

Class VII – 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: Understanding Emotions

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Understand and express feelings through art and performance.	Show different emotions and their levels clearly.	• Tells apart basic emotions (Navarasa). • Shows low, medium, and high emotional levels using expressions. • Uses clear face expressions and body language.	Emotional Corners Game: Move to different corners of the room marked with feelings (joy, anger, sadness) and show that feeling through simple words and expressions.
Share ideas and stories through drama.	Tell stories using voice and simple acting.	• Makes up short stories based on everyday feelings. • Speaks clearly and changes voice tone to match a story.	Emotion Story Builder: Work in pairs to create and act out a 2-minute story based on a given feeling.
Try different acting styles.	Know the difference between realistic and stylized acting.	• Identifies realistic and stylized acting. • Uses appropriate acting styles for a given scene.	Choose Your Style: Act out a simple daily routine (like drinking tea) first in a realistic way, then in a dramatic, stylized way.
: Enjoy cultural art and monuments.	See and explain feelings shown in statues and art.	• Spots emotions shown on faces of local statues/artwork. • Connects artwork with its traditional roots.	Statue Watch: Look at photos of traditional Indian sculptures and describe what emotion or story the posture shows.
Work well with others and show care.	Cooperate nicely and support peers in a group act.	• Listens to and respects others' feelings. • Helps team members during group tasks.	Verbal Reflection Circle: Sit together after activities to talk about what was fun, what was challenging, and what they learned.

Chapter 2: Say More without Speech — Mime

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Express ideas and feelings using only body language.	Act without words using gestures and facial expressions.	• Shows feelings clearly without speaking. • Uses body movements that fit the situation.	Silent Circle Game: Stand in a circle and pass an emotion around using only facial expressions. Neighbors guess the

			feeling.
Build imagination through silent acting.	Create short silent stories alone or with a group.	• Acts out short silent scenes. • Keeps scenes organized with a clear start, middle, and end.	Invisible Object Task: Act out handling a heavy bag, flying a kite, or opening a jammed door without using any real objects.
Observe real-life movements and copy them.	Notice human actions and copy them accurately.	• Spots key details in body language. • Recreates everyday actions realistically.	Daily Life Mime: Silently act out a familiar job or routine (like a street vendor, teacher, or cricketer) for others to guess.
Work as a team in silent performances.	Join in group silent acts smoothly.	• Coordinates body movements with friends. • Creates clean transitions in group setups.	Group Picture (Tableau): Form groups to create a frozen picture of a busy place like a railway station, market, or fair.
Give and receive feedback nicely.	Notice what makes silent communication successful.	• Explains how feelings were shared. • Uses friendly tips to make acting better.	Mirror Game: Partner up. One person moves slowly while the other copies them exactly like a mirror. Share verbal feedback.

Chapter 5: Making Music

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Enjoy music as a way to express creativity.	Discover and enjoy different types of sounds.	• Tells apart natural sounds (birds, rain) from man-made sounds. • Recognizes simple musical patterns in daily life.	Sound Hunt: Walk around the school or home, list different sounds, and sort them into rhythmic or steady sounds.
Develop attentive listening skills.	Listen carefully and respond to musical sounds.	• Notices changes in sound pitch, speed, and beat. • Tells what feelings a piece of music brings out.	Listening Circle: Listen to short audio clips of different instruments and talk about how the music makes them feel.
Make simple musical patterns.	Play around with simple beats and sound mixes.	• Beats a steady rhythm correctly. • Mixes simple sounds in an orderly way.	Classroom Beats: Use hands, feet, or desk-clapping to create a simple rhythm pattern together as a class.
Sing or play together nicely.	Take part happily in group music activities.	• Sings or plays in time with a group. • Keeps a steady rhythm with peers.	Rhythm Pass: Stand in a circle, create a simple beat pattern, and pass it around the circle without breaking the timing.
Notice how music is part of our life.	Connect everyday life with music.	• Identifies music used in celebrations or daily tasks. • Shares favorite songs with reasons.	My Musical Day: Share a short verbal account of where and when you heard music throughout the day.

