



Sound Voice &
Speech

Space

Rhythm

Body Movement



Composition

Art Vocabulary

Performance

Art Appreciation



CURRICULUM

PERFORMING ARTS

(CLASSES I-V)



Research Development and Consultancy Division
Council for the Indian School Certificate Examinations
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PERFORMING ARTS



Introduction

In education, Arts (Performing as well as Visual) is as necessary for cognitive, affective and psychomotor development of every child as is any other curricular area. It helps them in modes of expression, visualising, scenario building, creative problem solving, as well as divergent, critical and reflective thinking. Experiencing Arts during the school years gives children avenues to nurture creativity which makes them contributing citizens.

Performing Arts

The Performing Arts (Music, Dance and Theatre) in education provides children with the opportunity to engage the mind, the body and the emotions into a collaborative and holistic expression of all that it means to be human. Through studies and performance, children get opportunities to explore and present various themes and ideas. They discover their own voice, their confidence grows, they develop empathy and ethical insight, which helps them in understanding what it means to not only be human, but to be noble, kind and compassionate.

Objectives of Teaching and Learning Performing Arts

Achieving a balanced education is just one of the benefits of studying performing arts.

Education in performing arts also helps children to:

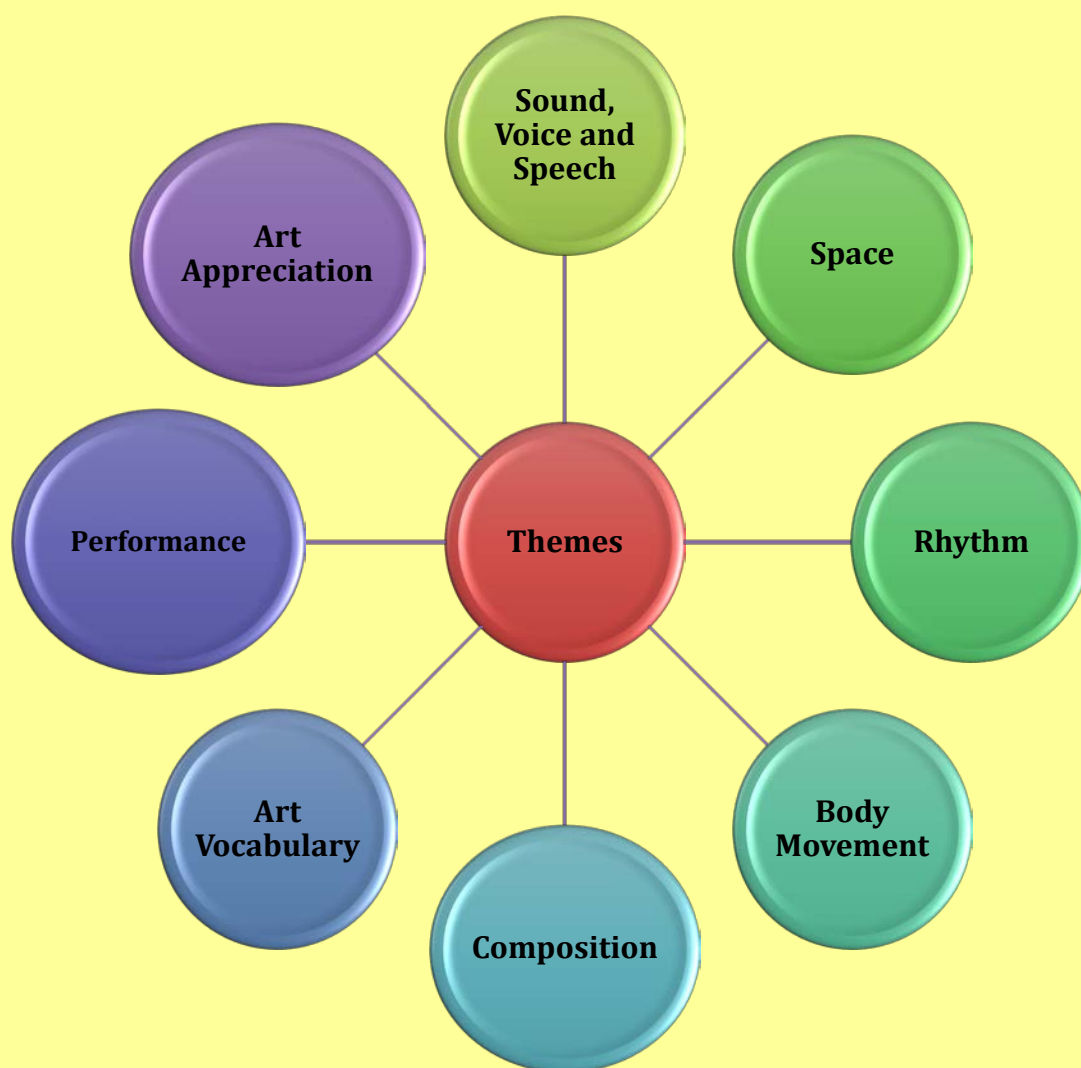
- (i) celebrate the richness and depth of human expression in all its forms. Children learn to comprehend the world better and are therefore better equipped to navigate the challenges they might face after completion of their schooling.
- (ii) develop important life skills as they learn the value of critical feedback, both positive and negative.
- (iii) develop their cognitive abilities that complement study in other disciplines. Further, it builds confidence which helps in public speaking. The talent and skills that children discover through the Arts can form habits which transcend all areas of study.
- (iv) communicate better with peers and others as they are exposed to group activities. This experience also provides them the opportunity to display leadership qualities.
- (v) find their 'voice'. They may discover that they are natural leaders. It builds their self-confidence and can be particularly beneficial for those children who are introverted by nature.

- (vi) experiment with their personal space where they are able to immerse themselves in a creative environment. It is a natural precursor to a well-developed sense of self.
- (vii) develop individuality, sense of self and self-identity including personal and social identity.
- (viii) learn, rehearse and practice, a variety of emotions. Children may find it difficult to express their emotions at times, but the arts provide a great outlet to them, to explore a great range of emotions including delight, anger, hatred, fear and spirit of freedom. This exposure and experience can also help them understand the sense of independence and interdependence.

The ultimate aim to provide education in Performing Arts is to help children develop holistically.

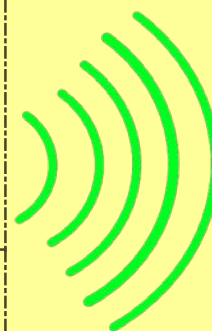
Themes covered under Performing Arts

The themes being focussed upon are presented in the diagram given below. There are totally eight themes.



All the eight themes will be dealt with in an age appropriate manner from Classes I to V.

Sound, Voice and Speech	Sound or “dhwani” as it is called can be felt everywhere. Music and dance include only those sounds which are melodious to the ears and these are called “Naad”. Voice and Speech are also sounds. In theatre, sound has a prime role to play and may be in the form of dialogues by the characters or mime, where actors do not use their voice at all or non-verbal play in which actors make sounds to express themselves. Theatre Music is also a sound which is used to highlight the mood and emotion of a character or situation.
Space	Space refers to physical space and means free / available area. With reference to dance and theatre, it is the relative distance between two objects and subjects, and in terms of music, it is the silence between two notes or tiny intervals between continuous sound to notice the individual beat and the rhythm pattern.
Rhythm	‘Rhythm’ means a systematic arrangement of movement and sound. It is the sequence or placement in equally distributed time. Rhythm can be observed in Music, in patterns of sounds over timed intervals; in Dance - patterns of movements and gestures through physical space and in Speech, pattern of cadence in spoken words. Specifically, with reference to music and dance, Rhythm varies based on time and speed, which in technical terms is known as “Tempo”/ Laya.
Body movement	Movement is a form of non-verbal communication, wherein the body becomes the medium to express oneself. It is an essential part of the learning and development of every child. Body movement in performing arts means, moving body in a particular way, within the given space to express an idea or an emotion Expression in dance and theatre art form cannot be imagined without appropriate body movements.
Composition	‘Composition’ means, ‘putting together’, ‘arranging together’ different pieces, or the conscious placement of different elements to create a ‘complete design’. The concept of composition is an integral part of every art form, be it theatre, dance or drama.
Art Vocabulary	‘Art Vocabulary’ involves knowing, remembering and using appropriate names and terms related to performing arts, i.e. theatre/drama, dance and music.
Performance	While the process of creating any piece of art is considered very important, the product has its own importance and value, especially in performing arts. The experience of putting up a performance for an audience helps develop focus and self-confidence to express oneself clearly and creatively. It also develops an appreciation for the work and effort put in by other performers, while following simple rules and basic etiquettes.
Art Appreciation	Art Appreciation involves development of the aesthetic sense of children and their ability to understand and appreciate beauty of nature, and of created objects in their immediate environment so that they develop a respect for arts and artisans and for the diversity of expression. In addition to enhancing their aesthetic sensibilities, it also sharpens their skill of communication and creative expression.



Suggestive Pedagogical Guidelines

While detailed class wise pedagogical guidelines have been provided for each theme, general guidelines to assist facilitators and teachers in understanding the children and to plan and conduct their learning experiences better, are given below:

Profile of children at the Primary Level

Children at this stage are curious by nature and have a lot of physical energy. They like to take initiatives on their own and start developing skills such as communication, differentiation, elaboration, compassion, appreciation, etc. They start understanding different identities, pick up personality traits and associate themselves with their role models. At this stage, children prefer to work in teams. They start questioning their own work and this can be used for developing self-assessment and peer assessment among them.

Art is known to be the best tool to cater to the needs of children of this stage and add to the learning and development of every child.

Methodology

Performing Arts can be used creatively to channelize the high energy levels of children by exposing them to the different art forms such as dance, music, theatre, etc. Practice of dance and theatre at this level can contribute towards their self-regulation and emotional intelligence since it provides opportunities for creative work in groups. Outdoor activities such as field trips to zoos, gardens, parks, fire station, post office, museums, fairs, etc. are also important as they help children understand their immediate environment better.

Children also enjoy group activities at this level. Through involvement in group activities, children understand equality of gender and uniqueness of individuals. By pairing with other children or by being with others while making a decision, they also understand the importance of a mutual respect.

Role plays may also be conducted, e.g. based on the post office system, fire station activities, etc. Children should also be encouraged to participate in community celebrations and festivals. Visits to places of work of artists and artisans may be organized to provide them better exposure to the cultural diversity. Collaborative learning must be promoted to ensure inclusion of differently abled children. While making teams, the teacher should ensure that children of mixed abilities are grouped together. The activities should ensure a platform for free expression for the children with guidance of the teacher.

ACTIVITY

After a field trip to a zoo, garden or park, the teacher can conduct a relaxation technique inside the classroom, where children can lie down or sit straight with eye closed, with relaxing music playing in the background. Later, the teacher can engage the children in experiencing what they explored in the field visit by asking questions such as:

- Which animal did you like the most in the zoo?
- How did it react when you looked at it?
- What was the sound of the wind in the park?
- How did the flowers move?

The questions asked should be able to trigger children's observation, exploration, experimentation of what they had seen earlier and transform that into a body memory through movements.

Theme 1: Sound, Voice and Speech

Sound or “dhwani” as it is called, can be felt everywhere. The honking of a car, rumbling of a train, splashing of the waves, howling of the wind, chirping of the birds or crying of a baby are all examples of sound, but music and dance includes only those sounds which are melodious to the ear and these are called “Naad”. With reference to the Indian classical music, the basic 7 notes of Sa, re , ga, ma, pa, dha, ni, have emerged from the sounds of animals. For example; (i) Shadj / Shadja abbreviated as SA - from the sound of a peacock, (ii) Rishabh/ Rishaba abbreviated as RE - from the sound of a bull, (iii) Gandhar abbreviated as GA - from the sound of a goat or sheep, (iv) Madhyama abbreviated as MA from the sound of a crane, (v) Pancham abbreviated as PA from the sound of a cuckoo, (vi) Dhaivat abbreviated as DHA from the sound of a frog, and (vii) Nishad abbreviated as NI from the sound of an elephant. According to the Hindu mythology, Music or “Sangeet” (according to Natya Shastra, is a combination of singing, instrumental music and dance) was considered the easiest medium to achieve salvation or self-realisation. No doubt, that most of our religious ceremonies and celebrations start with the blowing of conch or ringing of bells.

In theatre, sound has a prime role to play, whether it is dialogues, where meaning of the words / dialogues can be expressed with mere use of modulation and style in sound or the back-ground music, which can create the magical effect of moods and emotions without uttering a single word. An understanding of sounds can enhance children's ability to communicate effectively with clarity in speech and also improve pronunciation. Further, it can also enhance skills of observation, concentration, self-exploration and experimentation, communication and free expression.

