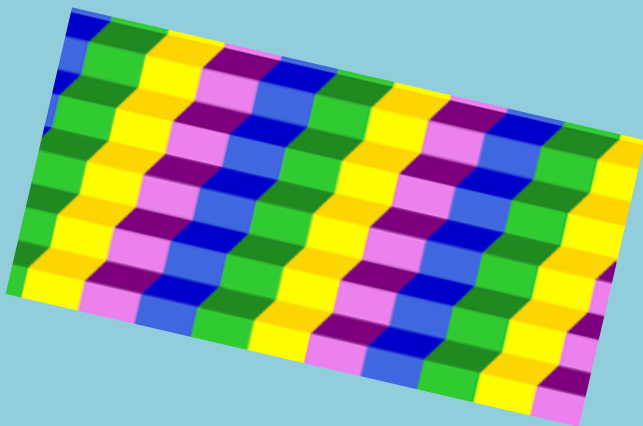
Children will be able to:

- ✔ identify and name different textures and surfaces of the household objects, flowers, vegetables, fruits, plants & trees, animals, fabrics, wool, sponge etc.;
- ✔ create new textures in 2-D and 3-D mediums and materials;
- ✔ demonstrate use of extended vocabulary related to the theme;
- ✔ link the experience and understanding of textures with learning of language and EVS;
- ✔ engage and learn to observe and explore immediate surroundings for joy of knowing and experiencing different surfaces and textures;
- ✔ appreciate beauty and variety of surfaces in nature.

Texture		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Different textures and surfaces of the household objects, natural objects, textiles, etc. :- Identify and name them. ➤ Create new textures in 2-D and 3-D mediums and materials. ➤ Extended vocabulary related to textures: - its use 	<ul style="list-style-type: none"> ➤ Encouraging 'Collection Walk' by children in and around school for observation, and touch of different textures and surfaces. ➤ Providing opportunities to children for sharing their personal experiences related to different textures and surfaces with peers. ➤ Drawing, painting and printing activities to create texture of stone, and wood. ➤ Developing collages and/or clay modelling with children for creating textures of wool and sand. ➤ Identifying textures and surfaces while blindfolded by children (group activity) with a bag full of mixed objects to explore with. ➤ Encouraging children to walk bare feet on sand, grass, wood planks, marble, carpet, jute mats, sponge sheets, wet and dry space and share/ narrate their experiences/feelings with peers in the class. <p>Integration with other subjects: Language:</p> <ul style="list-style-type: none"> ➤ Facilitation to create poem or story on 	<ul style="list-style-type: none"> ➤ Children's own learning experiences related with their toys, household objects, flowers, vegetables, fruits, plants & trees, animals, fabrics, wool, sponge etc. ➤ Samples of different surfaces. ➤ Drawing and painting materials, drawing sheets, Glue, sponge, pieces of different fabrics, sand, bark, wool, feathers, potters clay, etc. ➤ Art Room with working tables of appropriate height, slabs on sides. ➤ Boards for art displays. ➤ Aprons and towels. ➤ Water arrangements for painting

Texture		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
	<p>topic such as; <i>'I still remember that rough surface.'</i> <i>'The comforting touch of my blanket.'</i> <i>etc.</i></p> <p>(individual activity) Science/ SST:</p> <ul style="list-style-type: none"> ➤ Cleanliness of the places where we live. ➤ Aesthetic sensibility towards diversity in nature. ➤ Engage children in the upkeep of the classroom after the art activity (to learn cleanliness, beautification and working together). 	

Life Skills: Appreciation of Cleanliness, Creative expression and working together



Theme 4: Composition

The theme 'composition', particularly in visual arts (painting, printing, graphic design, sculpture, installation, etc.) is meant for the placement or arrangement of visual elements and organisation of the space (2-D and 3-D both) in a suitable manner. The prime focus of the theme is on artistic placement of colours and forms, painting of landscapes/seascapes, composition based on seasons, sports, parks, situations, arranging patterns, making designs, installation of 3-D objects, etc. In the visual arts, composition is often used interchangeably with various terms such as design, visual ordering or formal structure, depending on the context. The process of visualizing and making composition enhances skills, such as; observation, imagination, experimentation, communication and artistic expression. The prime focus of this theme is to observe and find out compositions in nature, and in human-made structures. It will also promote understanding the relationship of one object with another, of form with the colours, of objects with the overall theme and visual impact of the work of art. For example, in a composition of the 'Rainy Day', the form of clouds, the lines of falling rain drops, colours supporting mood of the weather and finally the visual impact of the composition, all are interrelated and interdependent.

