

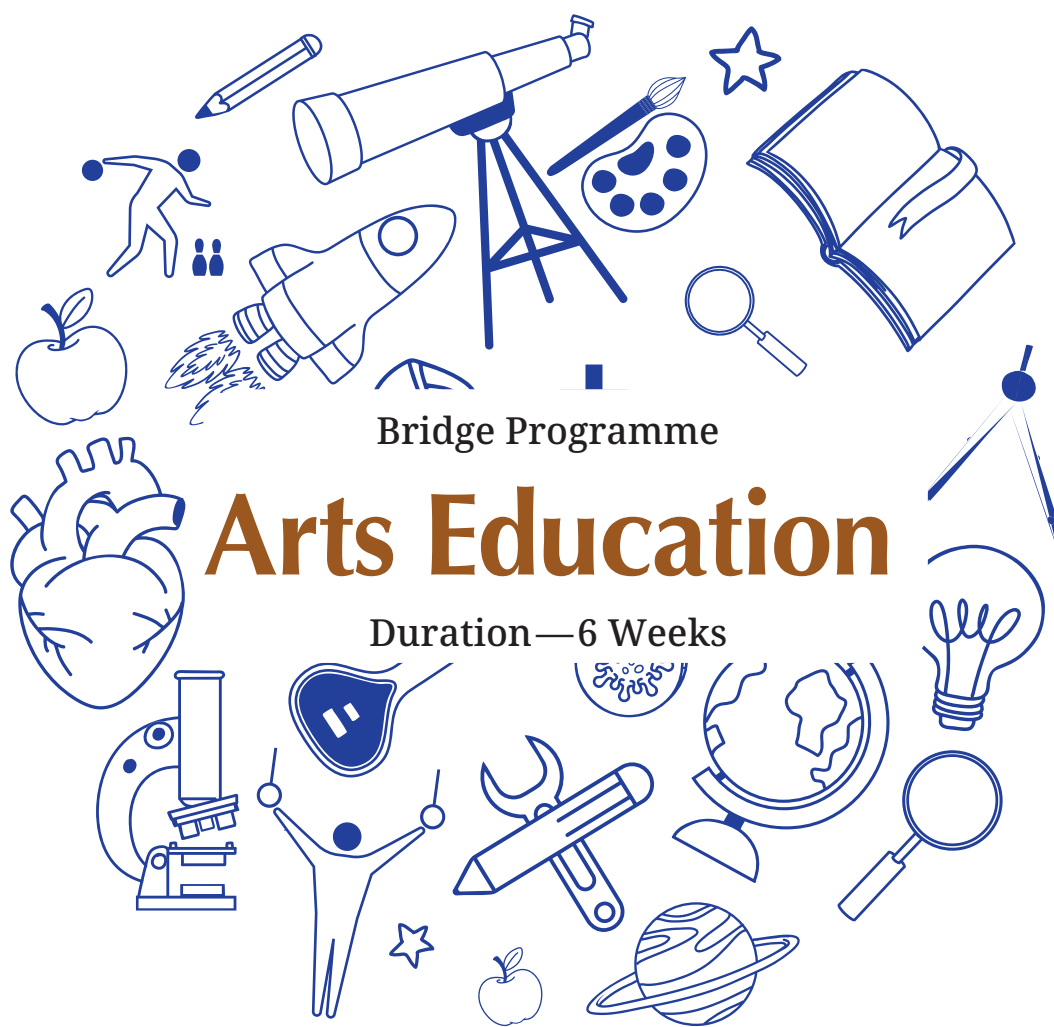
# Bridge Programme

# ARTS EDUCATION

GRADE 5



Duration — 6 Weeks



Bridge Programme

# Arts Education

Duration—6 Weeks

GRADE 5

**ARTS EDUCATION**  
**BRIDGE PROGRAMME FOR GRADE 5**

**First Edition**

*March 2025 Chaitra 1947*

© **National Council of Educational  
Research and Training, 2025**

**ALL RIGHTS RESERVED**

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION**

**DIVISION, NCERT**

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building  
P.O. Navjivan  
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114

