

# Arts Education



**(No change has been made in the subject)**

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

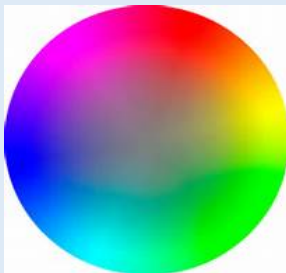
## **Theme 1**



## **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 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 other subjects.

### Learning Outcomes:

Children will be able to:

- ☑ identify different geometrical and natural forms, realistic and abstract forms, 2-D and 3-D forms of objects and artefacts;
- ☑ sketch natural and artificial objects from their immediate surroundings;
- ☑ create geometrical and natural, 2-D and 3-D forms from imagination, while using different shapes and sizes;
- ☑ decorate 3-D objects using variety of shapes using straight lines, curved lines, smooth lines, crooked lines, vertical and horizontal lines, patterns;
- ☑ differentiate between realistic and abstract forms;
- ☑ demonstrate use of extended vocabulary related to the theme;
- ☑ engage and explore various sites and immediate surroundings for the joy of knowing more.

Form		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Identify different geometrical and natural forms, realistic and abstract forms, 2-D and 3-D forms of objects and artefacts.</li> <li>➤ Sketch natural and artificial objects from immediate surroundings.</li> <li>➤ Create geometrical and natural, 2-D and 3-D forms from imagination, while using different shapes and sizes.</li> <li>➤ Decorate 3-D objects using variety of shapes using straight line, curved line, smooth line, crooked line, vertical and horizontal lines, patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing opportunities to children for observing and understanding different forms, such as; geometrical and natural forms, realistic and abstract forms, 2-D and 3-D forms of objects around and artefacts.</li> <li>➤ Providing a platform for children to share their individual experiences related to different types of forms. Suggested area of sharing can be; Interesting 'Forms of home furniture', of 'school furniture', different forms of building architecture and bridges in the immediate surroundings.</li> <li>➤ Independent and group exploration of the immediate surroundings and selected sites.</li> <li>➤ Encouraging children to make regular sketches of different forms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children's own learning experiences of understanding of forms related to furniture items, building and bridge architecture etc., and forms in nature.</li> <li>➤ Sketchbooks of children.</li> <li>➤ Scrap books of children.</li> <li>➤ Picture cards/ placards, video clips on different forms and designs.</li> <li>➤ Drawing and painting materials, local specific, low cost art materials.</li> <li>➤ Art Room with working tables of appropriate height.</li> <li>➤ Computers with relevant soft wares and LCD</li> </ul>

<p>etc.</p> <ul style="list-style-type: none"> <li>➤ Differentiate between realistic and abstract forms.</li> <li>➤ Demonstrate use of extended vocabulary related to the theme.</li> <li>➤ Engage and explore various sites and immediate surroundings for the joy of knowing more.</li> </ul>	<p>from nature and from artificial creation.</p> <ul style="list-style-type: none"> <li>➤ Creating geometrical and natural, 2-D and 3-D forms from imagination, while using different shapes and sizes, on subjects/themes such as; 'the chair I would like to use for studies', 'the bed I would like to gift to my parents', 'my classroom, furniture', etc., in drawing and painting, with clay and with any other local specific materials for painting or construction.</li> <li>➤ Encouraging children to create their own patterns for decorating 3-D objects using variety of shapes using straight lines, curved lines, smooth lines, crooked line, vertical and horizontal lines, patterns etc.</li> <li>➤ Conducting discussions based on placards/ pictures/ video clips etc. on different type of forms, such as; <ul style="list-style-type: none"> <li>☛ difference between realistic and abstract forms.'</li> <li>☛ 'difference between geometrical and natural forms.'</li> <li>☛ use of computer graphics to explore and understand the beauty and diversity of forms.</li> </ul> </li> </ul> <p><b>Integration with other subjects:</b></p> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>➤ Providing opportunities to make poems/ songs on objects to develop verbal expression.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>➤ concept of lines, angles of triangles, rectangles, square, circle etc.</li> </ul>	<p>projector for ICT based art experiences of varied forms.</p> <ul style="list-style-type: none"> <li>➤ Cameras.</li> <li>➤ White board or classroom board/s.</li> <li>➤ Easel /stand.</li> <li>➤ Water arrangements.</li> <li>➤ Potter's clay/wheel.</li> <li>➤ Origami paper.</li> <li>➤ Aprons and towels.</li> </ul>
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**Life Skills:** Developing skills of observation, problem solving, communication and cooperation by becoming aware of the immediate surroundings and accepting responsibility of its beautification and cleanliness through active participation.

