

Syllabus for session 2026-27

Class- V

Subject: Art

Term I

S.No.	Month	Art Genres	Name of Chapter	Targeted Competency	Targeted Learning Outcomes/Objectives	Suggested Activities
1.	April To May	Visual	1.Objects on the move	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"> ● Depicts objects and their arrangement in a variety of contexts through two-dimensional and three-dimensional artworks. ● Combines parts of objects imaginatively to create ● patterns, new forms and other objects. ● Attempts more than one iteration of visual artwork 	<p>Design a Transport Hub: In groups, design a place where many vehicles stop (bus stand/metro hub).</p>
		Theatre	6.Create a scene	C-1.1 Expresses enthusiasm to depict a variety of objects, people, situations, and experiences in drama activities C-1.2 Shares ideas and responses while working collaboratively in the dramatic arts	<ul style="list-style-type: none"> ● Able to depict place, time and character in a scene. ● Shares feedback on others' presentations. ● Trying activities without inhibition. ● Alertness and attention to detail. 	<p>Place Change Challenge: Students perform the same short scene in two different places (home → market/ park → classroom).</p> <p>Time Twist Scene: Groups enact one situation in morning, evening, and night without announcing the time.</p>

		Music	10.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"> ● Is able to sing a song fluently in pitch and rhythm. ● Can sing in a group with live music or karaoke. ● Performs simple rhythms in a steady tempo. 	Tempo Traffic Light: Green = fast, Yellow = medium, Red = slow singing/clapping.
		Dance	15.My everyday activities in modes of 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	<ul style="list-style-type: none"> ● Enthusiastically dances to a music using rhythm. ● Understands geometrical patterns with arm movements. ● Understands the different ways of movements of the eyes. ● Understands the concept of movement emerging from stillness. ● Imaginatively uses hand gestures for actions. 	Gesture Guessing Game: One student shows an everyday action only using hand gestures; others guess it.
	July To September	Visual	2.Peeping out of the window	C-1.1 Expresses enthusiasm to create a variety of images that depict their everyday life, emotions and imaginations C-2.2 Compares and contrasts the visual elements, themes and expressions of artworks shared in the classroom	<ul style="list-style-type: none"> ● Portrays scenes from nature as observed in different times and seasons. ● Imaginatively uses visual elements to create patterns Seen in nature. ● Identifies the foreground, middle ground, and background in any given picture and uses these spatial divisions in their artwork. ● Creates a basic colour wheel by mixing primary colours to obtain secondary colours. 	Climber–Creeper Observation Diary: Students observe climbers/creeper at home or school for a week and sketch their growth.

					<ul style="list-style-type: none"> ● Follows the steps of creating low relief artwork using a suitable medium. 	
			3.Picturing stories	<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"> ● Creates artwork that depicts emotions and moods ● through facial expressions and body postures. ● Creates own images and visual stories through shadow play. ● Creates a storyboard by sequentially developing each ● scene. 	<p>Emoji Guess, Who</p> <p>One student : shows an emoji face and others guess the emotion and create a short sentence.</p> <p>Shadow Zoo: Students create animal shadows using body or hands and name the habitat.</p>
		Theatre	7.Stitch it for a story	<p>C-2.1 Creates and performs Drama in the classroom based on everyday events, by combining various characters, roles, situations, spaces, 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"> ● Combines two situations by creatively adding story elements. ● Understands ‘flow’ of the story and compares it with friends’ ● stories. ● Understands the concept of storyboard. ● Creatively changes order of situations to get a new story. ● Works on building the scene ‘together’ and not just one’s ideas. 	<p>Cut–Paste Storyboard:</p> <p>Cut pictures from magazines and paste them to form a storyboard with arrows showing flow.</p>
			8. Time, team and technique	<p>C-3.1 Makes choices while working with materials, tools, and techniques used in the dramatic arts</p>	<ul style="list-style-type: none"> ● Explores possibilities to include music and dance in the story. 	<p>Costume from Waste:</p> <p>Design simple costumes or accessories using</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"> ● Displays clarity of thought in planning and timelines. ● Gives importance to backstage elements. ● Discusses with team to arrive at an agreement for planning steps. ● Works on planning rehearsals with separate cast and tech team. ● Spontaneously uses props, sound, etc., to make the scene realistic. 	<p>paper, cloth scraps, or cardboard.</p>
		Music	11. Music around me	<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"> ● Describes music using terminologies like pitch, tempo and volume. ● Understands the themes and moods of different songs. ● Practises and performs different songs individually and in a group. 	<p>Body Percussion Band: Create a group performance using only body sounds (clap, tap, stamp).</p>
		Dance	16. Dancing with rhythm and tempos	<p>1.2 Shares ideas and responses while working collaboratively in dance and movement</p> <p>C-2.2 Compares and contrasts movements, rhythms, postures, themes, and expressions in a variety of dance and</p>	<ul style="list-style-type: none"> ● Coordinates rhythm with the arm and feet movements. ● Understands and enthusiastically tries the various techniques taught. ● Understands the concept and relation with rhythm 	<p>Rhythm Walk: Walk, stop, jump, or turn according to slow and fast beats.</p>

