

Syllabus for session 2026-27

Class-III

Subject: Art

Term I

S.No	Month	Art Genres	No. & Name of Chapter	Targeted Competency	Targeted Learning Outcomes/Objectives	Suggested Activities
1.	April To May	Visual	1. Objects in Art	C-1.1 Expresses enthusiasm to create a variety of images that depict their everyday life, emotions, and imaginations C-2.1 Creatively uses different combinations of visual elements (line, form, colour, space, texture) while depicting their everyday observations, personal experiences, and feelings	<ul style="list-style-type: none"> Learners experiment with drawing, tracing, overlapping and clay to create objects creatively. Learners develop fine motor skills, imagination, appreciation of materials through hands on art activities. Develops creativity and aesthetic appreciation through art activity. 	<ul style="list-style-type: none"> Shape Hunt Drawing: Find circles, squares, triangles in the classroom and draw them. Clay Imprint: Press small objects on clay to create patterns and textures.
		Music	6. Our National Anthem	C-1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them C-4.1 Recognises musical elements in nature and describes their artistic qualities	<ul style="list-style-type: none"> Learners listen, recognise and appreciate different sounds and music from their surroundings and distinguish between noise, sound and music with simple examples. Learners sing songs such as national anthem and School prayer with correct posture, respect and expression showing sensitivity towards national values and cultural identity. 	<ul style="list-style-type: none"> Clap the Beat: Clap slowly and fast to feel rhythm. Loud-Soft Game: Sing the same line loudly and softly. Music Sharing: Sing a song learnt at home for the class.
		Dance	11. Let us dance	C-2.2 Compares and contrasts movements, rhythms, postures, themes and expressions in a variety of dance and movement styles introduced in the classroom C-1.1 Expresses enthusiasm to create a variety of images that depict their everyday life, emotions, and imaginations C-4.2 Demonstrates curiosity towards local art forms and culture	<ul style="list-style-type: none"> Learner understands the beats through simple body movements. Express ideas creatively, using movement and rhythm. Works cooperatively in group dance activities. 	<ul style="list-style-type: none"> Direction Dance: Students move forward, backward, sideways and in circles to explore directions. Nature Movement Dance: Students move like wind, rain, trees or waves encouraging imagination and expression.
		Theatre	15. Explore	C-1.2 Shares ideas and responses while working collaboratively in the dramatic arts	<ul style="list-style-type: none"> Express ideas through body language. 	<ul style="list-style-type: none"> Shape with Body:

				<p>C-2.1 Creates and performs drama in the classroom based on everyday events, through various combinations of characters, movements, gestures, expressions, postures, and basic props</p> <p>C-2.2 Compares and contrasts elements of drama, themes and related artistic expressions created in the classroom</p>	<ul style="list-style-type: none"> • Demonstrates alertness, focus and imagination while responding to situations and instructions. • Learner understand alertness and forces, visualisation, concentration, facial expression and body language. 	<p>Students form shapes (circle, line, triangle) using their bodies, reinforcing geometry concepts.</p>
July To September	Visual	2. Plants in Art	<p>C-2.1 Creatively uses different combinations of visual elements (line, form, colour, space, texture) while depicting their everyday observations, personal experiences and feelings</p> <p>C-4.1 Recognises visual elements in nature and describes their artistic qualities</p>	<ul style="list-style-type: none"> • Learners observe and explore nature (plants, insects etc.). • Learners explore patterns through creative art. • Identify different parts of plants such as leaves, flowers stems, roots etc.) 	<ul style="list-style-type: none"> • Colour Chart from Nature: Collect leaves/flowers and match their colours. • Bark Texture Art: Draw patterns inspired by tree bark. 	
		3. Animals in Arts	<p>C-1.2 Shares a variety of ideas and responses while working collaboratively in the visual arts</p> <p>C-2.1 Creatively uses different combinations of visual elements (line, form, colour, space, texture) while depicting their everyday observations, personal experiences, and feelings</p> <p>C-3.2 Practices steps of planning, executing and presenting while creating visual artworks individually and collaboratively</p>	<ul style="list-style-type: none"> • Learners observe animals and identify their shapes, colours and habitats. • Learners express ideas and stories creatively through art and imagination. 	<ul style="list-style-type: none"> • Habitat Sketch: Draw an animal with its natural home. • Animal Face Close-up: Draw only the face of an animal showing expressions. 	
	Music	7. Feel the Rhythm Ta Ka Ta Ki Ta	<p>C-1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them</p> <p>C-1.2 Shares a variety of ideas and responses while working collaboratively in the visual arts</p> <p>C-2.1 Practices and performs songs and rhythms in a variety of musical arrangements (arrangement of vocal, instrumental, solo, duet, ensemble/group)</p> <p>C-2.2 Compares and contrasts musical elements (<i>laya, taala, sur, bhaava</i>), lyrics and expressions in a variety of musical styles introduced in the classroom</p> <p>C-4.2 Demonstrates curiosity towards local Art forms and culture</p>	<ul style="list-style-type: none"> • Learners develop the ability to identify and maintain rhythm (<i>laya</i> and <i>taala</i>) by clapping stamping body movements, and using simple musical instruments. • The learner expresses joy, coordination, and cultural awareness by singing songs in different languages. • Learner develops the sense about 7 notes of music. 	<ul style="list-style-type: none"> • Count beats accurately: Students clap in groups of 2, 3 or 4 to understand counting and patterns. • Observe environmental sounds: Identify natural sounds (rain, birds and others.) 	
		8. Travel Around	<p>C-2.1 Creates and practices songs and rhythms in a variety of musical arrangements (arrangement of vocal, instrumental, solo, duet, ensemble/group)</p>	<ul style="list-style-type: none"> • Learners sing songs from different Indian languages with rhythm and expression 	<ul style="list-style-type: none"> • Echo Me: Teacher claps a rhythm, students copy it. 	

