

ART EDUCATION

Art Education as a subject consists of Visual (drawing, painting, printing, paper-folding, wall painting, clay-modelling, pottery, rangoli making, mask and puppet making, crafts, photography etc.) and Performing arts (music, dance, theatre, puppetry, story telling etc.). The content, topics or theme for making or the doing art is taken from the subject content of other subjects at this stage. Teachers are requested to value the process of exploring and learning of arts at this stage and not evaluate the end product alone. Art education as it's conceptual nature and scope provides endless space to the learner to go beyond the rigid boundaries of colour, shape or size of the object or subject being represented.

The calendar of activities has been divided in two parts; A (visual Arts) and B (performing arts) for the convenience of the teachers and not otherwise. Art Education syllabus for primary stage is based on National Curriculum Framework 2005.

PART A : VISUAL ARTS

Art Education as visual arts at primary level is to make children familiar with basics of: (i) Line and Form, shapes and sizes of the objects in the immediate surroundings, (ii) Colours and naming them after common objects / flowers / fruits / vegetables / animals and people (iii) Texture of different surfaces, such as; soft, smooth, hard, rough etc., (iv) Composition to learn about 2-D and 3-D space, creative use of colours and forms, installation of 3-D objects, painting landscapes / seascapes, composition based on seasons, sports, parks, situations, arranging patterns, making designs etc. (v) Tools and Techniques of exploring 2-D and 3D methods & materials, such as; drawing, painting, printing, collage making, poster making, paper crafts, clay modelling, pottery, regional crafts & construction of objects, mask making, etc., last but not the least (vi) Appreciation of artefacts and nature.

CLASSES I-III

Method and Materials: At this stage focus is more on observation and exploration. Process of learning experience is considered more important than the final product. Material for making art is suggested to be home made and easily available as resource. Children of this age group enjoy experimenting with variety of materials and objects available to them. Researches indicate that children, if given opportunity, like to narrate their point of view on what they have made!! Therefore they should be given adequate appreciation and time to talk about their work to understand the depth of involvement and experience. They should be encouraged to maintain their work in portfolios which can be very helpful in evaluating their artistic progress.

Learning Outcomes	Suggested Activities	Resources
<p>The Learner;</p> <ul style="list-style-type: none"> - Draws and paints objects of different shapes and sizes, of examples taken from the immediate surroundings - Makes clay-models of fruits, vegetables, boxes, houses, animals, etc., using different shapes. - Identifies and names different Textures. - Develops skill of observation, exploration and becomes aware of his/her surroundings. 	<p>Activity 1.</p> <p>Play quick draw games - draw number of images seen around in the given time.</p> <p><i>Children of classes I-III are faster in making simple line drawings and enjoy competing with others. Therefore 10 minutes is adequate for this activity.</i></p> <p><i>It becomes interesting if adults at home can also join children in quick drawing game.</i></p> <p><i>Ask children talk about why did they select the particular objects for drawing? Appreciate their efforts.</i></p> <p>-Next step can be to colour the drawings with available materials at home.</p> <p>Or</p> <p>-If possible this activity can be done using clay. Children of all ages have great fun while working with clay. And it is therapeutic too.</p> <p>Another interesting medium for the same is;</p> <p>-Use of Chalk or Charcoal sticks on the floor, board, wall or in the court yard of home.</p>	<ul style="list-style-type: none"> - Actual or pictures of toys, household objects, pets, people, plants, trees etc. on - Drawing book/ notebook. - Clay can be prepared at home before hand or procured from a potter. - Scrap book can be created out of used notebooks and papers. - Coloured chalks - Charcoal sticks - Colours can be made at home with the help of

<ul style="list-style-type: none"> - Starts taking responsibilities of keeping surroundings clean. - Arranges different shapes and objects in 2 D and in 3D space. - Draws / paints compositions on variety of themes, such as; myself, my family, my school, my playground etc. - Practices age appropriate techniques, such as; hand painting, thumb painting, blow painting, block printing, tearing & pasting, construction of small toys with wool and cotton, clay modelling etc. 	<p>Activity 2. Collect different leaves, flowers, feathers, twigs etc. from the vicinity. use them to create images of birds and animals. Pressing and drying leaves, flowers and twigs before using them in making art will give better results. (they can dry it while pressing it in news paper/ magazines or old notebooks and books).</p> <p>Activity 3. Hand Painting and printing, Finger printing, Thumb printing to create different shapes, objects, birds, animals. Use only primary colours (Red, Yellow and Blue).</p> <p>Activity 4. Block printing with materials such as; sponge, straws, thread, pebbles, nail-heads, different type of leaves, bark of trees, etc., Play with different type of surfaces and create patterns on paper sheet.</p> <p>Activity 5. Make Viewfinder with a thick sheet of an old card. Method- take a thick paper/card or cover of an old notebook. Cut a rectangle of 5cm X 3cm from middle of this sheet and use it as view finder.</p> <p>Activity 6. -Explore best corners in your room/house, in a garden, in the neighbourhood with the help of view finder and write few lines of appreciation about that. A simple sketch of the same can be preserved for portfolio.</p> <p><i>Those who have smart phone can click pictures as it has ready its own viewfinder.</i></p>	<p>available herbs, flowers, leaves etc.</p> <ul style="list-style-type: none"> - Old magazines and/or newspapers - Glue of any kind, preferably prepared at home. - Wherever possible Smart phone and computer can be a great help in viewing youtube videos, - Smartphone can be helpful in recording and uploading in school websites / on YouTube or sharing art work with teachers. - Collective viewing of selected TV channels, such as; Discovery, Animal planet etc. is recommended.
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	<p>Activity 7.</p> <ul style="list-style-type: none"> - Make painting on simple themes, such as; myself, my family, my school, my park etc. <p>Activity 8.</p> <ul style="list-style-type: none"> - Make Rangoli with leaves, flowers, sand, shells, coloured pebbles etc. at home and take picture or make a sketch of the same for portfolio. <p>Activity 9.</p> <ul style="list-style-type: none"> - Create figures and sceneries using tear and paste technique. Themes can be; my house, trees I like, sun, night sky with stars etc. <p><i>(children like tearing papers in small pieces, putting them together to create objects of their liking is a fun).</i> Use one side use papers for this activity. Young and old at home can join as team in this activity and have lots of fun. Use of old magazines is preferred for the activity, because of it's thickness and colours.</p>	
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CLASSES: IV-V

Method and Materials: At this stage children have already picked up skills and vocabulary of basic art forms therefore focus is more on exploration, experimentation, creation and presentation. Process of learning experience are very important than the final product at this stage too, as children need to be free for experimenting and expressing without being afraid of any judgment or failure. Material for artistic expression is suggested to be regional and those which are easily available.