## Theme 2: Colour

The theme 'colour' is aimed at developing children's understanding of different colours on the one hand and developing aesthetic sensibility on the other. The prime focus of this theme is to develop children's ability to observe and identify colours in nature and in man-made objects and understand the relationship of certain colours with plants, flowers, fruits and nature. For example, leaf green, sea blue & sky blue, bottle green, lemon yellow etc. It will also enable them to create different shades by mixing of two different colours. For example; mixing of red and yellow in equal quantity will create orange colour. Children will also be enabled to understand the 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 of cool colours to depict peace and harmony, etc. The process of identification and understanding of colours enhances skills, such as; observation, exploration, experimentation and artistic expression.

### Learning Outcomes:

Children will be able to:

- name different colours and shades of household objects, furniture items, flowers, vegetables, fruits, plants and trees etc., appropriately;
- describe art work based on its colours;
- draw and paint images from their immediate surroundings and colour them with appropriate colours;
- use neutral colours (black and white) and create chart of grey tones of all primary colours;
- understand use of theme appropriate colours in compositions;
- demonstrate use of extended vocabulary related to colours;
- link experience and understanding of colours with learning of other subjects;
- appreciate the beauty of colours in nature and in artificially made objects.

Colour		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Name different colours and shades of household objects, furniture items, flowers, vegetables, fruits, plants &amp; trees etc., appropriately.</li> <li>➤ Describe art work based on its colours.</li> <li>➤ Draw and paint images from immediate surroundings and colour them with their appropriate colours.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Motivating children to make keenly observe colours in nature and in artificial objects with the aim of making a note of different colours, shades and tones.</li> <li>➤ Encouraging children to make scrap book on Colours of 'Nature' 'Furniture items' and 'Walls and drapery' etc.</li> <li>➤ Providing opportunities for children to share their personal experiences related with colours around them. Their likes and dislikes, importance and value of different colours to them.</li> <li>➤ Encouraging children to explore their</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children's own experience related to colours and shades.</li> <li>➤ Theme based scrap books on colours and shades.</li> <li>➤ Shopping centres, Fruit and vegetable markets, Fairs (Melas), Events, Gardens, Zoos etc.</li> <li>➤ Picture cards on tones and shades of</li> </ul>

## Colour

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Use neutral colours (black and white) and create chart of grey tones of all primary colours.</li> <li>➤ Understand use of theme appropriate colours in compositions.</li> <li>➤ Demonstrate use of extended vocabulary related to the theme.</li> <li>➤ Link the experience and understanding of colours with learning of other subjects of their class.</li> <li>➤ Appreciate beauty of colours in nature and in artificially made objects.</li> </ul>	<p>immediate surroundings such as- shopping centres, fruit and vegetable markets, fairs/melas, events, gardens, zoo etc. for learning more about colours of natural and artificial objects, structures and sceneries.</p> <ul style="list-style-type: none"> <li>➤ Encouraging children in making their own colour charts of 8to10 tones of primary colours, using neutral colours (white and black).</li> <li>➤ Facilitating the use of a computer for mixing and making colours. Using painting software for visual effects of different colours on the selected composition.</li> <li>➤ Drawing, colouring or clicking objects based on colour theme:                             <ul style="list-style-type: none"> <li>☛ 'Green around us'</li> <li>☛ 'Red around us',</li> <li>☛ 'Yellow around us' etc., and display in the class.</li> </ul> </li> <li>➤ Discussing the use of theme based colours in art work by using sample cards, video clips, paintings and prints of renowned artists.</li> <li>➤ Arising a curiosity in children by asking:                             <ul style="list-style-type: none"> <li>☛ 'Why he/she has used red colour in this work?'</li> <li>☛ 'What do you think about so much of white here?'</li> </ul> </li> <li>➤ Conducting practice sessions to describe one's own work and work of their peers, based on use of colours.</li> <li>➤ Making theme based Rangolis using different materials. Themes can be; 'save girl child', 'save water', 'save tigers' 'our planet earth' etc.</li> </ul> <p><b>Integration with other subjects:</b></p> <p><b>Languages:</b></p> <ul style="list-style-type: none"> <li>➤ Facilitating children to create poem/s on colours of their choice. (individual activity)</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>➤ Make Rangolis on different topics, using mathematical skills and concepts.</li> </ul>	<p>different colours, art works of artists, video clips to study the use of different colours.</p> <ul style="list-style-type: none"> <li>➤ Drawing and painting materials: sheets, pigments, paints, inks &amp; dyes, powder colours, sawdust, sand, etc.</li> <li>➤ Thread, sponge, straw, paper cuttings, etc.</li> <li>➤ Art Room with working tables of appropriate height, slabs on sides.</li> <li>➤ Easel /stand.</li> <li>➤ Cameras.</li> <li>➤ Computers with relevant software and LCD projector for ICT based art experiences.</li> <li>➤ Boards for art displays.</li> <li>➤ Aprons and towels.</li> <li>➤ Water arrangements.</li> </ul>

**Life Skills:** Developing skills of observation, problem solving, communication and cooperation, acceptance of the social multiple perspective by exploring and knowing about their

immediate surroundings in teams. Accepting the responsibility of maintaining the cleanliness and beautification of surroundings through *active participation*.