Voice and speech are also sounds. Voice is a sound produced from the mouth and speech means spoken words. Voice can also be without words, e.g. sound of crying, laughing, whistling, babbling, etc. In theatre, 'Sound' can be classified into three categories: (i) dialogues by the characters (dependence on speeches), (ii) mime, where actors do not use their voice at all, and (iii) non-verbal play in which actors make sounds to express themselves. They use gibberish (meaningless words) but not speech. Theatre music is also a sound which is used to highlight the mood and emotion of a character or situation.

The prime focus of this theme, at the primary stage, is to help children listen to, explore and copy different sounds, natural or of man made objects and machines for their deeper learning of the world around them and to enhance their aesthetic sensibility to appreciate artistic use of sounds. Classwise progression has been reflected in the Learning Outcomes.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☑ identify sounds in the immediate environment;
- ☑ copy sounds produced by people, animals and objects or machines in the environment;
- ☑ differentiate between voice of different persons and the sounds of different objects and create a clear auditory image;
- ☑ create sounds with her/his body, like clapping, clicking, tapping feet, stamping;
- ☑ imitate or follow the shudh swaras - Sa, re , ga, ma, pa, dha, ni or western notes - Do, re, me , fa, so, la , te and their combinations (that is basic “Alankars” like sa re ga, re ga ma ...and also understand their chronological order (“Aaroh” meaning ascending order and “Avroh” descending order)
- ☑ observe, explore and identify sounds of different musical instruments;
- ☑ play simple instruments like a triangle, tambourine, etc. and use sound producing objects to create different sounds;
- ☑ sing rhymes (relating to sounds of animals or objects) having simple musical compositions, school songs, morning prayers, national anthem, folk songs, etc.
- ☑ develop interest in listening to different types of music like modern, folk and classical;
- ☑ perform simple dance movements on a rhyme/song chosen;
- ☑ create dialogues and background music for small plays on jungle animals, on sun and wind, day or night scene, etc. or from the texts;
- ☑ practice voice modulations and pronunciation of different words after listening to the stories and songs in the classroom or from other sources.

Sound, Voice and Speech

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Sounds in the immediate surroundings	➤ Providing opportunities for guided observation through nature walk, to the school garden/park, nearby garden, zoo, etc. to hear different sounds - children sit comfortably and close their eyes to concentrate on sounds and try to identify the source of the sound (from nature or of objects and machines), e.g. of wind, rustling of leaves, birds, dogs, etc. or of car/scooter, aeroplane, generator, utensils, etc.	➤ Guided walk in the school park/garden, nearby garden, zoo etc. ➤ Audio tracks on selected sounds of birds, animals and objects. ➤ Audio tracks of voices of different people, with voice modulation and specific expressions. ➤ Audio/Videos of different musical instruments.
➤ Sounds produced by birds, animals and moving objects/machines, voices of people	➤ Organising classroom activities to make children hear audio tracks of different sounds, such as: sound of a peacock, cuckoo, sparrow, elephant, lion, dog, cat, horse, etc. Sound of bells, conch, etc. and ask them to draw and	➤ Audio visual room with Computer system ➤ Performing Arts room ➤ Costumes and make up kits ➤ Headgears and masks

Sound, Voice and Speech

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>talk about the object/ bird/ animal they heard.</p> <ul style="list-style-type: none"> ➤ Conducting group activities to create similar sounds. Children can be motivated to add emotions and moods to these sounds and voices by increasing the pitch, volume, frequency and simple modulation skills, e.g.: the lion is very kind, but the elephant is angry with him; the dog is nice to the cat but cat is sad, etc. What kind of sounds will they make? ➤ Designing worksheets where children can match sounds with objects, animals, birds, etc. For example: a lion / tiger/ jaguar- roars, bees- buzz, ducks-quack, horses – neigh, etc. ➤ Organising a fancy-dress event in the class or in the assembly to provide children an opportunity to dress up like animals/ objects or persons and produce related sound. 	<ul style="list-style-type: none"> ➤ Texts in Language, Mathematics and EVS ➤ Musical instruments like tambourine, triangle, harmonium, flute, etc.
➤ Introduction to the Shudh Swaras/ Alankars	<ul style="list-style-type: none"> ➤ Organising classroom activities to imitate and sing musical notes, such as; Shudh Swaras- sa , re, ga, ma, pa, dha, ni, or do, re , me fa, so, la , te and also their combinations, “Alankars” like sa re ga, re ga ma and the like. ➤ Playing the notes on piano/ harmonium/ flute/ violin/ sitar and asking children to recognise the note. ➤ Giving opportunities to listen to the audio recordings of musical notes, in the class. ➤ Explaining the chronological order of the notes using the staircase in the school as a tool (for example stairs are given numbers from I to 7. Sa at step one and Ni at the seventh. “Aaroh” that is the ascending order – Sa, re, Ga , ma , pa, dha, ni, and “Avroh” that is the descending order, that is; sa, ni, dha, pa, ma, ga , re , sa. Same can be practiced for western notes. ➤ Providing opportunities to observe and copy voices of different people around 	

Sound, Voice and Speech

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>them (each person talks in a different pitch, tone and style) e.g. voice of an old man/ woman, mother/father, sister/brother, voice of a vegetable or balloon seller.</p> <p>➤ Providing opportunities to view and listen to the audio-visual clips of different people.</p>	
➤ Sounds with the body	➤ Organising classroom activities for children to create different familiar/unfamiliar sounds using their fingers, hands and feet; e.g. clicking of fingers, clapping of hands and tapping of feet, etc.	
➤ Introduction to simple musical instruments	<p>➤ Providing opportunities (if possible in the music room) to touch and feel the sound of musical instruments available.</p> <p>➤ Providing opportunities to see/listen to the audio-video clippings of various instruments, like the flute, piano, sitar, harmonium, etc. and freedom to play them for simple joy of creating sounds.</p> <p>➤ Providing opportunities to play simple instruments, like, a triangle, tambourine, etc. under the guidance of teacher/s.</p> <p>➤ Organising classroom activities where children can draw their favourite instrument.</p>	
➤ Simple musical compositions	<p>➤ Organising classroom activities to sing rhymes, create sounds of animals and objects.</p> <p>➤ Providing opportunities to sing the morning prayer and national anthem in the school assembly. Make children listen to the national anthem and morning prayers. Audio recordings of the same can be played so that they pick up the correct pronunciation.</p> <p>➤ Explaining the meaning of the national anthem and of the morning prayer/s. This will help them sing these with feeling.</p>	
➤ Simple dance movements	➤ Asking children to perform movements on a rhyme with a simple	

Sound, Voice and Speech		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	musical composition (a rhyme or an action song of animals can be chosen and when they sing the animal sound they perform the corresponding movement of that animal).	
➤ Introduction to modern, folk, classical music	➤ Giving opportunities to listen to various types of music like classical, folk and modern.	
➤ Voice modulation and pronunciation practice	➤ Organising “Story telling sessions” (from textbooks) to provide opportunities to observe voice modulations to match corresponding moods of the character/s and for the correct pronunciations. ➤ Providing opportunities to practice and use voice modulations and pronunciation (as displayed by the teacher during story telling) The stories can be taken from language texts. ➤ Organising poetry recitation competitions to improve pronunciation, expression, voice modulation and vocabulary of the children. ➤ Visits by local musicians, singers, theatre artists, poets, etc. ➤ Creating dialogues and background music for small role plays such as on jungle animals, on sun and wind, for day or night scenes, etc. from the Language and EVS curriculum.	

Integration: EVS, Languages, Mathematics

Values and Skills: Observation skills, confidence and a positive self-image, curious exploration, spontaneous expression, sensitivity and compassion towards one and all.

CLASSES – IV & V

Learning Outcomes:

Children will be able to:

- ✓ identify different geometrical shapes in furniture items, school building, plants and trees and other objects;
- ✓ identify and differentiate clearly between the voices of different persons and the sounds of different objects and animals in the immediate environment;
- ✓ sing the shuddh swaras - sa, re, ga, ma, pa, dha, ni or western notes - do, re, me, fa, so, la, te and their combinations (that is basic “Alankars” like sa re ga, re ga ma...);
- ✓ play shuddh swaras or western notes (and “Alankars” or the combination of notes) on a harmonium, piano, synthesiser;
- ✓ identify and differentiate sounds of different musical instruments, such as: sound of a flute from that of a piano or harmonium;
- ✓ identify the sounds of percussion instruments, such as; drums, *tabla*, mridangam, *dhol*, etc.;
- ✓ sing simple musical compositions as Patriotic songs, School songs, Prayers, National song, National anthem, Folk songs etc.;
- ✓ follow the lyrics of the songs and the speed of the music/sound for holistic performance of dance and theatre;
- ✓ create dialogues and background music for small role plays on human body, noise pollution, simple machines, cleanliness, hygiene and the like;
- ✓ create musical sounds like clap, click, tap, etc. with their body and with other available objects;
- ✓ observe and follow voice modulations while reading and reciting poems, singing songs or saying dialogues in the classroom or otherwise;
- ✓ observe sounds associated with the particular time of a day like morning and evening;
- ✓ notice the tone and pitch of speech of different people, especially different language speakers;
- ✓ read a play taking different roles;
- ✓ follow the basic rules of public speaking;
- ✓ write a script for public speaking.

Sound, Voice and Speech

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Sounds of objects, humans and animals	➤ Facilitating children to hear different sounds from the immediate surroundings. ➤ Conducting sound training exercises regularly, such as ‘sitting comfortably with eyes closed and concentrating on sounds and trying to identify the source of the sound, can be conducted regularly at this stage. To avoid repetition, different variations need to be used, such as: – Do you hear the sound of birds?	➤ Guided walk in the school park/garden, nearby garden, zoo etc. ➤ Video clips on selected sounds of birds, animals and objects ➤ Video clips of voices of different people, with voice modulation and specific expression ➤ Audio/Videos of different musical instruments and

Sound, Voice and Speech

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>Name the birds and copy the voice. Can you hear the sound of a machine/equipment?</p> <ul style="list-style-type: none"> – Can you hear the sound of a motor vehicle? Which one? <p>Give children one minute to identify and name any 5 sounds they are able to hear, etc.</p> <ul style="list-style-type: none"> ➤ Children can be sensitised to the sounds of: nature, objects, machines. For example; sound of a waterfall, common insects, of emergency services like ambulance or fire brigade, voices of people belonging to different professions like, a vendor, a police person, politician, a teacher, etc. ➤ Asking children to close their eyes to play a game of sounds. Teacher creates sound/s and children have to identify the sound. For example: closing or opening of the door; putting books on a table; turning over pages of a book; bottle cap falling on the floor; tapping the floor with shoes; rubbing of hands, etc. ➤ Providing every child, a chance to present/perform different styles of speaking, related to people they have observed. Observations of every child are important. ➤ Organising a fancy-dress competition in the class or assembly to provide children an opportunity to dress up like animals/ objects or persons and create corresponding 	<p>percussion instruments.</p> <ul style="list-style-type: none"> ➤ Audio visual room with Computer system ➤ Performing Arts room ➤ Costumes and make up kit ➤ Headgears and masks ➤ Texts in Language, Mathematics, Science and Social Studies ➤ Musical instruments like flute, piano, synthesiser, harmonium, sitar and percussion instruments like tabla, drums set, bongo etc. in the music room. ➤ A collection of tongue-twisters, of plays for children. ➤ Audios of speeches in different languages. ➤ Video clips of public speaking ➤ Scrapbooks
➤ Shudh swaras and Alankars	<ul style="list-style-type: none"> ➤ Conducting classroom activities where children sing musical notes, such as: shudh swaras- sa , re, ga, ma, pa, dha, ni, or do, re , me fa, so, la , te and also their combinations, “Alankars” like sa re ga, re ga ma and the like. ➤ Playing a note on a piano/ harmonium/ flute/ violin/ sitar, and asking children to recognise the note. ➤ Providing opportunities to listen to the audio recordings of musical notes, in 	

Sound, Voice and Speech

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>the class.</p> <ul style="list-style-type: none"> ➤ Asking children to write the notes and their combinations (Alankars) to understand the system of “music notation” that is the way of writing music. The same can be practiced for western notes too. ➤ Providing opportunities in class to play musical notes on a harmonium, synthesiser or piano. ➤ Providing opportunities to see/listen to the audio-video clippings of different instruments, like a flute, piano, sitar, harmonium, etc 	
➤ Sounds of different musical and percussion instruments	<ul style="list-style-type: none"> ➤ Providing children, the opportunity to hear and feel the sound of different musical instruments available in school. ➤ Giving children the freedom to explore different instruments for the simple joy of creating sounds. ➤ Letting children draw the instrument/s of their choice. This helps them learn details about different instruments like a tanpura has only 4 strings while a sitar can have 18, 19, 20 or 21 strings. Children can also be asked to make instruments of their choice with clay. ➤ Designing worksheets where children can match pictures with the name of the instrument. ➤ Asking children to prepare scrapbooks with pictures of instruments and famous artists who played it, in small groups. ➤ Encouraging children to collect information on who invented a particular instrument; With what material it is made? Is there any relation between the material used and sound produced by that instrument? ➤ Organising a visit to a museum/s and to the music archives to know the history of musical instruments and hear their sounds. 	