Phone : 033-25530454

CWC Complex  
Maligaon  
Guwahati 781 021

Phone : 0361-2674869

**Publication Team**

Head, Publication Division : *M. V. Srinivasan*

Chief Editor : *Bijnan Sutar*

Chief Business Manager : *Amitabh Kumar*

**Cover and Layout**

*Fatma Nasir*

## From the Director's Desk

Dear Students and Teachers,

The National Council of Educational Research and Training (NCERT) welcomes all students stepping into Grade 5, the culminating year of the Preparatory Stage. This grade marks a significant transition, as we align our educational practices with the transformative vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

Our commitment is to provide a learning experience that is joyful, innovative, and deeply rooted in Indian ethos. The new syllabus and teaching-learning material are designed for experiential, discovery-based, and inquiry-driven learning, making education a truly enriching journey. However, we know that our students are transitioning from the old curriculum which differs from this new approach. To bridge this gap and ensure a smooth and effective transition, we have developed a comprehensive six-week Bridge Programme across all subject areas, including Arts Education.

This Bridge Programme is designed to prepare students for the innovative pedagogical approaches and content that await them in Grade 5. It provides detailed guidelines for teachers and engaging activities for students, ensuring a holistic development. As Grade 5 serves as a bridge to the Middle Stage, it is vital for laying a strong foundation for future learning.

We believe that after successfully completing this Bridge Programme, students will be well-equipped to fully appreciate and benefit from the new textbooks and other teaching-learning material. I earnestly urge all teachers to embrace the spirit of NEP 2020, fostering a culturally rooted, experiential education that resonates with the ethos of *Vasudhaiva Kutumbakam* — “The world is one family.” This is the first step in our journey, and together, we can demonstrate to the entire education fraternity the power of collaboration and teamwork in delivering quality education to every student.

Let us embark on this journey with dedication and enthusiasm, ensuring that every student experiences the joy of learning and achieves their full potential.

DINESH PRASAD SAKLANI  
*Director*

National Council of Educational Research and Training





# Development Team

## Advice and Guidance

Dinesh Prasad Saklani, *Professor and Director*, NCERT

Manjul Bhargava, *Professor and Co-chairman*, National Syllabus Teaching Learning Committee (NSTC)

Anurag Behar, *Member*, National Curriculum Frameworks Oversight Committee (NOC)

Gajanan Londhe, *Head*, Programme Office, NSTC

Ranjana Arora, *Professor and Head*, Department of Curriculum Studies and Development (DCS&D) NIE, NCERT

## Members

Madhusudhanan PV, *Assistant Professor*, Art Education, NCERT, New Delhi

Malavika Rajnarayan, *Visual Artist and Educator*, Visiting Faculty, Azim Premji University, Bhopal

Aradhana Gupta, *Artist, Mentor*, NMM and *President*, Global Knowledge Network Society (GKNS)

Rajashree SR, NSTC Programme Office, *Theatre consultant*, Chanakya University, *Founder-Director*, Vyoma Theatre

Sushma Yadav, *Assistant Professor*, Art Education,

Sharbari Banerjee, *Assistant Professor*, Department of Education in Arts and Aesthetics, NCERT, New Delhi (**Member Co-ordinator**)

## Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the support and guidance of Shankar Prasad Mohanti, *Professor*, DCS&D, NCERT; Shivani Saini, *Assistant Professor*, DCS&D, NCERT.

The efforts of Ilma Nasir, *Editor* (contractual); Asma Khanam, *Assistant Editor* (contractual). Publication Division, NCERT are also appreciated. The NCERT gratefully acknowledges the contributions of Surender Kumar, *In charge*, DTP Cell; Sadiq and Geeta, *DTP Operators* (contractual), Publication Division, NCERT for their efforts.

The NCERT extends its sincere appreciation to all individuals and organisations who have contributed directly or indirectly to this project.