## Theme 3: Texture

The theme "Texture" is aimed at developing in children 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 a mix mediums and materials. For example; sand painting, impression of bark on clay slab etc. Experience with different textures will lead to sharpening of the sense of touch among all learners, including those with special needs. The process of identification, understanding and creation of texture enhances skills, such as; observation, imagination, experimentation and artistic expression.

### Learning Outcomes:

Children will be able to:

- ☑ identify and name different textures and surfaces of household and natural objects;
- ☑ create new textures with 2-D and 3-D materials;
- ☑ appreciate beauty, variety and value of different surfaces in work of arts;
- ☑ demonstrate use of extended vocabulary related to the theme;
- ☑ link the experience and understanding of textures with learning of other subjects;
- ☑ engage and learn to observe and explore 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"> <li>➤ Identification and naming different textures and surfaces of the common household and natural objects.</li> <li>➤ Create new textures with 2-D and 3-D materials.</li> <li>➤ Appreciate beauty, variety and value of different surfaces in work of arts.</li> <li>➤ Demonstrate use of extended vocabulary related to the theme.</li> <li>➤ Learn to link the experience and understanding of textures with learning of other subjects of their class.</li> <li>➤ Engage and learn to observe and explore immediate surroundings</li> </ul>	<ul style="list-style-type: none"> <li>➤ Encouraging 'Exploration Walk' in and around school at different times of the day and in different weathers for observation, and feel of different textures and surfaces.</li> <li>➤ Providing opportunities for children to share their experiences on variety of textures and surfaces they have come across.</li> <li>➤ Conducting drawing, painting and printing activities to create texture of different kinds of stones, soil and wood etc. (with 2-D material).</li> <li>➤ Making 3-D Collage and clay modelling for creating texture of wool, wood, soft and hard, dry and wet, slippery and sandy surface.</li> <li>➤ Organising discussions on value of texture in work of art. Making use of children' work, scrap books and video clips.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children's own experiences related to household objects.</li> <li>➤ Natural objects, plants, trees, birds &amp; animals, sand and soil of different kinds, etc.</li> <li>➤ Scrap books on textures.</li> <li>➤ Sample pictures and videos of different textures and surfaces.</li> <li>➤ Drawing and painting materials such as: glue, sponge, pieces of different fabrics, sand, bark, wool, feathers, potters clay, samples of soil, etc.</li> <li>➤ Art Room with working tables of appropriate height, slabs on sides</li> <li>➤ Cameras for clicking</li> </ul>



## Texture

Texture		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<p>for joy of knowing and experiencing different surfaces and textures.</p>	<ul style="list-style-type: none"> <li>➤ Exploring new textures with the help of computer software/s.</li> <li>➤ Organising playing of games for identification of different textures while being blindfolded. (classroom activity).</li> </ul> <p><b>Integration with other subjects:</b></p> <p><b>Languages:</b></p> <ul style="list-style-type: none"> <li>➤ Facilitating children to create poem or story on topic such as;                             <ul style="list-style-type: none"> <li>☛ 'Walking bare foot in the grassy park on a winter morning'.</li> <li>☛ 'When I held frog/tortoise in my hands'!!</li> <li>☛ 'Walk on wet and slippery road.' etc.(individual activity)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>pictures.</li> <li>➤ Easels /stands.</li> <li>➤ Computers with relevant software and LCD projector for ICT based art experiences.</li> <li>➤ Boards for art displays.</li> <li>➤ Aprons and towels.</li> <li>➤ Water arrangements.</li> </ul>

**Life Skills:** Developing skills of observation, empathy and compassion for nature and for animals by observing and understanding of the nature. Accepting the responsibility of protecting the environment and surroundings through participation in its upkeep.

## 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 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, 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 process of visualizing and making composition enhances skills, such as; observation, imagination, experimentation, communication and artistic expression. Another major focus of this theme is to observe and find out compositions in nature, and in man-made structures. It will also enable children to 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.

