

INTRODUCTION

At the upper primary Level the young children require adequate exposure, space for free expression, appreciation and training on mediums and techniques wherever required in the arts, to carry the art traditions further on one hand and to develop as a creative individual on the other. This is the basic objective of Arts Education till the Elementary level. After the child completes his/ her elementary education, she/he will have a clear understanding of different visual and performing art forms. She/he has been provided with a learning environment in eight years of schooling (classes I-VIII) where she/he/he has been engaged in a lot of activities in and outside school and has been exposed to works of different artists, performances of musicians, dancers, actors/actresses etc and has participated in varied activities of different art forms. Arts education being a curricular area has been infused across the subjects while giving activity based experimental learning opportunities to the children in primary classes. Learning indicators for classes III and V have been included in all the subjects. As recommended in NCF 2005, Arts Education in the Upper Primary classes is a curricular area which needs to be evaluated and for that every school should have resources available for appropriate learning environment and for the effective implementation of arts education; this includes qualified teachers, raw materials, reference materials, space/art room and adequate time in the school time-table. The arts education comprises of visual and performing arts including heritage crafts. Schools should assure that every student at this level is given an equal opportunity to participate, experience and express in art activities. The learning environment should be such that it gives the learner adequate exposure of all art forms, including local/ regional cultural traditions so that children understand and appreciate them.

Arts Education curriculum at upper primary stage, emphasises on the use of learner's own imagination, development of his/her own concepts and expression of his/her observation and exploration.

The **objectives** of learning in arts education at this stage are to;

- Familiarise students with basics of visual and performing arts, including different techniques, mediums and its application.
- Encourage students for free expression and creativity.
- Work together on small and large projects.
- Develop an insight towards aesthetic sensibility and appreciation.
- Make children understand cultural diversity by recognising different traditional art forms prevalent in the country.

1. Understand basics of different art forms

The learner has the previous knowledge/learning experience of different art processes. In the Upper Primary Classes, the learner gets familiar with the basic methods and techniques of various art forms so that at the end of Class VIII, she/he identifies and learns different art forms.

Visual arts and crafts

- Elements of art and design; Line, colour, form, texture, space, tone, harmony, balance and rhythm
- Techniques of painting, sculpture and other three dimensional art forms

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
- An inclusive environment has been provided to the learner	- Through her/his visual perception, she/he differentiates between	- She/he enquires/ expresses about the scientific theory of colour and	- She/he engages in experimenting with water and poster colours and

<p>which exposes her/ him to works by different artists and styles, makes her explore arts and traditional crafts in her own surroundings and experiment with different types of tools, techniques, mediums and express on subjects related to objects, people, traditions, environment and from her/ his own experiences.</p> <ul style="list-style-type: none"> - Learners have been taken out of the classroom for sketching, nature study, observation and object drawing. - The art teacher occasionally shows CD/ slides/ plates of Indian art and architecture of the past as well as of contemporary artists. - Learning takes place individually and in groups where children work together – this gives them opportunities to listen, co-operate and help each other, specially the children with special needs in facilitating different activities. This enhances their inter-personal and social skills. - Alternate activities have been designed for children with special needs, such as for children with low vision or no vision, more activities in three- dimensional work such as clay modelling, collage, wood craft or embroidery 	<p>different lines by drawing again and again to correct them for a desired form/ object.</p> <ul style="list-style-type: none"> - A visually challenged child can differentiate between the already made 3-dimentional objects and attempts to make the models. - She/ he knows the basic geometrical shapes which learner has learnt in mathematics also and now co-relate them to draw and make compositions and patterns from shapes. - Learner enjoys doing 3-dimentional activities and make small objects with paper folding and cutting. - Learner is curious to watch films related with art making and slides of works by master artists and art and architecture from the past. 	<p>its difference from the artists' understanding and use of colours, hues, tones and pigments.</p> <ul style="list-style-type: none"> - She/he participates in different individual or group art activities on current social and environmental issues at different levels. - She/he shares her ideas with her peer and expresses them. - Learner responds enthusiastically when the teacher initiates the topic for discussions before starting the exercise. - Learner now can make complex geometrical shapes like a hexagon, octagon, asymmetrical triangles etc. and make compositions and designs by using these shapes. 	<p>crayons, clay/ plaster of paris/ straw/ paper or any other material easily available. She/he has gathered the prints of paintings/ sculptures by master artists and appreciates the bright colours used by contemporary artists. She/he appreciates the work of self and others.</p> <ul style="list-style-type: none"> - He/ she enjoys drawing and sketching outdoors from real life objects, buildings and figures more than memory drawings. - She/he can easily co-relate with the techniques of works of artists. - Helping attitude specially towards the elderly and the differently abled has become evident after working in inclusive groups.
--	---	---	--

have been devised. Qualities of colour have been explained vividly and verbally so that low vision children can understand the contrast of colors and can use limited colours in their work rather than making shades			
---	--	--	--

Performing arts;

Music

- Exposure to many types of Music – classical, semi classical, regional
- Singing and Playing musical instruments in tune and rhythm
- Identifying the diverse type of Music prevalent in the country
- Recognising different time measures /*chhand*

