SYLLABUS

ART EDUCATION

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Art education plays an important role in the growth of the personality of the individual at all stages of development. The children are to be recognized as potential creators in real situations in some significant ways to their environment if opportunities are provided to them. The use of materials in their own way develop their creative abilities through imagination and original/unique ways of thinking by each individual. The educational system, therefore, should provide an opportunity to children to develop a sense of appreciation and an awareness of concept of beauty in nature and wholesome group living. Working with hands and body brings human beings close either in solo or group and this reduces the social distances between man and man, person and person.

The curriculum at primary level has been thought of as a wholesome experience and integrated with developmental stages.

Age 2-4 Years

A child at the age 2-4 makes his expression through scribbling which reflects the process of exploring and responding to his surroundings. This provides him the early learning system. It is essential that the children should be allowed to scribble whether in colour or in black and white.

Age 4-7 years

The Kendriya Vidyalaya system is concerned more when the child enter the primary stage. At this stage the children attempts to create human shape/forms by using the already discovered elements of circle and longitudinal lines. We may observe that there are certain children who constantly search for new concepts while some other children are groping in the scribbling stage, may be due to non availability of pre-schooling facilities. If the teachers as well as parents provide such children ample freedom and encouragement, these children also join the mainstream. The child at this stage has no spatial relationship in his picture but his creation
must be accepted as it is. Any interference, in the child’s natural process of presenting and interpreting the world in his own way can only cause more harm than good.

The children of class I and II require loving, accepting and friendly atmosphere and the same should be created by the teacher with suitable arrangement of art material for different group of children. The child should feel at home and then the child is naturally inclined towards his creative instincts.

Age 7-9 years

At this stage the child becomes more aware and forms a definite concept and relationship among various objects around him. This realization makes him use more geometric shapes and lines through a symbolic representation. The concepts of Schematics or symbolization vary from one child to another depending upon his personality make up.

The child can be exposed to new modes of expression like folding over mixture of plain and elevations, i.e the space organization by making objects, which are perpendicular bare lines. Space and time representation, X-ray pictures and colour relationship. At this stage, the child has already become aware of the social environment as much as personal. His need for expressing this relationship is fulfilled when he uses his creative skills.

Age 9 – 11 Years

The child at this age group has more social awareness and takes keen interest in doing things together by forming groups of their own sex. The children become more critical with their imagination and schematic stage but still far from the visual representation of the reality. With greater visual awareness, he develops an attitude to include more details and graphics or a rigid colour relationship to his characterization of colour relationship to his characterization of colour. The feeling of self esteem is developed in the child once we provide him the opportunity for expressing his/her curiosity freely and through group creation. The modification for colour sensitivity should be provided in view of the nature of the children’s experience about colour with their practical level. Exposure to various colour concepts, situation will help them in modifying/developing new colour significance. However, the girls and boys start using patterns
of their dresses but the arrangements of design should be left free to the children to have their own way.

The 3 D material and tools can be made available to the children to make their self-expression, which makes Art Education different in its approach and performance. Simple technique for clay modelling, collage making, making objects and figures from plaster of parries can be allowed.

Age 11-13 Years

This is the stage of preadolescence and there are two types of children, one who give preference to their visual skills and the other to their subjective experiences. The visually minded individuals refer to the environment and are more impressionists but the subjective minded people feel involved in their work. They make intuitive realizations of 3 D subjects and need not to be interfered in their pursuit, by the teacher. Any interference will affect the discovery process of learning in this type. The children of this age need delicate handling and we can raise the child’s awareness during this stage through reasoning without harming their activity. Care should be taken not to make any distinction between the visually minded children and non visually minded children because both tend to acquire each others qualities in their practical life/ behaviour. There are various approaches for motivating the children of these types of art and the teachers can adopt one or the other depending upon the individuality of the child.

The importance of art in Education at this stage is that it can help to overcome the problems of adolescence and to adjust his behavior for future life. In order to improve the interest of the children, motivation of children, for pre-adolescence period we can provide them with a variety of art experiences like Multi Media instead of rigid drawing and painting activity.

Age 14 and above.

The class wise syllabus is more of a suggestion keeping the broad objective in mind. Some activities like Media and tools and techniques are defined. At class VIII and above applied activities of art have been suggested. In class IX and X the appreciation for art has also been focused with a view that some of the children can chose art as an Elective Subject at +2 stage.
Grade system for assessment of art has been suggested and the comparison between the art work of children is not encouraged. However, the children can be exposed to various forms of art by organizing exhibitions at school level and for participation in decorating the KV buildings.

RECOMMENDATIONS

- Art education is independent and compulsory to respect the uniqueness of each child and to recognize the process of his/her creative development. It may not be clubbed with work experience.
- The subject ‘drawing’ be called as “Art Education” and the ‘drawing teacher’ as “Art Teacher”.
- Every Vidyalaya should provide Art Room Studio Room and be furnished with suitable furniture.
- Art work of children should be displayed on House Boards, class room, Library etc.
- For Primary classes some portion of the classroom be painted with black. The children can be allowed to draw of their own choice in spare or arranged time.
- The Principal can be authorized to provide some materials like drawing sheet, colour, brushes, paints etc. out of V.V.N so that the material is available with Art teacher.
- A minimum Art library may be developed by the Art teacher with selected reading materials for children, reference books on Art Education for teacher and replica reproduction, reprints of Great Masters’ art works, past and contemporary.
- Exhibition of children’s work of art may be arranged at Vidyalaya and regional levels at least once in a year. This will develop interest for art and competition need not be held.
- The orientation/inservice training courses for art teacher should be organized from time to time.
- The Sangathan may publish some guide or hand books for teachers and other reading materials on art/art appreciation for children.
- For proper implementation of the revised syllabus, a monitoring system through regular inspections and field survey be done.
- The Sangathan may revised the syllabus of Art Education after every three years.
CLASS-WISE OUTLINE SYLLABUS

Lower Primary Classes:

Group A: Two Dimensional (2-D) Art Experiences
1. Drawing and Painting
2. Finger Painting
3. Collage Making

Group B: Three Dimensional (3-D) Art Experience
4. Clay Modelling
5. Construction Work

Upper Primary Classes:

Group A: Two Dimensional (2-D) Art Experiences
1. Drawing and Painting
2. Collage work.
   (i) Paper collages
   (ii) Mixed collages
   (iii) Origami
3. Print Making and Designing
4. Crayon Resist and Crayon Engraving
5. Tie and Dye (Optional)

Group B: Three Dimensional (3-D) Art Experiences
1. Clay Modelling and Pottery
2. Some Simple Sculptures and Construction Work
3. Masks and Puppets.