Learning from this theme will be utilised for facilitating learning of Languages, EVS and Mathematics.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☑ identify different compositions of their liking from the immediate surroundings;
- ☑ arrange different shapes, objects, images on paper (2 D space) and on ground/slab/corner (3D spaces);
- ☑ draw / paint compositions on themes, such as; myself, my family, my school, park where I play;
- ☑ demonstrate use of extended vocabulary related to the theme;
- ☑ link the experience and understanding of composition with learning of language, maths and EVS;
- ☑ engage and learn to observe and explore immediate surroundings for joy of knowing different composition;
- ☑ feel better emotionally/internally after communicating and expressing through their arrangement of visual images;
- ☑ appreciate beauty in nature and in man-made objects around them.

Composition		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none">➤ Different compositions from the immediate surroundings- Identify and name them.➤ Different shapes, objects,	<ul style="list-style-type: none">➤ Providing opportunities to children for sharing their personal experiences on arrangements they observe around them.➤ Organising discussions with children on their likes and dislikes on which	<ul style="list-style-type: none">➤ Children's own learning experiences related with arranging their toys, plants, furniture, different rooms, including own room, arranging idols during

Composition

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<p>images in 2 D space and in 3D space: - arranging them.</p> <ul style="list-style-type: none"> ➤ Draw / paint compositions on themes, such as; myself, my family, my school, my park etc. ➤ Extended vocabulary related to composition: - its uses. ➤ Immediate surroundings for joy of knowing different composition: - Engage and learn to observe and explore. ➤ <i>Learn to link the experience and understanding of composition with learning of language, maths and EVS.</i> 	<p>corner at home, school, ground looks good and reasons for the same.</p> <ul style="list-style-type: none"> ➤ Conducting guided visits to the school garden/children's park. ➤ Helping children make their own viewfinders with a thick sheet, card board or soft board. ➤ Facilitating observation, and exploration amongst children for seeing compositions in nature with the help of their view finders. ➤ Encouraging children as part of their home assignments to explore best corners/ scenes in their own houses, gardens and neighbourhood with the help of their view finders. ➤ Encouraging children to make their own compositions on simple themes, such as; myself, my family, my school, my park etc. ➤ Organising brain storming sessions on rearranging classroom boards and displays. ➤ Organising discussions on different compositions based on picture cards/placards. Examples should be related to the immediate surrounding of the child. <p>Facilitating children to make border design/s using shapes/blocks/fingers and create patterns.</p> <ul style="list-style-type: none"> ➤ Making Rangoli with leaves, flowers, sand, shells, coloured pebbles etc. <p>Integration with other subjects:</p> <p>Languages:</p> <ul style="list-style-type: none"> ➤ Facilitating children to freely narrate their own experiences on composition. ➤ Writing a few lines on own compositions. <p>Mathematics:</p> <ul style="list-style-type: none"> ➤ Understanding of shapes and patterns. Segregation and grouping of objects <p>EVS:</p> <ul style="list-style-type: none"> ➤ Making of <i>Rangolis</i> and explaining cleanliness and beautification of the places where we live. 	<p>special days, pooja, festivals etc.</p> <ul style="list-style-type: none"> ➤ School garden /children park. ➤ Sheets of paper card board and soft board. ➤ Picture cards depicting different compositions. ➤ Drawing/painting materials. (sheets, paints, clay, thread, sponge, straw, adhesive, card board, Rangoli material, etc.) ➤ Art Room with working tables of appropriate height, slabs on sides ➤ Boards for art displays. ➤ Aprons and towels. ➤ Water arrangements for painting

Composition		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"> ➤ Composing short essays on myself, my family, my school, my park etc., within relevant units/chapters. ➤ Engaging children in the upkeep of the classroom after the art activity (to learn cleanliness, beautification and working together). 	

Life Skills: Cleanliness, appreciating beauty and working together.

CLASSES – IV & V

Learning Outcomes:

Children will be able to:

- ☑ select compositions from the immediate surroundings, using the view finder;
- ☑ draw or paint compositions on themes, such as; festival/s I like, Hockey/Football/Cricket match, landscape, seascape.;
- ☑ compose poster and greeting cards;
- ☑ install 3-D objects in a given theme;
- ☑ demonstrate use of extended vocabulary related to the theme;
- ☑ link the experiences gained while creating composition, with learning of other subjects;
- ☑ engage with and learn to observe and explore their immediate surroundings for joy of knowing different composition;
- ☑ feel better emotionally/internally after communicating and expressing through their arrangement of visual images.

