

ATOMIC ENERGY EDUCATION SOCIETY

MUMBAI

ATOMIC ENERGY CENTRAL SCHOOLS



ART CURRICULUM

2024-25

2024-2025

ART EDUCATION

INTRODUCTION

Art education constitutes an important area of curricular activity for the development of the wholesome personality of the learners. Art is a process of fulfillment running through every aspect of life and it goes on in a creative, productive and joyful manner. Art education helps to explore various means of communication (verbal and nonverbal). It encourages to develop creative expression and sharpens senses through keen observation of the environment. It helps to discover preferences through exposition to variety of material and identify the personal form and style of expression. It develops awareness of various art forms in and around the environment and locality and develops skills in the use of various tools, instruments and other art materials in the process of experimentation and exploration. In the process of discovering space, organization, colors, forms, lines, texture, movement, sound, etc., learners develop a sense of organization and design which inculcates in them a sense of order with regard to their personal appearance, home, school and community. It also develops aesthetic sensibilities and respect for social values and cultural heritage.

NEP IN ART (Reference 4.3) secondary school curriculum 2022-23

Art Education constitutes curricular activities for the development of the wholesome personality of the children, aesthetic sensibilities and respect for social values and cultural heritage. It encourages learners to develop creative expression, sharpens keen observation and develops a sense of organization and order. Students may select one form each from Visual Art Art teacher

Arts (drawing, painting, murals, collages, crafts, sculpture, etc.) and Performing Arts (dance, music, drama, puppetry and Folkart forms etc.). Children's participation in activities/competitions organized and conducted throughout the year form the basis of assessing the student by the Visual art teacher.

Art Education and Art Integration: (Reference 2.8.1) secondary school curriculum 2022-23

The following two-pronged approach is followed:

(i) Art education continues to be an integral part of the curriculum. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.

(ii) Art is also integrated with the teaching and learning process of all subjects from classes 1 to 12, to promote active and experiential learning for “connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks.”

Art Integrated Pedagogy: (Reference 2.8.2) secondary school curriculum 2022-23

While preparing its annual pedagogical plan under the leadership of the Principal of the school, the school must plan out in detail the Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration.

For implementing this in classrooms, the subject teacher picks the topic/concept/idea that she wants to teach by integrating Art. The teacher can do this jointly with the Art teacher too. Then, the subject teacher collaborates with the Art teacher to align the pedagogy. Next, the teacher teaches the topic/concept/idea ensuring active learning and ensuring that both the subject and Art are integrated well and there is learning in both areas. Finally, the teacher prepares a rubric to assess the student in both the areas – that is, the topic taught and the Art used.

ART EDUCATION

Objectives

The objectives of art education are to:

- help learners to consolidate past experiences and knowledge;
- introduce learners to different media and techniques and their use for creative and productive expression for common use;
- provide opportunities for development of awareness about folk arts, local specific arts and other cultural components leading to an appreciation of national heritage;
- assist learners to use artistic and aesthetic sensibility in day-to-day life situation;
- enable learners to achieve a balanced growth as a social being in tune with our culture through project work.
- get acquainted with the life and work of the local artists/artistes;
- use resourcefully locally available material to make different products (objects) with the help of the community;
- refine the sense of appreciation of the beauty of nature through the basic elements of art forms.

Approach to Art Activities

At the secondary stage, art education is closer to the local folk art and craft and folk theatre. Art is not only to always blindly copy the old masters or copying the teacher's work in a rigid manner but to help learners express themselves in creative and imaginative ways. Creative arts cannot be a substitute of Work Education under which a few artistic activities may be conducted but the approach and product would be different.

In the interest of the learner, as far as possible, all the media of creative arts may be placed before them to facilitate selection of one form or a combination of art forms.

These are:

Visual Arts

Two-dimensional or Pictorial	
1	Drawing and Painting
2	Collage Making
3	Printing
4	Photography/ Digital media Computer graphics
5	Drawing and Painting
Three-dimensional	
6	Clay modeling and pottery
7	Carving and sculpture
8	Construction
Theory	
	ART APPRECIATION ON INDIAN ART AND CULTURE
	PPT MAKING

Art is about creative expression of the learners, uniquely contributed by each one. Studying the works of famous artists of the past or present is undertaken to orient the learners to varied expressions. Replicating or copying either the Master or the teacher's work will check the imagination of the students and therefore must be avoided in all cases.

Sources for Art Teaching

The arts programmed in schools must reflect the ethos of the region. Artistic expression in music, poetry, dance theatre and in the creation of forms have been part of human life from the very beginning. It is an integral part of human existence. Exposure to the local environment and arts must be treated as an

essential Art integrated activity of the school art programmed. (as per NEP 2022) Reference page no 12, 4.7 Besides individual expression, the arts provide an opportunity to the learners to study and appreciate the contributions made in the past and present. By learning to appreciate music, painting, dance and theatre, students develop aesthetic sensibility and sensitivity to understand people from other cultures. To build a harmonious society, a productive nation or a world, requires to make learners familiar with the tradition of arts of the local region. The strength and confidence gained from the familiar, will make it possible for her to respect and appreciate the culture and contribution made by others.

