

# **NEW NORMAL CURRICULUM**

## **Instruction Guide**

### **Arts Education**

#### **I**



**Curriculum Development Centre  
Royal Education Council  
Royal Government of Bhutan**

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## FOREWORD

COVID-19 has suddenly caused unforgiving disruptions in the public education all over the world, and brought about threats of fragmentation due to disparities in accessibility and connectivity in many systems. In Bhutan too, continuity of education and learning has been severely affected as a result of nationwide school closures and due to restrictions and health protocols. The disruptions have led to challenges in many existing patterns and trends in education resulting in a massive shift away from learning and teaching in traditional settings with physical interactions to the maximum in terms of relevancy and efficiency. This has caused a major problem for children living in poverty worldwide, who often rely on the physical settings of their schools for educational materials, guidance, and, sometimes, the only decent meal of the day.

In the new normal education, human interaction and well-being is a priority. Technology, particularly digital technology that enables communication, collaboration and learning across distance, is a formidable tool – not a panacea but a source of innovation and expanded potentials. As we embrace this exceptional opportunity to transform the world, and as we reimagine the organization of our educational institutions and learning environments, we will need to think about where we want to go.

In the post COVID 19 era, we must prioritize the development of the whole person not just academic knowledge. Inspiration for the change can be drawn from the 1996 Delors report, *Learning the treasure within*, in its specification of four pillars of learning as “learning to know”, “to do”, “to be”, and “to live together”. Therefore, curricula must be increasingly perceived as an integrated and based on themes and problems that allows learners to learn to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world and find purpose and be better able to participate in social and political milieu.

The New Normal Curriculum is, not just a mere response to the pandemic, but also a culmination of the curriculum reform work for the last four years by the Royal Education Council. It is an attempt to transform education from the teaching of “what” to learning of “how” and “why” towards empowering learners with the transversal competencies and the 21<sup>st</sup> century skills, and preparing them to be lifelong learners. We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens.

Wish all our learners and teachers a life enriching experiential teaching and learning.

**(Kinga Dakpa)**  
**Director General**

## INTRODUCTION

The 21<sup>st</sup> Century Education framework stipulates the emphasis on the thematic based learning areas with a comprehensive support system. The theme-based approach lends greater opportunities for experiential learning contextualized to the learner's physical, social, political, economic, spiritual and cultural setting. An approach, which mandates learning through active engagement of learners. Roles of teacher's are transformed from knowledge transmitter to facilitation, guide, evaluator, researcher and motivator.

The conventional education, which is predominantly knowledge based and examination centred teaching and learning has been the time old practices, and the stress of this model is on the learning of textual information perceived by educators important for the grade. On the other hand, with the advancement in ICT, world is flooded with such information, which are widely read by all at their leisure. What learners cannot acquire from the multiple sources are the skills, which are crucial in facilitating learners realise their potential to be socially responsible and productive individuals and contribute in the nation building processes – economic, social, political development. In the contemporary world, the knowledge-based education compromises the development of psychomotor and affective domains of learning, which affects the holistic development of learners.

Despite the stigma of COVID 19 pandemic as destroyer, it presents wider scope and opportunities for creation and innovation, generally perceived more efficient and effective in work places and social activities. The pandemic situation explicated that the old ways of working, teaching and learning, and lifestyle have limitations. Consequently, new normal ways of how we work and live, teach and learn are the contemporary traditions. In this context, an overhaul of how we think and do is an imperative, not a choice. The transformation of classroom instruction from teacher centred to learner centred teaching and learning, however calls for the following adjustment, or even the overhaul of a few practices.

- i. Reduction of learning content to facilitate deep learning as opposed to the width of the teaching through the active engagement of learners.
- ii. Integration of ICT as tools and ends of learner's education. The use of multimedia and ICT software is commonly utilized in teaching and learning as innovation to introduce variation in stimuli and sustain learner's interest and zeal in learning.
- iii. Adoption of theme based learning content, which facilitates to broaden the horizon of learning beyond the four walls, and stimulates the transfer of learnt concepts to the learner's immediate environment. This arrangement makes learner aware of the realities of the social, political, economic and cultural practices and ethos of the society. Being aware of the immediate environment of the scopes and challenges, learner is sensitized of the opportunities and issues, which may need attention for better future for the society.
- iv. Consideration to ground the curriculum design and instruction approaches the epistemological theories is imperative to facilitate deep learning as opposed to factual learning. However, the selection and use of them is subject to the nature of respective subject. For instance, constructivism is more apt for science, while connectivism is relevant for languages and ICT curricula.

- v. Active engagement of learners is imperative of the competency-based education and learning. Inevitably, summative assessment has limitation in gauging the progressive development of the learner. This is achieved objectively by the use of the continuous formative assessment (CFA). However, if summative assessment evidences are used to provide feedback to help learner in learning, it can serve as one of the techniques of CFA.

The curriculum adapted and grounded on the above wisdom, the principle of competency based learning, inspired by being aware of reality of the immediate environment, and the belief system of the society may be arbitrarily termed as the New Normal Curriculum. Learning is facilitated through the “Instructional Guide” with learners taking responsibilities of their learning; teachers facilitate and guide learners in the due course of their active engagement and assess their performance for improvement in their learning.

In the New Normal Curriculum, deep learning synonymous to “less is more” is facilitated with the use of Instructional Guide for each subject and specific classes. The content of the instruction in the guide for respective subjects are aligned with the new normal curriculum subject specific curriculum frameworks, which can be delivered with partial reference to the existing textbooks and resources available in other platforms. Through the NNC, learners have the opportunities to:

- i. learn anywhere, any time with learner being responsible for the learning.
- ii. promote deep learning with awareness and sensitivity of the realities of the world around.
- iii. develop competencies and capabilities through experiential learning and real time engagement which fosters sensitivity of realities of the life and the environment.
- iv. engage in blended learning and flip classroom with multimedia, digital pedagogies and ICT devices and websites as the tools and learning content.
- v. seek guidance from parents and guardians in facilitating their learning.
- vi. seek guidance and support as teachers assume the roles of facilitation, guide, motivator and evaluator.
- vii. Prioritise the learning content so that they have time and space for active engagement.
- viii. Improve learning through the CFA, which facilitates the identification of individual needs and the provision of appropriate interventions.

The transformation of classroom instruction from teacher centred to learner centred teaching and learning, however calls for the following adjustment, or even the overhaul of a few practices.

- vi. Reduction of learning content to facilitate deep learning as opposed to the width of the teaching through the active engagement of learners.
- vii. Integration of ICT as tools and ends of learner’s education. The use of multimedia and ICT software is commonly utilized in teaching and learning as innovation to introduce variation in stimuli and sustain learner’s interest and zeal in learning.
- viii. Adoption of theme based learning content, which facilitates to broaden the horizon of learning beyond the four walls, and stimulates the transfer of learnt concepts to the learner’s immediate environment. This arrangement makes learner aware of the realities of the social, political, economic and cultural practices and ethos of the society. Being aware of the immediate environment of the scopes and challenges, learner is sensitized of the opportunities and issues, which may need attention for better future for the society.

- ix. Consideration to ground the curriculum design and instruction approaches on the epistemological theories is imperative to facilitate deep learning as opposed to factual learning. However, the selection and use of them is subject to the nature of respective subject. For instance, constructivism is more apt for science, while connectivism is relevant for languages and ICT curricula.

This is to ensure the active engagement of learners through a competency-based education learning.