				<p>C-3.1 Makes choices while working with voices, instruments and arrangements used in music</p> <p>C-3.2 Selects a variety of music during collaborative practice and participates in rehearsals for a performance</p>	<p>showing awareness of India’s cultural and linguistic diversity.</p> <ul style="list-style-type: none"> ● Learners participate confidently in group musical activities. 	<ul style="list-style-type: none"> ● Fast–Slow Train: Move like a train—slow first, then fast with music.
		Dance	12. Dance for Joy	<p>C-1.1 Expresses enthusiasm to create and perform a variety of dance and movement that is familiar to them</p> <p>C-2.1 Creates and practices dance and movement sequences based on everyday actions and personal experiences</p> <p>C-3.2 Selects a variety of dance and movement sequences during collaborative practice and participates in rehearsals for a performance</p> <p>C-4.2 Demonstrates curiosity towards local Art forms and culture</p>	<ul style="list-style-type: none"> ● Learners use body moments in rhythm to express ideas, routines and stories creatively. ● Learners coordinate large and small body parts to maintain balance. 	<ul style="list-style-type: none"> ● Big & Tiny Body Parts Dance: Students identify and use large and small body parts while dancing, developing body awareness. ● Story Dance: Students narrate a simple story using body movements instead of words, enhancing non-verbal communication.
		Theatre	16. Imagine	<p>C-3.1 Makes choices while working with materials, tools and techniques used in the dramatic arts</p> <p>C-3.2 Practices steps of planning, executing and presenting while creating dramatic artworks individually and collaboratively</p>	<ul style="list-style-type: none"> ● Expresses ideas creatively through body movements, sound and imagination. ● Listen attentively and response meaningfully to situations and sounds. ● Understands the difference between hearing and listening. 	<ul style="list-style-type: none"> ● Guess the Scene: Students observe actions and infer meaning from a picture strengthening comprehension and interpretation skills.
			17. Let’s Create	<p>C-1.1 Expresses enthusiasm to depict a variety of objects, people, situations, and experiences in drama activities</p> <p>C-2.1 Creates and performs drama in the classroom based on everyday events, through various combinations of characters, movements, gestures, expressions, postures, and basic props</p> <p>C-4.2 Demonstrates curiosity towards local art forms and culture</p>	<ul style="list-style-type: none"> ● Learners explore and express ideas, non-verbally by using body movements. ● Learners demonstrate collaboration and self-awareness by responding to instructions and working in teams. ● Learn coordination and teamwork. 	<ul style="list-style-type: none"> ● Folk Story Play: Students dramatize familiar stories from epics and folk tales understanding cultural heritage and traditions.

