

Class VI – KRITI (Art Education)

Art Education in NCF–SE emphasises **joy in creating, imagination, creativity, empathy, cultural rootedness, artistic appreciation, and interdisciplinary learning.**

MID-TERM SYLLABUS

Chapter 1: Object Study

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners observe and understand objects from their surroundings through visual exploration.	Observes and identifies shape, size, texture and form of objects.	- Names shapes and textures of daily objects. - Looks closely at details. - Draws shapes accurately.	Observation Table Activity: Look at everyday items (box, bottle, fruit) and sketch them by focusing on their basic shapes and sizes.	Materials: Pencil, paper, eraser, daily objects. Assessment: Check if the basic shape matches the object.
Learners represent observations creatively through drawing.	Draws objects with proportion and arrangement.	- Draws objects in the correct position. - Shows right spacing between objects. - Uses lines clearly to join shapes.	Still Life Composition: Draw a group of classroom items (like a bag, bottle, and book) together from where you are sitting.	Materials: Drawing sheets, pencils. Assessment: Observe if items are placed in correct position relative to each other.
Learners develop visual awareness and artistic confidence.	Uses visual elements for artistic expression.	- Uses colours neatly and explains the drawing. - Tries different drawing tools. - Shows a clear layout.	My Favourite Object: Draw an object you love from home and speak 2 lines about why it is special to you.	Materials: Crayons, sketch pens, paper. Assessment: Verify neatness and verbal participation.

Chapter 2: Transforming Natural Forms into Pictures

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners explore nature as a source of artistic inspiration.	Identifies patterns and forms found in nature.	- Spots patterns in leaves and flowers. - Identifies different natural textures.	Nature Walk & Pattern Hunt: Collect fallen leaves and flowers. Look at traditional Warli or Madhubani art to see how nature	Materials: Fallen leaves, petals, drawing sheets. Assessment: Active

		• Connects nature with art ideas.	is simplified into lines and shapes.	identification of natural shapes.
Learners transform natural forms into imaginative artworks.	Converts observation into artistic representation.	• Makes original simple drawings. • Uses imagination to change real shapes. • Explains what the drawing shows.	Nature to Picture Challenge: Turn a leaf outline or a stone shape into an imaginative character, bird, animal, or story scene.	Materials: Pencil, crayons, glue. Assessment: Creativity in transforming shapes.
Learners develop experimentation and creativity.	Uses visual imagination independently.	• Combines shapes in a new way. • Finishes an incomplete drawing creatively. • Talks about their art idea.	Complete the Image Game: Take an incomplete line or a pattern printed on paper and extend it into a full scene using crayons.	Materials: Printed activity sheet or drawing paper, colours. Assessment: Completion of drawing with original ideas.

Chapter 3: Portrait Drawing

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners understand human features and proportions through drawing.	Observes and represents facial features.	• Identifies simple face parts (eyes, nose, mouth). • Places facial parts in correct positions. • Looks closely at details.	Mirror Portrait Activity: Look in a small mirror or look at your classmate to understand face shapes, then sketch a basic self-portrait.	Materials: Small mirrors or partner pairs, pencils. Assessment: Correct basic placement of facial features.
Learners communicate identity and expression visually.	Creates portrait drawings showing individuality.	• Draws unique details like hair or glasses. • Shows simple expressions (happy, sad). • Uses lines clearly for details.	Portrait of a Friend: Draw your classmate sitting next to you, focusing on their smile or specific features.	Materials: Drawing sheet, pencil, colour pencils. Assessment: Inclusion of specific friendly features or expressions.
Learners refine artistic presentation skills.	Uses line, shading and composition effectively.	• Controls lines neatly. • Uses basic shading styles. • Shares thoughts	Portrait Gallery Walk: Lay drawings on desks. Walk around nicely and talk about what you like in your friends' drawings instead of writing long notes.	Materials: Completed artwork. Assessment: Positive verbal sharing and

		on drawings.		participation.
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Chapter 6: Music and Emotions