## **PURPOSES OF THE INSTRUCTIONAL GUIDE**

In the New Normal Curriculum, deep learning synonymous to “less is more” is facilitated with the use of Instructional Guide for each subject and specific class. The content of the instruction in the guide for respective subjects are aligned with the subject’s curriculum framework with partial reference to the existing textbooks. Therefore, it is purported to achieve the following objectives:

- ix. Facilitate learning anywhere, any time with learner being responsible for the learning.
- x. Facilitate deep learning with awareness and sensitivity of the realities of the world around.
- xi. Strengthen competency based learning and experiential learning to foster sensitivity of realities of the life and environment.
- xii. Strengthen blended learning and flip classroom with multimedia, digital pedagogies and ICT devices and websites as the tools and learning content.
- xiii. Guide parents in facilitating learning of their children.
- xiv. Inspire teachers to assume the roles of facilitation, guide, motivator and evaluator.
- xv. Helps in the prioritization of learning content with emphasis to create time and space for active engagement of learners.
- xvi. Facilitate the use of CFA for learning through objective observation and guidance.

The effective and efficient use of this guide is subject to the nature of the subject and the target class. The section on “How to Use the Guide” included in each subject provides tips on the efficient use of the guide.

## **GUIDING PRINCIPLES IN THE DEVELOPMENT OF THE GUIDE**

The priority of education per se is to deliver learning that is relevant to the subject and life of learners, challenges learners, foster the art of lifelong learning, and source of inspiration, and equip them with transversal skills. These principles form the basis for provision of learning experiences and engagement of learners in the developmental process of the curriculum, delivery, ways of achieving, and the context of measuring learner's performance.

### **a. Competency based**

Understanding that the contemporary world is flooded with information, which serve as the sources of knowledge and ideas, the education for the acquisition of knowledge is irrelevant and redundant. Consequently, the priority of education is shifting to empowering learners with transversal skills and life skills as means to help learners realize and develop their potential.

Therefore, this guide is to ensure that the teaching and learning emphasises on the development of skills and foster positive attitude for learning, as opposed to knowledge acquisition, through active engagement of learners in diverse learning experiences.

### **b. Experiential learning**

Learner's learning experiences are contextualised to the immediate environment – social, political, economic and physical, which provide opportunities for the development of competencies of creativity, critical thinking and problem solving, collaboration, communication, citizenship and cultural skills.

This is made possible through the active engagement in diverse learning context and experiences. Such approach, thus speculates that the stress is on the understanding of fundamental concepts, principles, laws and ideas. This indicates that the peripheral ideas, examples and textual information are learnt as extended information. The integration of blended learning and flip classroom modes and place based education approach of instruction offer greater flexibility and opportunities to generate new knowledge by themselves along with the development of associated skills.

### **c. Gross National Happiness (GNH)**

The principles of GNH should be deeply embedded in the curriculum for the holistic development of the learner. This will prepare the learner to participate and contribute to the culture, society, and economy of the country more meaningfully. The wisdom drawn from this principle is vital in creation of “living school culture” and uphold the principle of emotional intelligence to foster gender sensitivity, equity and equality to education.

In this context, it is imperative of the guide that the elements of GNH are integrated as the learning content and are practiced as the inclusive pedagogical process in the classroom or at home.

### **d. Inclusiveness**

It should value and include the knowledge, perspectives, and backgrounds and experiences of each learner to realise his or her full potential. Education is intended for all children in Bhutan,

and due respect and acceptance is accorded to cohorts of learners from diverse background, and with cognitive and physical individual differences. It will mean deploying and accepting different starting points, a different pace of learning and ensuring that students are challenged to achieve high standards in ways that complement what they already know, what they can already do, and how they learn best.

This guide upholds the ideology of inclusiveness and education for all through the integration of diverse learning experiences and approaches, and assessment of how their learning is progressing.

**e. Learner-centred and developmentally appropriate**

This implies that curricular contents, teaching techniques and assessment methods for each grade or level of school education are selected in accordance with children's developmental stages and needs of individual learner. Each child is different and the rate at which individual child grows and reach various developmental stages varies, although the patterns and sequences for growth and development are usually the same for all. They should be able to progress at a rate, which matches their needs and aptitudes.

The curriculum should be relevant to the learners' lives both current and future. It will be responsive to the social and technological changes and meet the needs of the students. It will thus be a balance between what is imperative for all the students, and be flexible for learning at the learner's pace and time.

**f. Approaches**

According to John Dewey and other educators, progressive education must prepare learners for active participation in education. The focus of education must be creating critical thinkers and inquirers who are active learners. Most progressive education programs have the following qualities in common:

Integration of entrepreneurship into education

Strong emphasis on problem solving and critical thinking

Learning by understanding as the goals of learning as opposed to rote knowledge

Collaborative and cooperative learning strategies to develop social skills

Education for social responsibility and democracy

Personalized learning and living school culture based on differentiated instruction accounting for each individual's personal needs and goals

Integration of community service and service learning projects into the curriculum

Emphasis on varied learning resources and de-emphasis on textbooks.

Integration of digital technologies and pedagogies

Appropriate assessment techniques and tools deployed in the CFA



## **INSTRUCTION ON LEARNING EXPERIENCES ORGANIZATION**

This instruction guide should go hand in hand with the NNCF and other resources given in form of links and materials. Arts Education itself in nature is experiential learning and hands on. However, the teachers must play their roles in facilitating the learning and guide all students to aspire and fulfill competency based learning. This guide will help all teachers at schools and parents at home to provide and continue learning in a progressive manner. It is dynamic in nature and anyone can get access to create and make learning a fun and inquisitive. The students can go beyond the recommended learning activities suggested in the instruction guide.

### **Curriculum Content**

#### **Strand-Drawing**

##### **Chapter 1-Small Arm Movement**

Scribbling of lines that is not longer than five to six inches and drawing lines in any direction develops small arm movements.

#### **Competency**

Perform small arm movements towards the development of gross motor skills and hand- eye coordination.

#### **Objective/s**

1. Scribble on paper to practice small arm movement.
2. Scribble full page with proper hand -eye coordination.

#### **Pedagogy/learning experiences**

Individual task- students scribble freely in the workbook or worksheet.

Refer Teacher's Guide Book page no. 1 or visit REC web (download) to conduct the activity in their workbook.

**REC WEB LINK -** <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

Tutorial - [https://youtu.be/Inuc\\_g5uGf8](https://youtu.be/Inuc_g5uGf8)

Teacher can create or select tutorial videos for developing small arm movements and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. (self-created video). Students will carry out the activity in their workbook or drawing book. Is an indoor activity for children.

**Note:** Advise children not to scribble on walls, cars, and roads. Parents to guide their children if at home.

### Reflection

1. Was it easy to scribble on the papers?
2. Did you enjoy the activity?

### Assessment

Assess individual workbook, worksheet or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NNCF for sample) Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion	Progression	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources/materials

Workbook, Teacher's Guide Book, colour pencil, worksheet, sample or tutorial videos, pencil, projector, laptop.

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://pin.it/bOGveVR>

## **Strand-Drawing**

### **Chapter 2- Straight Lines**

Straight line is a distance between two points that does not wave or curve. Line can be horizontal, vertical or diagonal. Straight line is the basis for formation of any shapes. It helps in developing fine motor skills and hand coordination. It also allows the learner to understand the composition of any subject which helps in improving observational skills and concentration level.

### **Competency**

Demonstrate hand-eye coordination while drawing lines.

### **Objective/s**

1. Draw straight lines by joining dots neatly.

### **Pedagogy/Learning Experiences**

Individual work (students join dots to create a straight line in their workbook or worksheet).

Refer Teacher's Guide Book page no. 2 or visit REC web (download) to conduct the activity in their workbook.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY:** sample straight line activity

[How to Draw Straight Lines- Quick Art Tip - Bing video](#)

**Note:** Teacher can create or select tutorial videos for developing straight lines. Teacher can use additional worksheets for extended learning activities. Parents to guide their children if at home.