Group C: Applied Activities of Art

Group D: Group Activities and Project Work
Secondary Classes (IX & X)

Group A: Two Dimensional (2-D) Art Experience
1. Drawing and Painting (Elements of formal art may indirectly be introduced)
2. Collage and Mosaic Work
3. Print Making

Group B: Three Dimensional (3-D) Art Experience
1. Clay Modelling and Creative Pottery (Element of formal art may indirectly be introduced. May include Relief Work)
2. Mobiles and Stabiles construction work.
3. Masks and Puppets

Group C: Applied Arts
1. Calligraphy
2. Textile and Decorative Designing

Group D: Group Activities and Project Works
1. Murals
2. Exhibitions
3. Creative Play Making using art works made by the students.

Group E: Art Appreciation
1. Collection of Natural Forms and their artistic use.
2. Exposure to Master Artists’ Works in terms of their qualities in historical perspective (only selected ones)

EVALUATION CRITERIA

The Art teacher should maintain a record of every child’s art performances in term of:

(i) Child’s increasing awareness and the help rendered for this.
(ii) Child’s initiative to search more and more information personally and its impact on his artistic expression.
(iii) Child’s growing interest in different modes of expression (both verbal and non-verbal) through variety of media, materials and techniques.

(iv) Child’s growing interest in improvisation and new ideas.

(v) Child’s growing interest in colours, forms and space organization.

(vi) Child’s interest in projecting the self and sublimating it with the group.

(vii) Child’s interest in keeping the artistic materials, instruments in orderly way for self discipline and hygiene.

(viii) Child’s own version of liking and disliking and other responses be recorded.

2. At least two examinations in a session may be conducted.

3. The assessment of art work of the children be done through grades on a 5 point scale. The following pattern may be followed.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
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<tr>
<td>B</td>
<td>Very good</td>
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<tr>
<td>C</td>
<td>Good</td>
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<tr>
<td>D</td>
<td>Fair</td>
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<tr>
<td>E</td>
<td>Average</td>
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The grades should be shown in the progress report.
SUGGESTED MEDIA/MATERIALS AND
TECHNIQUES OF ART FOR DIFFERENT CLASSES.

The content or subject matter of art cannot be pre determined and has to emerge in accordance to the local conditions and the interest of children in the class room situation. The syllabus, therefore, in art can not be suggested in terms of content or subject matter of art. However, suitable media/materials and techniques of art activities for various classes have been suggested here- under for various classes. Wherever it is required some notes and instructions for teachers and some hints for developing contents have also been suggested.

Classes: I & II

Group A: Two Dimensional Pictorial Experiences

1. Drawing and Painting
   Free use of pencil, charcoal, crayon, sketch pen or chalk, etc on a given surface.

2. Use of different types of vegetables such as potato, lady finger, onion etc. for printing and to produce different designs.

Note:
Experience for the use of two nature of surfaces for drawing i.e. paper or any ground level surface as well as chalk board or any wall level surface, be provided for the development of proper neuromuscular control of large and small muscles.

Experience for the development of various senses should also be provided in drawing activity by motivating children on such topics with such technique which require to use that particular sense prominently to understand the sound first and then in response to that sound he draws. For example any child of class may be asked to go out from where other classmates cannot see him. From there as per pre- confidential instructions he arranges to produce the sound. Other children of the class are instructed to remain attentive to hear the sound and then identify that sound and draw accordingly, mostly they will draw the main object from which that sound was heard like bell, gong, tapping the door, typical sound produced by using personal vocal cord, banging sound, throwing sound, falling
sound, sound of various musical instruments, and so on. Topic of commonly experienced sound like: sound during storm, thundering of clouds, barking dog, mewing cat, raining sound when it falls on particular sheet or an easy sound producing object like empty bucket, a big steel plate, tin sheet at the roof top and so on. Similar motivational ideas for other sense stimuli may be thought of by the teacher.

- In class I many of the children may be still at the scribbling stage. There is no need to expect any tangible art form as perceived by the adults. The teacher should only encourage the children to use the material in whatever way they want and speak about their work whether on scribbles or some symbolic figures they make.
- Do not give them any form or figure to copy from any place- whether the image is from chalk board, note book or colour book. All these things are harmful for the creative and imaginative thinking of children at any stage of their development
- At class II( if need be in class I at the last session of the year) we should motivate children on a topic(s) related to their home and school experience using ‘I’ or ‘my’ or ‘We’ and ‘U’ e.g. “I am Eating a Mango”, “I and My Family”, “I and My House” “I am Drinking My Milk”, ”I am Picking Flower”. etc.
- Do not expect of any correct form of any figure. Let the children enjoy in their own way of making drawings.
- Do not make or suggest any corrections. Every art work should be accepted as its is with loving gestures or remarks.
- As children at this stage are not much interested in full-fledged painting activity, they may be given only a few water paints in contrast colour shades like Red, Yellow, Blue and Green and large handle brushes to work on a large sheet of paper. This is in addition to the material already suggested for drawing purpose. See that comparatively thick consistency of colours are given. Too much liquid colours may frustrate children at this stage.