A creative expression essentially depends on the approach to create opportunities for learners to explore, imagine and communicate the same in an art form they feel confident to use. Availability of material and experts closer to the school or community can be accented.

LESSON PLAN

-Teacher will create their own lesson plan as well as year plan as per the school curriculum.

-Teaching methodology use different teaching methodology Like

- Demonstration
- Doing and learning
- Site visit
- Art appreciation session

-Art integrated Workshop for Art tr. & other subject tr.

Should be organized in AEC Schools may be online or off line mode

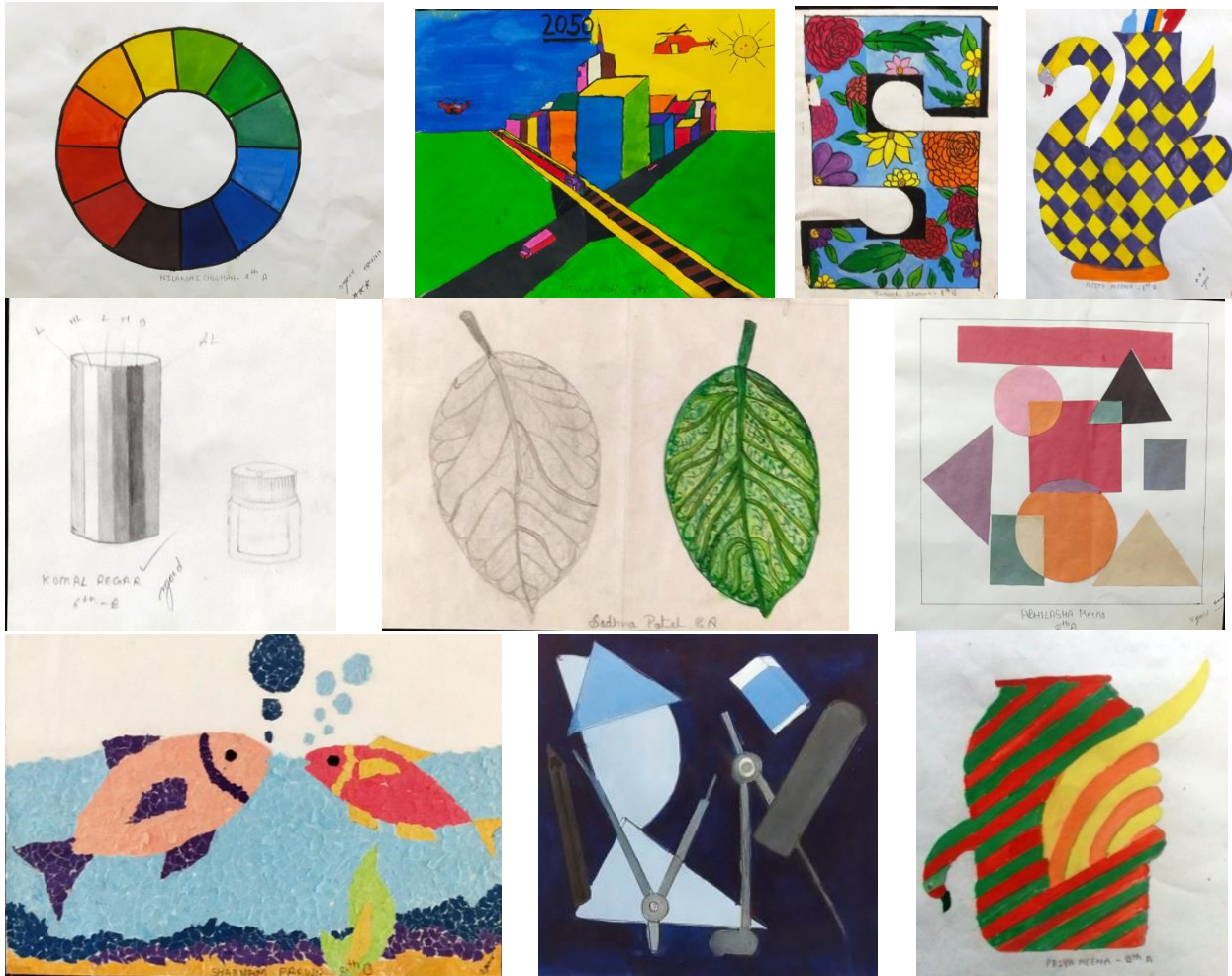
A. VISUAL ARTS (Drawing & painting)

SYLLABUS

Following syllabus may be adopted.

Activities in terms of Materials / Media and Techniques.

