

National School Curriculum

# INSTRUCTIONAL GUIDE FOR ARTS EDUCATION

CLASS: PP-III



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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## 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 National School 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 NSC, 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.
- ix. 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.

# INSTRUCTIONAL GUIDE - PP

## INSTRUCTION ON LEARNING EXPERIENCES ORGANIZATION

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

### Curriculum Content

## STRAND - DRAWING

### Topic - 1- Big Arm Movement

It is a basic exercise of drawing lines freely without any prescribed rules. It involves the movement of the arm at one's pleasure and style. This activity enhance gross motor skills and hand-eye coordination. This activity can be done in a similar manner outside the classroom on the bare/sandy ground. The teacher has to bring pre-drawn lines in a separate worksheet (chart paper) to the class as an example.

### Competency

Perform big arm movements for the development of gross motor skills and hold a pencil/crayon correctly.

### Objectives

1. Hold a pencil correctly.
2. Make scribbles using pencils, crayons, sticks, fingers.
3. Draw lines freely by using big arm movement techniques as instructed.
4. Realise that scribbling on walls or other properties is a bad habit.

### Learning Experiences:

1. Individual work – students watch a tutorial video on how to hold a pencil correctly and learn it. In the next lesson, students carry out the task using workbooks or worksheet inside the classroom. This activity can be carried out outdoor (open ground) for more practice so that students develop hand-control and coordination.
2. Teacher refers Teacher's Guide Book chapter 1 (page no 1) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Tutorial - <https://youtu.be/RclxBdiuvOM>

3. Teacher creates or selects tutorial videos on how to hold a pencil and big arm movement lessons. These videos can be shared via Wechat, Messenger, Telegram, and Signal. Longer video can be uploaded in YouTube. Students carry out the activities in their workbook or drawing book

**Note:** Advise children not to scribble on walls, cars, roads

Parents to guide their children

### **Reflection:**

1. Did you enjoy the activity?
2. Would you like to do it again?
3. Many children scribble on walls and properties. Is it a good habit to scribble on the wall?

### **Assessment:**

1. Assess individual workbook or drawing book. Students also submit their works via Wechat, Messenger, WhatsApp, Signal etc. The teacher maintains a record of students' work using appropriate tools such checklist, individual folder, rubrics, rating scale (refer NSCF for sample)
2. Maintain the record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenient.

### **Resources/ materials**

- Teacher's Guide Book, Student's workbook, worksheet, pencil, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>



## Topic - 2 – Lines

Line is an element of art defined by a point moving in a space. It is a straight or a curved extension of different points. Formation of line is the basis of any drawing and sketching. This activity develops hand-eye coordination and enhances the skill of drawing fine lines.

### Competency

Demonstrate progression from scribbles towards development of drawing simple lines and curves.

### Objectives

1. Draw short-straight lines by tracing over the dotted lines.
2. Draw longer lines and curve lines
3. Demonstrate finesse in simple drawing.

### Learning Experiences:

1. Individual work – students carry out the task using workbooks or worksheet. This activity can be extended to more refinement task by connecting to tutorial video with the given link below after the first task.
2. Teacher refers Teacher’s Guide Book chapter 2 (page 3) or visit DCPD web (download) to conduct the task.

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

**Tutorial** - <https://www.youtube.com/watch?v=5k387j7wcmw>

Teacher creates or selects tutorial videos on ‘how to start drawing simple lines and curves’. These videos can be shared via Wechat, Messenger, Telegram, and Signal. Longer video can be uploaded in YouTube (self - created videos). Students carry out the activities in their workbook or drawing book.

**Note:** Advise children not to draw on walls, cars, roads. Parents to guide their children

### Reflection

1. What did you do in this activity?
2. Were you able to draw neat lines?
3. Can you draw lines without dots?

**Assessment:**

1. Assess individual workbook or drawing book. Students can also submit their works via Wechat, Messenger, WhatsApp, Signal etc. The teacher maintains a record of students' work using appropriate tools such checklist, individual folder, rubrics, rating scale (refer NSCF for sample).

**Resources/ materials**

- Teacher's Guide Book, Student's workbook, worksheet, pencil, colour pencil, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- **Supplementary link**
  - <https://www.youtube.com/watch?v=uMdor4luSlQ>
  - <https://youtu.be/Tzt0V7J65mQ>

## STRAND - PAINTING

### Topic-3 – Observe and Colour

Observe and Colour refers to observing of an object and colouring the outline of a picture with the same colour. Student can carry out the activity as instructed. This activity helps students to develop observational skills and get exposure to different colours. Encourage students to colour within the outline to ensure finesse.

**Competency**

Observe and paint objects found in their environment

**Objective/s**

1. Identify the colour of an object
2. Colour the outline of an object with appropriate colour as shown in the sample picture.

**Learning Experiences:**

1. Individual task – students carry out the task using workbooks or worksheet. This activity can be extended to more refinement task by connecting to tutorial video with the given link below after the first task.

2. Teacher refers Teacher's Guide Book chapter 3 (page 5) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Tutorial - <https://youtu.be/uuOpfCG0aUY>

Teacher creates or selects tutorial videos on 'basic colouring within outlines'. These videos can be shared via Wechat, Messenger, Telegram, and Signal. Longer video can be uploaded in YouTube (self- created videos). Students carry out the activities in their workbook or drawing book.

Note: Advise children not to colour on walls, cars, roads. Parents to guide their children.

### **Reflection**

1. Observe your friend's coloured work and share your observations to the class.
2. Do you love colours? Show your favourite colour.

### **Assessment:**

1. Assess individual task. Students can also submit their works via Wechat, Messenger, WhatsApp, Signal etc. The teacher makes general feedback on student's work.

### **Resources/ materials**

- Teacher's Guide Book, Student's workbook, worksheet, pencil, colour pencil, crayon, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

## **Topic - 4 – Trace and Colour**

Trace and colour involves student tracing over the dotted lines to form an image. Once the image is formed, students have to colour the image. Then introduce the image name (*Drami*) and the class can talk about it.

### **Competency**

Colour within the traced outlines

**Objective/s**

1. Trace over dotted *Drami*.
2. Apply colour referring the given example

**Learning Experiences:**

Teacher can refer Teacher's Guide Book chapter 4 (page 7) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Individual work – students carry out the task using workbooks or worksheet. This activity can be extended to more refinement task by connecting to tutorial video with the given link below after the first task.

Tutorial - <https://youtu.be/vgiPq0VpKBo>

2. Teachers have to prepare worksheets before children watch this tutorial to carry out the task later. The teacher can also ask students to work on alternative activity given in the Teacher's Guide (page 8). The teacher can create or select tutorial videos on 'Trace and Colour'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self - created videos). Students carry out the activities in their workbook or drawing book.

**Note:** Teacher to bring a sample *Drami* and show it to the class before students carry out their activities.

**Reflection**

1. Have you seen *Drami*? Where do we see the pattern of *Drami*?
2. How do you feel when you see *Drami*?

**Assessment:**

1. Assess individual workbook or drawing book. Students can also submit their works via different social media tools. The teacher can assess their workbooks after the task and keep and maintain a record of each student's task using appropriate tools such checklist, individual folder, rubrics, rating scale (refer NSCF for sample).
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				

## Resources/ materials

- Teacher's Guide Book, Student's workbook, worksheet, pencil, colour pencil, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

## STRAND - CRAFT

### Topic - 5 – Claywork (shapes)

Clay work means modelling or making any shapes using clay/dough/mud. This activity provides opportunity for students to touch, feel, manipulate and create different shapes. Playing with clay helps to develop the child's hand muscle and improve dexterity. It also helps in expanding a child's attention span.

**Competency-** Experiment with different materials and mediums in making simple shapes and models.

#### Objective/s

1. Model simple shapes using clay/mud/dough.
2. Colour their models.

#### Learning Experiences:

Teacher can refer Teacher's Guide Book chapter 5 (page 10) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Individual work – students carry out the task using workbooks or worksheets. This activity can be extended to more refinement task by connecting to tutorial video. Teacher can select any mud clay tutorial lesson from online.

**Tutorial** - <https://youtu.be/qJ3dYuy6w6w>

Also, the teacher can make students carry out alternative activity given in the Teacher's Guide (page 10) using Plasticine or play dough. The teacher can create or select tutorial videos on 'Clay Work'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self - created videos). Students carry out the activities in their workbook or drawing book.

**Note:** For this activity, the teacher will instruct students to bring clay/mud/dough from their homes. After this activity, students have to clean their work place and wash their hands properly.

### Reflection

1. Did you enjoy playing with clay?
2. What should be done for your dirty hands?
3. What are we going to do with your clay works?

### Assessment:

1. Assess individual tasks physically and keep a record using appropriate record sheets. Students can also submit their works via different social media tools.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	progression	participation	Skilful
1	Sonam				
2	karma				
3					

### Resources/ materials

- Teacher's Guide Book, clay/dough/mud, plasticine/play dough, poster colour, paint brush, palette, water, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- **Supplementary link**
  1. <https://youtu.be/3YvFFM5ohrk>
  2. [https://youtu.be/E7ps\\_BomGbo](https://youtu.be/E7ps_BomGbo)

## STRAND - DRAWING

### Topic - 6 – Frottage (rubbing)

Frottage is a technique of creating a design by rubbing (with pencil/coloured pencil or crayon) over an object placed underneath the paper. We can use interesting surfaces such as wall, floor, doors, rocks, and leaves etc. to create a fun art piece. Using this technique, students can create prints and texture of any objects.

#### Competency

Create different frottage textures using different materials.

#### Objective/s

1. Rub over materials to capture different textures.

#### Learning Experiences:

Teacher can refer Teacher's Guide Book chapter 6 (page 11) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Individual work – students carry out the task using workbooks or worksheet. This activity can be extended to more refinement tasks by connecting to tutorial video with the given link below after the first task.

**Tutorial -** <https://youtu.be/OxNCvckdkU8>

2. Students carry out the task given in the Teacher's Guide (page 11) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on 'Frottage'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self - created videos). Students carry out the activities in their workbook, drawing book, and worksheets.

**Note:** Teacher should collect varieties of materials with different textures to be used in the class beforehand.

#### Reflection

1. Is there any interesting things in your house that can make frottage art?

**Assessment:**

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	participation	Skilful
1	Sonam				
2	karma				
3					

**Resources/ materials**

- Teacher's Guide Book, workbook, crayon, colour pencil, different materials (coin, leaves, fabric/ objects with corrugated surface) for making frottage, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- Supplementary link - <https://youtu.be/ExuW4ks6Uf8>

**STRAND - PAINTING****Topic - 7 – Cotton Printing (*Bumpa*)**

It is a type of printing which requires soaking of cotton in a colour and dabbing them on an outline shape. We can use any medium of colour for this activity. However, water colour is preferred owing to its availability. It provides an opportunity to use tools and techniques of printing. It will encourage creativity and develop their power of imagination.

**Competency**

Develop foundational skills and techniques to use various mediums to create simple prints and paintings

**Objective/s**

Make prints using cotton within given outline shape



### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 7 (page 13) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Students carry out the task using workbooks or worksheet. Similar activity can be done by connecting to tutorial video with the given link after the first task.

**Tutorial** - <https://youtu.be/8FTDIJzKnss>

2. Students carry out the task given in the Teacher's Guide (page 13) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'simple printing with sponge for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self-created videos). Students carry out the activities in their workbook, drawing book, and worksheets.

**Note:** Teacher asks students to bring balls from their homes if it's not available in the school. After the activity. Let the art work dry before students close their workbook. Ensure proper disposal of used cotton balls.

### Reflection

1. Did you enjoy the activity?
2. What else can you do with cotton ball other than print?

### Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

## Resources/ materials

- Teacher's Guide Book, workbook, cotton, poster or water colour, palette, brushes, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- **Supplementary link** - <https://youtu.be/sL4YMo64rcA>

## Topic - 8 – Finger Printing

Finger printing is a technique of creating prints using impression of the inner surface of the finger on a surface. We can use finger prints creatively for this lesson on paper. This activity will help students in developing sensory integration of touch and feel.

### Competency

Develop foundational skills and techniques to use various mediums to create simple prints and paintings.

### Objective/s

1. Make prints using finger(s)
2. Use finger prints to create forms and shapes.

### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 8 (page 15) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Students carry out the task using workbooks or worksheet. Similar activity can be done by connecting to tutorial video with the given link below after the first task.

**Tutorial** - [https://youtu.be/oblbD\\_aUcr8](https://youtu.be/oblbD_aUcr8)

2. Students carry out the task given in the Teacher's Guide (page 13) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'simple finger printing for small children'. These videos can be shared via different social media tools. Longer video can be uploaded in YouTube (self-created videos). Students carry out the activities in their workbook, drawing book, and worksheets.

**Note:** The teacher must ensure that students fold their sleeves before doing this activity as it involves dipping finger(s) in paints. Students have to wash their hands after the activity.

### Reflection

1. How many finger print arts did you make?
2. Which one is your best? Tell us about it?

### Assessment:

1. Assess individual workbook or worksheet. Students also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

### Resources/ materials

- Teacher's Guide Book, paper sheet, cotton, poster or water colour, palette, brushes, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- Supplementary link - <https://youtu.be/wR4cedjvPFs>

## Topic - 9 – Vegetable or Fruit Printing

It is a method of making prints using vegetables or fruits. It can be done either by dipping or applying colour directly on the cut surface of vegetable or fruit and stamping it onto the paper in random or ordered patterns. Printing consists of many fun activities for students which can trigger student's senses for innovation and creativity.

## Competency

Develop foundational skills and techniques to use various mediums to create simple prints and paintings

## Objective/s

1. Make vegetable or fruit prints in the given outline
2. Dispose the used vegetables in the proper place (degradable).

## Learning Experiences:

Teacher refer Teacher's Guide Book chapter 9 (page 17) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Students carry out the task using workbooks or worksheet. Similar activity can be done by connecting to tutorial video with the given link below after the first task.

**Tutorial** - <https://youtu.be/2-2fSRR3B8E>

2. Students carry out the task given in the Teacher's Guide (page 17) from the alternative activity using different materials at home or school. The teacher also create or select tutorial videos on 'vegetable and fruit printing for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self-created videos). Students carry out the activities in their workbook/drawing book/worksheets.

**Note:** Ask students to bring available fruits or vegetables a day before the activity. Teacher must cut the vegetables or fruits before the class begins (ladyfinger and bitter melon make better prints).

## Reflection

1. How many finger print arts did you make?
2. Which one is your best? Tell us about it?

## Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.

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

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

### Resources/ materials

- Teacher's Guide Book, paper sheet, cotton, poster or water colour, palette, brushes, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- Supplementary link - <https://youtu.be/zCNc6hGg6aE>

## STRAND - CRAFT

### Topic- 10 – Paper Plane

Paper plane refers to making a simple craft by folding a sheet of paper to create a toy. It is a part of origami. Origami is an art of paper folding, which is often associated with Japanese culture. In modern usage, the word 'origami' is used as an inclusive term for all folding practices, regardless of their culture of origin. Making paper plane requires patience and an ability to fold paper. It brings excitement in other learning modalities such as visualization and kinaesthetic through hands-on experiences.

### Competency

Experiment with different materials and mediums in making simple craft works

### Objective/s

Fold paper to make paper planes using paper or waste paper.

### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 10 (page 19) or visit DCPD web (download) to conduct the task.

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

1. Students carry out the task using workbooks or worksheet. Similar activity can be done by connecting to tutorial video with the given link below after the first task.

**Tutorial -** <https://youtu.be/X6CZZO3pFvU>

2. Students carry out the task given in the Teacher's Guide (page 19) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'simple paper plane for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self - created videos). Students carry out the activities in their workbook, drawing book, and worksheets.

**Note:** Take students outside to play with their paper planes and have fun. Take safety measures by not hitting their paper planes to each other.

### Reflection

1. Whose plane could fly higher in the air? Why do you think so?
2. Will you be able to make paper plane tomorrow?

### Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

### Resources/ materials

- Teacher's Guide Book, coloured paper or origami paper, glue, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

## Topic- 11 – Cut and Paste (Tiger)

This is one form of collage that requires cutting of paper and pasting on the given outline. This particular activity requires the teacher to cut tiger stripes as shown in the picture in the Teacher's Guide book before the class begins. This activity helps students to learn skills such as gluing, sticking and organizing the art work.

### Competency

Create paper collages using torn up old newspapers, magazines, and paper wastes.

### Objective/s

Paste the given paper strips within the outline of a tiger

### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 11 (page 21) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Students carry out the task given in the Teacher's Guide (page 19) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'simple cut and paste activity for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self-created videos). Students carry out the activities in their workbook, drawing book, and worksheets.

**Note:** The teacher should cut the paper strips using the black colour magazine pages or black chart paper in advance.

### Reflection

1. Which other animals have you seen with strips?

### Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				

### Resources/ materials

- Teacher's Guide Book, black coloured paper strips, scissors (for teacher) glue, projector, and laptop.
- REC web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

## Topic- 12 – Tear and Paste

It is a collage that does not involve cutting. Papers are torn and pasted to create collage/art work. This activity helps children to learn skills such as gluing, sticking and tearing of papers in desired size and shape. This activity also provides opportunity for creative thinking and reusing waste papers (old magazine or newspaper).

### Competency

Create paper collages using torn up old newspapers, magazines, and paper wastes.

### Objective/s

1. Tear and paste paper (old magazine or newspaper) to create a collage.
2. Manage their own wastes

### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 12 (page 23) or visit DCPD web (download) to conduct the task.

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

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 24) or by connecting to tutorial video online (teacher can find tutorial online).

**Tutorial -** <https://youtu.be/Xp6jcPPNSuA>



- Students carry out the task given in the Teacher's Guide (page 23) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'simple tear and paste activity for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self-created videos). Students carry out the activities in their workbook/drawing book/ worksheets.