Learning Outcomes	Suggested Activities	Resources
<p>The learner;</p> <ul style="list-style-type: none"> - Identifies different geometrical shapes in objects such as; furniture, buildings/ monuments, plants & trees etc. - Draws and paints objects and scenes of his/her liking using appropriate colours. - Draws / paints compositions on themes, such as; myself, my family, my school, my park etc. - Knows names of secondary colours. - Creates chart of secondary colours and their shades. - Makes clay models of items such as; furniture, means of transportation, fruits, vegetables etc., using geometrical shapes. - Beautifies surroundings (own room, own home, boundary walls of own house, using 2D and 3D objects. 	<p>Activity 1</p> <p>-Painting on themes, such as, my school, my play ground, my classroom, monuments of personal liking. Try to follow the regional / folk style of painting/wall painting (Gond, Madhubani, Warli, Mandna, Rangoli, Sanjhi etc.) of your area or the one that you like the most.</p> <p>The art work can be added to portfolio for teacher/s to see.</p> <p>Activity 2.</p> <p>Quick game of object drawing to know 'Who is Quicker ?' in drawing of household objects (10 seconds to each object) Elders in the family can join and make the game a fun. The process can be recorded with mobile phone and shared with the school later on.</p> <p>Activity 3.</p> <p>Draw & paint objects of one colour with it's different shade. For example; Green of spinach, of leeks, of tree leaves of bitter gourd, of water melon, etc.</p> <p>This activity is fun as they start understanding the treasure of different hues and shades present in nature.</p> <p>Activity 4.</p> <p>Make colour chart of your own showing primary and secondary colours.</p> <p>Take a picture and share with teacher.</p> <p>Activity 5.</p> <p>Create clay models of commonly seen/found objects, such as; drawing room furniture, means of transportation, animals and birds and animals that you</p>	<ul style="list-style-type: none"> - Drawing book/ notebook, chart paper etc., - Pictures of regional wall paintings, Rangoli etc. for reference. - Clay can be prepared at home before hand. - Scrap book can be created out of the used notebooks or chart papers. - Colours can be prepared at home from herbs, dyes, leaves, flowers, stones etc. - Regional dyes/colours used for painting can be explored before buying branded colours. - Old charts, magazines or newspapers - Glue, sponge, pieces of different fabrics, sand, wool, feathers, potters clay, etc. - Wherever possible Smart phone and

<ul style="list-style-type: none"> -Identifies and appreciates different textures of; household objects, wood, cotton, wool, silk, etc. - Makes creative designs through; thumb painting, blow painting, block printing. - Constructs stuffed toys with wool, cotton or cloth cuttings. - Makes clay models using coil, slab, pressing and pinching method. - Exhibits skill of ;observation, exploration, experimentation, problem solving. - Shows awareness of the immediate surroundings and accepts responsibility of beautifying and keeping surroundings clean. - Starts communicating on social issues and practices personal and social value. 	<p>would like to protect, fruits and vegetables that one should eat, etc. Make video of the objects made and share with the friends and teachers.</p> <p>Activity 6. Make boarder designs with block printing using materials such as; sponge, thread, pebbles, nail-head, leaves etc. -Create your own block from soft wood or from waste of vegetable /fruit peals to play and print from different type of surfaces. Keep art work in the portfolio and make video or take pictures of the art work to be shared with teacher/s, family and friends.</p> <p>Activity 7. Blow painting- drop a drop of diluted colour/s or ink on surface of a white paper sheet and blow it from different sides using a straw. <i>(Children like this activity as it results into an unpredictable visual which keeps leading the doer to a sea of joy and creativity. This activity is considered a good exercise for the lungs)</i></p> <p>Activity 8. Make your own stuff toys; using folk styles of making birds, animals, fruits, vegetables etc.</p> <p>Activity 9. Create Poster compositions on simple themes, such as; “Save Water”, “ Save Tree, Save Environment”, “ I Wash Hands Before Touching My Nose, Eyes and Mouth”, “I love My Country”, I respect Elders”, etc. etc.</p> <p>Activity 10. Make Rangoli with leaves, flowers, sand, shells, coloured pebbles etc. in front of your home and take picture or make a sketch of the same for portfolio.</p>	<p>computer can be a great help in recording the process and work, in viewing youtube videos, exploring related links/ videos on NROER, NCERT</p> <ul style="list-style-type: none"> - Smartphone can be helpful in recording and uploading in school websites / on YouTube or sharing art work with teachers. - Collective viewing of selected TV channels, such as; Discovery, Animal planet etc. is recommended.
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PART B : PERFORMING ARTS

The performing arts' consist of Music, Dance and Theatre and are considered to be very close to the young hearts. These are very natural to every child and they are involved in them effortlessly. Performing arts provide them with opportunities to engage their mind and body into a holistic expression as it involves; cognitive, psycho-motor and affective domains simultaneously. Students get exposed to different sounds, movement, rhythm while they start understanding their own voice, sounds around them, creating different sounds, difference between noisy/ harsh and soothing /musical sounds and develop appreciation for musical sounds in nature and those created by people. They start taking more interest in their regional / folk performing arts and learn to participate in different art forms and express joyfully.

CLASSES I-III

Method and Materials: At this stage focus of learning performing arts is more on observation and exploration and emphasis is more on aspects of sound, rhythm, body movement, performance/ presentation and art appreciation.. Process or learning is more important than the final performance/presentation. Instruments, make-up, costumes, props etc. should preferably be regional and local specific. Students of this age group enjoy experimenting with variety of materials and objects available to them.

