

Kriti

TEXTBOOK OF ARTS
FOR GRADE 7



0779

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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

0779 – KRITI

Textbook of Arts for Grade 7

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OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus, Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road, Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building, P.O. Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus, Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division	:	M.V. Srinivasan
Chief Editor	:	Bijnan Sutar
Chief Business Manager	:	Amitabh Kumar
Chief Production Officer (In charge)	:	Deepak Jaiswal
Production Assistant	:	Sahitya Sharma

Illustrators

Prashant Singh, Albert Shrivastava, Attri Chetan and Ashutosh Kambli

Design

Banyan Tree

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FOREWORD

The National Education Policy (NEP) 2020 envisages an education system that is rooted in Indian ethos, and its civilisational accomplishments in all domains of human endeavour and knowledge while simultaneously preparing the students to constructively engage with the prospects, and challenges of the 21st century. The basis for this aspirational vision has been well laid out by the National Curriculum Framework for School Education (NCF-SE) 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities (touching upon all the five planes of human existence, the *panchkoshas*), in the Foundational and the Preparatory Stages has paved the way for the progression of their learning, further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade 6 to Grade 8.

At the Middle Stage, the NCF-SE 2023 aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive and narrative capabilities, and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects, namely three languages—out of which at least two languages native to India, Science, Mathematics, Social Science, Arts Education, Physical Education, Yoga and Well-being, and Vocational Education will promote their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate and interactive textbooks in different curricular areas, which will play a central role in mediating between content and pedagogy—a role that will strike a judicious balance between direct instruction, and opportunities for exploration and inquiry. Among the other conditions—classroom arrangement, technology integration and teacher preparation are crucial to establish conceptual connections both within, and across curricular areas. The National Council of Educational Research and Training (NCERT), on its part, is committed for providing students with such high-quality textbooks. The various Curricular Area Groups (CAGs), which have been constituted for this purpose, comprising notable subject-experts, pedagogues, artists and practising teachers as their members, have made all possible efforts to develop such textbooks. *Kriti*, the textbook of Arts for Grade 6 is one of these.

The contents of *Kriti* encompass the art forms of Visual Arts, Dance, Theatre and Music. This textbook is for the learners to explore their creativity as well as express and explore themselves. *Kriti* has infused in its—visuals and other components, the rich Indian Knowledge Systems, India's artistic and cultural heritage, values—all deeply rooted in Bharat. Inclusivity of all genders and students with special abilities is inherent to arts giving equal opportunity to all students. Making

optimum use of the technology integration, QR codes have been embedded throughout, as additional learning resources.

For all practical purposes, *Kriti* has, to my mind, succeeded in its curricular goals—to foster natural curiosity among students through a proper selection of theme and content, and develop among them the core competencies at this stage as envisaged in the NCF-SE 2023 for creativity, exploration and experiences of different art forms. The sections and chapters are intelligently designed to accommodate all students in various activities, bringing out their creativity and expression. Each activity suggested here will take the students to a journey to discover more such learning resources, be it their natural surroundings, day-to-day chores or human interventions. Besides, the role of parents and teachers will also be invaluable in guiding, and

encouraging students to do so. With this, I express my gratitude to all those who have been involved in the development of this textbook and hope that it will meet the expectations of all stakeholders.

At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

New Delhi
April 2025

Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

ABOUT THE BOOK

Kriti, the textbook of Arts for Grade 7 is an effort to deepen your understanding of the diverse art forms of India. This initiative will broaden your perspective, and foster an appreciation for the countless expressions of creativity and culture, spread across different regions in art forms like Music, Dance, Theatre and Visual Arts. Having explored and practiced various art forms since Grade 3 you are now aware that you are surrounded by a vibrant artistic world in your country. Every expression is unique, born from an idea or theme inspired by everyday happenings. These themes capture the essence of nature's beauty, the diverse tasks of people, human emotions like love, tolerance, empathy, conflict and innovation, as well as problem solving elements that shape the fabric of human life. Each expression reflects deep thoughts, layered analysis and independent engagement, making it a distinctive manifestation of individual cognitive understanding and creativity.