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Providing opportunity to sing and play all types of songs (National song, film songs, regional songs in different languages etc) • The scale selected for singing songs is very important for tuneful rendition. Different scales have to be selected for a variety of songs in both vocal and instrumental. Providing support in the selection of the base note – (identifying the scale suited to the individual’s voice and instrument playing) • {<i>There are various types of songs which are sung on different occasions by people of different regions in our country. The scale</i> 	<ul style="list-style-type: none"> • Learns varied types of songs and also enjoys while singing • Tries to pronounce words correctly while learning songs in different languages • Enquires about the word meaning and theme • Claps or taps according to the rhythm and enjoys the rhythm varied types of rhythm • Counts the matras of the tala • Tries to play musical instruments along with the song • Coordinates Singing and playing • Enjoys working in a group • tries to seek individual attention • has a knowledge base from the 	<ul style="list-style-type: none"> • Learns varied types of songs and also enjoys while singing • Tries to pronounce words correctly while learning songs in different languages • Enquires about the word meaning and theme • Claps or taps according to the rhythm and enjoys the rhythm varied types of rhythm • Counts the matras of the tala • Tries to understand and bring emotion in the song • Tries to play musical instruments along with the song • Coordinates Singing and playing • Creates a lot of actions according to 	<ul style="list-style-type: none"> • Learns varied types of songs and also enjoys while singing • Tries to understand the range and expression in the song and decides the scale • Tries to pronounce words correctly while learning songs in different languages • Synchronises the voice naturally to the musical instrument used for accompaniment • The theme of songs is understood along with tune and rhythm which helps in the ‘<i>rasa bodh</i>’ or emotional manifestation • Tries to imbibe the subtle intonations • Claps/ pats spontaneously for rhythm • Follows different time measures in

<p><i>is selected according to the range of notes used in the composition, emotion in the context etc. E.g a prayer song or sargam (classical)/notation needs to be rendered in a lower scale and a festival song will be treated differently}</i></p> <ul style="list-style-type: none"> • The visually impaired sometimes have very sharp music sense, they could be asked to lead in small groups • Any song should be written for the hearing impaired to help the child in understanding and appreciating context and nature of Music. • Actions by the teacher and the body language/ facial expressions help in understanding and appreciating the nature and context of Music. • While playing instruments, they can also be modified for the physically challenged children specially for those who have eye-hand co-ordination problems. They can be encouraged to play musical instruments. • Learning and practicing the seven natural notes to recognise the exact placement of the basic notes on a scale which has 22 shrutis. • (<i>identifiable notes in a range of</i> 	<p>community/ family</p> <ul style="list-style-type: none"> • tries to sing in different registers 	<p>the words of the song</p> <ul style="list-style-type: none"> • Enjoys working in a group • tries to seek individual attention • Has a knowledge base from the community/ family • Tries to sing in different registers • Initiates others to perform better 	<p>rhythm and Counts the matras of the tala</p> <ul style="list-style-type: none"> • Understands the rhythm structure immediately on listening to the music • Small sargams are sung and learnt • The different frequencies of natural notes are well comprehended • The voice is capacitated to attain different registers/ saptak and the instrument is also played with dexterity accordingly • Performance level in group activity and individual performance • General awareness in the subject • participation in groups and action oriented songs/ choir groups for all children (<i>specially of children having communication/ speech difficulties.</i>)
--	---	---	--

<p>240 – 480 frequency)</p> <ul style="list-style-type: none"> • Singing and playing in three registers (saptak – Mandra (lower than the base note) Madhya (the middle saptak) Taar (the higher registers) • Motivating children to pay attention to different types of rhythm by clapping with the hand or playing any percussive instrument. • Regular Practicing of the varied rhythmic structures and the variations in the structure itself (chhand) through different songs • Appreciating the coordination of <i>tala</i>/ rhythm and <i>sur</i> / tune. • Groups to be made to give chance to all in the class and children with special needs (as per their performances) may be included in different groups as one of the members to participate actively. 			
--	--	--	--

Theatre

Experimenting with different types of sounds and movement from the immediate environment/ surroundings to enhance the following skills;

Observation, listening, comprehension, expression, performance, self exploration and movement and mime

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p><i>Inclusive education should apply everywhere. Let all physically challenged children try out all activities and motivate them do participate in all actions.</i></p> <ul style="list-style-type: none"> • Draw attention to sounds produced 	<ul style="list-style-type: none"> • listens to sounds/ indications and recognises their source • develops unique capacity of mimicry of different sounds/ actions • Uses body naturally 	<ul style="list-style-type: none"> • listens to sounds/ indications and recognises their source • develops unique capacity of mimicry of different sounds/ actions • Uses body naturally 	<ul style="list-style-type: none"> • listens to sounds/ indications and recognises their source • develops unique capacity of mimicry of different sounds/ actions • Uses body naturally

