

**SYLLABUS FOR THE SESSION 2026-27**

**CLASS IV SUBJECT - ARTS**

**TERM I**

S.No	Month	Art Genre	Chapter No. and Name	Targeted Competency	Targeted Learning Outcomes/Objectives	Suggested Activities
1.	<b>APRIL-MAY</b>	Visual Arts	Ch-1 Arrange ment of Objects	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"> <li>● Arranges and draws different groups of objects by observing them</li> <li>● Depicts objects in imaginative arrangements by playing with their placement, size, lines, shapes, forms, colours, and patterns</li> </ul>	<ul style="list-style-type: none"> <li>● Still-life : drawing using classroom objects (lunch box, bottle, pencil case)</li> <li>● “Change the View” activity: draw the same objects from two different angles</li> </ul>
		Music	Ch-9 Sing and Play	C-1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them C-1.2 Shares ideas and responses while working collaboratively in music	<ul style="list-style-type: none"> <li>● Is able to sing a song fluently in pitch and rhythm</li> <li>● Can sing in a group with live music or karaoke</li> <li>● Practises vocal warm-ups, sargam patterns, and breathing exercises</li> <li>● Participates enthusiastically in class</li> </ul>	<ul style="list-style-type: none"> <li>● Echo-singing games (teacher sings- student repeats)</li> <li>● Singing with actions to understand bhaava (emotion)</li> </ul>
		Dance	Ch-14 My body in dance	C-1.1 Expresses enthusiasm to create and perform a variety of dance and movement that is familiar to them C-2.1 Creates and practices dance, and movement sequences based on everyday actions and personal experiences C-2.2 Compares and contrasts movements, rhythms, postures, themes, and expressions in a variety of dance and movement styles introduced in the classroom	<ul style="list-style-type: none"> <li>● Dances thoughtfully with eagerness using rhythm</li> <li>● Imaginatively uses hastas for actions</li> <li>● Understands the use of head and neck</li> <li>● Is comfortable to express emotions</li> </ul>	<ul style="list-style-type: none"> <li>● Mirror-movement activity with partners (Inclusive)</li> <li>● Freeze-and-move game using rhythmic cues</li> <li>● Emotion-walk (happy, tired, excited movements)</li> </ul>
2.	<b>JULY-SEPTEMBER</b>	Visual Arts	Ch-2 Textures in Nature	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)	<ul style="list-style-type: none"> <li>● Depicts patterns and textures seen in plants</li> <li>● Makes preparatory sketches and edits artwork before presenting the completed work</li> </ul>	<ul style="list-style-type: none"> <li>● Texture rubbing using leaves, bark, coins, fabrics (Inclusive)</li> <li>● Observation journal: draw and label textures seen at home or school.</li> </ul>

			while depicting their everyday observations, personal experiences, and feelings C-3.2 Practices steps of planning, executing, and presenting while creating visual artworks individually and collaboratively	<ul style="list-style-type: none"> <li>● Overall participation in class</li> </ul>	
	Theatre	Ch-5 Explore	<p>C-1.1 Expresses enthusiasm to depict a variety of objects, people, situations, and experiences in drama activities</p> <p>C-1.2 Shares ideas and responses while working collaboratively in the dramatic arts</p>	<ul style="list-style-type: none"> <li>● Able to hold focus on one's task in a group activity</li> <li>● Improvises and adds creatively to the scene</li> <li>● Tries activities without inhibition</li> <li>● Alertness and attention to details</li> </ul>	<ul style="list-style-type: none"> <li>● Expression dice (roll and act emotions/ situations)</li> </ul>
	Theatre	Ch-6 Imagine	<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"> <li>● Able to bring forth one's skill in a group</li> <li>● Observes the details when others are acting and visualises one's role in it</li> <li>● Eager to demonstrate more actions than what is asked for</li> <li>● Understands role and space in relation to object</li> <li>● Works on building the scene 'together' and not just one's ideas</li> <li>● Provides feedback on others' performances as per the given criteria</li> </ul>	<ul style="list-style-type: none"> <li>● Space-awareness activity using invisible objects (Inclusive) sentence correction/ formation</li> <li>● Reflection circle: "What worked well in the scene?"</li> </ul>
	Music	Ch-10 Making Music	<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> <p>C-3.1 Makes choices while working with voices, instruments, and arrangements used in music</p>	<ul style="list-style-type: none"> <li>● Understands musical elements, like raga, taal/tala</li> <li>● Learns and recites simple Konnakkol patterns</li> <li>● Is able to sing the arohana and avarohana (ascending and descending scale) of a raga</li> <li>● Is able to keep tala/tap a rhythm when listening to a song</li> <li>● Is eager to learn new songs and forms of music</li> </ul>	<ul style="list-style-type: none"> <li>● Listening and identifying fast/slow beats</li> <li>● Simple raga mood discussion (happy/sad/calm) (Inclusive)</li> </ul>
	Visual Arts	Ch-3 Aqua World	C-1.1 Expresses enthusiasm to create a variety of images that depict their everyday life, emotions, and imaginations	<ul style="list-style-type: none"> <li>● Depicts patterns and symmetry seen in water and among Animals</li> </ul>	<ul style="list-style-type: none"> <li>● Create an imaginary underwater creature with a backstory</li> </ul>