**Note:** Allow students to decide their own collage, so that the topic provided should not be taken as prescriptive.

### Reflection

- Display their art works and let them talk about it
- Gallery walk

### Assessment:

- Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
- Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

### Resources/ materials

- Teacher's Guide Book, old magazines, glue, coloured paper, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- Supplementary link - [https://youtu.be/MX\\_VDpbxJHQ](https://youtu.be/MX_VDpbxJHQ)

## STRAND - DRAWING

### Topic- 13 – Curves

A curve is a line with bends without any shape angles. It is the best basis for all the drawings or sketching. Curve lines express fluid movement and they can be calm or dynamic depending on how much they curve. This activity will develop hand – eye coordination and enhance the skill of drawing fine lines.

#### Competency

Draw simple curves.

#### Objective/s

1. Trace over the dots to create curves.

#### Learning Experiences:

Teacher refers Teacher’s Guide Book chapter 13 (page 25) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher’s guide book (page 26) or by connecting to tutorial video online (teacher can find tutorial online).

**Tutorial -** <https://youtu.be/LgE7Wqanqio>

2. Students carry out the task given in the Teacher’s Guide (page 25) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on ‘simple drawing curve activity for small children’. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self- created videos). Students carry out the activities in their workbook/drawing book/worksheets.

**Note:** Encourage students to draw different curves.

#### Reflection

1. Observe and identify the curves (lines) in their environment.

**Assessment:**

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

**Resources/ materials**

- Teacher's Guide Book, workbook, pencil, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- **Supplementary link** - <https://youtu.be/eTScSdG9IMA>

## Topic - 14 – Tracing

Drawing around an object to get a 2-D outline of that object is called tracing. Although there are other types of tracing, this activity is focussed on tracing around an object. It is a fun activity that requires students to hold the object firmly for proper tracing. It enhance their dexterity and hand-eye coordination.

This activity can be best carried out in groups to enable them to take turns in using the objects for tracing.

**Competency**

Trace over different objects found in the immediate environment.

**Objective/s**

1. Trace objects which are available with pencil or coloured pencil

**Learning Experiences:**

Teacher refers Teacher's Guide Book chapter 14 (page 27) or visit DCPD web (download) to conduct the task.

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

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 28) or by connecting to tutorial video online (teacher can find tutorial online).

**Tutorial –** <https://youtu.be/thTZW1MPX4I>

2. Students carry out the task given in the Teacher's Guide (page 27) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'Tracing activity for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self - created videos). Students carry out the activities in their workbook/drawing book/worksheets.

**Note:** The teacher has to collect traceable objects before the class begins. However, avoid giving sharp objects like nails, knife, broken glass objects, pins, and blades.

### Reflection

1. Do you like this activity? Why?
2. Identify 2-D and 3-D shapes.

### Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsApp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

### Resources/ materials

- Teacher's Guide Book, workbook, pencil, coloured pencil, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- **Supplementary link -** <https://youtu.be/FyyJDXq-7uU>

## STRAND - PAINTING

### Topic - 15 – Colour Work

Colour Work refers to colouring of shapes within the given outline using primary colours. Primary colours are colours that can be combined to make a useful range of colours which cannot be created by mixing other colours. Primary colours consist of Red, Blue and Yellow (RBY).

Colour is a part of human life which helps to describe and form visual images of nature and surrounding. Similarly, when they are exercising their imagination while creating stories, colour is an important part of the descriptive techniques.

#### Competency

Recognize Primary colours to help understand colours present in their surroundings.

#### Objective/s

1. Identify primary colours (Red, Green, and Yellow)
2. Colour the pictures given in the workbook.

#### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 15 (page 30) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 29) or by connecting to tutorial video online (teacher must prepare all outline pictures given in the tutorial video).

**Tutorial** - <https://youtu.be/tWFbY7Ad6to>

2. Students carry out the task given in the Teacher's Guide (page 29) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'colour work for small children'. These videos can be shared via different social media tools or platform. Longer video can be uploaded in YouTube (self-created videos). Students carry out the activities in their workbook/drawing book,/worksheets.

**Note:** Class PP students will be introduced to primary colours through this activity. Teacher can focus on identification of primary colours in this activity.

## Reflection

1. Identify the objects with primary colours in the classroom

## Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

## Resources/ materials

Teacher's Guide Book, workbook, crayon, or oil pastel,/coloured pencil, projector, and laptop.

DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

Supplementary link - [https://youtu.be/iBk0N\\_3umo8](https://youtu.be/iBk0N_3umo8)

## Topic - 16 – Printing with Leaves

Printing with Leaves is another form of print work, where leaves are used as a medium. It is a fun and easy printing activity for students of all ages. Leaf printing is also a great scrapbooking idea or a way to enhance gift wrap, cards and other paper crafts. It helps students learn about shapes, colour, colour blending and fall season of leaves.

## Competency

Observe and paint objects found in their environment

## Objective/s

1. Make prints using fallen leaves.

### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 16 (page 31) or visit DCPD web (download) to conduct the task.

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

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 32) or by connecting to tutorial video online (teacher can find tutorial online).

**Tutorial** – <https://youtu.be/DknOvAlfX5o>

2. Students carry out the task given in the Teacher's Guide (page 31) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on 'Printing with Leaves for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self-created videos). Students carry out the activities in their workbook/drawing book/worksheets.

**Note:** Teacher may have to arrange additional paper for printing.

### Reflection

1. Why did we collect fallen leaves?

### Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

### Resources/ materials

- Teacher's Guide Book, workbook, poster/water colour, brushes, palette, leaves, projector, and laptop.

- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- **Supplementary link** - <https://youtu.be/-2frUcgQ8UQ>

## STRAND - DRAWING

### Topic- 17 – Chalk Rub

Chalk Rub is an activity of creating images of the stencil by rubbing chalk on its edges. Students get an opportunity to try with different media to make art, thus encouraging visual analysis and concentration.

#### Competency

Rub over the stencil design to create images or pictures.

#### Objective/s

1. Rub the edges of the stencil with coloured chalk.

#### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 17 (page 33) or visit DCPD web (download) to conduct the task.

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

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 34).
2. Students carry out the task given in the Teacher's Guide (page 32) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'rubbing for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self- created videos). Students carry out the activities in their workbook/drawing book/worksheets.

**Note:** Teacher has to cut different stencils before the activity. The stencil paper should be thicker than the usual paper so that the rubbing will be possible for a better image. If coloured chalk is not available, a white chalk can be soaked in a colour ink.

#### Reflection

1. What other material can we use for chalk rub?



**Assessment:**

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

**Resources/ materials**

- Teacher's Guide Book, workbook, colour chalk, stencil, projector, and laptop.
- **DCPD web link-** <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- **Supplementary link -** <https://youtu.be/B2TvxHAmT70>

**STRAND - CRAFT****Topic - 18 – Paper Fan**

Paper Fan is a craft made by folding a sheet of paper. It is a form of origami which helps students to stimulate creativity, enhance attention and sequencing skills.

Students can use their paper fans for cooling purposes for fun.

**Competency**

Develop basic paper crafting skills.

**Objective/s**

1. Fold paper to make paper fan
2. Construct simple origami

**Learning Experiences:**

Teacher refers Teacher's Guide Book chapter 18 (page 35) or visit DCPD web (download) to conduct the task.

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

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 36) or by connecting to tutorial video online (teacher can find tutorial online).

**Tutorial** - <https://youtu.be/dIRxwUfsbD4>

2. Students carry out the task given in the Teacher's Guide (page 35) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'paper fan art for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self - created videos). Students carry out the activities in their workbook/drawing book/worksheets.

### Reflection

1. Try joining two-three of the fans

### Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. no	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				

### Resources/ materials

- Teacher's Guide Book, used paper, glue, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- **Supplementary link** - <https://youtu.be/kIqMwvgxVSM>

## STRAND - DRAWING

### Topic - 19 – Joining Dots

It is a form of puzzle that has a sequence of numbered dots. When all the dots are connected to form lines, an outline of an object or shape is revealed. This activity has a surprise element and gives students a joy upon discovering the image. It also enhances hand-eye coordination and numbering exercises.

#### Competency

Rub over the stencil design to create pictures.

#### Objective/s

1. Fold paper to make paper fan
2. Develop basic paper crafting skills.

#### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 19 (page 36) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 37) or by connecting to tutorial video online (teacher can find tutorial online).

**Tutorial** - <https://youtu.be/vNBEFJ5APic>

2. Students carry out the task given in the Teacher's Guide (page 36) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'Joining Dots activity for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self - created videos). Students carry out the activities in their workbook/drawing book/worksheets.

**Note:** Ensure students draw lines following the numbers without using rulers.

#### Reflection

1. Encourage students to make similar activities for their friends to try out.

**Assessment:**

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

**Resources/ materials**

- Teacher's Guide Book, workbook, pencil, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- Supplementary link - <https://youtu.be/5rb8Dynf0js>

**STRAND - PAINTING****Topic - 20 – Read and Colour**

Read and Colour is an activity that requires students to read the given colour names and colour accordingly. It will help to recapitulate the primary colour names. This is a traditional Bhutanese motif called *Sew Meto* usually seen on Bhutanese houses.

**Competency**

Explore other colours other than primary colours.

**Objective/s**

1. Read and colour within the given outline accordingly
2. Learn a simple Bhutanese motif (*sew meto*).

**Learning Experiences:**

Teacher refers Teacher's Guide Book chapter 20 (page 38) or visit DCPD web (download) to conduct the task.

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

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 39).
2. Students can carry out the task given in the Teacher's Guide (page 38) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'Read and Colour activity for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self - created videos). Students carry out the activities in their workbook, drawing book, and worksheets.

**Note:** Provide additional papers for children to draw and colour for those students who finish this activity early.

### Reflection

1. Students draw picture and colour their drawings using primary colours.

### Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skilful
1	Sonam				

### Resources/ materials

- Teacher's Guide Book, workbook, colour pencil/crayon, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

## STRAND - CRAFT

### Topic - 21 – Clay Work

Clay Work means modelling or making vegetables and fruits using clay/dough/mud. This activity provides opportunity for students to touch, feel, manipulate and create vegetable or fruit models. Playing with clay helps to develop the child's muscle and improve dexterity. It also helps in expanding a child's attention span, visualization and develops interpretative skills.

#### Competency

Construct simple 3D shapes and letters using clay.

#### Objective/s

1. Make vegetables and fruits models using clay/mud/dough
2. Name a few vegetables and fruits.

#### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 21 (page 40) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 41) or by connecting to tutorial video online (teacher can find tutorial online).

**Tutorial** - <https://youtu.be/qJ3dYuy6w6w>

2. Students carry out the task given in the Teacher's Guide (page 40) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'Clay Work for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self-created videos). Students carry out the activities in their *workbook/drawing book/worksheets*.

**Note:** The teacher can instruct students to bring clay/mud/dough from their homes. After this activity, students have to clean their work place and wash their hands properly. They may practise with dough at home as well.

#### Reflection

1. Discuss what we can do with their clay art.
2. Give a small talk on valuing art works and not treating them like garbage.

**Assessment:**

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

**Resources/ materials**

- Teacher's Guide Book, clay/dough/mud, water colour, brushes, palette, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

## STRAND - PAINTING

### Topic- 22 – Imprinting

Imprinting is a mark or print made on clay/dough/mud by pressing on it with objects. This is another clay work which does not require making models. Clay is instead used as a tool for imprinting. Seeing the created imprints, the students will experience visual delight and encourage further exploration.

**Competency**

Create imprints on clay using 3D materials to form patterns and designs.

**Objective/s**

1. Cut the kneaded clay/mud/dough into desired shapes.
2. Imprint objects onto the clay/mud/dough.

## Learning Experiences:

Teacher refers Teacher's Guide Book chapter 22 (page 43) or visit DCPD web (download) to conduct the task.

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

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 44) or by connecting to tutorial video online (teacher can find tutorial online).

**Tutorial** - <https://youtu.be/t2e4UEVBAPk>

2. Students carry out the task given in the Teacher's Guide (page 43) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on 'Imprinting activity for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self-created videos). Students carry out the activities in their workbook/drawing book/ worksheets.

**Note:** The teacher can instruct students to bring clay/mud/dough from their homes. After this activity, students have to clean their work place and wash their hands properly. They may practise with dough at home as well.

## Reflection

1. What things from your kitchen can be imprinted?
2. What should we do with your art work?

## Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skillful
1	Sonam				
2	Karma				
3					



## Resources/ materials

- Teacher's Guide Book, clay/dough/mud, imprinting objects (keys, spoon, erasers, chalk, etc), water colour, brushes, palette, sponge, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

## Topic - 23 – Nature Collage

Nature Collage is an activity where students have to create an original art piece using locally sourced natural materials. It is a fun outdoor activity which encourages them to take notice of natural materials in their environment. It is also a fun way to incorporate nature into art lessons.

### Competency

Create collage using materials available in and around the school.

### Objective/s

1. Create collage using locally available natural materials
2. Learn about their immediate environment.

### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 22 (page 45) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 46) or by connecting to tutorial video online (teacher can find tutorial online).

**Tutorial -** <https://youtu.be/vr8QpJUQPpQ>

2. Students carry out the task given in the Teacher's Guide (page 45) from the alternative activity using different materials at home or school. The teacher can also create or select tutorial videos on 'Nature Collage for small children'. These videos can be shared via different social media tools or platforms. Longer video can be uploaded in YouTube (self-created videos). Students carry out the activities in their workbook/drawing book/worksheets.

**Note:** students can be taken for a brief nature walk to collect material. After the activity, the materials can be taken back to where they have brought from in case the teacher decides the class will not use glue. The teacher has to bring prepared examples of nature collage.

### Reflection

1. Do a gallery walk and provide constructive feedback

### Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

### Resources/ materials

- Teacher's Guide Book, Thick cardboard (for support), locally available materials (leaves, feathers, sticks, stones, etc, glue, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- Supplementary link - <https://youtu.be/9v5vonHSE5I>

## STRAND - DRAWING

### Chapter 24 – Doodles

Doodles are simple drawings that can have concrete representational meaning or may just be composed of random and abstract lines. Doodling activity will help students to explore different patterns and lines to produce creative art pieces. Doodling is a good brain exercise which helps students spur creative insights and feelings.

#### Competency

Draw different patterns and designs with free lines and shapes to create doodle arts.

#### Objective/s

1. Use lines, shapes and patterns to create doodle art within an outline.
2. Enhance creativity.

#### Learning Experiences:

Teacher refers Teacher's Guide Book chapter 24 (page 47) or visit DCPD web (download) to conduct the task.

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

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 48) or by connecting to tutorial video online (teacher can find tutorial online).

**Tutorial** - <https://youtu.be/BCBr7Fg6UCU>

2. Students carry out the task given in the Teacher's Guide (page 47) from the alternative activity using different materials at home or school. The teacher also create or selects tutorial videos on 'Doodles art for small children'. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self - created videos). Students will carry out the activities in their workbook/drawing book/worksheets.

**Note:** Teachers can refer to the internet to explore more examples about doodle art and ensure students see lots of examples. However, discourage copying and focus on creating original doodle pieces.

## Reflection

1. Did you have fun doing this?
2. Do you think you can do this at home?

## Assessment:

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Criteria					
Sl. No	Name	Completion	Progression	Participation	Skilful
1	Sonam				
2	Karma				
3					

## Resources/ materials

- Teacher's Guide Book, workbook, pencil, crayons, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- Supplementary link - <https://youtu.be/NPgERR3xEdu>

## Topic- 25 – Me and My Family

A family is defined as a specific group of people living together. An example of a family is a set of parents living with their children. Although, this is the accepted definition, a family can include pets and relatives. This activity incorporates a family in art lessons thus making learning personal.

## Competency

Draw simple pictures of themselves and their family.

## Objective/s

1. Draw a picture of themselves with their families.

2. Colour their family picture.

**Learning Experiences:**

Teacher refers Teacher's Guide Book chapter 25 (page 49) or visit DCPD web (download) to conduct the task.

DCPD web link - <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>

1. Students carry out the task using workbooks or worksheet. Similar task can be done from the alternative activities from the teacher's guide book (page 50) or by connecting to tutorial video online (teacher can find tutorial online).

**Tutorial** - <https://youtu.be/BqypeWt8zyo>

2. Students carry out the task given in the Teacher's Guide (page 49) from the alternative activity using different materials at home or school. The teacher also creates or selects tutorial videos on 'About family activity for small children'. These videos can be shared via different social media tools or platforms for both contact and non-contact teaching. Longer video can be uploaded in YouTube (self-created videos). Students carry out the activities in their workbook/drawing book/worksheets.

**Note:** Accept any kinds of family drawings they portray. Do not criticize their art works.

**Reflection**

1. Allow students to share their family art work to the class voluntarily.

**Assessment:**

1. Assess individual workbook or worksheet. Students can also submit their works via different social media tools such as Wechat, messenger, whatsapp, Signal etc with the help of their parents at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

Name:

Date:

Class:

Click in the appropriate box to select “Yes” or “No”. Explain responses if necessary in the remarks section.				
Sl.no	Indicators	Yes	No	Remarks
1.	On task			
2.	Following direction			
3.	Presentation			
4.	Focus			
5.	Creativity and originality			

### Resources/ materials

- Teacher’s Guide Book, workbook, pencil, crayons, projector, and laptop.
- DCPD web link- <https://rec.gov.bt/textbooks-and-manuals/#683-683-690-wpfd-art-education-1586074190>
- **Supplementary link** - <https://youtu.be/XPmfY6cTgKg>

### Glossary

*Drami - endless knot – one of the eight lucky signs of Bhutanese traditional motif.*

*Bumpa – religious vase*

*Sew Meto - a traditional Bhutanese motif painting (flower)*

# INSTRUCTIONAL GUIDE – CLASS I

## Curriculum Content

### STRAND - DRAWING

#### Topic– 1 - Small Arm Movement

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

#### Competency

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

#### Objective/s

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

#### Learning experiences

1. Individual task- students scribble freely in the workbook or worksheet. Refer Teacher's Guide Book page no. 1 or visit DCPD web (download) to conduct the activity in their workbook.

