

Arts Education



(No change has been made in the subject)

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

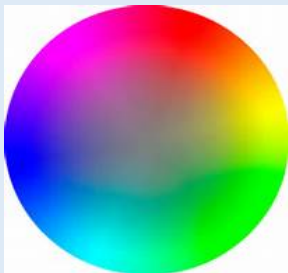
Theme 1



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' aims at developing in children 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 Outcomes:

Children will be able to:

- differentiate between geometrical and natural forms, realistic and abstract forms in the given artefacts;
- create border designs using geometrical patterns from their imagination;
- draw human forms in action, such as; sports scene, people crossing road, someone running to catch the bus;
- create theme based forms and designs;
- demonstrate use of extended vocabulary related to form;
- 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"> ➤ Differentiate between geometrical and natural forms, realistic and abstract forms in the given artefacts. ➤ Create border design using geometrical patterns from imagination. ➤ Draw human forms in action, such as; sports scene, people crossing road, someone running to catch the bus.. ➤ Create theme based forms and designs. ➤ Demonstrate use of extended vocabulary related to the theme. ➤ Engage and explore various sites and immediate surroundings for the joy of knowing more. | <ul style="list-style-type: none"> ➤ Providing opportunities to children to explore and observe and thus develop an understanding of different forms, such as; <ul style="list-style-type: none"> ☛ geometrical and natural forms, ☛ realistic and abstract forms, ☛ 2-D and 3-D forms of objects and artefacts. ➤ Providing opportunities for children sharing their individual experiences related to different type of forms. Suggested areas of sharing can be; interesting forms of home furniture, school furniture, people at work, local Fairs (Melas), different forms of buildings and bridges in the immediate surroundings. ➤ Organising classroom activities to make border designs based on imagination for a Handkerchief, Saree, for a Wall or Floor, while using lines and geometrical shapes. ➤ Creating human forms in action, such as; sports scene, people crossing road, | <ul style="list-style-type: none"> ➤ Children's own learning experiences of forms related to furniture items, building/architecture, nature, human figures etc. ➤ Sketchbooks and art work of children. ➤ Children's Scrap books. ➤ Picture cards/ placards, video clips on different forms. ➤ Drawing and painting materials, local specific, low cost art materials. ➤ Art Room with working tables of appropriate height ➤ Computers with relevant soft wares and LCD projector for ICT based art experiences of varied forms. ➤ Camera. ➤ White board or classroom |

| | | |
|--|--|--|
| | <p>someone running to catch the bus, etc. in drawing and painting or while using local specific materials for construction.</p> <ul style="list-style-type: none"> ➤ Creating theme based forms / designs, such as; ' Happy me', 'Happy Family', 'Tree Plantation', 'Fishing Day Out' etc. for decorating earthen pots. ➤ Organising classroom discussions based on placards/ pictures/video clips etc. on different type of forms, such as; <ul style="list-style-type: none"> ☛ What is the difference between realistic and abstract forms? ☛ What is the difference between geometrical and natural forms? ➤ Using computer graphics to explore and understand the beauty and diversity of forms. <p><i>Integration with other subjects</i></p> <p><i>Languages</i></p> <ul style="list-style-type: none"> ➤ Providing opportunities for children to make poems/ songs on different theme based designs to develop verbal expression. ➤ Engaging children in the upkeep of the classroom after the art activity (to learn cleanliness, beautification and working together). | <p>board/s.</p> <ul style="list-style-type: none"> ➤ Easels /stands. ➤ Water arrangements. ➤ Potter's clay. ➤ Origami paper. ➤ Aprons and towels. |
|--|--|--|

Life Skills: Developing skills of observation, problem solving, communication and cooperation by becoming aware of the immediate surroundings. Accepting responsibility of the beautification and cleanliness of the environment through active participation.

Theme 2: Colour

The theme 'colour' aims at developing an understanding of different colours on one hand and developing aesthetic sensibility on the other in children. 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.

