

Arts Education



(No change has been made in the subject)

The core concepts of Arts Education for Class VI are as follows:

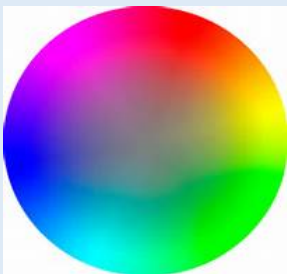
Theme 1



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.

Theme 8

Perspective



The way in which objects appear to our eyes based on their spatial dimensions, and position of our eye in relation to that object.

All the eight themes will be dealt with in the sequence given above.

Theme 1: Form

The theme 'Form' is aimed at children developing an understanding of lines, shapes and sizes 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 other subjects.

Learning Outcomes:

Children will be able to:

- identify different geometrical shapes in furniture, building, plants and trees;
- draw and paint forms from imagination, while using different shapes of different sizes;
- decorate objects using variety of shapes;
- draw patterns using straight, curved, smooth, crooked vertical and horizontal lines;
- 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 the study of mathematics in their class;
- engage and explore their immediate surroundings for joy of knowing more.

Form

Form		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Identify different geometrical shapes in furniture, building, plants and trees. ➤ Draw and paint forms from imagination, while using different shapes of different sizes. ➤ Decorate objects using variety of shapes. ➤ Draw patterns using straight, curved, smooth, crooked, vertical and horizontal lines, skilfully. ➤ Link the experience and understanding of forms (lines, shapes and sizes) with learning of other subject of their class. ➤ Engage and explore immediate surroundings for joy of knowing more. 	<ul style="list-style-type: none"> ➤ Providing opportunities to children for sharing their personal experiences related to forms with others in school. A few suggested areas of sharing could be; Common furniture items in home and school, buildings and bridges in the immediate surroundings and nature. ➤ Encouraging children to create forms from their imagination, such as; chair, bed, classroom, furniture at home in drawing and painting, with clay and by using any other local specific materials for painting or construction. ➤ Creating geometrical patterns skilfully using different types of lines, on paper and/or on objects made with clay. ➤ Conducting discussions based on placards/ pictures/video clips etc. on different type of forms. ➤ Making Paper craft for creating and understanding the beauty of 3-D forms. 	<ul style="list-style-type: none"> ➤ Children's own learning experiences related to furniture items, classroom and school building, home and shopping centres, nature etc. ➤ Picture cards/ placards on different forms. ➤ Drawing and painting materials. ➤ Local specific and low cost art materials. ➤ Potters clay. ➤ Art Room with working tables of appropriate height. ➤ Computers with relevant software and LCD projector for ICT based art experiences of varied forms. ➤ White board or classroom board/s.

	<p>➤ Creating forms using light and shadow technique (making use of sunlight or domestic torch to create different forms).</p> <p><i>Integration with other subjects:</i></p> <p><i>Language:</i></p> <p>➤ Provide opportunities to make poems/songs on objects to develop verbal expression.</p> <p><i>Mathematics:</i></p> <p>➤ Clearing concepts of lines, angles of triangles, rectangles, square, circle etc.</p>	<p>➤ Water arrangements,</p> <p>➤ Potter's clay.</p> <p>➤ Origami paper.</p> <p>➤ Aprons and towels.</p>
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Life Skills: Developing skills of observation, problem solving and co-operation by becoming aware of the immediate surroundings and accepting responsibility of its cleanliness through active participation.

Theme 2: Colour

The theme "colour" is aimed at developing an understanding of different colours on 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.

Understanding relationship of colours with different subjects and emotions. For example, bright colours for joyful compositions and dull and grey shades for sad subjects. Contrast colours to break the monotony, bold use of warm colours to depict force and cool colours to depict peace and harmony, etc.

Learning Outcomes:

Children will be able to:

- identify different colours and shades of household objects, furniture items, flowers, vegetables, fruits, plants and trees appropriately;
- draw and paint images from immediate surroundings and colour them in their appropriate colours;
- create a chart of tertiary colours;
- use neutral colours (black and white) and create a chart of grey tones;
- demonstrate use of extended vocabulary related to the theme;
- link the experience and understanding of colours with learning of other subjects in their class;
- appreciate the beauty of colours in nature and in man-made objects.