### Learning Outcomes:

Children will be able to:

- ☑ select compositions from the immediate surroundings;
- ☑ draw and paint compositions on themes, such as; my family, my school, festival/s I like, Hockey/Football/Cricket/basketball match of my school, game I like the most, landscape, seascape from imagination;
- ☑ compose poster on social and environmental issues, such as; 'Save Girl Child', 'Help Senior Citizens', 'Save Trees', 'Save Tigers', 'Save Water', 'Keep your surrounding Clean' etc.;
- ☑ arrange and create 3-D objects on a given theme;
- ☑ demonstrate use of extended vocabulary related to ;
- ☑ link the experience gained while creating composition, with learning of other subjects of their class;
- ☑ engage and learn to observe and explore immediate surroundings for joy of knowing different compositions;
- ☑ communicate and express their arrangement of visual images.

Composition		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Select compositions from the immediate surroundings, using view finder.</li> <li>➤ Draw and paint compositions on themes, such as; my family, my school, festival/s I like, Hockey/Football/Cricket/basketball</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing children opportunities and encouraging them to independently explore interesting locations in and around school and home.</li> <li>➤ Conducting sessions of quick sketching of selected compositions with pencil or with dry pastels.</li> <li>➤ Encouraging the use of personal sketchbooks and Viewfinders.</li> <li>➤ Organising guided and independent walks to green/forest area, to historical monuments,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children's own experience related with arranging their household objects, landscapes/seascapes, arranging idols during poojas, special days, festivals etc.</li> </ul> <p>Forest area, Zoo, School garden, Children's parks, Historical monuments,</p>

## Composition

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<p>match of my school, game I like the most, landscape, seascape, etc., from imagination.</p> <ul style="list-style-type: none"> <li>➤ Compose poster/s on social and environmental issues, such as; 'Save Girl Child', 'Help Senior Citizens', 'Save Trees', 'Save Tigers', 'Save Water', 'Keep your surrounding Clean' etc.</li> <li>➤ Arrange and create 3-D objects on a given theme.</li> <li>➤ Use of extended vocabulary related to compositions.</li> <li>➤ Engage and learn to explore immediate surroundings for the joy of knowing more.</li> <li>➤ Link experience and understanding of composition with learning of other subjects.</li> </ul>	<p>to the fairs (melas), sports complex and to the social gatherings /celebrations to make a sketch of the same.</p> <ul style="list-style-type: none"> <li>➤ Encouraging children to make use of camera/s to click compositions which can be displayed and also used for developing art work.</li> <li>➤ Organising activities of drawing and/or painting of imaginary compositions on social themes, such as;                             <ul style="list-style-type: none"> <li>☛ My family,</li> <li>☛ My school,</li> <li>☛ My village/ community,</li> <li>☛ Our festival/s,</li> <li>☛ Hockey/ Football/ Cricket match at school, Landscapes, seascapes etc.</li> </ul> </li> <li>➤ Making poster/s on social and environmental issues, such as; 'Save Girl Child', 'Help Senior Citizens', 'Save Trees', 'Save Tigers', 'Save Water', 'Keep your Surrounding Clean' etc.</li> <li>➤ Providing Opportunities to create 3-D composition/s on themes, such as; 'Furniture in my room', 'Garden furniture', 'Gym in the park', 'Means of Transportation' etc., and installation of the same.</li> <li>➤ Organising discussions on age appropriate compositional skills. Examples should be related to the immediate environment of the child and their class work. Use of video clips and original work of artists is always motivational.</li> <li>➤ Making a Rangoli using different compositions.</li> </ul> <p><b>Integration with other subjects:</b></p> <p><b>Languages:</b></p> <ul style="list-style-type: none"> <li>➤ Facilitating children to narrate their experiences on subjects related to the selected compositions.</li> <li>➤ Writing a letter to your friend describing experience related to the sketching walk for new compositions.</li> </ul>	<p>Social gatherings, Fairs etc.</p> <ul style="list-style-type: none"> <li>➤ View finder, Picture cards, Videos depicting different compositions.</li> <li>➤ Sketch books of children.</li> <li>➤ Drawing/painting materials, clay, adhesive, card board, Rangoli material, etc.</li> <li>➤ Art Room with working tables of appropriate height, slabs on sides.</li> <li>➤ Computers with relevant soft wares and LCD projector for ICT based art experiences.</li> <li>➤ Cameras.</li> <li>➤ Boards for art displays.</li> <li>➤ Easel /stand</li> <li>➤ Aprons and towels.</li> <li>➤ Water arrangements.</li> </ul>

**Life Skills:** Developing skills of problem solving, visualization, communication, cooperation and interpersonal relationship by observing, imagining and arranging compositions on their immediate surroundings and of other places of social and historical importance. Accepting responsibility of the cleanliness, maintenance and beautification of the environment and surroundings through active participation.