Composition		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Selection of compositions from the immediate surroundings. ➤ Drawing and/or painting compositions based on themes/topics. ➤ Compose posters and greeting cards. ➤ Install 3-D objects on a given topic /theme. ➤ Extended vocabulary 	<ul style="list-style-type: none"> ➤ Providing children opportunities for exploring and selecting compositions from their immediate environment. ➤ Encouraging children to explore independently interesting locations in their immediate surroundings. ➤ Doing a quick sketching of the selected compositions with pencil or with dry pastels. ➤ Encouraging children to draw and/or paint compositions on themes, such as; my 	<ul style="list-style-type: none"> ➤ Children’s own learning experiences related with arranging their toys, landscapes/seascapes, furniture items in different rooms/ settings including his/her own room, ➤ School garden, children’s parks,

Composition

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<p>related to composition – its use.</p> <ul style="list-style-type: none"> ➤ Engage and learn to observe and explore immediate surroundings for joy of knowing more. ➤ Link the experience and understanding of compositions with learning in other subjects. 	<p>family, my school, festival/s, Hockey/ Football/ Cricket match of my school, landscapes, seascapes etc.</p> <ul style="list-style-type: none"> ➤ Arranging idols during Poojas, special days, festivals etc. ➤ Guiding children to make their own viewfinder. ➤ Providing opportunities to children to create 3-D objects on themes, such as; furniture in my room, kitchen objects, garden furniture etc., and installation of the same. ➤ Brain storming with children on rearranging classroom boards and displays. ➤ Conducting discussions on age appropriate compositions. Examples should be related to the immediate environment of the child. ➤ Facilitating children in making border design/s using shapes/blocks/fingers and creating patterns. ➤ Facilitating children in making a Rangoli with leaves, flowers, sand, shells, coloured pebbles etc. <p>Integration with other subjects:</p> <p>Languages:</p> <ul style="list-style-type: none"> ➤ Facilitating children to narrate experiences on a composition. ➤ Writing a paragraph describing experience related to the compositions created. <p>Science/SST:</p> <ul style="list-style-type: none"> ➤ Relating a composition/s on; my family, my school, my playground, my city, etc., with relevant units/ chapters. ➤ Engaging children in the upkeep of the classroom after the art activity to learn cleanliness and beautification of the surroundings. ➤ Through group activities inculcating the value of cooperation and working together. 	<p>historical monuments, etc.</p> <ul style="list-style-type: none"> ➤ View finder, Picture cards depicting different compositions. ➤ Drawing/painting materials such as paints, clay, adhesive, card board, Rangoli material, etc. ➤ Art Room with working tables of appropriate height, slabs on sides. ➤ Boards for art displays. ➤ Aprons and towels. ➤ Water arrangements for painting

Life Skills: Mutual respect for working together.

Theme 5: Tools and Techniques

The theme "Tools and Techniques" is aimed at developing an understanding of different tools and techniques used for experiencing visual arts. The process of knowing and working with tools and techniques enhances skills, such as; observation, experimentation, problem solving and free expression. The prime focus of this theme is to identify, experiment and understand the appropriate use of different tools, materials and techniques used for expressing through the visual arts. It will promote understanding the relationship of tools and materials with that of techniques. For example, soft brushes for water based colours, poster colours for block printing, inks and water colours for blow painting, poster colours for hand painting and finger painting, etc.

Handling of different tools and techniques. For example; Use of soft but flat brushes (of bigger number) for broader strokes, Round brushes for drawing lines of varied thickness, dry colours (pencils, wax crayons, pastels etc.) for drawing images, filling colours mainly on paper, glue for fixing of paper cuttings and collage making, slab method and coil method for clay modelling etc. Experience with different tools and techniques can sharpen their common sense and make them a confident user.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☑ identify and name different tools and techniques, such as; round brushes, flat brushes, scissors, roller/rolling pin, drawing, painting, printing, clay modelling, spray painting, origami, construction, paper craft, etc.;
- ☑ create art work using age appropriate tools;
- ☑ practice different techniques, such as; hand painting, thumb painting, blow painting, block printing, tearing pasting, paper folding, construction of small toys with wool, cotton and balloon, clay modelling with coil, slab and pressing and pinching, etc.;
- ☑ demonstrate use of extended vocabulary related to the theme;
- ☑ link the experience and understanding of tools and techniques with learning of other subjects;
- ☑ engage and learn to explore immediate surroundings for joy of knowing and creating with different tools, materials and techniques;
- ☑ feel better emotionally after learning to control and use of different tools techniques;
- ☑ appreciate beauty and variety of methods and materials of visual expression.

Tools and Techniques

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Age appropriate tools and techniques of visual Arts, such as; round brushes, flat brushes, scissors, rollers drawing & painting, printing, clay 	<ul style="list-style-type: none"> ➤ Providing opportunities to children for sharing their personal experiences on their likes and dislikes about different tools, materials and techniques seen, used or created. ➤ Facilitating children's individual 	<ul style="list-style-type: none"> ➤ Children's own experiences of drawing, painting, printing or playing with sand, clay, papers or self-found art materials. ➤ Collection and display of