Colour

Colour		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Identification of different colours and shades of household objects, furniture items, flowers, vegetables, fruits, plants and trees, appropriately. ➤ Drawing and painting of images from immediate surroundings and colouring them with appropriate colours. ➤ Create chart of tertiary colours. ➤ Use neutral colours (black and white) and create chart of grey tones. 	<ul style="list-style-type: none"> Providing opportunities for sharing personal experiences with colours around them. ➤ Encouraging children to explore their immediate surroundings so as to learn more about colours of natural objects located /kept in different places such as -shopping centres, fruit and vegetable markets, mesas/fairs, events, gardens, zoo . ➤ Motivating children to make a keen observation of nature for noting colours and shades; of plant/tree leaves, of flowers, feathers, twigs, fruits, vegetables etc., for making scrap book on 'Colours in Nature'. 	<ul style="list-style-type: none"> ➤ Children's own experience related to colours. Their likes and dislikes, importance and value of colours to them. ➤ Scrap book on colours and shades. ➤ Shopping centres, fruit and vegetable markets, mesas/fairs, events, gardens, zoo . ➤ Picture cards on colours and shades of different colours. ➤ Drawing and painting materials, drawing sheets,

Colour

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Use of extended vocabulary related to the theme. ➤ Integration of colour experiences with learning of other subjects of their class. 	<ul style="list-style-type: none"> ➤ Emphasising on the use of secondary and tertiary colours and shades of these colours while painting/printing curtain designs/patterns for their own room. ➤ Encouraging children to make their own colour chart of tertiary colours. ➤ Giving Home assignments to draw and colour or click objects based on colour theme. For example; 'Green around us' (spinach, of lady-fingers, of bitter gourd, of cucumber, cabbage, green colour fruits). ➤ 'Red around us', Yellow around us' etc. ➤ Making new colours, shades, tones etc. while using computers. ➤ Discussion on creation of new colours/shades and tones. Use sample cards. Ask questions such as; <ul style="list-style-type: none"> ☛ How do you make the lemon yellow colour? ☛ What colour do you mix to get cherry red? ➤ Making Geometrical <i>Rangolis</i> using different colour leaves, flowers, sand, shells, coloured pebbles, saw dust, powder colours etc. <p>Integration with other subjects:</p> <p>Language:</p> <ul style="list-style-type: none"> ➤ Facilitating children to create poem/s on colours of your choice. (individual activity) ➤ Mathematics: Make Rangolis based on Geometrical designs 	<p>pigment, paints, inks, dyes, powder colours, sawdust, sand, etc.</p> <ul style="list-style-type: none"> ➤ Thread, sponge, straw, paper cuttings, etc. ➤ Art Room with working tables of appropriate height, slabs on sides. ➤ Computers with relevant software and LCD projector for ICT based art experiences. ➤ Boards for art displays. ➤ Aprons and towels. ➤ Water arrangements

Life Skills: Developing skills of observation, problem solving, communication and cooperation by exploring and knowing about their immediate surroundings in teams and accepting responsibility of its cleanliness and 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 enable children to observe, identify and create textures and understand 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, etc. They will also be able to create different textures and surfaces by using mix mediums and materials. For example; sand painting, impression of bark on clay slab etc. Their experience with different textures will help to sharpen their sense of touch. 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 other subjects.

Learning Outcomes:

Children will be able to:

- ✔ identify and name different textures and surfaces of common household and natural objects;
- ✔ create new textures in 2-D and 3-D mediums and materials;
- ✔ appreciate beauty and variety of surfaces in nature around them;
- ✔ demonstrate the use of extended vocabulary related to the theme;
- ✔ learn to link the experience and understanding of textures with learning in other subjects;
- ✔ engage and learn to observe and explore their immediate surroundings for joy of knowing and experiencing different surfaces and textures.

Texture		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Identification and naming different textures and surfaces of the common household and natural objects. ➤ Create new textures in 2-D and 3-D mediums and materials. ➤ Appreciate beauty and variety of surfaces in nature around him/her. ➤ Demonstrate use of extended vocabulary related to the theme. ➤ Learn to link the experience and understanding of textures with learning of other subjects of their class. ➤ Engage and learn to 	<ul style="list-style-type: none"> ➤ Encouraging children to conduct an 'Exploration Walk' in and around their school for observing and touching different textures and surfaces. ➤ Providing opportunities for sharing their experiences related to different textures and surfaces in class. ➤ Conducting activities related to drawing, painting and printing to create texture of different kinds of stone soil and wood etc. (2-D medium). ➤ Making a 3-D Collage and clay modelling for creating texture of wool, wood and sandy surface. ➤ Identifying textures and surfaces while blindfolded (group activity with a bag full of mixed objects to explore with). <p>Integration with other subjects: Language:</p>	<ul style="list-style-type: none"> ➤ Children's own experiences related to their household objects, ➤ Natural objects, such as; flowers, vegetables, fruits, plants & trees, birds & animals, fabrics, wool, sponge, soil of different kinds. ➤ Samples of different kinds of surfaces. ➤ Drawing and painting materials, glue, sponge, pieces of different fabrics, sand, bark, wool, feathers, potters clay, samples of soil, etc. ➤ Art Room with working tables of appropriate height, slabs on sides.