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

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

Teacher creates or selects tutorial videos for developing small arm movements and share the video via WeChat, Messenger, WhatsApp, Telegram, and Signal. Longer video can be uploaded in YouTube. (Self-created video). Students carry out the activity in their workbook or drawing book. Is an indoor activity for children

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



## Reflection

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

## Assessment

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

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

## Resources/materials

- Workbook, Teacher's Guide Book, colour pencil, worksheet, sample or tutorial videos, pencil, projector, laptop.
- **DCPD WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary** - <https://pin.it/bOGveVR>

## Topic - 2- Straight Lines

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

### Competency

Demonstrate hand-eye coordination while drawing lines.

### Objective/s

1. Draw straight lines by joining dots neatly.

### Learning Experiences

1. Individual work (students join dots to create a straight line in their workbook or worksheet). Refer Teacher's Guide Book page no. 2 or visit DCPD web (download) to conduct the activity in their workbook.

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

**SUPPLEMENTRY** – <https://youtu.be/YLsAPZzs3Nc>

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

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

### Reflection

1. Can you draw straight lines without using dots?

## Assessment

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

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

## Resources/materials

- Workbook, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector,
- DCPD WEB LINK - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

## Topic - 3- Curves

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

## Competency

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

## Objective/s

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

## Learning experiences

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

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

## Suplementry

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

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

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

## Reflection

1. Did you enjoy drawing curves?

## Assessment:

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


## Resources/materials

- Workbook, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector,
- **DCPD WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **SUPPLEMENTRY** - [https://www.youtube.com/watch?v=DUM0kY\\_v8Wc](https://www.youtube.com/watch?v=DUM0kY_v8Wc)

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

### Sample rubric for self- assessment.

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

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

## Topic– 4 - Trace and Colour

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

### Competency

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

### Objective/s

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

### Learning experiences

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

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

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

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

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

## Reflection

1. Can you do trace and colour without help?

## Assessment:

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

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

## Resources/materials

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

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

## SUPPLEMENTRY

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

## **STRAND - PAINTING**

### **Topic - 5- Read and Colour**

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

#### **Competency**

Colour pictures following simple written instructions to improve colouring skills.

#### **Objective/s:**

Read the names of the colours given in the workbook.

#### **Learning experiences**

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

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

#### **Tutorial -**

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

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

#### **Reflection**

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



**Assessment:**

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

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

**Resources/materials**

- Workbook, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector, laptop, colour pencil
- **DCPD WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **SUPPLEMENTARY** - <https://www.youtube.com/watch?v=9uOVAo745H8>

## Topic - 6 -Read-Draw-Colour

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

**Competency**

Colour the pictures following simple written instructions

**Objective/s:**

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

**Learning Experiences**

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

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

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

2. Teacher sends tutorial videos for read, draw, colour and shares via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer video can be uploaded in YouTube. (Self-created video). Students carry out the activity in their workbook or drawing book. Parents to guide their children if at home.

**Reflection**

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

**Assessment:**

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

## Resources/materials

- Workbook, Drawing book, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector, laptop, colour pencil.
- **DCPD WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **SUPLEMENRTY** - <https://www.youtube.com/watch?v=GQh63VApclI>

## STRAND - DRAWING

### Topic - 7 -Drawing Classroom Objects

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

### Competency

Draw simple classroom objects and animals following simple written instructions.

### Objective/s

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

### Learning Experiences

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

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

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

2. Teacher sends tutorial videos for drawing classroom objects and shares via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer video can be uploaded in YouTube. (self-created video). Students carry out the activity in their workbook or drawing book. Parents to guide their children if at home.

### **Reflection**

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

### **Assessment:**

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

### **Resources/materials**

- Workbook, Drawing book, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector, laptop, colour pencil
- **DCPD WEB LINK** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary** -
  1. <https://youtu.be/PrgT-Ix4hNY>
  2. <https://www.youtube.com/watch?v=nVdteH89iQI>

## **STRAND - CRAFT**

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

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

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

#### **Competency**

Construct and create 3D shapes with patterns and textures.

#### **Objective/s**

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

#### **Learning Experiences**

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

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

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

2. Teacher sends tutorial videos for simple clay work and shares via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer video can be uploaded in YouTube. (Self-created video). Students carry out the activity in their workbook or drawing book. Parents to guide their children if at home

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

#### **Reflection**

1. Did you enjoy making models?

**Assessment:**

1. Teacher evaluates their group models and provides necessary feedback. Students can also submit their models' picture via WeChat, Messenger, WhatsApp, etc. The teacher maintains a record of students' model using appropriate tools such as checklist, individual folder, rubric (refer NSCF).
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

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

**Resources/materials**

- Teacher's Guide Book, clay/mud/dough, water colour, brushes, palettes
- DCPD WEB LINK - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>

**Tutorial**

1. <https://www.youtube.com/watch?v=0RKiPgMTfbY>
2. <https://www.youtube.com/watch?v=sG9CopgdbpM> (how to make caterpillar in clay modelling).

## Topic - 9 - Clay Work (Domestic Animals)

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

### Competency

Construct and create 3D shapes with patterns and textures.

### Objective/s

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

### Learning Experiences

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

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

### Tutorial (clay work Domestic animals)

1. <https://www.youtube.com/watch?v=NAVtmLat5OE>
2. <https://www.youtube.com/watch?v=PNWe-LdyLzE>

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

## Reflection

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

## Assessment:

1. Teacher evaluates their group models and provides necessary feedbacks. Students can also submit their models' picture via WeChat, Messenger, WhatsApp, etc. The teacher maintains a record of students' model using appropriate tools such as checklist, individual folder, rubric (refer NSCF).
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

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

## Resources/materials

- Teacher's Guide Book, clay/mud/dough, water colour, brushes, palettes, sticks
- DCPD WEB - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- Suplementry\_link
  1. <https://www.youtube.com/watch?v=itdem0Xhqnk>
  2. <https://www.youtube.com/watch?v=iBRM7pIn2E8>



## **STRAND – PAINTING**

### **Topic - 10 -Smudge Picture**

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

#### **Competency**

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

#### **Objective/s**

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

#### **Learning Experiences**

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

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

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

#### **Tutorial** (smudge printing)

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

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

## Reflection

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

## Assessment:

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

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

## Resources/materials

- Workbook, Drawing book, Teacher's Guide Book, water colour, brushes, sample or tutorial videos, pencil
- DCPD WEB - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- Suplementry link - <https://www.youtube.com/watch?v=Bdfp-p4GcIo>

## Topic - 11- Thread Printing

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

### Competency

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

### Objective/s

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

### Learning Experiences

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

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

### Tutorial

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

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

### Reflection

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

**Assessment:**

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

**Assessment Mode for Thread Printing**

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

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

**5-Excellent    4-Very Good    3-Good    4-Fair    1-Average**

## Resources/materials

- Workbook, Drawing book, Teacher's Guide Book, water colour, brushes, sample or tutorial videos, thread, ink
- **DCPD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Suplementry link**
  1. <https://www.youtube.com/watch?v=-I-wzaUwp0w>
  2. <https://www.youtube.com/watch?v=tZBsx5VCoGw>

## Topic- 12- Spray Printing

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

## Competency

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

## Objective/s

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

## Learning Experiences

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

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

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

### **SUPPLEMENTRY**

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

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

### **Reflection**

1. Is your work looking beautiful?

### **Assessment:**

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

### **Assessment Mode for Spray Painting**

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

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

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

**5-Excellent    4-Very Good    3-Good    2-Fair    1-Average**

#### **Resources/materials**

- Workbook, drawing book, Teacher's Guide Book, water colour, used tooth brushes, palettes, stencil (prepared by teacher) sample or tutorial videos
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary link**
  1. <https://www.youtube.com/watch?v=bG3uCiOPBpQ>
  2. <https://www.youtube.com/watch?v=FaYA53EmreU>

## **Topic - 13- Finger Printing**

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

#### **Competency**

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

## **Objective/s**

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

## **Learning Experiences**

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

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

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

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

2. Teacher creates or selects tutorial videos for developing finger print and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Students carry out the activity in their workbook, drawing book or worksheet.

## **Reflection**

1. Can you make other images with your finger?

## **Assessment:**

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



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

### Resources/materials

- Workbook, drawing book, water colour, palettes, brushes, cloth piece (for cleaning their finger). Teacher's Guide Book, sample or tutorial videos,
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary link** - [https://www.youtube.com/watch?v=yEaeDnI\\_Sc](https://www.youtube.com/watch?v=yEaeDnI_Sc)

## Topic - 14 -Leaf and Flower Printing

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

### Competency

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

### Objective/s

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

## Learning Experiences

1. The teacher and students collect different types of fallen leaves and flowers. Lay newspapers/papers/plastics to protect the work surface of the table.
2. Students carry out Individual work and make a print of a leaf and flower on the workbook or worksheet) Refer Teacher's Guide Book page no. 14 or visit DCPD web (download) to conduct the activity in their workbook.

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

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

## Tutorial

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

Teacher creates or selects tutorial videos for developing 'Leaf and flower printing' and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Students carry out the activity in their workbook, drawing book or worksheet.

## Reflection


1. Talk about your image/prints.

## Assessment:

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

### Sample rubric for self- assessment.

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

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

### Resources/materials

- Leaves and flowers, watercolour, palettes, brushes/sponge/papers, Workbook, drawing book, water colour, palette, cloth piece (for cleaning their hands). Teacher's Guide Book, sample or tutorial videos,
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary link**
  1. <https://www.youtube.com/watch?v=43Vr6PuHVfk>
  2. <https://www.pinterest.com/pin/56787645291476509/>

## Topic - 15- Hand Printing

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

## Competency

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

## Objective/s

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

## Learning Experiences

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

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

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

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

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

## Reflection

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

## Assessment:

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

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

### Assessment Mode for Hand Printing

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

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

**5-Excellent    4-Very Good    3-Good    2 –Fair    1-Average**

### Resources/materials

- Workbook, Teacher's Guide Book, drawing book, water/poster colour/brushes, sample or tutorial videos, projector, laptop.
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Suplementry link** - [https://www.youtube.com/watch?v=GDVqR\\_Ky4pI](https://www.youtube.com/watch?v=GDVqR_Ky4pI)

## STRAND - CRAFT

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

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

#### Competency

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

#### Objective/s

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

#### Learning Experiences

1. Teacher divides class into a few groups and let them carry out the activity. Refer Teacher's Guide Book page no. 16 or visit DCPD web (download) to conduct the activity. [Teacher can also carry out the alternative activity from the same teacher's guide book.](#)

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

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

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

2. Teacher creates or selects tutorial videos for “Paper Collage (cut and paste)” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer video can be uploaded in YouTube. (Self-created video). Parents to guide their children if at home.

## Reflection

1. What did we use to form the image?

## Assessment:

1. Teacher evaluate their group collage. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher maintains a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NSCF).
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

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

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

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

**5-Excellent**

**4-Very Good**

**3-Good**

**2-Fair**

**1-Average**

### Resources/materials

- Teacher's Guide Book, old magazines, newspaper, glue/glue stick scissors, sample or tutorial videos, thread, ink
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary link** - <https://www.youtube.com/watch?v=SQEsrnY4AwI>

## Topic - 17- Paper Collage (Tear and Paste)

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

### Competency

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

### Objectives/s

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

### Learning Experiences

1. Teacher divides the class into a few groups and let them carry out the activity. Refer Teacher's Guide Book page no. 17 or visit DCPD web (download) to conduct the activity in their workbook. Alternative activities given in the teacher's guidebook can also be done as an extended activity.

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

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



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

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

### Reflection

- What did we use to make collage?

### Assessment

- Teacher evaluate their group collage. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher maintains a record of students’ work using appropriate tools such as checklist, individual folder, rubric (refer NNCF). Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

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

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

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

5- Excellent

4- Very Good

3- Good

2- Fair

1- Average

## Resources/materials

- Teacher's Guide Book, old magazines, newspaper, glue/glue stick scissors, sample or tutorial videos,
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Suplementry link** - <https://www.youtube.com/watch?v=73vdBRdstf8>

## STRAND - DRAWING

### Topic- 18- Tracing

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

### Competency

Develop tracing skills over and around different shapes of objects

### Objective/s

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

### Learning Experiences

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

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

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

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

2. Teacher creates or selects tutorial videos for developing tracing and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Students carry out the activity in their workbook, drawing book or worksheet.

### Reflection

1. Do you think tracing is helpful in drawings?

### Assessment:

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

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

### Resources/materials

- Workbook, Teacher's Guide Book, colour pencil, sketch pens, objects, sample or tutorial videos, pencil, projector, worksheet.
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary link** - <https://www.youtube.com/watch?v=d1qpu2Fh7Fo>

## STRAND - PAINTING

### Chapter 19- Colour Etching

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

#### Competency

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

#### Objective/s

1. Use colour Etching to create an image.

#### Learning Experiences

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

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

**Tutorial** - <https://www.youtube.com/watch?v=eRzvviHEX8k>

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

2. Teacher creates or selects tutorial videos for developing on colour etching video via WeChat, Messenger, WhatsApp, Telegram, Signal. Students carry out the activity in their workbook, drawing book or worksheet.

#### Reflection

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

**Assessment:**

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

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

**Resources/materials**

- Workbook, Teacher's Guide Book, oil pastel, water/poster colour black), sharp sticks or toothpick, paper, sample or tutorial videos, pencil, projector, worksheet.
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary link** - <https://www.youtube.com/watch?v=eDLAQIrnXQg>

## **STRAND - CRAFT**

### **Topic - 20- Paper Flower**

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

#### **Competency**

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

#### **Objective/s**

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

#### **Learning Experiences**

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

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

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

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

2. Teacher creates or selects tutorial videos for making paper flower and send video via WeChat, Messenger, WhatsApp, Telegram, Signal. Students carry out the activity in group.

## Reflection

1. Tell the process of this activity?

## Assessment:

1. Assess group work and provide them with necessary feedback. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher maintains a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NSCF).
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

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

## Resources/materials

- Workbook, Teacher's Guide Book, colour paper, scissor glue stick/ fevicol, sample or tutorial videos, pencil, projector, worksheet.
- DPCD WEB - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- Supplementry link - <https://www.youtube.com/watch?v=xGsSy5iP8wI>

## Topic - 21- Paper fox (face)

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

### Competency

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

### Objective/s

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

### Learning Experiences

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

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

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

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

2. Teacher creates or selects tutorial videos for making paper fox and send video via appropriate social media. Students carry out the activity individually.

### Reflection

1. How do you like making paper fox?

### Assessment:

1. Assess individual children paper fox and provide them with necessary feedback. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher



maintains a record of students' work using appropriate tools such as checklist, individual folder, rubric (refer NNCF).

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

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

### Resources/materials

- Workbook, Teacher's Guide Book, colour paper, scissor glue stick/ fevicol, sample or tutorial videos, projector, worksheet, Square colour paper sketch pen.
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary link** - <https://pin.it/4sh2iAx>

## Topic - 22 - Joining Dots

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

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

### Objectives

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

## **Learning Experiences**

1. Individual Task- Students follow the instructions and create images in the workbooks or worksheets. Refer Teacher' Guide Book or visit DCPD web page no.22 (download) to conduct the activity. (workbook and Teacher's Guide Book)

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

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

## **Tutorial**

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

Teacher creates or selects tutorial videos and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded can be uploaded in the YouTube.

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

## **Reflection**

1. Talk about your image/picture

## **Assessment**

1. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NSCF) or students can also send pictures of their final product if they do work at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

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

### Resources / Materials

- Workbook, worksheets, Grid papers, pencil.
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary link**
  1. [https://www.abcteach.com/free/d/dot\\_caterpillar\\_to5.pdf](https://www.abcteach.com/free/d/dot_caterpillar_to5.pdf) (Dot-Dot caterpillar)
  2. <https://www.samanthabell.com/dot-drawings/> (Dot-Drawing worksheets)
  3. <https://print-graph-paper.com/details/5mm> (Grid paper)

## STRAND- PAINTING

### Topic - 23 - My Rainbow

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

#### Competency

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

**Objective/s**

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

**Learning Experiences**

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

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

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

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

2. Teacher creates or selects tutorial videos for “My Rainbow” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded can be uploaded in the YouTube.

Let students practise colouring of rainbow in worksheet.

**Reflection**

1. How many colours are there in a rainbow?

**Assessment:**

1. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NSCF) or students can also send pictures of their final painting of rainbow if they do work at home. Parents can guide if child at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

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

### Resources / Materials

- Workbook, worksheets, teacher guide book, colours (water colour, colour pencil, crayons or oil pastel) paper, tutorial video and YouTube.
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Tutorial** \_\_
  1. <https://pin.it/5iAcfPo> (worksheet for rainbow)
  2. <https://www.youtube.com/watch?v=LcUV-PJfxa8> (rainbow painting in pastel colour)

## Topic- 24 - Colour Mixing

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

### Competency

Mix primary colours to create secondary colours.

## **Objective/s**

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

## **Learning Experiences**

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

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

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

2. Teacher creates or selects tutorial videos on “Colour Mixing” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos can be uploaded in the YouTube. (Self-created video).