<p>through the body,through objects found in the immediate surrounding (such as utensils, stones, paper, leaves, drums and whistles and other environmental sounds)</p> <ul style="list-style-type: none"> • providing motivation to imbibe and imitate • Motivating children to imbibe and imitate to use the body aesthetically. • To create gestures or mudras or any symbolic vocabulary (the hearing impaired could help in creations of some gestures) . • Helping to understand the ways of coordination of gestures, body movement and voice. • Creating a scene and motivating to create scripts for enactment from real life situations or chapters of text books • To look beyond immediate performance by connecting to different incidents • active participation • alerting the mind towards observation and imitation. • include all children by showing through actions in case of hearing impairment and through detailed description in case of visual impairment 	<ul style="list-style-type: none"> • Develops flexible movement • shows spontaneous expressions while listening to sound/ visual indicators and imitation • Listens/ follows others • Performs well in group activity or individual performance • Speaks with confidence • Fluency in expression without fear • Explains with sign language • Observes others actions 	<ul style="list-style-type: none"> • Develops flexible movement • shows spontaneous expressions while listening to sound/ visual indicators and imitation • Speaks with confidence • Fluency in expression without fear • Explains with sign language • Observes others actions • Connects to personalities known or around • Tries to create characters as she/he is aware of current situations and connects to varied stories, situations • Develops good vocabulary and creates scenes well. • Listens/ follows others <p>Performs well in group activity or individual performance</p> <ul style="list-style-type: none"> • Motivates / helps others perform well 	<ul style="list-style-type: none"> • Develops flexible movement • shows spontaneous expressions while listening to sound/ visual indicators and imitation • Connects to personalities known or around • Tries to create characters as she/he is aware of current situations and connects to varied stories, situations • Develops good vocabulary and creates scenes well. • Listens/ follows others • Performs well in group activity or individual performance • Motivates / helps others perform well
--	---	---	--

Dance

Warm up movements to prepare the learner for dance

- Alert mind
- Balance of the body for an aesthetic posture required in dance
- Flexible body to be able to create many types of movement
- Use of all parts of the body to express creatively , aesthetically

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p>Initiating the following; Inclusive education should apply everywhere. Let all physically challenged children try out all activities and motivate them do participate in all actions.</p> <ul style="list-style-type: none"> • Random walk/ movements (walking around changing directions without bumping into anyone), stop, check and improve posture. • For improving body balance and grace the following could be tried <p>-Place a book on the head with your hands at your hips. Walk forward slowly reaching from toe to heel, balancing your book on your head all the time.</p> <p>-Stand in one position. Begin with a gentle shake involving your arms, legs, heels, head and back. ---Increase the speed with which the child is shaking, the body becomes very active and ready for dance.</p> <p>-Walk around using your limbs and torso to create soft, rounded movements;</p>	<ul style="list-style-type: none"> • Stylised walking/ movements • Concentration level gradually increases. • Observation and performance • Connect to different things like animals, human expressions, animate and inanimate objects • Enjoys doing the activity • Tries to walk in varied directions • Connects to people around • Natural talent of using body • Helps peers 	<ul style="list-style-type: none"> • Stylised walking/ movements • Concentration level gradually increases. • Observation and performance • Connect to different things like animals, human expressions, animate and inanimate objects • Imbibes actions • Enjoys doing the activity • Tries to walk in varied directions • Natural talent of using body • Connects to people around • Helps peers • Learns from peers 	<ul style="list-style-type: none"> • Stylised walking/ movements • Concentration level gradually increases. • Observation and performance • Enjoys doing the activity • Natural talent of using body • Tries to walk in varied directions • Connects to people around • Learns from peers • Helps peers connect to different things like animals, human expressions, animate and inanimate objects • Creation attempts to scenes or choreograph to express stories or situations from everyday text books , happenings , etc.

<p><i>Suitable music may accompany the movements. If music is not available, the teacher/or a student may create a rhythm using claps/ pats. Wherever required support and assistive devices may be provided to facilitate participation of children with special needs.</i></p>			
--	--	--	--

2. Develop Artistic Skills

Through her journey of three years, different artistic skills have developed which she/he applies in her day to day chores in classroom, school, home and community. Her skills of drawing, painting and making sculptures neatly gives her opportunity to display them in the classroom/ artroom, perform or participate in assembly, celebrations on different occasions and also in annual function.

Visual arts and crafts

- Artistic skills
- Presentational skills

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> - Activities conducted in and outside the classroom and individually and in groups throughout the year gives learner opportunities for learning fine arts and traditional crafts, practice them and refine the skills to express and present the works of arts in different ways. - All the children in the class, including children with special needs are given opportunity to complete their works and teacher 	<ul style="list-style-type: none"> - Learner engages her/ himself in art activities and enjoys - She/he likes to draw and shows interest in illustrating on topics relevant to different subjects she/he learns. - Learner enthusiastically participates in group activities where children with special needs, girls and boys all work together. - After listening to stories learner visualises the story and illustrate with three or four characters. Though 	<ul style="list-style-type: none"> - Learner concentrates on a lot while making art work. The autistic child may be provided enough time to complete her work. - She/he applies her/his artistic skills in presenting her art and craft work. - Her/ his communication skills and expression are reflected on her personality. - All the works of learner has been kept in portfolio and three dimensional works are displayed. - She/ he shows lot of interest in 	<ul style="list-style-type: none"> - Her/his aesthetic sensibility is manifested in her/his organisational skills. She/he takes initiatives and encourages other children to keep the classroom and art room organised and clean. - Learner is happy to participate in workshop for pottery and sculpture making conducted in the school by the local potter. - She/he also participates in intra and inter-school art activities of organising exhibitions, displays, keep the school