Texture

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<p>observe and explore immediate surroundings for joy of knowing more.</p>	<ul style="list-style-type: none"> ➤ Facilitating children to create a poem or story on topic such as; <ul style="list-style-type: none"> ☛ <i>'I still remember my bare feet walking on a wet and slippery surface.'</i> ☛ <i>'The comforting touch of my dog/cat/rabbit.' etc.</i> (individual activity) ➤ EVS: Aesthetic sensibility towards diversity in nature. <ul style="list-style-type: none"> ☛ <i>Engage children in the upkeep of the classroom after the art activity (to learn cleanliness, beautification and working together).</i> 	<ul style="list-style-type: none"> ➤ Boards for art displays. ➤ Aprons and towels. ➤ Water arrangements.

Life Skills: Developing skills of observation, empathy and compassion by observing, understanding and appreciating nature. Accepting responsibility of its protection through participation.

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). The prime focus of the theme is developing in children the ability to undertake an 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, still life, graphic designs, crafts 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 prime focus of this theme is that the child observes and finds out compositions in nature, and in man-made structures. Children will understand the relationship of one object with the other, of form with the colours, of objects with the overall theme and finally the 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 a composition, all are interrelated and interdependent. The process of visualizing and making composition enhances skills, such as; observation, imagination, experimentation, communication and artistic expression.

Learning Outcomes:

Children will be able to:

- ☑ select compositions from the immediate surroundings, using a view finder/window frame method;
- ☑ draw or paint compositions on themes, such as; my family, my school, festival/s I like, hockey/football/cricket match of my school, landscape, seascape, , from their imagination;
- ☑ compose posters on environmental issues, such as; 'Save Trees', 'Save Tigers', 'Save Water', 'Keep your surrounding Clean';
- ☑ arrange and create 3-D objects on a given theme;
- ☑ demonstrate use of extended vocabulary related to the theme;
- ☑ link the experience gained while creating composition, with learning of other subjects;
- ☑ engage and learn to observe and explore immediate surroundings for joy of knowing different compositions;
- ☑ communicate and express their appreciation of visual images.

Composition

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Select compositions from the immediate surroundings, using the view finder/window frame method. ➤ Draw or paint compositions on themes, such as; my family, my school, festival/s I like, Hockey/Football/Cricket 	<ul style="list-style-type: none"> ➤ Providing opportunities and encouraging children an independent exploration of interesting locations in and around school and home. ➤ Making a sketch of selected compositions with a pencil or dry pastels. ➤ Encouraging use of personal sketchbooks. ➤ Drawing and/or painting of imaginary 	<ul style="list-style-type: none"> ➤ Children's own experience related with arranging their household objects, land/seascapes, arranging idols during <i>poojas</i>, special days, festivals etc. ➤ School garden, children parks, historical monuments, etc. ➤ View finder, Picture cards

Composition

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<p>match of my school, landscape, seascape, etc., from imagination.</p> <ul style="list-style-type: none"> ➤ Compose poster on environmental issues, such as; 'Save Trees', 'Save Tigers', 'Save Water', 'Keep your surrounding Clean' etc. ➤ Arrange and create 3-D objects on a given theme. ➤ Use of extended vocabulary related to compositions. ➤ Engage and learn to explore immediate surroundings for the joy of knowing more. ➤ Link experience and understanding of composition with learning of other subjects of their class. 	<p>compositions on themes, such as; my family, my school, my village, community festival/s, Hockey/ Football/ Cricket match of my school, landscapes, seascapes etc.</p> <ul style="list-style-type: none"> ➤ Encouraging use by children of their own viewfinders. ➤ Providing opportunities to children to create 3-D compositions on themes, such as; home furniture, garden furniture, Gym equipment, means of transportation etc., and installation of the same. ➤ Discussing age appropriate compositional skills that cite examples related to the immediate environment of children. ➤ Making <i>Rangoli</i> using different compositions. <p><i>Integration with other subjects:</i></p> <p><i>Languages:</i></p> <ul style="list-style-type: none"> ➤ Facilitation to narrate experiences on subject related compositions freely. ➤ Write a paragraph describing experience related to the compositions created. 	<p>depicting different composition.</p> <ul style="list-style-type: none"> ➤ Sketch books of children. ➤ Drawing/painting materials, paints, clay, adhesive, card board, <i>Rangoli</i> material, etc. ➤ Art Room with working tables of appropriate height, slabs on sides. ➤ Computers with relevant soft wares and LCD projector for ICT based art experiences. ➤ Boards for art displays. ➤ Aprons and towels. ➤ Water arrangements.