Sound, Voice and Speech

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Simple musical compositions	<ul style="list-style-type: none"> ➤ Providing opportunities to sing prayers, patriotic songs and national anthem in the school assembly. ➤ Making children listen to the correctly sung (audio recordings) national anthem and morning prayers, to pick up correct rhythm and pronunciation. 	
➤ Holistic performance of dance and theatre	<ul style="list-style-type: none"> ➤ Explaining the meaning of lyrics of every composition sung. This will help them sing it with the correct feeling and pronunciation. ➤ Conducting classroom activities to write the songs learnt, so as to develop vocabulary and writing skills. ➤ Helping children to understand / learn meaning of the lyrics and learn corresponding movement/s of the song/composition. ➤ Making children listen to one musical composition repeatedly and pointing out the musical instruments used and variation in their speed. Children are taught movements according to the sound of the instrument (like a dance movement showing entry of a lion is better on a percussion instrument, followed by dance by birds or butterflies on the sound of a piano or flute). 	
➤ Dialogues and background music for small role plays	<ul style="list-style-type: none"> ➤ Organising classroom activities where students choose topics like hygiene, cleanliness, human body or simple machines from the textbooks and create dialogues and background music for a role play. 	
➤ Voice modulation and correct pronunciation	<ul style="list-style-type: none"> ➤ Organising “Story telling sessions” (from textbooks) to provide opportunities to observe voice modulations to match corresponding moods of the character/s and practice of correct pronunciations. ➤ Providing opportunities to practice and use voice modulations and pronunciation (as displayed by the teacher during story telling). ➤ Conducting poetry recitation to 	

Sound, Voice and Speech

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>improve pronunciation, speech and vocabulary of the children.</p> <ul style="list-style-type: none"> ➤ Practicing prolonged pronunciation of alphabets being used or taught, e.g., A s s s s s s or R s s s s s s. ➤ Practice repeated sound of the alphabets used and taught, e.g., T T T T T T T or Z Z Z Z Z Z Z. ➤ Asking children to produce 'whisper and wild' sounds of an alphabet, word or sentence, e.g., Listen; The dog is here; I have found the book. The children can whisper the chosen word or sentence and then speak it with maximum volume. They can be asked to do it in groups or sub-groups or individually. ➤ Encouraging children to read aloud a chapter of a text-book or a piece from newspaper in pairs by practicing to read it together with the same stress on particular words, and the same pauses between the words and sentences. ➤ Encouraging children to bring and practice a tongue-twister for example, 'RED BULB BLUE BULB' and then sharing it with friends. Or 'SHE SELLS SEA SHELLS ON THE SEA SHORE'. ➤ Creating dramatic situations, for example; <ul style="list-style-type: none"> - 'Make a call' - A child calls his close friend during the summer vacation from his grandmother's house, or - A group of children go to watch a film shoot of their favourite actor, or - Playing football in the rain, or - The school bus comes late, or - A child is getting an award in the school assembly. 	
➤ Sounds with the body and other objects	<ul style="list-style-type: none"> ➤ Providing opportunities to create sounds by clapping their hands, tapping their feet, or clicking their fingers. Encourage exploration of sound producing objects from surroundings and using these to create 	

Sound, Voice and Speech		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	music. For example, plastic bucket, metal pipes, polythene stretched on empty tumbler can be used as percussions, grass pipes and leaves for whistling, etc.	
➤ Public speaking	➤ Turning the classroom into an audience and inviting a child to speak to them. This can be a good beginning to practice public speaking skills. Let children take any subject of their choice: a hobby, a news, about a friend, an incident, a story or a poem. ➤ Encouraging children to write down what they want to speak in front of others. ➤ Encouraging children to share their experience with the class. For example: details of what they saw in a park or a zoo they visited, description of a festival celebration at home or in the community. ➤ Making children read a play dividing characters amongst them.	

Integration: Science, Social Studies, Languages, Mathematics

Values and Skills: Developing skills of keen observation, confidence and positive self-image, exploration and free expression, sensitivity and compassion towards animals and towards their immediate surroundings.

Theme 2: Space

"Space" refers to physical space and means free / available area. With reference to dance and theatre, it is the relative distance between two objects and subjects, and in terms of music, it is the silence between two notes or tiny intervals between continuous sound to notice the individual beat and the rhythm pattern.

As far as education in Dance and Theatre is concerned, the prime focus of the theme "Space" is to develop a sense of (i) free space, (ii) restricted space and (iii) personal space (in relation to the surrounding environment), and accordingly define the size of the movement, develop depth perception or spatial awareness, that is the ability to understand self-location and recognise relative distances with and between different objects, and also develop a sense of direction.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☑ identify free and open space (where free movement is possible) and restricted space, in terms of stage or area of performance;
- ☑ identify space between two objects by observing space or distance in the natural or manmade/created spaces;
- ☑ identify shapes and space in the immediate surroundings (like ants walking in a line or birds flying in a triangular position in the sky, etc.) and try similar or new formations for a dance composition;
- ☑ apply space sensibility in stage setting for classroom drama, such as, in a set of a jungle, where to place trees, how much space for an elephant, where to place the monkey and how much space each requires, etc.;
- ☑ observe space/silence and identify tiny intervals in continuous sound.

Space		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Free and open space	<ul style="list-style-type: none">➤ Providing opportunities and space to do free body movements such as: moving with the music, swinging arms, taking rounds, etc.➤ Providing opportunities to observe movement of birds flying freely in the open sky, butterflies moving freely around the flowers, movements of animals, swaying of trees and plants when the wind blows, etc.	<ul style="list-style-type: none">➤ Guided walk in the nearby garden or zoo➤ Video clips on selected body movements and expression from dance and theatre➤ Audio visual room with Computer system➤ Performing Art room➤ Open space/ auditorium

Space		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Restricted space in terms of stage or area of performance	<ul style="list-style-type: none"> ➤ Providing opportunities for guided observation to know about movement in a restricted space, for example: observing a spider in the web, cat or dog passing through a small gap or opening, etc. ➤ Organising activities such as an animal parade in a given area of performance or space/stage where children pretend to be elephants, horses etc. and march or move to music within defined space. ➤ Playing games such as the Clap Game, where teacher claps and children are expected to walk from one point to the other, in the restricted area marked as starting and finishing lines. 	<p>for conducting assemblies and for special celebrations</p> <ul style="list-style-type: none"> ➤ Costumes and make up kit ➤ Headgears and masks ➤ Texts in Language, Mathematics and EVS
➤ Space or distance between two objects	<ul style="list-style-type: none"> ➤ Providing opportunities to see and observe space or distance in the surrounding environment, like trees planted in a row at an equal distance in the school garden, tables in the cafeteria classroom, distance between the stage and the seating area, etc. ➤ Developing a habit of standing at a distance from one another during school assemblies and mass P.T. ➤ Organising classroom activities by making children stand at an equal distance from each other by placing number cards at an equal distance. ➤ Providing opportunities to observe shapes in the natural environment such as; ants moving in a line, birds flying in a triangular position in the sky, bees buzzing around the flowers in a circle, etc. 	
➤ Space sensibility in stage setting	<ul style="list-style-type: none"> ➤ Conducting an activity such as, in a set of a jungle, where to place trees, how much space for an elephant, where to place the monkey and how much space each requires, etc. Children take their position on the stage as trees, elephants, monkeys, etc. accordingly. 	
➤ Shapes and space in the immediate surroundings	<ul style="list-style-type: none"> ➤ Creating different shapes (line/, circle/s, square/s, triangle etc.) by pasting small pieces of wooden sticks/ 	

Space		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>beads/seeds/ on a sheet, at a given distance. These sticks or beads can be named after children's names and they place themselves accordingly on the sheet.</p> <ul style="list-style-type: none"> ➤ Opportunities to understand and draw shapes, like lines from ants, triangles from high flying birds in the sky, circles from bees and butterflies around the flowers, hexagon from the beehive, etc. ➤ Identification of different lines and shapes, understanding the immediate environment through keen observation and exploration. ➤ Making lines and shapes (circles, squares, triangles / formations) while doing movement. ➤ Providing opportunities to share experiences on these spaces and shapes, seen and created. 	
➤ Space/silence/ tiny intervals in continuous sound	➤ Conducting a guided activity, where the teacher sings or plays an instrument and makes children observe time gaps or silence between each note or continuous sound (through a musical or percussion instrument).	

Integration: EVS, Languages, Mathematics

Values and Skills: Self-awareness, observation and exploration, coordination and adjustment with other objects in the immediate surroundings, teamwork, organisational and managerial skills

CLASSES – IV & V

Learning Outcomes:

Children will be able to:

- ✓ identify free and open space (where free movement is possible);
- ✓ identify space in terms of stage or area of performance;
- ✓ identify space between two objects by observing space or distance in the natural or man-made / created spaces;
- ✓ recognise shapes, space and try similar or new formations in dance, using this understanding;
- ✓ apply space sensibility in stage settings for classroom drama/s or skit/s for school assemblies and/or school functions;
- ✓ estimate space against body movement/s as an individual and as a member of the group in the given/available space;
- ✓ observe and identify space/silence/ tiny intervals in continuous sound to understand rhythm pattern or variations in a musical composition.

Space		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Concept of free space	<ul style="list-style-type: none"> ➤ Providing opportunities and space to the children to do free body movements for simple delights, such as, moving with the music, swinging arms, taking rounds etc. ➤ Providing opportunities to observe free movement of birds in the sky, fishes in the school aquarium and pond and the like. 	<ul style="list-style-type: none"> ➤ Guided walk in the nearby garden, ponds or zoo ➤ School aquarium ➤ Video clips on selected body movements and expression from dance and theatre ➤ Scrapbook on formations used in dance and theatre, in groups
➤ Concept of restricted space	<ul style="list-style-type: none"> ➤ Visiting places to observe, such as banks, where there are customers, a cashier, a fixed deposit counter incharge and who have to move in a restricted space. ➤ Conducting classroom activities where shapes are drawn with a chalk on the floor (circle, square or lines) and children are asked to perform/move in that restricted shape/ area. 	<ul style="list-style-type: none"> ➤ Audio visual room with Computer system ➤ Performing Arts room ➤ Open space/ auditorium for conducting assemblies and for special celebrations ➤ Costumes and make up kit ➤ Headgears and masks ➤ Texts in Language, Mathematics, Science and Social Studies
➤ Distance or space between two objects	<ul style="list-style-type: none"> ➤ Providing opportunities to observe space or distance between two objects or forms in nearby surroundings, for example: (i) trees planted in a row, at equal distance, in the school garden, (ii) placing plants and pots in school 	

Space

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	corridors or in open areas, (iii) row of chairs in the seminar/conference hall, etc.	
➤ Space sensibility	<ul style="list-style-type: none"> ➤ Developing in children the habit of standing at a safe distance from one another during school assemblies and mass P.T. ➤ Organising classroom activities and making children stand at an equal distance from each other by placing number cards or chalk markings. 	
➤ Creation of shapes and images	<ul style="list-style-type: none"> ➤ Providing opportunities to observe shapes in the natural as well as manmade settings. How ants move in a line and high-flying birds form a triangle in the sky, bees construct hexagonal cells, solar system in an oval, constellation of stars, etc. ➤ Drawing shapes such as, circles, triangles or lines in different combinations, such as; parallel, straight, curved, angular on a paper and make the same formation/s while performing. ➤ Practise can be given through clay modelling objects, such as; a mountain is a triangle, bowl is a semi – circle, ball is a full circle etc. Shapes can also be learnt through paper folding (origami) ➤ Conducting a classroom activity where teacher shows or draws the scene of a bank or a market place and children place themselves accordingly. ➤ Playing games such as; <ul style="list-style-type: none"> - Being the object: Children are asked to pretend to be a wall clock. Some children stand in a circle (as dial) and some others become numbers (1-12) in the dial, while standing at equal distance from one another. Other formation can be of a train (each bogie at an arms distance). ➤ Providing opportunities for creating different shapes (lines, circles, squares, triangles etc.) by pasting small pieces 	

Space

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>of wooden sticks/ beads/seeds/ on a sheet, at the given distance. These sticks or beads can be named after students' names and students place themselves accordingly on the stage.</p> <p>➤ Conducting activities to imitate shapes and patterns as created by ants, by the high-flying birds and bees, etc.</p>	
➤ Movement in relation to availability of space	<p>➤ Teaching dance movements in relation to the space. For example: if they are performing as birds in the sky or butterflies in the garden in dance or theatre, they may need more space around for matching movements. In case they are performing the movement of ants they may need less space, as they may hold hands and stay closer for the matching movement.</p>	
➤ Space/ silence/ short intervals in continuous sound	<p>➤ Guiding an activity where teacher sings or plays an instrument and makes children observe time gaps or silence between each note or continuous sound (through a musical or percussion instrument).</p> <ul style="list-style-type: none"> - Play "Fill the space" game in varied ways. The children are asked to walk in the empty room in such a way that they cover the floor by standing near one another, but without any physical touch. Various speeds and moods can be applied to this walk, such as; tired walk, happy walk, enthusiastic walk, dancing walk, angry walk, etc. - Another game, 'Touch the wall', where everyone runs to touch any of the walls of a room. Then they are asked to 'Fill the space' and they cover the floor of the room in such a way that they spread all over the room equally without crowding or leaving gaps or vacant spaces. The game can be repeated choosing other big objects like table, window, board or door in place of the wall. - At the next level of this exercise, we 	

Space		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>can further add more challenges in this game, such as; touch the selected person or a bag, a newspaper or a bottle, and as per the given instructions (sit or lie down) fill the space.</p> <ul style="list-style-type: none"> - Another game, where children can make a chain by holding hands. The leader (child or teacher) takes them to different corners of the room in different ways (for example, by stepping up on a wooden block or going through a given frame or under the table etc. - This chain can run in different variations as an extension of the previous game. The leader can move in a circle to make a spiral form with everyone reaching to a point where there is no space in between. Every child should get a chance to lead the chain at least once. The moving chain can also be played with closed eyes. Only the leader will be with open eyes, as she/he is to guide them through. - Children can also be asked to move in their regular space/classroom with their eyes closed in pairs, where one child is with blind folded and other leads her/him through with open eyes. 	