<p>facilitates in refining their techniques by giving them feedback and explaining.</p> <ul style="list-style-type: none"> - After completion of each activity works of all of them are displayed and they appreciate the works. Works of all children are displayed carefully so that works of differently abled children are not shown separately. - These skills are not only reflected in her art work but also she/he integrates art in activities and project works of different subjects. - Learners get the exposure of different skills by working with artists or craftspersons in workshop either organised in school or at their work place. 	<p>her/ his visualisation is very flat and lack depth, her/ his imagination and observation are considerable.</p> <ul style="list-style-type: none"> - She/ he draws a visual map of her/ his daily journey from home to school and back. Though there is a lack of proportion but the memories of the visuals indicate observational skills. 	<p>traditional crafts, specially making kites and terracotta figures and objects.</p>	<p>clean, campaigns for different issues etc.</p> <ul style="list-style-type: none"> - She/ he draws and paints with depth as her/ his observational skills are refined. This can be seen specially in her/ his perspective drawings and landscape paintings. - She/ he makes traditional pots and decorate them, craft beautiful things with handmade papers and displayed in the school.
--	--	---	--

Performing Arts

- To realize the vast treasure inherited by the people of our country , exposure to various types of performing arts
- To develop skills understanding the following is required stage setting, use of lights, microphone setting and handling of sound system, costumes etc.

Music

Knowledge of folk songs and dances to know in detail the specific style, pronunciation of words, actions of demonstration etc.

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Attending live programmes with children in all possible places. The teacher has to draw attention of the children to the following; - Variety and uniqueness of Music, 	<ul style="list-style-type: none"> • Observes the special features of the art form • Enquires regarding different traditional art forms • Interprets the theme 	<ul style="list-style-type: none"> • Observes the special features of the art form • Interprets the theme • Communicates with artists to enquire • Enquires regarding different 	<ul style="list-style-type: none"> • Observes the special features of the art form • Enquires regarding different traditional art forms • Communicates with artists to enquire

<p>dance, theatre traditions,</p> <ul style="list-style-type: none"> - stage set up, - microphone placement, - costumes during the performance, - presentation skills, - the management of stage lights, - the audience reactions etc. <ul style="list-style-type: none"> • Inviting artists to perform in the process of lec- dem for better understanding of the art form • Small workshops with artists – (preferably local or sometimes with well known artists also {with the help of organisations working in this field}) • Peer support groups may be formed to assist children with special needs while performing. Family participation should also be encouraged. Provide opportunities to; • Listen - Special sessions for listening to recorded music (varied types)- [small sessions of not more than 10-15 minutes] • Learning variety of regional songs --which helps to acquaint children to the different cultural tradition of states • Develop understanding of the technicalities and the expression in a variety of songs • Create music - On a given theme or for different festivals and occasions the students can be 	<ul style="list-style-type: none"> • Respond to the composition • Creates tune, rhythm and rhyming words. • Connects to films or personal travel experiences • Communicates with artists to enquire 	<p>traditional art forms</p> <ul style="list-style-type: none"> • Concentrated listening or viewing <p>Applies the styles after observation</p> <ul style="list-style-type: none"> • Listens to minute details during rendition • Respond to the composition • Displays understanding of subtle nuances the art of copying and singing the intricacies • Creates tune, rhythm and rhyming words. • Connects to films or personal travel experiences • Applies tune after identification. 	<ul style="list-style-type: none"> • Concentrated listening or viewing <p>Applies the styles after observation</p> <ul style="list-style-type: none"> • Listens to minute details during rendition • Respond to the composition • Displays understanding of subtle nuances the art of copying and singing the intricacies • Creates tune, rhythm and rhyming words. • Connects to films or personal travel experiences • Applies tune after identification.
---	---	---	--

<p>motivated to create compositions in small groups</p> <ul style="list-style-type: none"> Attend music programmes in community centres, places of worship (hymns in church, <i>qawwali in dargah, satsang in temples etc.</i>) <p>The hearing impaired will do actions according to a song and the song can be written.</p>			
---	--	--	--

Theatre

- Development of Language
- Communication (verbal and non-verbal) abilities
- Modulation in speech/ gestures
- Utilization or management of space