# Contents

<i>From the Director's Desk</i>	<i>iii</i>
1. Context	1
2. Teachers' Section	2
3. Bridge Programme Weekly-Plan	3
4. Pedagogy and Assessment	6
5. Linkage with New Textbooks	6
6. Students' Section	7
7. Visual Arts: Details of Activity	8
8. Music: Details of Activity	10
9. Dance: Details of Activity	12
10. Theatre: Details of Activity	13
11. Appendix	15



# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

# Arts Education

## Bridge Programme for Grade 5

Duration—6 Weeks

### Context

The National Education Policy (NEP-2020), the National Curriculum Framework for Foundational Stage (NCF-FS, 2022) and the National Curriculum Framework for School Education (NCF-SE, 2023) provide a roadmap for education in India. This is the first time Arts Education has been introduced as a compulsory curricular area from Grades 3 to 12. At the foundation stage, Arts Education is integrated with other curricular areas. Hence, a lot of efforts have to be taken to let students in different stages catch up with the curricular goals laid down for this stage.

To support this transition the National council of Educational research and training (NCERT) is developing syllabi and textbooks for all school grades in a phased manner. In Arts Education, NCERT developed textbooks for Grade 3 in 2024. These textbooks will be implemented in schools across India in all regions from April 2025. Additionally, syllabi and textbooks for Grades 4 and 5 are currently under development and will be introduced in the 2025–26 academic year. Students of Grade 3 and 4 will have the opportunity to comprehend the basic elements of each discipline in Arts Education. Grade 5 students who have not had a structured exposure to these concepts in previous years, may experience a curriculum gap. This Bridge programme aims to help them have an understanding of some of the basic elements and practices in Arts Education.

To facilitate a smooth transition into the new curriculum, a six-week Bridge Programme has been designed for Grade 5 learners—the final

year of the preparatory stage. Since the curriculum prior to NEP-2020 was based on a constructivist approach, competency development had not been a primary focus. However, NEP-2020 emphasise competency-based education and teaching-learning materials, including textbooks, are currently being developed accordingly.

Following this vision the Bridge Programme will introduce Grade 5 students to the basic concepts and competencies they may have missed in Grade 3 and 4.

This foundational step will bridge learning gaps and familiarise students with the new pedagogical framework. By building basic art skills, encouraging exploration of diverse art forms and fostering cultural connection, the bridge course can prepare students for the competency-based and activity-oriented learning approach in the upcoming textbooks.

## Teachers' Section

### Introduction

Arts is a medium of understanding through which we make aesthetic sense of our experiences. Engagement with arts also builds our capacities for being creative and develops cultural sensibilities. Grounded learning of the arts allows us to engage and participate meaningfully in our culture and develops capacities for maintaining good health and contributing to well-being (NCF-SE, 2023, pg no 30). The Arts can broadly be classified into the Visual and Performing Arts. The range of genres could include traditional, classical, folk, popular and contemporary styles of creative expression. Visual and Performing Arts include Drawings, paintings, crafts (local living traditions), digital art, storytelling, puppetry, dramatics, music, dance and movement. The NCF-SE also stresses the role of art in helping students connect with their cultural heritage while promoting inclusivity and diversity. It encourages the use of various materials and media to explore different forms of artistic expressions as mentioned above. Learning art allows students to engage and participate meaningfully in our culture and, because art involves the physical, emotional, aesthetic and intellectual

parts of ourselves, learning it also helps contribute to the student's general well-being and integrated development. (NCF-SE 2023, Part A– 1. 4. 3, Pg. 59).

### The objectives of programme include:

1. Developing creativity and innovation through arts.
2. Improving communication capacities through arts.
3. Exploring connections with other disciplines.
4. Providing opportunities to learners to familiarise them, collaborate and work in teams.
5. Creating a positive attitude towards arts education through challenging and engaging group activities and games.
6. Preparing teachers to implement new pedagogic approaches integrating experiential learning, cultural rootedness, equity and inclusion.

### Bridge Programme Weekly-Plan

The NCF-SE, 2023 outlines time allocation for the preparatory stage, including a sample timetable. According to these guidelines, the total weekly time dedicated to Arts Education is 2 hours and 40 minutes. Based on this allocation, a sample timetable for a 6-week Bridge Programme in Arts Education is given below.