Integration: Science, Social Studies, Languages, Mathematics

Values and Skills: Self-awareness, observation and exploration, coordination and adjustment with other objects in the immediate surroundings, teamwork, organisational and managerial skills

Theme 3: Rhythm

'Rhythm' means a systematic arrangement of movement and sound. It is the sequence or placement in equally distributed time. For example, our heartbeat, pulse rate, inhaling and exhaling and ticking of the clock all display rhythm. One can also observe rhythm in the movement of human beings and animals when they walk or run.

There are a variety of places where you can easily observe rhythm. In Music - patterns of sounds over timed intervals, in Dance - patterns of movements and gestures through physical space, in Speech - pattern of cadence in spoken words, in Writing - pattern of cadence in written words, in Painting - patterns of brush strokes, colour/s, shape/s on a canvas or any other given base. Specifically with reference to music and dance, Rhythm varies based on time and speed, which in technical terms is known as "Tempo"/ Laya.

Tempo is further divided into three categories - Slow speed (Vilambit Laya) combination of one note in one beat, Medium speed (Madhya or Dugun laya) combination of two notes in one beat and Fast speed (Chaugun or Drut Laya) combination of four notes in one beat. The prime focus of rhythm in education is to enhance observation and exploration of the immediate environment, concentration on the given task, self-awareness and awareness of the immediate surroundings etc.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☒ observe and explore rhythm in the movement of animals (on land, in water and in the sky), human beings and objects (e.g. train, aeroplane, etc.);
- ☒ follow the rhythm pattern in the movement of animals, humans and objects;
- ☒ recognise rhythm pattern of sounds in the immediate surroundings and recreate it;
- ☒ differentiate in the tempo/speed of rhythm patterns;
- ☒ imitate / recreate the rhythm pattern through movement (like skip, jump, hop, simple hand movements, according to number counting, preferably 8 beat rhythm pattern);
- ☒ imitate / recreate rhythm pattern through musical notes (shudh swaras –sa , re, ga, ma, pa, dha, ni or do, re , me fa, so, la , te in a particular rhythm and pace);
- ☒ observe, follow and create difference in tempo (using shaker, tambourine and bongo as learning aids);
- ☒ relate number counting with rhythm (like counting till 20, following a particular rhythm pattern);
- ☒ relate recitation of letters of the alphabet with rhythm (in the form of poem like 'A' for apple, 'B' for ball, etc.).

Rhythm		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Rhythm in the movement of animals, people and objects	➤ Providing opportunities for observation through nature walk, visit to a nearby garden or zoo. ➤ Providing opportunities to understand rhythm in one's body by making children hear the heartbeat with the help of a stethoscope.	➤ Guided walk in the nearby garden or zoo ➤ Documentary film on animals ➤ Audio visual room with Computer system ➤ Stethoscope in the music room ➤ Performing Arts room ➤ Headgears and masks of different animals/ material to make masks ➤ Music room with percussion instruments like shaker, tabla, mridangam, triangle, bongo or drum set ➤ Texts in Language, Mathematics and EVS ➤ Auditorium, amphitheatre or open space for conducting programmes and assemblies
➤ Rhythm patterns of sounds in the immediate surrounding	➤ Providing opportunities to see and hear audio visual clips of animals and objects following a rhythm or sound pattern. ➤ Organising classroom activities with children to recognise sounds and movements of animals and imitate/ follow their rhythm and sound pattern.	
➤ Rhythm pattern through movement	➤ Providing opportunities to imitate / recreate the rhythm pattern through movement (like skip, jump, hop, simple hand movements according to number counting, preferably 8 beat rhythm pattern). Children can clap with the beats.	
➤ Rhythm pattern through musical notes	➤ Providing opportunities to imitate / recreate the rhythm pattern through musical notes (shudh swaras –sa , re, ga, ma, pa, dha, ni or do, re , me fa, so, la , te in a particular rhythm and pace).	
➤ Tempo of a rhythm pattern	➤ Providing opportunities to observe, understand and recreate tempo by playing instruments like a shaker, tambourine and bongo. ➤ Playing a clapping game where the teacher follows a clapping pattern. ➤ Activity of a moving train or any other machine (slow, medium paced and fast) can be undertaken to understand tempo of a rhythm pattern.	
➤ Rhythm through number counting, letters of the alphabet (recitation).	➤ Conducting activities of number counting, following a rhythm pattern. ➤ Conducting activities of reciting letters of the alphabet in a rhythm pattern. ➤ Encouraging children to make	

Rhythm		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>masks/headgears and using masks and headgears to imitate movements of animals.</p> <p>➤ Organising a fancy dress event or class assembly , keeping rhythm as the theme . Children can dress up as any object which has rhythm in it (e.g. a clock, a heart, a train or any animal).</p>	

Integration: Languages, Mathematics, Arts, EVS

Values and Skills: skills of communication, co-ordination, problem solving, sensitivity towards environment and animals

CLASSES – IV & V

Learning Outcomes:

Children will be able to:

- ☑ follow the rhythm and demonstrate through toes, feet in co-ordination with arms (like beat pattern – 1-2, 1-2, 1-2-3-4, 1-2, 1-2, 1-2-3-4);
- ☑ recognise and perform a folk dance (preferably an eight-beat pattern);
- ☑ recognise the difference in tempo/speed of rhythm patterns and adjust dance movement, pace of singing accordingly while playing a musical instrument;
- ☑ create rhythm patterns through musical notes (singing or playing a musical instrument), that is through Alankars or combination of notes like sa re ga, re ga ma (Rhythm pattern 1-2-3 , 1-2-3) or sa re ga ga , re ga ma ma (Rhythm pattern 1-2-3-4, 1-2-3-4 ...) The same can be followed in western music;
- ☑ create rhythm patterns and difference in tempo (using a shaker, tambourine and introduce students to percussion instruments);
- ☑ relate numerical tables with rhythm (like tables of 11 or 12, following a particular rhythm pattern);
- ☑ relate poem recitation with rhythm (poems taken from texts);
- ☑ create different patterns of rhythm of movement.

Rhythm		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Rhythmic body movement	<p>➤ Organising classroom activities to make children learn and practice co-ordination of hand, feet and toes with rhythm. (Beat pattern of 1-2, 1-2 1-2-3-4, where a variety of</p>	<p>➤ Audio visual room with Computer system</p> <p>➤ Performing Arts room</p> <p>➤ Audio and video clips to explain and demonstrate</p>

Rhythm

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>combinations of dance movements can be taught using the same beat pattern). Like: 1-2 1-2 fingers are clicked / snapped 1-2-3-4 – hands are on the waist and feet kicked for 4 beat counting.</p>	<p>rhythm in music, dance and in drama</p> <p>➤ Music room with percussion instruments like a shaker, mridangam, triangle, bongo, drum set and tabla</p> <p>➤ Texts in Language, Mathematics, Science and Social Studies</p> <p>➤ Auditorium, amphitheatre or open space for conducting programs and assemblies</p>
➤ Folk dance performance	<p>➤ Organising learning of a selected folk dance (of her/his state) and providing children with practice time to pick up the particular beat pattern.</p> <p>➤ Providing opportunities to see video clipping of the same folk dance.</p> <p>➤ Providing opportunities to perform folk dance/s in school assemblies and functions for everyone to watch.</p> <p>➤ While learning folk dance/s, children can be guided to learn about the concerned state/s –its geographical location, traditions and culture. They will understand “Unity in diversity”</p>	
➤ Tempo of a rhythm pattern	<p>➤ Providing opportunities to listen and observe the change/ variation in speed of a musical composition. Children can be taught corresponding dance movements, singing and playing of the instrument according to the speed / <i>laya</i> or tempo of the musical composition.</p> <p>➤ Providing practice time under active guidance to pick it up correctly.</p>	
➤ Rhythm pattern through movement	<p>➤ Asking children to walk with the pattern of 1 and 2 number counting at different speeds. Walking can also be on the varying speed of drum beats. Walking can be replaced with ‘shaking of the head or hand or shoulders.’</p>	
➤ Rhythm pattern through musical notes and their combinations	<p>➤ Organising classroom activities to sing and play musical notes in a particular rhythm pattern. Like combination of notes / Alankar sa re ga , re ga ma – has a 1-2-3, 1-2-3 beat pattern and sa re ga ga , re ga ma ma has a 1-2-3-4, 1-2-3-4 beat pattern.</p> <p>➤ Children can clap or click their fingers</p>	

Rhythm		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	while singing the musical notes in the rhythm.	
➤ Rhythm pattern through percussion instruments.	<ul style="list-style-type: none"> ➤ Providing opportunities to create beat patterns by playing instruments like a shaker, tambourine and introducing them to percussion instruments like the tabla and drums. ➤ Playing video and audio recordings for children to see and hear percussion instruments. ➤ Asking children to draw or make percussion instruments with clay. ➤ Providing opportunities for children to perform the school song and national anthem in school assemblies, sing and play percussion instruments understanding the rhythm patterns. 	
➤ Rhythm through tables and poems	<ul style="list-style-type: none"> ➤ Activity of numerical tables following a rhythm pattern. ➤ Activity of reciting poems from language texts in a rhythm pattern. 	
➤ Creation of new patterns of rhythms	<ul style="list-style-type: none"> ➤ Providing opportunities to create their own pattern of walking. ➤ Opportunities to create different musical sound patterns using their vocal chords. ➤ Practice to create patterns of sounds by using different parts of their body; clapping; tapping on the floor with feet; and tapping thigh with hand. ➤ Asking some children to do rhythmic music; others create music to match with it. 	

Integration: Science, Social Studies, Languages, Mathematics

Values and Skills: Developing skills of observation, coordination and problem solving by through observing levels and speed of sounds, rhythm in sound and movement, becoming aware of their immediate surroundings

Theme 4: Body Movement

Movement is the most natural expression of young children. It is a form of non-verbal communication, wherein the body becomes the medium to express oneself. It is an essential part of learning and development of every child. It was always considered a fine tool of communication and expression. If we look back into the history of human civilisation, the role of movement in rituals, prayers, celebrations and day-to-day communication is clearly visible. Over a period, it has undergone many changes and got established as an artistic skill. Expression in dance and theatre art form cannot be imagined without appropriate body movements.

Body movement in Performing Arts means, moving the body in a particular way, within the given space to express an idea or an emotion. At the early stages of learning, it can also be taken as a medium of releasing energy and providing space for simple delight. Children also use body movement for showing their emotions, naturally. For example, a child can jump up and down to show her happiness; can lie down on the floor to show anger, etc. The body has the ability to communicate without any dialogue.

The prime focus of this theme at this stage of Performing Arts is; (i) to make children aware of the non-verbal communication (through; gestures, eye contact and eye movements, level of body from the ground, and touch) and (ii) to help children develop body balance and body rhythm (ability to balance body weight, hand and feet coordination, better physical stamina, strength and grace).