Chapter 6: Music, Emotions and Creativity

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Understand how music connects to feelings.	Identify the mood of different musical tracks.	- Links specific sounds with emotions. - Explains changes in mood when music speeds up or slows down.	Mood Matcher: Listen to two contrasting tracks (fast vs slow) and describe the change in mood.
Use voice and beats to show feelings.	Use vocals and simple rhythm to share emotions.	- Makes sound patterns that match a specific feeling. - Expresses feelings confidently through sound.	Sound Painting: Use simple vocal sounds or desk taps to represent natural moods like a peaceful morning or a sudden storm.
Grow imagination through musical play.	Create simple new musical ideas.	- Invents simple short melodies or beats. - Mixes different sounds creatively.	Sound Story: Create background sounds (like wind, footsteps, or laughter) using hands and voice to bring a short spoken story to life.
Collaborate with friends to make music.	Create music together as a team.	- Shares musical ideas politely with group members. - Contributes sounds to a group performance.	Group Mood Mix: Work in teams of 4 to create a short 1-minute sound piece that represents 'excitement' or 'peace'.
Talk about how music affects us.	Share thoughts on how music changes feelings.	- Explains personal reactions to songs. - Respects that others might feel differently about the same music.	Friendly Chat Circle: Talk openly about how favorite songs change our mood when we are tired or happy.

Chapter 7: Ragas and Talas/Taal

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Learn the basics of Indian classical music.	Identify basic concepts of Raga and Tala.	- Knows what a Raga (melody framework) and Tala (rhythm cycle) mean. - Names a few common ragas.	Raga Moods: Listen to a classical clip and talk about the specific time of day or mood it represents.
Recognize rhythm patterns in classical music.	Follow and clap to simple talas.	- Keeps time with simple rhythmic cycles. - Claps correctly on main beats.	Tala Hand Practice: Learn to show Teentaal, Keharwa, or Dadra using simple hand claps and waves.
Value the heritage of Indian classical music.	Connect musical traditions with our culture.	- Respects traditional classical music forms. - Explains why traditional music is special.	Folk & Classical Stories: Share simple stories or fun facts about famous historical musicians like

			Tansen.
Apply rhythm and melody basics practically.	Sing or chant simple raga and tala patterns.	- Follows simple note sequences (Swaras). - Sings notes in time with a steady beat.	Swara Workshop: Sing basic musical notes (Sa Re Ga Ma...) up and down the scale together with simple hand claps.
Build focused and regular music habits.	Stay focused during simple music practice.	- Follows teacher's musical instructions carefully. - Practices notes with steady attention.	Classroom Riyaz: Spend the first 3 minutes of every music class practicing a steady note ('Sa') together to build focus.

Chapter 10: Dance and Sculpture

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
See how dance and visual art are connected.	Look at and copy dance poses seen in traditional statues.	- Spots dance-like postures in traditional sculptures. - Looks closely at details like arms, legs, and head positions.	Living Statue Game: Look at a picture of an old Indian sculpture or temple carving, and try to safely copy that pose with your body.
Explore body movement as a way to share ideas.	Try simple dance movements inspired by art.	- Keeps good balance while holding a pose. - Moves smoothly from one pose to another.	Freeze and Flow: Start as a frozen statue pose, then on a drum beat, smoothly melt into a flowing dance movement.
Appreciate traditional Indian art heritage.	Know the value of dance sculptures in our history.	- Identifies traditional dance styles shown in old art. - Appreciates how old art keeps traditions alive.	Heritage Picture Share: Look at cards showing famous Indian sculptures (like Nataraja or temple dancers) and talk about their movements.
Use body language to tell simple stories.	Use gestures and poses creatively to express ideas.	- Uses hands and body shapes to show a meaning. - Performs movements confidently in front of peers.	Sculpture Story: In small groups, line up like a row of statues to show a short story sequence (like planting a seed to growing a tree).

Chapter 11: Dance Vocabulary and Techniques

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Learn basic dance terms and ideas.	Identify and use simple dance terms correctly.	- Uses correct common names for simple dance movements. - Identifies different types of steps.	Movement Cards Match: Match a word card (like 'Chari', 'Gati', or 'Mudra') with a live movement demo by a classmate.
Build body balance	Perform basic dance steps neatly and	Keeps a steady and straight body posture.	Technique Stations: Move around the room to

and control.	safely.	Coordinates feet and hand steps with a simple beat.	practice specific things: Station 1 for balance, Station 2 for hand gestures, Station 3 for footwork.
Improve smooth expressions in dance.	Combine steps with clear facial expressions.	- Changes facial expression to match the movement. - Moves gracefully from one step to the next.	Expressive Steps: Learn a simple 4-step sequence and practice doing it with a happy face, then a brave face.
Help each other improve through feedback.	Watch and give helpful tips on dance steps.	- Shares friendly, positive feedback with classmates. - Practices a step again to make it better.	Show and Help: Perform a short step sequence for a partner, and get one encouraging tip on how to improve balance.

