

## Visual Arts

### Details of the Activity

#### VA1: Figure Drawing using Geometrical Shapes

- 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.

#### Learning Outcomes

- Draws the human body using geometric shapes.

#### Assessment

- Observation
- Visualisation

#### VA2: Proportions of the Human Figure

- 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)
  - 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.

- 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.

### Learning Outcomes

- Observes the proportion of the human body in relation to the head.
- Applies proportions while draws the human figure.

### Assessment

- Observation
- Measurement

### VA3: Create an Outdoor Scene around the Figure

- Continue working on your artwork with the standing figure.
- Imagine a busy space around the figure like a festival, market, mela, etc.
- Add objects, people, trees, plants, animals.
- Draw some of these appearing close by and some others in the distance.
- Gather a variety of materials to collage and colour for the next period.

### Learning Outcomes

- Depicts scenes from their own life experiences.
- Depicts spatial depth and distance in their picture by varying the size of objects, people and other pictorial elements.
- Creates a composition by arranging different elements for a scene.

### Assessment

- Compositional arrangement

#### VA4: Complete the Artwork

- 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.
- Colour the background and add finishing touches to complete your artwork.
- Put away the materials you have used and clear your work space.

#### Learning Outcomes

- Selects appropriate materials and tools for collage and colouring.
- Uses materials and tools with care and shares them with peers.

#### Assessment

- Imagination
- Collaboration
- Control over tools and techniques

#### VA5: Make a Three-dimensional Figure

- Materials you can use: clay, paper, cloth or recycles 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.)

#### Learning Outcomes

- Visualises a human figure in three-dimensional form.
- Depicts the figure in various positions and postures.
- Selects appropriate materials and tools for three-dimensional work.

### Assessment

- Creative use of materials and methods.
- Control over tools and techniques.

#### VA6: Class Display

- 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.

### Learning Outcomes

- Reflects on ideas and gives titles to artwork.
- Participates in arranging and displaying artwork.
- Shares observations, appreciates and responds to artworks.

### Assessment

- Appropriate use of vocabulary for the title.
- Collaboration
- Sensitivity towards others.

## Music

### Details of the Activity

#### M1: Basic Elements — *Swar, Laya*

- We all love to sing film or popular songs that we hear all around us. Select any two songs, for example, a good film song, folk song, regional song, devotional music or any other.
- Learn the tune, lyrics and rhythmic structure of the songs. Let the whole class practise and sing it several times.
- Write the lyrics. Clap with the rhythm and try to understand the beat or tala composition.
- If you have any instruments in your class use it as an accompaniment or some of you can practise playing the song on it.

- As you have 5 periods of Music this should be completed in a weeks time and you may present it in the school assembly or on any other occasion.
- Let the teacher introduce some terminologies while the students learn the song like aadhar swar, the notes in Indian Music, arohan, avarohan, the notes used in the two compositions, etc.

### Learning Outcomes

- Analysis of songs—lyrics, theme, unique tune, rhythmic pattern.
- Presentation skills.
- Awareness of technical terms.

### Assessment

- Skills of presentations
- Understanding technical terms
- Interest level

## M2: Performance

Performing Arts like music, dance and theatre, often have performance as a goal and there are many small steps that lead to a successful performance. It is helpful to remember that for a successful performance, there is more than just singing and playing and even if you don't want to be on stage, you are contributing.

### Part A: Plan

Like most activities, the planning phase is the most important one while putting a performance together. Follow all the steps in the planning stage to think about your final performance.

### Create a Song List

Work with your teacher to make a list of songs that could be used for the performance. Everyone can contribute songs they know, which are suitable for the performance. You can choose songs from anywhere but remember:

- Words to be meaningful
- Relevant Theme
- Melodious and rhythmic

## Activity 1: Visualise a Performance

To begin planning, think of the following:

- Where will it be?
- When will it be?
- How long will it be?
- Who will be your audience?
- Will there be a theme and/or a title for the performance?
- Is this performance for a particular event or occasion?
- Is there anything you have seen in another performance that you liked and would like to try?

### Prepare—Rehearsal and Feedback

- Once you choose your song or set of songs, practise it multiple times.
- If you have many people playing different roles in the performance, see how all of you can work well together.
- If you are a vocalist, think of the lyrics of the song and what kind of emotions and story you are trying to convey.
- If you are an instrumentalist, think about how you can play with dynamics and feelings. When is your line the main line, and when are you supporting someone else?
- Find musical parts for all the performers. See how each person is using their strengths to make the performance better. If you do not have instruments, see how else you can support the performance. Sometimes, you can even use a stick to keep the beat.
- When you are ready perform it for your teacher or a friend and get feedback—what was good and what do you need to work on before your final performance?
- Make a note of the feedback you have received and make a practice plan.

## Production, Promotion and Support

For a successful performance, there is a lot more that needs to be done.