The art forms practised in India express the daily happenings of respective communities who form the society, reflects on the *gharana* or *parampara* of traditions passed down from one generation to the other in communities, which when documented is a great story of historical evolution and contemporary practices. Taking a few examples in Music the *jaatis* and *gramas* evolved to *ragas*, *geetis*, *dhrupada*, *khyal*, *thumri*, etc. In the historical evolution of dance the *nritta*, *nritya* and *natya* evolved to classical dances and folk dances. Similarly *warli*, *madhubani*, *aipan*, etc., in visual art or *togalu gombeyaata*,

jaatra, *yakshagana* in theatre reveals the wondrous expressions that collectively lead to the creation of something truly aesthetic, which builds the canvas of the society frame by frame. The *Navarasas*—the nine fundamental human emotions—serve as powerful channels to convey countless thoughts in an artistic and profoundly aesthetic manner.

The Indian knowledge system is embedded with gems from the artistic world. The underlying idea behind the publication of textbooks in Arts is to rejuvenate stakeholders in education, helping them understand the existing knowledge base in different areas of art. It further aims towards perspectives to make the Indian Arts valuable to the ever emerging trends in the world through creativity, innovation and continuous progress or evolution. It is always valuable to connect past values, traditions, and artistic endeavours with the present, paving the way for continuous evolution and growth toward the future. Appreciation of whatever is existing complements the skill development and contributes to building proficiency.

The present textbook has been designed in alignment with the recommendations of the National Education Policy (NEP) 2020, and according to the curricular goals, competencies and learning outcomes laid out in the National Curriculum Framework for School Education (NCF-SE) 2023 for Arts Education. The book covers multifaceted areas in Visual Arts, Music, Dance, Theatre. The basic elements that shapes the art forms and gives it the definite base have been discussed in accordance with your

age-appropriate needs and engaging activities for easy and enjoyable comprehension. The content in the textbook will help you to understand the close connection between outstanding expression of artists, their accomplishments and the events of everyday life, as well as the world we live in. This will definitely inspire you to explore different techniques and styles, and even create your own. Each of the activity has been designed to give a unique experience for you. The beauty of art is that the underlying emotion has a lot of similarities in varied forms of art. So, it can connect to people of varied interests and tastes yet each one can find their unique connection to the arts. Apart from the exercises, activities and information given in this book, there are examples of many practical and creative ideas, that can be accessed by scanning the QR codes.

Kriti, has four sections—

-   for Theatre
-   for Music
-   for Dance and Movement
-   for Visual Arts

Here's how the textbook wishes to approach different concepts.

THEATRE

Theatre for the energetic students of Grade 7 brings in equal amounts of fun along with interesting learning of facts and self exploration. From going into the depths of understanding emotions to exploring new art forms like pantomime, they have a whole new world ahead of them. But each chapter is planned

in a way where they not only learn a theatre-related element, but also acquire a new skill that enables them to handle the challenging situations that life throws at them.

- ❖ In the first chapter, they learn empathy and acceptance of others' feelings.
- ❖ The second chapter introduces them to a unique art of Mime! This helps in building non-verbal communication enabling better public interactions.
- ❖ The third chapter builds management and organisational skills through the knowledge of backstage work.
- ❖ The fourth chapter introduces them to the art of storytelling and its rich history in India.

MUSIC

The notes S R G M P D N has unimaginable creative avenues. The patterns which are woven through the ascending and descending notes give us music, in all forms and genres. In Grade 6, different forms and their styles of presentation in different contexts, connecting people to nature, human emotions, iconic artists, impact of musical instruments and voices, the systems of *raga* and *tala*, etc., formed the basis of understanding music, a unique intangible art form. Holistically the content in Grade 6 tried to help you explore the intricate nuances of nada or sound. The Grade 7 textbook takes you on another interesting and erudite journey in music. It lays emphasis on analysis of compositions to comprehend impact of male and female voices, the layers found in different formats of music, tempo, mood, importance of solo and group presentations, synergy between

multiple musicians where harmony, rhythm, and dynamics take on a richer, more complex form; music and emotions through examples of different genres of music like *shabad*, musical narratives or storytelling, classical music and folk music, reforms and messages in society through, role of woman, role of inclusivity, presentation methods and skills, etc. Nuances of both Hindustani and Carnatic Music that includes *ragas*, their elements, compositions, different *talas* and the historical development. In essence, music is much more than just a sequence of notes. It is a form of expression that touches the soul, telling stories, evoking emotions, and connecting to other art forms, a rich tapestry of cultural and emotional expression.