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p>Provide opportunities to;</p> <ul style="list-style-type: none"> Play theatre games for learning drama in play way method Speak on different topics to improve expression Comprehend use of Body (extended to mime) To understand voice modulation for different expressions Know handling of material Learn management of space Narrate with actions or know the art of Story telling Introduce Puppetry Children with communication 	<ul style="list-style-type: none"> Experiences joy/enjoyment sense of organisation imagination Power of observation and Concentration Speaks at random Communicates opinions rationally Demonstrate art of scripting Narrates with expression The body language is positive Inspite of speech defect tries to explain with actions and expression Listens carefully and participates inspite of being visual impaired 	<ul style="list-style-type: none"> Experiences joy/enjoyment Speaks at random Communicates opinions rationally Narrates with expression The body language is positive Imagination to use objects creatively Inspite of speech defect tries to explain with actions and expression Listens carefully and participates inspite of being visual impaired sense of organization Power of observation and Concentration Demonstrate art of scripting 	<ul style="list-style-type: none"> Experiences joy/enjoyment Narrates with expression The body language is positive Inspite of speech defect tries to explain with actions and expression Listens carefully and participates inspite of being visual impaired sense of organisation Power of observation and Concentration Demonstrate art of scripting Imagination to use objects creatively Attempts to do Critical analysis of circumstances Creative applications out of themes from text books , electronic and print

<p>difficulties who can create with alternative modes of communication</p> <p>The visually impaired who can also do actions after the theme is explained intuitively.</p>			<p>media etc.</p> <ul style="list-style-type: none"> • Intense in role play
---	--	--	--

Dance

- Expressing through hand and finger movement
- Use of gestures or mudras
- Feet movement stylishly
- Combining all artistic skills

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p>Provide opportunities to;</p> <ul style="list-style-type: none"> - Witness dance in school through video recordings or from downloaded you tubes (varied types)- [small sessions of not more than 10-15 minutes] - Learning varied types of Mudras/gestures and hand, feet and body movement to realize the magic of using one's body parts aesthetically - Practically learning to combine and synchronise different types of movement keeping the base of the warm up movements practiced in all classes - Watching self in a mirror to improve posture and style while performing or else use the mirror game exercise which is very beneficial as it helps in connecting to peers 	<ul style="list-style-type: none"> • Observes unique features in different dance forms keenly. • Develops a natural flair for imitation and expression • Creates naturally while doing body movement • Gradually acquires good balance of body • Tries to improve posture • Listens to music being played and follows • Constructs steps along the lines of any given rhythm • Understands the type of Music and dance step required for any given theme or creating a dance –drama 	<ul style="list-style-type: none"> • Observes unique features in different dance forms keenly. • Develops a natural flair for imitation and expression • Creates naturally while doing body movement • Gradually acquires good balance of body • Tries to improve posture • Listens to music being played and follows • Constructs steps along the lines of any given rhythm • Understands the type of Music and dance step required for any given theme or creating a dance –drama • Concentrates well while watching or doing dance 	<ul style="list-style-type: none"> • Observes unique features in different dance forms keenly. • Develops a natural flair for imitation and expression • Creates naturally while doing body movement • Concentrates well while watching or doing dance • Gradually acquires good balance of body • Tries to improve posture • Listens to music being played and follows • Constructs steps along the lines of any given rhythm • Understands the type of Music and dance step required for any given theme or creating a dance –drama • Understands the various colour schemes used for costumes , stage decoration • Understands the idea of using space

<ul style="list-style-type: none"> • Learning a variety of dances from different states (with the help of pre-recorded DVDs available) which helps to acquaint children to the different cultural tradition of states • Create choreography on a given theme or for different festivals and occasions. The students can be motivated to create in small groups <p>Children who have weak legs and are on wheelchairs should be motivated to do actions sitting on wheelchairs.</p>			<ul style="list-style-type: none"> • Flair for group choreography by including all
---	--	--	---

3. Appreciate Different Art Forms

Learner has been given enough **exposure** of different art forms over the 3 years (Classes VI-VIII) through different activities learning, listening and watching different types of music and dance (folk, regional and classical), visits to the monuments, museums, art galleries, artists, craftspersons, exhibitions and fairs, workshops with different artists, dancers, musicians, theatre person and craftspersons from the community. The child should be aware of various art forms and should be able to assess the beauty, creativity, uniqueness etc.

Visual arts and crafts

- Identifying different genres of art
- Appreciation of visual arts and traditional crafts

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> - Learners watch slide shows of arts of different periods and contemporary artists of Indian and western art world. - They are taken to the art fair, exhibition, crafts mela, celebrations of the local festival 	<ul style="list-style-type: none"> - Learner enjoys looking at different works of arts. - Learner relates to her day to day life experiences with arts, what they see, observe and use. - Learner recalls her/ his experiences of festivals and tries to draw from 	<ul style="list-style-type: none"> - She/he recognises famous works (what has been covered in the syllabus) of Indian and western artists. - She/he appreciates the unique features of different artists. - She/he expresses her liking for a 	<ul style="list-style-type: none"> - She/he has collected prints reproduced in newspapers, magazines, calendar etc. and pasted them in her scrapbook. - She/he is aware of simple vocabulary/ glossary of different arts like the schools and styles, mix-media, relief, texture, etc. She/he is explaining/