Tools and Techniques

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<p>modelling, construction, paper craft, etc.: - Identify and name them.</p> <ul style="list-style-type: none"> ➤ Create art work using age appropriate tools. ➤ Practice age appropriate techniques, such as; hand painting, thumb painting, blow painting, block printing, tearing pasting, paper folding, construction of small toys with wool, cotton and balloon, clay modelling with coil, slab and pressing and pinching etc. ➤ Extended vocabulary related to the theme – Its uses ➤ Sharing of likes and dislikes on techniques with reasons. ➤ Composition of small poems or songs on tool/s. 	<p>engagement with activities with tools and materials from their homes and immediate surroundings.</p> <ul style="list-style-type: none"> ➤ 'Demonstrating the use of tools and materials collected by children or provided by the school and the techniques that can be used. ➤ Facilitating the appropriate use of tools and materials for picking up the right technique/s, such as; hand painting, thumb painting, poster colour painting, reverse technique with wax crayons, chalk drawing, sand painting, use of pastel colours, taking impressions with spray painting, blow painting, thread painting, block printing, tearing pasting, paper folding, construction of small toys with wool, cotton and balloon, etc. etc. ➤ Devising new tools, materials and new techniques by children. ➤ Conducting group activities to create clay models of common furniture items, household objects, animal etc., in coil, slab and press and pinch technique. ➤ Organising group activities on block printing for creating border of the classroom display boards, using block made of sponge/ foam, buttons, nail head, wood piece etc. ➤ Facilitating children taking impressions of tree barks , coins and leaves on clay slabs for demonstrating the reverse techniques of taking prints. ➤ Helping in creating their own blocks for stamping. <p>Integration with other subjects:</p> <p>Language:</p> <ul style="list-style-type: none"> ➤ Assisting them in composition of a poem/s based on their brush, colour, block, objects created with clay etc. in small groups. <p>EVS:</p> <ul style="list-style-type: none"> ➤ Knowing our immediate surroundings. ➤ Engaging children for classroom display to learn cleanliness and beautification. 	<p>age appropriate art tools and materials in the class.</p> <ul style="list-style-type: none"> ➤ Collection and display of local specific /easily available tools and materials in the art room/classroom. ➤ Samples of different art techniques. ➤ Videos on age appropriate 'how to do' on different techniques. ➤ Drawing & painting materials such as- brushes, drawing sheets, dry and wet colours of different types, glue, sponge, pieces of different fabrics, sand, bark, wool, feathers, potters clay, etc. ➤ Art Room with working tables of appropriate height, slabs for 3-D display on sides. ➤ Boards for art displays. ➤ Aprons and towels. ➤ Water arrangements for painting

Life Skills: Creative expression, appreciating beauty and working together.

Learning Outcomes:

Children will be able to:

- ✔ identify and name the age appropriate tools and materials;
- ✔ differentiate and describe different age appropriate techniques, such as; drawing, colouring, painting, pen & ink, block printing, 2-D and 3-D work, origami, coil, slab and pinching methods of clay modelling, paper masks, 3-D masks and puppets, simple crafts (local specific) rangoli, wall painting, etc.;
- ✔ create art works using age appropriate tools and techniques;
- ✔ demonstrate use of extended vocabulary related to the theme;
- ✔ create their own tools and techniques of visual expression;
- ✔ link the experience and understanding of tools and techniques with learning of other subjects;
- ✔ engage and learn to explore use of materials for joy of knowing and creating with different materials;
- ✔ appreciate beauty and variety of methods and materials for visual expression.

Tools and Techniques

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Age appropriate tools and materials – identify and name them. ➤ Age appropriate techniques: - drawing, colouring, painting, pen & ink, block printing, 2-D and 3-D work, origami, coil, slab and pinching methods of clay modelling, paper masks, 3-D masks and puppets, simple crafts (local specific) rangoli, wall painting, etc. ➤ Art works using age appropriate tools and techniques. ➤ Creation of own tools and techniques of visual expression. ➤ Extended vocabulary related to the theme – its use. ➤ Likes and dislikes on techniques with reasons. ➤ Composition of a small 	<ul style="list-style-type: none"> ➤ Providing opportunities to children for sharing their personal experiences on likes and dislikes about different tools, materials and techniques seen, used or created. ➤ Participating children's engagement in the collection activities on tools, techniques and materials from home and from immediate surroundings. ➤ Asking children question in the 'Do you know?' format, such as; <ul style="list-style-type: none"> ☛ Name any 3 painting tools and materials you have seen and used. ☛ Name any 3 printing tools/materials you know. ☛ Which collage materials did you like the most? ☛ What precautions do you take while working ink & pen technique? ☛ What is Block printing? ☛ What is the difference between slab and coil method? ☛ What is Origami? What material do you use in origami? etc. ➤ Facilitating the learning of new 	<ul style="list-style-type: none"> ➤ Children's own experience with different tools & techniques. ➤ Collection and display of age appropriate art tools, techniques and materials in the classroom. ➤ Collection and display of local specific /easily available tools and materials in the art room/classroom. ➤ Age appropriate samples in picture or in video form, of different art methods and techniques. ➤ Drawing & painting materials: (dry and wet colours of different types, glue, sponge, pieces of different fabrics, sand, bark, wool, feathers, potters clay, etc.) ➤ Art Room with working tables of appropriate height, slabs for 3-D work