Two-dimensional or Pictorial Activities Examples



- Study of visual resources and means of creative expression.
 - Study of lines, strokes, colors, shades, tones, textures, etc. while organizing two-dimensional space with two dimensional and three-dimensional shapes and forms.
 - Sketching from nature and surrounding.
 - Creative use of colors to show space, atmosphere, subjective moods.
 - Creative use of perspective in spatial relationship.
 - Study of calligraphic strokes of Devanagari and Roman alphabet (Scripts).
 - Use of contrast as an expressive element of art.
 - Study and use of various media and techniques to the extent of their availability.
 - Pencil, charcoal, water color, crayon, oil colors, poster color and gouache, acrylic color and other unconventional sources of colors such as vermilion, yellow and red earth, rice flour, and tools like painting brushes for water colors and oil colors, Painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc., canvas, hardboard, simple

marking cloth pasted on paper, etc.

- Collage and mosaic work with a variety of colored papers and colored printed pictures/photographs from magazines and newspapers.
- Printing: Mono printing, Printing with wood-cut blocks, Lino-cut and metal foil: serigraphy (silk screen), self-made stencil, etc.
- Basic knowledge of computer graphics.

Three-dimensional or sculptural activities

Plaster of Paris carving Activity



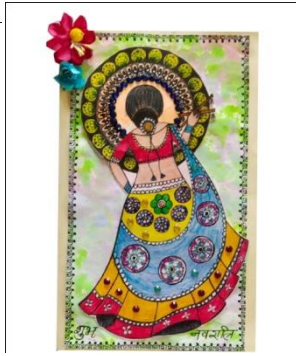
Clay modeling making activity



Pot painting activity



Greeting card & badges making



- Study of basic forms in clay
 - Study of various materials such as clay, plaster of Paris, soft-stone, wood (Blocks, twigs and branches, roots, etc.), metal scraps, plastic sheets, wire thread, papers and cardboards, vegetables and other throw-away available materials.
 - Study of natural and man-made forms, human figures, birds, animals, vegetation and other objects like household items, buildings or as desired by the students.
 - Objects of day-to-day use in groups and in different settings and arrangements.

Assignments

Assignments in two and three-dimensional subjective forms and utility and functional art and craft forms in different media and techniques. Painting, murals, graphics, clay modelling, wood-carving, soft-stone, plaster of Paris, block of brick constructions, collage, pottery and ceramics, masks, and puppets, textile designing (including tie-dye and batik, and block printing) poster designing, lay-out illustrations and photography, etc.

Correlating Art Activities with Other School Activities

- Construction of puppets and their costumes and improvised puppet stage or theatre, correlation with Home Science and Arts (Drama) subjects.
- Aesthetic organization of the physical environment by enhancing the surrounding area, i.e., landscaping including plantation of trees and other flowering plantstand vegetables, etc., correlating with Agriculture, Home Science and Environment Studies activities.
- Constructing stage setting props such as curtain, backdrops, stage lighting, improvised furniture sets, etc., designing utility (crafts) items; correlating with Work Education activities.
- Designing the school magazine and bulletin boards, making posters for school functions, and greeting/invitation cards, stage scenes for music, dance, drama performances, etc., correlating with applied Art activities.

Note: These activities and other group activities may emerge in project form at individual levels also.

Group Activities

- Organization, display and exhibitions of students' periodical and sessional work.
- Organizing inter school art exhibitions to widen their interaction and horizon.
- Planning and organizing festivals and celebrations of the community, cultural evenings, musical concerts, film shows and other performances including regional and folk (traditional art forms).
- Participating in study visits to museums, botanical gardens, zoological garden, art galleries and art institutions, etc., for greater awareness of the environment and cultural variations.

Theoretical Understanding of Art and Culture

- Short notes on important aspects of Indian art and culture based on Social Science.

Such writing may be based on reproduction of art work printed in Textbooks.

- Contribution made by any one contemporary artist.
- Knowledge of terms: Contour, texture, graphic, form, volume, space, tone, printmaking, collage, amateur, modelling in relief, Mobil construction, applique, calligraphy, layout, poster and composition.

Hints for the Art Teachers

- Students should be encouraged to work individually as well as in small groups, girls and boys working together.
- Learners should be encouraged to enquire about the technique, procedures and the work of master artists/artistes.
- Students should be encouraged and helped in handling new media and tools and meeting the new challenges in various problem-solving situations encountered by them
- Students should be encouraged to take the initiative and to critically evaluate their work.
- Since the adolescents are prone to adult influence, adult activities and methods working, she starts imitating and idealizing the adult approach and attitude to her work. The teacher, at this stage should try to make the adolescent child aware of the originality and uniqueness of her own work and encourage her to develop her own methods and style of working as there exists a large variety and divergence in adults' work.
- The teacher should develop friendly and empathetic relations with the students and should encourage them to know about the artistic activities of the local community.
- The teacher should organize studio/art room/ with the help of students.
- The teacher should organize visits of museums, historical places, exhibitions, botanical and zoological gardens, theatre and local drama activities, music and dance concerts, film shows, etc.
- The teacher should help children in the planning and organization of display and exhibitions, musical and other performances of master artists/artistes.
- The teacher should develop projects correlating art activities with other subjects

with the cooperation of other subject teachers.