Life Skills: Developing skills of problem solving, communication and cooperation by observing, exploring and arranging compositions in their immediate surroundings. Accepting responsibility of the cleanliness and beautification of their surroundings through active participation.

Theme 5: Tools & Techniques

The theme "Tools and Techniques" is aimed at developing an understanding in children of the different tools and techniques used for experiencing visual arts. The prime focus of this theme is to identify, experiment and understand the appropriate use of different tools, materials and techniques used in visual arts. Understanding the relationship of tools and materials with that of the techniques. For example, knowledge of brushes, blocks, nibs & holders/pens for inks and their maintenance.

The ability to handle different tools, materials and techniques will be developed. For example; Use of soft, flat brushes (of bigger number) for broader strokes, round brushes for drawing lines of varied thickness, dry colours (pencils, wax crayons, pastels etc.) for drawings, inks for quick and transparent drawings and blow printing, glue/adhesives for fixing of paper cuttings and other materials for making collages, softness of clay for slab, coil and pinching method, converting clay models into terracotta, etc. Use of light and shade, ratio- proportion for arranging and making still life, knowing camera adjustments for clicking good pictures, knowing computer software for exploring and using computers for art experience. Knowing soft stone and wood for carving and sculpture, etc. The process of knowing and working with the tools and techniques enhances skills, such as; observation, experimentation, problem solving and free expression.

Experience with different tools and techniques can sharpen their common sense and make them a confident user and creator.

Learning Outcomes:

Children will be able to:

- identify and name the age appropriate tools and materials including computer software/s;
- understand and apply the age appropriate techniques of visual expression, such as; drawing, still life, colouring, painting, pen & ink, block printing, 2-D and 3-D work, origami, coil, slab and pinching methods of clay modelling, 3-D masks and puppets, simple crafts (local specific) rangoli, wall painting, photography, animation;
- 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;
- appreciate beauty and variety of methods and materials for visual expression.

Tools and Techniques

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Identify and name the age appropriate tools and materials including computer software/s. ➤ Understand and apply the age appropriate techniques of visual expression, such as; drawing, colouring, painting, pen & ink, block printing, 2-D and 3-D 	<ul style="list-style-type: none"> ➤ Providing opportunities for sharing experiences on use and preferences about different tools, materials and techniques used or seen. ➤ Participating in collection activities of tools and materials from home, community and from the immediate surroundings. ➤ Framing Question answers in 'Do you know?' format, such as; 	<ul style="list-style-type: none"> ➤ Children's experience with different tools and techniques, such as of drawing, painting, printing, and collage, of using sand, clay and soil, with origami and paper crafts, with self-found art materials etc. ➤ Collection and display of