#### Weekly Timetable in Arts Education

##### Visual Arts – VA, Music – M, Dance – D, Theatre – T

*(The first digit of every art form conveys the art form in the time table)*

Week	Subject	Mon	Tues	Wed	Thurs	Fri	Sat	Total weekly Time available in Hours
Week 1	Arts	-	VA and T 2 Period	-	M and D 2 Periods	-	-	2 Hour 40 Minutes
Week 2	Arts	-	VA and T 2 Periods	-	M and D 2 Periods	-	*Arts Display and Presentation	2 Hour 20 Minutes



Week 3	Arts	-	VA and T 2 Periods	-	M and D 2 Periods	-	-	2 Hour 20 Minutes
Week 4	Arts	-	VA and T 2 Periods	-	M and D 2 Periods	-	*Arts Display and Presentation	2 Hour 20 Minutes
Week 5	Arts	-	VA and T 2 Periods	-	M and D 2 Periods	-	-	2 Hour 20 Minutes
Week 6	Arts	-	VA and T 2 Periods	-	M and D 2 Periods	-	*Arts Display and Presentation	2 Hour 20 Minutes

*\*Consolidated presentation of music, dance, theatre and Visual art to be planned for the assembly on the last day.*

The assembly is an important platform for students as presenters and audiences. Presentations can be made of creative expressions of students through the skills they learn in designated periods allotted. The audience in these assemblies gets a chance to observe, appreciates and critique.

This timetable is suggestive and the school may adapt in different contexts without changing the total allocated time for Art Education.

### Activity-wise Timetable

An illustrative activity-wise timetable for Arts Education based on the above timetable is given below. The details of each activity are given later in student's section.

Week	Competencies to be addressed	Mon	Tues	Wed	Thur	Fri	Sat
Week 1	C-2.1: Creatively uses different combinations of visual elements (line, form, colour, space, texture) while depicting their everyday observations, personal experiences and feelings. C-3.1: Makes choices while working with materials, tools and techniques used in the Visual Arts. C-3.2: Practises steps of planning, executing and presenting while creating visual artwork individually and collaboratively.	-	VA.1 T.1	-	D.1 M.1	-	-
Week 2		-	VA.2 T.2	-	D.2 M.2	-	Arts Display and Presentation
Week 3		-	VA.3 T.3	-	D.3 M.3	-	-

Week 4	C– 4.1: Recognises musical elements in nature and describes their artistic qualities.	-	VA.4 T.3	-	D.4 M.4	-	Arts Display and Presentation
Week 5	C–4.2: Demonstrates curiosity towards local Art forms and culture.  C–2.1: Creates and practices dance and movement sequences based on everyday actions and personal experiences.	-	VA.5 T.4	-	D.5 M.5	-	
Week 6	C–4.2: Demonstrates curiosity towards local art forms and culture.	-	VA.6 T.4	-	D.6 M.6	-	Arts Display and Presentation
	C–4.1: Recognises elements of dance and movement in nature and describes their artistic qualities.  C–1.2: Shares ideas and responses while working collaboratively in dance and movement.  C–1.1: Expresses enthusiasm to depict a variety of objects, people, situations and experiences in drama activities.  C–2.1: Creates and performs drama in the classroom based on everyday events, by combining various characters, roles, situations, spaces and basic props.  C–3.1: Makes choices while working with materials, tools and techniques used in the Dramatic Arts.  C 4.1: Recognises elements of drama and movement in nature and describes their artistic qualities.						

## Pedagogy and Assessment

The Bridge programme is designed to prepare students academically and skill-wise to understand the basic tenets of the curriculum being followed in different disciplines of Art Education. Since, the goal is to ensure a seamless programme from the Bridge Programme to the main curriculum:

- The content developed in different forms of art aims to provide a picture of the syllabus followed in Grades 3 and 4.
- Key components in all art forms have been given along with activities for practice in classes. The teacher has to facilitate students for skill development through workshops and orientation activities.
- It will require developing creativity in arts and a higher level of self-motivation.
- It would be a great support if resource persons or artists were invited in disciplines where there is no teacher for the specific art form.
- It is understood transitioning from an open-unstructured environment to a structured standard curriculum can be difficult for some students. Hence, the teacher has to implement flexible and differing teaching styles, assessment methods or greater academic independence.
- As Arts is all about experiencing, analysing, creating, recreating and continuous engagement it has the potential to resolve issues. The process is important and not the final product should be a mantra of the teacher.
- In all the efforts of the teacher, tracking progress through regular assessments, check-ins, and regular guided support and feedback sessions ensure the students' progress.