## **Reflection**

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

## **Assessment**

1. Students will be assessed using a checklist. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NNCF) or students can also send pictures of their final painting of rainbow if they do work at home. Parents can guide if child at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

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

### Resources / materials

- Workbook, watercolours, poster colours, brushes, palettes
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary link-** [https://youtu.be/\\_BHHf1-dmco](https://youtu.be/_BHHf1-dmco) (Colour Wheel –How to Mix Paint)

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

This is a colouring activity where students use two or more colours to paint an outline picture. Students can use both primary and secondary colours in their painting. Colouring can help students learn about lines, shapes, colour mixing and perspectives of drawing. The appreciation derived from the completed task will build self-esteem and boosts confidence in students.

### Competency

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

### Objective/s

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

## Learning Experiences

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

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

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

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

2. Teacher also creates or selects tutorial videos on "Painting-Primary and Secondary colours" and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos can be uploaded in the YouTube. (Self-created video).

## Reflection

1. How did you enjoy painting?

## Assessment:

1. Students will be assessed using a checklist. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NNCF) or students can also send pictures of their final painting if they do work at home. Parents can guide if child at home.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

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



2.	Pema				

### Resources / Materials

- Workbook, watercolours, poster colours, brushes, palettes
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary link** –
  1. <https://www.education.com/worksheet/article/color-secondary-color-fruits/>  
(worksheet for primary colours.... fruit activity)
  2. <https://www.teacherspayteachers.com/Product/Primary-Colors-Worksheet-3804453>  
(Primary Colours worksheet)

## Topic - 26 - Block Printing

Block printing is the process of carving patterns, shapes and designs into a block. In this activity, the block carving could be made of radish/potato etc. Colour is applied on the design or it can be dipped in colour, and then stamped on the paper to make patterns. Traditionally, block prints are made of wood and used in printing scripts for prayer flags. This activity helps to understand the process of how modern printing works to make multiple copies of the same image or prints.

### Competency

Create prints using engraved designs by exploring on different medium.

### Objective/s

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

### Learning Experiences

1. Teacher demonstrates the process of making ‘Block Prints’ (Students make simple designs using fruits and vegetable). Students explore creating different designs. Students

can also try making cards using block printing. Refer Teacher' Guide Book (page no.26) or visit DCPD web (download) to conduct the activity on block printing.

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

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

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

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

### Reflection

- Why did we use vegetables and fruits to print?
- What shall we do with used fruits and vegetables?

### Assessment:

- Students' work can be assessed using appropriate tools such as checklist, rubric (refer NSCF for sample) or students can also send pictures of their final block printing if they do work at home. Parents can guide if child at home.
- Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

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

## Resources / Materials

- Workbook, watercolours, poster colours, brushes, palettes, vegetables, fruits, knife/cutter (for teacher use only)
- DPCD WEB - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- Supplementry link - <https://www.youtube.com/watch?v=-IGm9NOi9Pw>

## STRAND - DRAWING

### Topic - 27 -Stick Figure Drawing

Stick Figure is a simple drawing of a person or an animal represented by circles and lines. In stick figures, the head is generally drawn with a circle whereas arms and legs are drawn by lines that can be straight or curved according to the action. They are easy to draw depicting various actions and emotions which can be animated for easy understanding. It helps students to communicate their thoughts and actions through stick figures easily.

#### Competency

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

#### Objective/s

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

#### Learning Experiences

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

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

### **Tutorial**

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

Teacher also creates or selects tutorial videos on “Stick Drawing” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos can be uploaded can be uploaded in the YouTube. (Self-created video)

### **Reflection**

1. Do you like drawing stick figures?
2. What other action can you represent using a stick figure?

### **Assessment:**

1. Students will be assessed using a checklist. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NSCF) or students can also send pictures of their stick drawing. if they do work at home. Parents can guide.
2. Maintain a record as sample given below. Teacher can develop any appropriate tools to keep the record as per the lesson and convenience.

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

### **Resources / Materials**

- Workbook, pencil, eraser,
- **DPCD WEB** - <https://rec.gov.bt/textbooks-and-manuals/#683-690-wpfd-art-education-1586074190>
- **Supplementary link** - <https://www.pinterest.com/pin/336151559673856956/> (worksheet for stick figure- Types of actions)

# INSTRUCTIONAL GUIDE - CLASS II

## Curriculum Content

### STRAND - DRAWING

#### Topic - 1- Straight Lines

Straight line is a distance between two points that does not wave or curve. Line can be horizontal, vertical or diagonal. Straight line is the basis for formation of any shape. It helps in developing fine motor skills and hand coordination.

#### Competency

Develop dexterity, balance, and coordination

#### Objective:

1. Draw free-hand straight lines.

#### Learning Experiences

1. Individual Task- After teacher's demonstration on the board, students observe and draw straight lines in their workbook or worksheet. Refer Teacher's Guide Book page no.1 or visit DCPD web (download) to conduct the activity in their workbook.

**DCPD web Link** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>

**Tutorial** - <https://youtu.be/YLsAPZzs3Nc> (Drawing Straight Line)

2. Teacher creates or selects tutorial videos to draw "Straight Lines" and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in YouTube. Students carry out the activity in their workbook or drawing book. Teacher may provide worksheets to practice free-hand images

**Note:** Parents to guide their children.

#### Reflection

1. Were you able to copy the same straight line?
2. Will this activity help you in your drawing?

**Assessment:**

1. Assess individual workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher maintains a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample).
2. Maintain a record as sample given below:

Name Of students	Criteria		
	All direction is followed	Completed Task On Time.	Worked with focus
Karma Dema			
Phub Pem			

**Resources /Materials**

- Workbook, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector, laptop.
- DCPD WEB - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (Teacher's Guide Book and workbook)
- Tutorial - <https://youtu.be/YLsAPZzs3Nc> (Drawing Straight Line).

## Topic - 2- Curves

Curves are another type of line with bends and waves without sharp angles in any kind of drawing. In this activity, students copy different curves and then draw free-hand images in the workbook.

**Competency**

Draw curves towards the development of concentration, hand-eye coordination and fine motor skill.

**Objective:**

1. Draw similar images as shown in the workbook
2. Create shape and images using curves.



## Learning Experiences

1. Teacher's Demonstration – Students copy curves in their workbook after teacher's demonstration. Students draw similar free-hand images in worksheets. Refer Teacher's Guide Book page no 2 or visit DCPD web (download) to conduct the activity in their workbook.

DCPD web - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>

Tutorial - <https://www.youtube.com/watch?v=8Ty4KCPZiCw> (Drawing Tutorial Freehand Lines & Circles)

2. Teacher creates or selects tutorial videos to draw “Curves” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in YouTube. Students carry out the activity in their workbook or drawing book either in the classroom or at home.

## Reflection

1. What images can you draw using curves?

## Assessment:

1. Assess individual workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher maintains a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample).
2. Maintain a record as sample given below:

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

## Resources/materials

- Workbook, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector, laptop.
- **Web link: (supplementary)**
  1. <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (Teacher' Guide Book and workbook)
  2. <https://www.youtube.com/watch?v=8Ty4KCPZiCw> (Drawing Tutorial - Freehand Lines & Circles )

## Topic - 3 and 4 - Trace and Colour

Trace and colour is the process of drawing lines and colouring over the given outline of an image. Tracing guides the learners to follow the specific lines and direction to form an accurate image. The process of tracing and colouring is followed in all Bhutanese traditional painting. This activity helps to build patience and focus on an outline of the image. The process of trace and colour is followed in all Bhutanese traditional paintings. In this activity, students are introduced to the basic concept of Bhutanese traditional tracing and colouring. (*Drami and Tanga Raowchen, meto pema, palyab*)

### Competency

Develop dexterity, balance, and coordination to form an accurate image by following the specific lines and colouring skills.

### Objectives

1. Trace and design images and objects.
2. Colour the picture within the traced lines.
3. Name some of the traditional motifs.

### Learning Experiences

1. Students carefully trace the image to get distinct picture of *Tangka Raowchen, Drami, Meto Pema and Palyab* from the workbook or worksheet. Colour the picture within the

trace lines. Refer Teacher's Guide Book page 5-7 or visit DCPD web (download) to conduct the activity in their workbook.

DCPD web - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>

Teacher can browse online videos for additional information.

Tutorial - <https://www.youtube.com/watch?v=CI9OcRooLEA> (Trace and draw)

2. Teacher creates or selects tutorial videos for "Trace and Colour" and shares the video via WeChat, Messenger, WhatsApp, Telegram, and Signal. Longer video can be uploaded in YouTube. Students carry out the activity in their workbook or drawing book.

### Reflection

1. Did you enjoy colouring the pictures?
2. Did you clean your workplace?

### Assessment:

1. Assess individual workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher maintains a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample).
2. Assess student's work using a checklist (sample).

Name of the students	Criteria			
	Tracing Neatly	Colouring	Identify and name the traditional pictures	Takes care of the art materials
Tashi Om				
Thinley Dema				

## Resources/ Materials

- Workbook, Teacher's Guide Book, colour pencil, sample or tutorial videos, pencil, projector, laptop, worksheets.
- **Web links (Supplementary)**
  1. <https://www.education.com/download/worksheet/63753/trace-color-shapes.pdf>  
(Trace and colour worksheet)
  2. <https://www.education.com/worksheet/article/tracing-lines-thanks-giving/>  
(Trace and colour worksheet)
  3. <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)
  4. <https://www.youtube.com/watch?v=CI9OcRooLEA> (Trace and draw Youtube Video)

## STRAND - PAINTING

### Topic - 5- Cotton printing

It is a type of printing which requires soaking of cotton in the colour and dabbing them to create an image without an outline. We can use water/poster colour in this activity. However, water colour is preferred owing to its availability. It provides an opportunity to use new tools and techniques of printing. This will encourage creativity and imagination. This activity requires soaking of cotton in colour and dabbing it to create an image without outline. Cotton can be replaced with clothe piece, tissue paper or wool.

### Competency

Make prints using different mediums and materials.

### Objectives

1. Use different colours to make the image more attractive
2. Make prints using cotton to create an art work.

## Learning Experiences

1. Team work – students share materials in the team, observe teacher’s demonstration on dipping a portion of the cotton ball/tissue/cloth piece in the colour and dab it to form images. Refer teacher’ Guide Book page no 9 from

**DCPD web page** <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>

## Tutorial

1. <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>  
(workbook and Teacher’s Guide Book)
2. <https://kidscraftroom.com/rainbow-cotton-ball-painting/> (Cotton Swabs Flowers |)

Students explore mixing different colours in different proportions to get varying shades. Cotton can be substituted by different materials like engraved blocks, wax, finger, hands, clothes etc. Short video clips can be created on “Cotton Printing “or selected from YouTube by the teacher and send via Wechat, messenger, whatsApp, telegram, signal to further supplement the activity.

**Note:** The teacher asks students to bring Water colour has toxic chemical content, caution students not to swallow.

The teacher ask sstudents to bring cotton balls from their home if it’s not available in the school. Ensure proper disposal of the used cotton balls. Parents to guide their children if activity is done at home.

## Assessment:

1. Workbook and worksheet, exhibition of students’ work. Students also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher maintains a record of students’ work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample).

### Sample Checklist

Name of the students	Criteria				
	Followed Directions	Displayed neat and tidy work	Completed the work	Cleaned the workstation	Practised safety habits
Nima Dema					
Jigme Dorji					

### Resources / Materials

- Workbook, poster colour, fabric colour, cotton buds, clothes, small containers, water, projector, laptop.
- **Web Links (Supplementary)**
  1. <https://masandpas.com/cotton-swab-painting/> (cotton painting )
  2. <https://www.youtube.com/watch?v=sL4YMo64rcA> (Strawberry painting with cotton)
  3. <https://www.growinghandsonkids.com/25-cotton-ball-hands-activities-kids.html> (25 cotton ball hands on activities)

## Topic- 6 - Finger Printing

Finger printing refers to a technique of painting or colouring an image using finger prints. Students dip the inner surface of the finger in the colour and press it within the outlined image. This activity intends to create more fun with multicolours and increase students' creativity. It stimulates children's sense of touch to strengthen fine motor skills.

### Competency

Make prints using different mediums and materials with fingers.

### Objective:

1. Paint the image using finger prints within the outline of *Syernya*.

2. Use different colours of prints economically.

### **Learning Experiences**

1. Teacher demonstrates how to mix colours and dip finger cleanly to press it within outline shape. Refer Teacher's Guide Book page no 11 from DCPD web page (download)  
Worksheets can be printed for students to practise technique of finger printing. Teacher sends short video clip on "Finger Printing" via wechat, messenger, whatsapp, telegram, signal, to practice at home. Art works can be displayed in the classroom, after drying. Additional activities could be explored from internet.

**DCPD web link** <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>

**Tutorial -** <https://www.makeandtakes.com/fingerprint-crafts>

(15 Keepsake Fingerprint Crafts)

**Note:** The teacher can also have group work for this activity to encourage team spirit. Let students follow in line to wash their hands using soap. Parents to guide their children when activity is carried at home.



### **Reflection**

- 1 Did you enjoy the activity?
2. Did you wash your hand using soap and water?

### **Assessment:**

1. Workbook and worksheet can be assessed after the activity or students can also submit their work via wechat, messenger, whatsapp, etc. Student's art work can be assessed using rubrics for exhibition, or compiled for portfolio.
2. Sample rubric for self- assessment.

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

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

### Resources / Materials

Workbook, Poster or water colour, palette, cloth rag (to clean hands) projector, laptop

### Web Links (supplementar )

1. <https://www.makeandtakes.com/fingerprint-crafts> (15 Keepsake Fingerprint Crafts )
2. <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>  
(workbook and Teacher's Guide Book)
3. <https://pin.it/5bMbzol> (Sample rubrics for exhibition )
4. <https://pin.it/6D91mBX> (Sample rubrics for art exhibition)



## **STRAND - CRAFT**

### **Topic - 7 - Clay Work**

Clay work refers to making models of wild animals using clay/dough/mud. The models are then painted to create a realistic look. Clay work activity is intended to provide opportunity to experience the texture and manipulate to create simple shapes and models. It helps to develop hand muscles for dexterity and finesse. Clay work engages students mentally and physically, thereby building patience and focus on doing things. It is the basis for pottery and ceramic arts.

#### **Competency**

Experiment with different craft materials towards the development of patience and focus on doing things.

#### **Objectives**

1. Make and colour models of wild animals using clay, mud or dough.
2. Maintain cleanliness of the work area.

#### **Learning Experiences**

1. Team Activity/ Outdoor Activity- This activity can also be conducted outside in case of using mud. Refer Teacher's Guide Book page 13 and 35 or visit DCPD web page to conduct the activity.

**DCPD web link** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)

2. If readymade clay is not available, teacher has to improvise on making dough using flour and salt. Teacher can create sample video or provide video links to make play dough at home using flour and salt.

**Tutorial** - <https://www.youtube.com/watch?v=oAIAm6BF0fs&feature=share> (how to make play dough)

3. Students work individually to create models of wild animals, experimenting with different colours to have fun. If mud is used in place of coloured clay then students can colour their models. Clay models can be displayed for Gallery Walk.

**Note:** Ask students to bring materials (clay/dough/mud) from home. Caution students about eating the store bought play dough. Students need to clean up their work area and wash hands using soap and water.

### Reflection

1. What did you make in this activity?
2. Did you dispose the waste properly?

### Assessment:

If students make models at home then they can send pictures of their models, use rubrics to assess their art work, or display the models of wild animals for Gallery Walk.

### Sample Rubric

Category	Rating			
	4	3	2	1
Craftsmanship				
Time/Effort				
Creativity				

### Resources / Materials

- Workbook, Clay, mud, dough, water colour, poster colour, brushes, water, small containers.
- **Web Links (supplementary )**
  1. <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)
  2. <https://www.youtube.com/watch?v=oAIAm6BF0fs&feature=share> sample video to make play dough at home using flour and salt.
  3. <https://pin.it/3PBCz2I> Sample Rubric to assess students work.

## Topic - 8 -Paper Caterpillar

Paper caterpillar is a simple craft of folding a sheet of paper to create a caterpillar. Origami is an art of paper folding, which is often associated with Japanese culture; “Origami” is used as an inclusive term for all folding practices, regardless of their origin. In this activity, students learn how to fold papers and make movable caterpillars. It brings excitement and a sense of pride in their work.

### Competency

Make simple paper crafts (origami) in 3 dimensional forms.

### Objectives

1. Observe the process of folding paper to create 3D shapes.
2. Fold papers and make movable caterpillars.

### Learning Experiences

1. Individual Task- Students follow the instructions and create the paper caterpillar.
2. Teacher demonstrates the process of folding paper to make caterpillars. Old magazines and newspapers could be reused for this activity. Students could have fun by making other objects by folding papers. Students will investigate other ways to make their papers objects move. Allow students to play with their movable caterpillars. Refer Teacher’ Guide Book page no 15 or visit DCPD web (download) to conduct the activity.

**DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher’s Guide Book)

Teacher can browse the link below to see the tutorial to make moving paper caterpillar

**Tutorial** - <https://youtu.be/3GJZ5PvelP4> (make moving paper caterpillar)

Teacher creates or selects tutorial videos to make “Moving paper caterpillar” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal.

Longer videos (self-created) can be uploaded to the YouTube.

### Reflection

1. How can you make the caterpillar move faster?

2. Do you like your paper caterpillar? Why?

**Assessment:**

1. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NSCF for sample) or students can also send videos to share their process of making paper caterpillar and the images of their final product if they carry out activity at home.