- The teacher should encourage the use of improvised instruments and tools by the students locally available.
- The teaching approach should be inductive and students should be encouraged to mobilize their own resources to solve their problems. Direct instructions in the techniques should be avoided. They should be encouraged to develop techniques and styles of their own through exploration of discovery of materials, media, tools and techniques.

Class VI TO XII

NO	ASSIGNMENT	
1	2 DIMENSIONAL	INTRODUCTION OF FUNDAMENTALS OF ART INTRODUCTION OF ELEMENTS OF ART <ul style="list-style-type: none"> • Point • Line • Form, shape and space • Movement • Color • Pattern • Texture
2		COLOUR INTRODUCTION WATER COLOUR, POSTER COLOUR, ACRYLIC COLOUR, COLOURS PENCILS *PRIMARY COLOURS *SECONDARY COLOURS * TRITARY COLOURS * TINT, TONE, SHADE * GRAY SCALE
3		DRAWING *MEMORY DRAWING *HUMAN FIGURE SKETCHING *HEAD STUDY *NATURE DRAWING *STILL LIFE *LANDSCAPE PAINTING

4		<p>PERSPECTIVE</p> <ul style="list-style-type: none"> *INTRODUCTION *ONE POINT PERSPECTIVE *TWO POINT PERSPECTIVE *PLAN ELEVATION (BASIC LEVEL)
5		<p>DESIGN:</p> <p>INTRODUCTION OF PRINCIPLE OF DESIGN</p> <ul style="list-style-type: none"> • Balance • Proportion • Rhythm • Emphasis • Unity <p>1) PICTORIAL</p> <ul style="list-style-type: none"> *2 D DESIGN * SYMETRICAL & ASYMETRICAL DESIGN *COMPOSITION <p>2) FUNCTIONAL DESIGN</p> <ul style="list-style-type: none"> *LOGO DESIGN *POSTER DESIGN *CALLENDER DESIGN *BOOK COVER DESIGN * FLIP BOOK ANIMETION *STORY BOARDING
6		COLLAGE/MOSAIC
7		CALLIGRAPHY
8		<p>PRINT MAKING</p> <ul style="list-style-type: none"> *VEGITABLE PRINT MAKING *WATER PRINT/MARBLE TEXTURE PRINT *MONO PRINT *STENSIL PRINTING
9		PHOTOGRAPHY/COMPUTER GRAPHICS

10	3 DIMENSIONAL	CLAY /PAPER MESH
11		PLASTER OF PARIS CARVING
12	THEORY	ART APPRECIATIONON: INDIAN ART AND CULTURE
13		*PPT *ART INTEGRATED PROJECTS *SHORT NOTE/OBSERVATION NOTE
14	STUDY TOUR	MUSEUM VISIT /HISTORICAL PLACES VISIT
15	ANNUAL ART EXHIBITION	SCHOOL LEVEL

PARAMETER S OF ART ASSEMENT

While the students are engaged in core areas in Art education, the process is as important as the products. Hens the Assessment in these areas should take account of both aspects.

The basis of assessment has been suggested below

AREA	PRODUCT	PROCESS
Art education	Expression, creativity and Aesthetic appeal	Participation, creative process, Material use, appreciation, reflection, effort, craftsmanship and completion

Details of five-Point Grading for Art education (Class Pre-prep to XII)

GRADE	CONNOTATION
A	Exemplary
B	Proficient
C	Developing
D	Emerging
E	Beginner

ART ACTIVITIES AND SPLIT-UP SYLLABUS

FOR
THE ACADEMIC YEAR 2024 - 2025
(According to CBSE guidelines and NEP – 2020)

NEW PEDAGOGICAL & CURRICULAR STRUCTURE

No	Class	Age group	Category
1	9 st & 12 nd	14 to 18	Secondary
2	6 th & 8 th	11 to 14	Middle
3	3 rd & 5 th	8 to 11	Preparatory
4	1 st & 2 nd BAL VATIKA 1,2,3	3 to 8	Foundational

Foundational

STD / CLASS: BAL VATIKA 1,2,3

SUBJECT: Art Education

(Concern tr. can conduct following activity as per the local school curriculum)