It will also develop an 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 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:

- differentiate between primary, secondary and tertiary colours;
- describe quality of 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/scales of all primary and secondary colours;
- understand and use theme appropriate colours in compositions;
- demonstrate use of extended vocabulary related to colour;
- link the experience and understanding of colours with learning in other subjects;
- appreciate the beauty of colours in nature and in man-made objects.

| Colour | | |
|--|--|--|
| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Differentiate between primary, secondary and tertiary colours. ➤ Describe quality of art work based on its colours. ➤ Draw and paint images from immediate surroundings and colour them with their appropriate colours. ➤ Use neutral colours (black and white) and create chart of grey tones/scales of all primary and secondary colours. ➤ Understand use of theme appropriate colours in | <ul style="list-style-type: none"> ➤ Motivating children to make keen observations of primary, secondary and tertiary colours in nature and in artificial objects for making note of colours and their shades. ➤ Encouraging exploration of children's immediate surroundings by conducting visits to 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. their likes and dislikes, importance and value of colours to them. ➤ Providing opportunities for sharing of personal experiences by children about colours around them such as: | <ul style="list-style-type: none"> ➤ Children's own experience related to colours and shades. Their likes and dislikes, importance and value of colours to them. ➤ Theme based scrap book on colours and shades. ➤ Shopping centres, fruit and vegetable markets, fairs /melas, events, gardens, zoo etc. ➤ Picture cards on tones and shades of different colours, art works of artists, video clips to |

Colour

| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
|---|---|--|
| <p>compositions.</p> <ul style="list-style-type: none"> ➤ Demonstrate use of extended vocabulary related to the theme. ➤ Link the experience and understanding of colours with learning of other subjects of their class. ➤ Appreciate beauty of colours in nature and in man-made objects around him/her. | <ul style="list-style-type: none"> ➤ Encouraging children to make their own colour charts of 8-10 tones of every primary colour, using neutral colours (white and black), and shades of secondary colours. ➤ Using computer and computer software for mixing and making colours. Using painting software for seeing variation in effects of different colours and shades on a selected composition. ➤ Conducting activities on drawing, colouring or clicking objects based on colour themes such as: <ul style="list-style-type: none"> ☛ 'Green around us'. ☛ 'Red around us', 'Yellow around us' 'Varieties of blue' etc. ➤ Discussing the use of theme based colours in art work. Using sample cards, video clips, paintings and prints of work of renowned artists. Ask questions such as; <ul style="list-style-type: none"> ☛ Why he/she has used red colour in this work? ☛ What do you think of white/yellow here in this composition? ➤ Conducting practice sessions to describe own work and work of peers based on use of different colours. ➤ Making social theme based Rangolis using different materials. 'Save girl child', 'save water', 'save tigers' 'our planet earth' etc. <p>Integration with other subjects:</p> <p>Languages:</p> <ul style="list-style-type: none"> ➤ Facilitating children to create poem/s on colours of your choice. (individual activity) <p>➤ Maths:</p> <ul style="list-style-type: none"> ➤ Making Rangolis on different topics, using mathematics skills and concepts. | <p>study the use of different colours.</p> <ul style="list-style-type: none"> ➤ Drawing and painting materials, sheets, pigments, paints, inks and dyes, powder colours, sawdust, sand, etc. ➤ Thread, sponge, straw, paper cuttings, etc. ➤ Art Room with working tables of appropriate height, slabs on sides. ➤ Easels /stands. ➤ Cameras. ➤ 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, and working together. Also acceptance of the social multiple perspective 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 in children an understanding of different textures and surfaces. The prime focus of this theme is to observe, identify and create textures. Understanding 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. Creation of different textures and surfaces by using mix mediums and materials. For example; sand painting, impression of bark on clay slab etc. Experience with different textures can sharpen 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 describe different textures and surfaces of natural objects and those of household items;
- ☑ depict different type of textures such as; rough, smooth, silky, hard, soft, sandy, wooden, etc. using drawing and painting techniques;
- ☑ create new textures with 3-D methods and materials;
- ☑ appreciate beauty, variety and value of different surfaces in work of arts;
- ☑ demonstrate use of extended vocabulary related to texture;
- ☑ 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"> ➤ Identify and describe different textures and surfaces of natural objects and those of household items. ➤ Depict different type of textures such as; rough, smooth, hard, soft, sandy, wooden, etc. using drawing and painting techniques. ➤ Create new textures with 3-D methods and materials. ➤ Appreciate beauty, variety and value of different surfaces in work of arts. ➤ Demonstrate use of extended vocabulary related to the theme. | <ul style="list-style-type: none"> ➤ Conducting an 'Exploration Walk' in and around the school to encourage observation, and exploration of different textures and surfaces through touch and feel. ➤ Exploration walk in the immediate surroundings at different times of the day and in different weathers to experience different textures and surfaces. ➤ Providing opportunities for children sharing experiences on variety of textures and surfaces, they have come across. ➤ Organising drawing and painting activities to create textures, such as; rough, smooth, silky, hard, soft, sandy, wooden, etc. | <ul style="list-style-type: none"> ➤ Children's own experiences related to household objects, ➤ Natural objects, plants & trees, birds & animals, sand and soil of different kinds, etc. ➤ Children's Scrap books on materials having different textures. ➤ Sample pictures and videos of different surfaces. ➤ Drawing & painting materials, Glue, sponge, pieces of different fabrics, sand, bark, wool, feathers, potters clay, samples of soil, etc. |