Tools and Techniques

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<p>work, origami, coil, slab and pinching methods of clay modelling, 3-D masks and puppets, simple crafts (local specific) <i>rangoli</i>, wall painting, photography, animation.</p> <ul style="list-style-type: none"> ➤ Create his / her own tools and techniques of visual expression. ➤ Use of extended vocabulary related to the theme. ➤ Create a small poem or song on tool/s of their liking. ➤ Integration of knowledge and experience of tools, materials and techniques with learning of other subjects. 	<ul style="list-style-type: none"> (i) <i>Name any 5 tools of drawing and painting.</i> (ii) <i>Which are the materials that you have seen and used for drawing and painting?</i> (iii) <i>Name any 3 printing tools/materials you know?</i> (iv) <i>Name the collage materials that you like the most?</i> (v) <i>What precautions should you take while working on ink and pen technique?</i> (vi) <i>What is Block printing?</i> (vii) <i>What is the difference between slab, coil and pinching methods?</i> (viii) <i>What method of mask making do you like?</i> (ix) <i>What material do you use in origami? etc. etc.</i> <ul style="list-style-type: none"> ➤ Facilitating learning of new technique/s and use of new tools through demonstration method. For example; Drawing of human face, How and why of water colours as transparent colours and poster colours as opaque. Making of a poster based on its elements, maintenance of tools, etc. ➤ Making of wall painting is another example which involves local specific tools, technique/s, materials, motifs and composition. ➤ Organising visits by children to meet and see what local artists/artisans do. ➤ Inviting local artists and artisans to demonstrate and share their expertise with children. ➤ Conducting competitions in class on children imagining new tools, materials and techniques of visual expression, to encourage innovations. ➤ Organising group activities on block printing for creating carpet design on large size paper, using block created by 	<p>age appropriate art tools, techniques and materials in the classroom.</p> <ul style="list-style-type: none"> ➤ Collection and display of local specific /easily available tools and materials in the art room/classroom. ➤ Age appropriate samples in form of pictures or videos of different art methods and techniques. ➤ Drawing & painting materials, printing 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 and display on sides. ➤ Computers with relevant soft wares and LCD projector for ICT based art experiences. ➤ Boards for art displays. ➤ Aprons and towels. ➤ Water arrangements.

Tools and Techniques

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
	<p>the team.</p> <ul style="list-style-type: none"> ➤ 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><i>Languages:</i></p> <ul style="list-style-type: none"> ➤ Encouraging children for creating stories on brush / colour/ block etc. in small groups. ➤ Scripting the enactment of role play, such as; 'I am the brush', 'I am your new colour plate' 'I am your printing roller', etc. ➤ <i>(story making can cover it's making process, it's use, it's value, etc.)</i> 	

Life Skills: Developing skills of problem solving and perseverance by using different tools and materials of creative expression. Developing the confidence in learning to handle tools and materials and joy of learning the appropriate techniques to express through. Participation in cleaning and beautification of their own classroom, school and homes.

Theme 6: Art (Visual Arts) Vocabulary

The theme "Art Vocabulary" is aimed at enabling children to learn and use appropriate names and terms related to art techniques, to hues and shades of colours, to tools and accessories that are used and to different mediums and materials for appreciating a work of art. The prime focus of this theme is to enable children to know, remember and to use art related vocabulary appropriately. For example, block printing is done with the blocks, and 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, terracotta is the result of baking clay models at an appropriate temperature, perspective is a skill for making 2-D objects and sceneries look 3-D, use of different colours can help in creating different effects in an art work, composition is a grouping of different objects/forms and colours in a visually pleasant manner, animation is a technique which provides movement to the graphics, etc. etc. The process of knowing and using appropriate vocabulary will enhance the communication skills of the learner.

Knowledge and experience of art vocabulary helps in better learning of the subject on one hand and effective communication on the other.

Learning Outcomes:

Children will be able to:

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

Art Vocabulary

Art Vocabulary		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Names of age specific tools and techniques (brushes, type of scissors, rollers/rolling pins, drawing and painting, printing, clay modelling, terracotta, pottery, spray painting, reverse techniques, origami, construction, 	<ul style="list-style-type: none"> ➤ Encouraging use of appropriate art vocabulary while sharing knowledge and art experience in the classroom/school. ➤ Providing opportunities to children to give their observations on art work of peers to promote and practice art vocabulary. ➤ Discussing different art techniques, 	<ul style="list-style-type: none"> ➤ Children's scrap book on tools and materials of visual arts, with their name or title. The scrap book should cover all the tools, materials, including that of the local ones ➤ Children's portfolios of their art activities.