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners understand music as a medium to express emotions and experiences.	Identifies emotions created through music and sound.	- Names the feeling of a song. - Connects sounds with feelings. - Tells their response happily.	Emotion Listening Game: Listen to a few short music clips and match them with simple feelings like joy, calm, energy, or sadness.	Materials: Mobile phone/speaker or teacher's voice/clapping. Assessment: Identification of core mood.
Learners express feelings creatively through music.	Uses voice and rhythm to express emotions.	- Sings with proper feeling. - Claps or drums to a rhythm. - Shares emotions via singing.	Sound and Mood Making: Create soft/slow sounds for a sad or calm mood, and loud/fast sounds for an excited mood using voice or a desk.	Materials: Desks, voice, simple objects. Assessment: Varying volume/speed to show mood.
Learners appreciate diversity of emotional expression in music.	Reflects on personal and peer responses to music.	- Listens to classmates nicely. - Understands that music means different things. - Speaks about thoughts easily.	Verbal Reflection Circle: Sit in a circle and talk about a song you heard, sharing what it made you think about.	Materials: None required. Assessment: Respectful active listening and speaking.

Chapter 7: Musical Instruments

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners recognise the role of instruments in music making.	Identifies different categories of musical instruments.	- Groups instruments by sound/type. - Knows basic regional instruments. - Connects sounds to pictures.	Instrument Corner: Look at simple chart pictures or listen to sounds of drums, flutes, and strings. Group them into basic types.	Materials: Picture charts or audio snippets. Assessment: Correct grouping of common instruments.
Learners	Explains how	Explains how an	Build a Simple Shaker/Drum:	Materials: Reusable

understand sound production techniques.	instruments produce sound.	instrument makes a sound. • Explains parts simply. • Asks helpful questions.	Make a simple shaker or drum using plastic bottles, paper cups, rubber bands, or pebbles found outside.	plastic bottles, cups, pulses, pebbles, rubber bands. Assessment: Successful creation of a working sound maker.
Learners appreciate diversity in musical practices.	Connects instruments with regional traditions.	• Names one local folk instrument. • Enjoys cultural variety. • Tells a fact to the class.	My Local Instrument Talk: Find out about one traditional instrument (like Dholak, Bansuri, Ektara, or a local folk drum) and tell its name to the class.	Materials: Simple home knowledge or pictures. Assessment: Willingness to share information verbally.

Chapter 8: Tala or Rhythm and Raga or Tune

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners understand foundational concepts of rhythm and melody.	Identifies basic ideas of Tala and Raga.	• Tells the difference between beat and tune. • Recognizes if a song is fast or slow. • Uses basic terms correctly.	Rhythm-Melody Matching: Listen to a song and clap along to the regular beat while humming the main tune.	Materials: Simple traditional or folk song clips. Assessment: Ability to follow steady claps.
Learners perform simple rhythmic and melodic activities.	Demonstrates rhythmic coordination and melodic awareness.	• Keeps a steady clapping beat. • Sings simple pattern lines properly. • Takes part actively.	Clap and Sing Workshop: Learn a simple 4-count or 8-count regular clapping pattern (Tala) while singing a small folk tune.	Materials: Hand claps, voice. Assessment: Sync between clapping and singing.
Learners appreciate Indian musical traditions.	Connects music concepts with cultural experiences.	• Knows common festive beats. • Enjoys cultural music styles. • Links beats with daily events.	Festive Rhythm Talk: Talk about the types of beats and tunes you hear during local festivals, prayers, or family functions.	Materials: Shared personal stories. Assessment: Engagement in classroom musical discussion.