Chapter 12: Dance, You and Creativity

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Express your own original ideas through movement.	Make up simple new dance steps on your own.	- Uses imagination to combine steps. - Creates short original movement patterns.	Create Your Step: Design a short 3-second movement pattern that represents a natural element like rain, wind, or a blooming flower.
Connect feelings with physical movement.	Use simple dance to show clear emotions.	- Shows feelings like joy, surprise, or calm through dance. - Picks specific movements that match a mood.	Feelings in Motion: Walk across the room changing your movement style based on the emotion called out by the teacher.
Work creatively as a team.	Create a short group dance routine together.	- Listens nicely to dance ideas from teammates. - Combines ideas to make a simple group routine.	Group Dance Lab: In teams of 5, combine your individual 'Create Your Step' phrases into a short group routine.
Build confidence by presenting to others.	Perform your short dance piece for the class.	- Performs with a confident and happy attitude. - Enjoys sharing original work and clapping for others.	Creative Mini-Show: Present your group routine to the class, followed by a warm round of applause and verbal praise.

Chapter 15: Objects in Icons and Symbols

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Understand symbols and logos in art and culture.	Identify and explain common symbols we see around us.	- Recognizes traditional Indian art motifs. - Tells what common daily signs and cultural symbols mean.	Symbol Detective: Look at pictures of logos, traffic signs, or traditional folk art patterns. Talk about what each symbol is trying to tell

			us.
Build observation skills by looking at shapes.	Notice shapes and colors used to make symbols.	- Identifies lines, basic shapes, and colors in symbols. - Explains the difference between an old traditional symbol and a modern logo.	School Symbol Hunt: Look around the school building or classroom to find symbols or logos, and talk about why they were put there.
Use symbols creatively to share an idea.	Draw a new original symbol for an idea or value.	- Designs a simple and clean symbol. - Uses basic shapes and clear colors to show a message.	Design a Personal Logo: Draw a simple badge or symbol that shows your favorite hobby or an important value (like kindness or honesty).
Appreciate Indian traditional and folk art forms.	Value symbols used in Indian folk art.	- Recognizes simple symbols in Madhubani, Warli, or Gond art. - Respects traditional artistic heritage.	Folk Art Circle: Look at basic shapes used in Warli or Madhubani art (like triangles for people, circles for sun) and draw a simple scene using them.

Chapter 16: Nature's Palette

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Enjoy nature as an inspiration for art.	Observe colors, textures, and patterns in nature.	- Sees different shades of colors in leaves and flowers. - Notices natural patterns like veins in a leaf or ripples in water.	Nature Walk: Take a quick walk in the school garden. Look closely at leaves, bark, and flowers to see their colors and textures before drawing.
Experiment with colors inspired by nature.	Mix and use colors neatly in drawings.	- Knows warm colors (red, yellow) and cool colors (blue, green). - Uses colors neatly to draw a balanced picture.	Nature Color Mix: Draw a simple landscape of your local surroundings using cool colors for water/sky and warm colors for the sun.
Use eco-friendly habits in art.	Use natural or recycled materials to make art.	- Shows care for the environment while doing art. - Explores making art without wasting things.	Eco-Art Collage: Use fallen dry leaves, twigs, loose flower petals, and old newspaper scraps to glue together a creative animal shape.
Share a green message through drawings.	Create simple art that talks about saving nature.	- Shows care for trees and animals through drawings. - Explains the message of their artwork to friends.	Green Poster Task: Draw a simple poster with a slogan like 'Save Trees' or 'Keep Water Clean' using bold lines and neat colors.

Chapter 17: How You Feel

Curriculum Goal	Competency	Learning Outcomes	Suggestive Activities
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(CG)			
Use visual art to share personal feelings.	Show different emotions using colors and lines.	• Links specific colors and lines with feelings (e.g., bright for joy, wavy for excitement). • Expresses feelings confidently on paper.	Feeling Color Wheel: Draw a circle divided into parts. Fill each part with a color that reminds you of an emotion (like yellow for happy, blue for calm).
Build creative thinking through art.	Draw an original picture based on a happy memory.	• Creates an original drawing independently. • Uses basic school art materials neatly.	My Best Day Drawing: Draw a picture of a favorite memory or fun family day using crayons, sketch pens, or watercolors. Share the story behind it verbally.
Respect and enjoy classmates' artwork.	Look at and speak kindly about others' art.	• Looks closely at details in classmates' art. • Gives friendly, encouraging feedback to peers.	Classroom Desk Walk: Place drawings on desks. Walk around quietly to see everyone's work and say one nice thing about a friend's drawing.
Use simple art to spread good messages.	Create posters that promote kindness and well-being.	• Uses colors and bold headings to make a clear poster. • Shows a positive and caring message visually.	Kindness Card: Make a small hand-drawn card or poster celebrating friendship, sharing, or caring for people around us.