2. Finger Painting
Finger Paints are of thick creamy consistency prepared with wheat or rye flour i.e. starch paste mixed with powder colour and some soap flakes. It can be prepared in the class-
room out of starch paste and distributed to the children with sufficient quantity to cover the whole sheet of given paper. It is always better to give smooth thick paper or children may be asked to bring old calendars to work on their back side. Hands, comb, hair pins, nails, pencils etc. can be used for making impressions. As it provides slippery experience, children enjoy to play with it like playing with a slurry of mud. Fingers and other objects will leave their marks. As these marks are deliberately created by rhythmic movements of hand or other instruments, the print matter obtained from the work looks interesting. Children, if they so desire, can make drawings with finder or any instrument. The surface of such spread over paint can be used again and again till one’s satisfaction and/or till it gets dry.

3. Collage Making

Children of classes I and II may not take much interest in collage making in sense of preparing tangible design or form by pasting of coloured papers. Tearing or cutting in specific shape and form requires to have more visual muscular contract over the materials and the tools. Again pasting technique is also a little frustrating one for young children. They still need sometimes to get familiarized with the nature and technique of the material. However, in class-II for the purpose of opening up and familiarization, children would like to explore to cut to tear and paste first in random manner which later on will gradually lead to controlled manner. Then children may like to bring out some form or pattern. At that stage some more collage materials which can be easily pasted on a thick sheet of paper, should be introduced. However, it is left to the decision of the teacher whether or not other material or a few selected more material could be introduced. He or she may decide in accordance to the growing ability level of the class.

There is no need of giving specific topic except the motivation as suggested earlier. Only ask them to create human form or abstract form in the way they like by tearing or cutting and pasting papers and other materials. Other materials may be like ice cream wooden spoons, paper plates and cups, jute straw, wood and paper shaving, old woollen threads in different colours, broom sticks, cords, used coloured ribbons and shoe laces, seeds of
different pulses, straw pipes, old coloured magazines, some buttons and bottle caps or corks which would be pasted, birds’ feathers etc. would provide interest for this activity.

Do not criticize the children’s work. Instead help them sometimes in their technical difficulty.

Classes: III & IV
Group A: Two Dimensional (2-D) Pictorial Experiences.

1. Drawing and Painting
Note:

Sufficient discussion has already taken place regarding the characteristics of the art of this level of children under the related schematic stage of development. Here we may only point out some materials and media to be given to the children for their art activity. However, it is reiterated that now onward motivating children appropriately for the development of the child as per the need of the stage of development is essential for exposing children to are materials especially of Drawing & Painting. Motivational problems, techniques and the suggested topics have already been given in the above section of development stage of the child and his art.

At this stage we may provide drawing materials in the beginning but later water paints may also be introduced for their regular part of drawing and painting work.

(i) Drawing

Charcoal, pencil, crayon, paste or pencil colours and even some sepia water-colour and large brushes may be provided for drawing on a topic as per motivation which is supposed to take place before hand. If children do not want to stick to the topic and wish to make drawings on their own choice of a topic, there should not be any binding. Teacher’s expectations should not be more than what is considered at this schematic stage of development. However, teacher must not scold or criticize even if the child is unable to meet even that expectation. Unless there are some special mental problems with the child or unless the child is not conditioned to a specific standard or mode of work at home or by other means, he will create at his best of ability. After seeing special
growth problem with a child or children, the teacher must address to his/her motivational method and arrange specific motivation for a specific point of awareness required.

Group B: Three Dimensional (3-D) Art Activities

1. Clay Modelling

Note:

At this stage clay modelling activity is provided to the children to play with clay because most of the children still cannot meddle with it. Therefore, at this stage this activity may be called claying instead of clay modelling. Children may just explore the clay by throwing, pressing, squeezing, splashing, beating, taping, patting rolling, balling. Then gradually start putting all these pieces together beside a lump of clay giving some name of a situation. Later on at class II children start making some images with synthetic process. In this process, they make separate parts like flat or oval round body, flat or round head, separate cylindrical arms and legs. Some pieces for eyes, nose and mouth are also made separately. Each part is then placed in its place to make the whole.

At this stage there is no need of teaching technique as how to properly fix even these separate parts with ‘clay slip’ (slurry like thick clay solution for fixing separate parts) as they are not required to be fixed. At the most the child can press that part to the main part. Most of the products are flat. Some children on their own may prepare a slab and then draw the figure over it. The clay beyond the contour of the figure is removed. Different objects made of clay may come out in solid mass. For visual appeal sometimes children if become aware of further details, may draw over the mass with lines or other marks depending upon their emotional interest. Any method adopted by the child for playing with clay should be accepted. No comments except encouraging talk or remarks may take place on the work of each child. There is also no need to fire the dried clay objects made by children.
2. Construction Work
Like clay modeling no serious construction work is undertaken at this stage. However, children should be encouraged to play and arrange or rearrange blocks or wood or other building blocks. In this play-making activity children may also use clay slabs to embed some objects on it. They may collect some interesting stone shapes of pebbles or marbles, buttons, beads etc. and place them on to the clay slab to make them firm.

(ii) Painting:

At this stage children mostly try to draw first and then paint it. Therefore, during painting activity it is not only the painting material which is required but drawing material especially pencil is also required. Since they (children) first draw then paint it, small hair brushes should also be provided besides the bristle long handle brushes. Both Primary and Secondary colours may be used at the class III level and tertiary colours may also be added at the class IV level. All other instructions should be followed by the teacher as suggested above under Drawing.