Chapter 12: My Physical Movement

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners develop awareness of body movement as a medium of expression.	Demonstrates controlled body movement and coordination.	• Does basic body actions safely. • Keeps balance while moving. • Moves confidently in class.	Movement Exploration: Practice simple physical moves like slow walking, side stretching, turning around, jumping, and balancing on one foot safely.	Materials: Open classroom space. Assessment: Body control and balance during actions.
Learners understand body control and spatial awareness.	Uses body positions and movement patterns purposefully.	• Keeps a good body posture. • Stops or changes moves on cue. • Uses floor space without bumping into others.	Move and Freeze Game: Move around the room following instructions (like 'walk high', 'crawl low', 'move left') and freeze immediately when the teacher claps.	Materials: A whistle or hand clap. Assessment: Stopping instantly and following space directions.
Learners express ideas through physical movement.	Creates simple movement sequences.	• Joins two moves together. • Acts out an action using the body. • Uses creative ideas.	Movement Story Activity: Act out short daily scenes or nature moments (like a blooming flower, blowing wind, or waking up) using only body actions.	Materials: Imagination, open space. Assessment: Clear physical expression of the chosen theme.

Chapter 13: Breaking Boundaries through Dance

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners understand dance as an inclusive and expressive art form.	Demonstrates confidence and participation in movement activities.	• Joins in group dances happily. • Expresses feelings through body moves. • Welcomes all friends to join.	Friendly Dance Circle: Stand in a circle and copy simple dance steps. Change steps so that every student can participate comfortably.	Materials: Happy background track. Assessment: Participation and support for peers.
Learners explore creative possibilities beyond fixed patterns.	Experiments with movement and expression.	• invents new movement ideas. • Shows imagination in actions.	Free Expression Lab: Dance freely to show simple ideas like 'heavy rain', 'flying birds', or a 'happy celebration' without fixed rules.	Materials: Simple upbeat or soft music tracks. Assessment: Creative

		• Adapts moves to themes.		interpretation of themes through motion.
Learners appreciate diversity and collaboration.	Works collaboratively in dance activities.	• Works nicely in a small team. • Shares and listens to ideas. • Dances politely with others.	Team Dance Creation: Work in a small group to plan a simple 1-minute dance pattern on a theme like 'saving trees' or 'school days'.	Materials: Open space. Assessment: Teamwork and coordinated group entry/exit.

Chapter 16: Understanding Emotions

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners recognise emotions and express them appropriately through theatre experiences.	Identifies and demonstrates different emotions through expression and action.	• Names basic face expressions. • Shows simple feelings clearly. • Uses body actions to show a mood.	Mood Corners Game: Go to different designated corners of the classroom marked as 'Happy', 'Surprised', 'Scared', or 'Calm' and show that mood with face and hands.	Materials: Corner cards with mood faces. Assessment: Accuracy of facial/body expression.
Learners connect emotions with personal experiences.	Reflects and communicates emotional experiences.	• Tells a short personal story. • Listens to friends with kindness. • Reacts nicely to stories.	My Happy Story: Tell your partner about a time you felt very happy or excited, and act out that short moment.	Materials: Partner pairs. Assessment: Clear storytelling and empathetic listening.
Learners develop expressive confidence through theatre.	Performs simple emotional scenes.	• Acts in front of peers confidently. • Uses expressive actions. • Joins in activities fully.	No-Words Acting: Act out a simple daily event (like looking for a lost pencil or getting a surprise gift) using only expressions and actions without speaking.	Materials: Open front class space. Assessment: Expressive clarity without words.

Chapter 17: Come, Design!

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners understand theatre as a visual	Explores stage and performance	• Identifies simple stage areas	Mini Stage Drawing: Draw a basic square stage on paper and mark where characters enter, exit, and	Materials: Pencils, sheets, crayons.

and collaborative art form.	design concepts.	(front/back). • Draws a simple stage layout. • Places items neatly.	where a chair or tree should stand.	Assessment: Clarity of the layout map.
Learners develop creative problem-solving.	Uses materials creatively for theatre settings.	• Chooses recycled items smartly. • Makes useful small props. • Finds quick design fixes.	Cardboard Set Design: Work in teams to build a small toy stage or background using old shoe boxes, newspapers, and empty water bottles.	Materials: Empty boxes, old newspapers, plastic bottles, tape. Assessment: Innovation in using waste items.
Learners collaborate in planning and presentation.	Participates in group design activities.	• Shares work with team members. • Talks about team ideas clearly. • Works together as a single team.	Play Production Team: Form a team where one student plans costumes, one sets up props, and one designs the stage layout using classroom items.	Materials: Classroom items, school bags, charts. Assessment: Fair distribution of tasks and team harmony.