DANCE AND MOVEMENT

This section and the Grade 7 will be focussing on—

- ❖ Movements of various parts of the body in continuation of what they have done in Grade 6.
- ❖ Learning about the interrelationship of the arts, especially looking at sculpture and geometrical shapes.
- ❖ Learning some basic units of dance with steps, jumps and pirouettes becoming comfortable with their body.
- ❖ Comfort level in emotional expressions and connecting them with nature.
- ❖ Creativity with dance movements and hand gestures, and contemporary thought process in dance and movement. Discussion on how these dances convey stories, emotions, and spiritual themes.

- ❖ Gender sensitisation with role-playing regardless of gender.
- ❖ Explore the diversity of Indian dance forms, such as Bharatanatyam, Kathak, Odissi, and regional folk dances and research about notable dance personalities.
- ❖ Importance of team effort and collaborations, and holistic development through dance and movement.
- ❖ Observation of dance gestures (*mudras*) and creating short dance sequences.

VISUAL ARTS

In Grade 6, your attention was focussed on observing nature, people, different types of daily use objects, art traditions and techniques with their multidimensional aspects. Through line, shape, form, colour, value, texture and space, you will have the scope to express in multifarious ways. Similarly, in Grade 7 to understand the concepts better, you will be introduced to a wide range of visual arts' practices that include drawing, painting, design and heritage crafts interspersed with art history. A tiny grass, leaf, stone, cloth, historical monument, utensils in the kitchen, the room where you live or your classroom has so much variety in terms of shape, surface, colour, dimensions, etc. You simply find all these observations and understanding, exotic through gradual discovery. Your expression through sketches, colour, clay, paper folding, etc., makes your engagement interesting, sharpens your mind, and gives you better skills and ideas to express non-verbally culminating to inner joy, and fulfilment in your experience. The chapters also reveal fascinating connections that integrate the visual arts

with theatre, music, dance, science, mathematics, history and various other disciplines. The insights and skills gained through the Visual Arts would help every student communicate their feelings, and ideas in uniquely creative and powerful ways in all aspects of their education, and life.

Still life of objects depicted as icons and symbols, study of colour through the colour wheel, and exercises for colour mixing and matching, theme of portraiture to pay attention to basic ratios and proportions of the human head along with depiction of facial expressions, relief sculpture as examples of art history, exploration of local arts and traditions through textiles and embroidery from different regions and the art of calligraphy, which explore letters, scripts and written words in artistic ways are the different themes in this textbook. This journey in visual arts will not only enhance your creativity but also provides a unique way to express yourself beyond words.

INTEGRATION OF ALL ART FORMS WITH OTHER DISCIPLINES

- ❖ **CULTURAL AWARENESS:** Students learn to value the artistic traditions that form the backbone of India's cultural identity.
- ❖ **CREATIVITY AND EXPRESSION:** Opportunities to experiment with art forms, and encourage individual expression and creativity.

- ❖ **INTERDISCIPLINARY LEARNING:** Links with history, geography, and literature deepen their understanding of the arts in a broader context.
- ❖ **CONNECTION TO HERITAGE:** By studying these art forms, students feel a sense of pride and connection to their cultural roots.
- ❖ This approach ensures that *Kriti* not only educates but also inspires students to engage with and celebrate the incredible artistic legacy of India. It will be interesting to see how activities in each art form integrate with other disciplines like Science, Mathematics, Language, and Social Science, offering a holistic approach to education. Enjoy exploring the diverse facets of art in Grade 7.

Sharbari Banerjee
Member – CAG Arts, Academic Coordinator,
Musicologist
 Department of Education in Arts and Aesthetics
 National Council of Educational
 Research and Training

Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- *(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

NATIONAL SYLLABUS AND TEACHING LEARNING MATERIAL COMMITTEE (NSTC)

1. M.C. Pant, *Chancellor*, National Institute of Educational Planning and Administration (NIEPA) (**Chairperson**)
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5. Shekhar Mande, *Former Director General*, CSIR, Distinguished Professor, Savitribai Phule Pune University, Pune
6. Sujatha Ramdorai, *Professor*, University of British Columbia, Canada
7. Shankar Mahadevan, *Music Maestro*, Mumbai
8. U. Vimal Kumar, *Director*, Prakash Padukone Badminton Academy, Bengaluru
9. Michel Danino, *Visiting Professor*, IIT – Gandhinagar
10. Surina Rajan, *IAS (Retd.)*, Haryana, *Former Director General*, HIPA
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16. Pratyusa Kumar Mandal, *Professor*, Department of Education in Social Science, NCERT, New Delhi
17. Dinesh Kumar, *Professor*, Department of Education in Science and Mathematics, NCERT, New Delhi
17. Kirti Kapur, *Professor*, Department of Education in Languages, NCERT, New Delhi
18. Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development, NCERT, New Delhi (**Member-Secretary**)