2. Collage Making
Paper and Mixed Collages:
As the children have now grown further and acquired more control over the material and technique, they are now in a position to create interesting images and pattern from collage materials separately for paper collages and mixed collages. More collage material, therefore, should be added to the list as suggested for classes I & II e.g. leaves, barks, cloth cuttings, card board cuttings, corrugated paper, etc. Further, technique of veiling or over lapping with transparent and translucent kite and cello-phone papers may be introduced at this stage. However, teacher must see the ability level of the class before introducing the new technique and material. If arrangement for strong adhesives and other stitching tools like needles, stapling machine and its pins, fevicol or other strong adhesive, can be made many more discarded materials of plastics can be added to the list for varying collage results.

All other instructions as suggested for previous classes should be followed by the teacher.

Group C: Three Dimensional (3-D) Art Activities
1. Clay Modelling

This stage of children are now more grown up. It is no more simply a playing activity (however, element of play is always inherent in any creative work at any stage of development or at the adult level) but a serious creative attention is paid to this activity at this stage. We may see two main modes of children’s expression through this medium. One is synthetic method in which separate parts of the body are prepared, then they all put together to make the whole. Second method is known as analytic method in which all the parts are not prepared separately, but different limbs and other features are pulled out from the whole. Here we see the similarity of approach in the drawing of these children at this stage. Teachers should refer for their further insight to the relevant growth pattern and motivation required of this stage of children. However, no modelling technique should be taught. Some children as stated earlier may even make such figures in flat or relief mode instead of full round method. All work should be accepted. Some children may make some pottery items, others do make images of objects they usually encounter in their life especially related to fruits, vegetable, house hold items, and so on. However, in clay modelling there is no space problem as children face in drawing and painting to show the environment relationship, because for clay modelling environmental space is already there in which they have to only place the goods they make.

Note:
- Facility of sufficient water for clay as well as for washing hands and cleaning tools and equipment in the class-room i.e. Art Studio/Workshop/Art-Room should be provided for such activity which cannot be neglected for proper development of children.
- Cleaning the class-room and tools and equipment in every activity of art should be the part of activity itself to nurture good habits of cleaning and maintenance of own goods in further life.
2. Construction Work

As the children are grown they can handle more bigger tools of construction work like hammer small saw especially designed for children’s activity and other cutting tools and raw materials like nails, small soft wood strips and plywood, may be introduced whenever the teacher thinks that the children of his class are able to handle all this. Out of such materials he must ask children what would they like to make utility item or just an imaginative design. Their items may include both hanging kinds of mobile items which can be suspended in air from ceiling or can be hanged or placed against wall. It is also not necessary that such construction should be done with wooden items. There may be empty cartons (boxes) of cardboard or tin, there could be wire, there could be simple card board and craft paper or all could be mixed. Such materials may be collected by students themselves. They could prepare a separate corner for a junk bank. Children should feel free to discuss individual technical difficulty wherever they feel in making their individual item. Children must discuss their own item and its technicality with the teacher before they start doing actual work. Initially such work may be taken up by making small groups of two or three children. Later on if a bigger project is planned by students only then they should form a bigger group otherwise not. Perhaps bigger projects may not adjust with this level of children but it should be left to the children to decide and discuss with the teacher. May be for this purpose children of classes IV and V would do active work and others may do helping work. Everything should be planned before hand. Planning must be done jointly by teacher and students combined.

Class – V

Note: The class V is an intermediary class between classes IV and VI. Therefore, all instructions, notes and other details of activities as suggested in these two classes i.e. IV and VI must be followed in class V also against all the following areas of art activities in Group A and B.
Group A: Two Dimensional (2-D) Pictorial Experience

Areas under group A are the same as suggested for class VI.

1. Drawing and Painting.
2. Collage Making (Both paper collages and mixed collages)
3. Print Making and Designing

Note: Since designing awareness comes gradually, this aspect should be attended to with more flexibility i.e. if the children are not much interested in it, it may not be imposed. However, no formal methods of designing are directly or indirectly, introduced at this stage. Teacher should remain vigilant in this matter as to when the students start thinking in terms of designing. Motivation aspects as have been suggested for collage and constructive work for class IV may also help for designing awareness. Therefore, no special emphasis should be laid separately for designing. Let it grow unconsciously through other activity unless it comes in the force.

All the activities under this area as suggested for class VI may be attempted here also.

Group B: Three Dimensional (3-D) Art Activities

1. Clay Modelling and Hand Pottery: Same as suggested for class VI.
2. Other simple Sculptures.
   (i) Mobiles and Construction Work: Same as suggested for classes IV and VI
   (ii). Wire sculptures may be included under construction work and may be followed as suggested for class VI except plaster work.
   (iii) Masks and Puppets: Same as suggested for class VI.
SUGGESTED MEDIA AND TECHNIQUES OF ART FOR CLASSES VI TO VIII

As discussed earlier the proposed syllabus has been suggested mostly in terms of media/materials and techniques with short instructions and notes for the teachers for developing contents of the activity undertaken by children in the class – room situation.

Class – VI

Group A: Two Dimensional Pictorial Experiences:

1. Drawing and Painting

Drawing and painting from situations related to personal experience of children in their day-to-day life. For this children should be motivated before introducing the medium. Material like charcoal, pencil in ‘HB’ and ‘B’ grades, sketch pens, chalk, oil pastels and cartridge or hand made papers are generally to be used for this activity.

Different motivational methods and examples of motivational techniques have been discussed separately. However, a few examples of different areas for motivation are given below for teachers’ ready reference. List of such areas should be further developed by the teacher in accordance to the local environmental situation and regional social systems.

2. Knowledge of colour (colour scheme) – primary & secondary colours, harmony in colours, contrast colours, warm & cool colours, colour tone.

Examples:

* Visiting a temple/mosque/gurudwara/church with parents or relatives or with friends: driving with family members picnicing: attending a marriage party: visiting a regional fair, meeting special or professional persons like a police man, watchman, a postman, a mountaineer, a beggar, a stranger talking with a teacher/ a leader/ a surpunch of the village, drawing an imaginary portrait of a family member etc.

2. Collage making

(i) Paper Collages

Image making by paper collages will also create interest among children for art activities. These can be done by various manipulative techniques of various kinds of papers like tearing and pasting, cutting and pasting, veiling or overlapping of light and transparent coloured papers, cellophane papers, crumpling, curling strips etc. Collage images may be abstract or figurative or both.
(ii) **Mixed Collages**

Above collages can be further combined with other discarded or especially prepared materials and forms e.g. using cuttings of various shapes of card papers/card boards; distorting pictures from magazine pictures, fabrics in different forms; using straw pipes; using ice cream (wooden) spoons, buttons, beads, gunny cloth, jute and other such objects which can be either pasted or stapled on a sheet. Such collages would require a strong base to be worked upon. Applique and embroidery can also be combined in collage work which may involve cutting of fabrics and tailor cuttings, stitching with knitting strings etc.

3. **Print – making and Designing**

(i) Simple techniques of print – making like stamping with the help of small clay blocks; wood blocks; cut vegetable blocks; blocks prepared with match sticks, card pieces and other similar objects like tree leaves, bottle caps, corks, keys of different designs, buttons and coins etc.

(ii) Threads and cords of various thickness can also be used for creating different design effects, e.g. thread dipped in a colour and placed on a paper in a manner which can create some interesting forms and shapes. Another piece of paper is pressed over it to take an impression. Two or more threads dipped in different colours can also be arranged for creating such impressions. This technique can also be extended further like pulling out from one end of the thread pressed between the two papers to create a flowering effect.

(iii) Use of finger paints (finger paints are prepared from starch paste mixed with poster colour and small quantity of soap powder) on a sheet of glass or on the back side of an old calendar for making some designs or images or designs with finger and other objects like hair pin, comb, straw pipe, ice cream spoon etc. will further create interest among children (Prints can also be lifted from such a work).

(iv) Crayon engraving and crayon resist may be tried as opening up or warming up activity to create interest among children of this stage.

Note: No formal design rhythm, balance and elements of art and perspective etc. should be taught at this stage.

**Group B: Three Dimensional (3-D) Art Activities**

1. **Clay Modelling and Hand Pottery**

Simple forms of animals and birds and other objects of child’s day-to-day experience (free choice of making and handling of clay). Modelling on a given topic of child’s experience involving limited figures (i.e. 2 or 3 figures); making simple pots of daily use in pinching, coil and slab processes.
2. Other simple sculptures

(i) Paper – Sculpture

Making paper sculptures: by folding and shaping simple forms; by folding and cutting and adding some forms; by making frills out of folded papers, etc.

(ii) Mobiles and Construction work

Mobiles and construction work may be introduced by using waste card-papers, and other cuttings obtained during paper work and collage activities.

For this activity more variety of 3-D and scrap materials should be collected from various places e.g. near factory areas, cobbler’s wastes, wood scraps from carpenter’s workshop, drift wood from jungles and hilly terrain.

(iii) Masks and Puppets

Making masks and puppets from card sheets and paper-bags, puppets from stuffed paper-bags, cone and cylindrical puppets, paper rod puppets, shadow puppets, etc. moulding masks from simple moulds prepared by the students (use pasting of layers of paper strips / bits of papier meshe process).

(iv) Wire sculpture

Sculptures from galvanized wire which could be easily bent and formed. Some of such wire sculptures should be wrapped with gunny cloth or with jute cord or paper, etc. and plaster of paris should be applied over it.

Note:

(a) Suggested materials and tools for 3-D, mixed collage, print-making and other activities may be: Wood scraps; wire scarps; tailor cuttings; jute and gunny cloth (waste of); empty bottles; bottle caps; sea-shells; coconut shells; old magazines. Necessary corresponding tools and materials for cutting; pasting; stitching; stapling; punching; pulling; holding; nailing; hammering; filing; modelling; colouring; inking etc. should be made available according to the need of the activity. Water containers; wrapping materials for clay; clay preparing tools and clay storing equipment should also be properly arranged. Clay working tables, clay bats, and necessary clay working support equipment i.e., some hard plane e.g. wood or metal sheet or some other improvised methods should be provided for clay activity.

(b) Applied art activity should not be taken up at this stage. Art oriented work-experience activity must be clubbed with overall art education programme and its teaching approach should be guided under the principles of art education for two specific reasons: one it will help avoid duplicity and confusion and two, approach
to teaching of art in schools is a psychological one giving little importance to the product rather laying more emphasis on the child’s own experiences on both the counts-experiences of the world around and experiences of the work in terms of given material for subjective and objective expression which is akin to the developmental level of the individual child. Only then the child will be able to identify himself with the work, material and finally with the productive or the learning out come. And only then this education would be relevant. No two children are alike. Their experiences differ so will be their perception of the world around. Hence their growth pattern will be different as also their level of growth would be different. Therefore, in the arts the final products are not comparable. They are seen in terms of individual experiences and level of individual development. These principles are applicable at all the stages of learning but since the awareness of the objects and the environment (the world around) are gradually widening with the development of the child, we may gradually extend the applied functions of art. Here, therefore, some activities for utilizing art for various functional experiences of the child are suggested to be taken up under the relevant art activity as given above under both the groups – ‘A’ and ‘B’ (i.e., 2-D and 3-D activities). For example, preparation of Greeting cards for a specific occasion (only during that occasion) like sister’s /brother’s or friend’s birthday; New Year and other festivals , etc. may be taken under “drawing and painting” or “collage” or print making activities. Similarly for decoration of a place or a wall where flower vase, hangings, (but not the ash tray or wine glass), fancy show or a dramatic/puppet play, etc. are required. Again, the related activity may be integrated with aforesaid activity of clay modeling, construction, collage, pottery, mask and puppet making and presenting a skit or a show with improvised dialogues, speech and actions.