**Resources / Materials**

- Colour papers, Sketch pens, scissors, straw, workbook, old magazines projector, laptop.
- **Web link (supplementary )**
  1. <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>  
(workbook and Teacher's Guide Book)
  2. <https://youtu.be/3GJZ5PvelP4> (How to make moving paper caterpillar)

## Topic- 9 - Collage (Cut, Tear, Paste, Seed)

Collage is a wonderful technique especially for young children because it nurtures their natural desire to explore the world through their sense of touch. It also allows a certain level of flexibility. Children can make decisions about which materials to use and can then manipulate these shapes of various textures, forms and colour until they are satisfied with their arrangement.

**Competency**

Create collages using different resources/materials.

**Objectives**

1. Create collage from recycled papers (magazines, newspaper), seeds or any other materials
2. Practice safety in the workstation.

**Learning Experiences**

1. Let students choose the materials they prefer to work with; papers, cardboard, seeds, leaves etc. Teacher provides materials for the activity; students create collage with different materials and outlined shapes. Refer Teacher' Guide Book page no 17 to 21 or visit DCPD web (download) to conduct the activity.

**DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher’s Guide Book).

#### **Tutorial –**

1. [https://youtu.be/7\\_xzEsSc5hI](https://youtu.be/7_xzEsSc5hI) (Magazine collage still Life)
2. <https://youtu.be/ozYwb0KD7rY> (Autumn work for children from pumpkin Seeds )

Teacher creates or selects tutorial videos to make “Collage “ and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in the YouTube.

**Note:** Sort out usable papers from the waste for future use. Remind parents about the safety and guidance at home.

#### **Assessment:**

1. Students can display the collage as exhibition. Exhibition can be assessed using a rubric.

#### **Resources /Materials**

- Workbook, old magazines, newspapers, seeds, Scrap colour papers, scissors, glue, projector, laptop.
- **Supplementary** - <https://www.weareteachers.com/display-student-work/>
- (18 Clever Ways to Display Student Work in the Classroom and Online)

## **STRAND - DRAWING**

### **Topic - 12- Joining Dots**

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

#### **Competency**

Design images by joining dots.

## Objectives

1. Create images by joining dots and numbers.

## Learning Experiences

1. Individual Task- Students create images in the workbooks or worksheets. Teacher to Refer Teacher' Guide Book page 23 or visit DCPD web (download) to conduct the activity.

**DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book). Additional worksheet can be downloaded from the following web links

## Tutorial

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

Teacher creates or selects tutorial videos for “Joining Dots” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in the YouTube. Let students practise joining the dots to create image using worksheets and workbook.

**Note:** Ask students to design their own numbered dots and let their peer partner join dots to create pictures.

## Reflection

Talk about your image/picture

## Assessment:

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

## Resources / Materials

- Workbook, worksheets, Grid papers, pencil.
- **Web Links (supplementary )**
  1. [https://www.abcteach.com/free/d/dot\\_caterpillar\\_to5.pdf](https://www.abcteach.com/free/d/dot_caterpillar_to5.pdf) (Dot-Dot caterpillar)

2. <https://www.samanthasbell.com/dot-drawings/> (Dot-Drawing worksheets)
3. <https://print-graph-paper.com/details/5mm> (Grid paper)
4. <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book).

## STRAND - PAINTING

### Topic - 13 - Colour Mixing (Primary Colour)

It is the process of mixing two or more colours to get a new colour. In this activity students mix two primary colours to get secondary colour. This activity allows students to explore and learn more about colour mixing.

#### Competency

Create secondary colours by mixing primary colours.

#### Objectives

1. Identify primary and secondary colours.
2. Paint a landscape incorporating primary and secondary colours
3. Observe colours in different proportion to get different shades

#### Learning Experiences R

1. Teachers demonstrates the process of mixing colours. Students explore mixing two or more colours to get a new colour. Students learn the names of primary and secondary colours. Students can try mixing colours in different proportions to observe different variations. Students draw and paint landscapes by mixing primary colours. Teacher can Refer Teacher' Guide Book page 25 or visit DCPD web (download) to conduct the activity.

**DCPD Web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book). Teacher can browse online to see how to mix paints.

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

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

### Reflection

1. Name the secondary colours.
2. What colour do you see when you mix red and yellow paints?
3. How many colours did you mix?

### Assessment:

1. Students can be assessed using a checklist (sample)

Name of Students	Criteria			
	Can identify primary colours	Can identify secondary Colours	Can produce secondary colours by mixing primary colours	Cleaned the workstation after activity.

### Resources / Materials

- Workbook, watercolours, poster colours, brushes, palettes, projector, laptop.
- **Web links** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher’s Guide Book)
- Supplementary - [https://youtu.be/\\_BHHf1-dmco](https://youtu.be/_BHHf1-dmco) (Tutorial: Colour Wheel –How to Mix Paint)



## Topic - 14 - Drawing Fruits, Vegetable and Flowers

Drawing refers to sketching and colouring images of resembling any objects or images. This activity requires students to study an object displayed and resemble in the form of drawing. Observational drawing is drawing what you see in front of you as realistically and as true to life as possible. In translating 3D objects to 2D drawings on paper, we practice getting shapes and proportion right, we learn how to show depth with shading, and we try different techniques for showing texture and detail. After observing the real objects students will draw and paint using the same or similar colour to make it look realistic.

### Competency

Observe real 3D objects and paint them to make it look realistic.

### Objectives

Draw and colour pictures of fruits, flowers, and vegetables

### Learning Experiences

1. Outdoor- Students can go outside in the garden to observe the flowers. They can learn the names of different flowers. Let students observe carefully the colour, texture, shapes of fruits, vegetables and flowers which are on display. They will draw and paint after observing the real objects. For detail instructions, teacher can refer Teacher' Guide Book page 27 and 39 or visit DCPD web (download) to conduct the activity.

**DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book) Teacher can follow web links below for additional tips to conduct this activity

### Tutorial –

1. <https://www.studentartguide.com/articles/realistic-observational-drawings> (How to Create an excellent Observational Drawing)
2. <https://artfulparent.com/observational-drawing-for-kids/> (Observational Drawing for Kids)

### Reflection

1. Did you like going out to paint?
2. Can you tell the name of the flowers?

### Assessment:

1. Art works done either in the classroom or at home can be added to their art portfolios. Portfolios can be assessed using appropriate tools such as checklist, rubric (refer NSCF for sample).

### Resources / Materials

- Fruits, vegetables, flowers, crayons, pencils colours, workbook.
- **DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)
- **Tutorial** -
  1. <https://www.studentartguide.com/articles/realistic-observational-drawings>  
(How to Create an excellent Observational Drawing)
  2. <https://artfulparent.com/observational-drawing-for-kids/> (Observational Drawing for Kids)

## Topic - 15- Read and Colour

Read and colour refers to reading and colouring images as per the instructions provided. This activity provides opportunity for students to improve their colouring skills as they are guided with the outlines of the image. This activity helps students to focus on lines, shapes, colours, hue, forms and perspective.

### Competency

Paint familiar pictures using colours (Primary-Secondary colours).

### Objectives:

1. Colour the picture following the instructions.
2. Use colour economically.

## Learning Experiences

1. Let students read the instructions. Students paint the pictures using appropriate colours.  
Refer Teacher's Guide Book 29 or visit DCPD web (download) to conduct the activity in their workbook.

**DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)

2. Teacher creates or selects tutorial videos for "Read and Colour" and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer video (self-created) can be uploaded in YouTube. Students carry out the activity in their workbook or drawing book. Teacher may provide worksheets to practice free-hand images. Students send images of their work if done from home.

Additional sample worksheets can be downloaded from the link below;

### Tutorial –

1. <https://pin.it/4xAqGKD> (Read and colour worksheet)
2. <https://pin.it/Vb8elQ9> (Read and colour worksheet)

## Reflection

1. Do you love animals?
2. What colour did you use for the deer/tiger?

## Assessment:

1. Assess students' work with a checklist or compile their work in their portfolio.

Sample Portfolio Assessment Rubric

<https://www.eagleschools.net/sites/default/files/website/GT/ECS%20Visual%20Arts%20Portfolio%20Assessment%20.pdf>

ARTISTIC SKILL	Rating	Comments
The student shows mastery of technical skill in using elements of art and design		
The artwork shows strong overall composition: design, balance and space		

The artwork shows complexity, detail and quality craftsmanship		
<b>CREATIVE INTERPRETATION</b>		
The student exhibits personal artistic voice and expression		
The work is original and unique, using imagination and creativity		
The student makes connections to prior learning and the world around them		
<b>COMMITMENT AND CRITIQUE</b>		
The student exhibits self-confidence in his or her portfolio		
The student critically reflects on their art-making process and sets personal goals		
The student communicates perseverance, internal motivation and honesty in creating original work		

### Resources/ Materials

- Crayons or oil pastels, colour pencils, workbook, worksheets, projector, laptop.
- **DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)
- **Tutorial** -
  1. <https://pin.it/4xAqGKD> (Read and colour worksheet)
  2. <https://pin.it/Vb8elQ9> (Read and colour worksheet)

## Topic- 16- Colour Work

Colour Work refers to sorting and colouring pictures of vegetables only, from the given pictures of fruits and vegetables. In this activity, students sort out vegetables from fruits in a picture and colour them. Students will learn the name of fruits and vegetables. This activity enhances the skill of holding brush, colour mixing and painting techniques.

### Competency

Mix colours and use painting brushes correctly.

## Objectives

1. Sort out vegetables from fruits.
2. Paint the vegetables with appropriate colours.

## Learning Experiences

1. Individual Task- Students follow the instructions provided by the teacher and paint in the workbooks or worksheets. Refer Teacher' Guide Book page no 31 or visit DCPD web (download) to conduct the activity.

**DCPD Web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>

As an alternative activity, teacher can provide extra worksheets of similar types for students to read and colour.

2. Teacher creates or selects tutorial videos to “ Colour Work “and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded can be uploaded in the YouTube.

**Note:** Students can mix primary colours to create different shades. Parents can provide materials or real objects to sort out and colour if the activity is carried out at home. Teachers can talk briefly about the benefits of eating vegetable and fruits.

## Reflection

1. What colour did you use to paint chilli? Why?
2. Do you eat vegetables?
3. What is your favourite vegetable?
4. Teacher can talk briefly about the benefits of vegetables and fruits.

## Assessment:

1. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NSCF for sample) or students can also send pictures of their final product if they work from home.

## Resources / Materials

- Workbook, worksheets, water colour, palettes, oil pastels, crayons, colour pencils, projector, laptop.
- DCPD - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>

## STRAND - PAINTING

### Topic - 17 - Block Printing

Block printing is the process of carving patterns, shapes and designs on to a block. In this activity, vegetable like radish, potato, squash, turnip etc. can be used as block to carve pattern and design on it. Colour is applied on the design or it can be dipped in colour and then stamp on the paper to make patterns. Traditionally, blocks prints made of wood are used in printing prayer scripts and ritual activities.

### Competency

Explore ways of creating block prints with different medium.

### Objective:

1. Engrave designs on vegetables.
2. Create prints using engraved designs.
3. Explore ways of creating block prints using other available materials.

### Learning Experiences

1. Teacher demonstrates the process of making block prints. Students make simple designs using fruits and vegetables. Students explore creating different designs. Students can try making cards using block printing. Teacher can refer Teacher' Guide Book page no33 or visit DCPD web (download) to conduct the activity.

**DCPD Web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)

**Tutorial** - <https://artsycraftsymom.com/vegetable-printing-art-projects/>

2. Teacher creates or selects tutorial videos on “Block Printing” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in the YouTube.

Check for additional activities at; 10 vegetable art projects for kids)

**Note:** Ensure safe use of knives or sharp objects. Teacher to discuss how the waste vegetable could be used to make compost. Parents to assist their children in cutting the fruits and vegetables if the activity is carried at home.

### **Reflection**

1. What materials did you use to make the block?
2. What other vegetables can we use to make the block?
3. What are you going to do with the cut-out (waste) vegetables?
4. Teachers can talk briefly about degradable waste.

### **Assessment:**

1. Assess individual student’s workbook or worksheet. Students can also submit their work via WeChat, Messenger, WhatsApp, Signal etc. Teacher will maintain a record of students work using appropriate tools such as checklist, self-assessment, rubrics (refer NSCF for sample). Teacher can also exhibit students’ work in the classroom.

### **Resources / Materials**

- Workbook, fruits and vegetables, water colour, poster colour, brushes, palettes, knives, projector, laptop.
- **Web Links (Supplementary)**
- **DCPD** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher’s Guide Book)
- **Tutorial** - <https://artsycraftsymom.com/vegetable-printing-art-projects/>
- (10 vegetable art projects for kids)

## STRAND - CRAFT

### Topic - 18 - Clay Work (Objects and Shapes)

Clay work means making model of simple objects using clay/dough/mud. Clay work activity is intended to provide an opportunity to experience the texture and manipulate to create simple models of living things (organic).

#### Competency

Construct and create 3D shapes with patterns and textures.

#### Objectives

1. Make models and paint organic shapes.
2. Maintain cleanliness at work area.

#### Learning Experiences

1. Individual Task- Students follow the instructions and create image in the workbook or worksheets. Teacher can refer Teacher' Guide Book page 35 or visit DCPD web (download) to conduct the activity.

**DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)

**Tutorial** - <https://www.youtube.com/watch?v=oAIAm6BF0fs&feature=share> (how to make play dough )

2. Teacher creates or selects tutorial videos to make "Clay work" and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in the YouTube. Teacher can create sample video or provide video links to make play dough at home using flour and salt. Students work individually to create models experimenting with different colours to have fun. If mud is used in place of coloured clay then students could colour their models. Clay models shall be displayed for Gallery Walk.

**Note:** Caution students about eating the store bought play dough. Students will need to clean up their work area and wash hands using soap and water.



## Reflection

1. Did you enjoy making models?
2. What colour did you use?
3. What will you do with your models?

## Assessment:

1. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NSCF for sample) or students can also send pictures of their final product if they work from home. Teacher can display the models of wild animals for Gallery Walk.

**Sample Rubric** - <https://pin.it/3PBCz2I>

Category	Rating			
	4	3	2	1
Craftmanship				
Time/Effort				
Creativity				

**Resources / Materials** - Workbook, paint, mud, clay, dough, projector, laptop.

- **DCPD** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)
- **Supplementary** –
  1. <https://www.youtube.com/watch?v=oAIAm6BF0fs&feature=share> (how to make play dough)
  2. <https://pin.it/3PBCz2I> Sample Rubric

## Topic - 19 - Paper Mat

Paper crafts refers to weaving of mat using paper strips. Colourful papers are cut into strips and arranged alternatively in both horizontal and vertical manner to weave a mat. This activity helps to understand the basic process and skills of weaving, improves their motor skills and hand-eye coordination. This activity can be associated with Bhutanese traditional bamboo craft for information.

### Competency

Make simple paper crafts (origami) by reusing waste papers.

### Objective:

1. Cut or tear paper strips
2. Weave paper mat after teacher's demonstration.
3. Make good use of waste papers.

### Learning Experiences

1. Teacher demonstrates the process of making the paper strips. Students observe the how the paper strips are weaved to form a mat. Teacher can refer Teacher's Guide Book 37 or visit DCPD web(download) to conduct the activity .

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)

### Tutorial

1. <https://youtu.be/SlfYTmUVgEQ> (10 Fun paper Crafts for kids)
2. <https://youtu.be/84d1LcWmdqg> (How to make paper mat)

Teacher creates or selects appropriate videos to make “ Paper Mat” for both contact and online teaching and share via WeChat, Messenger, WhatsApp, Signal. Longer videos (self-created ) can be uploaded on YouTube. Students will carry out the activity accordingly. Students' work can be displayed in the classroom. Paper mats can be used as tea coaster, table mats, frames or gifts. Teacher can check the link for additional paper crafts.

**Note:** Using scissors and cutter can be risky. Ensure safety in the work area.

## Reflection

1. Do you have any kind of mat or woven items at home?
2. What other materials can be used to weave mat?
3. Can we reuse waste papers?

## Assessment:

1. Students can be assessed using a rating scale

Name .....Class.....

## Sample Rating Scale

SL.No	Indicators	Rating				
		5	4	3	2	1
1	Completion of the Task					
2	Attitude of the students towards the art class					
3	Student showcase creativity and originality in the art work					
4	Taking care of art materials.					
5	Respect others in team work					
6	Cleaning the work area after the activity					

## Resources/ Materials

- Chart papers, Magazines, old newspapers, scissors, cutter knife, cutting mat, rulers, projector, laptop.
- **Supplementary**
  1. <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>  
(workbook and Teacher's Guide Book)
  2. <https://youtu.be/SlfYTmUVgEQ> (10 Fun paper Crafts for kids)
  3. <https://youtu.be/84d1LcWmdqg> (How to make paper mat)

## STRAND - DRAWING

### Topic-21 - Drawing Shapes and Form

Drawing Shapes and Forms refers to drawing an image using different shapes and forms resembling any character or figure. Shapes and forms are bases of drawing in an art work. This activity uses basic two dimensional shapes like circle, square and rectangles to create a new image. Students have to imagine and arrange these basic shapes to fit together and create an art.

#### Competency

Create art using basic two dimensional shapes

#### Objectives:

1. Identify the basic shapes.
2. Arrange different shapes to create an image.
3. Name 2D shapes used in the image.

#### Learning Experiences

1. Individual Task- teacher demonstrates the sample activity on the board; students observe and create images in their workbooks or worksheets. Teacher can refer Teacher's Guide Book page 41 or visit DCPD web (download) to conduct the activity in their workbook.

**DCPD web** <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224>

#### Tutorial

1. <https://www.arttutor.com/blog/201801/how-start-drawing-using-simple-shapes> (How to Start Drawing Using Simple Shapes )
2. <https://youtu.be/lUsbK04TdgQ> (How to make scenery of a house using geometrical shapes for kids - Step by step)

Teacher creates or selects tutorial videos for “ Drawing Shapes and Form” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer video (self-created) can be uploaded in YouTube. Students will carry out the activity in their workbook or drawing book. Teacher can browse following web links for additional information.