Tools and Techniques

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<p>poem or song on tool/s of the child's liking.</p> <ul style="list-style-type: none"> ☛ Integration of knowledge & experience of tools, materials and techniques with learning of other subject. 	<p>technique/s and use of new tools through demonstration method. For example; creating human face in press and pinch technique, create a geometrical block using soft surfaces (clay/cork/ potato/soft wood) etc. Making of a wall painting is another example which involves local specific tools, materials, motifs and composition.</p> <ul style="list-style-type: none"> ➤ Organising discussions on imagining new tools, materials and new techniques. Encourage and appreciate creation of new tools. ➤ Conducting group activities on block printing for creating carpet design on large size paper, using block created by the team. ➤ Taking impressions of all Indian coins (in use) on clay slabs for demonstrating relief and reverse techniques. <p><i>Integration with other subjects:</i></p> <p>Language:</p> <ul style="list-style-type: none"> ➤ Encouraging them in creating a story of the brush / colour/ block etc. in small groups. ➤ Script of role play, such as; 'I am the brush', 'I am your new block' etc. <p><i>(story making can cover it's making process, it's use, it's value, etc.)</i></p> <p>Science/SST:</p> <ul style="list-style-type: none"> ➤ Knowing the immediate surroundings. ➤ Subject related themes can be selected for the art experience. ➤ Engaging children in the upkeep of the classroom after the art activity to learn cleanliness and beautification of the surroundings. 	<p>and display on sides.</p> <ul style="list-style-type: none"> ➤ Boards for art displays ➤ Aprons and towels ➤ Water arrangements

Life Skills: Appreciation of Beauty, working together

Theme 6: Art Vocabulary (Visual Arts)

The theme 'Art Vocabulary' is aimed at learning and using appropriate names and terms related to art techniques, to hues and shades of colours, to tools and accessories used, to different mediums and materials and to the art appreciation. The prime focus of this theme is to know, to remember, and to use art related vocabulary appropriately. For example, block printing is done with the blocks, block printing is a technique which is used to take same kind of impression again and again. Soft paint brushes are used for doing water based colours, flat brushes (of bigger number) are used for broader strokes whereas round brushes are used for drawing lines of varied thickness, slab method and coil method are techniques of making 3-D objects with potter's clay, etc. Knowledge and experience of art vocabulary helps in better learning of the subject on one hand and effective communication on the other. The process of knowing and using appropriate vocabulary will enhance the communication skills of the learner.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☑ identify and name different tools and techniques, such as; round brushes, flat brushes, scissors, roller/rolling pin, drawing, painting, printing, clay modelling, spray painting, origami, construction, paper craft;
- ☑ differentiate between painting and printing, soft and hard brushes, between coil technique and slab technique;
- ☑ narrate art experiences using appropriate vocabulary;
- ☑ practice different techniques, such as; hand painting, thumb painting, blow painting, block printing, tearing pasting, paper folding, construction of small toys with wool, cotton and balloon, clay modelling with coil, slab and pressing and pinching etc., with clear understanding of the art techniques and name of the materials to be used for that;
- ☑ demonstrate use of extended vocabulary related to the theme;
- ☑ link the knowledge of art vocabulary with learning of other subjects;
- ☑ appreciate beauty and variety of artistic expression using appropriate vocabulary.

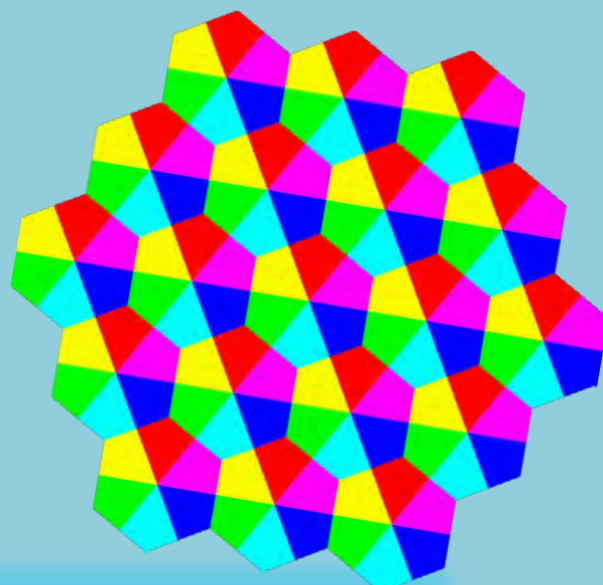
Art Vocabulary

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Different tools and techniques, such as; round brushes, flat brushes, scissors, roller/rolling pin, drawing, painting, printing, clay modelling, spray painting, origami, construction, paper craft, etc.: - Identify and name them ➤ Painting and printing, soft 	<ul style="list-style-type: none"> ➤ Providing opportunities to children and encouraging them to use appropriate vocabulary while sharing knowledge about different tools, materials and techniques of children's' liking. ➤ Organising discussions on samples of different art techniques with the use of appropriate vocabulary. ➤ Providing opportunities to children to make presentations on: my tools, my 	<ul style="list-style-type: none"> ➤ Children's scrap book of visual art tools and medium. ➤ Samples of different art techniques with appropriate titles and elaboration. ➤ Collection and display of age appropriate art tools and materials in the class. ➤ Collection and display of