TEXTBOOK DEVELOPMENT TEAM

CHAIRPERSON

Sandhya Purecha, *Chairperson*, Sangeet Natak Akademi

CONTRIBUTORS

- ❖ Aradhana Gupta, Artist, *Mentor*, National Mission for Mentoring, *Visual Art Teacher* (Rtd.), Modern School, Barakhamba Road, New Delhi; **CAG (Arts Education)**
- ❖ Bindu Subramaniam, Singer, Songwriter; **CAG (Arts Education)**
- ❖ Jyoti Bhat, *Bharatnatyam Faculty*, Purna Pramati, Bengaluru
- ❖ Kapil Sharma, *Assistant Professor*, Department of Dramatics, Rajasthan University
- ❖ Manasi Prasad, *Carnatic Vocalist*, Board Member, Former *Director*, Indian Music Experience Museum, Bengaluru
- ❖ P. V. Madhusudhanan, *Assistant Professor*, RIE Bhopal
- ❖ Malavika Rajnarayan, Visual Artist and Educator, Visiting Faculty, Azim Premji University, Bhopal
- ❖ Priyadarshini Ghosh, Dancer, Choreographer and Dance Scholar; **CAG (Arts Education)**
- ❖ S. R. Rajashree, *Member*, NSTC Programme Office, *Theatre Consultant*, Chanakya University

- ❖ Shivangi Purohit, *Vice Principal*, Jyoti Public School, New Delhi
- ❖ Siddhi Gupta, *Faculty*, Srishti Manipal Institute of Art, Design and Technology, Bengaluru
- ❖ A. K. Sudhanva, *Theatre Faculty*, Sri Vidya Kendra, Bengaluru
- ❖ Sushma Yadav, *Assistant Professor*, DEAA, NCERT, New Delhi
- ❖ Sharbari Banerjee, *Musicologist*, Department of Education in Arts and Aesthetics, NCERT, New Delhi; **(Member Coordinator); CAG (Arts Education)**

REVIEWERS

- ❖ Anurag Behar, *Member*, National Curriculum Framework Oversight Committee (NOC)
- ❖ Manjul Bhargava, *Co-Chairperson*, NSTC; and *Member*, Coordination Committee, CAG—Preparatory Stage
- ❖ Anuradha Pal, Tabla Maestro, Multi-Percussionist and Music Composer

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TIME ALLOCATION AND ASSESSMENTS

The Arts textbook contains four sections, each dealing with a separate art form. It is important to plan the timetable in a way that distributes the learning of all art forms equally across the year.

As per the NCF-SE 2023, the time allocated for Arts for the entire academic year is — 100 hours (or 150 periods of 40

Under the Illustrative Timetable of the NCF-SE, Arts has been allocated 4 periods during the week and 1 period on Saturday. The document also suggests the use of block periods, where two periods (40 minutes) are combined to make enough time for activity-based classes. This would give a continuous stretch of time (80 minutes, i.e., 1 hr 20

TIME DISTRIBUTION AS PER THE NATIONAL CURRICULUM FRAMEWORK

Art Form	Visual Arts	Music	Dance	Theatre	Multidisciplinary / Experiential Work
Time in hours	20	20	20	20	20
No. of 40 minutes periods	30	30	30	30	30

minutes each). This book has been written keeping in mind this time allocation.

It is preferable to have all four art forms distributed across the week as the progress of all sections would happen simultaneously. It is better to avoid a system where one art form is taken up after the full completion of the other.

minutes). Based on these options the four art forms could be allocated the four periods on weekdays, and Saturday could be used for activities that are interdisciplinary or for taking children on art-based field trips, like concerts, performances or art galleries.

TIME TABLE

TIMETABLE FOR SEPARATE PERIODS DURING THE WEEK — 40 MINUTES PERIODS

Mon	Tue	Wed	Thu	Fri	Sat
	Arts Education (Music)		Arts Education (Visual Art)		Arts Education (Practice Field Trips)
Arts Education (Theatre)					
		Arts Education (Dance)			

TIMETABLE FOR BLOCK PERIODS — 80 MINUTES PERIODS

Week	Mon	Tue	Wed	Thu	Fri	Sat
Week 1		Arts Education (Music) 2 periods combined 80 minutes		Arts Education (Visual Art) 2 periods combined 80 minutes		Arts Education (Practice/ Field Trips)
Week 2		Arts Education (Theatre) 2 periods combined 80 minutes		Arts Education (Dance) 2 periods combined 80 minutes		Arts Education (Practice/Field Trips)

While the first plan with 40 periods will have classes for all four art forms every week, the second plan will have only two art forms per week. Every individual art form would have classes every alternative week. It is important to have all art forms

progressing simultaneously as it would enable the children to understand the inter-connections between the art forms in order to get a holistic understanding.

ASSESSMENT

Assessments in Arts play a crucial role in understanding and nurturing students' creative abilities and artistic growth. Unlike other subjects, Arts assessments focus on evaluating a wide range of skills, including creativity, critical thinking, technical proficiency and expressive capabilities. These assessments are designed not only to measure progress and mastery but also to encourage exploration, self-expression, and a deeper appreciation for the arts.

METHODS OF ASSESSMENTS

As the assessment processes are primarily skill-based, it is not dependent on the 'correct or wrong answer' given by the students. It is, therefore, important not to structure 'tests' with question papers and written answers. This would entirely defeat the purpose of the approach used in the Arts curriculum. A variety of assessment methods such as portfolios, performance reviews, project-based evaluations and reflective self-assessments, can give insights into each student's unique artistic journey.

FORMATIVE AND SUMMATIVE ASSESSMENTS

- ❖ Formative assessment is based on observations in every class and the performance of the child in each activity. Rubrics provided at the end of each chapter help in structuring the scores/grades through the year.
- ❖ Summative assessment is to have a separate day allotted for assessment. Activities conducted in class during the year and its variations can be used to assess the understanding, and ability of the student in the skills and competencies. Examples are given at the end of each section to enable better planning. Whatever is suggested spontaneous creation by students is the merit to be rewarded.

GRADES AND SCORES

Since, the arts is about creativity, visualisation, expression and imagination, it cannot have correct or wrong answers. Scoring here, is, therefore, based on parameters of the level of skill acquired and the competencies acquired by the child. The

teacher is to be completely familiar with the competencies and learning outcomes for each activity in order to have a fair assessment through scores.

A 5-point scale is suggested for marking in every criterion. This would enable teachers, parents and students to get clarity on how the child is progressing. The table below can be used as a reference to mark the 5-point scale in the rubrics that are provided after each chapter.

It is important to combine both quantitative assessment (scores or grades based on rubrics) and qualitative assessment (teacher's observations on the child's behaviour, interest, progress and other aspects that may not be mentioned in the rubrics).

Learning Level of Student	Numerical Scale	Grades
Beginning	1	E
Developing	2	D
Promising	3	C
Proficient	4	B
Excellent	5	A

Assessment criteria is based on Curricular Goals (CG) and Competencies (C) from the National Curriculum Framework '23

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

WELCOME TO YOUR ARTS ADVENTURE!

Dear Young Artists,

Are you ready for an exciting journey through the world of arts—where colours, rhythms, stories, and movements come together to create magic! This book is not just about learning

but about exploring, experimenting, and expressing yourself through Theatre, Music, Dance and Visual Arts, all rooted in the rich traditions of the Indian Knowledge System.

Create. Express. Inspire!

Through this book, you'll see how all these art forms are interconnected—by an interesting concept of ancient architecture. After reading this book, you will never see the ancient buildings in the same way! With new perspectives and new ideas, are you ready to think, create, and bring your ideas to life? Let's begin this exciting adventure together!

Dance will take you on a journey through diverse dance forms. You'll learn about *hastas* and *mudras*, explore the richness of movement, and even try your hand at choreographing your own dance pieces!



In Theatre, you'll step into different characters, discover the power of mime, master backstage skills, and dive into the magic of folk storytelling. More than just performing, theatre will help you understand and build your emotional intelligence.



Music will introduce you to the beauty of Hindustani and Carnatic compositions, while you explore beats, rhythm, and creative expression through practical activities. You will experience how music connects us to our culture and emotions.



Visual Art will open up a world of colours, calligraphy, textiles, and sculpture. You'll learn how artists use these elements to tell stories, preserve traditions, and create something truly unique!



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