## Theme 5: Tools & Techniques

The theme 'Tools and Techniques' is aimed at developing an understanding in children of the different types of tools and techniques that are used for experiencing the visual arts. The process of knowing and working with the 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 in visual arts. It also focuses on developing an understanding of 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.

Children will also be enabled to handle of different tools, materials 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 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 in to 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 experiences with the different tools and techniques will sharpen children's common sense and make them confident users and creators.

### Learning Outcomes:

Children will be able to:

- identify and name age appropriate tools and materials including camera and computer software/s;
- understand and apply the age appropriate techniques of visual expression, such as; drawing, still life, poster making, painting composition, pen & ink drawings, block printing, 2-D and 3-D work, origami, coil, slab and pinching methods of clay modelling, terracotta, engraving and relief work, 3-D masks and puppets, simple crafts (local specific) rangoli, wall painting, photography, animation (manual and computer based);
- demonstrate use of extended vocabulary related to tools and techniques;
- create their own tools and techniques of visual expression;
- maintain their tools and equipment of use;
- link the experience and understanding of tools and techniques with learning of other subjects;
- appreciate the beauty and variety of methods and materials for visual expression.

Tools and Techniques		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
▶ Identify and name the age appropriate tools and materials including camera and computer software/s.	▶ Providing opportunities to children to share their experiences on use and preferences about different tools, materials and techniques used or seen.	▶ Children's experience with different tools & techniques, such as drawing, still life, poster making, painting

## Tools and Techniques

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Understand and apply the age appropriate techniques of visual expression, such as; drawing, still life, poster making, painting composition, pen &amp; ink drawings, block printing, 2-D and 3-D work, origami, coil, slab and pinching methods of clay modelling, terracotta, engraving and relief work, 3-D masks and puppets, simple crafts (local specific) rangoli, wall painting, photography, animation (manual and computer based)..</li> <li>➤ Demonstrate use of extended vocabulary related to the theme.</li> <li>➤ Create his / her own tools and techniques of visual expression.</li> <li>➤ Maintain their tools and equipments of use.</li> <li>➤ Create small poem or song on tool/s of their liking.</li> <li>➤ Integration of knowledge &amp; experience of tools, materials and techniques with learning of other subject.</li> <li>➤ Appreciate beauty and variety of methods and materials for visual expression.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Encouraging children's participation in the collection activities of tools and materials from home, community and from the immediate surroundings.</li> <li>➤ Question answers in 'Do you know?' format, such as;                             <ul style="list-style-type: none"> <li>☛ Name any 5 tools of drawing &amp; painting.</li> <li>☛ Which are the materials that you have seen and used for the drawing &amp; painting?</li> <li>☛ Name any 5 printing tools/equipment/materials you know?</li> <li>☛ What is mixed collage?</li> <li>☛ What precautions should you take while working on terracotta?</li> <li>☛ What is Block printing?</li> <li>☛ What is the difference between slab, coil and pinching methods in clay modelling?</li> <li>☛ What method of puppet making do you like?</li> <li>☛ What is the role of the Camera in art making?</li> <li>☛ Which computer software have you used for making graphics?</li> </ul> </li> <li>➤ Facilitating learning of new technique/s and use of new tools through demonstration method. For example;                             <ul style="list-style-type: none"> <li>☛ Drawing of still life.</li> <li>☛ How and why water colours are the most transparent colours, and Poster colours as opaque. Making of a poster based on its elements.</li> <li>☛ Baking terracotta, Engraving on clay &amp; soft wood and</li> <li>☛ Maintenance of tools, etc.</li> <li>☛ Making of wall painting is another example which involves local specific tools, technique/s,</li> </ul> </li> </ul>	<p>composition, pen &amp; ink drawings, block printing, 2-D and 3-D work, origami, coil, slab and pinching methods of clay modelling, terracotta, engraving and relief work, 3-D masks and puppets, simple crafts (local specific) rangoli, wall painting, photography, animation (manual and computer based), etc.</p> <ul style="list-style-type: none"> <li>➤ Collection and display of age appropriate art tools, techniques and materials in the classroom.</li> <li>➤ Collection and display of local specific /easily available tools and materials in the art room/classroom.</li> <li>➤ Age appropriate samples in form of pictures or videos of different art methods and techniques.</li> <li>➤ Drawing, painting and printing materials, glue, sponge, pieces of different fabrics, sand, bark, wool, feathers, potters clay, etc.</li> <li>➤ Art Room with working tables of appropriate height, slabs for 3-D work and display on sides.</li> <li>➤ Computers with relevant soft wares and LCD projector for ICT based art experiences.</li> <li>➤ Cameras.</li> <li>➤ Easel /stand.</li> <li>➤ Boards for art displays.</li> <li>➤ Aprons and towels.</li> <li>➤ Water arrangements.</li> </ul>