Learning Outcomes	Suggested Activities	Resources
The learner; <ul style="list-style-type: none">- Listens to sounds in the immediate surroundings carefully.- Imitates sounds of different birds, animals and moving objects/machines.- Imitates body movement of	Activity 1. <p>How many type of birds are there in your neighbourhood?</p> <ul style="list-style-type: none">-Make children close their eyes and concentrate on chirping sounds in the morning, or evening and try to identify name of the birds.- Same can be done with other sounds. <p>Find the source of the sound and name it, direction from where the sound is coming e.g.; sound of wind, dogs, of Car/scooter, aeroplane, generator etc.</p> Activity 2.	<ul style="list-style-type: none">- Guided viewing of animal planet, discovery channel, youTube videos etc.- Audio and/or Video clips on selected sounds of birds, animals and objects.- Video clips of voices of different

<p>animals, birds and people around.</p> <ul style="list-style-type: none"> - Creates sound of rain drops, thunder of clouds, storm, sea, rustling of trees etc using own body and/or with available objects. - Sings poems using simple rhythm. - Narrates stories using different sounds and some facial expression to create impact. - Plays different roles for example; teacher, policeman, doctor, mother, father, grandparents, hawkers etc. - Sings/chants devotional music usually sung by elders at home - Dances to any rhythmic tune using hands and feet with proper expression - Identifies some of the regional musical instruments. - Likes to play simple musical instruments available. 	<p>Imitate different sounds, such as; sound of peacock, cuckoo, sparrows, elephant, lion, dog, cat, horse etc. Sound of the school bell, temple bells etc.</p> <p><i>Parents can help taking video of such activities and share with the teacher/s.</i></p> <p>Draw and talk about these object/bird/animal. (sheets can be added in portfolio)</p> <p>Activity 3.</p> <p>Listen to the sound of rain and create similar , storm, sea storm, thundering of clouds or any other sound/s in nature that the child likes.</p> <p>Parents, grand parents can join children and make it fun. Record it and share for school records. Children like to see their own videos. It helps them appreciate their performance and learn further.</p> <p>Activity 4.</p> <p>Encourage children pretend to be the animal, bird, object or persons. Sing the related poem/s and make matching dance movements, Follow the rhythm. The poem can be from the language textbooks.</p> <p>Children can be given opportunity to listen to the audio recordings of selected music – instrumental and vocal. Such audio files can be sent using whatsApp.</p> <p>Activity 5.</p> <p>Select situation or story (story can also be from textbooks) and ask child/children to narrate it dramatically using different sound and movement.</p> <p>Encourage children to add appropriate moods to the situation. For example; ‘Lion was very angry but mouse was scared’, ‘Dog was very kind to the cat but cat was still afraid’ etc.</p>	<p>people, with voice modulation and with specific expression.</p> <ul style="list-style-type: none"> - Audio/Videos of different musical instruments. - Costumes and Make up, Head gears and masks with available resources. - Video clips on selected body movements and facial expressions. e.g. https://www.youtube.com/watch?v=bk-o3JGo88w https://www.youtube.com/watch?v=JKmL-uwAJwU https://www.youtube.com/watch?v=WdRXezT5dNM&t=7s - Pictures of regional, community or family dances. - Participation in family / community celebrations.
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<ul style="list-style-type: none"> - Can identify and move different parts of the body like waist, shoulders, knees, toes etc. - Participates happily in group dance and role play - Tries to sing poems, school prayer/s, patriotic songs with interest. - Exhibits body balance while making different dance movements. - Appreciates performances seen on TV, YouTube videos of; Music, Dance, Puppet shows etc. And shares his likes on the same. 	<p>They can also be asked to create a script in their own language . This gives a specific frame to the storyline</p> <p>Activity 6. <i>‘Dance like a robot or/and puppet’ .</i> Tell children to do warm up exercises before starting the dance by gradually moving each part of the body, hands, arms, shoulders, head and neck. Feet and toe, legs and waist etc. After the warm up, child can perform movements like a puppet on a given situation, such as; ‘getting up from chair and walking to the door in rhythm’, ‘performing, on any song of their liking’ flying kite etc.</p> <p>Activity 7. Watch /listen to the audio-video clippings of various musical instruments, like; dhol, dholak, duff, magic of ghungroos, flute, tabla, sitar, harmonium, etc. Play and record music created with the help of kitchen utensils. Listen to the national anthem and morning prayers (audio recordings can be shared through whatsApp), mantra uchcharan, hymns, shabad, so that they pick up the correct pronunciation .</p> <p>Activity 8. Practise free body movements in open space for simple delight, such as; moving with the music, flying like clouds, swinging arms, moving around like butterfly, taking rounds etc. Observe and imitate movement of birds in the sky, butterflies around the flowers, dancing trees with wind etc. Guided viewing of TV documentaries/programmes on birds,</p>	
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	<p>animals, nature can be very helpful in learning better, when children are at home. <i>Recommendation from school can guide them do it with purpose.</i></p> <p>Activity 9. Games – children can play games such as dumb-charade with family. This is learning with fun. It can be based on; situations, roles, our helpers, name of animals, birds etc. Children can take turn with parents/elders on this game. This can also be done to communicate situations, such as; I am hungry, I want to eat, I am cleaning my teeth, taking bath etc.</p> <p>Activity 10. Viewing videos of own performances. Discussion on TV programs (those are approved by the family) on Dance and Music to encourage free expression of ones likes on different performances. This will help child in improving his/her reflective thinking</p>	
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CLASSES IV-V

Method and Materials: At this stage also the focus of learning performing arts remains same as mentioned for classes I-III with an added aspect of ‘space’ along with sound, rhythm, body movement, performance/presentation and art appreciation. Process of learning remains more important than the final performance/presentation. Content, instruments, make-up, costumes, props etc. should preferably be regional and local specific. Students of this age group enjoy experimenting with variety of materials and objects available to them. They like to make their own instruments, write own poems, design costumes etc. Therefore a non-judgemental environment can help nurture their creative potential.