- How can you design the stage in a way that is relevant to your theme?
- Are light and sound equipment required?
- How can you best use the performance space?
- Do you require any props?
- Would you need an anchor to announce and engage the audience?
- Are chairs needed for the audience?
- Integrate elements of Drama, Visual Arts and Movement or Dance.

As you learn songs, practise them try to plan as above every week and you will know how all the above points play a big role in presentations  
Learning Outcomes:

- Steps of planning for production.
- Use of props, stage décor, use of space, handling sound system (if available).
- Integration techniques.

## Assessment

- Skills of presentations
- Innovative thinking
- Interest level

### M3: Exploring Songs

Make 2 groups and give musical names to each group. As students have learnt to sing 2 songs. It is time to document some specifics of the song. Fill in this template for each of them and discuss similarities and differences with your classmates.

- Title of the Song
- Year of Release:
  - Theme
  - Form/ Style/ Genre

- Artist(s)
- Composer
- Lyricist
- Notes used in the composition
- Musical elements — voice, instruments, pitch, tempo
  - Has the song been sung in a male voice or a female voice or is it a duet?
  - What are the instruments you can hear?
  - What is the tempo of this song? Is it fast or slow? Does it change a lot during the song?
  - Is it mostly in a high pitch, a medium pitch or a low pitch? Does it change during the song?
- Let us think further and analyse — Mood, emotions (rasa), theme:
  - What is the mood of the song?
  - What do you like about the song?
  - If you changed some elements of the song, would the mood change? How would you like to change the song?
  - Is the arrangement heavy (with lots of instruments and beats)? Or light?
- Let the 2 groups discuss among themselves and get mutual feedback and points for analysis.

### Learning Outcomes

- Recognising notes.
- Understanding the pitch which is best to present a song.
- Role of musical instruments in any composition.
- Emotions, theme in all compositions.

### Assessment

- Art of documentations and comprehension
- Presentation skills of project
- Interest level



#### M4: Listen to this Story which will Connect you to the Ancient Books (the Vedas) Documented in India

Singing and chanting together is a practice that goes back several centuries. Let us step back in time for a glimpse into the Vedic Era.

The year was approximately 850 BCE, a time imbued with deep spiritual and musical traditions. As the first rays of dawn painted the horizon, a group of musicians, known as *Ritwij*, assembled to begin the morning rituals. These musicians, guardians of sacred hymns, sang verses from the *Samaveda* and *Samsamhita*, texts that formed the cornerstone of Vedic ceremonies. Facing east, the direction of the rising sun—an eternal symbol of divinity and renewal—the *Ritwij* divided themselves into distinct roles. Each role contributed to the intricately structured and harmonious nature of Vedic chanting.

- *Prastota*: Initiated the chant with the *Prastav* (introduction of the composition).
- *Udgatha*: Led the primary section, the *Udgeeth*, forming the core of the recitation.
- *Pratiharta*: Sang the *Pratihaar*, which was singing the core of the recitation in different patterns
- *Updrav*: Performed the connective musical interlude, i.e., the instruments and the rhythmic interpretations
- *Nidhan*: The concluding section, sung in unison by all groups, creating a profound and unified culmination.
- At the centre of this intricate performance stood the *Upgayak* who provided the foundational tonal base, a steady, resonant sound akin to “Hoooo”. This sustained tone served as the *aadhar swar* or base note.

The morning ritual was far more than a musical exercise; it was a spiritual offering, a harmonious bridge between humanity and divinity. The symphony of voices and the disciplined roles of the *Ritwij* exemplified the Vedic pursuit of unity in diversity, reflecting the profound connection between sound, spirituality and nature.

## Note for the Teacher

If you know any other story from the *Vedas*, *Upanishads* or any other important ancient book (*granth*), you can relate the story and do a similar kind of activity

### Activity 2: Chant *shlokas* in a group

You have read the above activity. now practise the same in your classroom and see the outcome. Form groups — (i) *Prastota* (ii) *Udgatha* (iii) *Pratiharta* (iv) *Updhrav* (v) *Upagayak*

Imagine yourself living during the Vedic period. Chant the *shlokas* in a similar fashion along with your class.

1. नमः सवित्रे जगदेकचक्षुषेजगत् प्रसूतिः स्थिति नाश हेतवे ।

*Namah savitre jagadekchakshushe, jagatprasuti sthiti naasha hetave*

Meaning: My salutation to the sun god, eye of the world, the cause for our existence and sustenance.

2. ॐ असतो मा सद्गमय । तमसो मा ज्योतिर्गमय । मृत्योर्मा अमृतं गमय ।

ॐ शान्तिः शान्तिः शान्तिः ॥

*Asato maa sadgamaya tamaso maa jyotirgamaya*

*Mrityormaa amritam gamaya Om Shanti Shanti Shantihi*

Meaning: lead me from false to the truth, darkness to light, from death to immortality.