Chapter 18: In the Company Theatre

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners understand collaborative performance processes.	Participates in group theatre activities.	• Works together in theatre tasks. • Does their assigned role nicely. • Follows basic group rules.	Class Drama Company: Divide into teams to set up a small 2-minute skit. Everyone takes a specific role (actor, director, or helper).	Materials: Regular classroom space. Assessment: Coordination and following roles.
Learners understand collective storytelling and performance.	Creates theatre pieces collaboratively.	• Helps write a short script/idea. • Acts out an original scene. • Organizes a quick skit.	Build a Scene Activity: Choose a common topic like 'Helping an Old Person' or 'Keeping the School Clean' and create a short group scene to act out.	Materials: Daily themes. Assessment: Creative collaboration and thematic clarity.
Learners appreciate theatre as teamwork.	Reflects on group experiences.	• Speaks politely about friends' work. • Values team efforts. • Gives friendly verbal suggestions.	Post-Play Friendly Chat: Sit down after performances and share two positive things you liked about your friends' acting.	Materials: Finished skits. Assessment: Polite language and constructive feedback.

The prescribed syllabus should be completed by 5th September 2026, ensuring adequate time for revision and consolidation of learning.

Teachers are encouraged to promote experiential and inclusive learning.

All teaching–learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.

Chapter 4: Paper Craft

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners develop fine motor and creative construction skills.	Uses paper folding, cutting and joining techniques.	- Folds and cuts paper safely. - Makes clear paper shapes. - Handles scissors and glue carefully.	Paper Shape Studio: Learn simple paper folding (Origami) to make everyday items like a paper boat, a fish, or a simple envelope.	Materials: Craft paper or old newspapers, child-safe scissors, glue. Assessment: Neatness of folds and safe handling of tools.
Learners explore creative possibilities using simple materials.	Designs artistic paper constructions.	- Thinks of creative craft uses. - Makes an item on their own. - Pastes shapes in a clean layout.	Magazine Recycling Craft: Use old colorful magazine pages or newspapers to make paper beads, a book holder, or a decorative wall hanging.	Materials: Old magazines, newspapers, string, glue. Assessment: Independent execution and neat layout.
Learners value sustainability and artistic design.	Connects art with environmental awareness.	- Explains how recycling helps nature. - Prefers using waste materials. - Explains their craft work clearly.	Green Craft Display: Arrange all recycled paper items on desks and share verbally with the class how using old paper saves real trees.	Materials: Completed paper crafts. Assessment: Understanding of recycling expressed verbally.

Chapter 5: From Face to Expression

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners understand expression as visual	Identifies emotions through facial changes.	- Spots changes in eyebrows and lips. - Links facial lines with feelings.	Emotion Sketch Cards: Draw simple smiley face circles showing different expressions like a big smile for happy, bent eyebrows for angry, and wide eyes for	Materials: Small paper squares, sketch pens. Assessment:

communication.		• Sees fine facial details.	surprised.	Correct drawing of specific expression lines.
Learners represent emotions creatively through visual arts.	Creates expressive visual artworks.	• Draws clear feeling faces. • Chooses colors to match moods. • Combines face and color nicely.	Emotion Portrait Series: Draw a basic character outline and use specific colors (like bright yellow for happy, calm blue for peaceful) to show feelings.	Materials: Chart papers, oil pastels or crayons. Assessment: Use of expressions and matching color choices.
Learners connect feelings with artistic interpretation.	Reflects personal experiences through art.	• Draws an event from memory. • Knows how they feel about it. • Explains what the drawing tells.	Draw My Feeling: Draw a quick picture of a recent happy family event or festival and point out the parts that make you smile.	Materials: Drawing sheets, markers. Assessment: Personal connection and brief verbal explanation.