## Reflection

1. What does your picture look like?
2. What different shapes did you use to create the image?
3. Is it interesting? How?

## Assessment:

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

## Resources /Materials

- Workbook, Teacher's Guide Book, colour pencil, crayons , sample or tutorial videos, pencil, projector, laptop.
- **Supplementary**
  1. <https://www.arttutor.com/blog/201801/how-start-drawing-using-simple-shapes> (How to Start Drawing Using Simple Shapes)
  2. <https://youtu.be/IUsbK04TdgQ> How to make scenery of House using geometrical shapes for kids - Step by step )

## Topic - 20- Drawing Faces

Drawing faces is an activity that refers to drawing facial expressions of different emotions. There are six universal emotions typically conveyed through two or three facial areas such as sleepy, happy, frightened, sad, angry and surprised. In order to portray emotions convincingly, we must be familiar with facial expressions that convey them. Emotions are typically conveyed through two or three facial areas such as eye brows, eyes, nose, or mouth. This activity helps students to portray different emotions through drawings and makes them communicate better.

### Competency

Draw different facial expression depicting various emotions.

**Objective:**

1. Read words describing different emotions
2. Draw faces to depict different emotions.

**Learning Experiences**

1. Pair work/ Team work- Students follow the instructions provided by the teacher and create images in the workbooks or worksheets. Teacher can refer Teacher' Guide Book or visit DCPD web (download) to conduct the activity.

**DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)

Teacher creates or selects tutorial videos for "Drawing Faces" and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in the YouTube.

Ask students to complete the task given in the alternative activities (page 45) of the Teacher's Guide book.

**Reflection**

1. How do you feel today? Can you show me through your facial expression?

**Assessment:**

1. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NSCF for sample) or students can also send pictures of their final product if they carried the activity at home.

**Resources / Materials**

- Workbook, worksheets, pencil, colour pencil, crayons, sketch pen, water colour, marker pen, projector, laptop.
- **DCPD** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)

## STRAND - PAINTING

### Topic– 23 - Painting Landscape

Painting landscape is an art work of painting 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. The landscape painting does not to replicate a specific place but can be surreal and purely imaginative. They should use the skill of colour mixing to complete the landscape. Landscape painting gives a heightened appreciation of the natural world and opens up to a whole new range of colours. Students also get to express their thoughts and emotions through this kind of art.

#### Competency

Paint landscapes by incorporating primary and secondary colours.

#### Objectives

1. Paint the landscape in the given outline.
2. Express appreciation of nature through painting of landscape.

#### Learning Experiences

1. Outdoor activity - Students study the outline of the landscape. Paint the landscape to suit their observation or imagination. Students can go out for this activity to observe the colour and forms in their surrounding landscape. Dry the picture and let students observe other's art work in a Gallery Walk or exhibition. Teacher can refer Teacher' Guide Book or visit DCPD web (download) to conduct the activity.

**DCPD Web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book)

Teacher also creates or selects tutorial videos to "Painting landscape" and shares the video via WeChat, Messenger, WhatsApp, Telegram, and Signal. Longer videos (self-created) can be uploaded in the YouTube.

#### Tutorial

1. <https://www.craftsy.com/post/the-secret-to-great-landscape-drawings/#> The Secret to Great Landscape Drawings By Sara Barnes

2. <https://youtu.be/yCq9bqklnCw> How to Draw a Landscape for Kids / Drawing for Beginners / Mountain Scenery.

**Note:** Students should line up to wash their hands with soap and water before entering the classroom. Parents can provide materials and guide their child if the activity is carried out at home.

### Reflection

1. Do you love nature?
2. How does your painting make you feel?

### Assessment:

1. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NSCF for sample) or students can also send pictures of their final product if they worked from home.

Sample Portfolio Assessment Rubric -

<https://www.eagleschools.net/sites/default/files/website/GT/ECS%20Visual%20Arts%20Portfolio%20Assessment%20.pdf>

ARTISTIC SKILL	Rating	Comments
The student shows mastery of technical skill in using elements of art and design		
The artwork shows strong overall composition: design, balance and space		
The artwork shows complexity, detail and quality craftsmanship		
<b>CREATIVE INTERPRETATION</b>		
The student exhibits personal artistic voice and expression		
The work is original and unique, using imagination and creativity		
The student makes connections to prior learning and the world around them		
<b>COMMITMENT AND CRITIQUE</b>		
The student exhibits self-confidence in his or her portfolio		



The student critically reflects on their art-making process and sets personal goals		
The student communicates perseverance, internal motivation and honesty in creating original work		

### Resources / Materials

- Workbook, worksheets, oil pastels, crayons, colour pencils, water colours, palettes, projector, laptop.
- **Portfolio Assessment Rubric sample -**  
<https://www.eagleschools.net/sites/default/files/website/GT/ECS%20Visual%20Arts%20Portfolio%20Assessment%20.pdf>
- **Supplementary tutorial –**
  1. <https://www.craftsy.com/post/the-secret-to-great-landscape-drawings/#> The Secret to Great Landscape Drawings By Sara Barnes
  2. <https://youtu.be/yCq9bqklnCw>

## Topic - 24- Smudge Picture

Smudge picture is one form of creative art which is created by applying various paints or ink in between the folded paper and gently rubbing over it. There is no intended image to be formed, it depends on the spread of the colour and the direction of rubbing force applied over it. The picture obtained from this activity is symmetrical and colourful. It helps students to understand the symmetrical concepts of drawing which is also associated with other subjects like mathematics.

### Competency

Experiment and create symmetrical images using techniques of smudge.

### Objectives

1. Create s smudge picture using the materials provided.
2. Interpret the meaning of their art work.

## Learning Experiences

1. Art Exhibition -Teacher demonstrates the process of creating Smudge Picture. Students explore painting with different colour combinations. Dry the pictures and let students observe other's art work in a Gallery Walk or exhibition. Students can also create cards for their friends, parents and teachers. Teacher can refer Teacher' Guide Book or visit DCPD web (download) to conduct the activity.

**DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book).

Alternative Activities suggested in the workbook can be conducted for further engagement and fun.

Teacher creates or selects tutorial videos to create “ smudge Picture ” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. (self-created) can be uploaded in the YouTube.

**Note:** Ensure that students use the colour economically for the activity. Provide extra sheets for the work if needed as an extended activity. Parents can provide materials if the activity is carried out at home.

## Reflection

1. Did you enjoy the activity? Is it beautiful?
2. Does your smudge have the same pattern on both sides? (symmetrical)
3. Share the meaning of your painting with your friends?

## Assessment:

1. Workbook and worksheet, exhibition of students' work. Students can also submit their work via WeChat, Messenger, WhatsApp, etc. The teacher will maintain a record of students' work using appropriate tools such as checklist, individual folder, and rubric (refer NSCF for sample ).

### Sample Checklist

Name of the students	Criteria				
	Followed Directions	Displayed neat and tidy work	Completed the work	Cleaned the workstation	Practised safety habits
Nima Dema					
Jigme Dorji					

### Resources / Materials

- Workbook, worksheets (duplicating paper), water colours, brushes, palettes, chart paper, ink, projector, laptop.

## Topic-25- Wax Painting

Wax painting is a technique of designing an art by drawing with crayon (wax) and applying thin black paint over it to create the picture. In this activity students draw or write something on the paper with crayons and apply light black paint over the whole page. Since black paint and crayons do not blend with each other the words written by crayon (Wax) can be seen clearly. The difference and resistance of two media allow the artist to create an interesting image.

### Competency

Apply the properties of colour and its rhythm to create art.

### Objective:

1. Create wax paintings to observe how colours of different properties work.

### Learning Experiences

1. Art Exhibition -Teacher demonstrates the process of wax painting. Students explore painting with different colour combinations. Dry the pictures and let students observe other's art work in a Gallery Walk or exhibition. Students can also create cards for their

friends, parents and teachers. Teacher can refer Teacher’ Guide Book or visit DCPD web (download) to conduct the activity.

**DCPD Web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher’s Guide Book).

### **Tutorial**

1. <https://youtu.be/YicS0y7xoIs> - Creative Wax painting activity for kids
2. <https://www.funlittles.com/art-activities-kids-cracked-wax-resist-art/> - Cracked wax resist art )

Teacher creates or selects tutorial videos to “Wax Painting” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in the YouTube.

**Note:** Parents can provide materials if the activity is carried out at home.

### **Reflection**

1. Did you enjoy the activity?
2. What happened when you applied thin black paint over it.
3. Who do you want to gift your painting?

### **Assessment:**

1. Students’ work can be assessed using appropriate tools such as checklist, rubric (refer NSCF for sample ) or students can also send pictures of their final product if they worked from home.

### **Sample Portfolio Assessment Rubric -**

<https://www.eagleschools.net/sites/default/files/website/GT/ECS%20Visual%20Arts%20Portfolio%20Assessment%20.pdf>

ARTISTIC SKILL	Rating	Comments
The student shows mastery of technical skill in using elements of art and design		
The artwork shows strong overall composition: design, balance and space		

The artwork shows complexity, detail and quality craftsmanship		
<b>CREATIVE INTERPRETATION</b>		
The student exhibits personal artistic voice and expression		
The work is original and unique, using imagination and creativity		
The student makes connections to prior learning and the world around them		
<b>COMMITMENT AND CRITIQUE</b>		
The student exhibits self-confidence in his or her portfolio		
The student critically reflects on their art-making process and sets personal goals		
The student communicates perseverance, internal motivation and honesty in creating original work		

### **Resources /Materials**

- Workbook, worksheets, oil pastels, crayons, colour pencils, water colours, palettes, projector, laptop.
- **Supplementary** - Portfolio Assessment Rubric sample -  
<https://www.eagleschools.net/sites/default/files/website/GT/ECS%20Visual%20Arts%20Portfolio%20Assessment%20.pdf>

## **STRAND - CRAFT**

### **Topic - 26- Glue Art**

Glue Art refers to creating an art work by applying glue on an outline image and sprinkling chalk powder over it. Students draw the outline of the image they want to create and apply glue within the outline. Sprinkled chalk powder sticks on the glue forming an image. This activity helps students to learn new techniques, explore with different media and colour variations to create an art work.

#### **Competency**

Create glue art using different medium .

#### **Objectives**

1. Create art work using glue and chalk powder.
2. Maintain neatness in the work area.

#### **Learning Experiences**

1. Individual Task- Students follow the instructions and create art using the materials provided. Teacher demonstrates the process of dipping the paint brush in glue and drawing a picture. Rub chalk powder over the glued drawing. Let the excess powder slide in the waste bin. Children will be able to distinctly see their drawing covered in the chalk powder. Let the art works dry in safe place for exhibition or instruct students to send pictures of their art work if the activity is carried at home. Teacher can refer Teacher's Guide Book or visit DCPD web (download) to conduct the activity.

**DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book) Tutorial videos for extra information on Glue Art can be found on the link below;

**Tutorial** - <https://artfulparent.com/glue-resist-art-project-for-kids/>

Teacher creates or selects tutorial videos on “Glue Art” and shares the video via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in the YouTube.

**Note:** The teacher should prepare powder beforehand by crushing. Ensure students don't blow the excess chalk powder.

### **Reflection**

1. What else can you use in place of chalk powder?
2. Is your work neat?
3. Did you clean the table after the activity?

### **Assessment:**

1. Students' work can be assessed using appropriate tools such as checklist, rubric (refer NSCF for sample). Students can send videos or pictures to share their process of making art glue. Students can share their experience/feelings of making art.

### **Resources / Materials**

- Drawing books, Glue, chalk powder, brushes, sputtering mesh (optional), projector, and laptop.
- **Supplementary** - <https://artfulparent.com/glue-resist-art-project-for-kids/> (Glue art for kids)

## **Topic - 27- Paper Hat**

Paper crafts include a variety of activities such as origami, tissue paper flowers, scrapbooking, card making, papier-mâché, paper cutting, quilling, bookbinding etc . . Paper crafts encourage children to draw, tear, glue, and paint, along with several other exercises that promote dexterity. Paper crafts allow students to share what they might be feeling and create a collaborative environment where they can work with peers. Similarly, paper hat making is one of its kinds of origami arts which is created by paper folds. Students can use any kind of square papers which are foldable. This activity will help students learn how to fold paper in a right way and make creases properly. It also enhances sequencing and arranging with folds to improve crafting skills. This activity will also help to develop patience and a sense of appreciation in their achievement

## Competency

Reuse paper to create different crafts.

## Objective:

1. Make paper hats following teacher's demonstration.

## Learning Experiences

1. Teacher demonstrates the steps of making paper hat. Students observe the process and design a hat on their own. Teacher can refer Teacher's Guide Book, visit DCPD web(download) to carry out the activity.

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-881-wpfd-art-education-1586090224> (workbook and Teacher's Guide Book).

## Tutorial

1. <https://youtu.be/SlfYTmUVgEQ> (10 Fun paper Crafts for kids)
2. <https://youtu.be/K6Ui8x4cp7o> (How to make a origami hat)
3. <https://youtu.be/jqTsWwnkW14> (Paper hat )

Teacher creates or selects appropriate videos on “ Paper Hat” and shares via WeChat, Messenger, WhatsApp, Signal. Longer videos can be uploaded on Youtube(self created).

Students carry out the activity accordingly. Students 'work can be displayed in the classroom

**Note:** Using scissors and cutter can be risky. Ensure safety in the work area and cleanliness after the activity.

## Reflection

1. Do you like your paper hats?
2. What will you do with your paper hats?
3. Can you use this hat in any celebration or occasion?

## Assessment:

1. Students will be assessed using a rating scale



Name .....Class.....

SL.No	Indicators	Rating				
		5	4	3	2	1
1	Completion of the Task					
2	Attitude of the students towards the art class					
3	Student showcase creativity and originality in the art work					
4	Taking care of art materials.					
5	Respect others in team work					
6	Cleaning the work area after the activity					

**Resources/ Materials** - Chart papers, Magazines, old newspapers, scissors, cutter knives, rulers, projector, laptop

# INSTRUCTIONAL GUIDE – CLASS III

## STRAND - DRAWING

### Topic- 1- Lines

Line is an element of art defined by a point moving in a space. It is a straight or a curved extension of different points. Formation of line is the basic of any drawing and sketching. This activity develops hand-eye coordination and enhances the skill of drawing fine lines.

#### Competency

Develop dexterity, balance, and coordination.

#### Objective:

1. Draw lengthy freehand and wavy lines.

#### Learning Experiences

1. Individual task: After teacher's demonstration, students carry out the activity in their workbooks or drawing books. Teacher may provide worksheets to practice freehand images.

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

**DCPD web** - <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

#### Tutorial

1. <https://youtu.be/uMdor4luSlQ>
2. <https://youtu.be/UHYCrvPcWpk>

Teacher creates or selects tutorial videos to draw “Lines” and shares via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in YouTube.

**Note:** Parents to guide their children.

#### Reflection

1. What did you do in this activity?
2. Were you able to copy freehand and wavy lines?
3. Will this activity help you in drawing?

**Assessment:**

1. Assess individual student's workbook or drawing book. Students can also submit their work via WeChat , Messenger, WhatsApp, Signal etc. Teacher maintains a record of students work using appropriate tools such as checklist, Individual folder and rubrics (refer NSCF for sample).
2. Maintain a record as given below

Name	Indicators			
	Identify straight lines and wavy lines	Can draw the lines	Hand balance	Focus
Tashi				

**Resources/materials**

- Teachers Guide Book, Tutorial videos, workbook, worksheet, pencil, crayon, laptop, projector
- **Supplementary**
  1. <https://www.youtube.com/watch?v=8Ty4KCPZiCw>
  2. <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Topic - 2 - Curves (based on *patra*)**

Curves are another type of line with bends and waves without sharp angles. It is a basis for drawing any visual image of all art works. In this activity students copy the curves and then draw free-hand image in their workbook. This activity helps to develop concentration, hand-eye coordination and motor skill to create a better shape of an object.

**Competency**

Draw traditional symbols to using curves (*patra*).

**Objective:**

1. Create images and shape using curve.

**Learning Experiences**

1. Teacher demonstrates the steps given in the book. As the demonstration happens, students follow the steps and complete the images/pictures. Refer Teachers Guide book page 2 or visit DCPD web (download) to conduct the activity accordingly.

**DCPD web -** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

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

2. Teacher creates or selects tutorial videos to draw “Curves” and shares via WeChat, Messenger, WhatsApp, Telegram, and Signal.

Longer video (self-created) can be uploaded in YouTube. Students carry out the activity accordingly. Students can attempt doing the task given in the alternative activity (Teacher’s Guide Book)

Note- Parents to guide their children if done at home accordingly.

### Reflection

1. What can you draw using curves?
2. Do you think this activity will help you later in drawing?
3. Did you see this kind of design in our Bhutanese painting?

### Assessment:

1. Assess individual student’s workbook or drawing book. Students can also submit their work via WeChat , Messenger, WhatsApp, Signal. Teacher maintains a record of students work using appropriate tools such as checklist, Individual folder, rubrics (refer NSCF for sample).

**Note :** Teacher can create as per their conveniences. Below is a sample checklist

Name:

Date:

Class:

Click in the appropriate box to select “Yes” or “No”. Explain responses if necessary in the remarks section.				
Sl.no	Indicators	Yes	No	Remarks
6.	On task			
7.	Following direction			
8.	Presentation			
9.	Focus			
10.	Creativity and originality			

### Resources/ Materials:

- Teacher’s Guide Book, Tutorial videos, workbook, worksheet, pencil, eraser, laptop, projector

- **Supplementary:**

1. <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>
2. <https://www.youtube.com/watch?v=8Ty4KCPZiCw>

## Topic - 3 - Draw and Colour

Draw and colour is an activity in which students draw the simple traditional flowers, leaves and buds. The students also colour the picture accordingly. This activity enables students to draw and identify the colours. It also allows students to develop their colouring skills.