## Learning Outcomes

- Enactment of musical stories.
- Chanting shlokas — pronunciation and musicality.
- Presentation

## Assessment

- Skills of presentation
- Interest level

## M5: Music, Emotions and Creativity

Let us continue this journey of learning various forms of music and the rasa they express.

### Devotional Music

We all pray in different ways. Music is also a way for people to express the emotion of devotion. People often come together in groups and sing devotional songs, in different styles of singing, using a variety of words, tunes and rhythms. Let us understand how the words, tune and rhythm come together when we sing a devotional song. Learn any devotional Music, any language, any faith.

Make a small project on the words, the belief, style of singing, the rhythm associated with the same and present it through a proper platform.

### Active Listening

Active Listening is a term used when you listen to something carefully and try to understand it. Listening is very important in music. The more you listen to a wide range of music, the more you start to pick up on different styles, structures and techniques that you might not notice at first. It opens up your ear to different genres, rhythms or even nuances in production that you wouldn't have recognised otherwise.

- Actively listen to a folk or tribal.
- Explore how the lyric and the tune tell a story.
- What are the moods and emotions of the lyrics and the tune?
- Now try the same activity with a piece of instrumental music (tune should be folk or tribal).
- What are the differences you notice in the mood and emotions?

Make a small project on the words, the belief, style of singing, the rhythm associated with the same and present it through a proper platform.

### Learning Outcomes

- Interest in learning a variety of songs in diverse India.
- Understanding the pitch which is best to present a song.
- Understanding the critical nuances of any composition.

- Emotions theme in all compositions.
- Role of musical instruments.

### Assessment

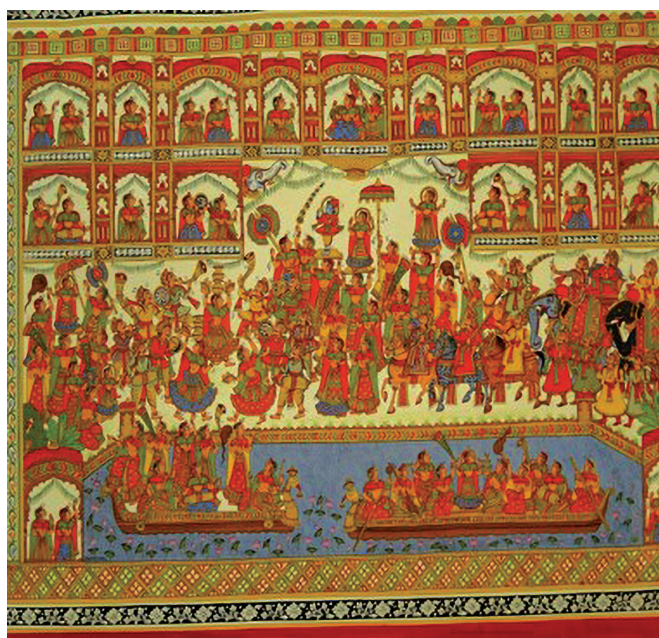
- Comprehension level
- Presentation skills of project
- Interest level

## M6: Creativity and Storytelling

### Understanding a Painting through Music

Look at the picture as follows:

- Observe it carefully. Based on the style of this painting, can you identify the state or region where this painting is from?
- Create two lines which will describe the plates one by one. It can be in your native language. The lines should be rhythmic, easy to sing with few words —
- For example: *“Dekho Dekho sakhi dwar pe  
suj sanwar kay kaun khada”*
- Sing it in groups and observe the next plate.
- Keep creating lines according to visual images and sing the whole composition.
- You can work in groups. As you keep creating lines and sing them with a particular tune and rhythm both, you will find the exercise interesting. Document and record the whole story and you will be able to understand how words and music collaborate to create emotions.



### Note to the Teacher

- This painting is provided as a reference.
- You can select any painting of your choice or from your region.
- In the activity, use music as a way to explore the themes in the painting.
- Try to see some ragamala paintings exhibited in various museums.

### Musical Narrative

- Choose an event from your History book. Here are some choices:
  - Chandragupta Maurya and Kautilya (Mudrarakshasa).
  - Story of Prabhavati Gupta
  - Story of Chandragupta II Vikramaditya and his nine jewels
  - Story of Prithviraj Chauhan
- Write a paragraph that describes the event.
- Draw a picture to illustrate the event.
- Now describe the scene in a language of your choice in a few lines.
- Sing the lines you have written in a tune of your choice. Wonderful! This is how musicals and musical storytelling is created.
- There are many such forms of musical storytelling in India including Powada, Kaavad Katha, Alha-Udal and others. You can research and read more about these.
- Connect this activity with the other art forms that you have been learning, and share your experience.

### Note to the Teacher

“Art-integration is a cross-curricular pedagogical approach that utilises various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-