Texture

| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
|---|--|---|
| <ul style="list-style-type: none"> ➤ Learn to link the experience and understanding of textures with learning of other subjects of their class. ➤ Engage and learn to observe and explore immediate surroundings for joy of knowing and experiencing different surfaces and textures. | <ul style="list-style-type: none"> ➤ Using 3-D materials to experiment and create new textures and name them. ➤ Discussing the value of texture in work of art by making use of children's work, scrap books, relevant pictures and video clips on theme. ➤ Exploring new textures with the help of computer software. ➤ Conducting Play games such as 'Touch and Tell' to identify textures while being blindfolded. (classroom activity). <p>Integration with other subjects: Languages:</p> <ul style="list-style-type: none"> ➤ Facilitating children to create poem or story describing textures of opposite nature. (individual activity) | <ul style="list-style-type: none"> ➤ Art Room with working tables of appropriate height, slabs on sides ➤ Cameras for clicking pictures. ➤ Easel /stand ➤ 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, empathy and compassion for nature and for animals by observing and understanding of the nature. Accepting responsibility of environment protection through participation in its upkeep.

Theme 4: Composition

The theme 'composition', particularly in visual arts (painting, printing, graphic design, sculpture, installation etc.) aims at developing children's understanding about 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. Another aspect this theme focuses on is to develop the ability in children to observe and find out compositions in nature, and in man-made structures. It will help children to understand the relationship of one object with another, form with the colours, 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:

- use view finder to select composition of landscapes/seascapes from the immediate surroundings;
- know the elements of composition, namely; Balance, Movement, Rhythm, Focus, Contrast, Pattern and Proportion;
- draw and paint compositions on themes, such as; my family, my school, festival/s I like the hockey/football/cricket/basketball match of my school, the game I like the most, landscape, seascape, from imagination;
- compose posters on social and environmental issues, such as; Save the Girl Child', 'Help Senior Citizens', 'Save Trees', Save Tigers', 'Save Water', 'Keep your Surroundings Clean';
- arrange and create 3-D objects on the given theme;
- demonstrate use of extended vocabulary related to the theme composition;
- 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 arrangement of visual images.

Composition

| Composition | | |
|--|--|--|
| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
| <ul style="list-style-type: none"> ➤ Use view finder to select composition of landscapes/seascapes from the immediate surroundings. ➤ Know the elements of | <ul style="list-style-type: none"> ➤ Encouraging an independent exploration of interesting locations in and around school and home, with view-finder. ➤ Organising guided trips to give adequate exposure of social as well as | <ul style="list-style-type: none"> ➤ Household objects, landscapes/seascapes, arranging idols during poojas, special days, festivals etc. ➤ View finder, Picture cards |