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☒ perform body movements;
- ☒ observe body movements of people, animals and objects in their immediate surroundings;
- ☒ imitate or follow the body movements of people, animals and objects (termed as “chaal” or “gati”);
- ☒ identify different parts of the body like waist, shoulders, knees, toes, etc.;
- ☒ identify different body zones (front, back, right and left sides of the body);
- ☒ coordinate simple body movements with a particular rhythm pattern (preferably 8 beat rhythm pattern or 16 beat rhythm pattern). For example; skipping with waving hands, bending of the body sideways/ backward and forward with rolling of hands etc.;
- ☒ balance body weight while skipping, hopping, jumping in a particular rhythm pattern;
- ☒ perform body movements on poems and enact different roles from textbooks (lyrics and movements) or otherwise;
- ☒ enact situations or stories through actions or body movements.

Body Movement

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Free body movement	➤ Providing opportunities and space to do free body movement for simple delight, such as; moving with the music, swinging arms, moving in circles, etc.	➤ Guided walk in the nearby garden or zoo ➤ Video clips on selected body movements and expression in dance and theatre ➤ Audio visual room with Computer system ➤ Performing Arts room ➤ Open space/ auditorium for conducting assemblies and for special celebrations ➤ Costumes and make up kit ➤ Headgears and masks ➤ Texts in Language, Mathematics and EVS
➤ Movements of people, animals and objects in the immediate surroundings	➤ Providing opportunities for guided observation of movements of people, animals and objects - one subject at a time, for example; (i) What all actions does a balloon seller perform? (ii) What does a dog do when in a park/ or open ground? (iii) What games does a monkey like to play? (iv) How does a scooter/car/ train move? ➤ Showing video clips of people, animals and objects in movement. ➤ Conducting activities to imitate different movements of people, animals and objects ➤ Providing opportunities to communicate situations, such as, being hungry, brushing teeth, taking a bath, etc. Expressing moods, such as: happy, sad, angry, etc. ➤ Mentioning about good/positive movements and bad/negative movements.	
➤ Knowledge of different body parts and body zones	➤ Singing of action songs to learn about body parts like “head, shoulders, knees and toes”. Video clips of simple body actions, like jumping, hoping and skipping can also be shown for the purpose of identifying different parts of the body and their role, followed by simple set of questions. ➤ Encouraging exercises of different body parts like neck, shoulders, wrist, elbows, legs, etc.) to develop flexibility. ➤ Providing opportunities to learn about the different body zones, such as; right, left, front and back side of the body through movement and action songs	

Body Movement		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Simple body movements with a particular rhythm pattern	➤ Demonstrating exercises for children to learn coordination of simple body movements, such as skipping with waving hands, bending of body sideways, backward and forward bending with rolling of hands etc. ➤ Skipping, hopping, jumping with a particular rhythm pattern, preferably 8 beat rhythm pattern or 16 beat rhythm pattern.	
➤ Exercises for body weight balance, hand feet coordination	➤ Demonstrating exercises to enhance the ability to balance body weight while performing simple movements of stretching, skipping, hopping, jumping, etc.	
➤ Simple body movements on a given poem	➤ Providing opportunities to perform body movements on poems, enact stories from the Language textbooks or otherwise. Children express situations or stories through body movements. Simple situation, such as riding a scooter/car, playing football/cricket through simple movements, opening of a known flower and a bee around it can be shown through dance movements. ➤ Planning fancy dress event on moving objects, known/familiar animals and birds in the surrounding, family members, our helpers, etc.	

Integration: EVS, Mathematics, Languages, Physical Education

Values and Skills: observation, self-exploration, self-awareness, communication, concentration, confidence to express creatively through the bodies, etc. sensitivity towards environment and animals

CLASSES – IV & V

Learning Outcomes:

Children will be able to:

- ✓ perform free body movements;
- ✓ recognise the importance of fitness and flexibility of the body;
- ✓ explore physical capabilities and further possibilities of body movements;
- ✓ follow the body movements of people, animals and objects (termed as “chaal” or “gati”);
- ✓ use parts of her/his body such as; waist, shoulders, knees, toes consciously while performing a movement in rhythm;
- ✓ perform movements with better understanding of different body zones (front, back, right and left sides of the body);
- ✓ coordinate feet and hands while performing dance movements to a particular beat pattern and musical composition;
- ✓ perform a folk dance (preferably an eight-beat pattern);
- ✓ balance body weight while performing and also otherwise;
- ✓ distinguish between fingers and make simple hand gestures called “Mudras” like “matsya” to show a fish, “garuda” to show a bird, “sarpashirsha” to show a serpent etc;
- ✓ use body positions and body movements for non-verbal communication;
- ✓ work in teams with increased trust in peers;
- ✓ perform body movements on poems and enact different roles from textbooks or otherwise;
- ✓ express a situation or story through actions or movements.

Body Movement		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Free body movement for fitness and flexibility	<ul style="list-style-type: none"> ➤ Providing ample opportunities and adequate space to do free body movements for simple joy, such as; moving with the music, swinging arms, taking rounds etc. ➤ Discussing about attaining physical fitness and flexibility through dance. 	<ul style="list-style-type: none"> ➤ Guided walk in the nearby garden or zoo ➤ Attending music concerts, dance and theatre performances of folk and classical arts in the neighbourhood
➤ Body movements of people, animals and objects in the immediate surroundings	<ul style="list-style-type: none"> ➤ Guiding observation to understand about the body movements of people, animals and objects called Chal or Gati. For example; <ul style="list-style-type: none"> - How does the water flow? - How does a fish move? - How does a deer move? - How does a peacock dance in the rain? ➤ Hand movements of a garland maker, movement of a person carrying water, and efforts to demonstrate the same. 	<ul style="list-style-type: none"> ➤ Video clips on selected body movements and expression from dance and theatre ➤ Audio visual room with Computer system ➤ Performing Arts room ➤ Open space/ auditorium for conducting assemblies and for special celebrations ➤ Collection of pictures and

Body Movement

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Physical capabilities and further possibilities of body movements	<ul style="list-style-type: none"> ➤ Providing opportunities to explore/create new movements. ➤ Organising music, dance and theatre performances of experts/ artists/ masters in school on a regular intervals. ➤ Mentioning about good/positive movements and bad/negative movements. 	<p>films from daily life to identify and discuss non-verbal communication therein</p> <ul style="list-style-type: none"> ➤ Scrapbook on local music/dance and theatre performances in groups ➤ Costumes and make up kit ➤ Headgears and masks ➤ Texts in Language, Mathematics, Science and Social Studies
➤ Conscious use of body parts to perform a movement in rhythm	<ul style="list-style-type: none"> ➤ Organising classroom activities, where children are guided on rhythmic dance movements of different body parts and asked to practice the same. ➤ Video clips of simple body movements, such as hand and arm movements, foot and toe movements, neck and eye movements, etc. can be seen with the purpose of identifying different parts of the body and their role. This exercise can be followed by discussion on importance of different parts of our body. 	
➤ Movement of different body zones	<ul style="list-style-type: none"> ➤ Conducting classroom activities where children can practice use of body zones, while following the teacher. They will understand that when they are facing the teacher or each other, their right hand is the teacher's or other person's left hand and vice versa. ➤ Children can play the 'Mirror image' game, in pairs, where one partner acts as a mirror image of the other 	
➤ Coordination of simple body movements with a particular rhythm pattern	<ul style="list-style-type: none"> ➤ Conducting activities to learn coordination of body movements, such as: click your fingers while hands are raised, bending towards the left side of your body. Now take your right toe behind the left leg and when right leg comes back to its standing position (both feet together), hands are on the waist in a beat pattern, preferably 8 beat rhythm pattern or 16 beat rhythm pattern. 	
➤ Simple Folk-Dance compositions	<ul style="list-style-type: none"> ➤ Organising classroom learning of folk dance/s, preferably related with local festivals (for example; Baisakhi with 	

Body Movement

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	Bhangra in Punjab). Relate dance with the Social Studies Unit – ‘India , Unity in Diversity	
➤ Body weight balance	➤ Conducting dance and theatre warm-ups to enhance the ability to balance body weight while performing simple movements of stretching, bending etc. Different exercises to develop flexibility of the body, such as skipping, hopping, jumping, etc. should be done.	
➤ Hand gestures or “mudras”	➤ Teaching simple hand gestures or “mudras” like “matsya” to show a fish, “garuda hasta” to show a bird, and the like.	
➤ Body positions and movements for nonverbal communications	<p>➤ Showing children different pictures and films that carry the scope of demonstrating non-verbal communication.</p> <ul style="list-style-type: none"> - Children can then be asked to narrate what is happening in the scene. - Children can do environment walk. For example: A child can walk in the room imagining himself in heavy rain, in scorching summer, facing a stormy day, etc. 	
➤ Different lines, shapes and images to enact a story	<p>➤ Asking the children to demonstrate walking on different surfaces/ grounds with or without shoes. For example; walking on green grass, in a muddy field, on a hot floor, on stones, on a river bank, on a snow-covered mountain path etc.</p> <p>➤ Small group of children can make a still image or pictures (with their bodies) of given objects like a tree, a table, a sofa with a table, a home, a flower, etc. Still Images/statues/pictures are made by the children by using their bodies on given themes like happiness; sadness; surprise; fear; anger etc. It can be done individually, in pairs and in small groups.</p> <p>➤ Playing a game where one team of</p>	

Body Movement		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	children is asked to make a still image on given topics, such as birthday party, villagers working in a field, cricket match, a festival, a market scene, inside a city bus, construction site, etc.. Other team can guess and explain the enacted still image.	
➤ Simple body movements on a given poem or story	➤ Asking the children to imagine and enact a still image for a given poem from the textbook or elsewhere. ➤ Children can create sequence of three images to present a story from their texts or elsewhere. ➤ The children can be asked to pretend playing a game without a ball or shuttle, like football, cricket, badminton, etc.	

Integration: Science, Social Studies, Languages, Mathematics, Physical Education

Values and Skills: Developing skills of keen observation, confidence and positive self-image, exploration and free expression, sensitivity and compassion towards animals and their immediate environment.

Theme 5: Composition

'Composition' means, 'putting together', 'arranging together' different pieces, or the conscious placement of different elements to create a 'complete design'. The concept of composition is an integral part of every art form.

In theatre, composition would mean visualisation of the complete play, which includes; writing of the script, identifying and developing relevant character/s, formation of scenes, unity of time, space and action, all the entries and exits, positions, levels, movements of characters supported by light, sound, music, costumes, set/s, props, make up, etc. Composition here would mean the still and moving images of characters, generally supported with the still images and objects. 'Design' is a word in vogue that also conveys the same meaning.

In dance, composition can be termed as "choreography". It is a visualisation of the choreographer to transform an idea into movement. The other elements that play a key role in dance compositions are the costumes, make up, light, sound and selection of musical instruments being used. Choreography also means to choose movements which can show stage presence by utilising stage space in the best possible ways. In group choreography, different group formations are created (like; circles, diagonal lines, straight lines, triangles, pairing of two and the like) for the same purpose.

In music, composition can be termed as 'musical composition'. It is the process of putting poetry into notes in a manner that it conveys the appropriate meaning and mood of the text. A musical composition includes writing the notation, the instrument/s to be used, inclusion of various instruments (such as orchestra), selection of male or female voice/s to be used for the desired impact, etc.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☒ observe the position of individuals, play of light and sound in different presentations and performances on stage;
- ☒ decide the position of self in a performing area for a solo presentation;
- ☒ appreciate composition/s done by others in music, dance and theatre;
- ☒ compose a scene in group under the guidance of teacher;
- ☒ compose/choreograph an idea into dance movement under the guidance of teacher;
- ☒ create sound or simple rhythm patterns through objects available in the immediate environment.

Composition

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Position of individuals, play of light and sound in presentations/ performances on stage 	<ul style="list-style-type: none"> ➤ Providing opportunities to watch presentations/ performances by children of upper primary/secondary/senior secondary classes. 	<ul style="list-style-type: none"> ➤ Guided viewing of compositions in actual settings, on stage or from audio, video clips and from films. ➤ Video clips on selected body movements and expression from dance and theatre. ➤ Audio visual room with Computer system ➤ Performing Arts room ➤ Open space/ auditorium for conducting assemblies and for special celebrations ➤ Costumes and make up kit ➤ Headgears and masks ➤ Texts in Language, Mathematics and EVS
<ul style="list-style-type: none"> ➤ Teacher guided composition of a scene in group 	<ul style="list-style-type: none"> ➤ Guided viewing of good programmes (audio clips of music and video clips, films, etc. for music, dance, theatre) to understand the elements of compositions used. ➤ Conducting classroom discussion on effects of light and sound, costumes. On props, how, what and where of it? What if a particular character is placed or given entry in some other scene and not, where it is given at present? 	
<ul style="list-style-type: none"> ➤ Position of self in a performing area for a solo presentation 	<ul style="list-style-type: none"> ➤ Exploring situations involving placing oneself as a given character on the stage. For example; you are an elephant in this composition, where would you like to position yourself and why? 	
<ul style="list-style-type: none"> ➤ Appreciation of composition/s done by others 	<ul style="list-style-type: none"> ➤ Facilitating viewing of compositions in different art forms to develop understanding. Encouraging their observations and appreciation on different elements of the composition/s in dance, music and theatre. 	
<ul style="list-style-type: none"> ➤ Teacher guided choreography of an idea 	<ul style="list-style-type: none"> ➤ Providing simple themes like, a peacock/s dancing in the rain, going to school on a rainy day, playing holi with friends, playing hide and seek, etc. and asking children to create dance movements (choreography) in a group. ➤ Providing opportunities to create own music for the poems from textbook, orchestra with objects/ materials in the immediate surroundings. 	
<ul style="list-style-type: none"> ➤ Composition for enactment on paper or in the theatre diary 	<ul style="list-style-type: none"> ➤ Facilitating enactment of short stories from the Language textbook or from children's' storybooks by children in groups. Situations/plots (simple and known to the children of that stage) can also be given for composing their 	

Composition		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>theatre presentation. Situations can be like - 'Going to school on a rainy day, without an umbrella'!</p> <p>'All friends are playing in front of your house, but you have been given a task to be finished before you join them'.</p> <p>➤ Providing opportunities to create/draw composition for enactment on theatre dairy or paper, covering all possible details. This activity can be given in groups to class III.</p>	
<p>➤ Rhythm patterns through objects in the immediate environment</p>	<p>➤ Organising classroom activities, where children can create sound or rhythm pattern using objects like pencils, pencil boxes, etc.</p> <p>➤ Guided activity to design/ plan masks, costumes, jewellery, etc. on subject/topic/theme for the purpose of presentation/ performance.</p> <p>➤ Dance and movements on poems, enactment of stories from the Language textbooks or otherwise.</p> <p>➤ Use of different shapes, measurements to create sets/stage. Angle of light to be used, placement of characters; etc. using Mathematical inputs.</p>	

Integration: EVS, Mathematics and Languages

Values and Skills: problem solving, creativity and imagination, self-confidence

CLASSES – IV & V

Learning Outcomes:

Children will be able to:

- ✓ name the basic divisions of a stage;
- ✓ observe the position of individuals, play of light and sound in different presentations and performances on stage;
- ✓ decide the position of self or others in a performing area for a solo presentation;
- ✓ appreciate composition/s done by others in music, dance and theatre;
- ✓ compose a scene in groups under the guidance of a teacher;
- ✓ draw stage parts on a paper or in their theatre diary;
- ✓ compose/choreograph an idea into dance movement under the guidance of a teacher;
- ✓ create sound or simple rhythm patterns through percussion instruments or objects available in the immediate environment;
- ✓ select or create sounds for a story or a play;
- ✓ compose a 'theatrical scene' on their own.

Composition

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Basic stage divisions	<ul style="list-style-type: none"> ➤ Making children understand and practice terms related to divisions of stage such as; front stage, back stage, centre stage, right stage, left stage, front left stage or back right stage. ➤ Providing opportunities to attend presentations/performances of students of senior classes. Performances of masters can be organised occasionally. ➤ Guided viewing of good programmes (audio/video clips on music, video films etc. on music, dance and theatre); to understand the elements of compositions used. 	<ul style="list-style-type: none"> ➤ Guided viewing of compositions in actual settings, on stage or from audio, video clips and films ➤ Video clips on selected body movements and expression from dance and theatre ➤ Audio visual room with Computer system ➤ Performing Arts room ➤ Open space/ auditorium for conducting assemblies and for special celebrations
➤ Position of self and others, play of light and sound in presentations/ performances on stage	<ul style="list-style-type: none"> ➤ Conducting a classroom discussion on effects of light and sound, costumes. Discussion on props, how, what and where of it? What if a particular character is placed or given entry in some other scene and not, where it has been given? 	<ul style="list-style-type: none"> ➤ Costumes and make up kit ➤ Headgears and masks ➤ Percussion instruments like shakers, hand cymbals and wrist stick bells.
➤ Position of performer in a performing area for a solo presentation	<ul style="list-style-type: none"> ➤ Providing classroom opportunities to explore placing oneself as a given character on the stage. For example; Planets in a solar system 	<ul style="list-style-type: none"> ➤ Self-made percussion instruments ➤ Materials for making

Composition

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Appreciation of composition/s done by others	<ul style="list-style-type: none"> ➤ Viewing of composition in the classroom of different performances to develop understanding of need and importance of composition. ➤ Encouraging children to share their observations and appreciation on different elements of the composition/s in dance, music and theatre. 	<ul style="list-style-type: none"> costumes, ornaments etc. ➤ Scrapbook on different stage settings, scene, props, costumes, ornaments etc. ➤ Texts in Language, Mathematics, Science and Social Studies
➤ Composition of a scene or a piece of music in group under the guidance of teacher	<ul style="list-style-type: none"> ➤ Providing opportunities and facilitation to create own music for the poems from textbooks. Conducting activities to create own orchestra with sound producing objects / materials in the immediate surroundings. 	
➤ Composition of a 'theatrical scene' in teams	<ul style="list-style-type: none"> ➤ Facilitating enactment of small stories from the language texts or from childrens' story books in teams. ➤ Situations/plots (age appropriate) can also be given for composing their theatre presentation. Such as, 'Going to school on a rainy day, without an umbrella'; 'Birthday cake could not be delivered on time.' 	
➤ Creation of sound or simple rhythm patterns through percussion instruments or objects available in the environment	<ul style="list-style-type: none"> ➤ Organising supportive activities where children can create sound or rhythm pattern using objects like pencils, pencil boxes. ➤ Making masks, costumes, jewellery, etc. on topics / themes for the purpose of presentation/ performance. 	
➤ Composition for plan enactment on paper or in theatre diaries	<ul style="list-style-type: none"> ➤ Providing opportunities to create/draw composition for enactment in theatre dairy/ies or paper, covering all possible details. 	
➤ Choreography of an idea into a dance movement	<ul style="list-style-type: none"> ➤ Organising activities where children in groups are asked to choreograph simple themes and perform, like, making a garland of flowers, wearing jewellery and admiring oneself in mirror, filling water in pots on a river, playing with a ball, playing hide and seek etc. Performance can be in groups or solo. ➤ Children can be asked to choreograph and present dance movements on 	

Composition		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	poems from textbooks.	
<p>➤ Sounds for a situation, story or a play</p>	<p>➤ Asking children to create sounds for stories and situations such as: It was a rainy day (sound of rain) when someone knocked at the door (sound of knocking); My mother opened the door and saw that my father had come early from his office. He was sneezing again and again (sound of sneezing). . . .; Children can also try to give/make sounds for a play.</p> <p>➤ Giving situations to create still images like: classroom without teacher; inside a city bus; break time in a school; ice-cream shop; a family watching TV, etc.</p> <p>➤ Creating a location using minimum sets and props like: a restaurant, a clinic, a classroom, bus stand, etc.</p> <p>➤ Giving time to children to watch good plays and sharing their observations on different aspects of the play.</p>	

Integration: Science, Social Studies, Languages, Mathematics

Values and Skills: Developing skills of keen observation, exploration and creativity. Skill of space estimate, visual imagery and aesthetic sensibility to visualize sets, scenes and situations. Strong feeling of self-confidence, positive self-image along with compassion for nature and natural beings.

Theme 6: Art Vocabulary

The theme 'Art Vocabulary' is aimed at learning and using appropriate names and terms related to Performing Arts, i.e. theatre/drama, dance and music. The process of knowing and using appropriate vocabulary will enhance understanding of the Performing Arts among children. The prime focus of this theme is to know, to remember, and to use art related vocabulary appropriately.

In theatre we can list and make children aware of simple words and terms, such as: entry, exit, costumes, set/s, prop, make up, stage, auditorium, proscenium, blocking, masking, and overlapping. We can also introduce them to some common but technical words or terms, such as: 'improvisation', by giving practical examples. Types of plays can also be discussed at a basic level, like street plays; stage/proscenium plays; folk plays; mime etc. Simultaneously in dance terms like Taal or rhythm, tempo or Laya, beat, body movements like skip, hop, tapping feet, classical dance, folk dance, mudras (hand gestures), abhinaya (expressions), nav rasa (nine moods) and in music - notes (shudh swaras and komal swaras), saptak /octave, aaroh- avroh, pitch, voice throw, voice modulation. Terms such as: Classical music, Hindustani, Carnatic and Western classical. Light music like - ghazals, patriotic songs, devotional music, bhajans, qawwali, baul and folk music, notation. Name of musical instruments, like: tabla, pakhawaj, mridang, drums, bongo, djambe, sarangi, guitar, sitar, flute, shehnai, etc. to facilitate better learning of the subject.

Focus on vocabulary can help in quality learning of the subject on one hand and an effective communication on the other.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☒ explain the meaning of rhythm (Taal) and tempo (Laya) and use the terms appropriately;
- ☒ name the body movements such as; skipping, hopping, swinging, stretching, bending etc. while demonstrating the same;
- ☒ identify and demonstrate different body zones (front, back, right and left etc.);
- ☒ create shapes through dance formation;
- ☒ define the term choreography and use it appropriately;
- ☒ identify and sing the musical notes (sa, re, ga, ma, pa, dha, ni, sa or do, re, me, fa, so, la, te);
- ☒ identify and name simple musical instruments they have used or have been shown;
- ☒ narrate dance, music and theatre related experiences using appropriate vocabulary.

Art Vocabulary

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<p>➤ Meaning and usage of terms like rhythm (Taal) and tempo (Laya).</p>	<p>➤ Giving opportunities for guided observation of tala and laya through practical sessions or through video clips, on dance, on objects, of machines, etc. For example, different speeds of train, of scooter, etc.</p> <p>➤ Encouraging use of vocabulary of laya that is, slow speed – vilambit laya , medium speed - madhya laya and fast speed - drut laya.</p> <p>➤ Giving opportunities to practice right vocabulary in situations such as; during singing of the morning prayer or national anthem. Children start maintaining and using appropriate speed or “laya” of the song, while singing or playing instruments. While singing letters of the alphabet, or reciting poems, counting or singing numbers and tables, they learn to maintain correct rhythm and speed.</p>	<p>➤ Guided viewing of Performing Arts video clips</p> <p>➤ Video clips on selected body movements, dance, music, musical instruments, stage and sets, costumes. videos of selected theatre, music and dance performances</p> <p>➤ Audio visual room with Computer systems, which includes good sound quality</p> <p>➤ Performing Arts room</p> <p>➤ Open space/ auditorium for conducting assemblies and for special celebrations</p> <p>➤ Costumes and make up kit</p> <p>➤ Headgears and masks</p> <p>➤ Texts in Language, Mathematics and EVS</p>
<p>➤ Names of body movements</p>	<p>➤ Conducting activities to practice and demonstrate the correct and corresponding movements, while teacher asks children to skip, hop, swing or stretch. E.g. Teacher says “skipping”, children can repeat the word after the teacher for remembering it with the pose or posture. To make it interesting, children can name the term or word and teacher can demonstrate the corresponding movement/s. More such situations may be used to reinforce the learning and use of appropriate vocabulary.</p> <p>➤ Designing worksheets, match the words and terms of Performing Arts learnt, with their pictorial presentations.</p>	
<p>➤ Names of different body zones</p>	<p>➤ Conducting singing of action songs where terms like head, shoulders, knees, toes, right or left, forward or back are used for performance by the children. Motivating them to use appropriate vocabulary while</p>	

Art Vocabulary		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	demonstrating the same.	
➤ Shapes through dance formation	➤ Conducting classroom activities to use common shapes learnt as dance choreography for the group presentations/ performances. Children can perform individually in shapes. They can select circular, triangular movements for their act or dance.	
➤ Meaning of the term choreography and its usage	➤ Explaining to children that the skill of planning moves is called choreography in dance. Encouraging use of this term in all their designs/plans on dance presentation.	
➤ Musical notes (sa, re, ga, ma, pa, dha, ni, sa or do, re, me, fa, so, la, te)	➤ Encouraging the practice of writing notes in a chronological order (in the music copy) using terms Āroḥ “- Ascending order and Āvroḥ”- descending order. ➤ Introducing children to Hindustani classical notation system, Carnatic music notation system and western music notation system.	
➤ Name of simple musical instruments used or shown.	➤ Showing video clips of different instruments and helping children to learn their names and identify them with the sounds. Provide opportunities to feel the instruments and explore their sounds while in the music room of the school. ➤ Asking children to make a scrapbook by pasting pictures of different instruments. It can be based on categories, such as; percussion instruments, string instruments, etc.	
➤ Narration of dance, music and theatre related experiences using appropriate vocabulary	➤ Providing classroom opportunities to every child to share her or his experience/ thoughts on a particular dance, drama or music performance watched. Encourage them to use the right vocabulary to express their views. ➤ Show videos of performances and ask children to give their observations using appropriate vocabulary.	

Integration: EVS, Languages, Mathematics, Visual arts

Life Skills: Creative Expression, Appreciate beauty, effective communication, confidence to express, observation and concentration

CLASSES – IV & V

Learning Outcomes:

Children will be able to:

- ☑ name different divisions of the stage;
- ☑ use terms like costume; set; props; stage; wings; on stage; off stage; street plays; stage plays as and when needed;
- ☑ explain the meaning of rhythm (taal) and tempo (laya in Hindustani classical music / kaalam as it is called in Carnatic music) and use the term appropriately and also clearly identify an eight beat pattern referred to as keherva – in Hindustani classical music and Adi talam in Carnatic music (even though the eight beat pattern at this level is used for folk dances);
- ☑ name body movements such as skipping, hopping, swinging, stretching, bending etc. and their different combinations like arms with toes, hopping and clapping etc.;
- ☑ identify dance movements with the name of the folk dance they are being taught and brief knowledge of its origin and the state it belongs to;
- ☑ identify and demonstrate different body zones (front, back, right and left etc.);
- ☑ identify and name the fingers (Sanskrit names used in dance, index finger – Tarjani, middle finger- Madhyama, ring finger –Anamika, little Finger – Kanishka, thumb- Angushtha);
- ☑ demonstrate mudras as hand gestures to convey objects/ things, events or feelings (It is a Sanskrit word meaning sign) and name simple hand gestures or mudras like “garuda hast” to demonstrate a bird, “sarpashirsha” to demonstrate a snake and the like;
- ☑ define the term choreography and use it appropriately;
- ☑ identify and sing the musical notes (sa, re, ga, ma, pa, dha, ni, sa or do, re, me, fa, so, la, te) and their combinations called “Alankars”;
- ☑ use the basic terms of music notation (Hindustani, Carnatic and Western Music notation);
- ☑ identify and name simple musical instruments like sitar, tanpura, harmonium, piano and percussion instruments like tabla, drums, mridangam etc. (they have used or have been shown).
- ☑ narrate dance, music and theatre related experiences using appropriate vocabulary.
- ☑ explain the meaning and importance of body movement; sound and speech; space; rhythm; composition; art appreciation; art vocabulary and performance in dance and theatre.

Art Vocabulary

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Different divisions of the stage	➤ Explaining to children terms like: back stage, centre stage, left stage and right stage while practicing and performing. A diagram can be put in the room. A small group of children may be asked to stand or sit together in a particular area of the stage (real or marked on the floor) e.g. front right or back left to get familiar with the terms.	➤ Diagram of the divisions of the stage ➤ Guided viewing of the Performing Arts videos clips ➤ Video clips on selected body movements, dance, music, musical instruments, stage and sets, costumes. Videos of selected theatre, music and dance performances.
➤ Meaning of rhythm (taal) and tempo (laya/ kaalam)	➤ Guiding observation of tala and laya / kaalam through practical sessions or through video clips, on dance, on objects, of machines, etc. For example,	➤ Audio visual room with

Art Vocabulary

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>different speeds of train, etc.</p> <ul style="list-style-type: none"> ➤ Use vocabulary of laya that is slow speed – “vilambit laya “, medium speed is madhya laya” and fast speed is “drut laya”. ➤ Give opportunities to practice the use of appropriate terms in class or on stage. 	<p>Computer systems, which includes good sound quality.</p> <ul style="list-style-type: none"> ➤ Performing Arts room ➤ Open space/ auditorium for conducting assemblies and for special celebrations.
➤ Names of body movements and their different combinations	<ul style="list-style-type: none"> ➤ Conducting activities to practise words/terms with its corresponding movements. Ask them to skip, hop, swing or stretch or demonstrate a combination of two like waving of arms and skipping together. For example teacher says; skip and children repeat after her/his along with the right action. ➤ To make it even more interesting, children can name the term / word and teacher can demonstrate the corresponding action/ movement/s. Use more such situations to reinforce the learning and use of appropriate vocabulary. ➤ Showing video clips of the movements. 	<ul style="list-style-type: none"> ➤ Costumes and Make up kit ➤ Headgears and masks ➤ Texts in Language, Mathematics, Science and Social Studies ➤ Scrapbook ➤ Dairy of art terms
➤ Vocabulary related to folk dance movements	<ul style="list-style-type: none"> ➤ Showing video clips of folk dances. Let children draw / sketch the costumes related to the particular folk dance/s and know the correct name/s of the jewellery items and costumes used in that. For example; in Bhangra costumes of Punjab there is kurta, lungi, jacket and pagri, for men while women wear salwar/ghagra, kamiz, jacket, dupatta., etc. ➤ Organising a quiz about the folk dances and the states, to enhance knowledge and vocabulary. 	
➤ Vocabulary related to different body zones	<ul style="list-style-type: none"> ➤ Organising classroom activities where on the instruction of the teacher, the children can demonstrate appropriate body zones. Conducting an activity to learn the names of fingers in Sanskrit and practicing the use of actual names in daily practice. 	

Art Vocabulary

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<p>➤ Names of some hand gestures / mudras used in dance and their meaning</p>	<p>➤ Conducting a classroom activity where children are able to make simple mudras using combination of fingers and can explain the meaning of respective mudras.</p> <p>For example, mayura hasta is used to show peacock (peacock neck, peacock feather etc.) with a combination of thumb (angushtha) and the ring finger (anamika).</p> <p>Children can work on match the following-worksheets where the drawn mudra is matched with its name.</p> <p>➤ Classroom soft boards can have display of mudras pictures for the children to refer to.</p>	
<p>➤ Basic music notations (Hindustani, Carnatic and Western music notations) and their names</p>	<p>➤ Conducting classroom activities to practise musical notes and asking children to relate the sound/ melody of each note with the name of the note.</p> <p>➤ Introducing children to the correct terms of Hindustani Classical notation system, Carnatic Music notation system and Western Music notation system, while teaching them about these notations. Asking children to give short introduction of the notation during classroom practice.</p>	
<p>➤ Names of simple musical instruments and percussion instruments</p>	<p>➤ Showing video clips of different instruments to help them learn their names and identify them with their sounds.</p> <p>➤ Providing opportunities to feel the instruments and explore sounds while in the music room of the school.</p> <p>➤ Asking children to make a scrap book by pasting pictures of different instruments. It can be based on categories, such as: percussion instruments, string instruments, etc. The school library can have books on instruments with the pictures and a short description of the instrument.</p> <p>➤ Children can work on worksheets to match picture of the instrument with its name.</p>	

Art Vocabulary		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"> ➤ Holding classroom quizzes on musical instruments. 	
<ul style="list-style-type: none"> ➤ Meaning of the term 'Choreography' and its appropriate use 	<ul style="list-style-type: none"> ➤ Explaining to children that the skill of planning moves is called choreography in dance. Encouraging use of this term in all their designs/plans on dance presentation. 	
<ul style="list-style-type: none"> ➤ Correct vocabulary for art related experiences 	<ul style="list-style-type: none"> ➤ Providing classroom opportunities to share her or his art experience/ thoughts on a particular dance, drama or music performance of theirs. Encouraging them to use the right vocabulary. ➤ Dividing children in pairs to participate in a quiz on art vocabulary. ➤ Motivating every child to share art related experiences in class using correct vocabulary and holding classroom discussions on the same. 	
<ul style="list-style-type: none"> ➤ Creation of a Performing Arts Diary for Art related vocabulary 	<ul style="list-style-type: none"> ➤ Asking the children to make a Performing Arts diary in which they write new words and terms related to their Performing Art classes. ➤ Children are given opportunity to express their views (age specific) on each of the themes. ➤ Children are encouraged to search more about the themes and make notes in their diaries. 	
<ul style="list-style-type: none"> ➤ Meaning of Body Movement; Space; Sound and Speech; Rhythm; Composition; Art appreciation and Performance 	<ul style="list-style-type: none"> ➤ Asking children to develop a play where all the themes are characters. All the characters come to realise at the end that all "the characters" are equally important for one's understanding in dance and drama. 	

Integration: Science, Social Studies, Languages, Mathematics

Values and Skills: Developing skills of keen observation, better communication and effective expression through use of appropriate vocabulary. This can help in building their confidence and positive self-image.

Theme 7: Performance

The process of creating any piece of art is considered very important as most of the development of cognitive, psycho-motor and affective domain happens during this period. Still the product has its own importance and value, especially in Performing Arts. Performing in front of an audience needs a different kind of confidence. For children at this level, the School Assembly is certainly the first such stage of performance, followed by other special celebrations like the Annual Day. Performance is a collective responsibility and children do get experience of teamwork, cooperation, self as well as team discipline and communication skills, which is very important to live a healthy and balanced life. Children must be provided with opportunities to perform in an auditorium where audience is present to watch their performance.

The prime focus of this theme at this stage of Performing Arts is to help children develop focused and self-confidence to express creatively and with ease in front of an audience. Performance also helps in developing appreciation and respect for the arts and artists along with empathy and respect for diversity in expression and pluralistic perspective.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☑ explain the meaning and importance of a performance;
- ☑ perform as a team and as a solo presenter in class, during the morning assembly or in the school event/s;
- ☑ appreciate performances of peers and other performers;
- ☑ learn and apply simple rules (age appropriate) of performance on stage;
- ☑ follow appropriate behaviour as an audience and the basic etiquettes.

Performance		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Meaning and importance of a performance	➤ Explaining the meaning of the term 'performance' while linking it with children's practical experience of classroom presentations or other performances.	➤ Guided viewing of Performing Arts programmes; live, as well as recorded
➤ Team and solo presentations	➤ Providing classroom opportunities to children for solo as well as group performances. ➤ Viewing videos of performances on dance, music, drama and theatre, followed by question-answers, observations of children and simple discussion. ➤ Organising activities such as: fancy	➤ Selected video clips/films on music, dance and theatre performances ➤ Audios of relevant music ➤ Audio visual room with Computer system ➤ School library with books on dance, music and

Performance		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>dress on fruits, vegetables, my family, our helpers, means of communication, transportation, etc. Children of Classes I and II can use masks. They may feel more comfortable in masks. Moreover, it helps in creating an appropriate environment for the viewer.</p> <ul style="list-style-type: none"> ➤ Providing opportunities for performances in the annual event/s, at inter-school or intra-school events, where there is more excitement and joy. 	<p>theatre (for this stage , books with more of pictures and photographs)</p> <ul style="list-style-type: none"> ➤ Performing Arts room ➤ Open space/ auditorium for conducting assemblies and for special celebrations ➤ Costumes and make up kit ➤ Headgears and masks ➤ Related texts
➤ Appreciation of performances	<ul style="list-style-type: none"> ➤ Viewing under guidance of selected concerts and performances of professional performers to develop an understanding and appreciation of the nuances of Performing Arts. Focussed viewing of peer performances in class can also become an important tool of learning and development of all children. Taking observations of children into account is important. 	
➤ Simple rules (age appropriate) of stage performance	<ul style="list-style-type: none"> ➤ Educating children about a stage behaviour, while providing opportunities, to perform in the school assemblies and annual functions. ➤ Creating a set of stage rules by involving children for the stage performance. The rules can also be displayed in the rehearsal area. <p><i>Etiquette as performers:</i></p> <ul style="list-style-type: none"> - practise discipline, be focussed and attentive during the performances - follow the rules/ guidelines set by the teachers/gurus <ul style="list-style-type: none"> ➤ Giving children the responsibility of practising and checking of rules/guidelines among themselves. 	
➤ Appropriate behaviour as an audience and performer	<ul style="list-style-type: none"> ➤ Making children aware of and giving them practice about their behaviour as part of an audience. <p><i>Etiquette as viewers:</i></p> <ul style="list-style-type: none"> - maintain silence in the auditorium - clap only when performance finishes - do not get up when performance is on 	

Integration: EVS, Languages, Mathematics, Visual Art

Values and Skills: Self-discipline, self-confidence to express creatively and with ease in front of an audience, organisation and management skills, problem solving, cooperation and teamwork appreciation and respect for the arts and artists, empathy and respect for diversity in expression and pluralistic perspective.

CLASSES – IV & V

Learning Outcomes:

Children will be able to:

- ✓ execute a planned and rehearsed programme on stage;
- ✓ explain the meaning and importance of Performance;
- ✓ perform as a team and as solo presenter in class, in the morning assembly or in the school event/s;
- ✓ appreciate performances of peers and other performers;
- ✓ apply simple rules (age appropriate) of performance on stage;
- ✓ follow appropriate behaviour of an audience and the basic etiquette of stage performance;
- ✓ identify different types of performances in music, dance and theatre;
- ✓ comprehend concepts and content of other school subjects faster and better.