(c) Some supplementary reading materials related to history of art, folk arts, and tribal arts, etc. alongwith impressive reproductions or photographs of related arts and tribes, should also be introduced.

Class – VII & VIII

Group A: Two Dimensional Pictorial Art Experiences:

1. Drawing and Painting
   (a) Expose children to various kinds of regular solids and attractive objects for free sketching as per choice of children.

   Expose them for out-door and in-door free sketching of living and non-living objects as well as specific visual situations.
Note:

(i) Allow children to speak freely about their three dimensional (3-D) visual experiences and problems for two dimensional (2-D) representational art activities.

(ii) No direct instruction about perspective should be given as their (children’s) mental picture may still not be receptive to understand the complexity of visual laws of perspective in operation at the retinal image. Let the children discover bit by bit the elements of visual perspective from their own experiences while manipulating various graphic idioms or language.

(iii) Don’t expect naturalistic representation of object or situation under any circumstances.

(b) Introduce painting in both the medium of dry colour and water colour (oil pastel, crayons, poster colour) on a topic or topics as would emerge in the class-room discussion with children on their day-to-day experiences. Suggestions for preparation of a list of areas or topics/ideas has already been given for classes VI. To this add a few more ideas/topics/areas which are related to comparatively more adventurous and complex life situations but suitable for classes VII and VIII like tracking, boating, fighting, storms, activities of construction sites, swimming, portrait painting of interesting people, of family members, etc.

Note:

(i) Don’t expect naturalistic portrait at this stage or even at the next stage. Students may perhaps bring out only a few characteristic features of the individual or may highlight the dress or something else.

(ii) Children at this stage may take comparatively a little interest in drawing and painting activities. They, therefore, should be exposed more to other variety of media and techniques where new and more enjoyable results are obtained with lesser complexity of artistic maneuvering. For this purpose collage making (both paper and mixed collages) print-making, crayon engraving, crayon resist and other 3-D and craft activities may be more helpful to sustain the interest of children in creative arts.

2. Collage work
Note:

(i) Continue the same two methods (papers and mixed collages) as suggested for class VI.

(ii) Different kinds of papers cuttings, tailor cuttings, and other scrap as well as waste material will inspire children to discover new forms and their space arrangements besides developing their gluing or sticking techniques in collage work. At this stage both paper and mixed media
collages (including appliqué and embroidery) should be given more emphasis than drawing and painting to avoid technical frustration of children.

(iii) Origamy may also be clubbed with this activity wherever necessary.

3. Print – making and Designing

Print – making is another interesting activity which render quicker results. Similar print – making techniques as already suggested for class VI may be introduced with a few more improvised techniques like spray and / or spatter printing, print-making with collage-block (colleography), clay-blocks, lino-blocks (if available), waster wood-block scarp with its natural cut grains from the carpenters’ workshop and soft wood-block (if soft wood and carving tools are available), tin-sel (aluminium foil). No readymade wood-blocks should be used. Instead natural wood texture and forms or other discarded materials can be used for this purpose. For printing, poster colour and cyclostyling ink or oil colours may be used wherever possible. Ink roller wherever required may be improvised with a cycle rubber tube over a wooden roller. Ordinary wood cutting tools like nail cutter, chisel, knife, etc. for wood-block may be used. For design and drawing on tin-sel sheet ordinary ball point pen will work best.

4. Crayon Resist and Crayon Engraving

Crayon resist and crayon engraving may further create interest among children as these techniques are easier and the materials are easily available. They are wax crayon, oil pastels; hairpins, nails, used blades / knives, etc.

5. Tie and dye (optional)

Tie and dye is another interesting medium where children can explore a number of things like getting results in muting of colours, space and compositional arrangements of accidental forms so created besides getting experience in the nature of dye colours and their technical possibilities.

Note: Activity may be limited to small pieces of cloth, say half meter size of fabric.

Group B: Three Dimensional (3-D) Art Experiences

Under 3-D media, there are number of materials and techniques which would sustain interest among children of this stage. These techniques and materials, as already suggested for class VI are:
1. Clay Modelling, Terra-Cotta and Hand Pottery

(a) Clay modelling and wire and/or wire mesh sculpture, simple sculptures using plaster of paris over the armature of wire mesh or wire structure wrapped with gunny cloth or paper, etc. in its sculptural form, sculpture carving in clay blocks, plaster-cum-ash blocks and if possible soft wood and soap or soap stone blocks.
(b) Make simple and interesting pots and other objects, tiles, decorative pieces, seals, relief plaques, etc. Techniques may be improvised like use of slabs, coils and balls, etc. If children are ready to adopt advance methods, teacher may introduce simple two piece mould making process for relief and/or round objective of clay work.

Note:

Simple modelling and carving tools can be improvised: wire loop tied on a bamboo stick; pointed and spatulated plastic sticks which can be chiseled from bamboo or other wooden rods; nails, hair pins and knives, etc. can also be used as tools.

2. Other simple sculptures

Other simple sculptures like paper sculptures, mobiles and stabiles (only structural construction for stabiles), construction with boxes and wood blocks and wire sculptures, etc. are to be continued as in class VI.

3. Masks and Puppets

Masks, finger puppets, cone and table-top puppets, glove puppets, paper-rod puppets and shadow puppets; materials like papers, card sheets, paper bags, socks, boxes/cartons, paper mesh, waste material like rags, jute or gunny cloth and other waste materials and scraps are used for different kinds of puppets.

Group D: Group Activities and Project Work

Mural painting, regular class-room display, annual school exhibition/display of art works; play making with masks and puppets; fancy dress show.

Note:

Organized outings/visits for new and freshening visual experiences (if possible, outstation visits to scenic and historical situations may also be arranged), visits to local folk artists, botanical and zoological
garden, work places of traditional artisans, crafts men, folk and tribal art situations and cultural centers, etc. should take place more often than not.

Group C: Applied Activities of Art

(a) All the aforesaid techniques under various groups of 2-D and 3-D may be used for various utility objects as suggested for class VI.
(b) Calligraphic handwriting and formal lettering may be practiced.
(c) Various art activities can very well be correlated with other school subjects e.g. decorative art work with home science and work-experience, puppetry with dramatics, dance, music, social studies and language subjects, etc.

Note:

(i) Formal Art Appreciation activity may not be introduced. Only visit to some historically important places and their arts can be arranged by the school as suggested earlier.
(ii) If there are regional tribal and fold art centers, visits to such places should be arranged as suggested under group –D notes.
(iii) Supplementary reading materials on history of art (which the Sangathan may like to publish shortly) and carefully selected materials and object as well as reproductions / photographs related to important works of arts of various tribes, folks, historical and contemporary arts (Ravinder Nath Tagore, Saloze Mukherjee and Paul Klee) should be displayed and also refereed to the students from time to time. Reproductions and / or photographs should be impressive and large enough for display purpose in school premises.

These should also bear a small note (s) related to the work and the artists.

Classes IX and X

This is a traditional period between the subjective expression of childhood and vocation based education of adolescence when the child passes through physical, mental and emotional crises (adolescence crises). Most children find very hard to cope up with the changing situation which also effect their creative interest in art. Art at this stage can help to overcome those difficulties which are of psychological nature. As children at this stage, become more conscious of the world around, they are not satisfied with their earlier mode of expression which they discard branding them as childish. Adult influence on their approach becomes more emphatic. They become more interested in new media and techniques and want to observe, explore and depict the world around them in more effective way (adult’s way). A conscious critical awareness now dominates
all the creative production of the adolescent. Many children of class VIII may also have similar problem of the beginning of this stage.

Poster making, book cover design, textile design, anatomy of human figure, perspective in drawing & colours.

The teacher at this stage should, therefore, help the child for preparing him for his later stage of development through his inductive approach of teaching. He should encourage the students to mobilize their own resources to solve their problems. Here again as before, direct instructions in techniques should be avoided. The adolescent child should be inducted to deduce and acquire it (technique) as far as possible, through his experience in the process of experimentation and discovery. At this graphics can be introduced wherever feasible.

SUGGESTED ACTIVITIES : MATERIALS, MEDIA AND TECHNIQUES

Group A: Two Dimensional Art Experiences

1. Drawing & Painting

(i) Study of lines, study of graphic media and other visual means of expression, marks curves and strokes after exposing students to various suitable visual situations, e.g. watching from hill top views or bird’s –eye-views from high rise buildings discovering lines and curves of serpent like zig-zag foot paths, roads, flowing streams, electronic poles, dotted bushes, heads of people moving in a fair, grains, stones and pebbles spread over a floor, mosaic of a floor, etc.  Observing lines, curves and marks on wrinkled faces of old people, veins of tree leaves and human body skeletons; old and dried branches of trees and bushes during winter and autumn.

(ii) Study of colours; shades, tonal values and texture after stimulating children from situations like sky of rising sun and sunset, sunny and afternoon sky, cloudy sky and horizon, azure (blue) sky after rain and rainbow sky, green and brown hilly landscapes, sand dunes in deserts; crystalline shades of stones, water falls, fountains, steel sheets; coloured bands in textile shops, tones and shades in a spreaded sheet, hanging curtains, folds of tapestry falls (all in different day lights and lamp lights); spreaded grains and stones, tree skins, barks and leaves, smooth and rough surfaces of various fruits, and other objects like wall surfaces, textured cloth and gunny surfaces, woven surfaces, granular and crystalline materials, furs and skins of different animals etc.

(iii) Study of indoor and outdoor objects (both animate and inanimate objects) in different settings in functional and non-functional situations.

(iv) Study of indoor and outdoor buildings and natural sights.
(Suggested materials and media for the above studies: Charcoal, pencil in various “B” grades, crayons/oil pastels, ink, sketch pens, felt markers, brush in ‘dry –colour’ technique, water and poster colours)

Note:

Under the above studies numbering (iii) & (iv), creative use of lines, colours and perspective to show space depth, subjective mood and feelings, atmosphere and contrast, may be emphasized wherever children need for their own satisfaction. Here again as elsewhere, instructions for such purposes should be indirect by exposing children to such situations from where they can deduce from their own experiences by way of exploration and discovery in the given medium. Tips or formulas must not be given as it would harm the flow of their own creativity.

2. Collage and Mosaic Work

Various graphic and other visual means of expression can also be successfully explored in various collage and mosaic activities (in both paper and mixed collages), such as, colour, space, depth and contrast can be explored from various kinds of coloured papers, kits-papers, cellophane papers, coloured magazines, coloured fabric forms from various objects and shapes like leaves, feathers, matchsticks, office pins, ice-cream spoons, scraps and cuttings of papers, card sheets, racksin and leather, etc. shades and tones in mosaic work from bits prepared from coloured magazines, smoked ground nut shells, tree leaves, pea nut shells, buttons, beads, pulses and other grains etc.

3. Print - Making

Print making technique as suggested for class VIII may be continued with more emphasis on spray and spatter work with used tooth brush, collography (with collage block), printing with wood scraps and wood cut and lino-cut block (if linoleum and lino-cut tools are available), tin-sel foil and blocks prepared with other suitable objects for relief printing activity. Sometimes (but not always) ready-made wood-cut blocks may also be creatively used or mixed with other techniques especially with collage block.

Stencil printing technique with improvised silk screen (muslin cloth stretched on an embroidery frame) may be introduced optionally. Stencil printing by cutting stencils from card sheets, X-ray sheets (used X-ray), tin foil, plastic sheet, etc. may also be tried in class X.

Mono printing technique for class X should also be introduced.
Note:

Printing surfaces should be suitably selected as per the requirement of the material as also the purpose of the activity. They may be card sheets, cartridge paper, plain fabric, etc.

Inks for printing purposes may be prepared from poster colours, cyclostyled ink and oil colours. Ink rollers may be improvised with a cycle rubber tube fitted over a wooden roller. For wood cut block, ordinary tools like nail cutter (chisel type), varieties of small chisels, knife, and/or lino-cut tools, can be used. Regarding drawing and designing over a tin foil sheet, ordinary ball point pen will do.

4. Assignments

(i) Compositions of given subjects related to the experience and interest of this level of students. They should also include emotional, dream like and imaginary situations and portraits and typical characters. Media to be used are given below:

Water colour, poster colour, oil colour and collage on cartridge paper, hand made paper, and any rough and smooth hard surfaces like card board/hard board, etc. For composition in collage medium, heavy or hard surfaces should be used. Three compositions in each of the following techniques in a year:

(a) Painting
   (including portrait)
(b) Collage
   (Paper and/or mixed)
(c) Print-making
(d) Oil paint (Optional)

(ii) More printing assignments are given under textile designing and other applied art activities.

Group B: Three Dimensional (3-D) Activities

(1) Study of basic forms in clay and bamboo sticks and papers, e.g. cube and cuboid, cone and pyramid, prism, sphere and oval forms.
(2) Study of natural and man-made forms; human figures, birds and animals; foliage and flowers; household objects, buildings and other objects of day-to-day use.
(3) Creative Pottery and Terra Cotta work; Coil and slab pottery, pottery with clay balls, preparation of seals and relief slabs/plaques and other utility objects. Some steel and plastic objects for the purpose of moulding and modeling of slab pottery may be used.

4. Assignments

(i) Composition on a given subject related to the experience of this level of children involving limited figure (avoiding panoramic scenes) in view of the technical problems of 3-D media. Various topics besides other functional and human activities in life, should also include certain emotional experiences, for example, happiness, sadness, anger, cry, calm and solitary, absorption in some work or thinking situations, observing in rapt attention, typical faces and professional character, people at work etc. Two works each in any four of the following techniques and media in a year:

(a) Modeling and carving in clay in full round
(b) Modeling and carving in clay in relief
(c) Modeling in plaster of paris on suitable armature
(d) Relief and/or round carving in any block e.g. block of ash-cum-plaster of paris, block of soap stone; block of soap and soft wood;
(e) Construction media e.g. wire, jute, fabrics, wire mesh, paper, any type of scrap and other waste materials.

(iii) Mobiles, wall hanging and

Suggested media/materials and techniques for 3-D Activities

Clay modelling and carving in both-full round and relief; modelling with plaster of paris on simple armatures for a sculptural composition, use of plaster of paris of 2 piece simple mould making, carving in soap stone block, soft wood block, ash-cum-plaster of paris block. Tools for these activities may be improvised as suggested for class VIII. For construction, mobile and puppet and mask making activities, waste materials, various scrap materials, boxes/cartons, card/paper sheets, card board pieces and cuttings collected during paper work. Tailor cuttings, other fabric and jute materials, old socks, papier mache, wire and wire mesh etc. may be used. Firing for terra cotta pottery work may be done with improvised pit-firing, kiln on village firing techniques and also by using improvised halvai bhatti using cow dung, and charcoal or wood shavings.
Groups C : Applied Arts

1. Practice in calligraphy, lettering in different styles both in devnagri and roman scripts using pencil, ink pen, sketch pen, felt marker, brush for small and large size works.

2. Textile and decorative designing in following techniques:

(a) Block printing on table cloth, shawl (chunni), bed sheet, curtain, etc.
(b) Tie and dye in all the above surfaces under (a)

3. Assignments

(i) Poster designing on given theme e.g. Annual School function, fete, fair, milk, health and hygiene topics, topics on road sign and other civic habits and discipline, etc. Two posters in a year in any two media as suggested below:

(a) Poster colour Two posters in any two media
(b) Collage
(c) Printing
(d) Mixed Media

(ii) Greetings – on birthday, Diwali or Id or X’ Mas day and New year in two of the following techniques:

(a) Water / poster colours use any two media for all the occasions
(b) Collage - minimum four greetings in a year
(c) Tinsel or mono-printing

(iii) Book illustration in line work on one given story. It should not be copied from any source. This assignment is optional.
GROUP ACTIVITIES/PROJECTS

1. Mural painting for a school function
2. Inter-school annual exhibition on art, display work in different school environment should also be held.
3. Creative play with and/or without puppets and masks but with improvised costumes on a given or newly created story with impromptue dialogues.

Note: All the above activities may be held at least once a year.

ART APPRECIATION

1. Collections of natural forms of drift woods, rocks, tree branches and roots or any other prints and objects liked by the students. These collections may be used for display and other decorative purposes with any modifications for art activity or display purposes.
2. Exposing students to the following works of art in the form of reproductions with small foot note description.

(a) Reproductions/photographs of folk art of different places.
(b) Reproductions on early cave art, selected Ajanta and Elora paintings and sculptures, selected Mughal, Rajput and Pahari miniatures.
(c) Reproductions of carefully selected modern artists, works (both western and Indian artists) who were trendsetters like, Henri Rousseau, Vincent, Van Gogh, Paul Cezanne, Edgar Degas, Paul Gauguin, Nero Chagall, Henri Matiss, Paul Klee, Jacques Lipehitz, Barbara Hepworth, Pablo Picasso, Henry Moore, Salvador Dali, Ravindra Nath Tagore. Amrita Sher Gill, Saloz Mukherjee, Dhanraj Bhagat and so on.

Note: Kendriya Vidyalaya Sangathan are expected to procure or publish their own material for the above activity.

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