Art Vocabulary

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<p>and hard brushes, coil technique and slab technique.: - Differences to be stated.</p> <ul style="list-style-type: none"> ➤ Narration of art experiences using appropriate vocabulary. ➤ Practice of different techniques, such as; hand painting, thumb painting, blow painting, clay modelling with coil, slab etc., with clear understanding of the art techniques and name of the materials to be used for that. ➤ Extended vocabulary related to the theme: - Its uses. ➤ Appreciation of beauty and variety of artistic expression using appropriate vocabulary. ➤ Integration of art experiences with learning of other subject. 	<p>colours, my painting, my toy, my tree etc. based on their scrap books.</p> <ul style="list-style-type: none"> ➤ Providing opportunities to participate in the display of art materials, in the classroom. ➤ Engaging in the practice of different techniques, such as; hand painting, thumb painting, blow painting, spray printing, block printing, reverse painting, chalk drawing, sand painting, use of pastel colours, clay modelling with coil, slab techniques, paper folding and mask making, painting and making of finger puppets, etc., with clear understanding of the art techniques and name of the materials and tools being used. <p>Integration with other subjects:</p> <p>Language:</p> <ul style="list-style-type: none"> ➤ Assisting children in composing poem/s on a painting of their liking, on topics such as my brush, my colours, my etc. using appropriate vocabulary. <p>EVS:</p> <ul style="list-style-type: none"> ➤ Knowing our immediate surroundings. Engaging children to learn the upkeep of the classroom through cleanliness and beautification. 	<p>local specific /easily available tools and materials in the art room/classroom.</p> <ul style="list-style-type: none"> ➤ Drawing & painting materials, brushes, drawing sheets, dry and wet colours of different types, glue, sponge, pieces of different fabrics, sand, bark, wool, feathers, potters clay, etc. ➤ Boards for art displays

Life Skills: Creative Expression, Appreciate beauty



Learning Outcomes:

Children will be able to:

- ✓ identify different tools and techniques, such as; round brushes, flat brushes, hard and soft brushes, type of scissors, rollers/rolling pins, drawing & painting, printing, clay modelling, pottery, spray painting, Reverse techniques, origami, construction, Round and relief work, 2-D and 3-D work, paper craft;
- ✓ name terms/specifications of materials, such as; colours, medium of colours, water colours, pastel colours, neutral colours, shades and tones of colours, paints, background and foreground in the composition, landscapes, seascapes, lines of different types, shapes and sizes ;
- ✓ narrate art experiences using appropriate (age appropriate) vocabulary;
- ✓ communicate their art experience with appropriate use of art vocabulary;
- ✓ demonstrate use of extended vocabulary related to the theme;
- ✓ link the knowledge of art vocabulary with learning of other subjects;
- ✓ appreciate beauty and variety of artistic expression using appropriate vocabulary.

Art Vocabulary		
Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Age specific tools and techniques (brushes, type of scissors, rollers/ rolling pins, drawing & painting, printing, clay modelling, pottery, spray painting, reverse techniques, origami, construction, round and relief work, 2-D and 3-D arts, paper craft, etc.): - Name and identify them. ➤ Terms/specifications of materials, such as; colours, medium of colours, water colours, pastel colours, neutral colours, shades and tones of colours, paints, background and foreground in a painting or in a composition, landscapes, seascapes, lines of different types, shapes and sizes, accessory in the art room, etc : Name and identify them . ➤ Art experience using 	<ul style="list-style-type: none"> ➤ Providing opportunities to children for use of art vocabulary while sharing knowledge and experience of different art activities. ➤ Encouraging peer observations on all art activities to promote and practice art vocabulary. ➤ Organising discussions on samples of different art techniques, quality of materials value of art tools while using art vocabulary. ➤ Facilitating viewing of art video clips by children for quick observations. ➤ Giving opportunities to children to make presentations on my tools, my colours, my paintings, materials of my liking, my art room, paintings in my classroom, art work in school corridors, etc. This can be based on their scrap books. ➤ Organising visits to the museums, galleries, art exhibitions, local craftsmen, potter, etc. followed by writing of field experiences or an appreciation note on selected artefacts. ➤ Providing opportunities to children to participate in the display of art 	<ul style="list-style-type: none"> ➤ Children’s scrap book on tools and medium of visual arts. ➤ Children’s portfolios on art activities. ➤ Samples of paintings, photographs, of selected compositions, slides, videos of art camps and exhibitions etc. ➤ Collection and display of age appropriate art tools and materials in the class. This also includes local specific and easily available tools and materials. ➤ Drawing and painting materials, potters clay, etc. ➤ Museums, galleries, art fairs, local craftsmen, potters, etc. ➤ Boards for art displays.