## Linkage with New Textbooks

The Grade 5 textbook marks the formal commencement of students' structured academic journey in Arts Education, building the foundation through the Bridge Programme. This step plays a crucial role in their

learning experience. The activities covered in this Bridge Programme (from Grade 3–4) are designed to smoothly prepare you to progress to Grade 5.

It bridges the learning gaps by familiarising students with fundamental concepts and activities in Arts Education. This foundational exposure enables them to adapt smoothly to the competency-based pedagogy of the new curriculum. The course also emphasises creative expression, cultural awareness and skill development, aligning with the goals of the updated framework. By building on the Bridge Programme, the new textbook deepens students' understanding and enhances their learning journey in Arts Education.

## Students' Section

This programme is designed to support you to actively participate and engage in the learning activities of Grade 5 Arts Education confidently and enjoy exploring creativity. You have experienced some creative activities in earlier grades and now you will receive a Grade-5 textbook that integrates a competency-based and experiential-learning approach in Arts Education.

Some concepts in Grade 5 Arts Education will require skills and understanding aligned with the new curriculum of Grades 3 and 4, which you may not have had the opportunity to study. This 6-week Bridge Programme is tailored to help you develop those foundational competencies and prepare you for a seamless transition into the new Grade 5 Arts curriculum.

Arts is a joyful subject filled with engaging activities like dancing, singing, acting, mimicking, sketching, painting, crafting, storytelling and exploring some regional art forms. Participating in these activities will foster essential skills, such as creativity, expression and cultural appreciation, which will not only enrich your understanding of arts but also complement your overall learning journey.

Teachers will guide and support you through the activities outlined in the material, providing constructive feedback and personal attention as needed. You can also seek assistance from your parents to try simple artistic activities at home, such as singing, dancing, creating a collage



with magazine clippings, crafting with clay or practising regional folk arts. You may request necessary materials like songs, props, paper, colours, brushes or craft supplies to carry out these activities. This Bridge Programme is here to inspire confidence, spark creativity and enhance your motivation to fully embrace and enjoy the exciting world of arts education.

## Visual Arts (VA)

### Details of the Activity

#### Activities for Week 1 – VA1: Outdoor Exploration in Nature

- Children observe from nature animals, birds, insects, etc.
- Visualise geometrical shapes in their bodies.
- Draw the observed animals in different positions using the geometrical shapes.
- Add details like eyes, ears, horns, beaks, tails, fur, feathers, etc.

#### Activities for Week 2 – VA2: Explore the Surroundings

- Geographical regions: Desert, mountains, valleys, plateaus, rainforests, coasts, plains.
- Natural resources: Rivers, forests, lakes, oceans, wells, ponds, waterfalls.
- Study and draw different types of plants, trees and flowers seen locally.
- Observe and add details like dots, lines, patterns and textures while drawing.
- Colour using mediums of your choice.

#### Activities for Week 3 – VA3: Craft Activity—Collage

**Materials required:** A4 sheets, pencils, glue, scissors, everyday materials, such as fabrics of various textures, beads, discarded packaging material, decorative paper or cards in different colours,

wires, etc. Natural materials like dry leaves, flowers, sticks, stones, etc. Materials used in local arts and crafts.

- Each child chooses an animal. For example, dog, cat, elephant, lion, monkey, bear, parrot, peacock, duck, sparrow, hornbill, snake, butterfly, beetle, ant, fish, etc.
- Observe the features and details of the chosen animals, birds insects.
- On an A4 size paper, draw the chosen animal using simple geometrical shapes.
- Draw it big so that it covers the whole page.
- Make a selection from the gathered materials and cut out the required shapes to paste on your drawing.