Teacher can create or select tutorial videos for developing straight lines and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Students will carry out the activity in their workbook, drawing book or worksheet.

### **Reflection**

1. Can you draw straight lines without using dots?

## Assessment

Assess individual workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

## Resources/materials

Workbook, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector,

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

## SUPPLEMENTARY

[How to Draw a Straight Line Freehand \(Without a Ruler\) - Tips and Hacks - YouTube](#)

## **Strand-Drawing**

### **Chapter 3- Curves**

Curves are another type of line with bends and waves without sharp angles in any kind of drawing. It is a basis for drawing any visual image of all art works. Drawing curves help to develop concentration, hand-eye coordination and motor skill to create a better shape of any object.

### **Competency**

Demonstrate fine-motor skills (hand-eye coordination).

### **Objective/s**

1. Trace the dotted outline of curves and create more curves as desired.

### **Pedagogy/learning experiences**

Teacher demonstrate drawing curves on the chalkboard. Students observe carefully and carry out the activity in their workbook individually. Activity will be indoor. Refer Teacher's Guide Book page no. 3 or visit REC web (download) to conduct the activity in their workbook.

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

### **SUPPLEMENTRY**

1. [https://www.youtube.com/watch?v=TyyGQo\\_bO2E](https://www.youtube.com/watch?v=TyyGQo_bO2E) (sample video on curve)
2. <https://www.pinterest.com/pin/279856564321689574/> (worksheet for curve activity)

**Note:** Teacher can create or select tutorial videos for writing curves. Teacher can use additional worksheets for extended learning activities. Parents to guide their children if at home.

Teacher can create or select tutorial videos for writing curves and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Students will carry out the activity in their workbook, drawing book or worksheet.

### **Reflection**

1. Did you enjoy drawing curves?

**Assessment:**

Assess individual workbook/worksheet or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

**Resources/materials**

Workbook, Teacher’s Guide Book, colour pencil, sample or tutorial videos, pencil, projector,


**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - [https://www.youtube.com/watch?v=DUM0kY\\_v8Wc](https://www.youtube.com/watch?v=DUM0kY_v8Wc)

Name..... Class..... Section.....

**Sample rubric for self- assessment.**

Name..... Class..... Section.....

<b>Art Rubric</b>		
<b>Focus</b> I used my time well. I worked hard.		
<b>Composition</b> The art is balanced and the whole page works together well. I have paid attention to the background.		
<b>Creativity</b> My art is unique and I used my own ideas.		
<b>Presentation</b> My work is neat and carefully done.		

## **Strand-Drawing**

### **Chapter 4-Trace and colour**

Tracing is the process of drawing lines over the given outlined shape of an image. Tracing guides the learners to follow the specific lines and direction to form an accurate image. It saves time and refines observational skills. It also builds patience as they need to focus on the image and colour carefully. Trace and colour can be associated with the Bhutanese traditional painting where the painter traces the outline of the desired image and colour over it.

### **Competency**

Develop focus on the outline of the image. Increase the level of concentration.

### **Objective/s**

1. Trace over the given outlines to form an accurate image.
2. Colour the picture within the traced lines.

### **Pedagogy/learning experiences**

Teacher demonstrate what is tracing on the chalkboard and show some example of tracing and colouring. Students observe and carry out the activity in their workbook individually. Refer Teacher's Guide Book page no. 4 or visit REC web (download) to conduct the activity in their workbook, drawing book.

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTARY** - Students will carry out the alternative activities from their workbook page no.4

**Note:** Teacher can use additional worksheets for extended learning activities. Parents to guide their children if at home.

Teacher can create or select tutorial videos for developing tracing/colouring and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Students will carry out the activity in their workbook, drawing book or worksheet.

## Reflection

1. Can you do trace and colour without help?

## Assessment:

Assess individual workbook, drawing book or online. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

## Resources/materials

Workbook, Teacher's Guide Book, colour pencil, sketch pens, oil pastels, sample or tutorial videos, pencil, projector

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

## SUPPLEMENTRY

1. <https://youtu.be/jgyjua8Et0c>
2. <https://youtu.be/d1qpu2Fh7Fo> ( shadow tracing with toys-simple and fun)



## **Strand-Painting**

### **Chapter 5- Read and Colour**

Read and colour is an activity in which students read the word correctly and colour accordingly. This activity provides opportunity for students to improve their colouring skills as they are guided with the outlines of the image. This activity trains students to focus on their work.

### **Competency**

Colour pictures following simple written instructions to improve colouring skills.

### **Objective/s:**

Read the names of the colours given in the workbook.

### **Pedagogy/learning experiences**

Individual task- students carry out the activity in the workbook or worksheet. Refer Teacher's Guide Book page no. 5 or visit REC web (download) to conduct the activity in their workbook.

**REC WEB LINK -** <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

### **Tutorial -**

1. <https://youtu.be/Mb7fPQnasQU>
2. <https://www.youtube.com/watch?v=9uOVAo745H8>

Teacher can create or select tutorial videos for developing reading and colouring and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. (self-created video). Students will carry out the activity in their workbook or drawing book. Parents to guide their children if at home.

### **Reflection**

1. Did you enjoy colouring?
2. Did anyone draw a bird with different colour?

**Assessment:**

Assess individual workbook, drawing book or online. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion	Progression	Participation	Skilful
1.	Dechen				
2.	Pema				

**Resources/materials**

Workbook, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector, laptop, colour pencil

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTARY** - <https://www.youtube.com/watch?v=9uOVAo745H8>

## **Strand-Painting**

### **Chapter 6 -Read-Draw-colour**

Read -Draw-Colour is an activity in which students read the given word, draw the picture and finally colour according to the instructions given in the workbook. This activity enables students to read the word correctly, draw the picture and identify the colours to paint. This activity will allow students to enhance reading skills while learning to draw and colour.

### **Competency**

Colour the pictures following simple written instructions

### **Objective/s:**

1. Read the instructions clearly in the work book.
2. Draw the picture as instructed.
3. Colour the picture.

### **Pedagogy/learning experiences**

Individual task- students carry out the activity in the workbook or worksheet. Refer Teacher's Guide Book page no. 6 or visit REC web (download) to conduct the activity in their workbook.

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**Tutorial** - <https://youtu.be/hnhzLjnZtyg> (Read- Draw-Colour activity)

Teacher send tutorial videos for read, draw, colour and share via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. (self-created video). Students will carry out the activity in their workbook or drawing book. Parents to guide their children if at home.

### **Reflection**

1. Do you like your drawing? Why?
2. Do you think colouring makes your picture look more beautiful?

**Assessment:**

Assess individual workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NNCF). Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

**Resources/materials**

Workbook, Drawing book, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector, laptop, colour pencil.

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPLEMENRTY** - <https://www.youtube.com/watch?v=GQh63VApclI>

## **Strand-Drawing**

### **Chapter 7 -Drawing classroom objects**

Draw classroom objects refers to drawing simple objects found in the class. This activity also provides children the freedom to choose the objects of their own from the classroom. The lesson “Drawing classroom objects aims to use their observational skills and represent them in the form of drawing. Children work may also depict 3-D shapes in their drawings and can use the skills learnt in the previous lesson of curves and straight lines. It enhances motor skills and creativity.

### **Competency**

Draw simple classroom objects and animals following simple written instructions.

### **Objective/s**

1. Identify and draw a few classroom objects.
2. Develop sensitivity to colour the objects.

### **Pedagogy/learning experiences**

Individual task- students carry out the activity in the workbook or worksheet. Refer Teacher’s Guide Book page no. 7 or visit REC web (download) to conduct the activity in their workbook.