Art Vocabulary

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<p>appropriate vocabulary: - Narrate in own language.</p> <ul style="list-style-type: none"> ➤ Communicate art experience with appropriate use of art vocabulary. ➤ Extended vocabulary related to the theme. For example, write an imaginary dialogue between colour and its shades, brush and sheet, potters clay and potter, etc. – its use. ➤ Artistic expression using appropriate vocabulary. <p>☛ <i>Integration of art experiences with learning of other subjects.</i></p>	<p>materials, in the classroom.</p> <p><i>Integration with other subjects:</i></p> <p><i>Language:</i></p> <ul style="list-style-type: none"> ➤ Assisting children in creating poem/s stories on painting/s of their liking, by using appropriate vocabulary. <p><i>Science/SST:</i></p> <ul style="list-style-type: none"> ➤ Knowing our immediate surroundings. ➤ Engaging children in classroom displays, to learn cleanliness and beautification. 	

Life Skills: Appreciation of beauty, working together



Theme 7: Responding to the Artefacts and Nature

The theme "Responding to the Artefacts and Nature" is aimed at knowing, understanding and appreciating the beauty of nature and the artefacts. The process of responding to the artefacts and nature will enhance the skills of; observation, exploration, critical analysis and creative expression. The prime focus of this theme is to make children aware and sensitive towards beauty and value of natural, as well as human-made objects. The process of appreciation will sensitize their eye for aesthetics and will develop an attitude for accepting and appreciating different aspects of objects and situations.

For example; (i) block printing done by 'A' can be beautiful because it has nice pattern, (ii) printing done by 'B' can also be beautiful as it has been done with contrast colours, (iii) Printing done by 'C' can also be considered beautiful as all impressions taken are sharp and clear. Similarly, in nature; beauty of the trees, of the flowers, of shape and colour of leaves, of the butterflies, of the birds and their nests, of sky in different colours, etc.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☑ identify the objects, scenes and situations of their liking in the immediate surroundings;
- ☑ appreciate the aesthetics of art work done in class;
- ☑ appreciate nature and natural objects; such as trees, plants, flowers, animals, lakes, sea beaches, rivers, mountains, clouds, wind, rain, sun and moon, sky, parks, butterflies etc.;
- ☑ respond to the different kinds of artefacts;
- ☑ narrate their experiences of the art museum, by describing artefacts seen;
- ☑ demonstrate the use of extended vocabulary related to the theme;
- ☑ link the knowledge of appreciating and responding to nature and the artefacts with learning of other subjects;
- ☑ appreciate beauty and variety in nature and of artefacts.

Responding to the Artefacts and Nature

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Objects, scenes and situation of the child's liking in the immediate surroundings: - Identify them. ➤ Art work done by classmates – reflections. ➤ Appreciation of the nature and natural objects; such as trees, plants, flowers, animals, lakes, sea beaches, rivers, mountains, clouds, 	<ul style="list-style-type: none"> ➤ Encouraging children to appreciate their immediate surroundings with a critical eye. ➤ Motivating children to observe and share their views on trees, on clouds, on flowers, on butterflies, on rain, on birds and their nests, etc. ➤ Providing opportunities to respond to the art work done by classmates and by oneself. ➤ Organising discussions on samples of different artefacts, based on questions, 	<ul style="list-style-type: none"> ➤ Children's own experiences, likes and dislikes on natural objects and on artefacts, in the immediate surroundings. ➤ Work done by the child herself/himself and of all her/his classmates. ➤ School garden and school. ➤ Museum or / and art gallery ➤ Placards on different