Chapter 9: Diversity in Indian Music

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners appreciate India's musical diversity and cultural richness.	Identifies regional forms of Indian music.	• Names 2 different folk music styles. • Finds states on a music map. • Values different state cultures.	Music Map Game: Look at a big map of India. Mark a few states and listen to short samples of their local folk music (like Bhangra, Bihu, or Garba tunes).	Materials: India Outline Map, short music clips. Assessment: Correct linking of folk tune to general state region.
Learners understand music as cultural expression.	Compares different styles of Indian music.	• Notes simple music differences. • Explains why local folk songs differ. • Shows good understanding.	Regional Song Sharing: Present or listen to folk songs from two different regions and talk about the unique instruments used in each.	Materials: Audio player or teacher examples. Assessment: Pointing out basic differences in instruments or speed.
Learners value inclusion and cultural appreciation.	Participates in musical sharing experiences.	• Listens politely to new languages. • Shares positive thoughts. • Respects all communities.	Class Folk Music Festival: Sing a simple community chorus line together from a folk song of another state to celebrate unity.	Materials: Lyrics on board. Assessment: Enthusiastic group singing and respect.

Chapter 10: Song Writing

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners express ideas creatively through musical composition.	Creates simple lyrics and musical ideas.	- Writes short meaningful lines. - Uses creative rhymes or words. - Keeps lines on the main topic.	Complete the Lyric Game: Read an incomplete 2-line rhyme given by the teacher and add two simple lines of your own to match the rhythm.	Materials: Black board, notebook. Assessment: Rhythmic and thematic fit of added lines.
Learners organise words and rhythm creatively.	Combines rhythm with lyrical expression.	- Keeps lines in a steady flow. - Uses simple, clear words. - Creates an original verse.	Theme Song Creation: Form small groups and write a short 4-line song about a friendly topic like 'My Best Friend', 'Save Water', or 'Our Beautiful School'.	Materials: Writing paper, pencil. Assessment: Teamwork and ability to fit words into a steady pulse.
Learners present musical ideas confidently.	Performs created songs individually and collaboratively.	- Sings in front of friends boldly. - Shows creative presentation. - Enjoys the performance.	Class Song Showcase: Sing your group's short 4-line creation out loud while clapping or tapping a desk for rhythm.	Materials: Classroom desks or hand claps. Assessment: Bold delivery and basic rhythm maintenance.

Chapter 11: Music and Society

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners understand music as part of social and cultural life.	Explores the role of music in communities.	- Lists when music is used at home. - Connects songs with events. - Values social song traditions.	Music in My Life Discussion: Talk about where you hear music daily (like mornings, birthday parties, harvesting, or National festivals).	Materials: None. Assessment: Active identification of daily life song events.
Learners recognise music as a medium of communication.	Explains how music influences people and society.	- Tells how music helps people. - Shows community awareness. - Gives real life examples.	Unity Discussion Circle: Discuss simply how marching songs, patriotic anthems, or clean-up songs bring people together for a good cause.	Materials: Classroom circle arrangement. Assessment: Expressing basic ideas about unity and music.

Learners reflect on their own musical experiences.	Connects personal life with musical practices.	• Shares an honest music story. • Appreciates other students' lives. • Speaks very politely.	My Favorite Musical Memory: Stand up and tell a 1-minute story about a special song that makes you happy or a family tune you love.	Materials: Personal memories. Assessment: Clear verbal articulation and respectful sharing.
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Chapter 14: Coordination in Movement

