CLASS- X

Suggested Pedagogical Processes	Learning Outcomes
The learners may be provided opportunities individually or in groups and encouraged to— • take part in outdoor sketching and painting at suitable sites or locations for practicing artistic exploration of natural and man-made objects. • experience the difference of light and shade, soft and hard surfaces, dull and bright colours by going deeper into the study of trees, foliage, leaves, shrubs, flowers, roots, etc., along with the teacher. • observe and identify all elements (line, shape, form, texture, colour, space, composition and perspective) in natural settings; scenes, situations, etc., sunny day for sharp light and shade, architectural view for geometrical shapes and lines, trees and foliage for curves and contours, landscapes for areal perspective, etc. • discuss elements of visual arts in classroom using exemplary work of artists to pinpoint each element and its value in the given art work. • practice different types of compositions (horizontal, vertical, symmetrical, asymmetrical, etc.) with the help of viewfinder (in immediate or given surroundings). Use mobile cameras to click compositions based on colour perspective and linear perspective. • take impressions of different tree barks to explore the variety of textures, make still life of 3–4 objects (can be one book or block, one or two fruits and vegetables, a bottle (or any symmetrical object) a cloth or drapery, etc., to practice different shapes, light and shade textures, line and perspectives, etc. • make colour wheel, different colour combinations, theme and situation based colour schemes, shades and tones, etc. • take part in hands-on-experience with variety of 2D and 3D materials of different kinds and understand the basic difference between the two. For example, working with 3D materials, such as, clay, soft wood, soft stone, empty cartons or boxes of cardboard, etc., while creating sculptures on the given subject or theme and 2D	**The learner—** • **differentiates** 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, space, composition and perspective). • **appreciates** beauty of nature; colours, form, light and shades, different textures and natural forms; and work of artists/artisans and beauty of manmade objects. • **experiments** with different methods and material of visual arts. • **identifies** tools, equipment and materials used in different art forms under visual arts.

materials, such as, papers, pencils, crayons, water or poster colours, etc., and with non-conventional lowcost regional materials of painting and sculpture. • take part in classroom viewing of video clips, slide shows on different methods and materials in visual arts, like, drawing, painting, pencil and charcoal sketching, oil-pastel and coloured chalk drawing, block printing, print making, wall painting and mural making, making of comic strips, clay modeling, terracotta and pottery. Sculpture making with soft wood, plaster of paris and soft stone, construction of 3D forms with mixed medium, designing of new utility products as crafts, etc. • discuss the 2D and 3D work done by different artists with clear mention of their characteristics and reasons behind grouping them in the specific category. Create figurative compositions with 2D and 3D methods and material. • discuss various social themes and issues and take part in painting composition on the social theme of their choice and create awareness about them. • experience that all 3D work of art can be felt and understood with closed eyes, while working, experimenting with sculpture, clay modeling, terracotta, pottery, relief work, etc. Relate that Braille also works on the same principle and that visually impaired learners can enjoy and understand the 3D work of art and can also create and express through 3D art materials. • make catalogue(s) on tools, equipment and materials of any one art form in groups. Different teams can be given different tasks for better results. Explore all possibilities (books, Internet, art teachers, artists, experts, etc.) to find out traditional as well as modern tools, equipment and materials for the selected art form(s). • view exemplary art work (from art exhibitions or from selected pictures) followed by classroom discussions (facilitated by the teacher). Classroom viewing of selected digital images of known artists to experience their aesthetics value and use of techniques. • meet and interact with visual artists and artisans	