Responding to the Artefacts and Nature

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<p>wind, rain, sun and moon, sky, parks, butterflies etc.</p> <ul style="list-style-type: none"> ➤ Different kinds of artefacts: - A brief description. ➤ A visit to a museum: - A description of the artefacts observed. ➤ Appreciation of beauty and variety in nature and of artefacts. ➤ Learn to link an appreciation of skill and reflect to nature and artefacts with learning of other subjects. 	<p>such as;</p> <ul style="list-style-type: none"> ☛ what do I see in this piece of art? ☛ what do I like about it? <ul style="list-style-type: none"> ➤ During a museum visit, children can be provided a well-designed worksheet to facilitate knowing of any one section. For example: <ul style="list-style-type: none"> • How many toys are there in Indus Valley section?' • Which toy did you like the most? ➤ Providing children with an opportunity to arrange their 2-D and 3-D work in the classroom and show appreciation of their work. ➤ Organising guided tour of the school garden and of different sections, to understand their value. <p>➤ Integration with other subjects:</p> <p>Language:</p> <ul style="list-style-type: none"> ➤ Assisting them in composing and narrating a poem/s on any one of their paintings. ➤ Encouraging children to write 5 sentences on the things they like about butterflies/cats/rabbit /chicks etc. <p>EVS:</p> <ul style="list-style-type: none"> ➤ Knowing myself, my family, my neighbourhood. ➤ Making a list of things 'I like' and 'I do not Like' in my immediate surroundings. ➤ Engaging children to learn about cleanliness and beautification of the classroom. 	<p>objects and situations from nature.</p> <ul style="list-style-type: none"> ➤ Children's scrap books. ➤ Samples/images of different artefacts. ➤ Collection and display of age appropriate art tools and materials in the class. ➤ Display boards with theme based displays.

Life Skills: Keeping surroundings neat and clean, appreciating beauty and working together.

Learning Outcomes:

Children will be able to:

- ✔ describe the objects, scenes and situations of their liking in the immediate surroundings;
- ✔ respond to the good in art work done by their classmates and self;
- ✔ appreciate nature and natural beauty based on form, colours, composition, etc.; such as plants, flowers, animals, lakes, deserts, sea beaches, rivers, mountains, clouds, wind and rain, sun, moon and stars, rainy day, starry night, sunny day;
- ✔ describe artefacts of different kinds; paintings, pottery, terracotta and sculptures, installations, etc. of known artists;
- ✔ write their experiences of the art museum, by explaining artefacts seen;
- ✔ demonstrate use of extended vocabulary related to the theme;
- ✔ link the knowledge of appreciation and responding to the nature and to the artefacts with learning of other subjects.

Responding to the Artefacts and Nature

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Objects, scenes and situations of his / her liking in the immediate surroundings: - a brief description. ➤ Art work done by oneself and classmates: – their reflections ➤ Nature and natural beauty based on form, colours, composition, etc.; such as plants, flowers, animals, lakes, deserts, sea beaches, rivers, mountains, clouds, wind and rain, sun, moon and stars, rainy day, starry night, sunny day, etc.: - An appreciation. ➤ Artefacts of different kind; paintings, photographs, pottery / ceramics, terracotta and sculptures, installations, etc. of known artists: - A brief description ➤ A visit to the art museum: - 	<ul style="list-style-type: none"> ➤ Providing opportunities to children and encouraging them to explore and experience the beauty of nature and natural objects in their immediate surroundings. ➤ Conducting individual or/and group presentations of their experiences/appreciation on scenes of their liking. ➤ Providing opportunities to record and share self/ peer assessment of art activities/ experiences, periodically. Worksheet/s on appreciation of nature and its beauty and on specific theme/s, such as; plants, flowers, animals, lakes, deserts, sea beaches, rivers, mountains, clouds, wind and rain, sun, moon and stars, rainy day, starry night, sunny day, etc. ➤ Conducting Visual thinking sessions on paintings, photographs, pottery and ceramics, terracotta and sculpture, installations, etc. of known artists. ➤ Presenting a well-designed worksheet on museum and gallery visits to facilitate appreciation of any one 	<ul style="list-style-type: none"> ➤ Children's own experiences, likes and dislikes on nature and natural objects, on artefacts and architectural sites in the immediate surroundings. ➤ Art work of every child in the class. ➤ Museums and Art Galleries. ➤ -Samples/replicas of artists work in 2-D and 3-D, pictures or videos of artists' work. ➤ Childrens' Scrap books. ➤ Collection and display of age appropriate art tools and materials in the class. ➤ Display boards with theme based display of children work and/or artist work.

Responding to the Artefacts and Nature

Key Concepts	Suggested Transactional Processes	Suggested Learning Resources
<p>Narration of the experience describing the artefacts observed.</p> <p>➤ Link the experience and skills with appreciation and learning of other subjects.</p>	<p>section. For example, 'Make a sketch of the Harrappan terracotta, and describe its beauty in five lines'.</p> <p>➤ Providing guided tour to the museum/s and art galleries.</p> <p>Integration with other subjects:</p> <p>Language:</p> <p>➤ Assisting them in illustrating one story from his/her course book.</p> <p>➤ -Writing 10 sentences describing the weather in any one of your drawing/painting.</p> <p>Science/ SST:</p> <p>➤ Knowing myself, my family, my neighbourhood.</p> <p>➤ Encouraging children to make a list of things 'I like' and 'I do not Like' in my immediate surroundings.</p> <p>➤ Engaging children in classroom display/s to learn cleanliness and beautification.</p>	

Life Skills: Appreciate natural beauty