## Tools and Techniques

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
	<p style="text-align: center;">materials, motifs and composition.</p> <ul style="list-style-type: none"> <li>➤ Organising a visit to the local artists/artisans to see the process, tools and equipment used for creating particular art work.</li> <li>➤ Conducting a Class quiz or competition for testing children's knowledge about tools, materials and techniques of visual expression and also to encourage further innovations.</li> <li>➤ Organising an Annual group show of classroom activities on tools, techniques and materials.</li> <li>➤ Taking impressions of all Indian coins (in use) on clay slabs for demonstrating relief and reverse techniques.</li> </ul> <p><b>Integration with other subjects:</b></p> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>➤ Encouraging children to create stories on brush / colour/ block etc. in small groups.</li> <li>➤ Enacting role plays, such as; 'I am the brush', 'I am your new colour plate' 'I am your printing roller', etc.</li> <li>➤ <i>(story making can cover it's making process, it's use, its value, etc.)</i></li> </ul>	

**Life Skills:** Developing skills of problem solving and perseverance by using different tools and materials of creative expression. Confidence of learning to handle tools and materials and joy of learning the appropriate techniques to express through will also be developed. An increase in active participation for cleaning and beautification of one's own classroom, school and home.

## Theme 6: Art (Visual Arts) Vocabulary

The theme 'Art Vocabulary' is aimed at children 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 for appreciating a work of art. The process of knowing and using appropriate vocabulary will enhance the communication skills of the learner. The prime focus of this theme is for the child 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, 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.

### 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, engraving, round and relief work of sculpture, 2-D and 3-D work, paper craft, photography, animation, light and shade, still life and graphics.
- name the terms/specifications of materials, such as; colours, medium of colours, water colours, pastel colours, neutral colours, shades and tones of colours, paints & dyes, pen & ink, background and foreground in the composition, perspective, landscapes, seascapes, lines of different types, shapes and sizes, modelling, still life and photography.
- describe one's own art work and that of their peers;
- narrate art experiences using age appropriate vocabulary;
- communicate in their art class using appropriate art vocabulary;
- demonstrate use of extended vocabulary related to art vocabulary;
- learn to link the knowledge of art vocabulary with learning of other subjects.

Art Vocabulary		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
➤ Identification of 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	➤ Encouraging children to use appropriate art vocabulary while sharing knowledge of art tools, techniques and materials, of art experience and artistic expression, in the classroom or elsewhere. ➤ Providing children opportunities to analyse the art work of peers and of artists to practice use of art vocabulary. ➤ Discussing different art techniques, quality of materials and value of art	➤ Children's scrap books on tools and materials of visual arts, with their name or title. ( <i>The scrap book should cover all the tools, materials, including that of the local ones.</i> ) ➤ Children's portfolios of art activities.