### Competency

Experiment with different art mediums (water colour, crayons, and pencil colours towards the development of observational skills and form an accurate image or picture.

### Objectives:

1. Draw the simple traditional flowers, leaves, and buds.
2. Colour the drawn image/picture

### Learning Experiences

1. Students carefully draw the images/pictures to get distinct pictures of traditional flowers, leaves and buds. Colour the pictures accordingly. Refer Teacher's Guide Book page 3 or visit DCPD web (download) to conduct the activity.

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

2. Let students complete the task given in an alternative activity in the tTeacher's Guidebook. Teacher can create tutorial videos on "Draw and colour" and share via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in Youtube.

### Reflection

1. What did we draw?
2. Do you think colouring makes your picture more beautiful?
3. Have you seen these paintings in our Bhutanese way?

**Assessment:**

1. Assess individual student's workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, Telegram, Signal etc.
2. Teacher maintains a record of students work using appropriate tools such as checklist, Individual folder, rubrics (refer NSCF). Teacher can collect students work for display in the classroom.

Assess students work using a checklist.

Sample checklist (Teacher can create their own)

Name of the child	Indicators			
	Identify the picture	Drawing neatly	Colouring	Focus
Pema				

**Resources/materials:**

- Teachers Guide Book, Tutorial videos, workbook, colour, pencil, crayons, water colour, brushes, and eraser.

## Topic - 4 - Different Tones

Tone in an artistic context refers to the lightness and darkness of the colour. In this activity students will use pencils to create different tones.

**Competency**

Draw any objects to form an accurate tone in drawing any objects using B pencil.

**Objectives:**

1. 'Identify different tones of pencils.
2. Create tones using different pencil.

**Learning Experiences**

Teacher demonstrates how to create tones using pencil. Refer Teacher's Guide Book page 4 or visit DCPD web (download) to conduct the activity.

**DPCD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial -** <https://youtu.be/U5mkDrjH-hg>

Students observe and practice creating different tones using pencils in their workbook or drawing book. Short video clips can be created on “Different tones” or selected from online by the teacher and share via WeChat, Messenger, WhatsApp, Telegram, and Signal to supplement the activity.

### Reflection

1. What did you do in this activity?
2. Did you find any differences in tone?

### Assessment:

1. Assess individual student’s workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp etc. Teacher maintains a record of students work using appropriate tools such as checklist, Individual folder, rubrics (refer NSCF for sample).
2. Maintain a record as given below (Teacher can create as per their conveniences)

Sample checklist

Name:

Class:

Date:

Sl.no	Indicators	Yes	No
1	Can differentiate tones of pencil.		
2	Can create different tones using pencils.		
3	Presentation of work		
4	Completion of work		
5	Skilful		

### Resources/materials:

- Teachers Guidebook, Tutorial videos, workbook, drawing book, worksheet, pencils, chat paper
- **Supplementary** - [https://youtu.be/CIoiQ7V\\_C1g](https://youtu.be/CIoiQ7V_C1g)



## Topic - 5 - Object Drawing

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

### Competency

Apply the principles of sketching and drawing techniques to form an accurate image or picture.

### Objectives:

1. Draw objects using pencils.
2. Create tones on the picture.

### Learning Experiences

1. Teacher brings some familiar objects to the class. Students choose the object they want to draw. The teacher places the object on the table for the children to see. The students then observe and draw incorporating tones. Refer Teacher’s Guide Book page 5 or visit DCPD web (download) to conduct the activity.

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial -** <https://youtu.be/XJRxC0B4Giw>

2. Teachers can create or select tutorial videos on “Object drawing” and share via WeChat, Messenger, WhatsApp, Telegram, Signal. Longer videos (self-created) can be uploaded in YouTube.

### Reflection

1. What skill is required in this activity?
2. Were you able to draw the object?

### Assessment:

1. Assess individual student’s workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, Telegram, Signal etc. Teacher maintains a record of students work using appropriate tools such as checklist, Individual folder, rubrics (refer NSCF for sample). Teacher can collect students work for display in the classroom.

**Resources/materials** - Teachers Guide Book, Tutorial videos, workbook, colour, B pencil, Objects (any)

## Topic - 6 – Sketching

Sketching is a rapidly executed freehand drawing that is not usually intended as a finished work. A sketch may serve a number of purposes: it might record something that the artist sees, it might record or develop an idea for later use or it might be used as a quick way of graphically demonstrating an image.

### Competency

Apply the principles of 3D features to sketch what they see in the environment

### Objective:

1. Sketch object /figures around them (environment) incorporating tones (light and shade).

### Learning Experiences

1. This activity can be conducted outside. Teacher refers Teacher’s Guide Book page 6 or visit DCPD web (download) to conduct the activity.

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

### Tutorial

1. <https://www.youtube.com/watch?v=qqva-bcEnHA>
2. [https://youtu.be/Y7mlZSmXVuA\(landscape](https://youtu.be/Y7mlZSmXVuA(landscape) (sketching)

Students sketch as per their choice incorporating tones wherever possible. Teacher creates or selects tutorial videos on ”Sketching” and shares via WeChat, Messenger, WhatsApp, Signal. Longer videos (self-created) can be uploaded in YouTube.

### Reflection

1. Did you enjoy sketching?
2. Describe your art.

**Assessment:**

1. Assess individual student's workbook or worksheet. Students can also submit their work via WeChat, Messenger, WhatsApp etc. The Teacher maintains a record of students work using appropriate tools such as checklist, Individual folder, self-assessment, rubrics (refer NSCF).

**Sample Rubric**

<b>Art Assessment Rubric</b>						
Name of the child	Class:					
Assignment: Sketching						
Circle the number that best shows how well you feel that you completed the assignment	Excellent	Good	Average	Need improvement	Self-rating	Teachers Rating
Effort	4	3	2	1		
Creativity	4	3	2	1		
Skilful	4	3	2	1		
Participation	4	3	2	1		
Assignment fulfilled	4	3	2	1		

**Resources/materials** - Teachers Guide Book, Tutorial videos, workbook, worksheet, pencil, colour.

**Topic - 7 – Draw and Colour**

Draw and colour is an activity in which students draw the traditional motifs (Londap – leaves, Bupchu-Buds, Zewdu-Blossoms) and symbols (Tanka -symbolic patterns, Jana-Chari bordering patterns). This activity students to value the Bhutanese arts.

**Competency**

Draw simple traditional motifs; *londap*, *bupchu*, *zewdu* associated to Bhutanese values.

**Objective:**

1. Draw Londap – leaves, Bupchu-Buds, Zewdu-Blossoms and symbols (Tanka -symbolic patterns, Jana-Chari bordering patterns) with and shape.

**Learning Experiences**

1. Teacher demonstrates how to draw the traditional motifs. Teacher refers Teacher's Guide Book page 3 or visit DCPD web (download) to conduct the activity .

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

Students copy and colour the pictures from the book. Teacher creates or selects tutorial videos on “Draw and Colour” and shares via WeChat, Messenger, WhatsApp, Signal. Longer videos (self-created) can be uploaded in YouTube.

### **Reflection**

1. Was it easy to draw?
2. What colour did you use for the image?

### **Assessment:**

1. Assess individual student’s workbook or drawing book using checklist. The Teacher maintains a record of students work using appropriate tools such as checklist, Individual folder, self-assessment, rubrics (refer NSCF). Compile their work in portfolio.

**Resources/materials** - Teachers Guide Book, Tutorial videos, workbook, drawing book, pencil, crayons, eraser

## **STRAND PAINTING**

### **Topic- 8 - Colour Mixing**

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

### **Competency**

Explore secondary colours through colour mixing activities to expand on the knowledge of colours.

### **Objectives:**

1. Identify primary and secondary colours.
2. Produce secondary colour by mixing different primary colours.
3. Observe colours in different proportion to get different shades.

### Learning Experiences:

1. Teacher demonstrates the process of mixing colours. Teacher can refer Teachers Guide book page 7 or visit DCPD web (download) to conduct the activity.

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial –** <https://youtu.be/j2fOsrUhSXs>

2. Students explore mixing colours in different proportions to see the varieties of colours. Students learn the names of primary and the secondary colours. Students can try mixing colours in different proportion to observe different variations. Students can the colours to paint their pictures. Teachers creates or selects relevant videos on” Colour mixing” and shares via WeChat, Messenger,WhatsApp,Signal.

Longer videos(selfcreated) an be uploaded in YouTube.

### Reflection

1. Name the secondary colours.
2. What do you see when you mix Red and Yellow?
3. How many colours did you mix?

### Assessment:

1. Assess individual student’s workbook or worksheet. Students can also submit their work via WeChat,Messenger,WhatsApp,Signal etc. Teacher maintains a record of students work using appropriate tools such as checklist, self-assessment , rubrics(refer NSCF)

Note: Teachers can create their own assessment tools.

Students can be assessed using a checklist

Name of the child	Indicators					Remarks
	Name the primary colours	Identify the primary colours	Name the secondary colours	Identify the secondary colours	Create colour wheel	
Dawa						

## Resources/Materials

- Teachers Guide book, workbook, drawing book, worksheet, Colours, Brushes,Palate,pencils,Erasers
- **Supplementary**
  1. <https://youtu.be/j2fOsrUhSXs>
  2. [https://youtu.be/\\_BHHf1-dmco](https://youtu.be/_BHHf1-dmco)

## Topic - 9 – Fun with Colours

In this activity students will experiment with different mediums of colours to paint the objects/images. Students will have fun in the process of learning the differences in the mediums. This activity allows students to explore, experience and enhance their colouring skills.

### Competency

Explore ways of colouring/painting objects using different mediums/materials

### Objective

1. Colour the image/picture using different mediums.

### Learning experiences:

1. Teacher demonstrates how to colour each image given in the book. Teacher can refer Teachers Guide book page 8 or visit DCPD web (download) to conduct out the activity.

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial -** <https://youtu.be/opQc7PrZZaY>

2. Students experiment colouring the image using different medium to see the differences of colours. Students can keep practicing colouring different images in the worksheet provided by the teacher. Teachers can create or select relevant videos on” Fun with colours” and share via WeChat, Messenger, WhatsApp, Signal.

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

### Reflection

- 1 How was the activity? Was it fun?
- 2 Name the different mediums of colour.

**Assessment:**

1. Assess individual student's workbook or worksheet. Students can also submit their work via WeChat, Messenger, WhatsApp, Signal etc. Teacher maintains a record of students work using appropriate tools such as checklist, self-assessment, rubrics (refer NSCF)

Note: Teachers can assess students work using the assessment tools developed by themselves.

**Resources/Materials** - Teachers Guide book, workbook, drawing book, worksheet, wax crayon, Colour pencils, water colour, brushes, palettes

**Supplementary**

1. <https://youtu.be/j2fOsrUhSXs3>
2. [https://youtu.be/\\_BHHfl-dmco](https://youtu.be/_BHHfl-dmco)

## Topic - 10 - Abstract Art

Abstract art is art that does not attempt to represent external reality, but seeks to achieve its effect using shapes, forms, colours, and textures.

**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 art work.

**Learning experiences:**

1. Teacher shares some art works done by other people. Teacher refers Teachers guide book page 10 or visit DCPDC web (download) to conduct the activity .

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial** - <https://youtu.be/3kdzGAjG26s>

Students try creating their own abstract arts using any of the mediums and share to the class. Students can work in groups and display for gallery walk. Teachers selects relevant videos on “Abstract Art” and shares via WeChat, Messenger, WhatsApp, and Signal.

**Reflection**

1. What does your picture look like?
2. What other image do you want to create?
3. Talk about your image or picture.

**Assessment:**

1. Assess individual student's workbook or worksheet. Students can also submit their work via WeChat, Messenger, WhatsApp, Signal etc. Teacher maintains a record of students work using appropriate tools such as checklist, self-assessment, rubrics (refer NSCF)

**Resources/Materials** - Teachers Guide book, workbook, worksheet, Colours, Brushes, Palate, pencils, Erasers

## Topic - 11 - Symmetry Colouring

In this activity, students colour the image/picture given in the book. This activity helps children to develop creativity, focus, and motor skills enhancing colouring skills

**Competency**

Develop colouring and spatial skills to form symmetry.

**Objective:**

1. Colour the picture within the given space.

**Learning experiences**

1. Students observe the pictures given in their books and colour exactly the same to complete it. Teachers can refer Teachers Guide book page 11 or visit DCPD web (download) to conduct the activity. Students can also complete the task given in the alternative activity.

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial** - <https://youtu.be/mU4rJ-g3QSo>

Teachers can create or browse for similar videos on “Symmetry Colouring “ and share via WeChat, Messenger, WhatsApp, Signal. Longer videos (self-created) can be uploaded in YouTube.



**Reflection**

1. What colours did you use?
2. Did you enjoy colouring the picture?
3. Is your work neat?

**Assessment:**

1. Assess individual student's workbook or worksheet. Students can also submit their work via WeChat, Messenger, WhatsApp, Signal etc. Teacher maintains a record of students work using appropriate tools such as checklist, self-assessment, rubrics (refer NSCF)

**Resources/Materials** - Teachers Guide book, workbook, drawing book, worksheet, Colours, pencils, Erasers

## Topic - 12 - Straw Painting

Straw painting is one form of creative art which is created by blowing the various paints or ink on the paper using straw. There is no intended image/painting to be formed, it depends on the spread of the colour/paints and the direction of blowing force applied over it. The picture obtained from this activity is colourful. It also helps children strengthen oral muscles.

**Competency**

Explore ways of creating art using different medium.

**Objectives:**

1. Learn the skill of painting with straw.
2. Create their own straw painting after teacher's demonstration.

**Learning experiences**

1. Teacher displays the examples of straw painting for the class. Next, the teacher demonstrates the process of "Straw painting" by preparing colouring solution and blowing on the blob to create images. Refer Teacher's Guide Book page 12 or visit DCPD web(download) to conduct the activity.

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial-** <https://youtu.be/SqP6XQLYOVE>

2. Students observe and create their own unique paintings with straw in their workbook or drawing book. Teachers may collect their work for display in the class or for exhibition.
3. Teachers can create or select appropriate videos on “ Straw Painting “and share via WeChat, Messenger,WhatsApp,Signal. Longer videos(self-created) can be uploaded in YouTube.

**Note:** Teachers to guide the students if they are using it for the first time. Before they actually blow on the blob of colour, let them practice blowing with the straw.

Parents to guide their children if activity is done at home.

### Reflection

1. What materials did you use?
2. What does your painting look like?

### Assessment:

1. Assess individual student’s workbook or drawing book. Students can also submit their work via WeChat, Messenger, WhatsApp, Signal etc. Teachers maintain a record of students work using appropriate tools such as checklist, self-assessment, rubrics (refer NSCF)

### Sample checklist

Category	Yes/No
Creativity and originality	
Completion	
Cleaning the workplace	
Presentation of the work	

**Resources/Materials** - Teachers Guide book, Tutorial videos, workbook, worksheet, Colours/paints, straw, containers, water.

## Topic - 13 - Memorable Moments

### Competency

Create and express memorable moments in the form of painting.

### Objective:

1. Present their memorable moments in the form of arts.

### Learning experiences

1. This activity requires presenting of memorable moment in the form of art. Students can use any medium to create their own arts and share to the class. Refer Teacher's Guide Book page 13 or visit DCPD web(download) to conduct the activity .

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

Teachers create or select appropriate videos on “ Memorable moments“ and share via WeChat, Messenger, WhatsApp, Signal. Longer videos (self-created) can be uploaded on Youtube.

### Reflection

1. Briefly talk about your memorable moments.

### Assessment:

1. Assess individual student's workbook or worksheet. Students can also submit their work via WeChat, Messenger, WhatsApp, Signal etc. Teacher maintains a record of students work using appropriate tools such as checklist, self-assessment, rubrics (refer NSCF)

**Resources/Materials** - Teachers Guide book, videos, workbook, drawing book, worksheet, Colours/paints, palettes, brush, eraser, pencils.

## Topic - 14 - Roller Printing

Roller printing is a technique of making creative art using sponge roller or blocks. Sponge roller or block print is used as a medium to create prints on hard cardboard

### Competency

Explore ways of creating prints/patterns using different medium.

**Objective:**

1. Create print/ patterns using sponge roller/ print blocks

**Learning experiences**

1. Teacher demonstrates the process. As the demonstration happens, students carry out along with the teacher. Students display their work for the class. Refer Teacher's Guide Book page 24 or visit DCPD web(download) to carry out the activity .

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial -** <https://youtu.be/yY8rRvK9szs>

Teachers can create or select tutorial videos on “ Roller Printing“ and share via WeChat, Messenger, WhatsApp, Signal. Longer videos (self-created) can be uploaded on Youtube.

**Note:** Teachers to remind students to be careful with colours, as it can spill and make the things dirty.

**Reflection**

1. Can you think of other materials you can use to create patterns/prints?
2. Did you enjoy the activity?

**Assessment:**

1. Assess individual student's workbook or worksheet. Students can also submit their work via WeChat, Messenger, WhatsApp, Signal etc. Teacher maintains a record of students work using appropriate tools such as checklist, self-assessment, rubrics (refer NSCF for sample)

**Resources/Materials**

- Teachers Guide book, Tutorial videos , workbook, worksheet ,Colours/paints, cardboard, brushes
- **Supplementary**
  1. <https://www.youtube.com/watch?v=Un2DUWn3FLE>

## Topic - 15 - Using Stencils to Print

Stencil printing is a technique of making creative art using stencils. Stencil is used as device to create different prints and patterns

### Competency

Explore ways to create Design/patterns using different medium.