Art Vocabulary

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<p>round and relief work, 2-D and 3-D arts, paper craft).</p> <ul style="list-style-type: none"> ➤ Terms/specifications of materials, such as; colours, medium of colours, water colours, pastel colours, neutral colours, shades and tones of colours, paints, pen and ink, background and foreground in the composition, landscapes, seascapes, lines of different types, shapes and sizes, modelling, still life, photography, etc. ➤ Narrate art experiences using appropriate (age appropriate) vocabulary. ➤ Communicate in their art class using appropriate art vocabulary. ➤ Use of extended vocabulary related to the theme. ➤ Integration of art experiences with learning of other subjects. 	<p>quality of materials and value of art tools, such as; brushes, type of scissors, rollers/ rolling pins, drawing & painting, printing, clay modelling, terracotta, pottery, spray painting, reverse techniques, origami, construction, round and relief work, 2-D and 3-D arts, paper craft, etc.</p> <ul style="list-style-type: none"> ➤ Viewing art related videos for taking quick observations. ➤ Encouraging presentation/s on tools, colours, paintings, clay work, different medium and materials, art room, art work in school corridors, etc. This can either be through scrap book or power point presentation (PPT). ➤ Organising visits to local museums, galleries, art exhibitions, craftsmen, potter, etc. and writing of field experience, using appropriate vocabulary. <p>Integration with other subjects: Languages:</p> <ul style="list-style-type: none"> ➤ Assisting them in writing letter/s to a friend describing painting/s of their liking, by using appropriate vocabulary. ➤ Writing an imaginary dialogue: <ul style="list-style-type: none"> (i) between colour and its shades, (ii) between brush and sheet, between potter's clay and potter, between fire and terracotta, etc. 	<ul style="list-style-type: none"> ➤ 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 the local specific and easily available tools and materials. ➤ Drawing and painting materials, potters clay. ➤ Boards for art displays

Life Skills: Learning based on this theme will help in developing skills of observation, communication and free expression. Confidence of knowing words and terms for different tools and materials, methods and techniques and joy of free expression, can also enhance creativity.

Theme 7: Responding to the Artefacts and Nature

The theme 'Responding to the Artefacts and Nature' is aimed at developing in children the knowledge, understanding and appreciation for 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 interpersonal relations, effective communication and artistic expression. The prime focus of this theme is to make children understand the beauty and value of natural, as well as man-made objects. The process of appreciation will sensitize their eye for aesthetics of an object, subject and situation. It will also will help in developing an attitude for accepting and appreciating multiple perspectives on any given subject or situation.

Learning Outcomes:

Children will be able to:

- ☑ describe objects, buildings, structures, scenes and situations of their liking in the immediate surroundings;
- ☑ respond to the good in art work done by their classmates;
- ☑ appreciate nature and natural beauty based on form, colours, composition, perspective, etc.; such as plants and trees, buds & flowers, birds & animals, ponds & lakes, pastures & deserts, sea beaches, rivers and mountains, sky with and without clouds, wind and rain, sun, moon and stars, rainy day, starry night, sunny day.;
- ☑ respond to the artefacts displayed in galleries and museums, such as; paintings, prints, pottery, terracotta and sculptures, installations, local crafts, etc. done by experts/ artists;
- ☑ write an appreciation note on their experiences of the art museum and art gallery while describing a few artefacts seen;
- ☑ demonstrate use of extended vocabulary related to the theme; and
- ☑ 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 Process	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Describe objects, buildings, structures, scenes and situations of their liking in the immediate surroundings. ➤ Responds to the good in art work done by their classmates and herself/himself. ➤ Appreciates nature and nature's beauty based on its form, colours, composition, such as; plants & trees, buds & flowers, birds & animals, ponds & lakes, pastures & 	<ul style="list-style-type: none"> ➤ Encouraging and providing opportunities to explore and experience the beauty of nature and natural objects, buildings, structures, scenes and situations in their immediate surroundings. ➤ Individual sharing/ of experience and 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 	<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. ➤ Samples/replicas of artists work in 2-D and 3-D, pictures or videos of artists' work. ➤ Children's scrap books. ➤ Collection and display of age appropriate art tools

Responding to the Artefacts and Nature

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<p>deserts, sea beaches, rivers & mountains, sky with and without clouds, winds and rains, sun, moon and stars, rainy day, starry night, sunny day, etc.</p> <ul style="list-style-type: none"> ➤ Responds to the artefacts displayed in galleries and museums, such as; paintings, prints, pottery, terracotta and sculptures installations, local crafts, etc. done by experts/ artists. ➤ Writes an appreciation note on their experience of the art museum and art gallery while describing a few artefacts seen. ➤ Links the skills of appreciation with learning of other subjects of their class. 	<p>rain, sun, moon and stars, rainy day, starry night, sunny day, etc.</p> <ul style="list-style-type: none"> ➤ Conducting Visual thinking sessions on paintings, photographs, pottery and ceramics, terracotta and sculpture, installations, etc. of known artists ➤ Providing a well-designed worksheet on museum and gallery visits to facilitate appreciation of any one section. For example, 'Make a sketch of the Harrappan terracotta, and describe its beauty in five lines'. ➤ Organising guided tour to the museum/s and art galleries followed by discussion of/on/about what they saw. <p><i>Integration with other subjects</i></p> <p><i>Languages:</i></p> <ul style="list-style-type: none"> ➤ Assisting children in illustrating one story from their course book. ➤ Guiding children in writing 10 sentences describing any one drawing/painting they have made. 	<p>and materials in the class.</p> <ul style="list-style-type: none"> ➤ Display boards with theme based display of children work and/or artist work.