The prescribed Mid-Term syllabus should be completed by 5th September 2026, ensuring adequate time for revision and consolidation of learning. Teachers are encouraged to promote experiential, inclusive learning and use verbal reflections during practical tasks.

POST MID-TERM / ANNUAL SYLLABUS

Chapter 3: Let's Design — Stage Technicals 2

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Understand stage design as a part of drama.	Learn about stage spaces and simple setups.	• Identifies the main areas of a stage (front, back, left, right). • Uses basic stage words correctly.	Mini Stage Plan: Draw a simple map of a classroom stage on paper, marking where actors enter, where they stand, and where the audience sits.
Develop simple layout and spatial thinking.	Design simple performance spaces creatively.	• Arranges objects neatly on a paper layout. • Plans spaces so that performers can be easily seen.	Cardboard Stage Model: Work in small teams to make a tiny toy stage box using a shoe box, recycled scraps, or chart paper.
Learn how simple props and lights change a scene.	Suggest simple ideas for costumes, props, and lighting tones.	• Chooses simple daily objects to use as props for a story.	Mood & Lights: Talk about what colors of light (like warm yellow or cool blue)

		Explains what colors or lighting suit a happy or mysterious scene.	match a festival scene versus a spooky story scene.
Work as a team to organize a backstage setup.	Take part responsibly in team planning for a class play.	- Shares backstage duties smoothly with classmates. - Makes quick design choices as a group.	Play Team Setup: Split into teams (one for simple props, one for costumes, one for sounds) to plan for a short 5-minute class skit.
See the beauty and safety of a well-set stage.	Check if a stage setup looks clean and works well.	- Explains why a well-arranged stage helps the actors. - Suggests quick fixes to make a setup look neater.	Before & After Look: Compare a completely empty classroom floor with one arranged with two chairs and a table. Talk about which looks better for a scene.

Chapter 4: Story of India's Storytelling Tradition

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Enjoy India's traditional storytelling styles.	Identify different ways stories are told across India.	- Knows that different states have special ways of telling stories. - Connects regional stories with local culture.	Story Map: Find or list common traditional folk tales from 2 or 3 different states of India and share them with the class.
Tell stories nicely using voice and expression.	Present a short story clearly to an audience.	- Speaks clearly and changes expressions to match characters. - Keeps the story events in a clear, easy order.	One Story, Three Ways: Try telling the same short joke or fable as a regular narration, then with dramatic voices, and finally through silent actions.
Value family and local traditional stories.	Connect storytelling with home and local heritage.	- Shares old stories heard from parents or grandparents. - Helps keep traditional local tales alive.	Grandparents' Tales: Ask an elder at home for a short traditional story, and retell it to your bench partner the next day.
Create new stories using imagination.	Build and tell a new story with friends.	- Makes up a simple plot with clear characters. - Cooperates with friends to build a continuous tale.	Chain Story Game: Sit in a circle. The teacher starts a story with one sentence, and each student adds one simple sentence to keep it going.
Build confidence while speaking to a crowd.	Perform a story confidently for classmates.	- Faces the audience comfortably with friendly body language. - Enjoys watching and listening to classmates' stories politely.	Mini Story Festival: Gather in small circles and take turns telling your favorite short moral stories, followed by verbal praise.

Chapter 8: The Music of the People

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Appreciate traditional folk and community songs.	Identify regional and folk music styles.	- Recognizes simple regional folk songs. - Understands that folk music belongs to the community.	Folk Music Listening: Listen to a short recording of a folk song (like Bhangra, Bihu, or Garba music) and talk about its lively rhythm.
See how music connects with daily community life.	Link community songs with festivals and celebrations.	- Explains when and why folk songs are sung (harvest, weddings, festivals). - Values local musical traditions.	Festival Song Talk: Share names of songs sung at home or in your neighborhood during festivals, seasons, or family functions.
Sing folk tunes with simple rhythms.	Sing simple folk songs together confidently.	- Participates happily in group singing. - Follows a steady folk beat with hand claps.	Folk Song Sing-Along: Learn and sing a simple, short traditional folk chorus together as a class with steady hand-clapping.
Help remember and share local music traditions.	Collect and talk about traditional music from elders.	- Shares traditional musical knowledge with friends. - Shows respect for older cultural songs.	Elders Interview: Ask a family member about a song they used to sing when they were young, and share its theme verbally in class.
Value musical variety and inclusion.	Respect multiple cultural music traditions.	- Enjoys listening to songs from different states and languages. - Sees that all folk music brings people together joyfully.	Music Heritage Sharing: Bring or name a unique local instrument or song from your home region and explain it simply to the class.