Learning Outcomes	Suggested Activities	Resources
<p>The learner;</p> <ul style="list-style-type: none"> - Listens and differentiates sounds of different birds in the immediate surroundings. - Imitates and documents sounds of different birds, animals and moving objects/machines. - Makes rhythmic body movement, imitating animals, birds and people around. - Likes to listen to the sound of different musical instruments, such as; khanjira/ ghungroo/ dholak/ sarangi /shehnai etc - Creates sound of rain drops, thunder of clouds, storm, sea, rustling of trees etc using own body and/or with available objects. - Sings poems with expression using simple rhythm. - Identifies regional Music/ Folk Music 	<p>Activity 1. Identify the type of birds are there in your neighbourhood?</p> <ul style="list-style-type: none"> - Concentrate and listen to the sound of birds from your home and try to identify the birds with their name. - Same can be done with other sounds. For example; sound of rain or wind, animals, of vehicles, machines, generator etc. <p>Find the direction and approximate distance from where the sound is coming. <i>(A small project can be documented for portfolio)</i></p> <p>Activity 2. Imitate different sounds, such as; sound of peacock, cuckoo, sparrows, of elephant, lion, dog, cat, horse etc. Sound of the school bell, of temple bells etc. Sound of different vehicles/ means of transportation such as; scooter, cycle, car, bus, train, ship etc. <i>(can record video of such activities and share with the teacher/s).</i></p> <p>Drawing with little description of these can also be prepared by the child and kept in the portfolio)</p> <p>Activity 3. Listen and create sound of rain, storm, sea waves, thundering of clouds or any other sound/s in nature using your body.</p> <p>Parents, grand parents can join children and take turn to make it fun. Children can record it and share for school records. Children like to make their own videos and share on youTube. It helps them appreciate their own performances and explore similar from others and learn further.</p>	<ul style="list-style-type: none"> - Guided viewing of animal planet, discovery channel, youTube videos etc. - Audio and/or Video clips on sounds of birds, animals and objects. - Video clips of personalities in music, dance, theatre, painters, sculptors, puppetiers, national leaders etc. https://www.youtube.com/watch?v=iVLXnAMAVyQ https://www.youtube.com/watch?v=rCJZ6aDKStQ - Audio/Videos of different musical instruments. - Costumes and Make up, Head gears and masks with available resources. - Video clips on selected regional dances and body movements,

<p>of different states and likes.</p> <ul style="list-style-type: none"> - Narrates stories using different sounds with facial expressions to create impact. - Plays role of different persons and personalities; for example; teacher, policeman, doctor, grandparents, farmer, Mahatma Gandhi, political leaders, scientists etc. - Identifies and documents some of the regional musical instruments. - Likes to play simple musical instruments available. - Uses hand and foot movements with folk music and rhythm. Tries to make hast mudra on their own, Moves different parts of the body like waist, shoulders, knees, toes etc. - Participates happily in group dance and role play 	<p>Activity 4.</p> <p>Encourage children pretend to be the person or personality of their choice from; teacher, policeman, doctor, grandparents, farmer, Mahatma Gandhi, political leaders (local or national), a scientist etc., read about them and play the/their role. They can sing poem/song about the character or the role they are playing.</p> <p>For rhythm they can use simple clapping of hands or tapping with the foot. Selecting accompanying beats/music from keyboard, dholak, khartal, dandiya sticks ,thaali etc (whatever is possible) would add to the presentation.</p> <p>The above activity can be selected from the language textbooks.</p> <p>They can be guided to explore internet (if available) or books to find out about the person or personality). Record the performance and share. Such audio-video files can be sent using whatsapp.</p> <p>Activity 5.</p> <p>Guide children to explore and to listen to the audio recordings of selcted musical – instrumental and vocal compositions. Preferably regional or of selected National /international performers in; music, dance, theatre and puppetry. Such audio files or links can be shared using whatsapp.</p> <p>e.g.</p> <p>https://www.youtube.com/watch?v=52WQwTyaNRU</p> <p>https://www.youtube.com/watch?v=2Ub98vIXPcg</p> <p>https://www.youtube.com/watch?v=Ru7IWs-QbZk</p> <p>https://www.youtube.com/watch?v=Pyhpm4wQPPs</p>	<p>facial expressions and moods.</p> <p>https://www.youtube.com/watch?v=LPjtbMn9Tns</p> <p>https://www.youtube.com/watch?v=SD23tzTVnKM&t=2s</p> <ul style="list-style-type: none"> - Pictures or recording of family / community celebrations.
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<ul style="list-style-type: none"> - Sings poems, school prayer/s, patriotic songs, folk songs with interest. - Balances body weight, can walk with grace and proper posture. -Explores open and close space for body movement. - Appreciates performances seen on TV, on YouTube, of his/her peers, family etc. ; Music, Dance, Puppet shows etc. And gives his/her observations on the same. 	<p>Activity 6. Take pictures of the regional instruments and write 5 lines about each instrument. -Inspire children to create their own musical instruments. Play it and record it's making process and the sound it makes.</p> <p>Activity 7. Take pictures of any one regional dance/drama, which is performed on special occasions, festivals etc. Write 10 lines about that performance and what you like most about that art form. Inspire children to search about that dance or theatre form on internet and learn more about that. -Ask children practise any one regional dance of their liking and document it as video for sharing with the teacher/s and friends.</p> <p>Activity 8. Encourage children watch /listen to the audio-video clippings of instruments, like; flute, tabla, sitar, harmonium, guitar, etc. Listen to the national anthem and morning prayers (audio recordings can be shared through whatsApp), so that they pick up the correct pronunciation. Listen to the recording of seven notes and practice seven notes (sa re ga ma pa dha ni sa ..) on instrument of your choice. Or/and vocal practice of the seven notes. https://www.youtube.com/watch?v=JlFfMN6E9DA Record and share.</p> <p>Activity 9. Practise free body movements in open spaces for simple delight, such as; moving with the music, flying like clouds, swinging arms and legs, moving around</p>	
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	<p>like butterfly, taking rounds, jumping like deer, walking like peacock, etc.</p> <p>Practise the same movements in close room, with less space and tell the difference they feel.</p> <p><i>For better learning provide them with appropriate background music beats.</i></p> <p>Activity 10.</p> <p>Games – children can play games such as dumb charades with family. This is learning with fun. It can be based on; social situations, national personalities, animals, birds etc.</p> <p>Children can take turn with parents/elders on this game.</p> <p>This can also be done to communicate moods, such as; I am very happy, I am sad, I love my pet, My mother is very kind to me, I hate unclean surroundings and love to clean it, I do not like to be Violent to animals etc.</p> <p>Activity 11.</p> <p>Viewing videos of own performances.</p> <p>Discussion on TV programs (those are approved by the family and teachers) on Dance and Music to encourage free expression of ones likes on different performances.</p> <p>This will help child in improving his/her analytical and reflective thinking</p> <p>Children can also be given link of the audio and video recordings of selcted instumental and vocal music (regional and classicle).</p> <p>Such audio files can be sent using whatsApp.</p>	
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SUBJECT: ART EDUCATION

Classes: I to V

Art Education as a subject consists of visual arts (drawing, painting, printing, paper-folding, wall painting, clay-modelling, pottery, rangoli making, mask and puppet making, crafts, photography, etc.) and Performing arts (music, dance, theatre, puppetry, storytelling etc.). The content, topics or theme for making or doing art is taken from the subject content of other subjects at this stage. Teachers are requested to value the process of exploring and learning of arts at this stage and not evaluate the end product alone. Art education as it's conceptual nature and scope provides endless space to the learner to go beyond the rigid boundaries of colour, shape or size of the object or subject being represented.