Composition

| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
|--|--|---|
| <p>composition, that is; Balance, Movement, Rhythm, Focus, Contrast, Pattern and Proportion.</p> <ul style="list-style-type: none"> ➤ 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, etc., from imagination. ➤ 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. ➤ Arrange and create 3-D objects on the 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>natural situations for the quality and variety of compositions.</p> <ul style="list-style-type: none"> ➤ Promoting the sharing of children's own experiences in relation to household objects, landscapes/seascapes, arranging idols during poojas, special days, festivals etc. ➤ Organising session on quick sketching of the selected compositions with pencil or with dry pastels. Encouraging the use of personal sketchbook. ➤ Organising guided and independent exploration/walks to green / forest areas, zoos, school garden, historical monuments, to the fairs/melas, sports complexes and to the social gathering /celebrations for making sketches. ➤ Encouraging children to make use of camera/s to click compositions which can be displayed and also used for developing art work. ➤ Organising activities of drawing and/or painting of imaginary compositions on social themes, such as; <ul style="list-style-type: none"> ☛ <i>My family,</i> ☛ <i>My school,</i> ☛ <i>My village/ community,</i> ☛ <i>Our festival/s,</i> ☛ <i>Hockey/ Football/ Cricket match of my school, Landscapes, seascapes etc. etc.</i> ➤ Helping in making poster/s on social and environmental issues, such as; Save the Girl Child', 'Help Senior Citizens', 'Save Trees', 'Save Tigers', 'Save Water', 'Keep your Surrounding Clean' etc. ➤ 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 | <p>and Videos depicting different compositions.</p> <ul style="list-style-type: none"> ➤ Sketch books of children. ➤ Drawing/painting materials, clay, adhesive, card board, Rangoli materials, etc. ➤ Art Room with working tables of appropriate height, slabs on sides. ➤ Camera. ➤ Computers with relevant soft wares and LCD projector for ICT based art experiences. ➤ Boards for art displays. ➤ Easels /stands. ➤ Aprons and towels. ➤ Water arrangements. |

Composition

| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
|--------------|---|------------------------------|
| | <p>of the same.</p> <ul style="list-style-type: none"> ➤ Discussing the elements of composition to understand the secret of beauty in a composition. Examples should be related to the immediate environment of the children. ➤ Showing video clips and original work of different artists for motivating children. <p>Integration with Other Subjects:</p> <p>Languages:</p> <ul style="list-style-type: none"> ➤ Facilitating children to narrate their experiences on a theme/ topic related to the selected composition. ➤ Writing a letter to a friend describing best composition seen during a gallery/museum visit. | |

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 keeping the environment /surrounding clean and maintaining beautifying it 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 the visual arts. The prime focus of this theme is to enable children to identify, experiment and understand the appropriate use of different tools, materials and techniques used in visual arts. It will also help them to understand 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 able to handle 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 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 will also aim at sharpening their common sense and making them confident users and creators.

Learning Outcomes:

Children will be able to:

- identify and name the age/stage appropriate tools and materials including camera and computer 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 on 3-D materials, 3-D masks and puppets, simple crafts (local specific) rangoli, wall painting, photography, animation (manual and computer based);
- create their own tools and techniques of visual expression;
- maintain their tools and equipment of use;
- demonstrate use of extended vocabulary related to tools and techniques;
- learn to link the experience and understanding of tools and techniques with learning of/in other subjects;
- appreciate beauty and variety of methods and materials for visual expression.

Tools and Techniques

| Tools and Techniques | | |
|---|---|--|
| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
| ➤ Identify and name the age and stage appropriate tools and materials including camera, computer and computer software/s. | ➤ Providing opportunities for children in sharing experiences on use and preferences regarding different tools, materials and techniques, used or seen. | ➤ Children's experience with different tools techniques. Collection and display of age appropriate art tools, techniques and materials |

Tools and Techniques

| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
|--|---|---|
| <ul style="list-style-type: none"> ➤ 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 or graffiti, photography, animation (manual and computer based), etc. ➤ Create their own tools and techniques of visual expression. ➤ Demonstrate use of extended vocabulary related to the theme. ➤ Maintain their tools and equipment of use. ➤ Create small poem or song on tool/s of their liking. ➤ Integration of knowledge & experience of tools, materials and techniques with learning of other subject. ➤ Appreciate beauty and variety of methods and materials for visual expression. | <ul style="list-style-type: none"> ➤ 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), etc. ➤ Encouraging active participation in the collection of tools and materials from home, community and from the immediate surroundings. ➤ Conducting Question Answer sessions in class in 'Do you know?' format, such as; <ul style="list-style-type: none"> ☛ <i>Name any 5 tools of drawing and painting.</i> ☛ <i>Which are the materials that you have seen and used for the drawing and painting so far?</i> ☛ <i>Name any 5 printing tools/equipments/materials you know?</i> ☛ <i>What is a mixed collage?</i> ☛ <i>What precautions should you take while working with pen and ink?</i> ☛ <i>What material/s have you used for making your Block for printing?</i> ☛ <i>What is the difference between clay modelling and Terracotta?</i> ☛ <i>What method of mask making do you like?</i> ☛ <i>Which Camera do you use for taking pictures? Describe the camera.</i> ☛ <i>Which computer software have you used for animation?</i> ➤ Facilitating learning of new technique/s and use of new tools through demonstration method. For example; <ul style="list-style-type: none"> ☛ Drawing of still life | <p>in</p> <ul style="list-style-type: none"> ➤ Collection and display of local specific /easily available tools and materials in the art room/classroom. ➤ Local artists and artisans. ➤ Age appropriate samples in form of pictures or videos of different art methods and techniques. ➤ Drawing painting and printing materials such as 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. ➤ Cameras. ➤ Easels /stands. ➤ Boards for art displays. ➤ Aprons and towels. ➤ Water arrangements |