Life Skills: Learning based on this theme will help in sharpening the skills of observation, critical thinking and that of art appreciation. Increase in participation for cleaning and beautification of classroom, school and home.

Theme 8: Perspective

The theme "Perspective is aimed at knowing, understanding and appreciating the beauty of the 3rd dimension in any object, architecture, or in a scene etc. Perspective, in the context of visual perception, is the way in which objects appear to our eyes based on their spatial dimensions, and position of our eye in relation to that object. The prime focus of this theme is to make children aware of beauty and value of the 3rd dimension of any object in visual expressions. The process of applying perspective in the visual arts will sensitize their eye on the play of light and shade, ratio and proportion, colour variation, use of lines in creating life-like similarities in the objects. The application of perspective will also help in developing skill of creating required distance between foreground and background on a flat (2-D) surface. The process of understanding and application of the perspective in visual arts will enhance the skills of; observation, imagination, critical analysis, artistic skills and creative expression.

Learning Outcomes:

Children will be able to:

- ✓ know the meaning of perspective;
- ✓ describe the play of light and shade on the given object;
- ✓ understand difference between 2-D and 3-D work of art;
- ✓ create 3-D objects and scenes of their liking from the immediate surroundings;
- ✓ respond to the perspective in art work done by their classmates and herself/himself;
- ✓ respond to the perspective in 2-D and 3-D artefacts displayed in galleries and museums, such as; paintings, pottery, terracotta and sculptures, installations, local crafts done by experts artists and artisans;
- ✓ demonstrate use of extended vocabulary related to perspective;
- ✓ to link the knowledge of perspective with learning of other subjects.

Perspective

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Know the meaning of perspective. ➤ Describe the play of light and shade on the given object. ➤ Understand difference between 2-D and 3-D work of art. ➤ Create 3-D objects and scenes of his / her liking from the immediate surroundings. ➤ Respond to the perspective in art work done by their classmates and self. ➤ Respond to the perspective 	<ul style="list-style-type: none"> ➤ Encouraging and providing opportunities to children to explore and experience the play of light and shade on natural and artificial objects, buildings, structures, scenes etc. in their immediate surroundings. ➤ Guided tour to view natural and artificial objects, architectural sites in the immediate surroundings. ➤ Sharing of children's own understanding of perspective, light and shade, 2-D and 3-D art work, based on their sketch book. ➤ Organising Individual sketching/ of natural and artificial objects based on children's liking in their sketch books. 	<ul style="list-style-type: none"> ➤ Art work of every child in the class. ➤ Actual samples or even replicas of artist's work on perspective, on 2-D and 3-D work, videos of artists' work etc. ➤ Children's scrap books. ➤ Computer with LCD projector /ICT facilities. ➤ Display boards with theme based display of children work and/or artist work.

Perspective

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<p>in 2-D and 3-D artefacts displayed in galleries and museums, such as; paintings, pottery, terracotta and sculptures, installations, local crafts, etc. done by experts artists and artisan.</p> <p>➤ Demonstrate use of extended vocabulary related to the theme.</p>	<ul style="list-style-type: none"> ➤ Conducting classroom discussions on 'perspective' and on the difference between 2-D and 3-D effects, based on live examples. ➤ Organising Still life drawing to practice 3-D effects on a 2-D surface. A group of 2-3 objects such as; book, glass bottle/jug and a fruit can be organised on a table with proper light from one angle to practice light and shade, ratio and proportion etc. ➤ Providing opportunities to describe self-work and work done by peers on use of perspective. ➤ Guided tour to the museum/s and art galleries. ➤ Worksheet/s on use of perspective and its description in the work of masters, while visiting art gallery/ies or a museum/s. 	

Life Skills: Learning based on this theme will help in sharpening the skills of observation, imagination, critical thinking and that of artistic expression. Increase in the interest of creating life like art work and also develop the ability to appreciate such work done by others.