The calendar of activities has been divided in two parts; A (visual Arts) and B (performing arts) for the convenience of the teachers. The Art Education syllabus for primary stage is based on National Curriculum Framework 2005.

PART A: VISUAL ARTS

Art Education as visual arts at the primary stage is to make children familiar with the basics of—

- (i) line and form, shapes and sizes of the objects in the immediate surroundings,
- (ii) colours and naming them after common objects / flowers / fruits / vegetables / animals and people,
- (iii) texture of different surfaces, such as; soft, smooth, hard, rough, etc.,
- (iv) composition to learn about 2-D and 3-D space, creative use of colours and forms, installation of 3-D objects, painting landscapes / seascapes, composition based on seasons, sports, parks, situations, arranging patterns, making designs, etc.
- (v) tools and techniques of exploring 2-D and 3D methods and material, such as, drawing, painting, printing, collage making, poster making, paper



crafts, clay modelling, pottery, regional crafts & construction of objects, mask making, etc., and finally,

(vi) appreciation of artifacts and nature.

Classes I-III

Method and Material: At this stage more focus is on observation and exploration. Process of learning experience is considered more important than the final product. Material for making art is suggested to be home made and easily available as resource. Children of this age group enjoy experimenting with variety of materials and objects available to them. Researches indicate that children, if given opportunity, like to narrate their point of view on what they have made!! Therefore they should be given adequate appreciation and time to talk about their work to understand the depth of involvement and experience. They should be encouraged to maintain their work in portfolios which can be very helpful in evaluating their artistic progress.

Learning Outcomes	Suggested Activities	Resource(s)
<p>The learner</p> <ul style="list-style-type: none"> draws and paints objects of different shapes and sizes, of examples taken from the immediate surroundings makes clay-models of fruits, vegetables, boxes, houses, animals, etc., using different shapes. identifies and names different Textures. develops skills of observation, exploration and becomes aware of his/her surroundings. 	<p>WEEK 5</p> <p>Activity 1 Make Viewfinder with a thick sheet of an old card.</p> <p>Method- take a thick paper/card or cover of an old notebook. Cut a rectangle of 5cm X 3cm from middle of this sheet and use it as view finder. Explore best corners in your room/house, in a garden, in the neighborhood with the help of view finder and write few lines of appreciation about that. A simple sketch of the same can be preserved for portfolio. <i>Those who have smart phone can click pictures as it has ready its own viewfinder.</i></p> <p>WEEK 6</p> <p>Activity 2 Make colour drawing or painting on simple themes, such as, myself, my family, my school, my park, etc. (student can think of a theme of his/her liking)</p>	<ul style="list-style-type: none"> Actual or pictures of toys, household objects, pets, people, plants, trees etc. on Drawing book/notebook. Clay can be prepared at home before hand or procured from a potter. Scrap book can be created out of used notebooks and papers.



<ul style="list-style-type: none"> • starts taking responsibilities of keeping surroundings clean. • arranges different shapes and objects in 2 D and in 3D space. • draws / paints compositions on variety of themes, such as; myself, my family, my school, my playground etc. • practices age appropriate techniques, such as; hand painting, thumb painting, blow painting, block printing, tearing & pasting, construction of small toys with wool and cotton, clay modelling etc. 	<p>WEEK 7</p> <p>Activity 3</p> <ul style="list-style-type: none"> • Make Rangoli in your room or in front of your house with leaves, flowers, sand, shells, coloured pebbles etc. <p>WEEK 8</p> <p>Activity 4</p> <ul style="list-style-type: none"> • Create image of an objects or make scenery using tear and paste technique. Themes can be; my house, trees I like, sun, night sky with stars, etc. <p><i>(Children like tearing papers in small pieces, putting them together to create objects of their liking).</i> Young and old at home can join as team in this activity and have lots of fun. Use of old magazines is preferred for the activity, because of their thickness and colours.</p> <p>WEEK 9</p> <p>Activity 5</p> <ul style="list-style-type: none"> • Make different designs using colour dipped thread in your drawing book/ paper sheet. <p>Instructions- take strong cotton thread of 15 inches long. Dip 10 inches of it from one end in any one colour of your choice. Take A-4 sheet, fold it from center and place the colored part of the thread on folded half in a coil like shape, while holding the dry end of thread. Now press the other half of folded paper on and pull the thread out.</p> <ul style="list-style-type: none"> • Amazing, this will create a symmetrical designs divided by the center line. • This activity can be explained to explain the concept of 'mirror image' and the concept of symmetry. <p>WEEK 10</p> <p>Activity 6</p> <ul style="list-style-type: none"> • Create mask for your face using thick paper. You can make it look like yourself using colours, pieces of wool, thread, cuttings of cloth etc. to decorate it. • Use old newspaper or one side use paper for practising the skill. • Teacher can demonstrate the basic skills of making any mask, such as, <ul style="list-style-type: none"> ✓ Mask is symmetrical therefore it can be done best by folding a paper in two equal parts to find the center line of the mask ✓ draw eye, nose and mouth from the center line on the folded sheet. 	<ul style="list-style-type: none"> • Coloured chalks • Charcoal sticks • Colours can be made at home with the help of available herbs, flowers, leaves, etc. • Old magazines and/or newspapers • Glue of any kind, preferably prepared at home. • Wherever possible Smart phone and computer can be a great help in viewing YouTube videos, • martphone can be helpful in recording and uploading in school websites / on YouTube or sharing art work with teachers. • Collective viewing of selected TV channels, such as; Discovery, Animal planet etc. is recommended.
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	<ul style="list-style-type: none"> ✓ cut out the space made for eyes ✓ colour it, paste / fix features on it and decorate it to your liking as it is your mask. ✓ Tie a thick thread or elastic band on two ends in line with placement of eyes to fix it on your head. <p>Now you have a new face to show. You can decide to look happy or sad by making mask of the type.</p> <p><i>Note: Parents and elder in the family need to help child handle scissors.</i></p> <p>WEEK 11</p> <p>Activity 7</p> <ul style="list-style-type: none"> • Create mask for an animal of your liking using thick paper. • You can make it look like yourself using colours, pieces of wool, thread, old cloth or cuttings of cloth, buttons for eyes etc. • Use old newspaper or used paper for practising the skill. • The technique of making mask is same but it needs lots of practice to match it with the face of a particular animal. <p>WEEK 12</p> <p>Activity 8</p> <ul style="list-style-type: none"> • Artistic display of mask on your room wall. • Paste the 2-D mask on a contrast colour sheet, which is double the size of your mask. Fix your mask with the help of glue or tape on it. Draw the body (bust, legs, arms, etc.) below the mask/head. Give simple border on this sheet and display it on the wall. <p><i>Take picture or make a sketch of the same for portfolio.</i></p>	
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Classes IV-V