Performance		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Execution of a planned and rehearsed programme on stage	➤ Providing opportunities of solo as well as group performances. For example; solo or group recitation of poems, solo/group music (vocal/instrumental) performance, a dance sequence taught in class, etc.	➤ Guided viewing of performances; live, as well as recorded ➤ Selected video clips/films on music, dance and theatre performances
➤ Meaning and importance of Performance	➤ Explaining meaning of the term 'performance' while linking it with their practical experience of presentation or performance. ➤ Viewing videos of performances on music, dance, drama, followed by question – answers, observations of children and simple discussion on the importance of Performance.	➤ Audios of relevant music ➤ Audio visual room with Computer system ➤ School library should have good books on dance, music and theatre (for this stage, books with more of pictures and photographs)
➤ Performance in a team and as solo presenter	➤ Organising activities like fancy dress on topics such as our national leaders, my family, our helpers, means of communication, transportation, etc. Children who are stage shy in the beginning may feel more comfortable in masks. Moreover, masks (full or partial) do help in creating an appropriate environment for the	➤ Performing Arts room ➤ Open space/ auditorium for conducting assemblies and for special celebrations ➤ Costumes and make up kit ➤ Headgears and masks ➤ Related texts

Performance		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>viewer.</p> <ul style="list-style-type: none"> ➤ Encouraging performances in the annual event/s, at inter-school or intra-school events, where there is more excitement and joy for them. 	
➤ Different types of performances in music, dance and theatre	<ul style="list-style-type: none"> ➤ Guiding viewing of selected concerts and performances of professional performers to develop an understanding of the nuances of Performing Arts and appreciating them. Presentations can be of classical or regional dances, music, or drama (street plays / nukkad natak, puppetry). 	
➤ Appreciation of performances of peers and others performers	<ul style="list-style-type: none"> ➤ Providing for focussed viewing of peer performance in class or school can also become a quality tool of learning and development of all children. Encourage sharing of observations of all children in this exercise. 	
➤ Simple rules (age appropriate) of performance on stage	<ul style="list-style-type: none"> ➤ Educating children about stage behaviour while providing opportunities, to perform in the school assemblies and annual functions. ➤ Creating rules of stage performance by involving children. ➤ Asking children to display a set of rules in the rehearsal area and in green room too, for repeated reference. ➤ Asking children to check among themselves, in case they are overlooking something before they are on stage. ➤ Giving children responsibility of practicing and checking of rules/guidelines among themselves. 	
➤ Appropriate behaviour of an audience and basic etiquettes of stage performance	<ul style="list-style-type: none"> ➤ Making children aware of and giving practice of the basic etiquettes of stage performance and that of being a part of the audience of these performances as given under the theme of Art Appreciation. <p><i>Etiquette as viewers:</i></p> <ul style="list-style-type: none"> - Maintain silence in the 	

Performance		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>auditorium.</p> <ul style="list-style-type: none"> - Clap only when the performance finishes. - Do not get up when the performance is on. - Do not go on stage with shoes for classical dance and music concerts. <p><i>Etiquette as performers:</i></p> <ul style="list-style-type: none"> - Practise discipline; be focussed and attentive during the performance. - Follow the rules/ guidelines set by the teachers/gurus. 	
<p>➤ Comprehension of other school subjects faster and better</p>	<p>➤ During planning/designing of activities for performance, try to choose stories and poetry from language texts or topics/situations from Science/Social Studies. Mathematics concepts can be applied for dance and theatre choreographies. For example; A small skit on 'Keeping oneself clean safe and healthy' from EVS, Dance /movement can be prepared on poems of language books; shapes and patterns from Mathematics, etc.</p> <p>➤ Story telling from real life incidents, from biographies of famous people etc.</p> <p>➤ Fancy dress on moving objects, known/familiar animals and birds in the surrounding, on family members, our helpers, etc.</p>	

Integration: Social Studies, Languages

Values and Skills: Sharpen the skills of observation, critical thinking, effective communication and free expression

Theme 8: Art Appreciation

Arts education contributes in the holistic development of children. It sharpens their skill of communication and creative expression in addition to enhancing their aesthetic sensibilities. Irrespective of becoming an artist or a performer, a child can grow as an adult who enjoys and appreciates arts. It is vital for intellectual and emotional growth of the child and helps in understanding and valuing culture, develops respect for arts and artisans, respect for diversity of expression, enhances self-awareness and empathy.

The theme "Art Appreciation" is aimed at developing the aesthetic sense of the children and their ability to understand and appreciate the beauty of nature, and of created objects in their immediate environment. The prime focus of this theme is to make children aware and sensitive towards the beauty and value of natural, as well as man-made objects. The process of appreciation will sensitise their eye for aesthetics and will develop an attitude for accepting and appreciating different aspects of objects and situations in daily life.

CLASSES – I to III

Learning Outcomes:

Children will be able to:

- ☑ identify and appreciate the instruments, scenes and situations of her/ his liking;
- ☑ appreciate the good in her/ his own presentation and that of others (of dance, drama, music);
- ☑ appreciate peer performances (classroom), performances of artists, such as: Music concerts, Theatre productions, Puppet shows, Dance performances, etc. appropriately as audience in formal or informal settings;
- ☑ respect and follow basic points of audience etiquettes;
- ☑ understand basic nuances of some art forms.

Art Appreciation		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Appreciation for instruments, scenes, situations and creations of his/her liking	➤ Organising guided viewing of recorded (audio and video clips) and live programmes on a regular basis. ➤ Arranging lecture cum demonstrations by professional artists	➤ Guided viewing of Performing Arts programmes; live, as well as recorded ➤ Visits by professional

Art Appreciation		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>in school (folk dance, folk music or <i>nukkad natak</i>/ street plays etc.) - Puppet shows on ancient folk tales, etc.</p> <p>➤ Encouraging drawing or making of favourite musical instruments and displaying in the school corridors.</p>	<p>artists</p> <p>➤ Video clips/films on music, dance and theatre</p> <p>➤ Audios of relevant music</p> <p>➤ Audio visual room with Computer system</p> <p>➤ School library should have good books on dance, music and theatre (for this stage, books with more of pictures and photographs)</p> <p>➤ Performing Arts room</p> <p>➤ Open space/ auditorium for conducting assemblies and for special celebrations</p> <p>➤ Costumes and make up kit</p> <p>➤ Headgears and masks</p>
➤ Appreciation of the good in his/her own and of others' performance	<p>➤ Facilitating classroom observations of presentations/performances of children.</p> <p>➤ Discussing in classroom the stories, scenes, plays, concerts or dance performances seen.</p>	
➤ Appreciation for performances as audience in formal or informal settings	<p>➤ Conducting classroom discussion on beauty of different Performing Arts. Focussed elaboration of simple musical, dance, theatre performances. Make sure that level of clips selected for discussion, matches with the level (age and developmentally appropriate) of these children.</p>	
➤ Basic points of audience etiquettes	<p>➤ Sensitising children towards the hard work, persistence and thought process that goes into creating a dance, drama or a musical presentation/ performance.</p> <p>➤ Providing opportunities to children to create a simple drama, dance or music composition of their own, to help them understand the amount of effort that goes in creating it.</p>	
➤ Basic nuances of art forms	<p>➤ Providing guidance to understand the nuances of puppetry and various Performing Arts forms, e.g.</p> <ul style="list-style-type: none"> - Why are puppets so attractive? - How do you play a puppet? - Why do we use make up in dance? - Why do we use masks and headgears in drama? <p>Viewing of regional performing arts is suggested over the classical at this stage.</p>	

Integration: EVS, Languages, Art

Values and Skills: Respect for culture, arts and artisans, respect for diversity of expression, self-awareness and empathy.

CLASSES – IV & V

Learning Outcomes:

Children will be able to:

- ✓ explain the meaning of art appreciation;
- ✓ identify and appreciate the instruments, scenes and situation of his / her liking;
- ✓ appreciate the good in her/his own and of other's presentation of dance, drama, music;
- ✓ appreciate peer performances (classroom), performances of artists, such as: Music concerts, Theatre productions, Puppet shows, Dance performances etc. appropriately as audience in formal or informal settings;
- ✓ perform with sincerity himself/herself;
- ✓ respect basic points of audience etiquettes.

Art Appreciation		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Meaning of Art Appreciation	<ul style="list-style-type: none"> ➤ Providing children with the opportunity to express their feelings on what they liked in the performance/s seen, beauty of the things around. ➤ Having a discussion to create understanding on the meaning of beauty and appreciation in relation to art work. There can be a large range of subjects and situations – from 'the way people dress up' to the 'scenes in nature', 'melodious voice of cuckoo' 'effects of sunlight or artificial lights on different objects', 'pleasantness and vibrancy of different colours' etc. and sharing their views freely. 	<ul style="list-style-type: none"> ➤ Guided viewing of Performing Arts programmes; live, as well as recorded ➤ Selected audio and video clips, films on music, dance and theatre programmes ➤ Audios of relevant music ➤ Audio visual room with Computer system ➤ School library should have good books on dance, music and theatre (for this stage, books with more of pictures and photographs)
➤ Appreciation for instruments, scenes, situations and creations of her/his liking	<ul style="list-style-type: none"> ➤ Organising guided viewing of recorded (audio and video clips) and live programmes on a regular basis. ➤ Organising lecture-cum demonstrations by professional artists in school (folk dance, classical dance and music, folk music or nukkad natak/ street plays, etc.) - puppet shows on ancient folk tales, etc. 	<ul style="list-style-type: none"> ➤ Performing Arts room ➤ Open space/ auditorium for conducting assemblies and for special

Art Appreciation

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"> ➤ Organising theatre performances in the school. ➤ Organising visits to children's film festivals, children's theatre festivals, etc. ➤ Playing an instrumental piece or musical composition during morning assembly while children sit in meditation position for five minutes. Immediately after that, a brief summary of the instrumental piece or raaga may be given. ➤ Asking children to make a scrapbook of their favourite dancers, singers, musicians or theatre artists. 	<p>celebrations</p> <ul style="list-style-type: none"> ➤ Costumes and make up kit ➤ Headgears and masks ➤ Big mirror in the music and dance room. ➤ Scrapbooks
<ul style="list-style-type: none"> ➤ Appreciation of the good in his/her own and of other's presentation of dance, drama, music 	<ul style="list-style-type: none"> ➤ Providing opportunities to observe and share observations on the performances of peers or others, and also on their own performances. ➤ Asking children to narrate in the classroom stories, scenes, plays, concerts or dance performances seen by them. 	
<ul style="list-style-type: none"> ➤ Appreciation for peer performances (classroom) and performances of artists 	<ul style="list-style-type: none"> ➤ Discussing in the classroom on beauty of different Performing Arts. Focussed elaboration of simple musical, dance, theatre performances. Make sure that level of audio and video clips selected for discussion are age appropriate. ➤ Guiding them to understand the nuances of puppetry. <ul style="list-style-type: none"> - Why puppets are so attractive? - How do you play a puppet? - What is the role of make up in dance? - Why do we use masks and headgears in drama? Viewing of regional performing arts is suggested over the classical at this stage. ➤ Sensitising children about the hard work, persistence and thought process used for creating a single dance, drama or a musical presentation/performance. ➤ Providing opportunities to create a simple drama, dance or music composition of their own and understand the amount of effort that goes in creating it. ➤ Encouraging children to talk (interview mode) to children who have performed exceptionally well in a performance. Also, with the ones who have improved 	<ul style="list-style-type: none"> - School corridors may have paintings or photographs of instruments or famous artists - Calendars having pictures of dancers, musicians, theatre persons to be put up in classrooms - Photographs of performing children can also be exhibited at times

Art Appreciation		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	their performance tremendously.	
➤ Sincerity as a performer	➤ Making children aware of the points to be kept in mind as a sincere performer. Educating children to: <ul style="list-style-type: none"> - practise discipline; - be focused, attentive during the performance; - follow the rules/ guidelines set by the teachers/gurus; - put their best efforts in each rehearsal. Avoid the tendency of taking rehearsals lightly. - listen to the views of others on their performance carefully and patiently. They may find that some of these views might be important for the improvement of their performance. - use all your props, sets and costumes carefully and respectfully. - respect and care for the instruments they are learning to play. - follow and respect performance rules set by the institution/s or Performing Arts teacher/guru, such as: entering dance or music room bare feet in case of the Indian classical dance and music. 	
➤ Basic points of audience etiquettes	➤ Making children aware of the basic etiquettes of being part of an audience. ➤ Educate children to: <ul style="list-style-type: none"> - maintain silence in the auditorium - clap only when performance finishes or during the performance where it does not disturb the performance. - not get up when the performance is on. - not go on stage with shoes, in an Indian classical dance or music performance. - not do anything which can disturb or distract the performers, like eating, chatting, making calls etc. - avoid doing things which can disturb the audience. - follow all these points even when watching or doing rehearsal. 	

Integration: Languages, Science, Social Studies

Skills and Values: self-awareness and empathy, skills of observation, critical thinking, respect for arts and artisans, respect for diversity of expression.