<p>etc.</p> <ul style="list-style-type: none"> - Participate in workshops of local traditional craftspersons, visited the local craft fair/ exhibition. - Visit local monument, museum and art gallery, wrote reviews and interviewed artists from the community. - Before, during and after the visits, children get a lot of opportunities to develop their organising and leadership qualities. They all have been given different types of tasks to make arrangements and they have to take care of all aspects including arranging for their fellow children who have any special needs. They even request the authorities of places to be visited to make arrangements for wheelchairs and enquire about ramp facility. - During the visit of the monument and museum, there has been an inter-disciplinary approach to look/ explore at things from different perspectives. For example, architecture has many elements of science, technology, art, design, aesthetics, history, sociology, political sciences etc. - An antiquity too has a lot to say, and above all this, it represents the heritage of the people. - Learners are told sensitively about artists with special needs and their 	<p>memory.</p> <ul style="list-style-type: none"> - Learner loves to interact with the art teacher and ask questions on the topics being learnt. - She/ he enthusiastically narrates her visits to different places with her/ his parents and trie to draw them. 	<p>particular school of art.</p> <ul style="list-style-type: none"> - She/he is sensitive about the dignity of labour in a work of traditional craft after visits to the crafts fair, interacting with traditional craftspersons and visiting their workshops. - In the local museum she/ he co-relates the displayed antiquities with the chapters of history and asked questions about different aspects related with them. - She/ he helps visually challenged classmate to move around the galleries and explained patiently about the displayed artifacts. 	<p>describing in simple words a work of art while writing a review.</p> <ul style="list-style-type: none"> - She/he uses handmade products in day to day life, specially stationary and clothes to promote handicrafts and encourages her friends also to do so. - During the visit to the local monument, she/ he enquire from the people settled around about the monument and its importance and takes down notes, make sketches and take photographs. - She/ he takes her autistic classmate around on visits and make her enjoy the visit.
--	---	--	--

achievements and appreciation for their works to encourage/ inspire children with special needs.			
--	--	--	--

Performing arts

Music and Dance

- To build up an image of the immense heritage and tradition that has evolved in the country for centuries altogether.
- To orient children that the citizens of the country are the custodians of this culture and have the responsibility to carry it forward for the future generations.

There are traditional classical forms and folk/regional forms. Each is unique and connects to the total development in a society.

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p>Providing opportunities to be aware of Classical forms and folk forms:</p> <p>Classical forms in Music There are two classical forms in Music prevalent in the country- Hindustani Music & Carnatic classical</p> <ul style="list-style-type: none"> • Listening to the forms • Knowing the musicians • Knowing about musical instruments • Knowledge of terms like tillana, thumri, khyal with examples etc. <p>Folk / regional There are many regional or folk music prevalent in the country like Bhatiyali (the songs of Baul in W. Bengal or Bhavai which is a dance and Music both in Rajasthan and so on.</p> <ul style="list-style-type: none"> • Exposure to different types of music • Explaining the context and the theme <p>Classical Dances</p>	<ul style="list-style-type: none"> • Distinguishes between both the forms of music • Identifies the tune and language , connects to state/ region • Recognises musical instruments by listening to audio or viewing video recordings or live performances • Enjoys Music even without understanding the words • Connects to the song through film music or festival celebration • Knows about local artists 	<ul style="list-style-type: none"> • Distinguishes between both the forms of music • Identifies the tune and language , connects to state/ region • Recognizes musical instruments by listening to audio or viewing video recordings or live performances • Enjoys Music even without understanding the words • Identifies the tune and language connects to state/ region • Understands the theme of the composition • Connects to the song through film music or festival celebration • Performs some styles in vocal or instrumental music and dance • Knows about local and national artists 	<ul style="list-style-type: none"> • Distinguishes between both the forms of music • Connects to the state or region to which the specific form belongs • Recognizes musical instruments by listening to audio or viewing video recordings or live performances • Enjoys Music even without understanding the words • Identifies the tune and language connects to state/ region • Understands the theme of the composition • Connects to the song through film music or festival celebration • Performs some styles in vocal or instrumental music and dance • Knows about local and national artists

<ul style="list-style-type: none"> • Knowledge of classical dance forms • Interaction with local artists (whichever form is available) • Learning about musical instruments used in specific dance forms • Know about artists <p>Similarly the folk or regional dance forms should also be seen.</p>			
--	--	--	--

Theatre

There are different types of theatre prevalent in the country like street theatre, nukkad natak, theatre in the auditorium /proper stage.

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • The children should be made aware of these by downloading from you tubes, festivals of theatre, theatre during community festivals like Jatra, Ram leela, Krishna leela etc. • The costume, music, makeup, set design should be explained as they have a rationale in every scene of dance <p>Children on wheelchairs should be included by giving important roles in assemblies. The hearing impaired should also be helped by other children by communicating through actions</p>	<ul style="list-style-type: none"> • Enjoys the story and subsequently understands it • identifies the characters • Observes the costumes, stage setting or makeup • Understands languages and connects history or current affairs as the situation may be. 	<ul style="list-style-type: none"> • Enjoys the story and subsequently understands it • identifies the characters • Observes the costumes, stage setting or makeup • Understand languages and connects history or current affairs as the situation may be. • Creates small plays 	<ul style="list-style-type: none"> • Enjoys the story and subsequently understands it • identifies the characters • Observes the costumes, stage setting or makeup • Understand languages and connects history or current affairs as the situation may be. • Creates small plays • Understands the art of script writing

4. Awareness of cultural diversity of the country

The cultural fabric of India is woven diverse colours, forms, shapes and sounds. The uniqueness of every part of each state and region has the spirits of gaiety and celebrations which gets its expression through different languages, music and musical instruments, dances, arts and crafts, costumes, food, fairs and festivals etc. Awareness of this diversity comes through exposure and experiences from different mediums.