Tools and Techniques

| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
|--------------|--|------------------------------|
| | <ul style="list-style-type: none"> ☛ Using the potter's wheel; ☛ Making a poster based on its elements; ☛ Engraving tools which can be used on soft wood; and ☛ Maintenance of tools, etc. ➤ Making of a wall painting or graffiti as these involve the use of local specific tools, technique/s, materials, motifs and composition. ➤ Organising a visit to the local artists/artisans to see the process involved and the tools and equipment they use for their art. ➤ Conducting class quiz or competitions for testing of their knowledge about tools, materials and techniques of visual expression and also to encourage further innovations. ➤ Organising Annual group show of classroom activities on tools, techniques and materials. ➤ Making replicas of Harrapan seals and toys in terracota. <p>Integration with Other Subjects:</p> <p>Languages:</p> <ul style="list-style-type: none"> ➤ Encourage children for creating poems and/or stories on printing roller/ printing table, etc. in small groups. ➤ Script of role play, such as; <ul style="list-style-type: none"> ☛ 'I am clay', ☛ 'I am your new sketchbook', ☛ 'I am your colour plate', etc. ☛ (story making can cover it's making process, its use, its value, etc.) | |

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

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, hues and shades of colours, tools and accessories used and different mediums and materials and 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 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 & painting, printing, clay modelling, terracotta, pottery, spray painting, reverse techniques, origami, construction, engraving, round and relief work, paper craft, photography, animation, light and shade, still life, graphics, perspective;
- ☑ name terms/specifications used in visual arts, such as; types of colours, medium of colours, water colours, pastel colours, neutral colours, shades and tones of colours, paints, pen & ink, background and foreground in the composition, perspective; linear and aerial, landscapes, seascapes, lines of different types, geometrical shapes and sizes, modelling, still life, wall painting, graffiti, photography;
- ☑ describe own art work and that of their peers, using appropriate terms and vocabulary;
- ☑ narrate art experiences confidently;
- ☑ write a note on given art work using appropriate vocabulary;
- ☑ learn to link the knowledge of art vocabulary with learning of/in other subjects.

| Art Vocabulary | | |
|---|---|--|
| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
| ➤ 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 | ➤ Encouraging use of appropriate art vocabulary by children while sharing their knowledge and experience about art tools, techniques and materials. ➤ Providing opportunities to every child to analyse their own art work and also the art work of their peers and artists to practice the use of art vocabulary. ➤ Organising classroom discussions on different art techniques, quality of | ➤ Children's scrap books on tools and materials of visual arts, with their name or title. (<i>The scrap books should cover all the tools, materials, including that of the local ones.</i>) ➤ Children's portfolios of art activities. ➤ Samples of paintings, |