Method and Material: At this stage children have already picked up skills and vocabulary of basic art forms therefore focus is more on exploration, experimentation, creation and presentation. The process of learning is very important than the final product at this stage too, as children need to be free for experimenting and expressing without being afraid of any judgment or failure. Material for artistic expression is suggested to be regional and those which are easily available.

Learning Outcomes	Suggested Activities	Resource(s)
<p>The learner</p> <ul style="list-style-type: none"> identifies different geometrical shapes in objects such as; furniture, buildings/monuments, plants & trees etc. draws and paints objects and scenes of his/her liking using appropriate colours. draws / paints compositions on themes, such as; myself, my family, my school, my park etc. knows names of secondary colours. creates chart of secondary colours and their shades. makes clay models of items such as; furniture, means of transportation, fruits, vegetables, etc., using geometrical shapes. beautifies surroundings (own room, own home, boundary walls of own house, using 2D and 3D objects). 	<p>WEEK 5</p> <p>Activity 1</p> <ul style="list-style-type: none"> Create clay models of commonly seen/found objects, such as; drawing room furniture, means of transportation, animals and birds and animals that you would like to protect, fruits and vegetables that one should eat, etc. <p>Make video of the objects made and share with the friends and teachers.</p> <p>WEEK 6</p> <p>Activity 2</p> <ul style="list-style-type: none"> Make boarder designs with block printing using materials such as; sponge, thread, pebbles, nail-head, leaves etc. Create your own block from soft wood or from waste of vegetable /fruit peals to play and print from different type of surfaces. <p>Keep art work in the portfolio and make video or take pictures of the art work to be shared with teacher/s, family and friends.</p> <p>WEEK 7</p> <p>Activity 3</p> <ul style="list-style-type: none"> Blow painting- drop a drop of diluted colour/s or ink on surface of a white paper sheet and blow it from different sides using a straw. <p><i>(Children like this activity as it results into an unpredictable visual which keeps leading the doer to a sea of joy and creativity. This activity is considered a good exercise for the lungs)</i></p>	<ul style="list-style-type: none"> Drawing book/ notebook, chart paper etc., Pictures of regional wall paintings, Rangoli etc. for reference. Clay can be prepared at home before hand. Scrap book can be created out of the used notebooks or chart papers. Colours can be prepared at home from herbs, dyes, leaves, flowers, stones, etc. Regional dyes/ colours used for painting can be explored before buying branded colours. Old charts, magazines or newspapers



<ul style="list-style-type: none"> identifies and appreciates different textures of; household objects, wood, cotton, wool, silk, etc. makes creative designs through; thumb painting, blow painting, block printing. constructs stuffed toys with wool, cotton or cloth cuttings. makes clay models using coil, slab, pressing and pinching method. exhibits skill of— observation, exploration, experimentation, problem solving. shows awareness of the immediate surroundings and accepts responsibility of beautifying and keeping surroundings clean. starts communicating on social issues and practices personal and social value. 	<p>WEEK 8</p> <p>Activity 4</p> <ul style="list-style-type: none"> Make your own stuffed toys; using folk styles of making birds, animals, fruits, vegetables, etc. <p>WEEK 9</p> <p>Activity 5</p> <ul style="list-style-type: none"> Create Poster compositions on simple themes, such as; “Save Water”, “ Save Tree, Save Environment”, “ I Wash Hands Before Touching My Nose, Eyes and Mouth”, “I love My Country”, I respect Elders”, etc. etc. <p>Teacher/parent can guide child on difference between scenery and poster. Share basic/ simple characteristics of Poster, such as; (i) a caption and a message to be given (ii) Caption should be prominent and easily readable (iii) image /illustration to support the caption. Ask students to use only three colours at this stage.</p> <p>It is good if they use poster colours, but in case of non – availability they are free to use pens, pencils or any other colours they have.</p> <p>WEEK 10</p> <p>Activity 6</p> <ul style="list-style-type: none"> Make Rangoli with leaves, flowers, sand, shells, coloured pebbles etc. in front of your home and take picture or make a sketch of the same for portfolio. <p>WEEK 11</p> <p>Activity 7</p> <ul style="list-style-type: none"> Create mask for your face using thick paper. You can make it look like yourself using colours, pieces of wool, thread, old cloth or cuttings of cloth etc. to make hair style, eyes etc. Use old newspaper or one side use paper for practicing the skill. -Teacher can demonstrate the basic skills of making any mask, such as, <ul style="list-style-type: none"> ✓ Mask is symmetrical therefore it can be done best by folding a paper in two equal parts to find the center line of the mask ✓ draw eye, nose and mouth from the center line on the folded sheet. ✓ cut out the space made for eyes ✓ colour it, paste/fix features on it and decorate it to your liking as it is your mask. 	<ul style="list-style-type: none"> Glue, sponge, pieces of different fabrics, sand, wool, feathers, potters clay, etc. Wherever possible Smart phone and computer can be a great help in recording the process and work, in viewing youtube videos, exploring related links/ videos on NROER, NCERT Smartphone can be helpful in recording and uploading in school websites / on YouTube or sharing art work with teachers. Collective viewing of selected TV channels, such as; Discovery, Animal planet etc. is recommended.
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	<p>✓ Tie a thick thread or elastic band on two ends in line with placement of eyes to fix it on your head.</p> <p>Now you have a new face to show. You can decide to make you look happy, angry, crying by making mask of the type.</p> <p>WEEK 12</p> <p>Activity 8</p> <ul style="list-style-type: none"> • Create mask for any animal of your liking using thick paper. <p>You can make it look like yourself using colours, pieces of wool, thread, old cloth or cuttings of cloth, buttons for eyes etc.</p> <ul style="list-style-type: none"> • Use old newspaper or used paper for practicing the skill. <p>The technique of making mask is same but it needs lots of practice to match it with the face of a particular animal.</p> <p>The technique of making mask is same but it needs lots of practice to match the face with particular animal or bird.</p> <p><i>Children like to make masks of cartoon characters they like. In any case, it is better to make them draw the character they want to make mask of.</i></p> <p>Video on Ten little animals can also be viewed before and after making the masks. Children can sing and do role play on this.</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5e834dbb16b51c278403bf13</p>	
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PART B: PERFORMING ARTS