Chapter 9: Performance

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Show music skills through simple presentations.	Sing or play simple tunes alone or in a group.	- Sings lyrics clearly and keeps the melody steady. - Stays in time with a simple background beat.	Class Performance Day: Sing a learned school song or practice chorus in small groups in front of your classmates.
Combine rhythm and melody expressively.	Mix simple beats and singing neatly.	- Uses correct pitch and steady timing together. - Shows a cheerful mood while performing.	Joint Music Act: Perform a short song where half the class sings the melody and the other half taps a steady desk beat.
Build stage confidence and audience manner.	Stand and present music confidently before others.	- Stands with good, relaxed posture while singing. - Maintains a confident	Assembly Try-out: Practice singing a group song standardly, just like performing during the

		look and faces the audience directly.	morning school assembly.
Work responsibly as a musical team.	Coordinate smoothly in a group musical act.	• Listens to group members to stay in same scale and speed. • Follows the teacher's hand cues for starting and stopping.	Class Group Ensemble: Work together to sing a chorus where everyone starts and finishes at the exact same second.
Talk about group musical successes together.	Share simple thoughts on how the performance went.	• Identifies one thing done well and one thing to practice more. • Gives helpful and encouraging praise to classmates.	Verbal Review Chat: After a group song, spend two minutes sharing what went really well and what step to practice next time.

Chapter 13: Personalities

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Learn about famous Indian dance masters.	Identify great dance artists and their work.	• Knows names of 2 or 3 famous Indian classical dancers. • Explains simply what made their dance special.	Artist Story Cards: Read or listen to a short, inspiring 3-minute story about a famous classical dancer's life and look at their picture.
Understand that regular practice leads to success.	Connect great artistic work with steady focus and dedication.	• Realizes that dance requires regular practice (Riyaz). • Draws simple inspiration for their own daily habits.	Role Model Talk: Discuss how famous dancers spent hours practicing their basic steps, and how focus helps in sports or studies too.
Share life stories of artists creatively.	Present simple details about an artist's life clearly.	• Organizes 2 or 3 key facts about an artist neatly. • Tells or acts out a short event from an artist's life.	Mini Bio Skit: Work in pairs to act out a short 1-minute scene showing an inspiring moment from a famous dancer's childhood.
Respect different traditional Indian dance styles.	Notice variety across different dance traditions.	• Recognizes that India has diverse dance forms (Kathak, Bharatanatyam, Odissi, etc.). • Values cultural variety.	Dance Style Walk: Walk around to look at simple posters of different dance forms displayed on tables and discuss their unique outfits.

Chapter 14: Natya

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Understand Natya as a mix of expression, movement, and story.	Identify elements of dance-drama in an act.	• Knows that Natya combines facial expression, hand signs, and story. • Follows a simple story	Natya Show & Tell: Watch the teacher or a peer demonstrate a basic hand sign (Mudra) and explain what animal or object it

		told through body movements.	represents.
Share meanings clearly using body and face expressions.	Use facial expressions and gestures to show basic actions.	• Uses hand gestures purposefully to show an object (like a bird, flower, or fish). • Shows clear expressions that match a character.	Expression Practice: Act out a short scene—like catching a butterfly or walking in heavy rain—using only expressions and hand shapes.
Create short integrated dance-drama acts.	Combine steps, rhythm, and facial expression together.	• Joins simple steps and expressions to form a mini act. • Works nicely with team members during a performance.	Mini Natya Play: In groups of 4, act out a very short traditional fable (like 'The Thirsty Crow') using simple beats and clear expressions.
Enjoy and respect our traditional drama heritage.	Connect Natya with India's traditional culture.	• Recognizes traditional Indian dance-drama forms. • Respects old artistic stories and heritage value.	Performance Chat: Watch a short video clip or look at photos of a traditional dance-drama and talk verbally about the characters.