				<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"> <li>● Uses a variety of shapes, forms, and patterns to depict animals or imaginary creatures</li> <li>● Follows the sequence of paper folds in Origami activities</li> </ul>	<ul style="list-style-type: none"> <li>● Symmetry painting using ink-fold technique</li> </ul>
		Dance	Ch-15 My Dance tells stories	<p>C-1.2 Shares ideas and responses while working collaboratively in dance and movement</p> <p>C-2.1 Creates and practices dance, and movement sequences based on everyday actions and personal experiences</p> <p>C-2.2 Compares and contrasts movements, rhythms, postures, themes, and expressions in a variety of dance and movement styles introduced in the classroom</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"> <li>● Interested in story and in its representation</li> <li>● Understands collaborations with formations</li> <li>● Knows imaginative use of gestures and rhythms</li> </ul>	<ul style="list-style-type: none"> <li>● Group formations showing a scene</li> <li>● Gesture-guessing game (one performs, others interpret) (Inclusive)</li> </ul>
<b>TERM II</b>						
3.	<b>OCTOBER-DECEMBER</b>	Music	Ch-11 Songs and Stories	<p>C-3.2 Selects a variety of music 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"> <li>● Understands the concept of music genres</li> <li>● Is able to articulate differences between different types of songs</li> <li>● Understands the role of music in history and tradition</li> <li>● Is eager to explore various kinds of folk music</li> </ul>	<ul style="list-style-type: none"> <li>● Storytelling with background sound effects</li> <li>● Create a simple story song in groups</li> </ul>
		Dance	Ch-16 Creating my dance	<p>C-3.1 Makes choices while working with movement steps, instruments, costumes, and arrangements used in dance and movement</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"> <li>● Understands the different parts of feet that are used in dance</li> <li>● Able to follow the dance steps</li> <li>● Shows effort to learn the dance steps and movement qualities</li> <li>● Makes the prop with effort and imagination and uses it in dance</li> </ul>	<ul style="list-style-type: none"> <li>● Costume sketching for a dance theme</li> </ul>

		Visual Arts	Ch-4 People in Action	<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) 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"> <li>● Uses basic shapes to depict the human body in a variety of postures and actions</li> <li>● Crafts simple three-dimensional forms with paper (cone, cylinder, etc.)</li> <li>● Follows the sequence of instructions to make a paper doll</li> </ul>	<ul style="list-style-type: none"> <li>● Action pose drawing using classmates as models</li> <li>● Paper puppets showing different actions</li> </ul>
		Theatre	Ch-7 Let's Create	<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"> <li>● Explores possibilities in action and gestures</li> <li>● Pays attention to minor details when imitating/mirroring</li> <li>● Uses props, facial expressions and minor movements in mirroring</li> <li>● Takes up new challenges without hesitation</li> <li>● Involves in the scene as audience and gives innovative</li> </ul> <p>Suggestions</p> <ul style="list-style-type: none"> <li>● Spontaneously uses props, sound, etc., to make the scene realistic</li> </ul>	<ul style="list-style-type: none"> <li>● Prop-from-waste creation and usage</li> </ul>
		Music	Ch-12 Think, feel, create	<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> <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-4.1 Recognises musical elements in nature and describes their artistic qualities</p>	<ul style="list-style-type: none"> <li>● Is able to convey the essence of a story through music and sound</li> <li>● Is able to modulate voice while reading a story</li> <li>● Actively listens to music with focus and concentration</li> <li>● Is able to describe a piece of music in words</li> </ul>	<ul style="list-style-type: none"> <li>● Mood-based voice modulation practice</li> <li>● Describe music using colours and words</li> </ul>
		Dance	Ch-17 Emotion and expressi on in dance	<p>C-2.1 Creates and practices dance, and movement sequences based on everyday actions and personal experiences</p> <p>C-2.2 Compares and contrasts movements, rhythms, postures, themes, and expressions in a variety of dance and movement 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"> <li>● Takes cognisance of emotion and empathy</li> <li>● Correlates emotions with animals and nature</li> <li>● Confidently expresses various emotions</li> </ul>	<ul style="list-style-type: none"> <li>● Emotion cards: express through face and movement (Inclusive)</li> <li>● Animal emotion movement (angry lion, calm deer, etc)</li> </ul>

		Dance	Ch-18 Dances around me	C-4.1 Recognises elements of dance and movement in nature and describes their artistic qualities  C-4.2 Demonstrates curiosity towards local art forms and culture	<ul style="list-style-type: none"> <li>● Learns about dance forms of India eagerly</li> <li>● Actively discusses about dances</li> <li>● Eager to learn and present dances</li> </ul>	<ul style="list-style-type: none"> <li>● Map-based dance form identification</li> <li>● Create a poster on a local dance form</li> </ul>
4.	<b>JANUARY- MARCH</b>	Theatre	Ch-8 Look Around	C-4.1 Recognises elements of drama and movement in nature and describes their artistic qualities C-4.2 Demonstrates curiosity towards local art forms and culture	<ul style="list-style-type: none"> <li>● Replicates elements observed in nature in detail</li> <li>● Relates one's role to an unknown situation through imagination</li> <li>● Provides feedback on others' acts based on content and technique</li> <li>● Understands the concept of animals as the core idea of a folk form</li> <li>● Relates to the story in the folk form and asks questions</li> <li>● Shares examples of other art forms involving animals or tries to create their own</li> </ul>	<ul style="list-style-type: none"> <li>● Nature imitation drama (wind, water, fire, etc)</li> <li>● Folk story enactment with minimal props</li> </ul>
		Music	Ch-13 Sounds and Instruments	C-3.1 Makes choices while working with voices, instruments, and arrangements used in music  C-4.2 Demonstrates curiosity towards local art forms and culture	<ul style="list-style-type: none"> <li>● Is able to make a simple musical instrument using available materials</li> <li>● Creatively uses body percussion to embellish a song</li> <li>● Understands the principle of instrument classification</li> <li>● Is able to sing and accompany the song with available objects</li> </ul>	<ul style="list-style-type: none"> <li>● Instrument-making corner using waste materials</li> <li>● Group performance using homemade instruments</li> </ul>