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FOR CBSE CLASS 9 EXAM PREPARATION

CBSE Class 9 2027 Syllabus · Painting

EXAM	YEAR	TYPE	SUBJECT
CBSE Class 9	2027	Syllabus	Painting

PAINTING
Subject Code: 049
Classes IX-X (2025-26)

Arts can broadly be classified into the Visual, Literary, and Performing Arts. It involves innovative and imaginative ways of expression in different forms using a variety of material and media.

NEP 2020 helps students to utilizes various aspects and forms of art and culture as the basis for learning concepts across subjects. A part of the thrust on experiential learning, art-integrated education, embedded in classroom transactions, not only creates joyful learning but helps in imbibing the Indian ethos through the knowledge of Indian art and culture.

Art in School Education addresses the Goals and Competencies for every student to find diverse ways of persisting and solving problems. We not only create an artwork, but also enjoy the experience of viewing and responding to many forms of cultural expression. When they create artwork together and work collaboratively, they recognize one another's strengths and develop deeper connections with the world around them. Such a process nurtures empathy, appreciation, cooperation, and trust, all of which are fundamental for developing social and human values, such as ahimsa, love, compassion, friendship, and peaceful co-existence. As a common language, the Arts bring people together and lead them to develop acceptance, understanding, and mutual respect

Art classes involve three important processes—making artwork, thinking creatively in the Arts, and appreciating all forms of artistic expression down the ages. This immersive experience of producing art improves cognition, leaving a positive and long-lasting impact on the development of aesthetic sensibilities, expression, imagination, observation, crafting skills, creativity, and students' overall confidence in their own abilities.

Aims

Through Art students should be able to connect with their culture and appreciate the diversity of artistic expressions. For an effective Art Education programme, schools must aim to achieve:

a. **Joy in exploring and creating artwork:** This would mean gaining a variety of aesthetic experiences and deriving joy from all forms of art.

b. **Imagination and creativity:** Acquiring and applying creative thinking and artistic capacities through experimentation and sustained practice in the Arts is at the heart of Art Education.

c. **Empathy and sensitivity:** Meaningful experience in the Arts has great potential to nurture empathy and sensitivity towards the expressions of others.

d. **Understanding of connections with other disciplines:** The Arts teaches appreciation of beauty in nature and the observation of details and patterns. This approach to the understanding of

disciplines makes for aesthetic experiences in themselves.

e. **Sense of belonging:** Through artistic engagement, students will find connections to their own culture and traditions, as well as learn an appreciation for India's multicultural diversity and knowledge of contemporary artists and art practices.

f. **Development of Aesthetic Sensibilities:** Students should be able to describe the characteristics of things they find beautiful, do subjective interpretations, assess the aesthetic qualities of artwork based on the commonly accepted criteria in the Arts and expand their 'tastes' by participating in art processes.

Art Education deals with developing creativity, aesthetic sensibilities, cultural literacy which familiarizes them with significant events, figures, and works of literature, that have shaped a society and had a lasting impact on its development. This is done through the knowledge of various forms of Visual Arts

Practical & Theory

Art education at Secondary stage focus on giving Emphasis on Process, and not just Product

Artistic processes, such as ideation, creation, presentation, response, review, and making connections, ensures development of cognitive, affective, psychomotor, socio-emotional, and language while learning the Arts as thinking, making, and appreciation processes are fundamental to Art Education.

Thinking processes refer to a wide range of cognitive activities while working in the Arts. The first is the process of generating ideas and innovating while creating artwork.
The second is understanding and applying the elements of various Art forms (point, line, shape & form, colour, shape tones, texture, space.)
The third is inquiry and critical probing into art practices and aesthetic experiences.
The fourth is to attempt newer, reasonable interpretations while working in the Arts.
The fifth is to connect the Arts with other knowledge as well as one's own experiences.

Making processes are related to the execution and production of artwork. These processes engage the mind and body for expressing ideas and feelings. This includes use of materials, tools, and other resources. The making processes also focus on exploring techniques, refining skills, and practicing creative improvisation while producing artwork.

Appreciation processes begin with the exposure to a wide range of art forms, artists, and their practices through structured Art sessions or through the local environment and culture. This develops an awareness of how the Arts communicate a variety of expressions. Furthermore, the process reveals how these expressions are interpreted differently by every individual. While viewing Art, one also needs to consider the social, historical, and contextual background of an artwork and its viewers. Responding to art also requires the ability to describe aesthetic experiences and share personal interpretations or viewpoints. The capacity to assess artwork and develop aesthetic judgement is also an important part of the appreciation processes.

All these processes are interlinked and cannot be addressed in isolation if a meaningful and complete art learning experience is desired.

Learning outcomes:

Students after studying 'Painting' as additional subject will be able to:

- Enjoy paintings as a medium of expressions
- Appreciate the beauty in lines, forms and colours
- Know the fundamentals of Painting (Elements and Principles) and apply them in their creations.
- Use painting tools and materials appropriately.
- Apply pencil colours, oil pastels, poster colours, water colours etc. as a painting medium.
- Differentiate between 'opaque' and 'transparent' colours as a technique.
- Refine memory and observation power through study / still life and painting composition.
- Maintain his/her painting tools, materials appropriately.
- Display his/her paintings aesthetically and will learn to store them.
- Apply the artistic skills of composition in day-to-day life at home and in the school

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Class IX (2026-27)

Theory

Time allowed: 2 hours **Maximum Marks: 30**

UNIT- I:
Fundamentals of Visual Arts (The Elements)
Methods and Materials of Painting **15 Marks**

Understanding and appropriate use of:
(i) Tools,
(ii) Painting Materials - Poster Colours, Water Colours, Oil Pastels and Pencils

UNIT-II:
Story of Indian Art **15 Marks**

Appreciation of Indian Art covering selected paintings, sculptures and architectural glimpses:		
(a) Paintings:	Wizard's Dance	Bhimbetka
(b) Sculptures	Yaksha– Yakshi	R.B.I. New Delhi (by Ramkinker Baij)
(c) Architecture	Sun Temple	Konark, Odisha
(d) Indian Folk Art	Paintings	(Floor decoration) Alpana, Rangoli and Mandana

Practical

Time allowed: 3 hours **MaximumMarks:70 Marks**
Assessment for Practical: **50 marks**
Still Life

a)	Accurate drawing with proper composition of objects	15 marks
b)	Compositional arrangement with due emphasis on the subject-matter.	15 marks
c)	Treatment of medium with an appropriate colour scheme in still life.	10 marks
d)	Originality, creativity and overall expression.	10 marks

Internal Assessment: **20 marks**
It includes
(i) Periodic Tests -there will be three periodic tests in a year, out of which the best two will be assessed. **10 marks**
(ii) Portfolio -Portfolio will consist of 10 best works of sketches, still life and painting compositions done during the year. **10 marks**

Suggested Teaching Learning Strategies - IX:

- Still Life (Study of simple objects) Study of a group of two or three objects from a fixed point of view in colours. Group may include vegetables, fruits, foliage, book, drapery, and simple objects of daily use.
- Simple compositions based on any one form of Folk Art such as Madhubani, Warli, Alpana, Rangoli, Mandana etc.
- Field visits to Art Galleries, Museum/s, National Bal Bhawan or similar organisations, Artist's studios or Artisan's workshops etc.
- Sketches from Life and Nature in pencil and ink.
- Teacher can tell story of Indian Art in a story telling manner. This can also be audio/video recorded and shared with students.
- Display of reproductions of master's work in school corridors.
- Submission of portfolio consisting of six (3 Still Life and 3 Composition) selected works done during the year.