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**Tutorial** - [https://www.youtube.com/watch?v=dFtaup7Rihk\(tutorial](https://www.youtube.com/watch?v=dFtaup7Rihk(tutorial)

Teacher send tutorial videos for drawing classroom objects and share via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be

uploaded in YouTube. (self-created video). Students will carry out the activity in their workbook or drawing book. Parents to guide their children if at home.

### **Reflection**

1. Name the objects you have drawn?
2. Did you enjoy colouring?

### **Assessment:**

Assess individual workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NNCF). Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

### **Resources/materials**

Workbook, Drawing book, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector, laptop, colour pencil

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

### **Supplementary -**

1. <https://youtu.be/PrgT-Ix4hNY>
2. <https://www.youtube.com/watch?v=nVdteH89iQI>

## **Strand-Craft**

### **Chapter 8- Clay Work (simple objects)**

Clay work is an activity where students make models of simple objects using clay/dough/mud.

Clay work activity is intended to provide an opportunity to experience the texture and manipulate to create simple shapes and models. It is the basis for pottery and ceramic arts.

### **Competency**

Construct and create 3D shapes with patterns and textures.

### **Objective/s**

1. Make simple models of pots and other kitchen utensils
2. Colour the utensils using different colours.
3. Maintain cleanliness of the work area.

### **Pedagogy/learning expediencies**

Teacher group the class as per the strength. Assign them with a model name like pot, spoon etc...Instruct them to make a model in a group. Ask them to colour their models. Refer Teacher's Guide Book page no. 8 or visit REC web (download) to conduct the activity.

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - [https://youtu.be/E7ps\\_BomGbo](https://youtu.be/E7ps_BomGbo) ( clay work simple objects)

Teacher send tutorial videos for simple clay work and share via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. (self-created video). Students will carry out the activity in their workbook or drawing book. Parents to guide their children if at home

Let children make any household object with help of clay/dough.

### Reflection

1. Did you enjoy making models?

### Assessment:

Teacher evaluate their group models and provide necessary feedbacks. Students can also submit their models' picture via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' model using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion	Progression	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources/materials

Teacher's Guide Book, clay/mud/dough, water colour, brushes, palettes

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

### SUPPLEMENTARY

1. <https://www.youtube.com/watch?v=0RKiPgMTfbY>



2. <https://www.youtube.com/watch?v=sG9CopgdbpM> (how to make caterpillar in clay modelling).

## **Strand- Craft**

### **Chapter 9 - Clay Work (Domestic Animals)**

Clay work is an activity where students make models of simple objects using clay/dough/mud. Clay work activity is intended to provide an opportunity to experience the texture and manipulate to create simple models of domestic animals. It helps to develop hand muscles for dexterity and finesse. Clay work engages students mentally and physically, thereby building patience and focus on doing things.

### **Competency**

Construct and create 3D shapes with patterns and textures.

### **Objective/s**

1. Make simple models of domestic animals.
2. colour the animals using different colours.
3. Maintain cleanliness of the work area.

### **Pedagogy/learning experiences**

Group Task- students carry out the activity in the group. Refer Teacher's Guide Book page no. 9 or visit REC web (download) to conduct the activity in their workbook.

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

### **SUPPLEMENTRY** (clay work Domestic animals)

1. <https://www.youtube.com/watch?v=NAVtmlat5OE>
2. <https://www.youtube.com/watch?v=PNWe-LdyLzE>

Teacher send tutorial videos for clay work (Domestic animals) and share via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. (self-created video). Students will carry out the activity in their respective group. Parents to guide their children if at home.

### Reflection

1. Which animal did you make?
2. Did you enjoy the activity?

### Assessment:

Teacher evaluate their group models and provide necessary feedbacks. Students can also submit their models' picture via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' model using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion	Progression	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources/materials

Teacher's Guide Book, clay/mud/dough, water colour, brushes, palettes, sticks

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

## **SUPPLEMENTARY LINK**

1. <https://www.youtube.com/watch?v=itdem0Xhqnk>
2. <https://www.youtube.com/watch?v=iBRM7pIn2E8>

## **Strand-Painting**

### **Chapter 10 -Smudge Picture**

Smudge picture is one form of creative art which is created by applying various paints or ink in between the folded paper and gently rubbing over it. There is no intended image to be formed, it depends on the spread on the spread of the colour and the direction of rubbing force applied over it. The picture obtained from this activity is symmetrical and colourful.

### **Competency**

Develop learner's sensitivity to colour and pigment. Create different prints using water colour.

### **Objective/s**

1. Create a smudge picture.
2. Use the colour economically.
3. Interpret their smudge picture.

### **Pedagogy/learning experience**

Individual task- students carry out the activity in the workbook or worksheet.

Refer Teacher's Guide Book page no. 10 or visit REC web (download) to conduct the activity in their workbook.

**REC WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** (smudge printing)

1. <https://www.youtube.com/watch?v=cGS2BuCtgtU>
2. [https://www.youtube.com/watch?v=APDtr2sRz\\_4](https://www.youtube.com/watch?v=APDtr2sRz_4)

Teacher send tutorial videos on smudge printing via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. (self-created video). Students will carry out the activity in their workbook or drawing book. Parents to guide their children if at home.

**Reflection**

1. What did you see in the picture? Give a title.
2. Is smudge printing surprise you?

**Assessment:**

Assess individual workbook or drawing book. Students can also submit their smudge printing via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion	Progression	Participation	Skilful
1.	Dechen				
2.	Pema				

**Resources/materials**

Workbook, Drawing book, Teacher's Guide Book, water colour, brushes, sample or tutorial videos, pencil

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://www.youtube.com/watch?v=Bdfp-p4GcIo>

## **Strand-Painting**

### **Chapter 11- Thread Printing**

Thread painting is a technique of making creative art using thread and colour. It is created by dipping thread in the colour and placing it in between the folded paper at different positions. It is a fun activity where thread is used as a medium to create reflective image.

### **Competency**

It develops the mode of creative expression and develop learner's sensitivity to colour and pigment. It also develops fine motor strength/grip of a child.

### **Objective/s**

1. Create their own thread painting.
2. Develop fine motor skills.

### **Pedagogy/learning experiences**

Students will carry out Individual task in the workbook or worksheet. Refer Teacher's Guide Book page no. 11 or visit REC web (download) to conduct the activity in their workbook.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

### **SUPPLEMENTRY**

1. <https://www.youtube.com/watch?v=ed9edPmPKjU>
2. <https://www.youtube.com/watch?v=NtpiXNL1EnY>

Teacher send tutorial videos on thread printing via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. (self-created video). Students will carry out the activity in their workbook or drawing book. Parents to guide their children if at home.

**Reflection**

1. What did you learn from this activity? Give a title of the picture.

**Assessment:**

Assess individual workbook or drawing book. Students can also submit their thread printing via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

**Assessment Mode for Thread Printing**

Name..... Class..... Section.....

Sl.no	INDICATORS	5	4	3	2	1
1.	Usage and storage of art materials properly, including return of the art materials.					
2.	Cleaning up of the working place and themselves.					
3.	Taking care of the art materials.					
4.	Children showcase creativity and originality in art work.					
5.	Presentation of their art works. (neatness, colour combination, use of different materials)					
6.	Techniques displayed on the usage of colour and other art material.					
7.	Completion of the works assigned.					
8.	Attentiveness of the student during the class.					

9.	Attitude of students towards the art class.					
10.	Co-operation and team work.					

**5-Excellent**

**4-Very Good**

**3-Good**

**4-Fair**

**1-Average**

**Resources/materials**

Workbook, Drawing book, Teacher’s Guide Book, water colour, brushes, sample or tutorial videos, thread, ink

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY**

1. <https://www.youtube.com/watch?v=-I-wzaUwp0w>
2. <https://www.youtube.com/watch?v=tZBsX5VCoGw>

## **Strand-Painting**

### **Chapter 12- Spray Printing**

Spray Painting is a technique of making creative art using tooth brush and paints. Tooth brush is used as a device to spray the paints on the surface of the paper to create the shape of the object placed. Spray painting gives beautiful texture and smooth finishing. It gives uniform coverage within a short span of time. It can work on a wide range of liquid materials.

### **Competency**

Learn to spray the paints evenly with a high degree of control using tooth brush.

### **Objective/s**

1. Create their own spray painting after teacher's demonstration.
2. Learn the skill of spraying with tooth brush.

### **Pedagogy/learning experiences**

The teacher will take students outside to collect fallen leaves and flower Students will carry out Individual task in the workbook or worksheet. Refer Teacher's Guide Book page no. 12 or visit REC web (download) to conduct the activity in their workbook. Make sure materials are used safely.

Note: Ask students to bring old tooth brushes for the activity.



**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY**

1. <https://www.youtube.com/watch?v=n3pn45YuDgg>
2. <https://www.youtube.com/watch?v=SPW3vo1Uqv4>

Teacher send tutorial videos on spray painting via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. (self-created video). Students will carry out the activity in their workbook or drawing book. Parents to guide their children if at home.

**Reflection**

1. Is your work looking beautiful?

**Assessment:**

Assess individual workbook or drawing book. Students can also submit their spray painting via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

**Assessment Mode for Spray Painting**

Name..... Class..... Section.....

Sl.no	INDICATORS	5	4	3	2	1
		1.	Usage and storage of art materials properly, including return of the art materials.			
2.	Cleaning up of the working place and themselves.					
3.	Taking care of the art materials.					
4.	Children showcase creativity and originality in art work.					

5.	Presentation of their art works. (neatness, colour combination, use of different materials)					
6.	Techniques displayed on the usage of colour and other art material.					
7.	Completion of the works assigned.					
8.	Attentiveness of the student during the class.					
9.	Attitude of students towards the art class.					
10.	Co-operation and team work.					

**5-Excellent**

**2-Fair**

**4-Very Good**

**3-Good**

**1-Average**

### **Resources/materials**

Workbook, drawing book, Teacher's Guide Book, water colour, used tooth brushes, palettes, stencil (prepared by teacher) sample or tutorial videos

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

### **SUPPLEMENTRY**

1. <https://www.youtube.com/watch?v=bG3uCiOPBpQ>
2. <https://www.youtube.com/watch?v=FaYA53EmreU>

## **Strand-Painting**

### **Chapter 13- Finger Printing**

Finger printing refers to a technique of printing by applying colour with finger tips on a paper to create an image or a design. This activity intends to create more fun with colours and creativity if their thoughts.

### **Competency**

Create different prints using water colour and stimulates children's sense of touch to strengthen fine motor skills.

### **Objective/s**

1. Create different designs and patterns using finger with outline.
2. Use colour economically.

### **Pedagogy/learning experiences**

Individual work (students paint their fingertip in water colour and make a print on the workbook or worksheet) Refer Teacher's Guide Book page no. 13 or visit REC web (download) to conduct the activity in their workbook.

Note: Teachers can also have group work for this activity to encourage team spirit. Use additional worksheets for extended learning activities. Parents to guide their children if at home.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - [https://www.youtube.com/watch?v=oblD\\_aUcr8](https://www.youtube.com/watch?v=oblD_aUcr8)

Teacher can create or select tutorial videos for developing finger print and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Students will carry out the activity in their workbook, drawing book or worksheet.

**Reflection**

1. Can you make other images with your finger?

**Assessment:**

Assess individual workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

**Resources/materials**

Workbook, drawing book, water colour, palettes, brushes, cloth piece (for cleaning their finger).  
Teacher's Guide Book, sample or tutorial videos,

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - [https://www.youtube.com/watch?v=yEaeDnI\\_Sc](https://www.youtube.com/watch?v=yEaeDnI_Sc)

## **Strand-Painting**

### **Chapter 14 -Leaf and flower Printing**

Leaf and flower -Printing is a technique of creating leaf and flower print, where we dip backside of flowers and leaves in colours and print them on papers. We can also apply different colours on leave and flowers to form prints by pressing gently. This technique of printing gives realistic patterns and outlines of the leaves and flowers.

### **Competency**

Create different prints using water colour and stimulates children's sense of touch to strengthen fine motor skills.

### **Objective/s**

1. Make prints using fingers, hands, leaves and flowers on given outlines.

### **Pedagogy/learning experiences**

The teacher and students collect different types of fallen leaves and flowers. Lay newspapers/papers/plastics to protect the work surface of the table.

Students carry out Individual work and make a print of a leaf and flower on the workbook or worksheet) Refer Teacher’s Guide Book page no. 14 or visit REC web (download) to conduct the activity in their workbook.

Note: Teacher can take students outside to collect fallen leaves and flowers. Discourage students to plucking of fresh flowers and leaves.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY**

1. <https://www.youtube.com/watch?v=DknOvAlfX5o>
2. <https://www.youtube.com/watch?v=wdOsEcuGa5Q>

Teacher can create or select tutorial videos for developing ‘Leaf and flower printing ‘and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Students will carry out the activity in their workbook, drawing book or worksheet.

**Reflection**

1. Talk about your image/prints.

**Assessment:**

Activity will take outside the classroom. Assess individual workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).


Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

**Sample rubric for self- assessment.**

**Name..... Class..... Section.....**

**Sample rubric for self- assessment.**

**Name..... Class..... Section.....**

<b>Art Rubric</b>		
<b>Focus</b> I used my time well. I worked hard.		
<b>Composition</b> The art is balanced and the whole page works together well. I have paid attention to the background.		
<b>Creativity</b> My art is unique and I used my own ideas.		
<b>Presentation</b> My work is neat and carefully done.		

### Resources/materials

Leaves and flowers, watercolour, palettes, brushes/sponge/papers, Workbook, drawing book, water colour, palette, cloth piece (for cleaning their hands). Teacher's Guide Book, sample or tutorial videos,

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

### SUPPLEMENTRY

1. <https://www.youtube.com/watch?v=43Vr6PuHVfk>
2. <https://www.pinterest.com/pin/56787645291476509/>

## **Strand-Painting**

### **Chapter 15- Hand Printing**

Hand printing is a fun activity for children and it involves the same process as finger printing. The shape of the palm can be used to make various creative images. This activity enhances creativity in children through fun learning. The image can be decorated to make it more attractive as shown in the manual and display in the classroom.

### **Competency**

Create different prints using water colour or poster colour to develop creativity in children through fun learning.

### **Objective/s**

1. Create an image using hand print.
2. Use their hand to make various creative pictures.

### **Pedagogy/learning experiences**



Individual task- students create hand print in the workbook or worksheet. Refer Teacher’s Guide Book page no. 15 or visit REC web (download) to conduct the activity in their workbook.

Note: Ensure that students fold their sleeves before the activity and wash their hands right after the activity.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPLEMENRTY** - <https://www.youtube.com/watch?v=mqnSZr3OkY8>

Teacher can create or select tutorial videos for developing “Hand Print” **and** share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. (self-created video). Students will carry out the activity in their workbook or drawing book.

**Reflection**

1. Did you enjoy playing with colours and creating pictures?

**Assessment:**

Assess individual workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

**Assessment Mode for Hand Printing**

Name..... Class..... Section.....

Sl.no	INDICATORS	5	4	3	2	1
1.	Usage and storage of art materials properly, including return of the art materials.					
2.	Cleaning up of the working place and themselves.					

3.	Taking care of the art materials.					
4.	Children showcase creativity and originality in art work.					
5.	Presentation of their art works. (neatness, colour combination, use of different materials)					
6.	Techniques displayed on the usage of colour and other art material.					
7.	Completion of the works assigned.					
8.	Attentiveness of the student during the class.					
9.	Attitude of students towards the art class.					
10.	Co-operation and team work.					

**5-Excellent**

**4-Fair**

**4-Very Good**

**1-Average**

**3-Good**

**Resources/materials**

Workbook, Teacher’s Guide Book, drawing book, water/poster colour/brushes, sample or tutorial videos, projector, laptop.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - [https://www.youtube.com/watch?v=GDVqR\\_Ky4pI](https://www.youtube.com/watch?v=GDVqR_Ky4pI)

## **Strand-Craft**

### **Chapter 16 -Paper Collage (Cut and Paste)**

Paper Collage refers to a technique where pieces of torn papers are pasted on the paper to create a collage. Paper collage includes magazines and newspapers, bits of colour paper or handmade papers glued to a piece of paper or canvas. Glue or glue sticks can be used to paste the paper pieces together.

### **Competency**

Make simple collages and paper crafts (origami) using different resources/materials to develop motor skills, hand-eye coordination.

### **Objective/s**

1. Paste the cut-out papers on the given outline picture
2. Reuse waste papers.

### **Pedagogy/learning experiences**

Teacher divide class into few groups and let them carry out the activity. Refer Teacher’s Guide Book page no. 16 or visit REC web (download) to conduct the activity. Teacher can also carry out the alternative activity from the same teacher’s guide book.

Note: Teacher should instruct students for proper use of scissors for safety measures. Since, this activity consumes more time, teachers can give this as a group activity.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://www.youtube.com/watch?v=BG0dIYToMg4>

Teacher can create or select tutorial videos for “Paper Collage (cut and paste)” and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. (self-created video).Parents to guide their children if at home.

**Reflection**

1. What did we use to form the image?

**Assessment:**

Teacher evaluate their group collage. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

**Assessment Mode for paper collage (cut and paste)**

Name..... Class..... Section.....

Sl.no	INDICATORS	5	4	3	2	1
1.	Usage and storage of art materials properly, including return of the art materials.					
2.	Cleaning up of the working place and themselves.					

3.	Taking care of the art materials.					
4.	Children showcase creativity and originality in art work.					
5.	Presentation of their art works. (neatness, colour combination, use of different materials)					
6.	Techniques displayed on the usage of colour and other art material.					
7.	Completion of the works assigned.					
8.	Attentiveness of the student during the class.					
9.	Attitude of students towards the art class.					
10.	Co-operation and team work.					

**5-Excellent**

**4-Fair**

**4-Very Good**

**1-Average**

**3-Good**

**Resources/materials**

Teacher's Guide Book, old magazines, newspaper, glue/glue stick scissors, sample or tutorial videos, thread, ink

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://www.youtube.com/watch?v=SQEsrnY4AwI>

## **Strand-Craft**

### **Chapter 17- Paper Collage (Tear and Paste)**

Paper Collage refers to a technique where pieces of torn papers are pasted on the paper to create a collage. Paper collage includes magazines and newspapers, bits of colour paper or handmade papers glued to a piece of paper or canvas. Glue or glue sticks can be used to paste the paper pieces together.

### **Competency**

Make simple collages and paper crafts (origami) using different resources/materials to develop motor skills, hand-eye coordination.

### **Objectives/s**

1. Create collage by pasting torn papers.
2. Reuse waste papers.

### **Pedagogy/learning experiences**

Teacher divide class into few groups and let them carry out the activity. Refer Teacher’s Guide Book page no. 17 or visit REC web (download) to conduct the activity in their workbook.

Alternative activities given in the teacher’s guidebook can also be done as an extended activity.

**Note:** Teacher instructs students on proper disposal of waste papers after the activity.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - [https://www.youtube.com/watch?v=MX\\_VDpbxJHQ](https://www.youtube.com/watch?v=MX_VDpbxJHQ)

Teacher can create or select tutorial videos for “Paper Collage (tear and paste)” and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer video can be uploaded in YouTube. (self-created video). Students will carry out the activity in group. Parents to guide their children if at home.

### **Reflection**

1. What did we use to make collage?

### **Assessment:**

Teacher evaluate their group collage. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

### **Assessment Mode for paper collage (tear and paste)**

Name..... Class..... Section.....

Sl.no	INDICATORS	5	3		
		4	2	1	

1.	Usage and storage of art materials properly, including return of the art materials.					
2.	Cleaning up of the working place and themselves.					
3.	Taking care of the art materials.					
4.	Children showcase creativity and originality in art work.					
5.	Presentation of their art works. (neatness, colour combination, use of different materials)					
6.	Techniques displayed on the usage of colour and other art material.					
7.	Completion of the works assigned.					
8.	Attentiveness of the student during the class.					
9.	Attitude of students towards the art class.					
10.	Co-operation and team work.					

**5-Excellent**

**4-Fair**

**4-Very Good**

**1-Average**

**3-Good**

#### **Resources/materials**

Teacher's Guide Book, old magazines, newspaper, glue/glue stick scissors, sample or tutorial videos,

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://www.youtube.com/watch?v=73vdBRdstf8>



## **Strand-Drawing**

### **Chapter 18- Tracing**

Tracing refers to drawing the outline of an object on a paper. It is a reproduction of the outline of an object on the paper. Although there are other types of tracing, this activity focuses on tracing around the object. It helps students trace faster to get the specific shape of an object. Tracing is the basis for developing fine drawing skills.

### **Competency**

Develop tracing skills over and around different shapes of objects

### **Objective/s**

1. Trace around the shapes of an object.
2. Create the same outline of an object chosen by tracing.

## **Pedagogy/learning experiences**

Teacher demonstrate what is tracing on the chalkboard and show some example of tracing. Students observe and carry out the activity in their workbook individually. Refer Teacher's Guide Book page no. 18 or visit REC web (download) to conduct the activity in their workbook. The teacher may ask students to colour the traced images of as an extended activity.

Note: Ask students to bring a few things from home like spoon, comb, toothbrush, leaves, bottle caps. Discourage them to bring sharp objects or things for safety reasons.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://www.youtube.com/watch?v=thTZW1MPX4I>

Teacher can create or select tutorial videos for developing tracing **and** share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Students will carry out the activity in their workbook, drawing book or worksheet.

## **Reflection**

1. Do you think tracing is helpful in drawings?

## **Assessment:**

Assess individual workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria
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Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources/materials

Workbook, Teacher's Guide Book, colour pencil, sketch pens, objects, sample or tutorial videos, pencil, projector, worksheet.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://www.youtube.com/watch?v=d1qpu2Fh7Fo>

### Strand-Painting

#### Chapter 19- Colour Etching

Etching is a type of scratch art which is created by using layers of oil pastels and black paint.

The image can be created by scratching with sharp objects (toothpick, used ballpoint pen, sharp pointed stick) over the dried layers of pastels and black paint. The difference and resistance of two media allow the artist to create an interesting image. For this activity, oil pastels are better than crayons.

#### Competency

Make images using etching to develop techniques and sensitivity to colour and pigment.

## Objective/s

1. Use colour Etching to create an image.

## Pedagogy/learning experiences

Teacher demonstrate what is colour Etching and show some example. Students observe and carry out the activity in their workbook or worksheet individually. Refer Teacher's Guide Book page no. 19 or visit REC web (download) to conduct the activity in their workbook.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://www.youtube.com/watch?v=eRzvvjHEX8k>

**Note:** Teacher can create or select tutorial videos on 'Colour Etching'. Teacher can use additional worksheets for extended learning activities. Parents to guide their children if at home.

Teacher can create or select tutorial videos for developing on colour etching video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Students will carry out the activity in their workbook, drawing book or worksheet.

## Reflection

1. Tell the process of this activity.
2. Name the colours you have used in Etching.

## Assessment:

Assess individual workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria
--------------------

Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources/materials

Workbook, Teacher’s Guide Book, oil pastel, water/poster colour black), sharp sticks or toothpick, paper, sample or tutorial videos, pencil, projector, worksheet.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://www.youtube.com/watch?v=eDLAQInXQg>

### Strand-Craft

#### Chapter 20- Paper Flower

Paper flower activity is a type of paper craft that involves cutting and pasting of colour papers to make flowers. Paper flowers can look like the real flowers depending on what type of paper students’ use. Children learn how to cut the paper into desired shape and create flowers. It inspires their creativity with paper work and they learn to make productive use of papers. Teachers need to provide the freedom of choice in their creativity and motivate them.

### Competency

Make simple collages and paper crafts (origami) using different resources/materials towards the development of motor skills.

### **Objective/s**

1. Fold and cut papers in desired shape.
2. Paste the cut-out shapes to make flower.
3. Use the paper economically.

### **Pedagogy/learning experiences**

Demonstrate what paper flower with example is. Students observe and carry out the activity in group. Refer Teacher's Guide Book page no. 20 or visit REC web (download) to conduct the activity.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - [https://www.youtube.com/watch?v=Dy84r\\_GBJjM](https://www.youtube.com/watch?v=Dy84r_GBJjM)

**Note:** Ensure that the glued paper is dried properly before display.

Teacher can create or select tutorial videos for making paper flower and send video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Students will carry out the activity in group.

### **Reflection**

1. Tell the process of this activity?

### **Assessment:**

Assess group work and provide them with necessary feedback. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources/materials

Workbook, Teacher's Guide Book, colour paper, scissor glue stick/ fevicol, sample or tutorial videos, pencil, projector, worksheet.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://www.youtube.com/watch?v=xGsSy5iP8wI>

### Strand-Craft

#### Chapter 21- Paper fox (face)

Paper Fox is an origami art which is created by paper folds. Students can use any kind of square papers which are foldable. This activity will help students learn how to fold paper in the right ways and make creases properly.

#### Competency

Make simple collages and paper crafts (origami) using different resources/materials with sequence and arrangement with folds to improve crafting skills.

## Objective/s

1. Make the face of the fox by folding paper accurately.

## Pedagogy/learning experiences

Teacher can show other examples of paper fox works. Demonstrate what paper fox is and let children observe and carry out the activity individually. Refer Teacher's Guide Book page no. 21 or visit REC web (download) to conduct the activity.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**Tutorial** - [https://www.youtube.com/watch?v=y\\_LwZSo9nVI](https://www.youtube.com/watch?v=y_LwZSo9nVI)

**Note:** Teacher can show other examples of paper works and let students make for extended activity if needed.

Teacher can create or select tutorial videos for making paper fox and send video via appropriate social media for both contact and non-contact teaching. Students will carry out the activity individually.

## Reflection

- 1.
2. Do you like paper fox?

## Assessment:

Assess individual children paper fox and provide them with necessary feedback. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria
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Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources/materials

Workbook, Teacher’s Guide Book, colour paper, scissor glue stick/ fevicol, sample or tutorial videos, projector, worksheet, Square colour paper sketch pen.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://pin.it/4sh2iAx>

### Strand – Craft

#### Chapter 22-Joining Dots

In this activity students think of the image they want to create and join dots without any guidelines or number sequence. This activity helps improve critical thinking skills like reasoning, logic, and problem solving.

### Competency

Join the dots in numerical or alphabetical order to create images.

## Objectives

1. Join dots In numerical sequence/order to create an image
2. Make joining dot activity for their friends.

## Pedagogy/ Learning Experiences

Individual Task- Students follow the instructions and create image in the workbook or worksheets.

Refer Teacher' Guide Book or visit REC web page no.22 (download) to conduct the activity.  
(workbook and Teacher's Guide Book)

Note: ask students to design their own numbered dots and let their shoulder partner join dots to create pictures.

**REC WEB** -<https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

## Tutorial

1. [https://www.abcteach.com/free/d/dot\\_caterpillar\\_to5.pdf](https://www.abcteach.com/free/d/dot_caterpillar_to5.pdf) (**Dot-Dot caterpillar**)
2. <https://www.samanthasbell.com/dot-drawings/> (**Dot-Drawing worksheets**)

Teacher can create or select tutorial videos and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer videos (self-created) can be uploaded can be uploaded in the YouTube.

Let students practise joining the dots to create image using worksheets and workbook.

## Reflection

1. Talk about your image/picture

## Assessment:

Students' work can be assessed using appropriate tools such as checklist, rubric (refer NNCF) or students can also send pictures of their final product if they do work at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources / Materials

Workbook, worksheets, Grid papers, pencil.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**Tutorial** - [https://www.abcteach.com/free/d/dot\\_caterpillar\\_to5.pdf](https://www.abcteach.com/free/d/dot_caterpillar_to5.pdf) (Dot-Dot caterpillar)

<https://www.samanthasbell.com/dot-drawings/> (Dot-Drawing worksheets)

<https://print-graph-paper.com/details/5mm> (Grid paper)

### Strand-Painting

#### Chapter 23 - My Rainbow

My Rainbow is a colouring exercise where students will be asked to colour the outline picture of rainbow as per their understanding. Rainbow has seven colours; Red, Orange, Yellow, Green, Blue, Indigo and Violet (VIBGYOR). Students may not be aware of names of rainbow colours, but it helps them to reflect and reproduce the colour as they remember. Teacher at the end can

introduce the names of rainbow colour while showing the sample. It helps children to learn and remember the names of colours as well.

### **Competency**

Develop sequencing skill of rainbow colours and paint by looking at the pictures.

### **Objective/s**

1. Colour the rainbow as they have seen and remember.
2. Copy and colour the rainbow as shown in the example.
3. Identify the colours of rainbow and their sequencing.

### **Pedagogy/learning experiences**

Individual Task- Students follow the instructions and create image in the workbook or worksheets. Refer Teacher' Guide Book or visit REC web page no.23 (download) to conduct the activity. (workbook and Teacher's Guide Book)

Note: The teacher should have one coloured rainbow to show as an example to the class.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://www.youtube.com/watch?v=yszqpAdSQLY>

Teacher can create or select tutorial videos for "My Rainbow" and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer videos (self-created) can be uploaded can be uploaded in the YouTube.

Let students practise colouring of rainbow in worksheet.

### **Reflection**

1. How many colours are there in a rainbow?

### **Assessment:**

Students' work can be assessed using appropriate tools such as checklist, rubric (refer NNCF) or students can also send pictures of their final painting of rainbow if they do work at home. Parents can guide if child at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources / Materials

Workbook, worksheets, teacher guide book, colours (water colour, colour pencil, crayons or oil pastel) paper, tutorial video and YouTube.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

### Tutorial –

1. <https://pin.it/5iAcfPo> (worksheet for rainbow)
2. <https://www.youtube.com/watch?v=LcUV-PJfxa8> (rainbow painting in pastel colour)

### Strand – Painting

#### Chapter 24- Colour Mixing

It is the process of mixing two or more colours to get a new colour. In this activity students mix two primary colours to get a secondary colour. Red, Blue and yellow (RBY) are the primary colours. When two primary colours are added proportion, we get the distinct secondary colours like Green, Orange and Purple (GOP). This activity allows students to explore and learn more about colour mixing. It helps practical thinking skills like exploring cause and effect, observation

of how colours blend together. The type of secondary colour produced will depend on the proportion of the two primary colours.

### **Competency**

Mix primary colours to create secondary colours.

### **Objective/s**

1. Identify primary and secondary colours.
2. Produce secondary colours by mixing primary colours
3. Predict and compare about colour mixing.

### **Pedagogy/ Learning Experiences**

Demonstrate the process of mixing colours. Students will explore mixing two or more colours to get a new colour. Students will learn the names of primary and secondary colours. Students can try mixing colours in different proportions to observe different variations. Students can draw landscapes and paint by mixing primary colours. Refer Teacher' Guide Book or visit REC web (download) to conduct the activity on colour mixing on page no.24

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190> (workbook and Teacher's Guide Book)

**Tutorial** - [https://youtu.be/\\_BHHf1-dmco](https://youtu.be/_BHHf1-dmco) (Colour Wheel –How to Mix Paint)

Teacher can also create or select tutorial videos on “Colour Mixing” and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer videos can be uploaded in the YouTube. (Self-created video).

### **Reflection**

1. What colour do you get when you add red and yellow?
2. How many colours do you know now?
3. Can you tell us the names of colours found in the class?

### **Assessment:**

Students will be assessed using a checklist. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NNCF) or students can also send pictures of their final painting of rainbow if they do work at home. Parents can guide if child at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources / materials

Workbook, watercolours, poster colours, brushes, palettes

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**Supplementary** - [https://youtu.be/\\_BHHf1-dmco](https://youtu.be/_BHHf1-dmco) (Colour Wheel –How to Mix Paint)

### Strand – Painting

#### Chapter 25-Painting (Primary and Secondary Colour)

This is a colouring activity where students use two or more colours to paint an outline picture.

Students can use both primary and secondary colours in their painting. Colouring can help

students learn about lines, shapes, colour mixing and perspectives of drawing. The appreciation derived from the completed task will build self-esteem and boosts confidence in students.

### **Competency**

Develop sensitivity to colouring skills and pigment with both primary and secondary colours.

### **Objective/s**

1. Name primary and secondary colours.
2. Paint the given outline image with different colours (primary and secondary)
3. Talk about their painting and colour used.

### **Pedagogy/ Learning Experiences**

Teachers will demonstrate the process of painting mixing primary and secondary colours. Students will explore mixing two or more colours to get a new colour. Students will learn the names of primary and secondary colours. Students can try mixing colours in different proportions to observe different variations. Students can draw landscapes and paint by mixing primary colours. Refer Teacher' Guide Book or visit REC web (download) to conduct the activity on colour mixing on page no.25

**Note:** Make sure that students clean up their work place and materials after the activity.

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190> (workbook and Teacher's Guide Book)

Tutorial - <https://www.youtube.com/watch?v=eGrGkJtSLsk&feature=youtu.be>

Teacher can also create or select tutorial videos on "Painting-Primary and Secondary colours" and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer videos can be uploaded can be uploaded in the YouTube. (self-created video).

### **Reflection**

1. Do you enjoy painting?

### **Assessment:**



Students will be assessed using a checklist. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NNCF) or students can also send pictures of their final painting if they do work at home. Parents can guide if child at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources / Materials

Workbook, watercolours, poster colours, brushes, palettes

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

### SUPPLEMENTARY –

1. <https://www.education.com/worksheet/article/color-secondary-color-fruits/> (worksheet for primary colours.... fruit activity)
2. <https://www.teacherspayteachers.com/Product/Primary-Colors-Worksheet-3804453> (Primary Colours worksheet)

## Strand – Painting

### Chapter 26 - Block Printing

Block printing is the process of carving patterns, shapes and designs into a block. In this activity, the block carving could be made of radish/potato etc. Colour is applied on the design or it can be dipped in colour, and then stamped on the paper to make patterns. Traditionally, block prints are

made of wood and used in printing scripts for prayer flags. This activity helps to understand the process of how modern printing works to make multiple copies of the same image or prints.

### **Competency**

Create prints using engraved designs by exploring on different medium.

### **Objective/s**

1. Make prints by stamping blocks on the paper.
2. Make different prints using blocks from other groups.

### **Pedagogy/ Learning Experiences**

Teachers will demonstrate the process of making 'Block Prints' (Students make simple designs using fruits and vegetable). Students explore creating different designs. Students could also try making cards using block printing. Refer Teacher' Guide Book (page no.26) or visit REC web (download) to conduct the activity on block printing.

Note: Teacher has to prepare blocks for each group to be used in the class beforehand.

**REC WEB** -<https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**Tutorial** - <https://www.youtube.com/watch?v=aBDubv-eyQk>

Teacher can also create or select tutorial videos on "Block Printing" and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer videos can be uploaded in the YouTube. (self-created video)

### **Reflection**

1. Why did we use vegetables and fruits to print?
2. What shall we do with used fruits and vegetables?

### **Assessment:**

Students' work can be assessed using appropriate tools such as checklist, rubric (refer NNCF for sample) or students can also send pictures of their final block printing if they do work at home.

Parents can guide if child at home.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

### Resources / Materials

Workbook, watercolours, poster colours, brushes, palettes, vegetables, fruits, knife/cutter (for teacher use only)

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY** - <https://www.youtube.com/watch?v=-IGm9NOi9Pw>

### Strand – Drawing

#### Chapter 27 -Stick Figure Drawing

Stick Figure is a simple drawing of a person or an animal represented by circles and lines. In stick figures, the head is generally drawn with a circle whereas arms and legs are drawn by lines

that can be straight or curved according to the action. They are easy to draw depicting various actions and emotions which can be animated for easy understanding. It helps students to communicate their thoughts and actions through stick figures easily.

### **Competency**

Demonstrate fine-motor skills by drawing simple stick figures for concentration, hand-eye coordination and motor skill towards the development of better drawing.

### **Objective/s**

1. Replicate stick figure drawing
2. Draw a simple stick figure depicting various actions.

### **Pedagogy/ Learning Experiences**

Teachers will demonstrate the process of stick drawing. Students make simple designs of stick drawing with different emotions. Students explore creating different designs. Refer Teacher' Guide Book or visit REC web (download) to conduct the activity on colour mixing on page no.27

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190> (workbook and Teacher's Guide Book) Page no.27

Tutorial

1. <https://www.youtube.com/watch?v=Id9PZ6OHKbo>
2. <https://www.youtube.com/watch?v=sOGP-dKY97c>
3. <https://pin.it/j9tLDIk>

Teacher can also create or select tutorial videos on “Stick Drawing” and share the video via WeChat, Messenger, WhatsApp, Telegram, Signal for both contact and non-contact teaching. Longer videos can be uploaded in the YouTube. (self-created video)

### **Reflection**

1. Do you like drawing stick figures?

2. What other action can you represent using a stick figure?

**Assessment:**

Students will be assessed using a checklist. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NNCF) or students can also send pictures of their stick drawing. if they do work at home. Parents can guide.

Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Checklist Criteria					
Sl/no	Name	Completion (task completeness, use of space,	Progression (improvement in task,	Participation	Skilful
1.	Dechen				
2.	Pema				

**Resources / Materials**

Workbook, pencil, eraser,

**REC WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**SUPPLEMENTRY**- <https://www.pinterest.com/pin/336151559673856956/> (worksheet for stick figure- Types of actions)