### Objectives:

1. Create designs/patterns using stencils.
2. Make a stencil.

### Learning experiences

1. Teacher demonstrates how to create stencils and paint over the cut outs with a brush (short haired) or cotton (if flat brush is not available). Refer Teacher's Guide book page 25 or visit DCPD web(download) to conduct the activity .

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial -** <https://www.youtube.com/watch?v=9OCgFA9RJIo>

2. Students observe and create their own prints using stencils. Teachers can create or select tutorial videos on "Using stencil to print" and share via WeChat, WhatsApp, Messenger, Signal. Longer videos (self-created) can be uploaded in Youtube.

**Note:** Teacher instructs students on proper use of scissors/knife for safety measures. Parents to guide their children if the activity is carried out at home.

### Reflection

1. What did you learn from this activity?
2. What materials did you use?

### Assessment:

1. Assess individual student's workbook or worksheet. Students can also submit their work via WeChat, Messenger, WhatsApp, Signal etc. Teacher maintains a record of students work using appropriate tools such as checklist, self-assessment, rubrics (refer NSCF for sample).

**Resources/Materials** -Teacher's Guide book, work book, drawing book, worksheet, colours, Brushes (short haired) ,pencil, eraser, cutter knife, cottons(if brushes not available).

## Topic - 16 - Nature Printing

Nature printing is one way to capture part of nature's splendour for use in your artwork. Printing with leaves, flowers and other objects allows to create decorative patterns and works of art that capture the beauty of nature.

### Competency

Explore with different art medium to create painting, images, and picture.

### Objective

1. Create art prints using vegetables.

### Learning Experiences

1. Teacher demonstrates the process. As the demonstration happens, students follow and create their own prints. Refer Teacher's Guide book page 26 or visit DCPD web (download) to conduct the activity.

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial** - <https://youtu.be/IemO3NGboTo>

Teachers can create or select tutorial videos on “Nature Printing” and send via WeChat, WhatsApp, Messenger, and Signal. Longer videos (self-created) can be uploaded in Youtube.

### Reflection

1. What did you learn from this activity?
2. What did we use to create prints and patterns?
3. Tell the process of this activity.

### Assessment:

1. Assess individual student's workbook or worksheet. Students can also submit their work via WeChat, Messenger, WhatsApp, Signal etc. Teacher maintains a record of students work using appropriate tools such as checklist, self-assessment, rubrics (refer NSCF)

Note: Teachers can use their own checklist

**Resources/Materials** - Teacher's Guide Book, workbook, worksheet, colours, vegetables

**Supplementary** - <https://youtu.be/aBDubv-eyQk>

## STRAND - CRAFT

### Topic - 17 - Paper Lantern

Paper craft is a collection of crafts using paper or cards as a medium for creation of objects. Paper craft encourages children to draw, tear, fold, cut, and paint along with several exercises that promote dexterity. This activity requires students to create paper Lantern using paper. Doing this activity helps children to make productive use of papers. It also helps to develop their fine motor skill. Teachers need to provide the freedom of choice in their creativity and motivate them.

#### Competency

Reuse paper to create different crafts

#### Objective

1. Create colourful paper lamps

#### Learning Experiences

1. Teacher demonstrates the steps. Teacher can refer Teacher's Guide book page 14 or visit DCPD web(download) to conduct the activity.

**DCPD Web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial -** <https://youtu.be/CeZKYGmuZn0>

2. Students observe and create their own unique paper lanterns. Teachers may collect their work for display in the class or for exhibition. Teachers can create or select tutorial videos on "Paper Lantern" and send via WeChat, WhatsApp, Messenger, Signal. Longer videos (self-created) can be uploaded in Youtube.

**Note: Teacher instructs students on proper use of scissors/ cutter for safety measures.**

#### Reflection

1. What other materials can be used to make lantern?

#### Assessment –

1. Assess students work using a Rubric (sample)

Name:

Class:

Date:

Category	Exceeding	Meeting	Approaching	Beginning
Presentation				
Creativity				
Skilful				
Overall work done				

**Resources/Materials** - Scissors, paper, cutter knife, glue, thread

## Topic - 18 - Paper Dollies

Paper craft is a collection of crafts using paper or cards as a medium for creation of objects. Paper craft encourages children to draw, tear, fold, cut, and paint along with several exercises that promote dexterity. This activity requires making of paper Dollies using paper. This activity helps students to develop their creativity and fine motor skills.

### Competency

Reuse paper to create different crafts.

### Objective

1. Fold and cut to create paper dollies after teacher's demonstration.

### Learning Experiences

1. Teacher demonstrates the steps of making paper dollies. As the demonstration happens, students follow along and design a paper dollies. Teacher can refer Teachers Guide book page 15 or visit DCPD web (download) to conduct the activity.

**DCPD web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial -** <https://youtu.be/8ERT6LXSQVI>

Teachers can create or select tutorial videos on “Paper Dollies ” and send via WeChat, WhatsApp, Messenger, Signal. Longer videos(self created) can be uploaded in Youtube. Students carry out the activity accordingly.




### Reflection

1. Do you think you can make some other paper Dollies?



- Where can you use your paper dolies?

**Assessment:** Self-assessment rubrics

Art Rubric			
Effort			
Creativity			
Craftmanship			
Work habits			

**Resources/Materials** - Teachers Guide book, workbook, drawing book, Paper, Scissors ,colours

## Topic - 19 - Paper Bird

Paper craft is a collection of crafts using paper or cards as a medium for creation of objects. Paper bird making is one of the crafts that encourages children to draw, tear, fold, cut, paint along with several exercises that promote dexterity.

### Competency

Reuse paper to create different crafts

### Objective

- Make simple paper bird.

### Learning experiences

- Teacher demonstrates the process of making paper birds. Teachers can refer Teachers Guide book page 16 or visit DCPD web(download) to conduct the activity.

**DCPD web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial -** [https://youtu.be/5n64xhcD\\_wg](https://youtu.be/5n64xhcD_wg)

Students observe the process and make a paper bird. Teachers can create or select tutorial videos on “Paper Bird” and send via WeChat, WhatsApp, Messenger, Signal. Longer videos (self-created) can be uploaded in YouTube.




### Reflection

- Do you like your paper bird?

2. What else can you make from paper?

**Note:** Teachers can use their own rubrics

**Assessment:** Students will be assessed using Rubrics

Art Rubric			
Focus			
Creativity			
Craftmanship			
Work habits			

**Resources/Materials** - Teacher Guide book, workbook, Colour paper, Scissors, pencils, Glue

## Topic-20 - Paper Photo Frame

Paper photo frame making is a part of craft using paper or cards as a medium for creation of objects. Any craft will encourage children to fold or design that will promote dexterity.

### Competency

Explore ways to reuse cardboard and papers to create different crafts

### Objective

1. Make a simple paper frame

### Learning Experience

1. Teacher demonstrates the procedure of making a “Photo frame”. Teachers can refer Teachers Guide book page 18 or visit DCPD web (download) to conduct the activity.

**DCPD web :** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial** - [https://youtu.be/Dx\\_1rZ8o\\_Yc](https://youtu.be/Dx_1rZ8o_Yc)

Students observe and design their own photo frame. Teachers can create or select tutorial videos on “Paper photo frame” and send via WeChat, WhatsApp, Messenger, Signal. Longer videos (self-created) can be uploaded in Youtube.

## Reflection

1. What materials did you use?
2. Did you enjoy making photo frame?

## Assessment –

1. Assess students work using appropriate tools such as checklist, rubric.

**Resources/Materials** - Different colour paper, scissors/cutters, pencils, Glue, pencil, eraser, hard card board.

## Topic - 21 - Mask

Mask making with paper is another paper craft. It is a collection of crafts using paper or card as the primary artistic medium for the creation of objects. Paper crafts encourage children to draw, tear, glue and paint, along with several other exercises that promote dexterity. These activities develop fine motor skills and strengthen their ability to concentrate for longer periods.

### Competency

Experiment with different materials and mediums in making simple crafts and express themselves through the craft work.

### Objective

1. Make simple mask using different mediums or materials.

### Learning Experiences

1. Teacher demonstrates the process of making a mask. Teacher refers Teachers Guide book page 20 or visit DCPD web (download) to conduct the activity.

**DCPD web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial -** <https://youtu.be/DC2F-CKg8D4>

Students observe the process and make their own mask. Teachers can create or select tutorial videos on “Paper mask” and send via WeChat, WhatsApp, Messenger, Signal. Longer videos (Self-Created) can be uploaded in YouTube.

**Note:** Teacher instructs students on proper use of scissors/ cutter for safety measures.

## Reflection

1. What materials did you use?
2. Did you enjoy making a mask?

## Assessment

1. Assess students work using appropriate tools such as checklist, self-assessment, rubric (refer NSCF for sample)

**Resources/Materials** - Teachers Guide book, workbook, Card board, Pencil, Colour, scissors/cutters, pencil, papers

## Topic - 22 - Envelope Rattle

In this activity students use cut out section of envelope and available seeds. Seeds are put into the envelope to create sound.

## Competency

Explore ways to create rattle using different mediums and materials (Seeds of various sizes) and experience the sounds of different materials.

## Objective

1. Make a rattle using seeds of various sizes and envelope.

## Learning Experiences

1. Teacher demonstrates the process of making "Envelope rattle". Teacher can refer Teachers Guide book page 17 or visit DCPD web (download) to conduct the activity.

**DCPD web:** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

2. Students have to complete the task given in the alternative activity in the teacher's guide book

Students explore the process and make their own envelope rattles. Teachers can create or select tutorial videos on "Envelope rattle" and send via We-Chat, WhatsApp, Messenger, Signal. Longer videos (self-created) can be uploaded in Youtube.

**Note:** Teacher instructs students on proper use of scissors/ cutter for safety measures.

## Reflection

1. What materials did you use?

2. What will you do with the rattle??

### **Assessment**

1. Students work can be assessed using appropriate tools such as checklist, rubrics.

**Check for sample rubric** - <https://pin.it/3PBCz2l>

**Resources/Materials** - Teachers Guide book, workbook, Tutorial videos, used envelopes, scissors, Cello tape, stick, seeds

## **Topic - 23 – Finger Puppet**

A finger puppet is a type of puppet that is controlled by one or more fingers that occupy the interior of the puppet. This activity helps children gain confidence in their ability to express their ideas and make them real.

### **Competency**

Express ideas and imagination through craftwork.

### **Objective**

1. Make puppets out of paper.

### **Learning experiences**

1. Teacher demonstrates the process of making” Finger puppets”. Teacher can refer Teachers Guide book page 19 or visit DCPD web (download) to conduct the activity.

**DCPD web** : <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial** - <https://youtu.be/etKUTS4HBjY>

Teachers can create or select tutorial videos on “Finger Puppets” and send via WeChat, WhatsApp, Messenger, Signal. Longer videos (self) can be uploaded in Youtube.

**Note: Teacher instructs students on proper use of scissors/ cutter for safety measures.**

### **Reflection**

1. What materials did you use?
2. Create a story using your puppets.

### **Assessment**

1. Students work can be assessed using appropriate tools such as checklist, Individual folder, rubrics (refer NSCF).

**Note:** Teachers can create their own tools.

**Resources/Materials** - Teachers Guide book, workbook, Tutorial videos, paper, scissors, Cello tape, glue

## **Topic-24- Making a School Model**

In this activity students will make a model of their school using any medium they like. This activity promotes self-confidence, self-expression, and helps to learn new ways of thinking and improves hand-eye coordination. This activity is basis for foundational skill.

### **Competency**

Making a school Model using of different mediums/materials.

### **Objectives**

1. Make models of their school using clay, cartoon boxes, stones.
2. Colour the models.

### **Learning Experiences**

1. Outdoor activity - This activity can be conducted outside in case of using mud, clay, water.

Refer Teachers Guide book page 21 or visit DCPD web (download) to conduct the activity.

DCPD web: <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

2. Students work in groups to create models of their school. Teachers can select videos on “Making models” and send via We-Chat, WhatsApp, Messenger, Signal. Students carry out the activity accordingly.

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

### **Reflection**

1. What materials did you use for the model?
2. Did you dispose the waste properly?

## Assessment

1. Students work can be assessed using appropriate tools such as checklist, Individual folder, rubrics (refer NSCF for sample) .

**Note:** Teachers can create their own tools.

## Sample rubric

Name:

Date:

Category	Excellent(4)	Good(3)	Satisfactory(2)	Needs Improvement(1)
Effort put into work	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
Use of creativity	You used your own ideas and imagination.	You used your own ideas most of the time.	You used some imagination	You did not use your own ideas and imaginations.
Attractiveness	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** - Teachers Guide book, workbook, Tutorial videos, clay, mud, cartoon boxes, stones, papers, colours, brushes, scissors, cello tape, sticks.

## Topic - 23 - Clay Work (figures)

Clay work means modelling or making any shape using clay/dough /mud. This activity provides opportunity for students to touch, feel, manipulate and create different shapes. Playing with clay helps children to discover and develop their creative and learning skills. It also helps in expanding a child's attention span.

## Competency

Develop both fine and gross motor skills as children handle clay and feel by experimenting with different craft materials.

## Objective

1. Make and colour model of human.

## Learning Experiences

1. This activity can be conducted outside. Students follow the instructions and create a human figure using clay/mud. Teachers refers Teachers Guide book page 22 or visit DCPD web (download) to conduct the activity.

**DCPD web :** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial -** <https://youtu.be/wXCyfB9JABw>

## Reflection

1. Did you enjoy playing with clay?
2. What other materials can you use to make models?

## Assessment

1. Students work can be assessed using appropriate tools such as checklist, Individual folder, rubrics.

**Check for sample rubric** <https://pin.it/6D91mBX>

**Resources/Materials** - Teachers Guide book, workbook, Tutorial videos, clay, mud, colours, brushes

## Topic - 24 – Collage of Match Stick

Collage is an artistic composition made of various materials. A collage may sometimes include magazine and newspaper clippings, ribbons, paint ,bits of coloured or handmade papers, portions of other artwork or texts, photographs and other found objects, glued to a piece of paper or canvas.

## Competency

Experiment with different mediums and materials in making simple crafts.

## Objectives

1. Paste the match stick on the glued surface.
2. Reuse waste straw/matchstick.

## Learning Experiences

1. Teacher provides material for the activity, students create collage of their choice. Refer Teachers Guide book page 28 or visit DCPD web (download) to conduct the activity.



DCPD web : <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

**Tutorial** - <https://youtu.be/noZlqnSH3NY>

2. Teachers select videos on “Collage of match stick” and send via We-Chat, WhatsApp, Messenger, Signal. Students will carry out the activity accordingly.

**Note: Remind parents about the safety and guidance at home.**

### Reflection

1. What did we use to form the image?
2. What other materials can you use to make a collage?

### Assessment

1. Students' work can be assessed using appropriate tools such as checklist, Individual folder, rubrics. (**Sample rubric**)

Name :

Date:

Category	Excellent(4)	Good(3)	Satisfactory(2)	Needs Improvement(1)
Following project directions	All directions were followed	Followed most of the directions	Followed some directions	Few or none of the directions followed
Use of creativity	Used own ideas and imaginations	Used own ideas most of the time	Used some imaginations	Did not use own ideas.
Effort put into the project	Worked hard on the project	Worked hard most of the time	Put small effort into the project	Did not work hard.
Behaviour in the class	Respectful and well-behaved	Respectful and well behaved most of the time	Respectful and well behaved some time	Behaving poorly

### Resources/Materials

- Teachers Guide book, workbook, Tutorial videos, glue, pencils, papers, match sticks.
- **Supplementary**
  1. <https://youtu.be/VpV-XliASnw>
  2. <https://youtu.be/Vx93RZFFnSY>

## Topic - 25 - 3D Collage

Collage is an artistic composition made of various materials. A collage may sometimes include magazine and newspaper clippings, ribbons, paint ,bits of colored or handmade papers, portions of other artwork or texts, photographs and other found objects, glued to a piece of paper or canvas.

### Competency

Create 3D collage using different mediums and materials in making simple crafts.

### Objectives

1. Create 3D collage using waste materials
2. Reuse waste materials to create collage

### Learning Experiences

1. Individual /Group: This activity can be conducted outside. Teachers can refer Teacher's Guide book page 29 or visit DCPD web (download) to conduct the activity.

**DCPD web :** <https://rec.gov.bt/textbooks-and-manuals/#683-886-wpfd-art-education-1586090605>

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

Students create any 3D collages using the waste materials collected from in and around the school. Teachers can create or select appropriate videos on creating “3D collage” and share via We-chat, Messenger, WhatsApp, Signal. Longer videos (self-created ) can be uploaded in YouTube.

### Reflection

1. What did you make?
2. What materials did you use to make a collage?

### Assessment

1. Students work can be assessed using appropriate tools such as checklist, Individual folder, and rubric.

**Note:** Teachers can create their own tools.

### Sample rubric

Name :

Date:

Category	Exemplary(4)	Advanced(3)	Proficient(2)	Developing(1)
Following directions				
Craftmanship				
Creativity				
Work habits				
Clean – up				

**Resources/Materials** - Teachers Guide book, workbook, Tutorial videos, glue, pencils, papers, waste materials (cardboard cartoon boxes, straw, pebbles, empty bottles, plastics, thread/strings, wires

## Glossary:

*Londap – leaf*

*Bupchu -Bud*

*Zewdu-Blossom*

*Tanka (Traditional Bhutanese embroidery pattern found in painting and cloth design)*

*Jana-Chari(Traditional Bhutanese*