				movement styles introduced in the classroom	<ul style="list-style-type: none"> ● and tempo. ● Collaboratively puts together dance techniques ● learnt-jumps, spins and rhythmic patterns. ● Imaginatively and consciously adds steps to the dance 	
TERM 2						
	October To December	Visual	4.Imaginary beings	<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-4.2 Demonstrates curiosity towards local art forms and culture</p>	<ul style="list-style-type: none"> ● Creates imaginary beings by combining different parts of animals, plants, humans, and objects. ● Shares and discusses stories of mythical characters. 	<p>Clay or Paper Model: Create a 3D model of the imaginary being using clay or recycled material.</p> <p>Costume Design: Design clothes or ornaments for the imaginary being.</p>
		Theatre	9.View and review	<p>C-4.1 Recognises elements of drama 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"> ● Relates one's role as an audience who can identify various elements. ● Provides feedback on others' acts, based on content and technique. ● Recognises familiar folk forms of one's state. ● Shows curiosity in knowing other art forms. 	<p>Spot the Difference: Watch two short scenes and list similarities and differences.</p>

					<ul style="list-style-type: none"> ● Lists similarities and differences between their play and the play watched. 	
		Music	12.Sounds and instruments	<p>C-3.1 Makes choices while working with voices, instruments and arrangements used in music</p> <p>C-4.1 Recognises musical elements 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"> ● Is able to make a model of an instrument. ● Learns about musical instruments that mimic sounds in nature. ● Is familiar with common Indian musical instruments. 	<p>Sing & Freeze: Students sing while moving, freeze when music stops.</p> <p>Rhythm Name Game Students clap the syllables of their names in rhythm.</p>
			13.Building blocks	<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> <p>C-3.2 Selects a variety of music during collaborative practice and participates in rehearsals for a performance</p>	<ul style="list-style-type: none"> ● Learns the importance of breathing for singing. ● Knows about some basic forms of Indian classical music. ● Practices and rehearses as per a set schedule. 	<p>Sound Layer Game: Add layers one by one: humming → clapping → beatboxing → singing</p>
		Dance	17.Dances of my nation	<p>C-1.2 Shares ideas and responses while working collaboratively in dance and movement</p> <p>C-2.2 Compares and contrasts movements, rhythms, postures,</p>	<ul style="list-style-type: none"> ● Initiative and effort given to know and learn various dance forms. ● Collaboratively, put together and perform a patriotic dance. 	<p>Move Like the Dance: Imitate movements of folk dances (jumping in Bhangra, circular Garba steps).</p>

				themes, and expressions in a variety of dance and movement styles introduced in the classroom	<ul style="list-style-type: none"> ● Enthusiastically learns the dances from various regions. 	
			18. My dance expresses emotions and narrates stories	<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-3.1 Makes choices while working with movement steps, instruments, costumes, and arrangements used in dance and movement</p>	<ul style="list-style-type: none"> ● Comfortable to express various emotions. ● Creatively expresses emotions through the eyes, eyebrows and hand gestures. ● Uses various emotions to narrate the story. ● Displays creativity in using actual and imaginary props. ● Eagerness to present five senses through the dance 	<p>Music & Mood Match: Dance to different music pieces and identify the emotion they suggest.</p> <p>Group Story Dance: In groups, create a short dance showing beginning–middle–end of a story.</p>
	January To March	Visual	5. Spreading the message	<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</p>	<ul style="list-style-type: none"> ● Creates posters that address issues and events in everyday life. ● Uses the design principles while making posters. ● Considers different contexts for making posters and plans work accordingly. 	<p>Healthy Habits Poster Series: Create a set of mini-posters on handwashing, balanced diet, or exercise.</p>

				visual artworks individually and collaboratively		
		Music	14.Ideas and inspirations	C-3.2 Selects a variety of music during collaborative practice and participates in rehearsals for a performance C-4.2 Demonstrates curiosity towards local art forms and culture	<ul style="list-style-type: none"> ● Learns about music legends of India. ● Makes informed choices while choosing music from a set of options. ● Uninhibitedly responds to music through movement. 	Regional Song Exchange: Students share a song from their home language or region.
		Dance	19.My dance and your dance	C-3.1 Makes choices while working with movement steps, instruments, costumes, and arrangements used in dance and movement C-3.2 Selects a variety of dance and movement sequences during collaborative practice and participates in rehearsals for a performance C-4.2 Demonstrates curiosity towards local art forms and culture	<ul style="list-style-type: none"> ● Interest shown to learn their regional dance. ● Collaborative effort given to present a dance. ● Actively discusses and learns dance(s) from neighbouring regions. 	Mirror Partner Dance: In pairs, one student leads movements while the other mirrors.