Term II

	October To December	Visual	4. People around us	<p>C-1.1 Expresses enthusiasm to create a variety of images that depict their everyday life, emotions and imaginations</p> <p>C-2.1 Creatively uses different combinations of visual elements (line, form, colour, space, texture)</p>	<ul style="list-style-type: none"> ● Learners observe and depict diversity in people’s physical features such as faces, hands, and body parts. ● Learners explore patterns and materials to express personal choices creatively. 	<ul style="list-style-type: none"> ● Traditional Dress Art: Draw a person in a regional dress of India. ● Hairstyle Gallery: Draw different hairstyles.
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			while depicting their everyday observations, personal experiences and feelings C-2.2 Compares and contrasts the visual elements, themes, and expressions of artwork shared in the classroom	<ul style="list-style-type: none"> ● Recognises differences in appearance, patterns and styles among people. 	<ul style="list-style-type: none"> ● Mirror Drawing: Observe your face in a mirror and sketch quickly.
	Music	9. Musical Instrument	<p>C-1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them</p> <p>C-2.1 Practises and performs songs and rhythms in a variety of musical arrangements (arrangement of vocal, instrumental, solo, duet, ensemble/group)</p> <p>C-3.1 Makes choices while working with voices, instruments and arrangements used in music</p>	<ul style="list-style-type: none"> ● Learners listen and learn about patterns in music. ● Learners recognise different musical instruments and classify them. ● Learners explore rhythm and sound patterns by creating simple instruments such as shaker or Kitchen Orchestra. 	<ul style="list-style-type: none"> ● Rhythm Relay: Pass a beat around the circle using claps or shakers. ● Festival Music Corner: Act out playing drums used in festivals
		10. Celebratory notes	<p>C-1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them</p> <p>C-2.2 Compares and contrasts musical elements (<i>laya, taala, sur, bhaava</i>), lyrics, and expressions in a variety of musical styles introduced in the classroom</p>	<ul style="list-style-type: none"> ● Learners value unity and harmony from the meaning of songs. ● Learners appreciate India's cultural diversity by listening to songs related to different festivals and in multiple languages. 	<ul style="list-style-type: none"> ● Festival Freeze: Dance while singing; freeze when the teacher says a festival name. ● Happy Mood Singing: Sing the same line in happy, calm, or excited moods.
	Dance	13. I play & dance	<p>C-1.1 Expresses enthusiasm to create and perform a variety of dance and movement that is familiar to them</p> <p>C-2.1 Creates and practices dance, and movement sequences based on everyday actions and personal experiences</p> <p>C-3.2 Selects a variety of dance and movement sequences during collaborative practice and participates in rehearsals for a performance</p>	<ul style="list-style-type: none"> ● Learners combine movements, music and Props creatively to express rhythm and patterns. ● Learners perform collaboratively in groups, showing coordination practice and joy in movement. ● Develop interest and appreciation for cultural traditions and folk arts. 	<ul style="list-style-type: none"> ● Seasons in Motion: Students express different seasons (summer, monsoon, winter, spring) through body movements, linking dance with environmental awareness.
		14. Dance with Nature	<p>C-4.1 Recognises elements of dance and movement in nature and describes their artistic qualities</p> <p>C-4.2 Demonstrates curiosity towards local art forms and culture</p>	<ul style="list-style-type: none"> ● Learners maintain simple rhythm through body movements. ● Express ideas creatively using rhythmic dance. ● Participate confidently in group dance activities. 	<ul style="list-style-type: none"> ● Shape with Body: ● Students form shapes (circle, line, triangle) using their body parts, reinforcing geometry concepts. This activity has been discussed earlier in chapter 15 . Would it be repeated again?

		Theatre	18. Look Around	<p>C-1.1 Expresses enthusiasm to depict a variety of objects, people, situations, and experiences in drama activities</p> <p>C-3.1 Makes choices while working with materials, tools and techniques used in the dramatic arts</p> <p>C-3.2 Practices steps of planning, executing, and presenting while creating dramatic artworks individually and collaboratively</p>	<ul style="list-style-type: none"> ● Learners observe people, objects and situations in the immediate environment. ● Learners create and narrate simple stories based on observations and sequencing of events. 	<ul style="list-style-type: none"> ● Community Helper (Role Play) or we can write role play about community helper: Students enact roles of people around them (shopkeeper, milkman, parents) to understand daily life and social roles.
			19. Activities	<p>C-1.2 Shares a variety of ideas and responses while working collaboratively in the visual arts</p> <p>C-2.2 Compares and contrasts the visual elements, themes and expressions of artworks shared in the classroom</p>	<ul style="list-style-type: none"> ● Learners create and express ideas creatively by combining pictures in different ways to imagine and present unique stories. ● Apply basic numeracy skills in creative contexts 	<ul style="list-style-type: none"> ● Count Scene: Count actions done by their partners in team of two.
	January to March	Visual	5. Festivals, Occasions and Celebrations	<p>C-1.1 Expresses enthusiasm to create a variety of images that depict their everyday life, emotions, and imaginations</p> <p>C-3.1 Makes choices while working with materials, tools, and techniques used in the Visual Arts</p> <p>C-3.2 Practices steps of planning, executing, and presenting while creating visual artworks individually and collaboratively</p> <p>C-4.2 Demonstrates curiosity towards local art forms and culture</p>	<ul style="list-style-type: none"> ● Learners identify and appreciate visual art traditions, used in festivals and celebrations. ● Learners create decorative artworks, using patterns, colours and local materials. ● Learners express joy, sharing and community bonding through festive art activities. 	<ul style="list-style-type: none"> ● Dot Rangoli: Create rangoli using only dots and lines. ● Light & Shadow Art: Draw diyas or lanterns showing light effects.
		Theatre	20. Integrating all Art Forms		<ul style="list-style-type: none"> ● Learners identify and relate the four integrated art forms through Simple activities. ● Learners express feeling through collaborative art activities. 	<ul style="list-style-type: none"> ● Sound of the Place: Act sounds of market, park, home or school connecting real-life surroundings with dramatic expression. ● Helping Hands Drama: Enact helping scenes (sharing food, helping elders).