#### **Activities for Week 4 – VA4: Making a Collaborative Artwork**

**Materials required:** Chart paper, glue, individual artwork and leftover materials from previous activities.

Make groups of 5 to 6 students.

- Brainstorm in the group about the layout for the artwork.
- Shuffle around the animals to find their appropriate place in the composition.
- Add more materials, patterns and textures to create an imaginary scene (for example, jungle, farm, animal shelter, etc.)
- Finalise the layout of the picture on chart paper and store it carefully for the next class.

#### **Activities for Week 5 – VA5: Animals and Birds in Visual Arts**

- Continue working in groups to develop the planned artwork.
- Add more elements like colourful birds, insects, animals using different materials, such as crayons, water colours, colourful clothes, wedding cards, etc.
- Draw and paint some parts of the background.
- Completing the artwork.

## Activities for Week 6 – VA6: Display and Discussion

- Students plan and arrange their artworks for a class display.
- Have a group discussion on the artwork done by each group.
- Write a few lines on the importance of natural resources, conservation of the environment.
- Peer review, feedback and assessment.

## Music (M)

### Details of the Activity

#### Activities for Week 1 – M1: Sounds around us—Musical or Non-musical

- Nature Walk and observation of different sounds and their sources.
- Go on a walk around the school premises.
- Observe the sounds and their sources.
- Identify the sources— discuss within the group.
- Classroom activities related to ear training, the pitch of the sound, quality of the sound, judge whether it is a musical sound or non-musical.
- **For Example:** Different birds, animals, instruments or any other sources, different people and their different voice quality, different styles of speaking.

#### Activities for Week 2 – M2: Music and the World Around Us

- Nature Walk and observation of different sounds and their sources.
- Identify and discuss the previous week's experience in the classroom with peers.
- Identify the instruments and their sounds.
- Try to create any simple instrument like Damru with earthen cups or dry coconut shells.

**For Example:** Different birds, animals, instruments or any other sources, different people and their different voice quality and different styles of speaking.

### Activities for Week – 3 M3: Let us Create Musical Instruments

- Nature Walk and observation of different sounds and their sources.
- Identify and discuss the previous week's experiences in the classroom with peers.
- With the help of the teacher, try to create an *Ektara* with a Rubber band and a stick.
- Try to make *Jal-Tarang* with different levels of water in steel glasses or glass bowls.

**For Example:** *Ektara*, Leaf pepa, Coconut-shell Ektara.

### Activities for Week 4 – M4: Identifying Local Celebrations

- Learn a song in the local language related to the identified festival or celebration.

**For Example:** Any harvest song, learn the lyrics, learn the meaning and *bhav* of the song, correct the diction.

### Activities for Week 5 – M5: Let us Learn and Practise to Make it Perfect

- Learn and practise the song learnt last week in the local language related to the identified festival or celebration.
- Learn and practise to sing and perform along with the instruments that students made during previous weeks.

### Activities for Week 6 – M6: Let us Celebrate Learning by Performing

- Practice both the songs and perform with the instruments they made or they can play any instrument they like.

**For Example:** Try to perform it in a storytelling style, conceptualise the appearance in terms of costumes. Use the instruments that students have made or any other instruments of their choice with the help of teachers.



## Dance (D)

### Details of the Activity

#### Activities for Week 1 – D1: Step into Dance—Ice-Breaking and Basic Footwork

Build confidence and coordination by dancing freely in groups, followed by learning simple footwork patterns from regional dance forms.

- Identifying and practising simple footworks of a particular regional dance form in four-beat pattern or *Tala*.
- Practising simple footwork combined with a variety of body and hand movements.
- Identifying how body moves accompanied by footworks.

#### Activities for Week 2 – D2: Body Language in Dance—Movements and Meaning

Explore how different body parts move through rhythmic patterns, animal-inspired movements and imaginative characters from Panchatantra stories.