of different art forms to know 'what and why' of their styles, and what motivated them to continue with their practice, etc., and do art stories in team. • make and present short report (audio video, and/or written form) of visit(s) event(s), exhibition(s), etc., in small teams of 2–3 students. Make scrap book(s) on different art forms with mention of art work of great artists in the relevant field. Classroom sharing through presentation, (use of mobile, camera and ICT can be promoted for such activities). Share reports and art stories in print media as well as on social media platforms for wider publicity and promotion of arts and artists. • visit different places of artistic and historical importance (museums, galleries, art-studios, heritage sites, monuments, melas or fairs, exhibitions; observe festivals, ceremonies and celebrations, Haat and Bazar, etc.) for gaining firsthand experience of places, situations, people and cultural heritage for visual richness and originality in their artistic expression. Make classroom narration and presentation and to share presentation(s) on social media after discussing with teacher(s)	• **recognises** the contemporary, traditional, folk and regional styles in visual art forms. • **appreciates** different art forms; painting, sculpture, prints, photographs, graphics, crafts, etc. • **reflects** on work of artists and artisans critically.
• discuss and find out the salient features of traditional, contemporary and folk paintings. • make paintings while practicing traditional style (for example; Rajasthani miniature, Pahari miniature, Mughal miniature) and folk styles of painting (for example; Madhubani, Gond, Warli, etc.) on contemporary topics. • use ICT in planning, production and publicity of art work; find avenues to promote their art work through print media (poster wall magazine school bulletin and school magazine), and through social media platforms, like art blogs, etc. • express and showcase their artistic talent on different platforms, such as, in Kala Utsav of Ministry of Human Resource Development, painting competitions organised by the Ministry of Power and by many other departments and Ministries, in competitions organised by known organisations like, Shankar's International Children's Competition and others can encourage	• **explains** the beauty of man-made designs of objects. • **documents** visit(s) to the museums, artist studios, and galleries, interactions with the artists and artisans and their live performances and exhibitions, fairs and festivals. • **appreciates and applies** painting skills and styles of traditional and folk painters to create new paintings.

young minds (facilitated by teachers) to go deeper in to the subject. • give observations on their own work of art and those done by their peers as a periodic exercise of self and peer evaluation of art activities. • paint, sculpt and construct freely using different mediums and maintain a folder or portfolio of the work done. • put up an art display or/and exhibition (at least once a year) at school level with a specific theme, where students are given responsibility to organise display, installations, organise resources (in consultation with teachers), prepare catalogues, make posters to advertise the event, invitation card for the parents, community and officials, curate the show and make a report (print and video) of the event while recording expression of students, staff and community on the show. • take part in art events, exhibitions and competitions (inter-school at different levels) to share their expressions and view points with larger community, to understand multiple viewpoints on the same subject or theme, experience work of other students and enhance their general sense of art appreciation. • display on classroom boards and on school 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 of classroom organisation, change in seating arrangement, in storing materials, tools and equipment, maintain artefacts and keep the surroundings clean and beautiful. • clean and maintain tools, equipment, and materials used during the art activities, pick up the skill of preserving art products created by them. • organise artistic display of art work in classroom, on display boards on regular intervals to practice the skill of presenting art works. • make their own colours, brushes and handmade papers, experiments with non-traditional materials for their projects and activities in team	• **uses** creative skills while planning an art activity, identifying resources and composing art expressions. • **creates** art work and communicates emotions skillfully and artistically through selected medium of art. • **applies** artistic and aesthetic sensibility in day-to-day life

and give presentation on their innovation(s) and products created in the process. • practice desired values with interest and understanding during classroom activities, appreciate and cooperate peers in practicing values, display team spirit as team leaders and followers, and respect for sharing tools and materials. • draw and paint nature with understanding of its value for life on earth and spread awareness through art. Share concern through posters, slogans, picture captions, etc. Take part in planning art campaigns for observing safe environmental practices and conservation of natural resources in daily life and make presentation(s). • do art project(s) on animals and birds to create awareness about their importance for the ecological harmony, to explore beauty of birds and animals by making posters, cards, masks and painting. Make designs for t-shirts, badges, etc., with interesting information on birds and animals. • read and narrate stories from the lives of great artists and their respect for art and human values. • promote values by appreciating and acknowledging positive behaviour of peers with the help of teachers for reinforcing regular practice and use of life-skills and values intentionally. • get acquainted with the diversity of Indian culture, its beauty with clear artistic examples of art elements used in them, classroom discussions on heritage arts and crafts through slideshows or through actual art work for explaining their relationship with Indian ecosystem.	• **displays** concern for safe use and maintenance of tools and equipment. • **maintains** art materials, art works and artefacts with sensitivity. • **demonstrates** different values, such as, cooperation, team work, caring and sharing, discipline, compassion for nature and animals, respect for others, and appreciation for cultural diversity and cultural heritage.