	Month	Art Assignment/ topic	Description
	APRIL	Introduction	Basic knowledge OF art like pencil, eraser, brush, color etc.
	MAY	Cartoon making	Drawing of various cartoon picture.
	JUNE	Drawing and coloring	Drawing and coloring of flower, bird, animal, etc.
	JULY	Geometrical forms	Basic form of geometry Identification
	AUGUST	Color Identification	With the help of different fruits
	SEPTEMBER	Object shape Identification	shape of various object like ball, pot, cup, glass etc.
	OCTOBER	Clay molding	Fruits, vegetables, etc.
	NOVEMBER	Print making	Thumb printing
	DECEMBER	Color filling oil pastels	Tr. will provide outer shapes drawing prints
	JANUARY	Fruits/vegetables	Knowledge of various types of fruit drawing, painting, shape etc.
	AS PER THE GUIDANCE OF PRINCIPAL/HM	Art exhibition	School level

STD / CLASS: I

SUBJECT: Art Education

NO	Month	Art Assignment/ topic	Description
1	APRIL	Introduction	Basic knowledge OF art like pencil, eraser, brush, color etc.
	MAY	Cartoon making	Drawing of various cartoon picture.
	JUNE	Drawing and coloring	Drawing and coloring of flower, bird, animal, etc.
	JULY	Geometrical forms	Basic form of geometry.
	AUGUST	Greeting card	Various papers, materials which is available in market or home and to know the pasting, cutting and folding.
	SEPTEMBER	Object drawing	Drawing of various object like flower pot, cup, glass etc.
	OCTOBER	Clay molding	Fruits, vegetables, flowers etc.
	NOVEMBER	Print making	Thumb printing
	DECEMBER	Card making	Various papers, materials which is available in market or home and to know the pasting, cutting and folding.
	JANUARY	Fruits/vegetables	Knowledge of various types of fruit drawing, painting, shape etc.
	AS PER THE GUIDANCE OF PRINCIPAL/HM	Art exhibition	School level

STD / CLASS: II

SUBJECT: Art Education

	Month	Art Assignment/ topic	Description
	APRIL	Introduction	Basic knowledge OF art like pencil, eraser, brush, color etc.
	MAY	Cartoon making	Drawing of various cartoon picture.
	JUNE	Drawing and coloring	Drawing and coloring of flower, bird, animal, etc.
	JULY	Geometrical forms	Basic form of geometry.
	AUGUST	Greeting card	Various papers, materials which is available in market or home and to know the pasting, cutting and folding.
	SEPTEMBER	Object drawing	Drawing of various object like flower pot, cup, glass etc.
	OCTOBER	Clay molding	Fruits, vegetables, flowers etc.
	NOVEMBER	Print making	Thumb printing
	DECEMBER	Card making	Various papers, materials which is available in market or home and to know the pasting, cutting and folding.
	JANUARY	Fruits/vegetables	Knowledge of various types of fruit drawing, painting, shape etc.
	AS PER THE GUIDANCE OF PRINCIPAL/HM	Art exhibition	School level

Preparatory

STD / CLASS: III

SUBJECT: Art Education

	Month	Art Assignment/ topic	Description
	APRIL	Introduction	Basic knowledge OF art like pencil, eraser, brush, color etc.
	MAY	Cartoon making	Drawing of various cartoon picture.
	JUNE	Drawing and coloring	Drawing and coloring of flower, bird, animal, etc.
	JULY	Geometrical forms	Basic form of geometry.
	AUGUST	Greeting card	Various papers, materials which is available in market or home and to know the pasting, cutting and folding.
	SEPTEMBER	Object drawing	Drawing of various object like flower pot, cup, glass etc.
	OCTOBER	Clay molding	Fruits, vegetables, flowers etc.
	NOVEMBER	Print making	Thumb printing
	DECEMBER	Card making	Various papers, materials which is available in market or home and to know the pasting, cutting and folding.
	JANUARY	Fruits/vegetables	Knowledge of various types of fruit drawing, painting, shape etc
	FEBURARY	Projects	Art integrated projects

Preparatory

STD / CLASS: IV

SUBJECT: Art Education

	Month	Lesson name Topic	Description
	APRIL	Introduction	Basic knowledge OF art like pencil, eraser, brush, color etc.
	MAY	Cartoon making	Drawing of various cartoon picture.
	JUNE	Drawing and coloring	Drawing and coloring of flower, bird, animal, etc.
	JULY	Geometrical forms	Basic form of geometry.
	AUGUST	Greeting card	Various papers, materials which is available in market or home and to know the pasting, cutting and folding.
	SEPTEMBER	Object drawing	Drawing of various object like flower pot, cup, glass etc.
	OCTOBER	Clay molding	Fruits, vegetables, flowers etc.
	NOVEMBER	Print making	Thumb printing
	DECEMBER	Craft work	Using Various colors papers, materials which is available in market or home and to know the pasting, cutting and folding.
	JANUARY	Design	Geometrical design
	FEBURARY	Projects	Art integrated projects

Preparatory

STD / CLASS: V

SUBJECT: Art Education

	Month	Art Assignment/ topic	Description
	APRIL	Introduction	Basic knowledge OF art like pencil, eraser, brush, color etc.
	MAY	Cartoon making	Drawing of various cartoon picture.
	JUNE	Drawing and Painting	Drawing and coloring of flower, bird, animal, etc.
	JULY	Geometrical forms	Basic form of geometry.
	AUGUST	Greeting card	Various papers, materials which is available in market or home and to know the pasting, cutting and folding.
	SEPTEMBER	Object drawing	Drawing of various object like flower pot, cup, glass etc.
	OCTOBER	Clay mounding	Fruits, vegetables, flowers etc.
	NOVEMBER	Print making	Thumb printing
	DECEMBER	Craft work	Using Various colors papers, materials which is available in market or home and to know the pasting, cutting and folding.
	JANUARY	Design	Geometrical design
	FEBURARY	Projects	Art integrated projects

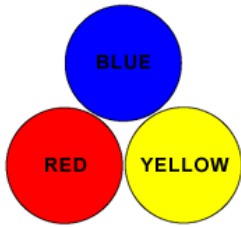
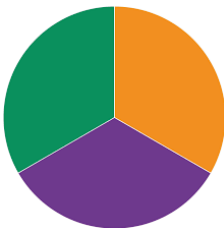
Note:

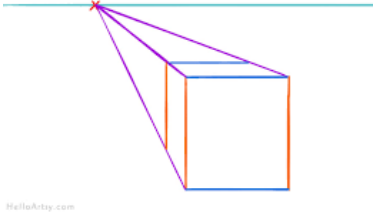
- 1) The common topics for classes I to V have to be taught according to the age and development of the psychomotor skill of the students.
- 2) Teachers may make the necessary modifications with respect to the suggestions mentioned in the 'Description' column of the table according to the skill, interest of the students and availability of the items (preference should be given to the locally available items).

MIDDLE STRUCTURE

Class VI

SUBJECT: Art Education

NO	Art Assignment/ topic	DESCRIPTION
1	2 DIMENSIONAL	INTRODUCTION OF FUNDAMENTALS OF ART INTRODUCTION OF ELEMENTS OF ART (with practical) <ul style="list-style-type: none"> • Point • Line • Form, shape and space • Movement • Color • Pattern • Texture
2		INTRODUCTION OF PENCILS HB,2B,3B,4B,6B,8B, COLOURS PENCILS COLOUR INTRODUCTION WATER COLOUR, POSTER COLOUR, *PRIMARY COLOURS <div style="text-align: center;">  </div> *SECONDARY COLOURS <div style="text-align: center;">  </div>
3		DRAWING * NATURE DRAWING (Study of flowers, vegetables) *MEMORY DRAWING (Any festival, games, etc.)

		*HUMAN FIGURE SKETCHING
4		<p>PERSPECTIVE INTRODUCTION</p> <p>*ONE POINT PERSPECTIVE (with practical)</p> 
5		<p>DESIGN: Introduction of design & difference between 2D DESIGN & 3D DESIGN</p> <p>INTRODUCTION OF PRINCIPLE OF DESIGN with practical work sheet</p> <ul style="list-style-type: none"> • Balance • Proportion • Rhythm • Emphasis • Unity <p>1) PICTORIAL * SYMETRICAL & ASYMETRICAL DESIGN</p> <p>*2-D DESIGN (Composition with the help of any natural or geometrical shapes)</p> <p>* SYMETRICAL & ASYMETRICAL DESIGN</p> <p>2) FUNCTIONAL DESIGN</p> <p>*Name plate design/ logo design</p>
6		<p>COLLAGE/MOSAIC</p> <p>With the use of color papers or available materials</p>
7		<p>CALLIGRAPHY</p> <p>Alphabets Practice of various languages like English, Hindi, and regional languages with the use of various tools like brushes, cut nib pen, and available tools</p>


8		PRINT MAKING *VEGETABLE PRINT MAKING *WATER PRINT (Marble texture print)
9	3D DIMENSIONAL	CLAY / PAPER MESH Model making
10		ART APPRECIATION: INDIAN ART AND CULTURE *PPT *ART INTEGRATED PROJECTS with the help of subject teachers *SHORT NOTE/OBSERVATION NOTE on any local or regional art form (Museum visit or local historical monument Visit)
11	Annual art exhibition	SCHOOL LEVEL


*Art Teacher can design specific topic assignment according to the local availability of Art material & resources.

MIDDLE STRUCTURE

Class VII

SUBJECT: Art Education

NO	Art Assignment/ topic	DESCRIPTION
1	2 DIMENSIONAL	<p>INTRODUCTION OF Form, Shape and Space (With practical)</p> <p>INTRODUCTION OF ELEMENTS OF ART & USE IN 2D DESIGN</p> <ul style="list-style-type: none"> • Point • Line • Form, shape and space • Movement • Color • Pattern • Texture
2		<p>COLOUR INTRODUCTION WATER COLOUR, POSTER COLOUR, ACRYLIC COLOUR, COLOURS PENCILS * TERTIARY COLOURS</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>TERTIARY</p> <p>YELLOW ORANGE</p> <p>RED ORANGE</p> <p>RED VIOLET</p> <p>BLUE VIOLET</p> <p>BLUE GREEN</p> <p>YELLOW GREEN</p> </div> </div> <p style="text-align: center;">*COOL & WARM COLOUR</p>

		
3		<p>DRAWING * NATURE DRAWING (Study of flowers, vegetables, Fruit) * MEMORY DRAWING * HUMAN FIGURE SKETCHING * STILL LIFE (Group of 3 OR 4 Objects) * LANDSCAPE PAINTING</p>
4		<p>PERSPECTIVE * ONE POINT PERSPECTIVE USE IN LANDSCAPE PAINTING.</p>
5		<p>DESIGN: STUDY OF PRINCIPAL OF DESIGN WITH PRACTICAL</p> <ul style="list-style-type: none"> • Balance • Proportion • Rhythm • Emphasis • Unity <p>1) PICTORIAL * 2D DESIGN (COMPOSITION OF NATURAL OR GEOMETRICAL SHAPES) WITH DIFFRENTS COLOUR SCHEME</p> <p>2) FUNCTIONAL DESIGN * LOGO DESIGN * POSTER DESIGN * BOOK COVER DESIGN</p>
6		<p>COLLAGE/MOSAIC With the use of color papers or available materials.</p>
7		<p>CALLIGRAPHY Alphabets Practice of various languages like English, Hindi, and regional languages with the use of various tools like brushes, cut nib pen, and available tools STUDY OF DIFFERENT FONTS</p>

8		PRINT MAKING *MONO PRINT *STENSIL PRINTING *Any Type of print
9	TECHNOLOGY IN ART	PHOTOGRAPHY/COMPUTER GRAPHICS
10	3 DIMENSIONAL	CLAY /PAPER MESH
11	THEORY	ART APPRECIATIONON: INDIAN ART AND CULTURE *PPT MAKING *ART INTEGRATED PROJECTS *SHORT NOTE/OBSERVATION NOTE
12	STUDY TOUR	MUSEUM VISIT /HISTORICAL PLACES VISIT *SHORT NOTE/OBSERVATION NOTE on any local & Regional art form (Museum visit or local historical monument Visit)
13	ANNUAL ART EXHIBITION	SCHOOL LEVEL

*Art Teacher can design specific topic assignment according to the local availability of Art material & resources.

MIDDLE

Class VIII

SUBJECT: Art Education

NO	Art Assignment/ topic	DESCRIPTION
1	2 DIMENSIONAL	COLOUR INTRODUCTION WATER COLOUR, POSTER COLOUR, ACRYLIC COLOUR, NEW MEDIA * TINT, TONE, SHADE DIFFERENT TYPES OF FLOES WASH TECHNIQUE TEXTURE MAKING IN DIFFERENT SURFACES ETC.
2		DRAWING *STILL LIFE STUDY OF GROUP OBJECTS *MEMORY DRAWING (Imaginative) *HUMAN FIGURE SKETCHING *HEAD STUDY *NATURE DRAWING *LANDSCAPE PAINTING
3		PERSPECTIVE INTRODUCTION *ONE POINT PERSPECTIVE (outdoor scene drawing) *TWO POINT PERSPECTIVE (Indoor scene drawing)
4		DESIGN: 1) PICTORIAL *2 D DESIGN * SYMETRICAL & ASYMETRICAL DESIGN *COMPOSITION (copy work of any regional artist artwork) 2) FUNCTIONAL DESIGN *POSTER DESIGN *CALLENDER DESIGN *BOOK COVER DESIGN *STORY BOARDING
5		COLLAGE/MOSAIC With the use of coolers papers or available materials
6		CALLIGRAPHY

		Alphabets Practice of various languages like English, Hindi and regional languages with the use of various tools like brushes, cut-nip pen, and available tools STUDY OF DIFFERENT FONTS
7		PRINT MAKING * MONO PRINT * STENSIL PRINTING * DIGITAL PRINTING * ANY TYPE OF PRINT
8	TECHNOLOGY IN ART	PHOTOGRAPHY/COMPUTER GRAPHICS
9	3 DIMENSIONAL	CLAY /PAPER MESH MODEL MAKING
10		PLASTER OF PARIS CARVING/ MOLD MAKING/ CASTING.
11	THEORY	ART APPRECIATIONON: INDIAN ART AND CULTURE * PPT MAKING * ART INTEGRATED PROJECTS * SHORT NOTE/OBSERVATION NOTE
12		
13	STUDY TOUR	MUSEUM VISIT /HISTORICAL PLACES VISIT
14	ANNUAL ART EXHIBITION	SCHOOL LEVEL

*Art Teacher can design specific topic assignment according to the local availability of Art material & resources.

SECONDARY

Class IX

NO	Art Assignment/ topic	DESCRIPTION
1	2 DIMENSIONAL	COLOURS INTRODUCTION AND PSYCHOLOGICAL IMPACT OF COLOURS (with practical)
		* ACRYLIC COLOUR, NEW MEDIA
		* TINT, TONE, SHADE
		DIFFERENT TYPES OF FLOES, WASH TECHNIQUE
		TEXTURE MAKING IN DIFFERENT SURFACES ETC.
2		DRAWING * STILL LIFE STUDY OF GROUP OBJECTS * MEMORY DRAWING (Imaginative) * HUMAN FIGURE SKETCHING * HEAD STUDY * LANDSCAPE PAINTING
3		PERSPECTIVE INTRODUCTION * ONE POINT PERSPECTIVE (outdoor scene drawing) * TWO POINT PERSPECTIVE (Indoor scene drawing) * PLAN ELEVATION STUDY OF ANY FURNITURE DESIGN
4		DESIGN: 1) PICTORIAL * 2 D DESIGN * COMPOSITION (copy work of any regional artist artwork with different medium) 2) FUNCTIONAL DESIGN * POSTER DESIGN * CALLENDER DESIGN * BOOK COVER DESIGN * STORY BOARDING
5		COLLAGE/MOSAIC

		With the use of available materials
6		CALLIGRAPHY Alphabets Practice of various languages like English, Hindi, and regional languages with the use of various tools like brushes, cut nib pen, and available tools STUDY OF DIFFERENT FONTS
7		PRINT MAKING *MONO PRINT *STENSIL PRINTING *DIGITAL PRINTING *ANY TYPE OF PRINT
8	TECHNOLOGY IN ART	PHOTOGRAPHY/ OUTDOOR PHOTOGRAPHY COMPUTER GRAPHICS/
9	3 DIMENSIONAL	CLAY /PAPER MESH MODEL MAKING
10		PLASTER OF PARIS CARVING/MOLD MAKING/CASTING
11	THEORY	ART APPRECIATIONON: INDIAN ART AND CULTURE *PPT MAKING *ART INTEGRATED PROJECTS *SHORT NOTE/OBSERVATION NOTE
12		
13	STUDY TOUR	MUSEUM VISIT /HISTORICAL PLACES VISIT *SHORT NOTE/OBSERVATION NOTE on any local or regional art form (Museum visit or local historical monument Visit)
14	ANNUAL ART EXHIBITION	SCHOOL LEVEL

*Art Teacher can design specific topic assignment according to the local availability of Art material & resources.

SECONDARY

Class X

SUBJECT: Art Education

NO	Art Assignment/ topic	DESCRIPTION
2	2DIMENSIONAL	DRAWING *STILL LIFE STUDY OF GROUP OBJECTS *HUMAN FIGURE SKETCHING *HEAD STUDY *LANDSCAPE PAINTING
3		PERSPECTIVE *ONE POINT PERSPECTIVE (outdoor scene drawing) *TWO POINT PERSPECTIVE (Indoor scene drawing) * PLAN ELEVATION STUDY (OUTDOOR SITE VISIT LIKE HISTORICAL TEMPLE, FORT, MONUMENTS)
4		DESIGN: 1) PICTORIAL *2 D DESIGN *COMPOSITION (copy work of any regional artist artwork with different medium) 2) FUNCTIONAL DESIGN *POSTER DESIGN *CALLENDER DESIGN *BOOK COVER DESIGN *STORY BOARDING
5		COLLAGE/MOSAIC /WALL MURAL GROUP ACTIVITY With the use of available materials

6		PRINT MAKING *DIGITAL PRINTING * ANY TYPE OF PRINT
7	TECHNOLOGY IN ART	PHOTOGRAPHY/ OUTDOOR PHOTOGRAPHY COMPUTER GRAPHICS/ SCHOOLMAGZINE PRINTINGWITH THE HELP OF STUDENTS GROUP ACTIVITY
8	3 DIMENSIONAL	CLAY /PAPER MESH MODEL MAKING
		PLASTER OF PARIS CARVING /MOLD MAKING AND CASTING
9	THEORY	ART APPRECIATIONON: INDIAN ART AND CULTURE
10		*PPT *ART INTEGRATED PROJECTS *SHORT NOTE/OBSERVATION NOTE
11	STUDY TOUR	MUSEUM VISIT /HISTORICAL PLACES VISIT *SHORT NOTE/OBSERVATION NOTE on any local or regional art form (Museum visit or local historical monument Visit)
12	ANNUAL ART EXHIBITION	SCHOOL LEVEL

*Art Teacher can design specific topic assignment according to the local availability of Art material & resources.