- Rhythmic movement of different body parts.
- Lateral and Spiral body Movements.
- Nature and everyday life in Dance.
- Imitating movements of animals and birds with rhythm.
- Improvising characters of animals and birds taken from the Panchatantra.

#### Activities for Week 3 – D3: Discovering Folk Dances—A Cultural Exploration

Identify folk dances of your region while learning about their music, costumes and props. Practise unique movements from a chosen form.

- Identifying folk dance forms of your region.
- Identify the music, costumes, musical instruments and other props used in the folk dance performance.
- Practice any one form and its unique movements.

### **Activities for Week 4 – D4: Expressing with the Body—Non-verbal Communication**

Use hands, neck, fingers and eyes to communicate emotions and tell stories without words

- Non-verbal communication through hands, neck, fingers and eyes.
- Expressing emotional states through body movements.

### **Activities for Week 5 – D5: Nature in Motion—Dancing with the Elements**

Recreate the rhythms of nature—like flowing rivers and blowing wind—while discovering regional dance styles that draw inspiration from the natural world.

- Dance in Nature (Blowing Wind, Flowing River, Pouring Rain, etc).
- Recreating different types of natural movements.
- Identifying different types of regional dance forms.

### **Activities for Week 6 – D6: The Magic of Props—Enhancing Dance Performances**

Learn how props, costumes and make-up bring dance performances to life. Create simple props and perform using your handmade pieces.

- Identifying the unique role of props, ornaments, costumes and make-up in a dance performance.
- Making sample props and ornaments for a dance performance.
- Perform a dance using the created props and ornaments.

## **Theatre (T)**

### **Details of the Activity**

### **Activities for Week 1 – T1: Develops Confidence to Explore, Depict and Celebrate Human Experience Through Arts**

- Theatre games for individual focus.
- Walk like an animal.

- Add: improvise a scene or interact in small groups.
- Trivia on *Hulivesha* and other animal based folk forms.

### **Activities for Week 2 – T2: Exercises their Imagination and Creativity Freely in Arts**

- Object improvisation—situation.
- Solo to pairs to groups.

### **Activities for Week 3 – T3: Explores Basic Processes, Materials, and Techniques in Arts**

- Mirror exercise. Encourage to explore expressions, actions, props.

### **Activities for Week 4 – T3: Continue the Activities listed in Week–3**

### **Activities for Week 5 – T4: Explores Beauty in their Surroundings, and Develops an Interest in a Variety of Local Art Forms and Cultural Practices**

- Group portrait of inanimate objects.
- Creating a thunderstorm, underwater, birds and other natural phenomenon.
- Building stories around it.

### **Activities for Week 6 – T4: Continue the Activities Listed in Week–5**

Arts displays and presentations can be organised during school assemblies held during 2nd, 4th and 6th week. These events provide an opportunity to showcase the knowledge and skills you have gained through the Bridge Course. The performances and displays also serve as an effective way to assess your progress and appreciate the understanding of the concepts you learnt.

## Appendix

### CGs and Competencies for Art Education at the Preparatory Stage as given in NCF-SE (Page. 301 to 304)

CG-1  Develops an enjoyment for the arts and exercises their creativity and imagination in visual and performing arts activities.	<p>C-1.1: Creates and presents a variety of artworks to communicate their ideas and emotions in any of the visual and performing art forms (emphasis on variety in music, painting, drawing, crafts, drama, dance and movement and local art forms).</p> <p>C-1.2: Describes the varied materials, tools and processes used in the visual and performing arts and demonstrates familiarity with some of these in their own artworks. For example, identifies and names some musical instruments and demonstrates simple beats on a dholak, khanjira, bells, utensils or one's own body (clapping, tapping, making different sounds using mouth and voice).</p> <p>C-1.3: Creates artworks collaboratively and shares thoughts and feelings while responding to arts and culture in their surroundings.</p>
Visual Arts CG-1 Develops confidence to explore, depict and celebrate human experience through arts.	<p>C-1.1: Expresses enthusiasm to create a variety of images that depict their everyday life, emotions and imaginations.</p> <p>C-1.2: Shares a variety of ideas and responses while working collaboratively in the visual arts.</p>
CG-2 Exercises their imagination and creativity freely in arts.	<p>C-2.1: Creatively uses different combinations of visual elements (line, form, colour, space, texture) while depicting their everyday observations personal experiences and feelings.</p> <p>C-2.2: Compares and contrasts the visual elements, themes and expressions of artworks shared in the classroom.</p>
CG-3 Explores basic processes, materials and techniques in arts.	<p>C-3.1: Makes choices while working with materials, tools and techniques used in the visual arts.</p> <p>C-3.2: Practises steps of planning, executing and presenting while creating visual artworks individually and collaboratively.</p>

