LEARNING OUTCOMES FOR ART

CLASS- IX

Suggested Pedagogical Processes	Learning Outcomes
The learners may be provided opportunities individually or in groups and encouraged to— • observe nature and natural settings, explore outdoor sketching and painting at suitable sites or locations for practicing artistic exploration. • experience the difference of light and hade, soft and hard surfaces, dull and bright colours by going deeper in to the study of trees, foliages, leaves, flowers, roots, fruits, etc. (facilitated by teacher). • observe and understand elements (that is— line, shape, form, texture, colour, composition and perspective) in nature and natural settings; situations like; sunny day to understand light and shade, architectural view for geometrical shapes and lines, trees and leaves for curves and contours, landscapes for line perspective, etc., and combination of all these in making different compositions. • work on details of each element of visual arts in classroom using exemplary work of artists to pinpoint each element and its value in the given art work. • make different compositions with viewfinder in open spaces; quick compositions with pencil or charcoal using basic knowledge of line, shape, light and shade, perspective, etc. • take impressions of different tree barks, sticks, dry branches and leaves from trees, coins and any 3D objects to create textures. Make still life with grouping of 3–4 objects (can be one fruit, a bottle, an angular object, such as, brick or book, etc.) to practice line, shape, light, shade and perspective. • make colour wheel, explore colour schemes, work on theme based colour combinations, shades and tones, etc. • take part in hands-on-experience with variety of 2D and 3D materials of different kinds to understand the basic difference between the	**The learner—** • **identifies** 2D art forms (2-dimensional art; sketching, drawing and painting, printing, graphic designing) and 3D (3-dimensional art; clay modeling, crafts, sculpture, construction work, etc.) in visual arts. • **explains** the elements of Visual Arts (line, shape, form, texture, colour, composition and perspective). • **appreciates** the beauty of nature; colours, form, light and shades, different textures and natural forms; work of artists/artisans and beauty of man-made objects. • **explores** with different methods and materials, such as, clay, water colours and poster colour paints, coloured pencils and crayons, etc. • **identifies** tools, equipment and materials used in different art forms under visual art.

two. For example, working with 3D materials such as, clay, empty cartons or boxes of cardboard, soft wires, throw away bottles, etc., while creating sculptures and 2D materials, such as, paper, colour pencils, crayons, water colours, poster colours, or non-conventional materials for painting or sculpture can provide better and deeper understanding of the 2D and 3D methods and material. • view video clips and slide shows on different methods and materials in visual arts, such as, drawing, painting, pencil and charcoal sketching, oilpastel and coloured chalk drawing, block printing, wall painting, making of comic strips, clay modeling, pottery, sculpting on soft wire, plaster of paris, etc. Explore techniques of 3D constructions with mixed materials and designing new crafts in discussion with the teacher(s), experts, artists, and artisans. • discuss the work done by different artists under the two categories and grouping of the same in 2D or in 3D categories. Create art work with two dimensional and three dimensional methods and materials. • discuss various social themes and issues and take part in poster compositions on any social theme of their choice and create awareness about them. • have experience to understand that all 3D works of art (sculpture, clay modeling, terracotta, pottery, relief work, etc.) can be felt even with closed eyes. Discuss that Braille also works on the same principle and that visually impaired learner can enjoy and understand the 3D art works and can also express through 3D art materials. • discuss tools, equipment and materials of any one art form. Each team can be given different art forms under the visual art category to explore all possibilities (books, internet, art teachers, artists, etc.) to find out and prepare list of traditional tools and materials in the selected art form(s). • view exemplary art works (from art exhibitions or from selected pictures) followed by classroom discussions (facilitated by the	