## Art Vocabulary

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<p>techniques, origami, construction, engraving, round and relief work, 2-D and 3-D work, paper craft, photography, animation, light and shade, still life, graphics, etc.</p> <ul style="list-style-type: none"> <li>➤ Terms/specifications of materials, such as; colours, medium of colours, water colours, pastel colours, neutral colours, shades and tones of colours, paints, pen &amp; ink, background and foreground in the composition, perspective, landscapes, seascapes, lines of different types, shapes and sizes, modelling, still life, photography, etc.</li> <li>➤ Describe one's own art work and that of their peers.</li> <li>➤ Narrate art experiences using appropriate (age appropriate) vocabulary.</li> <li>➤ Communicate in their art class using appropriate art vocabulary.</li> <li>➤ Use of extended vocabulary related to the theme.</li> <li>➤ Integration of art experiences with learning of other subjects.</li> </ul>	<p>tools, such as; brushes, type of scissors, rollers/ rolling pins, drawing &amp; painting, printing, clay modelling, terracotta, pottery, spray painting, reverse techniques, origami, construction, round and relief work of sculpture, 2-D and 3-D arts, paper craft, etc.</p> <ul style="list-style-type: none"> <li>➤ Viewing art related pictures, videos for giving quick observations.</li> <li>➤ Encouraging presentation/s based on tools, colours, different medium and materials, different techniques, art work in school corridors, etc. This can either be through scrap book or power point presentation (PPT).</li> <li>➤ Organising a visit to the local museums and galleries, to the art exhibitions, to the craftsmen, potter, etc., and writing note on field experience, using appropriate vocabulary.</li> <li>➤ Helping children to write a review after a visit to the gallery.</li> </ul> <p><b>Integration with other subjects:</b></p> <p><b>Languages:</b></p> <ul style="list-style-type: none"> <li>➤ Encouraging children to write letter/s, stories, describing experience of the field visit to museum, by using appropriate vocabulary.</li> <li>➤ Writing an imaginary dialogue;             <ul style="list-style-type: none"> <li>☛ between composition and it's subject,</li> <li>☛ between brush and sheet,</li> <li>☛ between potter's clay and potter,</li> <li>☛ between fire and terracotta, etc.</li> </ul> </li> </ul> <p><b>EVS:</b></p> <ul style="list-style-type: none"> <li>➤ Knowing our immediate surroundings.</li> <li>➤ Engaging children in classroom displays, to learn cleanliness, maintenance and beautification.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Samples of paintings, photographs, of selected compositions, slides, videos of art camps and exhibitions etc.</li> <li>➤ Collection and display of age appropriate art tools and materials in the class. This also includes local specific and easily available tools and materials.</li> <li>➤ Drawing and painting materials, potters clay, etc.</li> <li>➤ Museums, Art galleries.</li> <li>➤ Local craftsmen and potters, etc.</li> <li>➤ Computers with relevant soft wares</li> <li>➤ LCD projector for ICT based art experiences.</li> <li>➤ Cameras.</li> <li>➤ Boards for art displays.</li> </ul>

**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, will also enhance creativity and aesthetic appreciation.

## Theme 7: Responding to the Artefacts and Nature



The theme "Responding to the Artefacts and Nature" is aimed at children getting to know, understand and appreciate the beauty of nature and artefacts. The prime focus of this theme is to make children understand the beauty and value of arts, of nature, as well as man-made objects, structure and architecture. The process of appreciation will sensitize their eye for aesthetics of an object, subject and situation. And will help in developing an attitude for accepting and appreciating multiple perspectives on any given subject or situation. This theme will make children understand the 'importance of elements of visual arts'. 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.

### Learning Outcomes:

Children will be able to:

- ☑ describe objects, buildings, structures, scenes and situations of his / her liking in the immediate surroundings;
- ☑ appreciate nature and natural beauty of form, colours, composition, perspective, etc.; such as plants & trees, buds & flowers, birds & animals, ponds & lakes, pastures & deserts, sea beaches, rivers & mountains, sky with and without clouds, wind and rain, sun, moon and stars, rainy day, starry night, sunny day.;
- ☑ respond to the impact of art work done by their classmates and herself;
- ☑ state the elements of visual arts;
- ☑ appreciate the artefacts displayed in galleries and museums, such as; paintings, prints, pottery, terracotta and sculptures, installations, local crafts, etc. done by the experts/ artists;
- ☑ write an appreciation note on their experience of the art museum and art gallery while describing a few artefacts seen;
- ☑ demonstrate use of extended vocabulary related to the artefacts and nature;
- ☑ 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"> <li>➤ Describe the objects, buildings, structures, scenes and situations of their liking in the immediate surroundings.</li> <li>➤ Appreciate nature and natural beauty of form, colours, composition, perspective, etc.; such as plants &amp; trees, buds &amp; flowers, birds &amp; animals, ponds &amp; lakes, pastures &amp; deserts, sea beaches, rivers &amp; mountains, sky with and without clouds,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Encouraging children and providing opportunities to them to explore and experience the beauty of nature and natural objects, buildings, structures, scenes and situations in their immediate surroundings.</li> <li>➤ Providing a platform for children to share their experiences, likes and dislikes on nature and natural objects, on artefacts and architectural sites in their immediate surroundings,</li> <li>➤ and appreciation on scenes of their liking in the classroom. Providing opportunities for children to record</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children's own experiences, likes and dislikes on nature and natural objects, on artefacts and architectural sites in the immediate surroundings.</li> <li>➤ Art work of every child in the class.</li> <li>➤ Guided tour to the museum/s and art galleries.</li> <li>➤ Samples/replicas of artists work in 2-D and 3-D, pictures or videos of</li> </ul>

## Responding to the Artefacts and Nature

Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<p>wind and rain, sun, moon and stars, rainy day, starry night, sunny day, etc.</p> <ul style="list-style-type: none"> <li>➤ Respond to the impact of art work done by their classmates and himself/herself.</li> <li>➤ Know about the elements of the visual arts.</li> <li>➤ Appreciate the artefacts displayed in galleries and museums, such as; paintings, prints, pottery, terracotta and sculptures, installations, local crafts, etc. done by the experts/ artists.</li> <li>➤ Write an appreciation note on their experiences of the art museum and art gallery while describing a few artefacts seen.</li> <li>➤ Demonstrate use of extended vocabulary related to the theme.</li> <li>➤ Learn to link the knowledge of appreciation and responding to the nature and to the artefacts with learning of other subjects.</li> </ul>	<p>and share self/ peer assessment of art activities and experiences, periodically.</p> <ul style="list-style-type: none"> <li>➤ Worksheet/s on                             <ul style="list-style-type: none"> <li>☛ appreciation of nature and its beauty,</li> <li>☛ 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.</li> </ul> </li> <li>➤ Conducting Class Sessions on introduction to the 'Elements of Visual arts', based on art examples.</li> <li>➤ Organising Visual thinking sessions on paintings, photographs, pottery &amp; ceramics, terracotta &amp; sculpture, installations, etc. of known artists</li> <li>➤ Providing a well-designed worksheet on museum and gallery visits to facilitate appreciation of any one section. For example, write an appreciation note on the Ajanta paintings.</li> </ul> <p><b>Integration with other subjects:</b></p> <p><b>Languages:</b></p> <ul style="list-style-type: none"> <li>➤ Assisting them in illustrating one story from their course book.</li> <li>➤ Giving assignment based on Writing 10 sentences describing 4 whether of India along with its visual representation.</li> </ul>	<p>artists' work.</p> <ul style="list-style-type: none"> <li>➤ Power Point Presentation or video clip on 'Elements of Visual arts'.</li> <li>➤ Children's scrap books.</li> <li>➤ Collection and display of age appropriate art tools and materials in the class.</li> <li>➤ Display boards with theme based display of children's work and/or artist's work.</li> <li>➤ Computers with relevant soft wares.</li> <li>➤ LCD projector for ICT based art experiences.</li> <li>➤ Cameras.</li> </ul>

**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 children knowing, understanding and appreciating the beauty of 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 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:

- state the meaning of perspective;
- describe the play of light and shade on the given object/s;
- describe linear and areal perspective;
- create landscape/seascape using age appropriate perspective skills;
- respond to the perspective in art work done by their classmates and himself/herself;
- 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, etc. done by experts artists and artisans;
- demonstrate use of extended vocabulary related to the theme- perspective.

Perspective		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ State the meaning of perspective.</li> <li>➤ Describe the play of light and shade on the given object/s.</li> <li>➤ Describe Linear and areal perspective.</li> <li>➤ Create landscape/ seascape using age appropriate perspective skills.</li> <li>➤ Respond to the perspective in art work done by their classmates and himself/herself.</li> <li>➤ Respond to the perspective in 2-D and 3-</li> </ul>	<ul style="list-style-type: none"> <li>➤ Encouraging children and providing opportunities to explore and experience the play of light and shade on natural and artificial objects, buildings, structures, scenes etc. in their immediate surroundings.</li> <li>➤ Organising classroom discussions on what is perspective and its relation with the 3<sup>rd</sup> dimension of any object.</li> <li>➤ Explaining Linear and Areal perspective, based on live examples.</li> <li>➤ Organising sketching and painting sessions of landscape/ seascape of their liking, while using age appropriate perspective skills.</li> <li>➤ Guided tour to view natural and artificial objects, architectural sites in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sharing of children's own understanding of perspective, light and shade, 2-D and 3-D art work, based on their sketch book.</li> <li>➤ Art work of every child in the class.</li> <li>➤ Actual samples or even replicas of artist's work on perspective, both; linear and areal, on 2-D and 3-D work, Videos of artists' work etc.</li> <li>➤ Children's scrap books.</li> <li>➤ Easels /stands.</li> <li>➤ Computer with LCD</li> </ul>

## Perspective

Perspective		
Key Concepts	Suggested Transactional Process	Suggested Learning Resources
<p>D artefacts displayed in galleries and museums, such as; paintings, pottery, terracotta and sculptures, installations, local crafts, etc. done by expert artists and artisan.</p> <p>➤ Demonstrate use of extended vocabulary related to the theme.</p>	<p>the immediate surroundings.</p> <p>➤ Providing every child opportunities to describe his/her own work and work done by the peers using perspective skills.</p> <p>➤ Conducting sessions of 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.</p> <p>➤ Worksheet/s on use of perspective and its description in the work of masters, while visiting art gallery or a museum.</p>	<p>projector /ICT facilities.</p> <p>➤ Display boards with theme based display of children work and/or artist work.</p>

**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 ability to appreciate such work of others.