Visual arts and crafts

- Awareness of their state's and regional arts and craft traditions
- Awareness of different arts and craft traditions of other states and regions of the country.

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> - Through slideshows, multi-media programmes, print reproduced in books, calendar, diary etc. interactions with artists from the community, films, visits to the museum and monuments, doing project work in groups and individually etc. learners know about the arts and crafts of her own state, region and the rest of the country. - There has been a sensitization among learners regarding the sociological aspects of gender, caste and community involvement in crafts traditions of the country as most of these are transmitted in the family through generations. - Learners get hands on experience of some of the crafts and apply them in school spaces for decoration or utility for school celebrations. 	<ul style="list-style-type: none"> - She/he co-relates some of the art forms practiced during celebrations at home or school or community with the cultural heritage. - She/ he enjoys watching multi-media CDs and programmes on different Indian arts and architecture and traditional crafts. 	<ul style="list-style-type: none"> - She/he enquires about different arts (including folk and traditional arts) of different states of India. - She/he is curious to know about the heritage of her own state and during the class visit to the local monument and museum, noted all information to document various socio-cultural and historical aspects related to the monument and the artefacts. - She/he also connects the cultural heritage of the country with other subjects such as social sciences. 	<ul style="list-style-type: none"> - She/he distinguishes among folk and traditional crafts like terracotta, woven fabric, woodwork, printing, painting etc. from different regions and places. - She/he identifies period of the monuments and heritage sites of the country as well as her own region. - She/ he documents the traditional crafts made by women of her/ his state and highlights the role of women in crafts industry.

<ul style="list-style-type: none"> - They learn about the resources for crafts and their availability. 			
--	--	--	--

Performing arts

Musical instruments in India

Percussion instruments are available in different forms throughout the country

- The names of these instruments
- The material used to make the instrument
- The shape and size
- How it can be used
- Origin of the instrument

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
Providing opportunities to; <ul style="list-style-type: none"> • Know which are percussive instruments (through pictures, videos, live performances etc. • Find out about different percussive instruments in different states of India • Know the material used to make the instrument (clay, metal, wood etc) • Bring local artists who play any percussion instrument where parents of children with special needs may also be invited. • Local artists can be invited to do small workshops for teaching to play musical instruments • Visit instrument makers warehouses to learn detail of the art of instrument making • To make small projects in the 	<ul style="list-style-type: none"> • Attempts to identify sounds of percussive instruments • Recognises instruments and the region (The Edakka connects to Kerala temple Music and is also played in Mohiniattam) • Draws sketches of instruments • Displays general awareness of instruments in India • Gradually Handles and plays musical instruments 	<ul style="list-style-type: none"> • Attempts to identify sounds of percussive instruments • Recognises instruments and the region (The Edakka connects to Kerala temple Music and is also played in Mohiniattam) • Draws sketches of instruments • Displays general awareness of instruments in India • Gradually Handles and plays musical instruments • Plays instruments • Knows scientific aspects of making musical instrument • Knows about the raw material used from the natural surroundings 	<ul style="list-style-type: none"> • Attempts to identify sounds of percussive instruments • Recognises instruments and the region (The Edakka connects to Kerala temple Music and is also played in Mohiniattam) • Draws sketches of instruments • Displays general awareness of instruments in India • Gradually Handles and plays musical instruments • Plays instruments • Knows scientific aspects of making musical instrument • Knows about the raw material used from the natural surroundings

<p>classroom with the local artist and also by observing from pictures</p> <ul style="list-style-type: none"> • Children on wheelchairs who should be motivated to make instruments along with other children • The physically challenged who need more time but motivation helps them to participate in all projects • The visually impaired who should be given instruments to feel and play 			
---	--	--	--

Dance

Costumes worn for devotional pieces of dance

- The different designs, colours used for costumes
- Relevance or impact of regional clothes

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Know various types of devotional dance in classical and folk forms • Make the children aware of the varied types of music or musical instruments used in the dances • Know the names of the dances and to which region they belong to • Know the types of costume worn for such dances • The popular colours chosen for the dance • See the method of making the costume or tying a saree • The children who cannot speak 	<ul style="list-style-type: none"> • Shows awareness of various types of devotional dance • Pre- knowledge • knowledge of Music or Musical instruments • Connects to region • Connects to costume style 	<ul style="list-style-type: none"> • Shows awareness of various types of devotional dance • Pre- knowledge • with the knowledge of Music or Musical instruments • Connects to region • Connects to costume style • Enquires about the material of cloth and tries to understand the way the costume is designed or tied 	<ul style="list-style-type: none"> • Shows awareness of various types of devotional dance • Pre- knowledge • with the knowledge of Music or Musical instruments • Connects to region • Connects to costume style • Enquires about the material of cloth and tries to understand the way the costume is designed or tied

should see the costumes and write about them or draw			
--	--	--	--

Theatre

Plays on freedom movement

- Knowing personalities in the Indian historical movement
- Knowledge of theatre making, writers and directors
- Creates plays from text books and other types of exposure

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<ul style="list-style-type: none"> • Finding out through internet, libraries, community, or theatre artists about such plays • different types of themes used in such plays • give opportunity to children to create their own drama • Have interactive discussions with subject teacher on the theme • children should be motivated to perform their own creation or enact a play written by eminent people 	<ul style="list-style-type: none"> • Engages in searching from different resources on the basis of pre-knowledge. • Attempts scripting with the help of peers. • Finds themes from text books (especially social science) • Mimes characters 	<ul style="list-style-type: none"> • Engages in searching from different resources on the basis of pre-knowledge. • Attempts scripting with the help of peers. • Finds themes from text books (esp social science) • Mimes characters 	<ul style="list-style-type: none"> • Engages in searching from different resources on the basis of pre-knowledge. • Attempts scripting with the help of peers. • Finds themes from text books (esp social science) • Mimes characters • Creates scene wise plays

5. Self expression and creativity

One of the major goals of integrating arts education in the school curriculum in general and in upper primary stage to be specific is self expression and creativity among the learner are enhanced. This is possible only when the learner has been encouraged to think, act and work differently and creatively, rather than being dormant and only listening.

Visual arts and crafts

- In the classroom activities
- Beyond classroom

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p>- Exposure and experiences in different art activities lead to the expression. Learners get opportunities to express themselves through various artistic activities and skills in day to day classroom processes and outside the classroom.</p> <p>- Learners observe their surroundings and are motivated to have their own imagination for creating different designs and patterns, compositions etc.</p> <p>- They are encouraged for application to showcase their creativity on different occasions.</p>	<p>- She/ he engages in all activities in the class and give lot of new ideas on topics to be done in class.</p> <p>- She/ he creates patters and designs differently.</p> <p>- She/ he does not like to copy her work.</p>	<p>- She/he motivates her peer, specially children from weaker sections of society to take part in different activities and putting up their works for display in the class/school.</p> <p>- She/he participates in keeping the school eco-friendly and clean with the result that the school looks aesthetically viable.</p>	<p>- She/he is creative and works differently by maintaining her individuality and keeping her own style and expressions in her art making processes. Her creativity can also be seen in her day to day activities.</p> <p>- She/ he participates in all school activities organised on different occasions and tries to be innovative.</p>

Performing arts

- Application of varied forms of art due to the exposure gained through above activities
- Creating own at different levels

Pedagogical Processes	Learning Indicators Class VI	Learning Indicators Class VII	Learning Indicators Class VIII
<p>All the above pedagogy that is applied in classrooms will lead the child to express in different ways evolving to self expression or creation. When he/she is able to understand the aesthetics in different art forms the creation becomes artistic e.g</p>	<ul style="list-style-type: none"> • Creates according to defined patterns/ • Creates beyond specific patterns. • Creates story and scripts on any incident • Good team work • Is able to express spontaneously 	<ul style="list-style-type: none"> • Creates according to defined patterns/ • Creates beyond specific patterns. • Creates story and scripts on any incident • Good team work • Is able to express spontaneously • Takes interest in Designing costumes • Creates vibrant sets 	<ul style="list-style-type: none"> • Creates according to defined patterns/ • Creates beyond specific patterns.. • Good team work • Is able to express spontaneously • Creates story and scripts on any incident

<ul style="list-style-type: none"> • Music A child is given opportunity to listen to varied types of music and understand the different expressions in the art form (e.g when the theme is of happiness the tune is lively and the rhythm multiplies to Dugun, tigung etc. to express the thrill.) While creating or composing music the child should be inspired to make concentrated effort to bring out the same expression expression. The hearing impaired should be shown films, slides to feel the aspect • Theatre Children can be motivated to create drama related to a social or environmental issue to be enacted where the set design, dialogues, story formation, music, costumes has to connect to the theme. Always inclusion children with special needs should be kept in mind to include them and be given important roles • Dance The child has to be provided the following opportunities; <ul style="list-style-type: none"> • Creating a story line on any celebration, festival etc. • Create scenes for expressing the theme 		<ul style="list-style-type: none"> • Demonstrate leadership qualities by initiating the process and group co-ordination. 	<ul style="list-style-type: none"> • Takes interest in Designing costumes • Creates vibrant sets • Demonstrate leadership qualities by initiating the process and group co-ordination.
---	--	---	---

<p>properly</p> <ul style="list-style-type: none">• Script writing• Selecting music from CDs or creating music• Movement or dance choreography• Costumes• Set design• Stage for performance- (assembly, classroom, different functions etc) <p><i>Example – (The Punjabi festival Lohri is being celebrated the songs have to pertain to the Punjab region, the costume has to match the scene and as the festival is celebrated in autumn the agriculture has to be depicted as the lohri festival is celebrated for crops in Punjab)</i></p>			
---	--	--	--