Chapter 18: Textiles and Traditions

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Understand textiles as part of our heritage.	Identify common traditional Indian fabric styles.	• Names a few major Indian textile styles (like Bandhani, Block Print, Kalamkari, Chikankari). • Recognizes that fabrics come from different states. • Values traditional hand-made cloth crafts.	Fabric Pattern Display: Bring a small piece of old scrap cloth or dupatta from home showing traditional prints. Show it to friends and tell its color/style.
Create simple designs inspired by traditional cloths.	Draw simple repeating patterns using basic shapes.	• Notices basic lines and traditional symbols in fabrics. • Draws neat repeating borders or symmetric lines on paper.	Design a Pattern: Use sketch pens, crayons, or a simple potato-stamp with poster paint to print a repeating border pattern on a sheet of paper.
Value eco-friendly habits and local weavers.	Know the importance of handloom and eco-friendly clothes.	• Understands that handloom fabrics are made by local artisans. • Values eco-friendly clothes that don't harm nature.	Artisan Appreciation: Watch a short 3-minute video clip or talk about how local weavers create cloth on a hand-loom using yarn threads.
Share cultural pride through creative crafts.	Make a simple item using traditional design motifs.	• Mixes colors neatly on a craft item. • Presents their craft confidently to bench partners.	Craft Showcase: Draw and color traditional motifs on a thick paper bookmark or paper bag, then display it on your desk for a classroom walk.

Chapter 19: The Art of Calligraphy

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
Understand calligraphy as beautiful writing.	Identify different styles of artistic writing.	• Knows that writing can be styled as an art form. • Identifies popular scripts (like Devanagari, English script, or regional alphabets).	Letter Art Look: Look at beautifully written headings in old books, certificates, or local posters and discuss how tidy they look.
Build hand control and neat writing habits.	Write neat and decorative letters carefully.	• Keeps steady gaps and straight alignment between words. • Writes letters clearly and neatly using daily school tools.	Neat Lettering Practice: Use normal sketch pens, sketch brushes, or simple wooden sticks with ink to carefully practice writing single letters beautifully.
Create beautiful text layouts with designs.	Design simple layouts combining neat words with borders.	• Mixes beautiful letters with clean geometric borders. • Uses colors neatly to make the words easy to read.	Inspirational Quote Card: Write a single powerful word (like 'PEACE', 'KIND', or 'JOY') or a short line beautifully inside a decorated border box.
Build confidence by showing your text art.	Present your lettering work proudly to classmates.	• Shares original lettering pieces happily. • Tells what technique or tool was used. • Appreciates friends' beautiful writing.	Calligraphy Gallery: Place your completed word cards on the front blackboard ledge, and take turns sharing verbal praise for neat work.

Chapter 20: Integration of All Art Forms — Sculptures Come Alive!

Curriculum Goal (CG)	Competency	Learning Outcomes	Suggestive Activities
See how drawing, music, dance, and drama fit together.	Combine different art styles into a single joint project.	• Explains how music helps a dance or how a drawing helps a play. • Works well in all kinds of art setups.	All-In-One Theme Project: Work in groups to choose a theme like 'Monsoon' or 'Our Festival'. Talk about how to show it with a drawing, a song, and a step.
Explore clay or scraps to make simple 3D models.	Make simple toy shapes or models using easy materials.	• Understands shape, height, and balance in a model. • Uses modeling clay, paper pulp, or clean plastic bottles safely.	Clay & Scrap Workshop: Mold simple shapes of animals, birds, or a small traditional hut using soft clay or clean recycled cardboard boxes.
Work happily as a team to present an item.	Plan and present a short team performance confidently.	• Helps friends during group practices. • Performs with a confident look before an audience.	Statues Come Alive Act: In groups, stand frozen like a monument or a historical scene. On a clap, wake up to say a line and do a simple dance step.

Reflect on creative learning journeys together.	Talk about what was learned across all art projects.	• Shares key learnings from their practical work verbally. • Keeps their artwork safe in a simple portfolio folder.	Art Review Day: Display your year's clay models and drawings on desks. Share verbal stories of your favorite art days with classmates.
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The prescribed syllabus should be completed by 30th January 2027, ensuring adequate time for systematic revision and consolidation prior to the Annual Examination 2027. The whole syllabus will be evaluated through practical tasks and verbal sharing in the Annual Examination. All activities are designed to be completed easily within regular periods using basic classroom materials, ensuring inclusion and feasibility for all schools.