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners develop coordination between body, rhythm and movement.	Performs movements in synchronisation with rhythm.	• Moves hands/feet to a beat. • Changes speed with the sound. • Keeps perfect step timing.	Rhythm and Step Drill: Walk fast when a drum or clap goes fast, and walk very slowly when the drumbeat goes slow.	Materials: A small drum, dholak, or loud hand claps. Assessment: Matching physical speed with audio speed accurately.
Learners improve concentration and motor skills.	Demonstrates balanced and controlled movement.	• Moves precisely and neatly. • Knows body limits well. • Copies shapes accurately.	Mirror Movement Game: Face your partner and act like their reflection, copying their arm and leg moves exactly and smoothly without speaking.	Materials: Student pairs. Assessment: Coordination, concentration, and sync speed with partner.
Learners combine expression with movement patterns.	Creates coordinated movement compositions.	• Works in unison with a team. • Coordinates step orders. • Performs with basic confidence.	Group Match Performance: Work in teams of four to create a simple 4-step moving line where everyone moves their hands and feet at the exact same time.	Materials: Open floor room space. Assessment: Team alignment and synchronized timing.

Chapter 15: Indian Dance

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners appreciate the richness and diversity of Indian dance traditions.	Identifies major forms of Indian dance.	• Names 2 folk or classical dances. • Finds regions of dances on maps. • Appreciates	Indian Dance Mapping Game: Look at pictures of colorful folk dance costumes (like Garba, Ghoomar, or Bhangra) and point out their home states on a big map.	Materials: Dance picture cards, India map chart. Assessment: Correct regional association of major

		national art forms.		folk dance styles.
Learners understand expression, gesture and movement in Indian dance.	Demonstrates basic gestures and dance elements.	• Performs 3 simple hand mudras. • Shows clear dance gestures. • Moves hands with meaning.	Hand Mudra Workshop: Learn a few basic traditional hand mudras (like Pataka, Tripataka, or Mayura) and use them to show a flower, bird, or river.	Materials: Teacher demonstrations. Assessment: Proper shape of fingers and clarity of meaning.
Learners connect dance with culture and identity.	Reflects on cultural values represented in dance.	• Tells why a folk dance is done. • Appreciates local variations. • Shares verbal facts neatly.	Harvest Dance Discussion: Find out why farmers perform dances during harvest times (like Baisakhi, Pongal, or Onam) and talk about it in class.	Materials: Shared festival knowledge. Assessment: Understanding of dance as an seasonal celebration.
Learners participate in artistic performance confidently.	Presents movement sequences individually and in groups.	• Performs steps boldly. • Keeps steps aligned with a team. • Enjoys being on stage.	Mini Dance Showcase: Stand with your group and perform a simple 1-minute combination of the hand mudras and steps you practiced.	Materials: Simple music or rhythmic clap track. Assessment: Confidence and general group uniformity.

Chapter 19: Stories of Shadows and Puppets

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners explore storytelling through shadow and puppet theatre.	Identifies forms of puppet and shadow performance.	• Names common types of puppets. • Knows how shadow shadows work. • Respects classic puppetry.	Shadow Hand Shapes: Use a simple torch light or classroom light to make shadows of a dog, bird, or deer on a plain wall using your hands.	Materials: Torch or sunlight, blank white wall/screen. Assessment: Successful projection of recognizable animal shapes.
Learners create narratives using visual performance techniques.	Develops stories through puppetry and movement.	• Creates a short mini plot. • Makes a puppet speak/move. • Shows clear story meaning.	Socks/Paper Puppet Show: Make a simple puppet out of an old sock or a paper bag and use it to tell a short 2-line story about kindness or honesty.	Materials: Old clean socks, paper bags, sketch pens, buttons. Assessment: Character voice control and clear moral message.

Learners appreciate traditional performance forms.	Connects theatre with cultural practices.	• Knows traditional Indian puppets. • Understands old art values. • Shares a quick fact aloud.	Kathputli Story Time: Look at pictures of traditional Indian string puppets (Kathputli) or leather shadow puppets and discuss how stories were told in villages long ago.	Materials: Pictures or short clips of Indian traditional puppets. Assessment: Verbal expression of cultural interest.
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Chapter 20: Grand Finale

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners integrate theatre skills into final presentation.	Performs confidently using learned techniques.	• Acts on stage without fear. • Uses face moves with feeling. • Delivers lines or moves clearly.	Final Theatre Showcase: Form small teams and present a short, sweet 2-minute skit or story piece based on anything learned over the year.	Materials: Open class stage area, basic props. Assessment: Confident posture, clear actions, and loud voice.
Learners reflect on artistic growth.	Evaluates performance experiences.	• Tells what they did best. • Knows where they can improve. • Shows self-belief.	Verbal Art Sharing: Instead of writing, stand up in your place and share your favorite performance moment from this year and one thing you want to do better next year.	Materials: None. Assessment: Self-honesty and clear speaking.
Learners communicate through collaborative presentation.	Participates actively in final productions.	• Helps out group mates kindly. • Handles responsibilities properly. • Works as a true unit member.	Class Theatre Day Setup: Help arrange the benches to make a stage, manage the prop box, or welcome friends as part of a cooperative festival team.	Materials: Class chairs, tables, banners. Assessment: Active teamwork and help offered to peers.

Chapter 21: Integration of Art Forms

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners understand connections among different art forms.	Integrates music, dance, visual arts and theatre.	• Joins arts simply together. • Combines distinct art ideas. • Sees links across	The All-in-One Performance: Create a small performance where one student acts, one plays a simple background beat, and one holds up a painted landscape	Materials: Student drawings, shakers/drums. Assessment: Successful mixing of

		topics.	drawing.	drawing, beat, and action.
Learners apply multiple artistic skills creatively.	Produces integrated artistic experiences.	• Employs multiple media nicely. • Designs unique combined items. • Expresses a clear message.	Story Painting & Drama: Choose a simple theme like 'Rainy Day'. Draw raindrops on charts, play a rain clap rhythm, and move like a wind-blown leaf together.	Materials: Paper, colors, hand claps. Assessment: Creativity in blending movement and visual art elements.
Learners value collaborative artistic creation.	Participates in interdisciplinary projects.	• Supports a combined team project. • Celebrates friends' talents. • Shows good delivery.	Art Integration Fair: Work in multi-talented teams where drawers, singers, and actors put up an combined presentation for the class.	Materials: Combined classroom art supplies. Assessment: Harmony, respect, and mutual support across art skills.

Chapter 22: Evaluation

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities (Detailed)	Suggested Materials & Assessment
Learners reflect on artistic learning and progress.	Demonstrates self-evaluation and goal setting.	• Spots their main creative strength. • Identifies tricky art hurdles. • Names a simple future goal.	Year-End Chit-Chat: Share with your teacher or partner what was the hardest activity this year and how you finally finished it.	Materials: None. Assessment: Ability to identify challenges and learning points verbally.
Learners demonstrate acquired artistic competencies.	Presents evidence of learning through portfolios and performance.	• Arranges their best drawings neatly. • Shows clear personal progress. • Talks about their art pieces.	My Art Folder Presentation: Gather your top 3 drawings from the year into a simple file folder and talk about them with your teacher or parents during evaluation.	Materials: A simple paper folder containing drawings made during the year. Assessment: Completeness and arrangement of the student folder.
Learners celebrate artistic achievement and expression.	Participates in appreciation and sharing.	• Applauds classmates politely. • Talks nicely about group tasks. • Shows bright	Celebration of Learning Event: Put all art files on a big classroom table. Play a happy background folk rhythm and clap for everyone's amazing creative efforts.	Materials: Desks, completed folders. Assessment: Positive attitude, joy, and mutual appreciation.

		confidence.		
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The prescribed syllabus should be completed by 30th January 2027, ensuring adequate time for revision and consolidation of learning.

Whole Syllabus will be evaluated in Annual Examination.

Teachers are encouraged to promote experiential and inclusive learning.

Sufficient time should be allocated for systematic revision prior to the Annual Examination to support learner preparedness.

All teaching–learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.

Annual Examination 2027