teacher). Classroom viewing of digital images of selected art works of known artists can be arranged to experience aesthetic values of the composition and fineness of the technique. • meet and interact with the artists and artisans of different fields of visual arts to know 'what and why' on their art style, their journey to the present level of mastery and create illustrated stories in team. (Visit of artists and artisans to school periodically will benefit all students). • write and present (audio-video, and/or written form) report of the visit(s), event(s), exhibition(s), etc., in small groups of 2–3 students, make scrap book(s) on different forms of art with selected works of artists and artisans in the relevant field, make group presentations, (use of mobile, camera, and ICT can be promoted for such activities), share their stories on social media for gaining appreciation and spreading awareness on the art and artists. • visit different places of artistic and historical importance (museums, galleries, art-studios, heritage sites, monuments, melas/fairs, exhibitions; observe festivals, ceremonies and celebrations, Haat and Bazar, etc.) for gaining first hand experience of places, situations, people and their cultural heritage for the visual richness and originality in their artistic expressions. Narrate and make classroom presentation and share presentation on social media after discussing with teacher(s). • discuss, find out and group the salient features of traditional, contemporary and folk paintings, list differences between the given works of traditional and contemporary art. • do craft work in groups of 4–5 students while applying traditional style and folk style of the local craft form, promote use of the local crafts by understanding its ecological value and its connection with the environment. • use ICT in planning and production of art work; find avenues to promote their art work through print and social media platforms, such as, art-blogs, etc. • express and showcase on different platforms, such as, Kala Utsav of Ministry of Human	• **recognises** contemporary, folk and regional styles in visual art forms. • **appreciates** different art forms— painting, sculpture, photograph, graphic, craft, etc. • **reflects** on the work of artists and artisans critically. • **explains** the beauty of man-made designs of objects. • **documents** visit(s) to the museums, artist studios, galleries, interactions with the artists and artisans and their exhibitions, fairs and festivals. • **appreciates and applies** painting skills and styles of traditional and folk painters to create new paintings. • **uses** creative skills while planning an art activity,

Resource Development, painting competitions organised by the Ministry of Power and by many other departments and ministries, competitions organised by known organisations, such as, Shankar's International Children's Competition and others to encourage young minds (facilitated by teacher) to go deeper in to the subject and experience its importance for creating social awareness. • give observations on their own work of art and on those done by their peers as an exercise of self and peer evaluation of art activities. • paint and sculpt freely using different mediums and to maintain a folder or portfolio of their actual work. • put up an art display or exhibition (at least once a year) at school level with a specific theme, where students are given responsibilities to arrange display, installations, organise resources in discussion with teachers, prepare catalogues, make posters to advertise uses creative skills while planning an art activity, identifying resources and composing art expressions. y creates art works and communicates emotions skillfully and artistically through selected medium of art. y applies artistic and aesthetic sensibility in day-to-day life. • take part in art events, exhibitions and competitions to share their expressions and viewpoints with others, explore multiple perspectives on the same subject or theme, understand the work of other students and enhance general sense of appreciation. • display on classroom boards and on school display boards by rotation, plan beautification of the school campus, paint school wall(s) with different themes, make placards, posters and banners for school campaigns/ awareness campaigns, etc. • practice and showcase artistic skills in daily activities in classroom organisation, change in seating arrangement, cleanliness, store materials, maintain arte facts, and keep the surroundings clean and beautiful. • clean and maintain tools, equipment, materials	identifying resources and composing art expressions. • **creates** art works and communicates emotions skillfully and artistically through selected medium of art. • **applies** artistic and aesthetic sensibility in day-to-day life.

after using them, learn handling and preserving art products created as a routine classwork in teams. • organise display of art work in classroom(s), on school boards to demonstrate the skill of presentation of art work. • select and collect locally available materials for their projects and activities, in teams and give presentations on the quality of materials gathered by them. • practice desired values with interest and willingness during classroom activities regularly, appreciate values practiced by peers and multiple viewpoints, team spirit as team leader and followers, and respect for sharing materials and tools. • paint nature and its different forms (seasons, time, colours, etc.) and life on earth. Awareness campaigns through art activities, such as, poster, slogan, picture caption, etc., for observing safe environmental practices and conservation of natural resources on daily basis. • make art work of animals and birds as a project to create awareness about their importance for ecological harmony, celebrate the beauty of birds and animals by making posters, cards, masks, painting on T-shirts, badges, etc., with interesting information related to them. • share stories from the life of great artists and their respect for work ethics and human values in practicing high level art, their love for nature and liking for being near nature, etc. • applaud positive behavior of peers and others as regular practice. • get acquainted with the diversity of Indian culture, its beauty with clear artistic examples of art elements used in them, classroom discussions on different heritage arts and crafts through slideshow or on actual work for explaining their relation with Indian ecosystem.	• **displays** concern for safe use and maintenance of tools and equipment. • **maintains** art material, art work and arte facts with sensitivity. • **demonstrates** different values, such as, cooperation, team work, caring and sharing, discipline, compassion for nature and animals, respect for others, appreciation for cultural diversity and cultural heritage.