CG-4 Explores beauty in their surroundings and develops an interest in a variety of local art forms and cultural practices.	C-4.1: Recognises visual elements in nature and describes their artistic qualities. C-4.2: Demonstrates curiosity towards local art forms and culture.
Theatre CG-1 Develops confidence to explore, depict and celebrate human experience through arts.	C-1.1: Expresses enthusiasm to depict a variety of objects, people, situations and experiences in drama activities. C-1.2: Shares ideas and responses while working collaboratively in the dramatic arts.
CG-2 Exercises their imagination and creativity freely in arts.	C-2.1: Creates and performs drama in the classroom based on everyday events, through various combinations of characters, movements, gestures, expressions, postures and basic props. C-2.2: Compares and contrasts elements of drama, themes, and related artistic expressions created in the classroom.
CG-3 Explores basic processes, materials and techniques in arts.	C-3.1: Makes choices while working with materials, tools and techniques used in the dramatic arts. C-3.2: Practises steps of planning, executing and presenting while creating dramatic artwork individually and collaboratively.
CG-4 Explores beauty in their surroundings and develops an interest in a variety of local art forms and cultural practices.	C-4.1: Recognises elements of drama and movement in nature and describes their artistic qualities. C-4.2: Demonstrates curiosity towards local art forms and culture.
Music CG-1 Develops confidence to explore, depict and celebrate human experience through arts.	C-1.1: Expresses enthusiasm to create and perform a variety of music that is familiar to them. C-1.2: Shares ideas and responses while working collaboratively in music.
CG-2 Exercises their imagination and creativity freely in arts.	C-2.1: Creates and practises songs and rhythms in a variety of musical arrangements (arrangement of vocal, instrumental, solo, duet, ensemble or group). C-2.2: Compares and contrasts musical elements (laya, tala, sur, bhava), lyrics and expressions in a variety of musical styles introduced in the classroom.

CG-3 Explores basic processes, materials and techniques in arts.	C-3.1: Makes choices while working with voices, instruments and arrangements used in music. C-3.2: Selects a variety of music during collaborative practice and participates in rehearsals for a performance.
CG-4 Explores beauty in their surroundings and develops an interest in a variety of local art forms and cultural practices.	C-4.1: Recognises musical elements in nature and describes their artistic qualities. C-4.2: Demonstrates curiosity towards local art forms and culture.
Dance and Movement CG-1 Develops confidence to explore, depict and celebrate human experience through arts.	C-1.1: Expresses enthusiasm to create and perform a variety of dances and movements that one familiar to them. C-1.2: Shares ideas and responses while working collaboratively in dance and movement.
CG-2 Exercises their imagination and creativity freely in arts.	C-2.1: Creates and practises dance and movement sequences based on everyday actions and personal experiences. C-2.2: Compares and contrasts movements, rhythms, postures, themes and expressions in a variety of dance and movement styles introduced in the classroom.
CG-3 Explores basic processes, materials and techniques in arts.	C-3.1: Makes choices while working with movement steps, instruments, costumes and arrangements used in dance and movement. C-3.2: Selects a variety of dance and movement sequences during collaborative practice and participates in rehearsals for a performance.
CG-4 Explores beauty in their surroundings and develops an interest in a variety of local art forms and cultural practices.	C-4.1: Recognises elements of dance and movement in nature and describes their artistic qualities. C-4.2: Demonstrates curiosity towards local art forms and culture.



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING