

National School Curriculum  
**INSTRUCTIONAL GUIDE  
FOR ARTS EDUCATION**

**CLASS: IV-VI**



Department of Curriculum and Professional Development  
Ministry of Education, Royal Government of Bhutan



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements.

Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

*- His Majesty Jigme Khesar Namgyel Wangchuck*

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Department of Curriculum and Professional Development  
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## Foreword

The erstwhile Royal Education Council (REC) developed an Adapted and Prioritized curricula for schools so that students can continue learning during the disruptions caused by the COVID 19 pandemic since March 2020. With the commencement of the 2021 academic session, the new normal curriculum, later renamed as the National School Curriculum (NSC), was embraced as a paradigm shift of education from the conventional knowledge-based learning to competency based, open source and experiential learning leveraged on digital technologies. In order to facilitate the effective implementation of the curriculum change, Instructional Guides were developed in all subjects, and the teachers were oriented through virtual and short contact modes as per the prevailing pandemic situations. The curricula were aimed at minimizing the learning loss for learners as it was designed for implementation in different situations - during school closure or during regular contact instructional hours.

While these measures served as a solution to problems brought about by the pandemic and the global changing trend in education, a resilient and more dynamic curricula and instructions remain the current priority of the Government. In cognizance of some the shortfalls in the provisional edition of Instructional Guides (IG), the Department of Curriculum and Professional Development reviewed and revised the existing Instructional Guides across all subjects with the aim of enforcing the competency-based learning, and making teaching-learning happen 'anytime anywhere' commensurate to an inclusive education, so that all learners are provided the opportunity to learn at their pace and situation.

The revised Instructional Guides have drawn ideas and inspiration from various educational philosophies and principles, particularly the Delors Report, *Learning: The Treasure Within* (1996). The report prioritizes the development of the whole person and not just academic knowledge through the four pillars: "learning to know", "learning to do", "learning to be", and "learning to live together". Therefore, the New Curriculum and the Instructional Guide 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.

It must be noted that the New Curriculum and the Instructional Guide are not just a response to the pandemic, but a culmination of the curriculum reform work for the last four years by the Royal Education Council. The school curricula are to be perceived as integrated, and based on themes and problems that inspire learners to learn and 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, find purpose of learning, and be better able to participate in social and political milieu. Thus, this initiative is envisaged to orient our educational process towards nurturing 'nationally rooted and globally competent' citizens.

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

Tashi Delek



(Tashi Namgyal)  
**Director**

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## 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:

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



# INSTRUCTIONAL GUIDE – IV

## 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.

### STRAND - DRAWING

#### 1 Drawing Facial Parts

The facial parts are: eyes, hair, eye, ears, nose, mouth, chin and forehead. While drawing the facial parts we must know the exact position of the parts to be drawn (show the drawn facial parts, explain and ask them to draw)

##### Competency

Observe and draw Facial Parts (eyes, nose, mouth, ears) using the concept of facial proportion.

##### Objective:

1. Observe and draw facial parts.

##### Learning Experiences:

1. Individual task - students draw the facial parts in the workbook and worksheet and display the work in the class and do gallery walk.

Refer Teacher Guide Book page no. 1 or visit or DCPD web (download) and conduct the activity accordingly.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers' Guide Book and Workbook)

**Tutorial:** Sample human facial parts - <https://youtu.be/pE2-CGTtQzc>

2. Teacher can create or select tutorial videos to observe and draw Facial Parts (eyes, nose, mouth, ears) using the concept following the proper facial proportion and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, Messenger. Longer

videos to be uploaded in YouTube. Students will carry out the activity in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home.

**Reflection:** Draw the facial parts of an animal by watching the video.

**Assessment:**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

Maintain the checklist record as given below.

Name	Checklist Criteria for drawing facial parts			
	Completion	Progression	Participation	Skilful

**Resources/materials**

- Workbook, pencil, eraser, friends, Teacher guide book, sample or tutorial videos, projector, laptop.
- **Web Links (supplementary)**
- <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>  
(Teachers' Guide Book and Workbook)

## 2 Sketching Figures

A figure drawing refers to the act of producing such a drawing using the concept following the proper facial proportion

### Competency

Draw a portrait incorporating facial proportions.

### Objective:

1. Observe and draw Portrait.

### Learning Experiences:

1. Individual task - students draw the portrait incorporating the facial parts in the workbook and worksheet and display the work in the class and do gallery walk.

Refer Teacher Guide Book page no. 2 or visit or DCPD web (download) and conduct the activity accordingly.

DCPD Web - <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

### Tutorial

1. - <https://youtu.be/w9m9gpfD0Vc>

Teacher can create or select tutorial videos to observe and draw the portrait using the concept following the proper facial proportion and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, Messenger. Longer videos to be uploaded in YouTube. Students will carry out the activity in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home.

### Reflection:



1. Does the picture looks like your friend, father, mother, brother, sister etc. (How it is similar/different)
2. Describe about them to the class.



**Assessment:**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Self-Assessment**

<b>Assess Yourself</b>	
	Eg: 1 - I did all my work correctly.
	2 – I did all by myself.
	3 - .....
	1 - I tried, but I still need help
	2 – I could not draw the nose properly.
	3 .....

**Resources/materials**

Workbook, pencil, eraser, friends, family members at home, Teacher guide book, sample or tutorial videos, projector, laptop.

### 3 - Perspectives

Perspective Drawing is a technique used in art and design to represent three- dimensional images on a two – dimensional picture plane.

#### **Competency**

Draw pictures using the concept of perspective.

#### **Objective:**

1. Create pictures with perspective.

#### **Learning Experiences:**

1. Individual task - students draw the picture with the perspective in the workbook and worksheet and display the work in the class.

Refer Teacher Guide Book page no. 3 or visit or DCPD web (download) and conduct the activity accordingly.

**DCPD Web** - <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

**Tutorial** - [https://youtu.be/M\\_HG8yn7KJ8](https://youtu.be/M_HG8yn7KJ8)

Teacher creates or select tutorial videos “Perspective Drawing” to observe and draw the picture with perspective and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, Messenger. Longer videos to be uploaded in YouTube. Students will carry out the activity in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home.

#### **Reflection:**

1. Did you enjoy the art class?
2. What was the most important thing you learned today?
3. When were you most creative, and why do you think so?

#### **Assessment:**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher

will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF)

- Maintain a checklist record as given below (put a tick for YES and cross for NO and teacher help as per their need)

Art Rubric	Checklist Criteria for drawing landscape			
	FOCUS (I used time well. I worked hard)	COMPOSITION (I have paid attention to the background)	CREATIVITY (My art is unique and I used my own ideas)	CRAFTSMANSHIP (Colouring, painting, cutting, gluing, and other parts of the process were all neat)
YES				
NETRUAL				
NO				

**Resources/materials** - Workbook, pencil, eraser, Teacher guide book, sample or tutorial videos, projector, laptop.

#### 4 - Drawing Cartoon Faces.

A cartoon is a type of illustration, sometimes animated. It's from the circle that you define the basic proportions of the character's head. You can find the cartoon drawings in the comic. It can tell a complex story in a few images .it also improves the learner's imagination

#### Competency

Draw cartoon picture using the facial proportions.

#### Objective:

- Draw simple cartoon faces.

#### Learning Experiences:

- Individual task - students draw the cartoon character in the workbook or worksheet. They can even draw cartoon faces of their family member and friends and display the work in the class.

2. **Teacher gives a Project work on creating a cartoon character story by reading any of the story from English Lesson** (collect it for assessment and exhibition). Refer Teacher Guide Book page no. 4 or visit or DCPD web (download) and conduct the activity accordingly.

**DCPD Web Link** - <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

### **Tutorial**

1. <https://youtu.be/uizvC-q6sdo> Sample of drawing Cartoon
2. <https://youtu.be/oNZCcz4MBcs>

Teacher can create or select tutorial videos “Drawing Cartoon Faces” to draw the cartoon picture incorporating the facial proportion and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos to be uploaded in YouTube (self – created video). Students will carry out the activity in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home.

### **Reflection:**

1. Was the cartoon drawing interesting?
2. Which is your best cartoon characters? (Ap Bokto, Aunty Mouse, May May Hay Lay Lay Lay, Sheldon, etc.)
3. Name some cartoon characters of Bhutan?
4. How is the Cartoon drawing different from the portrait drawing?

### **Assessment:**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Resources/materials** - Workbook, pencil, eraser, picture of cartoon characters, Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary link:** <https://youtu.be/TltM1ljReVU> Tom and Jerry

## 5 Sketching (Landscape)

A Landscape painting or drawing refers to an artwork whose primary focus is natural scenery, such as mountains, forests, cliffs, trees, rivers, valleys, etc...

### **Competency**

Sketch landscapes with free hand

### **Objective:**

Observe a landscape of their choice and make a sketch.

### **Learning Experiences:**

1. Outdoor activity? Individual task - students sketch the Landscape in the workbook or worksheet and display the work in the class. Refer Teacher Guide Book page no. 5 or visit or DCPD web (download) and conduct the activity accordingly.

**DCPD Web Link -** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

### **Tutorial –**

1. [https://youtu.be/0ZsV\\_GMLcPk](https://youtu.be/0ZsV_GMLcPk) Landscape drawing
2. <https://youtu.be/UC7FuxG38WY> Sketching landscape

Teacher can create or select tutorial videos “Landscape Drawing” to draw the Landscape and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos to be uploaded in YouTube (self –created video). Students will carry out the activity in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home.

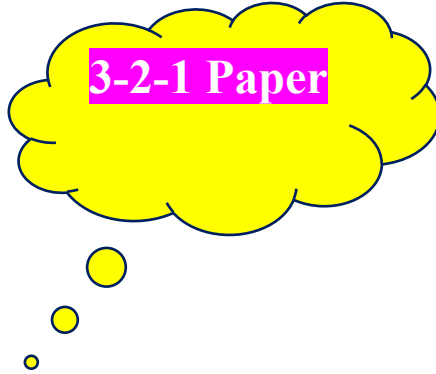
### **Reflection:**

1. What is a landscape drawing?
2. What challenges you faced while drawing the Landscape?
3. Is there anything you could have done to improve your drawing? Explain

**Assessment:**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for Sample)

**Self-Reflection sheet.**



THREE Things I learned

TWO Things I found interesting

ONE skill that you will always use it while drawing



**Resources/materials** - Workbook, pencil, eraser, Teacher guide book, sample or tutorial videos, projector, laptop.

## 6 Traditional Drawing

It is a part of a culture of a group of people, skills and knowledge of which are passed down through generations.

### Competency

Draw simple traditional motifs.

### Objective:

1. Draw a traditional motifs “Doe-Yen-Na –Nga and Patra”.

### Learning Experiences:

1. Individual task – students draw traditional motifs “*Doe-Yen-Na –Nga and Patra*’ in the workbook or worksheet and display the work in the class. Outdoor activity – take the students outside and the classroom and look for the traditional motifs around the school and ask them to draw and paint/colour. Teacher can also ask them to draw and paint/colour the traditional motifs like Tashi Zhe-gay (Eight auspicious symbols) and Tashi Ta-gay (Eight auspicious symbol). Collect the art work for the exhibition. Refer Teacher Guide Book page no. 6 or visit or DCPD web (download) and conduct the activity accordingly. Teacher can conduct the task from alternative activity given in the guide book.

**DCPD Web Link** - <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

2. Teacher can send the pictures of “Doe-Yen-Na –Nga and Patra” for draw and share the video link via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Students will carry out the activity in their workbook or drawing book. Display the work in the classroom for gallery walk.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home.

Teacher can ask them to bring a picture/photograph of the traditional motifs to draw.

The teacher can also browse for other traditional motifs pictures from the net or bring the real objects in the class.

**Reflection:**

1. What was the topic for today?
2. Was it easy or hard? Why?
3. What is special about Bhutan?

**Assessment:**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

Maintain a checklist record as given below.

Name	Checklist Criteria for Portrait			
	Completion	Progression	Participation	Skilful

**Resources/materials** - Workbook, pencil, eraser, Picture, photograph, Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary** - <https://youtu.be/m7qpAzF7Lxo> Choki Traditional Art, Thimphu



## 7 Portrait

A Portrait drawing depicts the image of a particular person or animal. A good portrait is not just a visual representation of a person, it will also reveal something about the essence of the person.

### Competency

Create a portrait incorporating the facial parts.

### Objective:

1. Draw a portrait.

### Learning Experiences:

1. Individual task – students draw portrait incorporating the facial proportion in the workbook or worksheet and display the work in the class. Refer Teacher Guide Book page no. 7 or visit or DCPD web (download) and conduct the activity accordingly.

**DCPD Web Link** - <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

**Tutorial** - <https://youtu.be/IRp3sBQ-NFU> Portrait drawing

Teacher can also ask them to draw portraits of family members by in person or by looking at a picture/ photograph and draw a portrait. The teacher can share the video “Portrait” link via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Students will carry out the activity in their workbook or drawing book. Display the work in the classroom for gallery walk.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. The teacher can also browse for similar online tutorial.

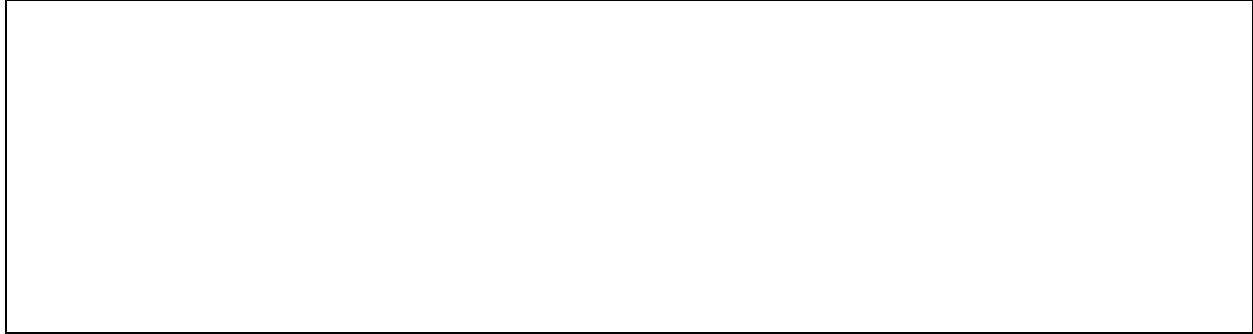
**Reflection:** What challenges you have faced while drawing the portrait.

### Assessment

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

## REFLECTION PIECE FOR SELF PORTRAIT

Write about your Self-portrait.



**Resources/materials** - Workbook, pencil, eraser, Picture, photograph, Teacher guide book, sample or tutorial videos, projector, laptop.

## 8 Still Life Drawing

A Still life is a drawing or painting that focuses on still objects. Still life work contrasts figure drawing which focuses on a live human model.

### Competency

Sketch still drawing

### Objective:

1. Draw still life objects

### Learning Experiences:

1. Outdoor activity? Individual task - students draw still life drawing in the workbook or worksheet and display the work in the class. Refer Teacher' Guide Book (page no.8) or visit or DCPD web (download) and conduct the activity on drawing landscape.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers' Guide Book and Workbook)

**Tutorial** - <https://youtu.be/DoAc4DUPL3g> Landscape of Dochula

Teacher can create or select tutorial videos on “Still Life Drawing”to draw the still object and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer

videos (self-created) to be uploaded in YouTube. Students will carry out the activity in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home.

**Reflection:**

1. Can you tell me what do you understand by the term ‘landscape’?
2. What feeling most describes your art?
3. Describe the landscape of your village?

**Assessment:**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Peer Assessment:**

2. The children display their work and give feedbacks to their friends work.

**Resources/materials** - Workbook, pencil, eraser, Teacher guide book, sample or tutorial videos, projector, laptop.

## STRAND - PAINTING

### 9 Multicolour Print

A method of producing colour impressions (reproductions) by successive printing on paper or other materials from plates on a machine or press. The number of plates from which the prints are made corresponds to the number of colours used.

**Competency** - Explore to create multi-colour prints using various tools and mediums based on need.

**Objective:**

1. Make multi-colour print using sprays, rollers, and blocks

**Learning Experiences**

1. This can be an outdoor activity. Individual task - students create a Multicolour prints using cardboard blocks in the workbook or worksheet and display the work in the class. Refer Teacher' Guide Book (page no.9) or visit or DCPD web (download) and conduct the activity on creating multi-colour prints.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

Students do the task given in the alternative activity.

2. Teacher can create or select tutorial videos on “multicolour Print” to create a new design and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher should inform the children to bring or get ready with all the materials one day before the activity.

**Reflection:**

1. How was the activity?
2. What new things you have learned today?
3. Were you happy with the final result?
4. How would you summarize your art work?

**Assessment:**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Resources/materials** - Workbook, pencil, eraser, cardboard, water colour, brush/cotton, scissors, glue, Teacher guide book, sample or tutorial videos, projector, laptop.

## 10 Explore Water Colour Mixing

Mixing the colour generates new colours. Combining the three primary colours (red, blue and green) makes Secondary colours. Tint is a mixture of a colour with white, which increases lightness, while a shade is a mixture with black, which increases darkness.

**Colour Wheel:** (A colour wheel or colour circle is an abstract illustrative organization of colour hues around a circle, which shows the relationships between primary colours, secondary colours, and tertiary colours)

**Competency** - Explore to create tints and shades of colour.

**Objective:**

1. Mix colour to make tints and shades with black and white colours.

**Learning Experiences:**

1. This can be group or Individual task - students mix colour to make tints and shades with black and white to form a darker and brighter effects in the workbook or worksheet and display the work in the class. Refer Teacher' Guide Book (page no.10) or visit or DCPD web (download) and conduct the activity on Water Colour Mixing.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

**Tutorial:** <https://youtu.be/gPm1UiQCnCQ> (Tints shades)

Teacher can create or select tutorial videos on “mixing the colour to form the different effects ” to form a brighter or darker effects ( tints and shades) using any colour and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home.

**Reflection:**

1. What are the primary and secondary colour?
2. What would be the result when you add white to a colour?

**Assessment:**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Resources/materials** - Workbook, pencil, eraser, water colour, brush, palette, Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary** - <https://youtu.be/QbemPH7eGeU> Tints shades

## 11 Water Colour Technique

**Competency** - Use basic skills and techniques of applying colours.

**Objective:**

1. Use basic skills in water colour techniques.

**Learning Experiences:**

1. This can be group or Individual task - students mix colour to increase the intensity of colour by adding more or less water on the picture in the workbook or worksheet and display the work in the class. Refer Teacher' Guide Book (page no.11) or visit or DCPD web (download) and conduct the activity on Water Colour Technique.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

**Tutorial** - <https://www.youtube.com/watch?v=vSLUct2kM8k> (mix primary colour to get the other colours). Students have to complete the task given in the alternative activity.

Teacher can create or select tutorial videos on “Water Colour Technique” to paint the picture using the concept of basic skills in water colour and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home.

**Assessment**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)
2. Maintain a checklist record as given below.

Name	Checklist Criteria for Portrait			
	Completion	Progression	Participation	Skilful

**Resources/materials** - Workbook, pencil, eraser, water colour, brush, palette, Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary** - <https://www.youtube.com/watch?v=h946Bo2I5JU> (primary colours)

## 12 Water Colour Painting

Water colour painting is a painting method in which the paints are made of pigments suspended in a water –based solution. Water colour refers to both medium.

### Competency

Explore the colours by mixing with black and white to create light and dark effects.

### Objectives:

1. Use water colour to paint objects that they have chosen from in or around the class or at home.
2. Use natural colours (black and white) to create light and dark effects in the pictures.

### Learning Experiences:

1. This can be group or Individual task - students mix colour to increase the intensity of colour by adding more or less water on the picture in the workbook or worksheet and display the work in the class. Refer Teacher’ Guide Book (page no.12) or visit or DCPD web (download) and conduct the activity on Water Colour Painting.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

**Tutorial** - <https://youtu.be/7ZfNQeoKDgU> water colour painting tips

Teacher can create multiple choice questions for the students to see how much they have understood the lesson on “Water Colour Painting” using the google forms and share it by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. The students will answer all the google form questions sent by the teacher.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teachers can create Multiple Choice Questions (MCQ ) to see how far the students have understood the topic and assessed their work.



**Reflection: Q. Circle the most correct answer.**

1. What is water colour?

- Is the method of mixing the colours to make it watery paint?
- Is the method of mixing the colours resulting other different paint that does not need water?
- Is the method of mixing only the primary colours to result like acrylic paint?
- Is a painting method in which the paints are made of pigments suspended in a water-based solution? Watercolour refers to both medium and resulting artwork.

2. How do you create light /dull/washed-out colours?

- Add more water
- Add more paints
- Half paint, half water

3. To activate your paint, you need to add a little ...

- Dry brush
- Less water
- More water
- water

**Assessment**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Resources/materials** - Workbook, pencil, eraser, water colour, brush, palette, Teacher guide book, sample or tutorial videos, projector, laptop.

## 13 Multicolour Spray Painting

Spray Painting is a painting technique in which a device spray coating material (paint) through the air onto a surface.

**Competency** - Explore to create multi-colour prints using various tools and mediums based on need.

### **Objective:**

1. Create/design painting by spraying multiple colour.

### **Learning Experiences:**

1. This can be group or Individual task - students mix colour to for Spray painting and paint the picture in the workbook or worksheet and display the work in the class have a gallery walk in the class. The teacher also give some pictures of Traditional Motifs for spray Painting

(Collect it for the exhibition). Refer Teacher' Guide Book (page no 13) or visit or DCPD web (download) and conduct the activity on Multicolour Spray Painting.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers' Guide Book and Workbook)

**Tutorial** - <https://youtu.be/kKWZmWtH8p8> (Spray Painting using tooth brush)

Teacher can create or select tutorial videos (Traditional Motifs) on “Multicolour Spray Painting” to paint the picture using the concept of basic skills in water colour mixing technique and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher to show one sample of Multicolour Spray painting before the lesson. Remind the student to bring /get ready with the material for the activity before the lesson.

### **Reflection:**

1. Did you enjoy the Spray painting activity?
2. How did you use your own unique ideas in your work?

## Assessment

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

## ART CRITQUE GAME (rolling a dice)

- The student form a group of six.
- Provide them with a dice and Critique prompt guide
- Take turns to roll a dice.

	<b>Share your favorite part of the work of art.</b>
	<b>Get suggestion or feedback from your friend.</b>
	<b>Share what excited you while doing the activity.</b>
	<b>Share the procedure of Spray Painting.</b>
	<b>Share what materials you have used in spray painting.</b>
	<b>Show your spray painting and share what made you to do so</b>

**Resources/materials** - Workbook, pencil, eraser, water colour, brush, palette, Teacher guide book, sample or tutorial videos, projector, laptop.

## 14 Traditional Painting

A traditional Painting is a one of a kind piece, it has texture, life, and it has a presence that a digital can never have. It identifies the culture of the country. Values and belief systems are often embedded in these **art** forms and passed down through generations

**Competency** - Paint traditional motifs and designs.

### **Objective:**

1. Use white and black colours to create a traditional “Sumdag” effect.

### **Learning Experiences:**

1. This can be group or Individual task - students mix colour to for Traditional painting and paint the traditional picture in the workbook or worksheet and display the work in the class. Take the children outside the class and ask them to find the traditional drawing around the class and draw (it can be a field trip to nearby Lhakhang) and do gallery walk in the class. Refer Teacher’ Guide Book (page no.14) or visit or DCPD web (download) and conduct the activity on Traditional Painting.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers’ Guide Book and Workbook)

**Tutorial** - <https://youtu.be/6BS9QDyICV4> Choki Traditional Art, Thimphu

Teachers can show the sample Traditional painting of Bhutan. Students have to complete the task given in the alternative activity. Teacher can create or select tutorial videos on “Bhutanese Traditional Painting” to paint the picture using the concept of basic skills in water colour mixing technique and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity on Traditional Painting in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher to brings and show the sample of Bhutanese Traditional Painting in the class.

### **Reflection:**

1. What is traditional painting?
2. Why it is important?

**Assessment:**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)
2. Maintain a checklist record as given below.

Name	Checklist Criteria for Portrait			
	Completion	Progression	Participation	Skilful

**Resources/materials** - Workbook, pencil, eraser, water colour, brush, palette, Traditional Painting picture, Teacher guide book, sample or tutorial videos, projector, laptop.

## **STRAND - CRAFT**

### **15 Collage (Paper)**

**Paper collage** is a technique of an art production where the artwork is created using an assemblage of different forms and shapes using paper.

**Competency** - Create /design a collage using papers.

**Objective:**

1. Create paper collage using cut out magazines and newspaper

**Learning Experiences:**

1. Students draw the outline of a picture and cut out the papers to create/design the collage in the workbook or worksheet. Let them exchange their work with peers and give feedbacks. Refer Teacher’ Guide Book (page no.15) or visit or DCPD web (download) and conduct the activity on Paper Collage.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers’ Guide Book and Workbook)

**Tutorial:**

1. [https://youtu.be/K\\_T\\_fxsw9c](https://youtu.be/K_T_fxsw9c) Sample of paper collage
2. [https://youtu.be/7\\_xzEsSc5hI](https://youtu.be/7_xzEsSc5hI) Paper fruit collage
3. [https://youtu.be/cr4J\\_Tr5WD0](https://youtu.be/cr4J_Tr5WD0) Paper landscape collage

Teacher can create or select tutorial videos on “Paper Collage” using the cut out magazines/newspaper and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity on Collage using the magazines in their workbook or drawing book.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher to show a sample of a collage in the class before the lesson begins.

**Assessment**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

Maintain a checklist record as given below.

Name	Checklist Criteria for Portrait			
	Completion	Progression	Participation	Skilful

**Resources/materials** - Workbook, pencil, magazines/newspaper, glue, Sample collage, Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary** - <https://youtu.be/CfaoVdzlcy8> Wall décor collage

## 16 / 17 Collage (Mixed Media)

Collage is a wonderful technique. Mixed media is an art working which more than one medium or materials are being used, such as cloth, paper, wood and found objects.

**Competency** - Create /design a collage using mixed media.

**Objectives:**

1. Use mixed media in an image/object of their choice and create a collage.
2. Create a collage in groups or as a whole class using locally available materials.

**Learning Experiences:**

**Lesson-1**

Can be group/Individual/outdoor task – students creates a collage using mixed media in the workbook or worksheet. Let them exchange their work with peers and give feedbacks.

**Lesson-2**

Group task – students creates a collage using locally available materials in the chart paper. Display it in the class for Gallery walk and Assessment.

Refer Teacher’ Guide Book (page no.16 and 17) or visit or DCPD web (download) and conduct the activity on creating a collage.

**DCPD Web Link** - <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers’ Guide Book and Workbook)

**Tutorial** - <https://youtu.be/XPQDMoqxpxk> Sample of mix media collage

Teacher can create or select tutorial videos on “Collage” using mixed media and using locally available materials and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity on Collage using the mixed media in their workbook, drawing book or chart paper (collect it for the exhibition)

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher to show a sample of a collage in the class before the lesson begins. Teacher also instruct them on proper use of scissors for safety measure.

**Reflection:**

1. What are the procedure of making the collage?
2. What materials can be used to create the collage?
3. What value does it teach?

**Assessment**

1. Assess individual workbook or drawing book. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Resources/materials** - Workbook, pencil, glue, Sample collage, locally available materials, Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary** - Mixed media collage <https://youtu.be/vY7K0672KJ0>

## 18 Paper Frame

**Competency** - Create Paper craft

**Objective:**

1. Make paper frame.

**Learning Experiences:**

1. Students creates a paper frame using following the instruction given by the teachers/in the workbook. Let them put the pictures work in frame and hang it in the class or at home.
2. Teacher can also demonstrate making frame using other materials like used prepaid recharged card, used playing cards and empty cartoon box. Refer Teacher' Guide Book (page no.18) or visit or DCPD web (download) and conduct the activity on making different paper frames.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

**Tutorial** - <https://youtu.be/HWKgHaUUg8c> Origami paper frame



3. Teacher can create or select tutorial videos on “Paper frames” using papers and other material that can be created into frames and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity on making paper frame and display in the school and at home (collect it for the exhibition)

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher to show a sample of frames made by using different materials in the class before the lesson begins.

**Reflection:**

1. What can you do with the paper frame?

**Assessment**

1. Assess individual work. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Resources/materials** - Workbook, pencil, glue, Sample collage, cartoon box, paper Teacher guide book, sample or tutorial videos, projector, laptop.

## 19 Paper Flower

**Competency** - Create Paper craft using mixed media

**Objective/s:**

1. Make paper flower.

**Learning Experiences:**

This can be group/Individual/outdoor/home task – students creates a paper flower using papers (colour papers following the instruction given by the teachers and the instruction in the workbook. Display it in the class or at home (collect it for the exhibition). Teacher can also demonstrate creating different petals of making flowers using papers as an extended learning activity. Refer Teacher’ Guide Book (page no.19) or visit or DCPDweb (download) and conduct the activity on making different paper flowers.

**DCPD Web Link** - <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>

**Tutorial:** <https://youtu.be/mx3uViE35kc> Sample of paper flower

Teacher can create or select tutorial videos on “Paper flower” using papers and create different petals using papers/colour papers and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity on making paper flowers (collect it for the exhibition)

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher to show a sample of flowers of different petals made by using papers in the class before the lesson begins.

**Reflection:**

1. What will you do with the paper flower?
2. Tell me the procedure for making the paper flower.

**Assessment**

1. Assess individual work. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Resources/materials** - Workbook, pencil, glue, Sample collage, cartoon box, paper Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary** - <https://youtu.be/M0va-Bt488> Paper flower

## 20 Paper Bird

**Competency** - Create Paper craft using mixed media

**Objective:**

1. Make Paper Bird.

**Learning Experiences:**

1. This can be group/Individual/outdoor/home task – students creates a paper Bird using papers/colour paper following the instruction given by the teachers and the instruction given in the workbook. Display it in the class or at home (collect it for the exhibition).
2. Teacher can also demonstrate making paper bird using origami as an extended learning activity.

Refer Teacher’ Guide Book (page no.20) or visit or DCPD web (download) and conduct the activity on making different paper flowers.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers’ Guide Book and Workbook)

**Tutorial:** <https://youtu.be/4zcK0m6rwoI> Sample of paper bird

Teacher can create or select tutorial videos on “Paper Bird” using papers and create different Origami bird and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity on making paper bird (collect it for the exhibition)

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher to show a sample of a bird in the class before the lesson begins.

**Reflection:** Ask them to describe about the paper bird to the class (name, food they eat, habitats, colour etc that they have learned in science)

**Assessment**

1. Assess individual work. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

Maintain a checklist record as given below.

Name	Checklist Criteria for Portrait			
	Completion	Progression	Participation	Skilful

**Resources/materials** - Workbook, glue, Sample paper bird, paper Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary** –

1. <https://youtu.be/4mG84J43BEw> Origami bird
2. <https://youtu.be/m1sewWOP0ls> Origami flapping paper bird

## 21 Paper Balloons

**Competency** - Create Paper craft using mixed media

**Objective:**

1. Make Paper balloons.

**Learning Experiences:**

This can be group/Individual/outdoor/home task – students creates a paper balloon following the instruction given in the workbook. Students follow and make along with the teacher. Display it in the class or at home (collect it for the exhibition). Teacher can also demonstrate making paper rabbit using origami as an extended learning activity and use it for puppet show in the class. Refer Teacher’ Guide Book (page no.21) or visit or DCPD web (download) and conduct the activity on making different paper balloon.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers’ Guide Book and Workbook)

**Tutorial:** <https://youtu.be/1f70mW49OsM> Sample of paper balloon

2. Teacher can create or select tutorial videos on “Paper Balloon” and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos

(self-created) to be uploaded in YouTube. Students will carry out the activity on making paper balloon (collect it for the exhibition)

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher should practice making a paper balloon before demonstrating making it to the class.

**Reflection:** Ask them to describe the procedure of making the paper balloon and explain more about the paper balloon and the real one.

**Assessment**

1. Assess individual work. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

Maintain a checklist record as given below.

Name	Checklist Criteria for Portrait			
	Completion	Progression	Participation	Skilful

**Resources/materials** - Workbook, glue, Sample paper balloon, paper Teacher guide book, sample or tutorial videos, projector, laptop.

## 22 Paper Plate

**Competency** - Create Paper craft using mixed media

**Objective:**

1. Make Paper Plate

**Learning Experiences:**

1. This can be group/Individual/outdoor/home task – students creates a Paper Plate following the instruction given in the workbook. Students follow and make a Paper Plate along with the teacher. Teacher can also demonstrate making paper basket using square paper

(Origami) as an extended learning activity (collect it for the exhibition). Refer Teacher' Guide Book (page no.22) or visit or DCPD web (download) and conduct the activity on making different Paper Plate

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers' Guide Book and Workbook)

**Tutorial:** <https://youtu.be/OVNYggKItsE> Sample of paper plate

Teacher can create or select tutorial videos on "Paper Plate" and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity on making paper plate.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher should practice making a Paper Plate before demonstrating making it to the class.

**Reflection:** Ask them to describe the procedure of making the Paper Plate and explain more about the paper balloon and the real one.

### Assessment

1. Assess individual work. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

Maintain a checklist record as given below.

Name	Checklist Criteria for Portrait			
	Completion	Progression	Participation	Skilful

**Resources/materials** - Workbook, glue, Sample paper plate, basket, square paper, colour paper, Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary** - [https://youtu.be/Ccz\\_i9GXhtQ](https://youtu.be/Ccz_i9GXhtQ) Origami paper plate/tray

## 23 Pop-up Cards

**Competency** - Create Paper craft using mixed media

**Objective:**

1. Make Pop-up Cards

**Learning Experiences**

1. Individual task – Students create a Pop-up Cards using papers/colour paper following the instruction given by the teachers and the instruction given in the workbook. Student make the Pop-up-card along with the teacher and then individually. Teacher can also demonstrate making Pop-up Cards using different pictures/design inside. Refer Teacher’ Guide Book (page no.23) or visit or DCPD web (download) and conduct the activity on making different Pop-up Cards

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers’ Guide Book and Workbook)

**Tutorial -** <https://youtu.be/870JPSsUmc0> Paper Pop-up card

2. Teacher can show Sample “Pop-up Cards” and make the cards and share via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Students will carry out the activity on making Pop-up Cards (collect it for the exhibition)

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher to show a sample Pop-up Cards in the class before the lesson begins.

**Reflection:** Ask them to share five sentences about the uses of the cards in the class.

**Assessment**

1. Assess individual work. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Resources/materials** - Workbook, glue, Sample Pop-up Cards, paper, Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary -** <https://youtu.be/6c4MNvCVotI> pop-up paper card

## 24 Paper Box

**Competency** - Create Paper craft using mixed media

**Objective:**

1. Make a Paper Box

**Learning Experiences**

1. Individual/home task – students makes a Paper Box along with the teacher demonstration. Teacher can also demonstrate making paper envelop using paper as an extended learning activity. Refer Teacher’ Guide Book (page no.24) or visit or DCPDweb (download) and conduct the activity on making different Paper Plate

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers’ Guide Book and Workbook)

**Tutorial:** [https://youtu.be/04S\\_EKQbYSQ](https://youtu.be/04S_EKQbYSQ) Paper box

2. Teacher can create or select tutorial videos on “Paper box” and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity on making paper plate.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher should practice making a Paper box before demonstrating it to the class.

**Assessment**

1. Assess individual work. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)
2. Maintain a checklist record as given below.

Name	Checklist Criteria for Portrait			
	Completion	Progression	Participation	Skilful

**Resources/materials** - Workbook, glue, Sample paper box, envelop, square paper, colour paper, Teacher guide book, sample or tutorial videos, projector, laptop.



## 25 Paper Star

**Competency** - Create Paper craft using mixed media

**Objective:** Make a Paper Star

### Learning Experiences

1. Individual/home task – students makes a Paper Star along with the teacher following the 20 steps given in the workbook. Teacher student can also try creating different star using paper. Refer Teacher’ Guide Book (page no.25) or visit or DCPD web (download) and conduct the activity on making different Paper Plate

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers’ Guide Book and Workbook)

**Tutorial:** <https://youtu.be/7wnu5rlc40E> Sample of paper star

2. Teacher can create or select tutorial videos on “Paper Star” and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity on making Paper Star.

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher should practice making a Paper Star before demonstrating it to the class.

### Reflection:

1. What was the challenging thing that you have faced while making the paper star?
2. Describe about the star?

### Assessment

1. Assess individual work. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Resources/materials** - Workbook, glue, Sample paper star, paper, colour paper, Teacher guide book, sample or tutorial videos, projector, laptop.

## Supplementary

1. <https://youtu.be/WKg5yW4oGdU> (Origami paper star)
2. <https://youtu.be/Te83t5zyJjw>

## STRAND - DRAWING

### 26 Grid Drawing

Grid drawing is a technique that will help improve your accuracy without compromising the development of your freehand drawing in the long-term. It basically involves placing a grid over your reference photo and canvas, then using that grid to assist with the placement of your drawing.

**Competency** - Draw to enlarge a picture through Grid Drawing.

#### Objective:

1. Enlarge a picture/drawing by using grid method.

#### Learning Experiences:

1. Individual task – Students draw an enlarge version of the picture on the empty grid in the workbook and also ask them to draw other traditional pictures following the grid method by providing the empty Grid paper. Teacher provides an extra traditional picture for the students to enlarge version of the Refer Teacher’ Guide Book (page no.26) or visit or DCPD web (download) and conduct the activity on enlarging the picture using the grid paper.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers’ Guide Book and Workbook)

#### Tutorial

1. <https://youtu.be/ezwvNgiUOiU> Grid drawing
2. <https://youtu.be/CNFIuVws5EA>
3. Teacher can show Sample “Grid Drawing” and share via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Students will carry out the activity on making Pop-up Cards (collect it for the exhibition)

**Note:** Parent to guide and support their children to carry out the activity and in providing the materials at home. Teacher to show a sample of Grid Drawing in the class before the lesson begins.

**Reflection:**

1. Was it easy for you to draw the picture with free hand or using grid paper? Why?

**Assessment**

1. Assess individual work. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)
2. Maintain a checklist record as given below.

Name	Checklist Criteria for Portrait			
	Completion	Progression	Participation	Skilful

**Resources/materials** - Workbook, glue, Sample Grid Drawing, empty grid paper, traditional pictures, Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary-** <https://youtu.be/7EE4sD-5YRU> (grid portrait drawing)

**STRAND - CRAFT**

**27 Modelling**

**Competency** - Make a model of human figure using an armature and traditional motifs and design using clay (Bumpa, Khorlo, Meto, Dungkar).

**Objective:**

1. Make a clay model of human figure using an armature (support) and other traditional motifs.

**Learning Experiences**

1. This can be group/Individual/outdoor task – students make a clay model of human figure using an armature following the instruction in the workbook along with the teacher. Display it in the class. Teacher can also ask them to make the model of their family members,

friends or their pets as a part of extended learning activity. Refer Teacher' Guide Book (page no.27) or visit or DCPD web (download) and conduct the activity on making different paper frames.

**DCPD Web Link:** <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732> (Teachers' Guide Book and Workbook)

**Tutorial:** <https://youtu.be/r60swh-FogQ> Sample of Bhutanese traditional motifs

2. Teacher can create or select tutorial videos on “modelling” using clay/dough and share the video by via Google Classroom, WeChat, WhatsApp, Telegram, Signal, and Messenger. Longer videos (self-created) to be uploaded in YouTube. Students will carry out the activity on model making (collect it for the exhibition)

**Note:** Parent to support their children to carry out the activity and in providing the materials at home. Teacher to show a sample of a model of a human in the class. Teachers can also bring the traditional motifs such as Bumpa, Khorlo, Meto, Dungkar in the class and ask them to make a model (if possible take field trip to a nearby Lhakhang to observe the traditional objects)

### **Reflection:**

1. Did you enjoy the activity?
2. How would you create a new model?
3. What made you curious today?
4. What do you still find challenging?
5. Explain are the procedure for making the clay model?

### **Assessment**

1. Assess individual work. Student can also submit their work via Google Classroom, WeChat, Messenger, WhatsApp and other social media. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample)

**Resources/materials** - Workbook, pencil, glue, Sample model, cartoon box, Traditional objects, paper Teacher guide book, sample or tutorial videos, projector, laptop.

**Supplementary** - <https://youtu.be/ocAc--CQdPw> (animal clay model)

# INSTRUCTIONAL GUIDE – V

# STRAND - DRAWING

## 1 Shading Technique

Shading is a process of creating 3D effect by adding denser amount of media in order to create darker point in the work that correspond with the specific light source. Shading makes a drawing appear realistic. There are different types of shading techniques such as cross-hatching, hatching, contour lines, scribbles, stippling and blending. Each technique produces different textures to the drawing.

**Competency** - Apply different shading techniques to create 3D effect in drawings.

### Objectives

1. Practise all the techniques of shading
2. Shade a drawing using any technique

### Learning Experiences

1. Teacher demonstrates the shading techniques or shows the tutorial video clips. Students practise all the techniques of shading individually. Finally, let students draw and shade using any techniques.

### Tutorial:

1. <https://youtu.be/DaxL4gYwUrU> (Video)
2. <https://images.app.goo.gl/zMFEAvr6pdb8Txj66> (Image)
3. <https://images.app.goo.gl/NQ4pWTrYd5URykaVA> (Worksheet sample)

### Reflection

1. Which shading techniques take longer time?
2. Which technique do you prefer to shade? Why?
3. What will happen when you apply shading in your drawing?

**Assessment tool:** *Checklist (tick/ cross)*

	Hatching	Cross-hatching	Contour lines	Scribble	stippling	Blending	Remarks
Nima							
Dawa							
Karma							

### Resources/ Materials

- Worksheets/drawing books, papers, pencils (2B, 4B), erasers
- **Supplementary Links:** <https://youtu.be/ijjhNQyF-gg>

## 2 Drawing Tashi Tagye

*Tashi Tagye* is a prevalent sign and symbol which is also referred as eight lucky signs in Buddhist belief. These eight lucky signs represent the eight vital organs of the Buddha's body. It is found on *khadar*, furniture, and walls of monasteries, dzongs and buildings believed to bring good luck. Drawing eight lucky signs make students inquisitive about the significance of symbols and become aware of their own tradition and culture.

**Competency** - Draw all eight lucky signs (*Tashi Tagye*) using appropriate techniques of Bhutanese traditional drawings.

### Objectives

1. Draw *Tashi Tagye* (eight lucky signs) using appropriate techniques.
2. Colour all eight lucky signs (*Tashi Tagye*) using *Sum-dang-ma* technique.
3. Explain the significance of *Tashi Tagye*.

### Learning Experiences

1. Teacher shows the pictures of *Tashi Tagye* to the class and explains significance of each sign. And then demonstrates the drawing and colouring of *Tashi Tagye* using *Sum-dang-ma* techniques.
2. **Individual work** - Students copy the *Tashi Tagye* in their drawing books/papers and colour using *Sum-dang-ma* techniques.

**Note** - Teacher may seek support from the subject expert.

**Link** - <https://images.app.goo.gl/2eNLjLe4dawytrzk6>

### Reflection

1. How did you feel about today's lesson?
2. Explain the significance of each symbol in *Tashi Tagye*.
3. Where do we see these signs?

### Assessment tool: Assessment check list (tick)

Complete task on time	Drawing looks similar to the sample	Appropriate colouring	Can tell the meaning of the symbols	Neatness & Presentation	Remarks
Sonam					
Pratap					

**Resources/ Materials** - Drawing books, papers, pencils, erasers, colours, brushes, and palettes

### 3 Shading

Shading is defined as an art to make a drawing appear 3D and create a convincing image. Based on the previous knowledge of shading techniques, this activity further enhances the development of shading skills.

#### Competency

Apply the shading skills acquired in their drawing.

#### Objective

1. Shade a drawing/object using shading skill.

#### Learning Experiences

1. Show the video in the link provided to observe, listen and learn about shading. The teacher also demonstrates shading skills to students. Teacher puts up a shaded image for students to copy and practise for several times.

#### Tutorial –

1. <https://youtu.be/-WR-FyUQc6Is> (Video)
2. <https://images.app.goo.gl/APM15xQ3gFnWeJCB8> (Image)

#### Reflection

1. What changes do you observe when you shade your drawing?
2. Do you think it is important for you to practise shading? Why?

#### Assessment Tool: Checklist

Name	Criteria				
	Clean work	Shadow created in line with light direction.	Complete work	presentation	Remarks
Choki					
Kinley					
Sangay					

**Resources/Materials** - Projector, laptop, drawing books, pencils, eraser

#### Supplementary Links:

1. <https://youtu.be/FmsSbpsB5Vs>
2. [https://youtu.be/DeFv3pg\\_Fxk](https://youtu.be/DeFv3pg_Fxk)
3. <https://youtu.be/KajqGevLeHg>



## 4 Drawing Human Body

Drawing Human Body refers to drawing of anatomy of human body with appropriate proportion. This requires careful observation of the body structures, forms and shapes to get the right proportion while drawing.

### Competency

Study the human body and draw with correct proportion.

### Objective

1. Draw the human body with appropriate proportion

### Learning Experiences

1. Teacher demonstrates the 8 heads method to draw the human body. Students draw by following the steps given in 8 head method.
2. Watch tutorial video for more details. (Sample pictures)

### Tutorial

1. 8 Head methods of drawing - <https://www.youtube.com/watch?v=4FhduhWdZmA>
2. Sample pictures of 8 head methods - <https://images.app.goo.gl/nBk7nUohmnFfVsvV6>
3. Sample pictures of 8 head methods - <https://images.app.goo.gl/VuQHvKl6GiNgKutK9>

### Reflection

1. What did you learn from the lesson?
2. How important is the 8 HEADS method in drawing the human body?
3. What other ways can you use to draw human body?
4. What makes you feel satisfied with your drawing?

### Assessment

1. Assess individual work using the rubrics below

Sl. No.	Name	Art Rubrics				Teacher's Remarks
		Appropriate use of 8 HEADS method	Clean work	Balance of proportion	Details used	
		4 – All the steps followed 3- Two steps followed 2- One step followed 1- Not aware of the steps	4 -			
1	Sonam Dorji					
2	Dorji					
3						
4						

**Resources/Materials** - Drawing book, pencil, eraser

**Supplementary:**

1. <https://www.youtube.com/watch?v=4FhduhWdZmA> (8 Head methods of drawing)
2. <https://images.app.goo.gl/nBk7nUohmnFfVsvV6> (sample pictures of 8 head methods)
3. <https://images.app.goo.gl/VuQHVKL6GiNgKutK9> (sample pictures of 8 head methods)

## 5 Grid Drawing

Grid drawing is a technique to reproduce and enlarge the image. The grid drawing involves drawing a grid over the reference photo and then drawing a grid of equal ratio on the working surface (drawing paper or canvas). After drawing the grid on the working surface (same numbers of squares in the reference), draw the image on working surface focusing on one square at a time until the entire image has been transferred. Once finishing transferring the entire image, erase the lines of the grid.

### Competency

Demonstrate fine motor skills to develop hand eye coordination.

### Objectives

1. Draw grid lines appropriately on the surface of the picture and work book.
2. Draw the image following the grid lines.
3. Add necessary details on the image drawn.

### Learning Experiences

1. Teacher shows the sample picture and draws lines both vertically and horizontally with numbers on the surface of the reference picture and work sheet. Using the sharp pencil, the outline of the image is drawn following the grid lines on the worksheet. After the completion, the lines are erased and details are added to make the image look accurate. Students observe the demonstration carefully and follow the grid lines to draw the picture.

**Note** - Teacher selects the sample picture for students and make multiple copies to be distributed to students. This enables teachers to asses properly on the finished works of students. The sample pictures can be of animals, fruits, flowers, houses, land scape or human face. This activity requires more than one session

### Tutorials

1. Grid drawing - <https://youtu.be/HyaX2acsNmU>
2. Sample pictures - <https://images.app.goo.gl/ZR4SSF5mxVR2sNM77>
3. Sample pictures - <https://images.app.goo.gl/o2yLea2DKrrRASicA>

## Reflection

1. What is the most important element in grid drawing?
2. How can you enlarge the original picture in the worksheet?

## Assessment

1. Assess individual works.

Teacher assesses individual work with qualitative remarks and maintain record.

Sl.No	Name	Completion of the work	Class participation	Display of skills	Accuracy of the image
1	Tshewang Darjay	Completed all the works	Actively participated	Lines are drawn properly Ratio between lines need to be maintained.	Image in the worksheet looks similar.
2	Sonam Choden				
3	Tshering Dorji				

**Resources/ Materials** - Work sheet, ruler, pencil, eraser, reference picture

### Supplementary:

1. <https://youtu.be/HyaX2acsNmU> (grid drawing)
2. <https://images.app.goo.gl/ZR4SSF5mxVR2sNM77> (sample pictures)
3. <https://images.app.goo.gl/o2yLea2DKrrRASicA> (sample pictures)
4. <https://youtu.be/Gsmjdx0ArVk>
5. <https://youtu.be/phO4E2A4KKg>

## 6 Sketching Landscape

Sketching landscape is an art work of drawing natural scenery such as mountains, forest, cliffs, trees, rivers and valleys. The landscape art can be entirely imaginary or copied. This activity allows students to imagine and create landscape through sketching and colouring.

Landscape drawing does not have to replicate a specific place but can be surreal and purely imaginative. They should use the skill of pencil shading to complete the landscape. Students also get to express their thoughts and emotions through this kind of art.

## Competency

Exhibit skills of sketching through observation and develop love and appreciation for nature.

## Objectives

1. Make the sketch of the landscape
2. Shade the picture.

## Learning Experiences

1. This will be individual works. Teacher can choose any activity mentioned below:  
Teacher shows one sample picture of any beautiful landscape and let students observe and draw in the work book/worksheet.
2. Teacher takes students outside the class and let students observe the immediate natural surrounding and sketch it on their drawing book.

## Tutorial

1. <https://youtu.be/n1Zeqismk7k>
2. <https://images.app.goo.gl/FtNGprnJ41HbwAG2A>
3. <https://images.app.goo.gl/8iw114anbq6Z28MR7>

## Reflection

1. Were you able to capture everything from the scenery?
2. Talk about your landscape drawing in your groups.

## Supplementary

1. [https://youtu.be/M\\_HG8yn7KJ8](https://youtu.be/M_HG8yn7KJ8)
2. <https://youtu.be/HsWvYIBtM6o>

## Assessment:

1. Teacher assesses the work and maintains record using the format give below:

Sl.No.	Name	Completion	Creativity	Composition of the images	presentation	Total
1	Sonam					
2	Tshering					
3	Tandin					

**Key:** 4- Excellent    3- Very good    2- Good    1-Average

**Resources/Materials** - Work book, drawing book, pencil, eraser, tutorial videos.

## 7 Perspective (landscape drawing)

Perspective is a drawing or painting technique that gives three-dimensional effect to a flat image. Perspective represents the drawing or painting that appears smaller as they move farther into distance and bigger as they move towards the viewer. There are various types of perspectives used by artist to convey the sense of space within the composition of works such as linear, atmospheric, one point perspective, two-point perspective and three-point perspective.

### Competency

Incorporate the concept of perspective in drawing.

### Objectives

1. Draw a landscape applying the concept of perspective.
2. Explore the types of perspectives.

### Learning Experiences

1. Teacher takes students outside and carry out the task. As an alternative activity, students carry out the task using different angles. The teacher also creates or selects tutorial videos on ‘simple landscape drawing’. These videos can be shared via different social media tools or platforms for blended learning. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their drawing book, and worksheets.

**Tutorial** – [https://youtu.be/M\\_HG8yn7KJ8](https://youtu.be/M_HG8yn7KJ8)

### Reflection

1. How do you feel about today’s activity?
2. What are the different types of perspectives?
3. Were you able to use the concept of perspective in your drawing?

### Supplementary:

<https://youtu.be/RHLUIkRv4qM>

**Assessment:**

Sl.no	Criteria	1	2	3	4
1.	<b>Perspective Drawing</b>	Drawing does not apply the idea of perspective	Drawing somewhat apply the idea of perspective	Drawing applies the idea of perspective	Drawing applies the exceptional idea of perspective
2.	<b>Pencil Shading</b>	Does not use pencil shading technique	somewhat uses pencil shading technique	uses pencil shading technique.	Uses exceptional pencil shading technique
3.	<b>Details</b>	Drawing does not include detail	Drawing includes some detail	Drawing include detail	Drawing includes many detail
4.	<b>Use of Class Time</b>	the student was not able to complete the task in given time.	About 50% of the given task completed within the given time.	About 80% of the given task completed within the given time	The given task was completed early or within the given time.
5.	<b>Neatness</b>	Messy. Little care was taken on the drawing	Somewhat neat. Some care was taken on the drawing	Considerably neat. Care was taken through most of the drawing	Very neat. care was taken throughout the drawing

Sl.No.	Name	Marks	Teacher's comment
1	Choden		
2	Tshewang		
3	Dorji		

**Resources/ materials** - Drawing book, pencils, eraser, laptop, projector.

# STRAND - PAINTING

## 8 Water Colour Painting (Still-life)

Water Colour Painting is a technique of applying water colour to create realistic image. It involves various techniques to create an effect starting from holding a brush and mixing of colour. It helps develop patience, creativity and hand-eye coordination.

This lesson intends to develop the skills of water colour painting and create 3D effect by identifying and applying colours to create light and shadow effect.

**Competency** - Paint still-life objects applying light and shadow effect.

### Objectives

1. Draw the outline of still-life objects.
2. Paint the outline of still-life objects applying light and shadow effect,

### Learning Experiences

Teacher keeps objects at appropriate and visible place. Students observe the objects and draw the outlines. Paint the outline of still-life objects applying light and shadow effect,

1. <https://images.app.goo.gl/liCvAcqrhVZvWRw16>
2. <https://images.app.goo.gl/Uoa8CKvDaTq7YGWE8>
3. <https://images.app.goo.gl/9pxuRYvrW3gujHYQ8>

### Tutorial

1. [https://youtu.be/\\_Zd4pf6\\_XXo](https://youtu.be/_Zd4pf6_XXo)
2. <https://youtu.be/eoTvUgQ7lRs>
3. <https://images.app.goo.gl/liCvAcqrhVZvWRw16>
4. <https://images.app.goo.gl/Uoa8CKvDaTq7YGWE8>
5. <https://images.app.goo.gl/9pxuRYvrW3gujHYQ8>

### Reflection

1. Share your learning from today's activity?
2. Are there any similarities between water colour painting and pencil shading?
3. How are you going to manage the waste colour?
4. What aspect of the activity did you like the most?

### Assessment:

Teacher uses the format given below to assess the works of the students individually.

Sl.No.	Name	Composition (use of space)	Colour combination	3D effect	Effective use of colour
1	Choden				
2	Tshewang				

## Supplementary

1. <https://youtu.be/-dz0-40t2I8> (Light and shadow effect)
2. <https://youtu.be/mKeOhgBrWY4> (Light and shadow effect)

**Resources/Materials** - Drawing book, water colour, brushes, pencils, eraser, palette, water and cloth piece (for cleaning brushes).

## 9 Bubble Art

Bubble art is a creative activity that uses bubbles of different colours to make an art piece. Bubbles are made by blowing solution of water based colours and detergent with a straw. Students may choose to use single colour or multiple colours.

### Competency

Experiment colour combination to create art with bubbles.

### Objective

1. Experiment colour combinations to make bubble art.

### Learning Experiences

1. Teacher demonstrates the process of making bubble art.

**Tutorial** - <https://youtu.be/m-n12RkV1zo>

2. Individual work: Follow the demonstration step-by-step to create a bubble art.

### Reflection

1. Was this activity too easy? How can you make it more attractive?
2. What other materials can we use to make similar art?

### Assessment Tool: Checklist

Description/criteria	Yes/ No	Remarks
Good colour combination.		
Proper material management.		
Final art work is attractive.		



## Resources/ Materials

Plastic cups/cut out bottle bottoms, water colour, water, straw, detergent (shampoo, handwash soap, soap, soap powder) paper, projector, laptop, internet

**Supplementary Links:** <https://www.youtube.com/watch?v=4FgD7u8yuCE>

## 10 Microsoft Paint (MS)

Microsoft Paint is a free computer programme made by Microsoft that allows to create and edit pictures. Microsoft Paint provides easy access to different features such as colour, tools, brushes, shape generators, pens and erasers to create pictures.

### Competency

Create digital art by exploring and applying Microsoft Paint features

### Objective/s

1. Create digital art in MS Paint
2. Explore different tools in MS Paint

### Learning Experiences

1. Teacher introduces and demonstrates MS Paint and its features using computer to create digital art.
2. Students explore different features and create digital art of their own.

**Tutorial** – <https://youtu.be/3k4T-Ju1qqE>

3. The teacher creates or selects tutorial videos on ‘simple picture created using MS Paint’. These videos can be shared via different social media tools or platforms for blended learning. Longer video can be uploaded in YouTube (self - created videos).

### Reflection

1. How did you feel doing this activity?
2. Which features did you find the best? Tell us about it?

**Assessment: Rubric**

Sl.no	Criteria	4	3	2	1
1.	<b>Application of Shape Tool</b>	Student used all the Shape tool to build objects very effectively	Student used all most all the Shape tool to build objects very effectively	Student somewhat used the Shape tool to build objects	Student was unable to use the Shape tool to build objects
2.	<b>Application of Paint Tool</b>	Student used Paint tools to colour objects very effectively	Student used all most all the Paint tools to colour objects very effectively	Student somewhat used Paint tools to colour objects	Student unable to used Paint tool.
3.	<b>Composition</b>	Student expresses exceptionally skill in his drawings.	Student expresses some skill in his drawings	Student expresses some skill in his drawings	Student expresses very little skill in his drawings.
4.	<b>Time Use</b>	The given task was completed early or within the given time.	About 90% of the given task completed within the given time.	About 50% of the given task completed within the given time.	the student was not able to complete the task in given time.

Sl.No.	Name	Marks	Teacher's comment
1	Choden		
2	Tshewang		
3	Dorji		

**Resources/ materials** - Laptop, computer, projector.

**Supplementary link** – <https://youtu.be/qg24H4prRDE>

## 11 Poster Designing

Poster designing is one form of art which uses text, graphic, and pictures to convey message and information. It is also used for promotion of products, events, sentiments (such as Patriotism) etc.

**Competency** - Design poster using text, graphic, and pictures for any given themes.

### Objective/s

1. Design poster for any given themes

### Learning Experiences

1. Teacher assigns students to design their own poster on given themes. Let students present their posters to the class and display.

**Tutorial** - <https://youtu.be/u8ovqhjpRKA>

2. The teacher can also create or select tutorial videos on ‘designing poster’. These videos can be shared via different social media tools or platforms for blended learning. Longer video can be uploaded in YouTube (self - created videos).

### Reflection

1. Gallery walk
2. Display their posters and talk about it.

**Assessment** - Assess students’ works and maintain a record using the rubrics given below.

(Teacher may develop any appropriate tools to keep the record as per the lesson and convenience).

Sl.no	Criteria	Exemplary	Satisfactory	Need improvement
1.	<b>Captions /information</b>	All Captions /information are related to the topic and make it easier to understand.	All Captions /information are related to the topic and most make it easier to understand	All Captions /information are not related to the topic.
2.	<b>Graphics</b>	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	Graphics do not relate to the topic
3.	<b>Presentation</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is distractingly messy or very poorly designed. It is not attractive.

4.	<b>Grammar</b>	There are no grammatical mistakes on the poster	There are few grammatical mistakes on the poster.	There are many grammatical mistakes on the poster
	Sl.No.	Name	Marks	Teacher's comment
	1	Choden		
	2	Tshewang		
	3	Dorji		

**Resources/materials** - Chart papers/cloth, colour, pencils, glue, scissors, brushes, laptop, projector,

**Supplementary Link** - <https://youtu.be/0JZAb7lJd8I>

## STRAND - CRAFT

### 12 Pen Holder

Pen Holder is a craft work made from the rolls of used toilet paper. This activity encourages students to create crafts from everyday wastes. We can also use it for holding kitchen utensils like spoons, forks and ladles.

**Competency** - Create simple crafts using waste materials and develop a sense of reducing wastes.

#### Objective

1. Make penholder/s using waste materials (toilet paper rolls)

**Learning Experiences** -Teacher shows an example of a penholder made out of used toilet paper rolls. Individual work: Provide materials and let students make pen holders.

**Tutorial** - <https://youtu.be/Fk8bm7CiaSU>

#### Reflection

1. What other waste materials can you use to make pen holders?
2. What challenges did you face while making the pen holder? How did you resolve those challenges?
3. Is it necessary to buy penholders?

### Assessment tool: Self-Assessment

Focus	Not so much-1	I tried a bit-2	I did a good job-3	I did my best-4
I used my time well				
My art includes my own idea				
I used the materials judiciously				
My craft is complete and made well				
I took care of the waste from my work				

**Resources/ Materials** - Toilet paper rolls, glue, papers, scissors, colours, laptop, projector

**Supplementary links:** <https://youtu.be/IOmO3Mxl9Rc>

## 13 Papier Mache Balloon Mask

Papier Mache Balloon Mask is a craft activity to make mask using a balloon and Papier Mache. This activity encourages students to create crafts from everyday wastes. It also helps to develop students' creativity and originality, and concentration.

**Competency** - Make simple crafts using waste materials and develop a sense of reducing wastes.

### Objective

1. Make a mask using balloon and Papier Mache.

### Learning Experiences

1. Teacher prepares enough Papier Mache paste. This activity may require two or three periods depending on the class size.

### Tutorial

1. <https://youtu.be/UN1Tc6JqZ9E>
2. <https://youtu.be/kOKGn86NW8U> (how to make the paste)

## Reflection

1. What was the fun part of doing this activity? Share
2. What challenges did you come across? What else can you do to prevent such challenges?
3. How did you manage the wastes?

## Assessment Tool: Self-Assessment

Focus	Not so much-1	I tried a bit-2	I did a good job-3	I did my best-4
My mask is different from others				
I used the materials judiciously				
My craft is complete and made well				
I cleaned up my working area				
My uniform is clean while I carried out the activity.				

**Resources/ Materials** - Waste newsprint papers, magazines, newspapers, duplicating papers, glue, flour, water, buckets/bowls (to soak the shredded papers in the paste)

**Supplementary Links** - <https://youtu.be/KRQsOTZaLXs>

## 14 Book Binding

Binding is the process of putting a book together. The pages are put inside a book covering, and then attached to the spine (closed edge of the book) by sewing or gluing.

This activity aims to equip student with basic book binding skill so that they can bind their own assignment, scrap books, sketch books, old text books, etc.

### Competency

Bind a book following the basic book binding skills.

### Objective

1. Bind a book by assembling papers.

### Learning Experiences

1. Teacher demonstrates the process involved in book binding.

**Tutorial** - <https://youtu.be/ObFKbFXjJXA>

2. **Individual work** Students follow the steps demonstrated to bind a book.

**Reflection**

1. Do you think you can bind your art works into a book?
2. Do you know other ways of binding a book?

**Assessment**

<b>Criteria/Objective</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Needs development</b>
Demonstrated the ability of book binding by neatly stitching/gluing the papers to form a book that functions.	Created a functional book following instructions correctly.	Attempted to create a functional book.	Unsuccessful in creating a functional book
The student used the materials available judiciously, handled the materials well, and cleaned up.	Materials were not wasted, used all the art tools well without causing harm to self/anyone. They cleaned up their working station and put the materials in the correct places.	Attempted to reduce waste, used art tools well without causing harm to self/anyone. They cleaned up their working station and put the materials in the correct places.	There were misuse of materials and cleaning up wasn't done as expected.

**Student Name:** .....

**Resources/ Materials** - Hard papers (cereal box, cardboard, chart papers), papers, thread, needle, ruler, scissors, pencils and a cutter.

**Supplementary Links:** <https://youtu.be/WuAbZW-RiRs>

## 15 Paper Flower (*Kusudama*)

*Kusudama* is one form of origami flower made of several identically folded units that are glued together or sewn together to make a spherical shape. We use origami paper or any other square papers to make *kusudama*.

### Competency

Make any paper craft; origami flower using paper crafting skills.

### Objective

1. Make *kusudama* by folding papers.

### Learning Experiences

1. Teacher demonstrates to make *Kusudama* flower followed by students.

**Tutorial** – <https://youtu.be/PR7ioZnEboU>

2. The teacher creates or selects tutorial videos on ‘other paper flowers. These videos can be shared via different social media tools or platforms for blending learning. Longer video can be uploaded in YouTube (self - created videos).

### Reflection

1. Where can you use these flowers?
2. Can you make other flowers using same materials?

**Assessment:** Assess students work using a Sample Rubric

Sl.no	Criteria	Poor	Good	Very Good	Outstanding
1.	Completed all the steps	No effort was made; origami but flower is not constructed.	Some effort was made; flower is mostly constructed	Much effort was made; flower is mostly constructed	Origami flower is completely constructed.
2.	Cleanliness of work place	Student did not handle materials properly and failed to clean up after wards.	Student handled some materials properly and cleaned area fairly.	Student handled all materials properly and cleaned area fairly.	Student handled all materials properly and cleaned work area completely.
3.	Neatness of folds	Folds are sloppy and un even.	Folds are somewhat neat and even	Folds are mostly neat and even	Folds are neatly creased and even
4.	Followed direction	The student did not follow instructions.	The student has followed some of the directions, however, the shape of the	The student has followed most of the directions, however, the	The student has completed a successful flower project. The edge of the shapes has



			flower has not been completed exactly as the example.	shape of the flower has almost completed exactly as the example.	been drawn neatly and the final project resembles the example.
5.	Quality, effort and attitude shown in the finished product.	The student has not completed the flower.	The student has completed 50% of the flower, although the cut-out pieces are not arranged in a cohesive manner.	The student has completed the flower, although the cut-out pieces are not arranged in a cohesive manner.	The student has completed the flower. The pieces are arranged in a highly successful composition
6.	Coloured/Decorated	The work displays little creativity and no colour	It is apparent that some creativity was attempted and the work displays some colour.	It is apparent that creativity was attempted and the work displays some colour.	Very creative and a great deal of colour was used.

**Resources/materials** - origami paper, scrapbook paper, calendar papers, glue, scissors.

**Supplementary Link** – <https://youtu.be/RtpNKGaxdO8>

## 16 Cardboard Art

Cardboard Art is a creative art made by peeling off the top layer of corrugated cardboard. This is one of the best ways of reusing waste cardboards to create art piece rather than simply throwing away.

### Competency

Create cardboard art using discarded cardboard.

### Objective

1. Make cardboard art using waste cardboard.

### Learning Experiences

1. Teacher demonstrates how to create cardboard art using discarded cardboard and students follow.

**Tutorial** - <https://youtu.be/DdRu-Eihxhw>

2. Teacher also creates or selects tutorial videos on ‘**Cardboard art**. These videos can be shared via different social media tools or platforms for blended learning. Longer video

can be uploaded in YouTube (self - created videos).

### Reflection

1. How did you manage waste in this activity?
2. How did you handle the sharp material used while doing this activity?

**Note:** Safety measures to be taken while handling with sharp materials.

### Assessment

1. Assess students work using a Sample Rubric

#### Sample Checklist

Sl.no	category	Yes /No
1.	Creativity /Originality	
2.	Cleanliness of Work area	
3.	Completeness	
4.	Handling of sharp materials	

**Resources/ materials** - Discarded cardboard, cutter knife, toothpick/needle, computer, laptop, projector

**Supplementary Link** - <https://youtu.be/VzrY2h-Efh8>

# **INSTRUCTIONAL GUIDE – VI**

# STRAND - DRAWING

## 1 Grid Drawing

Grid drawing is a technique which involves placing a grid over reference photo, then using that grid of equal ratio with numbers to assist with the placement of drawing. It improves accuracy in drawing without compromising the development of freehand drawing in the long-term.

Thus, it is a technique of drawing accurate photos referring original photo using grid lines which is serially numbered vertically and horizontally. Using this technique, we acquire intended size of drawing (smaller or bigger than original photo) following the grid numbers. Furthermore, it is important to know that Bhutanese traditional drawing have also norms in grid lines too.

**Competency** - Draw accurate and enlarged pictures using grid lines.

### Objectives

1. Use ruler to draw intended size of drawing.
2. Draw accurate pictures using grid lines.
3. Talk about his/her self-portrait.
4. Explore traditional method of grid drawing.

### Learning Experiences

1. Teacher distributes the printed self-portrait of each student to draw self-portrait of their own following the norms. The teacher demonstrates the processes of grid drawing on the green board to create the copy of student's self-portrait. The students then observe and follow the drawing processes. Furthermore, students explore more about traditional method of drawing (Buddha's face) using grid.

### Tutorial

1. Making of portrait drawing using grid <https://youtu.be/Dszc7QiPMeA>
2. Making of portrait drawing using grid <https://youtu.be/-h29R6R18H0>

### Reflection

1. Do you think it is easier to draw using grid lines?
2. What could be some of the drawbacks of grid drawing?
3. How did you feel after looking at your portrait? Why?

### Assessment

1. Assess individual student's work. Teacher maintains a record of each student's work using checklist.

Sl No.	Name	Accurate use of grid lines	Numbering of grid lines	Accuracy of photo	Remarks
1	Sonam	✓	✓	✓	

## Resources/materials

1. Worksheet, pencil, eraser, reference picture, ruler, projector and laptop.
2. Making of portrait drawing using grid <https://youtu.be/Dszc7QiPMeA>
3. Making of portrait drawing using grid <https://youtu.be/-h29R6R18H0>

## 2 Ngangtsho Reldri

Ngangtsho Reldri is a Buddhist traditional art which represents certain aspects of the Buddha's Dharma (Teaching) through painting. The other names for *Ngangtsho Reldri* are *Dhomtsen Dhampa* and *Khenlop Choesum*. This art consists of a lotus flower, two headed duck, two headed parrot, religious text, and a visionary sword (*Reldri*). Each symbol has its significance; Lotus flower (*Meto Pema*) represents Guru Rinpoche, the religious text as a source of wisdom which represents *Khenchen Bodhisattva*. **Reldri** is a visionary sword which has the power to subdue all evils (Three poisons – *Dhuk-Sum*; *Dhoechak*, *Zheydhang*, *Timuk*) representing **Jetsuen Jambayang**. Two headed parrot on the left of reldri is **Bayki Lotsawa** (Tibetan translator) named **Benza Kawa Peltsek Tsongrong Luyi Gyeltshen**. On the right, two headed duck represents Indian **Panditas**. These paintings are seen on the walls of Dzongs and Monastries.

### Competency

Draw Bhutanese traditional iconography (Ngangtsho Reldri) and know the significance of all symbols.

### Objectives

1. Draw Ngangtsho Reldri with appropriate norms.
2. Create humor by drawing two headed bird.
3. Explain about the Ngangtsho Reldri to the class.

### Learning Experiences

1. Students visit nearby monastery to learn about Ngangtsho Reldri and do the activity (draw). Teacher sits with students and plan for the field trip.

### Tutorial

Image of Ngangtsho Reldri [Ngangtsho Reldri.docx](#)

### Reflection

1. What do you feel about the two headed birds?
2. How difficult it is to draw the picture?
3. What is another name for Reldri?

**Assessment:** Assess students work with qualitative remarks.

Sl No.	Name	Criteria			
		Completion of drawing	Neatness	Accuracy (Traditional norm)	Presentation (significance of Ngangtsho Reldri)
1	Dawa				
2	Pema				

### Resources/materials

1. Pencil, eraser, projector, laptop, drawing book.
2. Image of Ngangtsho Reldri [Ngangtsho Reldri.docx](#)

## STRAND - PAINTING

### 3 Thuenpa Puenzhi (Four Harmonious Friends)

*Thuenpa Puenzhi* is one form of traditional art that represents four harmonious friends; elephant, monkey, rabbit and bird. It is one of the most commonly recurring themes in Bhutanese folk art which are found on the murals of monasteries, stupas, homes and many other strategic places.

### Competency

Draw and paint Bhutanese traditional iconography (*Thuenpa Puenzhi*) and know the significance of all characters.

### Objectives

1. Draw the outline of *Thuenpa Puenzhi*
2. Paint *Thuenpa Puenzhi* using colour mixing skills.

### Learning Experiences

1. Teacher displays the picture of *Thuenpa Puenzhi* and briefly talks on its significance. Students draw the outline of *Thuenpa Puenzhi* and paint according to traditional rules. Let students role play on *Thuenpa Puenzhi*.

### Tutorial

1. Story of Four Harmonious Friend <https://youtu.be/L18FnW4sMdc>

### Reflection

1. Which character was the easiest to draw?
2. What did you learn from the above story?

3. Will you be able to carry out the roles of those animals?

4. How did you feel when you hear those animals helping each other?

**Assessment** - Assess students work with following rubrics.

Sl No.	Criteria	Level-4	Level-3	Level-2	Level-1
		1	<b>Completion of drawing</b>	<b>Drew all the characters correctly.</b>	<b>Drew three characters correctly.</b>
2	<b>Neatness</b>	<b>Over drawing on one character.</b>	<b>Over drawing on two characters.</b>	<b>Over drawing on three characters.</b>	<b>Over drawing on four characters.</b>
3	<b>Accuracy</b> (Traditional norm)	Drawn all the characters accurately	Drawn all the characters almost accurately.	Drawn some characters accurately	Drawn one character accurately
4	<b>Presentation</b> (significance of <i>Thuenpa Puenzhi</i> )	Student explains significance of all four characters	Student explains significance of three characters	Student explains significance of two characters	Student explains significance of one character.

Assesment format

SL No.	Name	Completion of drawing	Neatness	Accuracy (Traditional norm)	Presentation (significance of <i>Thuenpa Puenzhi</i> )	Remarks
1	Dawa					
2	Pema					

### Resources/materials

1. Drawing book, pencil, eraser, projector, laptop, cloth piece, colour (any medium), palette and brushes.
2. Story of Four Harmonious Friend <https://youtu.be/L18FnW4sMdc>

## 4 Calligraphy Art

Calligraphy is a classic way of handwriting that has turned into a modern art form and a growing trend in the creative world. It is the design and execution of lettering with a pen, ink brush, or

other writing instrument forming the signs in an expressive, harmonious, and skilful manner. In simple words, it is the art of beautiful handwriting.

**Competency** - Create simple traditional or modern calligraphy using ones creativity and expression.

### Objectives

1. Write banners and posters.
2. Use grid lines to have accuracy in measurement wherever possible.
3. Differentiate between Bhutanese calligraphy and modern calligraphy.

**Learning Experiences** - Teacher shows the tutorial videos and let students work on calligraphy.

### Tutorials

1. Making of Bhutanese calligraphy following grid lines <https://youtu.be/5N8TIx8-wOc>
2. Making of alphabet letters [https://youtu.be/1cH\\_ghjeJvg](https://youtu.be/1cH_ghjeJvg)
3. Making of alphabet letters <https://youtu.be/iTmqcjY58wc>

### Reflection

1. Will you be able to draw calligraphy without using grid lines? How?
2. Which calligraphy would you choose if you are given the option to go for it? Why?
3. Have you seen using bamboo sticks to draw a calligraphy before? Where?
4. What difference do you see between the Bhutanese calligraphy and modern calligraphy? Explain?

### Assessment

Sl.no	Criteria	3	2	1
1.	<b>Letters are formed correctly</b>	Student formed calligraphy effectively	Student formed calligraphy somewhat	Student was unable to form calligraphy
2.	<b>Neat and legible</b>	Student used grid lines very effectively	Student somewhat used grid lines	Student unable to use grid line
3.	<b>Appropriate spacing between letters and words</b>	Student expresses spacing skill in his drawing and painting.	Student expresses spacing skill somewhat in his drawing and painting	Student expresses very little skill in his spacing in drawing and painting.
4.	<b>Completion of work</b>	The given task was completed early or within the given time.	About 50% of the given task completed within the given time.	The student was not able to complete the task in given time.

Sl.No.	Name	Marks	Teacher's comment
1	Sonam		



2	Ugyen		
3	Dorji		

### Resources/materials

1. Drawing book, pencil, eraser, projector, laptop, pen, marker pen, ink, brush, bamboo stick, colour and cloth piece.
2. Making of Bhutanese calligraphy following grid lines <https://youtu.be/5N8TIx8-wOc>
3. Making of alphabet letters [https://youtu.be/1cH\\_ghjeJvg](https://youtu.be/1cH_ghjeJvg)
4. Making of alphabet letters <https://youtu.be/iTmqcjY58wc>

## STRAND - DRAWING

### 5 Figure Drawing (using mannequins)

Figure Drawing here refers to drawing of human body by observing the mannequin (articulated doll used by artists, tailors, dressmakers). Students draw different postures and positions of mannequin which represent human body.

#### Competency

Utilize mannequin to observe and draw different postures and positions of human body.

#### Objective

1. Draw body figure of different positions by observing mannequin.

#### Learning Experiences

1. Teacher shows and talks briefly about the mannequin. Let students make quick sketches of human figure by observing the mannequin in different positions.

#### Tutorial

1. Making of figure drawing <https://youtu.be/itUsWUlfhtI>

#### Reflection

1. Did you see mannequin in the shop before? What is it made up of?
2. What are some advantages of using mannequin in figure drawing?
3. Is it necessary to use a mannequin to draw figure? Why?
4. How would you feel if your hands is flexible like mannequin?

#### Assessment

Sl no.	Name	Criteria				Remarks
		Proportion of body parts	Neatness	Completeness of the drawing	Accuracy	

1.	Dorji	✓	x	✓		
2.	Kinley	x	✓	✓	✓	

### Resources/materials

1. Mannequin, drawing book, pencil, eraser, projector, laptop.
2. Making of figure drawing <https://youtu.be/itUsWUlfhtl>

## 6 Perspective

Perspective is a drawing or painting technique that gives three-dimensional effect to a flat image. Perspective represents the drawing or painting that appears smaller as they move farther into distance and bigger as they move towards the viewer. There are various types of perspectives used by artist to convey the sense of space within the composition of works such as bird-eye view, worm-eye view and eye-level view.

### Competency

Draw objects incorporating the concept of perspective.

### Objective

1. Draw object using three perspective views; bird-eye view, worm-eye view and eye-level view.

### Learning Experiences

1. Teacher takes students outside and carry out the task. As alternative activity students can carry out the task using different angles. The teacher creates or selects tutorial videos on object drawing. These videos can be shared via different social media tools or platforms for blended learning. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their drawing book, and worksheets.

### Tutorial

1. (Bird-eye view) <https://youtu.be/bsE1iA48Wis>
2. (Worms-eye view) <https://youtu.be/AHMW44QAc9M>
3. (Eye-level view) <https://youtu.be/c9cMOdBR9Vg>

### Reflection

1. Will you be able to draw any objects using bird-eye view perspective? How?
2. Identify the object from the class room through the lens of worms- eye view.

3. How can you differentiate those perspective views from one another?
4. How would you feel if you are a bird to see beautiful nature and what ideas will you Apply in bird- eye view drawing?

**Assessment:**

Sl No.	Name	Focal point	Vanishing point	different eye view	Remarks
1	Jigme	✓	X	✓	
2	Kinga				
3	Cheki				

**Resources/materials**

1. Drawing book, pencil, eraser, projector, laptop and rule
2. r(bird-eye view) <https://youtu.be/bsE1iA48Wis>
3. (worms-eye view) <https://youtu.be/AHMW44QAc9M>
4. (eye-level view) <https://youtu.be/c9cMOdBR9Vg>

# STRAND - PAINTING

## 7 Indigenous Colour

Indigenous Colour refers to the natural pigments made from available natural resources such as black soil (*sa nak*), white soil (*sakar*) and red soil (*samar*), walnut cover (brown colour), marijuana (yellow), mint (light green) and oak leaves (dark green), etc. The indigenous colour made from the natural resources are biodegradable and nontoxic which is eco-friendly and organic.

### Competency

Make indigenous colours using available natural resources.

### Objectives

1. Identify natural resources for making indigenous colour.
2. Prepare indigenous colour using available natural resources.

### Learning Experiences

1. Teacher and students explore the ways of identifying and making indigenous colours from the available natural resources.

**NOTE:** Consult or seek support from the experts regarding the processes of making indigenous colour.

### Tutorial

1. Making of indigenous colour <https://youtu.be/XtwyeamFkBQ>
2. Making of indigenous colour <https://youtu.be/JUBLHwBDBeU>

### Reflection

1. Differentiate between indigenous colour and chemical based colour.
2. Mention some of advantages of using indigenous colour.
3. How can you sustain indigenous colour in long run?
4. Do you foresee any problems to environment due to excessive use of natural resources?
5. If you were a indigenous colour supplier to artists what would do?

**Assessment:** Teacher can use any appropriate assessment tool.

### Resources/materials

1. Drawing book, pencil, eraser, projector, laptop, Indigenous Colour samples
2. Making of indigenous colour <https://youtu.be/XtwyeamFkBQ>
3. Making of indigenous colour <https://youtu.be/JUBLHwBDBeU>

## 8 Chiaroscuro (light and shade)

Chiaroscuro is the technique of creating strong contrasts between light and dark in drawing and painting. It is a technical term used by artists and art historians for the use of contrasts of light to achieve a sense of modelling three-dimensional objects and figures.

### Competency

Paint a picture using Chiaroscuro technique to show contrast in light and shadow.

### Objective

1. Paint a picture applying strong contrast of light and shadow.

### Learning Experiences

1. Teacher shows the tutorial video and accordingly let students paint their drawing.

### Tutorials

1. Explanations of chiaroscuro <https://youtu.be/FKwoCkY4Goc>
2. Explanations of chiaroscuro <https://youtu.be/7uwR14oG7qA>
3. Explanations of chiaroscuro [https://youtu.be/20I\\_GRwLteY](https://youtu.be/20I_GRwLteY)

### Reflection

1. How did you feel when you pronounce the word “Chiaroscuro”?
2. Is it necessary to have source of light in chiaroscuro? Why?
3. Did you see chiaroscuro used in any of the traditional paintings? How?
4. If you were a great artist, how would you create chiaroscuro drawing?

### Assessment

Assess students work with qualitative remarks.

Sl No.	Name	Tonal value	Source of light	Remarks
1	✓			
2		✓		
	✓		✓	

### Resources/materials

1. Drawing book, pencil, eraser, projector, laptop, colour, palette, cloth piece and brush.
2. Explanations of chiaroscuro <https://youtu.be/FKwoCkY4Goc>
3. Explanations of chiaroscuro <https://youtu.be/7uwR14oG7qA>
4. Explanations of chiaroscuro [https://youtu.be/20I\\_GRwLteY](https://youtu.be/20I_GRwLteY)

## 9 Block printing

Block Printing is a technique of printing different patterns, images, texts and designs by using engraved patterns and shapes from objects such as wood, vegetables, etc. In this activity, vegetables like radish, potato, squash, turnip etc. are used as blocks to engrave patterns and designs on it. The desired colour is applied on the designs using a paint brush and then stamped on the paper to produce patterns.

Traditionally, block prints made of woods are used in printing prayer scripts and rituals items. This activity helps students to understand the concept of how modern printing blocks can be made from vegetables for art works.

### Competency

Create different block prints and designs by engraving on various medium and objects using available materials.

### Objectives

1. Engrave designs and patterns on vegetables.
2. Create block prints using vegetables; potato, wood, squash, radish, carrot, turnip, pumpkin to make designs and patterns

### Learning Experiences

Block print in other word is like a stamp. You create a stamp by cutting a simple shape into a firm object. Block printing activity can be fun and enjoyable for young children. Teacher demonstrates the basic process of engraving different vegetables blocks and make prints. Students also make simple block prints using any colours as desired.

### Tutorial

1. [Making of block prints](https://youtu.be/wCWPv4We5tM) <https://youtu.be/wCWPv4We5tM>

### Reflection

1. Did you enjoy the activity?
2. Which part of the activity did you like the most? Engraving one or the printing? Why?
3. Where are we going to dump those engraved blocks and vegetable wastes after the completion of activities?
4. How do you feel when you see block printed prayer flags? Why?

**Assessment-** Assess using qualitative remarks.

Sl No.	Name	Neatness	Creativity	Waste management	Safety measures
1	Tashi	Neatness maintained throughout.	Unique and appealing.	Table cleaned but the wastes are not segregated.	Followed the safety measures with little reminder.

### Resources/materials

1. Different vegetables, colours (water, poster, and acrylic) cutter knife, palette, paint brushes, drawing book/worksheet, laptop, projector
2. Making of block prints - <https://youtu.be/wCWPv4We5tM>

## STRAND - DRAWING

### 10 Abstract Art

Abstract Art refers to a particular kind of art which uses visual language of shape, form, colour and line to create a composition which may exist with a degree of independence from visual references in the world.

### Competency

Create an abstract art using different medium to express ideas, thoughts and imagination.

### Objectives

1. Create an abstract art using different mediums.
2. Talk about their abstract arts to the class.

### Learning Experiences

1. Modern abstract art was born early in the 20th century. It was completely radical for its day. Artists began to create simplified objections with little or no reference to the “real” world. Teacher provides more other relevant linkages or examples.

### Tutorial

1. [Making of abstract art](https://youtu.be/mVhd2pBEeS8) <https://youtu.be/mVhd2pBEeS8>

Students create their own abstract arts using any mediums and then share to the class. Students work in groups and display for gallery walk. Teacher selects relevant videos on “Abstract Art” and share via social media.

### Reflection

1. Does your abstract art have a distinct mood?
2. Does it make you think about anything?
3. What message can you convey from your abstract art?

### Assessment

Teacher to use suitable assessment tool for this activity.

### Resources/materials

1. Colours, brushes, palate, pencils, erasers, drawing book/worksheet, spatula
2. [Making of abstract art](https://youtu.be/mVhd2pBEeS8) <https://youtu.be/mVhd2pBEeS8>
3. [Making of abstract art](https://lobopopart.com.br/en/abstract-art/) <https://lobopopart.com.br/en/abstract-art/>

### Supplementary

[Making of abstract art](https://lobopopart.com.br/en/abstract-art/) <https://lobopopart.com.br/en/abstract-art/>

# STRAND - PAINTING

## 11 Digital Art

Digital Art is an art made with digital technology or presented on digital technology. This includes images done completely on a computer or hand-drawn images scanned into a computer and finished using software programs. This also includes designing character graphics for video games, and developing animated videos. The learners must be encouraged to embrace digital art tools, as they are an engaging way for students to learn the soft skills needed to succeed in the future workplace, while sparking creativity and encouraging innovative thinking.

In this lesson, students learn about the paint net.

### Competency

Create a digital art using paint net software.

### Objective

1. Create two-dimensional image using paint net software.

### Learning Experiences

1. A teacher shows the tutorial videos on how to draw and paint using paint net software. The students explore and practise several times to achieve proficient technical and aesthetic skilled images.

**Note:** Download and install paint net software for this activity. Students go to ICT lab for the activity.

### Tutorial

1. Making of digital art <https://youtu.be/rYB-9jyMC1M>

### Reflection

1. What advantages do you think the paint net software have?
2. Which features and tools in the paint net are user friendly?
3. What would be the future scopes of digital art?
4. If your digital art of Astronaut happens to move, How would you feel? Why?



## Assessment

Sl.no	Criteria	3	2	1
1.	<b>Application of Shape Tool</b>	Student used the Shape tool to build objects very effectively	Student somewhat used the Shape tool to build objects	Student was unable to use the Shape tool to build objects
2.	<b>Application of Paint Tool</b>	Student used Paint tools to colour objects very effectively	Student somewhat used Paint tools to colour objects	Student unable to used Paint tool.
3.	<b>Composition</b>	Student expresses great skill in his drawing and painting.	Student expresses some skill in his drawing and painting	Student expresses very little skill in his drawing and painting.
4.	<b>Time Use</b>	The given task was completed early or within the given time.	About 50% of the given task completed within the given time.	The student was not able to complete the task in given time.

Sl.No.	Name	Marks	Teacher's comment
1	Choden		
2	Tshewang		
3	Dorji		

## Resources/materials

1. Computer and projector
2. Making of digital art <https://youtu.be/rYB-9jyMC1M>

# STRAND - DRAWING

## 12 Book Binding

Book Binding is referred to the act of assembling text or image pages into a book block either in a form of folded signatures or loose-leaf. Each page is attached into the book block to a cover for stability, protection and to communicate important information. It is one form of art which requires a series of skills in binding processes. There are different types of bindings such as sewn binding (a strong, durable binding where inside pages are sewn together in sections), glued binding, PUR-glued, lay-flat binding, spiral, wire-o, and saddle-stitched.

### Competency

Bind a book using any one of the methods consisting of art works.

### Objectives

1. Bind art worksheets into a book
2. Explore other methods of book binding.

### Learning Experiences

1. Students bind their art works using necessary materials into a booklet towards the end of the year. Teacher selects relevant videos on “bookbinding” and share via social media in the blended learning.

### Tutorial

1. Making of book binding <https://youtu.be/kmQYCV5uEPw>

### Reflection

1. How important is learning about bookbinding?
2. If you have 100000 books made by you, what would you do? How?

### Assessment

Teacher makes necessary tool for assessment.

### Resources/materials

1. Stitching needle, hard cover paper, thread, glue, colours, brushes, papers/ art worksheets, laptop, projector, cutting knife, ruler, sand paper.
2. Making of book binding <https://youtu.be/kmQYCV5uEPw>

## STRAND - CRAFT

### 13 - *Lhuendum* (Applique)

Appliqué is an art of needle work which uses pieces or patches of fabric in different shapes and patterns sewn or stuck onto a larger piece to form a picture or pattern. The 'Appliqué' originates from the Latin *applicō*<sup>[1]</sup> "I apply" and subsequently from the French *appliquer*<sup>[2]</sup> "attach". The technique is accomplished either by hand stitching or machine for the purpose of decoration. It is commonly used as decoration, especially on garments such as scroll cloth painting (*Thanks*), Tents (*Gur*), mask dance costumes, etc.

#### Competency

Create a design using the skill of applique.

#### Objective

1. Sew small cloth pieces on a larger cloth to form patterns.

#### Learning Experiences

1. Teacher shows tutorial video on general applique and let students make their own appliques.

#### Tutorial

1. Making of *Lhuendum* (Applique) <https://youtu.be/kNKwNzohSnE>

#### Reflection

1. What did you learn from this activity?
2. What are the safety precautions you took in this activity?
3. Share your experiences in managing the wastes?

#### Assessment

1. Assess using qualitative remarks.

Sl No.	Name	Stitching skills	Creativity	Waste management	Safety measures
1	Sonam				
2	Dorji				
3					

#### Resources/materials

1. Pencils, paper, scissors, glue, chalk, needle, thread, cloth pieces.
2. Making of *Lhuendum* (Applique) <https://youtu.be/kNKwNzohSnE>

## 14 Pottery

Pottery is the process of making vessels and other objects using clay and other ceramic materials, which are usually baked at high temperatures to give them hard and durable. In this lesson, students make simple pottery using mud or soil.

### Competency

Make simple pottery using soil and mud.

### Objectives

1. Prepare clay using appropriate soil.
2. Make simple pottery items.

**Learning Experiences** - Teacher shows tutorial video on pottery making and let students make their own pottery items.

### Tutorial

1. Soil preparation <https://youtu.be/FIdMq8-7dSI>
2. Pottery making <https://youtu.be/52ipR2t9ROI>

### Reflection

1. How did you feel about the whole process of making your pottery?
2. Which type of soil is appropriate for making the best pottery?

**Assessment** - Sample rubric:

<i>Category</i>	<i>Excellent</i>	<i>Meeting</i>	<i>Approaching</i>	<i>Beginning</i>
<i>Effort put into work</i>	You took your time and worked hard on the project	You worked hard for most of the time	You put a small effort into the project	You rushed through and did not work hard
<i>Creativity</i>	You used your own ideas and imagination.	You used your own ideas and imagination most of the time.	You used some imagination.	You did not use your own ideas and imagination.
<i>Attractiveness</i>	The model is exceptionally attractive in terms of design, layout and neatness.	The model is attractive in terms of design, layout and neatness.	The model is acceptably attractive in terms of design, layout and neatness.	The model is poorly designed. It is not attractive.

Assessment

SI No.	Name	Skills of pottery making	Creativity	Soil preparation	Safety precautions
1	Sonam				
2	Dorji				

## Resources/materials

1. Soil, Water, colour, brush, glue, fiber, projector, laptop, hoe, sieve, bowl, knife
2. Soil preparation <https://youtu.be/FIdMq8-7dSI>
3. Pottery making <https://youtu.be/52ipR2t9ROI>

## 15 Models (papier-mache, sawdust, clay)

Models in art is an act of producing 3D representations of objects. Modelling or making of any shape using clay/papier-mache/sawdust specialises in hand built artworks, allowing learners to find ways to express ideas in three-dimensional forms. This activity provides opportunity for students to touch, feel, manipulate and create different shapes. Playing with such materials help children discover and develop their creativity and learning skills. It also helps in expanding a child's attention span.

**Competency** - Exhibit creativity to make models.

### Objective

1. Create models using clay, papier-mache or sawdust.

### Learning Experiences

1. Teacher keeps all the required materials ready for the activity. This activity can be conducted outside for using papier-mache, clay, sawdust and water. Students work in groups to create models of their choice.

**Note** - Ensure the workplace is cleaned and their hands are washed after the activity.

**Tutorial** - Making of model using papier-mache - <https://youtu.be/vcvotVlv-jU>

### Reflection

1. Did you enjoy playing with clay/papier-mache/sawdust?
2. Do you think such activity is useful? Why?

**Assessment** - Use rubrics to assess students' works as given below rubrics.

Levels of Achievement				
<i>Criteria</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Meeting</i>	<i>Exceeding</i>
<i>Creativity (originality and unique theme chosen)</i>	Limited creativity is displayed	Some creativity is displayed	Considerable creativity is displayed	Extensive creativity is displayed
<i>Communication (Does it look like what they were trying to portray?)</i>	Limitedly reflects the topic chosen	Moderately reflects the topic chosen	Considerably reflects the topic chosen	Excellently reflects the topic chosen

Following directions	Failed to follow directions, did not finish or is missing significant sections.	Completed the work missing some aspects or some sections	Completed the work missing very less aspects	Completed the work following all the directions correctly
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### Resources/Materials

1. Clay, sawdust, unwanted papers or egg tray to make papier-mache, glue, colours, brushes
2. Making of model using papier-mache - <https://youtu.be/vcvotVlv-jU>

## 16 Craft from Waste

Craft from Waste denotes a form of work, involving the creation of physical objects using old unusable materials. Making crafts from waste materials teach children how to recycle or reuse. It is a good way to make children aware of the importance of giving new uses to things that previously seemed unusable. This activity makes students responsible about waste management.

### Competency

Produce crafts from waste materials to foster learner's creativity.

### Objective/s

1. Make craft products such as containers, baskets, and bins from wastes.
2. Talk/narrate about their products to the whole class.

### Learning Experiences

1. Both the teacher and the students collect the waste materials beforehand. Teacher shows the tutorial video and let students observe the process carefully. Students then work in groups to create crafts of their choice using any waste materials.

**Tutorial** - Making of basket using old magazine - <https://youtu.be/1hdXeYmYHqI>

**Note** - Teacher reminds on safety measures while using sharp tools.

### Reflection

1. Did the activity help you to learn new skills?
2. What aspects of the process did you like?
3. What else can you make with waste materials?

**Assessment** - Students work can be assessed using rubric.

<b>Category</b>	<b>Excellent</b>	<b>Meeting</b>	<b>Approaching</b>	<b>Beginning</b>
<i>Effort put into work</i>	You took your time and worked hard on the project	You worked hard for most of the time	You put a small effort into the project	You rushed through and did not work hard
<i>Creativity</i>	You used your own ideas and imagination.	You used your own ideas and imagination most of the time.	You used some imagination.	You did not use your own ideas and imagination.
<i>Attractiveness</i>	The model is exceptionally attractive in terms of design, layout and neatness.	The model is attractive in terms of design, layout and neatness.	The model is acceptably attractive in terms of design, layout and neatness.	The model is poorly designed. It is not attractive.

**Resources/Materials:**

1. Empty milk packets, old newspapers, old magazines, plastic bottles, scissors, glue, colours, brushes, cello tape etc.
2. Making of basket using old magazine - <https://youtu.be/1hdXeYmYHqI>

**Supplementary** - Making of plastic bottle basket-<https://youtu.be/4ZrWYm4n9UI>

## 17 Origami (Tulips, Iris flower, Wristbands)

Origami is the art of paper-folding to create both two-dimensional and three-dimensional objects. Such activity helps develop hand-eye coordination, mental concentration, and refine dexterity. Besides, the students gain knowledge through observation and by following instructions.

**Competency** - Create origami crafts incorporating the required skills.

**Objectives**

1. Make advanced origami Iris (flower), tulips, and wristbands.
2. Talk about his/her crafts made.

**Learning Experience** - Teacher provides the students with the origami paper (any other square paper can be used if origami papers are not available) to carry out the activity. The teacher then demonstrates on each activity before whole class, making children do simultaneously.

- Tutorial** -1. Making of origami Iris flower - <https://youtu.be/MSilvc8tAJs>
2. Making of origami wristband - [https://youtu.be/rNkGx\\_pjEH0](https://youtu.be/rNkGx_pjEH0)
  3. Making of origami tulip - <https://youtu.be/na4XF5zVn6w>

## Reflection

1. How has origami activities helped you?
2. What challenges did you face in this activity?

## Assessment

Use rubrics to assess student's work as given below.

<b>Levels of Achievement</b>				
<b><i>Criteria</i></b>	<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Meeting</i></b>	<b><i>Exceeding</i></b>
Completed all steps	No effort was made; tulip, Iris or wristband is not constructed	Little effort was made; tulip, Iris or wristband is partially constructed	Much effort was made; tulip, Iris or wristband is mostly constructed	Tulip, Iris or wristband is completely constructed
Neatness of folds	Folds are sloppy and uneven	Folds are somewhat sloppy and not even	Folds are mostly neatly creased and even	Folds are neatly creased and even
Cooperation and behaviour	Did not follow directions and required constant assistance	Struggled with instructions and required much assistance	Followed directions mostly and required little assistance	Followed directions and needed no assistance

## Resources/Materials

1. Origami papers or any other square papers, scissors
2. Making of origami Iris flower - <https://youtu.be/MSilvc8tAJs>
3. Making of origami wristband - [https://youtu.be/rNkGx\\_pjEH0](https://youtu.be/rNkGx_pjEH0)
4. Making of origami tulip - <https://youtu.be/na4XF5zVn6w>



## 18 Stone Painting

Stone Painting is simply creating arts on the stones and pebbles using water-based colours. These pebbles are all around us, you just need to put in a little bit of creativity to turn these stones into works of art. And it can be a great hobby for children to take on. Letting students experience such activity supports develop their fine motor skills, creative outlets, improve abilities to follow step-by-step instructions to build up patience.

### Competency

Create stone painting and appreciate the gift of nature.

### Objectives

1. Create stone painting of his/her choice.
2. Talk about his or her stone painting.

### Learning Experiences

1. The teacher and students go around the school campus to collect the stones and pebbles, or the teacher will have collected it beforehand if it is not available around the campus. The teacher must have other materials such as acrylic colour or water colour, brush and water kept ready for the activity. Teacher then demonstrates the activity and accordingly have students do the stone art of their choice. Finally, the students display their work and talk about it to the class.

**Tutorial** - Making stone painting art - [https://youtu.be/yL\\_AwJ3KiSM](https://youtu.be/yL_AwJ3KiSM)

### Reflection

1. Did you enjoy this activity?
2. Whose work did you like the most? Why?
3. What are the things we get as gifts from nature?
4. Why do you say it is a gift of nature?

### Assessment

1. Assess student's work using appropriate tools such as checklist, Individual folder or rubrics. Teacher collects students' works for display in the classroom.

### Resources/Materials

1. Stones or pebbles, acrylic colour, brush, water.
2. Making stone painting art - [https://youtu.be/yL\\_AwJ3KiSM](https://youtu.be/yL_AwJ3KiSM)

## 19 String Art

String Art is weaving coloured thread or yarn between hammered nails to make geometric patterns. The strings require a precise grip and depending on how the student handles the string, it results in different colour effects. It also boosts eye-hand coordination and concentration, and creativity and relaxation for this is one such calming activity in which students can develop and express their creative ideas.

### Competency

Manifest creativity to create string art on any geometric shapes.

### Objective

1. Make string art on any geometric shape of his/her choice.

### Learning Experiences

1. The teacher shows the tutorial video on how to make a string art. Students then do the activity in groups to create a string art of their choice. Meantime, the teacher monitors the work of students for the quality output.

**Note** - Students must be briefed on the safety use of the materials such as nails and hammer.

**Tutorial** - Making of string art - <https://youtu.be/Mclxs6779Z8>

### Reflection

1. What are some of the skills you need for this activity?
2. How can we produce a string art without using nails?
3. What excites you the most about the string art?

### Assessment

1. Assess students' works using appropriate tools such as checklist, Individual folder or rubrics. Teacher collects students' works for display in the classroom.

### Resources/materials

1. Thread of desired colours, nails, hammer and wooden board, ruler.
2. Making of string art - <https://youtu.be/Mclxs6779Z8>

## 20 Rag Rug Craft

Rag Rug Craft is filling of rags torn into strips whose ends are tied or sewed together to create rag rug such as mats and foot mats. This activity offers the added benefit of reusing waste materials or old clothes. Thus, it triggers the learner's imaginative play, builds creativity and problem solving skills.

### Competency

Display imaginative play and creativity to create rag rug using old unusable clothes

### Objectives

1. Make rag rug using old unusable clothes strips.
2. Talk about the usage of rag rug.

### Learning Experiences

1. Teacher shows the tutorial video on how to make rag rug and then accordingly students make a rag rug in groups.

**Tutorial** - Making of rag rug - <https://youtu.be/TZFF6kLlOtc>

### Reflection

1. Did you enjoy making rug?
2. Would you recommend such skills to the people of your community? Why and how?

### Assessment

1. Assess students' works using appropriate tools such as checklist, Individual folder or rubrics. Teacher collects students' works for display in the classroom.

### Resources/materials

1. Old clothes, scissors, cello tape and cardboard.
2. Making of rag rug - <https://youtu.be/TZFF6kLlOtc>

### Supplementary

Making of rag rug - <https://youtu.be/QW2zwr6txdo>