Art Vocabulary

| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
|--|---|---|
| <p>techniques, origami, construction, engraving, round and relief work, paper craft, photography, animation, light and shade, still life, graphics and perspective.</p> <ul style="list-style-type: none"> ➤ name terms/specifications used in visual arts, such as; types of 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, perspective; linear and aerial, landscapes, seascapes, lines of different types, geometrical shapes and sizes, modelling, still life, wall painting, graffiti, photography, etc. ➤ Describe own art work and that of their peers, using appropriate terms and vocabulary. ➤ Narrate art experiences confidently. ➤ Write note on given art work using appropriate vocabulary. ➤ Link the knowledge of art vocabulary with learning of other subjects. | <p>materials and value of art tools, such as; brushes, type of scissors, printing 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"> ➤ Encouraging children to explain terms such as; perspective (linear and aerial), landscapes, seascapes, lines of different types, geometrical shapes and sizes, modelling, still life, wall painting, graffiti, photography, animation etc. ➤ Providing opportunities to children to view art related pictures and videos followed by taking quick observations of every child, to encourage verbal expression among children. ➤ Encouraging presentation/s on tools, colours, different medium and materials, different techniques, art work in school corridors, etc. This can be done either through scrap books or Power Point Presentation (PPT). ➤ Organising children's visits to local museums, galleries, art exhibitions, craftsmen, potter, etc. and writing notes on their field experiences, using appropriate vocabulary. ➤ Helping children in writing a review after a visit to the gallery. <p>Integration with other Subjects: Languages:</p> <ul style="list-style-type: none"> ➤ Encouraging children in writing letter/s, stories, describing their experiences of the field visit to museum, by using appropriate vocabulary. ➤ Facilitating the writing of an imaginary dialogue; | <p>photographs, of selected compositions, slides, videos of art camps and exhibitions etc.</p> <ul style="list-style-type: none"> ➤ 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, etc. ➤ Computers with relevant soft wares and LCD projector for ICT based art experiences. ➤ Cameras. ➤ Boards for art displays. |

Art Vocabulary

| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
|--------------|--|------------------------------|
| | <ul style="list-style-type: none">☛ <i>between the objects in a given composition,</i>☛ <i>between printing roller and the print, between potter's clay and potter, between fire and terracotta, etc.</i> | |

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

Theme 7: Responding to the Artefacts and Nature

The theme "Responding to the Artefacts and Nature" is aimed at children knowing, understanding and appreciating the beauty of nature and the 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. 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. It will help in developing in children an attitude for accepting and appreciating multiple perspectives on any given subject or situation.

Learning Outcomes:

Children will be able to:

- ✔ describe the objects, buildings, structures, scenes and situations of their liking in the immediate surroundings;
- ✔ appreciate nature and natural beauty such as; plants, trees, buds, flowers, birds, animals, ponds, lakes, pastures, deserts, sea beaches, rivers. mountains, sky with and without clouds, wind, rain, sun, moon, stars, rainy day, starry night and sunny day. based on its lines, forms, colours, composition and perspective;
- ✔ respond to the impact of art done by their classmates and self;
- ✔ identify the elements of visual arts in a given art work;
- ✔ describe the artefacts displayed in galleries and museums, such as; paintings, prints, pottery, terracotta and sculptures, installations, local crafts for its artistic rendering;
- ✔ 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 responding 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"> ➤ Describe the objects, buildings, structures, scenes and situations of their liking in the immediate surroundings. ➤ Appreciate nature and natural beauty such as; plants, trees, buds, flowers, birds, animals, ponds, lakes, pastures, deserts, sea beaches, rivers, mountains, sky with and without clouds, wind, rain, sun, moon, stars, rainy day, starry night and sunny | <ul style="list-style-type: none"> ➤ Encouraging and providing opportunities to every child to explore and experience the beauty of nature and natural objects, building architecture and structures, scenes and situations in their immediate surroundings. ➤ Encouraging sharing/ of art experiences and appreciation of art objects and compositions of their liking by every child individually. ➤ Providing opportunities for children to give observations on their own art and also on art activities/ experiences of peers, periodically. | <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. ➤ Power Point Presentation or video clip on 'Elements |

Responding to the Artefacts and Nature

| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
|---|---|--|
| <p>day, . based on its line, form, colours, composition and perspective.</p> <ul style="list-style-type: none"> ➤ Respond to the impact of art work done by their classmates and self. ➤ Identify the elements of visual arts in a given art work. ➤ Describe the artefacts displayed in galleries and museums, such as; paintings, prints, pottery, terracotta and sculptures, installations, local crafts, etc. for its artistic rendering. ➤ Write an appreciation note on their experience of the art museum and art gallery while describing a few artefacts seen. ➤ Learn to link the knowledge of appreciation and responding to the nature and to the artefacts with learning of other subjects. | <ul style="list-style-type: none"> ➤ Worksheet/s on appreciation of nature and natural beauty 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, and sunny day, based on its line, form, colours, composition and perspective. ➤ Conducting classroom discussions on quality of visual art elements in selected work of art. ➤ Conducting /Organizing guided tour /s to the museum/s and art galleries. ➤ Providing a well -designed worksheet on museum and galleries to facilitate appreciation of any one section. For example,' 'Indian Miniatures', 'Sculptures of Gupta period' etc. ➤ Organising Visual thinking sessions on paintings, photographs, pottery, ceramics, terracotta, sculpture, installations, etc. of professional artists. <p>Integration with other Subjects:</p> <p>Languages:</p> <ul style="list-style-type: none"> ➤ Assisting children in illustrating at least one story from their language course. ➤ Organising exhibitions of illustrated stories of the class. | <p>of Visual Arts'.</p> <ul style="list-style-type: none"> ➤ Children's scrap book. ➤ Collection and display of age appropriate art tools and materials in the class. ➤ Display boards with theme based display of children work and/or artist work. ➤ Computers with relevant soft wares and LCD projector for ICT based art experiences. ➤ Cameras. ➤ Exhibition Hall. |

Life Skills: Learning based on this theme will help in sharpening the skills of observation, critical thinking and art appreciation. It will also increase children's participation in cleaning and beautification of classroom, school home and their environment.

Theme 8: Perspective

The theme "Perspective is aimed at children 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 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. 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 amongst children the skill of creating required distance between foreground and background on a flat (2-D) surface.

Learning Outcomes:

Children will be able to:

- state the role of perspective in landscape compositions;
- describe the play of light and shade on the given composition;
- differentiate between 'Linear' and 'Areal' perspective;
- create landscape/seascape using age appropriate perspective skills;
- respond to the perspective in art work done by themselves and their classmates;
- 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 professional artists and artisans;
- demonstrate use of extended vocabulary related to perspective.

Perspective

| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
|--|--|---|
| <ul style="list-style-type: none"> ➤ State the role of perspective in landscape compositions. ➤ Describe the play of light and shade on the given composition. ➤ Differentiate between 'Linear' and 'Areal' perspective. ➤ Create landscape/ seascape using age appropriate perspective skills. ➤ Respond to the perspective skills applied in the art work done by their classmates and himself/herself. | <ul style="list-style-type: none"> ➤ Encouraging and providing opportunities for children to explore and experience the play of light and shade on natural and artificial objects, building architecture, bridges and other structures, scenes etc. in their immediate surroundings. ➤ Organising classroom discussions on what is perspective and its relation with the 3rd dimension of any object. ➤ Explaining Linear and Areal perspective, based on live examples. ➤ Conducting activities related to sketching and painting landscape/ seascape of their liking, while using age appropriate perspective skills. ➤ Providing opportunities for children | <ul style="list-style-type: none"> ➤ Children's own understanding of perspective, light and shade, 2-D and 3-D art work, based on their sketch books. ➤ Art work of every child in the class. ➤ 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. ➤ Children's scrap book. ➤ Easels /stands. ➤ Computer with LCD |

Perspective

| Key Concepts | Suggested Transactional Process | Suggested Learning Resources |
|---|--|--|
| <ul style="list-style-type: none"> ➤ Observations on perspective used in artefacts displayed in galleries and museums, such as; paintings of different periods or of different artists, pottery, terracotta and sculptures, installations, local crafts, etc. done by professional artists and artisans. ➤ Demonstrate use of extended vocabulary related to the theme. | <p>to describe self-work and work done by the peers using perspective skills.</p> <ul style="list-style-type: none"> ➤ Conducting practice sessions on Still life drawing to practice 3-D effects on a 2-D surface. A group of 3-4 objects such as; book, glass bottle/jug, a fruit and drapery can be organised on a table with proper lighting from one angle to practice the light and shade, ratio & proportion, reflection etc. ➤ Conducting/organising guided tour/s to view natural and artificial objects, architectural sites in the immediate surroundings. ➤ Conducting/organising guided tour/s 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 or a museum/s. | <p>projector /ICT facilities.</p> <ul style="list-style-type: none"> ➤ Cameras. ➤ 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, imagination, critical thinking and that of artistic expression. It will also lead to an increase in the interest of creating life like art work and the ability to appreciate such work done by others.