

Arts Education

Bridge Programme for Grade 8

Duration—6 Weeks

Context

The National Education Policy (NEP-2020), the National Curriculum Framework for Foundational Stage (NCF-FS, 2022) and the National Curriculum Framework for School Education (NCF-SE, 2023) provide a roadmap for education in India. For the first time, Arts Education has been introduced as a compulsory curricular area from Grade 3 to 12. At the foundation stage, Arts Education is integrated with other curricular areas. Consequently, significant efforts are required to help students at different stages catch up with the curricular goals established for this stage.

To achieve curricular goals, NCERT is developing syllabi and textbooks for all grades in a phased manner. In Arts Education, NCERT developed textbooks for Grades 3 and 6 in 2024, which will be implemented nationwide from April 2025. Additionally, syllabi and textbooks for Grades 4–5 and Grades 7–8 are currently being developed and will be introduced in the 2025–26 academic year.

Since students in Grade 6–7 will be introduced to the basic elements of each discipline in Arts Education, Grade 8 students—who have not had structured exposure to these concepts in previous years—may experience a curricular gap. This Bridge Programme aims to help them develop an understanding of fundamental artistic concepts and practices that they may have missed.

To ensure a smooth transition to the new curriculum, a six-week Bridge Programme has been designed for Grade 8 learners marking the final year of the Middle stage. The curriculum before NEP-2020 was based on a constructivist approach where competency

development was not a primary focus. However, NEP-2020 emphasises competency-based education and teaching-learning materials, including textbooks, which are currently being developed.

The Bridge Programme is designed as a fun-filled, interactive series of games and activities to help students:

- Enjoy and engage with learning.
- Interact freely and overcome inhibitions.
- Collaborate with peers and teachers.
- Develop teamwork and create problem-solving skills.
- Understand the importance of arts in their lives through experiential learning.

This programme aims to create an interactive and playful classroom environment, allowing teachers and students to transition smoothly into the new syllabus, textbooks and pedagogical approach.

By incorporating experiential and activity-based learning, this Bridge Programme will pave the way for an effective and engaging introduction to the new Arts Education curriculum in Grade 8.

Teachers' Section

Introduction

This section provides an overview of the Bridge Programme, outlining its Curricular Goals (CGs) and the competencies expected at the stage. It also highlights the subject-specific transformation in Arts Education, as envisioned in the National Curriculum Framework for School Education (NCF-SE, 2023).

A brief introduction to Arts Education (NCF-SE, 2023)

The Arts can broadly be classified into the Visual and Performing Arts. These encompass a wide range of genres including traditional, classical, folk, popular and contemporary styles of creative expression.

Visual and Performing Arts include:

- Visual Arts: Drawing, painting, crafts (including local and living traditions), digital art.

- Performing Art: Storytelling, puppetry, dramatics, music, dance, movement.

Curricular Goals (CGs)

CG–1: Develops openness to explore and express themselves through various art forms.

CG–2: Applies their imagination and creativity to explore alternative ideas through the arts.

CG–3: Understands and applies artistic elements, processes and techniques.

CG–4: Acquaints themselves with a range of aesthetic sensibilities in regional Arts and cultural practices.

Art Education in schools should provide all students with adequate opportunities to openly express their ideas and feelings through a variety of art forms.

- Learning basic techniques and building a vocabulary of each discipline in arts is essential.
- The Indian knowledge system is rich with diverse art forms making it crucial for students to recognise these traditions, understand their historical significance and learn associated techniques.
- The multiple avenues of art are interesting as they lead the way for multiple approaches to comprehend a particular concept. Students should learn through experience to understand them.
- Arts are intra-related and also integrated with other curricular areas. Comprehending the same adds value to learning.

Competencies

- Art is a medium of understanding through which we make aesthetic sense of our experiences as it comprises a vast range of creative activities carried out by people in all cultures and societies.
- Engagement with art, also builds our capacities for being creative across subjects and develops cultural sensibilities.
- When students create artwork together and work collaboratively, they recognise one another's strengths and develop deeper connections with the world around them.

- Learning basic techniques and presentation in arts allows students to engage and participate meaningfully in our culture.
- Arts involve the physical, emotional, aesthetic and intellectual parts of ourselves.
- When people work with arts, they not only create artwork but also enjoy the experience of viewing and responding to many forms of cultural expression.
- Learning different forms of art also helps contribute to the student's general well-being and integrated development.
- Arts Education inculcates values like empathy, sensitivity, sense of belonging, appreciation of others' work, collaborations, the inclusivity aspect, etc. (NCF-SE: Part A – 1. 4. 3, Pg. 59; Chapter 6: Art Education – Part C, Pg. 353)

Subject-Specific Approaches for Transformation

Visual Arts

1. Visualising shapes in human figures and drawing.
2. Understanding proportions of the human body and drawing.
3. Building a picture based on local festivals, traditions, culture and everyday events.
4. Human figure through three-dimensional explorations.
5. Sourcing and using everyday materials for collage, colour and assemblage.
6. Display and review of artwork.

Music

1. Introduction of terminologies.
2. Exploring the elements of a popular song and a study of its background.
3. Recognising Lok Sangeet (Vocal and Musical Instruments).
4. Understanding the tenets and style of both Hindustani and Carnatic Music.

5. Exploring the connection of Music to other forms of art like painting, dance and theatre.
6. Creating Musical storytelling by observing paintings.
7. The importance of production and presentation—plan, prepare and perform.

Dance

1. Body in motion—Body Bends and Postures (Practical).
2. Simple terminologies of the above actions.
3. Recreating postures, using different parts of the body by observing sculptures in heritage monuments. (Resources—Visit to a monument in the nearby area for observation, textbook, internet, any other book etc.)
4. Create rhythmic movements of phenomena in the natural environment (for example: rivers, wind, trees, etc.) using hand gestures and foot movements.
5. Exploring different types of hand gestures practised in any of the dance forms.
6. Understanding *Rasabhinaya*.
7. Practising different varieties of foot movements systematically.
8. Exploring movements and expressions in *Lok Nritya*.
9. Introduction to *Natya*-based storytelling systems.
10. Exploring the stages of choreography, followed by presentations.

Theatre

1. Brief history of *Natyashastra*.
2. Definitions and important terminologies.
3. *Angika Abhinaya*:
 - Exercises related to the body.
 - Physical Activities that give control over body movements.
 - Expressing through body movements.

4. *Vachika Abhinay*:
 - Activities related to voice and toning of voice.
 - Activity related to clarity of speech.
5. *Ahaarya Abhinay*:
 - Set design, props and external elements that enhance a play.
6. *Sathvika Abhinay*:
 - Emotions, expressions and communication techniques.

Bridge Programme Weekly-Plan

Suggested timetable with the name or title of activities, topics, or concepts.

Week-wise timetable in Arts Education

(NCF-SE–Part A: Table 4.4 (iv) Pg. 137)

Visual Arts – VA, Music – M, Dance – D, Theatre – T

(The first digit of every art form conveys the art form in the timetable)

Week	Time Available in Hours	Mon	Tues	Wed	Thurs	Fri	Sat
Week 1	40 Minutes each		Arts–VA		Arts–M		
			Arts–T		Arts–D		
Week 2	40 Minutes each		Arts–VA		Arts–M		*Arts Display and presentation
			Arts–T		Arts–D		
Week 3	40 Minutes each		Arts–VA		Arts–M		
			Arts–T		Arts–D		
Week 4	40 Minutes each		Arts–VA		Arts–M		*Arts Display and presentation
			Arts–T		Arts–D		
Week 5	40 Minutes each		Arts–VA		Arts–M		
			Arts–T		Arts–D		
Week 6	4 hrs. 40 minutes		Arts–VA		Arts–M		*Arts Display and presentation
			Arts–T		Arts–D		

**Consolidated presentation of music, dance, theatre and Visual art to be planned for the assembly on the last day.*

The assembly is an important platform for students as presenters and audiences. Presentations can be made of creative expressions of students through the skills they learn in designated periods allotted. The audience in these assemblies gets a chance to observe, appreciate and critique.

Pedagogy and Assessment

How to conduct the Bridge Programme activities and assess the outcomes

The Bridge Programme is designed to prepare students academically and skill-wise for understanding the basic tenets of the curriculum being followed in different disciplines of Arts Education. Since the goal is to ensure a seamless progression from the Bridge Programme to the main curriculum:

- The content developed in different forms of art aims to provide a picture of the syllabus followed in Grade 7.
- Key components in all art forms have been given along with activities for practice in classes. The teacher has to facilitate students' skill development through workshops and orientation activities.
- It will require developing creativity in arts and a higher level of self-motivation.
- It would be a great support if resource persons or artists were invited to disciplines where there is no teacher for the specific art form.
- It is understood transitioning from an open-unstructured environment to a structured standard curriculum can be difficult for some students. Hence, the teacher has to implement flexible and differing teaching styles, assessment methods or greater academic independence.
- As Arts is all about experiencing, analysing, creating, recreating and continuous engagement it has the potential to resolve issues. The process is important and not the final product should be a mantra of the teacher.

- In all the efforts of the teacher, tracking progress through regular assessments, check-ins, regular guided support and feedback sessions ensures the students' progress.

Linkage with New Textbooks

Transition from the Bridge Programme to new textbooks.

As the textbook for Grade 8 truly begins the structured academic journey of students in Arts Education building upon what they learn in the Bridge Programme this exercise is extremely important.

Activity-wise Timetable

Art Subject	Competencies to be achieved	Activity outline	Week
Visual Arts	C-1.1 Expresses confidently their personal and everyday life experiences through various Visual Art forms.	VA1: Figure drawing using geometrical shapes <ul style="list-style-type: none"> • Observe people around you. • Visualise basic geometric shapes in the body. • Draw the body using these shapes. • Add facial features, details of limbs, clothes and accessories. 	1
	C-1.1 Expresses confidently their personal and everyday life experiences through various Visual Art forms.	VA2: Proportions of the human figure <ul style="list-style-type: none"> • Measure your head using the span of your hand from the top to the chin. • Use the same span to measure other parts of the body and note the proportions in relation to the head. • One shoulder to the other (could be between 1.5 to 2 spans): <ol style="list-style-type: none"> Length of your arms. Distance from neck to navel. Length of your legs. Width of your waist. Width of your hips. Length of your hands and feet. • Draw a standing figure starting from the head. 	2

	<ul style="list-style-type: none"> • Draw the other parts of the body in proportion to the head (based on your measurements). • Add facial features, clothes and accessories. • Carefully store your artwork to be continued in the next period. 	
C-1.1 Expresses confidently their personal and everyday life experiences through various Visual Art forms.	VA3: Create an outdoor scene around the figure <ul style="list-style-type: none"> • Continue working on your artwork with the standing figure. • Imagine a busy space around the figure like a festival, street, market, mela, etc. • Add objects, people, trees, plants, animals. • Draw some of these appearing close by and some others in the distance. • Add movement and emotions. • Gather a variety of materials to collage and colour for the next period. 	3
C-3.1 Demonstrates care and makes informed choices while using various materials, tools and techniques in the Visual Arts.	VA4: Complete the artwork <ul style="list-style-type: none"> • Sit in groups to share the materials you have gathered. • Decide which parts you will collage and how small or big your pieces for collage will be. • Collage and add colour to your work by paying attention to the details. 	4
C-3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation and reviews the entire process.	<ul style="list-style-type: none"> • Colour the background and add finishing touches to complete your artwork. • Put away the materials you have used and clear your work space. 	

	<p>C–3.1 Demonstrates care and makes informed choices while using various materials, tools and techniques in the Visual Arts.</p> <p>C–3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation and reviews the entire process.</p>	<p>VA5: Make a three-dimensional figure</p> <ul style="list-style-type: none"> • Materials you can use: clay, paper, cloth or recycled cartons, bottles, etc. • Construct a human figure from your imagination using the materials you have chosen. • The figure can be shown in any position or posture (standing, sitting, bending, moving, etc.) 	5
	<p>C–3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation and reviews the entire process.</p>	<p>VA6: Class Display</p> <ul style="list-style-type: none"> • Give a title to both your artworks. • Work in groups and arrange your artworks as a class display. • Have a discussion and appreciate each other's ideas and efforts. 	6
Music	<p>C–2.2</p> <ul style="list-style-type: none"> • Through simply acquiring knowledge of various forms in Music to developing technical skills that introduce vocabulary in Music and terminologies in Indian Classical Music. <p>C–2.1</p> <ul style="list-style-type: none"> • Understanding the importance of preparation i.e. riyaz or rehearsals for achieving age appropriate levels of learning. <p>C–2.2</p> <ul style="list-style-type: none"> • Writing the notation system prevalent in Music • Learning the art of documentation in Music. <p>C–4.2</p> <ul style="list-style-type: none"> • Emphasizing on the aspects of Indian Knowledge system through storytelling, picture reading, chanting, etc. 	<ul style="list-style-type: none"> • Learning two compositions, singing them and presentation to an audience. • Terminologies of classical music or the vocabulary of musical words have to be introduced simultaneously. 	1
		<ul style="list-style-type: none"> • Plan a presentation. • Workout a plan according to the song. • Visualise a presentation. • Prepare production details. • Integrate movement, Visual Arts and Theatre. 	2
		<p>Exploring and documenting details of compositions for an understanding of what type of planning is required for the production of songs.</p>	3

	C–1.2 <ul style="list-style-type: none"> Interdisciplinary learning by integrating different forms of art and other curricular areas. 	<ul style="list-style-type: none"> Exploring stories from ancient books (granthas) prevalent in our country. Enactment and use of shlokas to relive the ancient times. 	4
	C–4.2 <ul style="list-style-type: none"> Awareness of society and the talent of the common people. 	<ul style="list-style-type: none"> Terminologies of classical music or the vocabulary of musical words have to be introduced simultaneously. 	5
	C–4.2 <ul style="list-style-type: none"> Association with the society through art forms. 	Creativity and storytelling — Understanding a painting through Music.	6
Dance	C–1.1 <ul style="list-style-type: none"> Expresses confidently their personal and everyday life experiences through a variety of Dance and Movement activities. C–1.2 <ul style="list-style-type: none"> Demonstrates flexibility in the process of collaboratively developing Dance and Movement Practices. C–2.2 <ul style="list-style-type: none"> Connects elements of Dance or movement, mudras, gestures and postures with personal experiences, emotions and imaginations. 	Basic body movements and postural expression.	1
		Dynamic movements and rhythmic expression.	2
		Non-verbal communication through gestures and mudras.	3
		Emotional expression — bhava and navarasa.	4
		Dance techniques and traditions — adavus, nritya, nritya and natya	5
	C–4.2 <ul style="list-style-type: none"> Describes the life and work of a few local dancers and movement artists in their region and across India. 	Narrative dance and dance-theatre performance (Natya) Dynamic movements and rhythmic expression	

	C-4.2 <ul style="list-style-type: none"> • Demonstrates familiarity with various local and regional forms of Dance and Movement Describes some of the movements that characterise local Dance forms and draws connections with the local environment and culture. C-2.2 <ul style="list-style-type: none"> • Reworks ideas and expressions used in Dance and Movement from the stage of planning to final performance, and reviews the entire process. 		6
Theatre	C-1.1 <ul style="list-style-type: none"> • Develops confidence to explore, depict, and celebrate human experience through the Arts. C-1.2 <ul style="list-style-type: none"> • Exercises their imagination and creativity freely in the Arts. C-2.2 <ul style="list-style-type: none"> • Explores basic processes, materials, and techniques in the Arts. C-4.1 <ul style="list-style-type: none"> • Explores beauty in their surroundings, and develops an interest in a variety of local Art forms and cultural practices. 	Animal walk Mirror Game	1
		Freeze and justify Tableau Voice culturing Activities.	2
		Navarasa, tongue twisters pitch, tone speed and intonations.	3
		property making and costume designing	4
		puppet making and set designing.	5
		Emotional corners, characterisation, scene building.	6

Student's Section

Experience each activity in the 6 weeks in school and you will be able to appreciate the different elements in each discipline of art. Practise them during holidays in your funtime and note down all your thoughts about “How did you like the experience?” “What are the local arts you did not note previously which are practised in your vicinity”.