The performing arts consist of Music, Dance and Theatre and are considered to be close to the young hearts. These come naturally to every child and they are involved in them effortlessly. Performing arts provide them with opportunities to engage their mind and body into a holistic expression as it involves; cognitive, psycho-motor and affective domains simultaneously. Students get exposed to different sounds, movement, rhythm while they start understanding their own voice, sounds around them, creating different sounds, difference between noisy or harsh and soothing or musical sounds and develop appreciation for musical sounds in nature and those created by people. They start taking more interest in their regional or folk performing arts and learn to participate in different art forms and express joyfully. “Children between the ages of 2 to 8 also have an extremely flexible capacity to learn multiple languages, which is a crucial social capacity that must be harnessed,” NEP 2020 draft. Learning folk or regional songs in different languages will harness the above capacity

Classes I-III

Method and Materials: At this stage focus of learning performing arts is more on observation and exploration and emphasis is more on aspects of sound, rhythm, body movement, performance/ presentation and art appreciation. The process of learning is more important than the final performance/presentation. Instruments, make-up, costumes, props, etc., should preferably be regional and local specific. Students of this age group enjoy experimenting with variety of materials and objects available to them.

Learning Outcomes	Suggested Activities	Resource(s)
<p>The learner</p> <ul style="list-style-type: none"> listens to sounds in the immediate surroundings carefully. 	<p>WEEK 5</p> <p>Activity 1</p> <p>Children can be given opportunity to listen to the audio recordings of selected artists on music – instrumental and vocal. Such audio files can be sent using WhatsApp / watching DD Bharti</p>	<ul style="list-style-type: none"> Guided viewing of animal planet, discovery channel,



<ul style="list-style-type: none"> poems using simple rhythm. narrates stories using different sounds and some facial expression to create impact. plays different roles. For example, teacher, policeman, doctor, mother, father, grandparents, hawkers etc. sings/chants devotional music usually sung by elders at home dances to any rhythmic tune using hands and feet with proper expression identifies some of the regional musical instruments. identifies folk songs sung in different languages / dialect (in the nearby surroundings or through any electronic media) likes to play simple musical instruments which are available. can identify and move different parts of the body like waist, shoulders, knees, toes, etc. tries to sing poems, school prayer/s, patriotic songs with interest. exhibits body balance while making different dance movements. appreciates performances seen on TV, YouTube videos of; Music, Dance, Puppet shows, etc. And appreciates the same. They are also motivated 	<p>WEEK 6</p> <p>Activity 2</p> <p>Select situation or story (story can also be from textbooks) and ask child/children to narrate it dramatically using different sound and movement.</p> <p>Encourage children to add appropriate moods to the situation. For example; ‘Lion was very angry but mouse was scared’, ‘Dog was very kind to the cat but cat was still afraid’ etc.</p> <p>They can also be asked to create a script in their own language. This gives a specific frame to the storyline</p> <p>WEEK 7</p> <p>Activity 3</p> <p>‘Dance like a robot or/and puppet’.</p> <p>Tell children to do warm up exercises before starting the dance by gradually moving each part of the body, hands, arms, shoulders, head and neck. Feet and toe, legs and waist etc.</p> <p>After the warm up, child can perform movements like a puppet on a given situation, such as; ‘getting up from chair and walking to the door in rhythm’, ‘performing, on any song of their liking’ flying kite etc.</p> <p>WEEK 8</p> <p>Activity 4</p> <ul style="list-style-type: none"> Watch /listen to the audio-video clippings of various artists / musical instruments, like; dhol, dholak, duff, magic of ghungroos, flute, tabla, sitar, harmonium, etc. Play and record music created with the help of kitchen utensils or any other material which has a melodious sound like bamboo strips, metal pipes etc. Listen to the national anthem and morning prayers (audio recordings can be shared through whatsapp), mantra uchcharan, hymns, shabad, so that they pick up the correct pronunciation. 	<p>youTube videos, etc.</p> <ul style="list-style-type: none"> Audio and/ or Video clips on selected sounds of birds, animals and objects. Video clips of voices of different people, with voice modulation and with specific expression. Audio/Videos of different musical instruments. Costumes and Make up, Head gears and masks with available resources. Video clips on selected body movements and facial expressions. e.g. https://www.youtube.com/watch?v=bk-o3JGo88w
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	<p>to talk about the performances they watch</p> <p>WEEK 9</p> <p>Activity 5</p> <ul style="list-style-type: none"> Practice free body movements in open space for simple delight, such as; moving with the music, flying like clouds, swinging arms, moving around like butterfly, taking rounds etc. Observe and imitate movement of birds in the sky, butterflies around the flowers, dancing trees with wind etc. Guided viewing of TV documentaries/ programmes on birds, animals, and nature can be very helpful in learning better, when children are at home. Recommendation from school can guide them to do it with purpose. <p>WEEK 10</p> <p>Activity 6</p> <p>Games – children can play games such as dumb-charades with family. This is learning with fun. It can be based on; situations, roles, our helpers, name of animals, birds, etc.</p> <ul style="list-style-type: none"> Children can take turn with parents/elders on this game. This can also be done to communicate situations, such as; I am hungry, I want to eat, I am cleaning my teeth, taking bath etc. <p>WEEK 11</p> <p>Activity 7</p> <ul style="list-style-type: none"> - Viewing videos of own performances. -Discussion on TV programs (those are approved by the family) on Dance and Music to encourage free expression of ones likes on different performances. This will help child in improving his/her reflective thinking <p>WEEK 12</p> <p>Activity 8</p> <p>Listens to the songs in different languages and dialects. Selects any one song and tries to comprehend the meaning and tune</p>	<p>https://www.youtube.com/watch?v=JKmL-uwAJwU</p> <p>https://www.youtube.com/watch?v=WdRXezT5dNM&t=7s</p> <ul style="list-style-type: none"> Video / clips of songs sung in different languages <p>https://www.youtube.com/watch?v=q_lf971orZM</p> <p>https://www.youtube.com/watch?v=yn0sYks_pCA</p> <p>https://www.youtube.com/watch?v=ME31Xf2Rez8</p> <ul style="list-style-type: none"> Pictures of regional, community or family dances. Participation in family /community celebrations.
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Classes IV-V

Method and Material: At this stage also the focus of learning performing arts remains same as mentioned for Classes I-III with an added aspect of ‘space’ along with sound, rhythm, body movement, performance/presentation and art appreciation. Process of learning remains more important than the final performance/presentation. Content, Musical instruments, make-up, costumes, props, etc., should preferably be regional and local specific. Students of this age group enjoy experimenting with variety of materials and objects available to them. They like to create their own musical instruments, write own poems, design costumes, etc. Therefore a non-judgemental environment can help nurture their creative potential.

Learning Outcomes	Suggested Activities	Resource(s)
<p>The learner</p> <ul style="list-style-type: none"> likes to listen to the sound of different musical instruments, such as; khanjira/ ghungroo/ dholak/ sarangi /shehnai, etc. creates poems, some lines or tunes to sing and express on different themes. sings poems with expression using simple rhythm. identifies regional Music/ Folk Music of different states and likes. narrates stories using different sounds with facial expressions to create impact. 	<p>WEEK 5</p> <p>Activity 1</p> <p>Singing poems/songs written by self or by others about important characters one observes or reads about in his/her textbooks</p> <p>Since rhythm plays an important role therefore simple clapping of hands or tapping with the foot should be encouraged. Accompanying beats/ music from keyboard, dholak, khartal, dandiya sticks, thaali, etc. (whatever is possible) would add to learning and presentation.</p> <p>WEEK 6</p> <p>Activity 2</p> <ul style="list-style-type: none"> Guide children to explore and to listen to the audio recordings of selected artists on musical – instruments and vocal compositions. Preferably regional or of selected National /international performers in; music, dance, theatre and puppetry. <p>Such audio files or links can be shared using whatsapp. For example, https://www.youtube.com/watch?v=52WQwTyaNRU https://www.youtube.com/watch?v=2Ub98vlXPcg https://www.youtube.com/watch?v=Ru7IWs-QbZk https://www.youtube.com/watch?v=Pyhpm4wQPPs</p>	<ul style="list-style-type: none"> Guided viewing of animal planet, discovery channel, youtube videos etc. Audio and/ or Video clips on sounds of birds, animals and objects. Video clips of personalities in music, dance, theatre, painters, sculptors, puppetiers, national leaders, etc. https://www.youtube.com/watch?v=iV LXnAMAVyQ



<ul style="list-style-type: none"> • plays role of different persons and personalities; for example; teacher, policeman, doctor, grandparents, farmer, Mahatma Gandhi, political leaders, scientists etc. • identifies and documents some of the regional musical instruments. • likes to play simple musical instruments available. • makes hast mudras on their own, Moves different parts of the body like hands, waist, shoulders, and knees, toes, etc. • participates confidently in role play • sings poems, school prayer/s, patriotic songs, folk songs with interest. • balances body weight, can walk with grace and proper posture. • understands and uses open and limited space for body movement. • appreciates performances seen on TV, YouTube, of his/her peers, family etc. ; Music, Dance, Puppet shows etc. and gives observations 	<p>WEEK 7</p> <p>Activity 3</p> <ul style="list-style-type: none"> • Take pictures of the regional instruments and write 5 lines about each instrument. • Inspire children to create their own musical instruments. Play it and record it's making process and the sound it makes. • Encourage children watch /listen to the audio-video clippings of instruments, like; flute, tabla, sitar, harmonium, guitar, etc. <p>WEEK 8</p> <p>Activity 4</p> <ul style="list-style-type: none"> • Take pictures of any one regional dance/ drama, which is performed on special occasions, festivals, etc. <p>Write 10 lines about that performance and what you like most about that art form.</p> <ul style="list-style-type: none"> • Inspire children to search about that dance or theatre form on internet and learn more about that. <p>WEEK 9</p> <p>Activity5</p> <ul style="list-style-type: none"> • Ask children to practice any one regional dance of their liking and document it as video for sharing with the teacher/s and friends. <p>WEEK 10</p> <p>Activity 6</p> <p>Listen to the national anthem and morning prayers (audio recordings can be shared through whatsapp), so that they pick up the correct pronunciation.</p> <ul style="list-style-type: none"> • Listen to the recording of seven notes and practice seven notes (sa re ga ma pa dha ni sa ..) on instrument of your choice. Or/and vocal practice of the seven notes.https://www.youtube.com/watch?v=M30yFc1keQ4 https://youtu.be/J4FtfJVNAZc <p>WEEK 11</p> <p>Activity 7</p> <ul style="list-style-type: none"> • Practice free body movements in open spaces for simple delight, such as; moving with the music, flying like clouds, swinging arms and legs, moving around like butterfly, taking rounds, jumping like dear, walking like peacock, etc. • Practice the same movements in close room, with less space and tell the difference they feel. <p><i>For better learning provide them with appropriate background music beats.</i></p>	<p>https://www.youtube.com/watch?v=rCJZ6aDKStQ</p> <ul style="list-style-type: none"> • Audio/Videos of different musical instruments. • Costumes and Make up, Head gears and masks with available resources. <p>Video clips on selected regional dances and body movements, facial expressions and moods.</p> <p>https://www.youtube.com/watch?v=LPjtbMn9Tns</p> <p>https://www.youtube.com/watch?v=SD23tzTVnKM&t=2s</p> <p>Pictures or recording of family/ community celebrations.</p>
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	<p>WEEK 12</p> <p>Activity 8</p> <p>Games – children can play games such as dumb charades with family. This is learning with fun. It can be based on; social situations, national personalities, animals, birds etc.</p> <p>Children can take turn with parents/elders on this game.</p> <p>This can also be done to communicate moods, such as; I am very happy, I am sad, I love my pet, My mother is very kind to me, I hate unclean surroundings and love to clean it,</p> <p>I do not like to be Violent to animals etc.</p> <ul style="list-style-type: none">• Viewing videos of own performances and evaluate.• Discussion on TV programs (those are approved by the family and teachers) on Dance and Music to encourage free expression of one’s likes on different performances.	
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