

Arts Education

Teacher's Guide for Class II



Department of School Education
Ministry of Education and Skills Development
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Thimphu

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Forward

In today's globally competitive world, innovative thinking and creativity are essential for all school children. High quality and innovative instruction in the curriculum will develop these skills and would effectively engage and prepare future students to succeed in an entrepreneurial economy.

Arts education is one of the areas, which can really help our children to build the foundation for these basic life skills and values. Generally, Arts education includes four separate and distinct disciplines (dance, music, theatre arts, and visual arts), each with its own body of content and skills. We are introducing visual arts, the fine art and simple crafts in our schools from Classes PP to X mainly to provide our children with basic skills to help them develop motor skills, simple expression and aesthetics within the purview of the art world. The Arts Education must be viewed as a full partner in the academic community and fundamental to the total school curricula. It is one of the best ways to teach 21st century skills and transversal competencies such as creativity and innovation; critical thinking and problem solving; communication and collaboration.

Many of the motions involved in making art, such as holding a paintbrush or scribbling with a crayon, are essential to the growth of fine motor skills in young children. Making art or just talking about art, it provides them with opportunities to learn words for colours, shapes and actions. It also helps children use descriptive words to discuss their own creations or to talk about what feelings are elicited when they see different styles of artworks.

Parents and teachers need to be aware that children learn a lot more from graphic sources now than in the past. They need to know more about the real world than just what they can learn through text and numbers. Arts education teaches students how to interpret, criticize, and use visual information, and how to make choices. Young people who participate regularly in the arts are likely to be recognized for academic achievement. There are more and more studies showing that participation in the arts has an impact on student achievement and success in life.

In fact, the arts are wonderful tools for helping children learn in their most optimal way. With this, I keep my note here and good wishes to all our teachers and children and hope for all to excel in their artistic endeavour.

(Kinga Dakpa)

Director General



General Notes for Teachers

1. The activities to be done in the workbook are aligned with the Teacher's Guide.
2. The activities in the lessons are only indicative of the kinds of activities that children could do. You may give more such activities to your students.
3. Many of the activities require the teacher to prepare materials in advance. Please read the "Note(s) for the Teacher" before every lesson and prepare for the activity before conducting any activity with the children.
4. The teacher should use his/her discretion to decide whether to carry out an activity inside or outside the classroom depending on the type of activity.
5. Art work can make a room dirty. Always keep cloth pieces and water ready to do any cleaning. Carry out activities outside the workbook/classroom wherever possible.
6. Some works will need time to dry. This has to be kept in mind before going forward to the next activity.
7. You may also decide when to teach a certain lesson depending on your judgement and availability of materials.
8. Accept all children's work. Do not criticize. The quality of art is not important at this level.
9. Whenever possible, display students' works in the classroom.
10. Hold an exhibition of students' works during important occasions, or at least once a year.

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Straight Lines

1

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 the formation of any shape. This activity enables the students to copy lines (horizontal, vertical, diagonal) given in the work book and draw lines of their own. It helps in developing fine motor skills and hand coordination. Drawing straight lines allows the learners to understand the composition of forms and shapes. Provide papers for students to try drawing different lines. Teachers should instruct students to draw neatly without a ruler.

Materials Required:

- Pencils
- Workbooks

Objectives:





By the end of the lesson, the child will be able to:

- Copy different straight lines in their workbook.
- Draw free - hand straight lines.

Procedures:

- Teacher demonstrates drawing straight lines on the chalkboard.
- Students copy the lines as given in their workbooks.
- Students draw free – hand straight lines.

Activities/Examples:

Alternative Activities:

- Students can draw different straight lines other than the ones already given.

Alternative Materials:

- Drawing books
- Colour pencils
- Pens
- Sketch pens

Reflection:

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

Curves

2

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 different curves and then draw free – hand images in the workbook. Drawing curves help to develop concentration, hand-eye coordination and motor skill to create a better shape of an object.

Teacher provides examples of curves as an extended activity and also provides an additional page for drawing more curves.

Materials Required:

- Pencils
- Workbooks

Objectives:

By the end of the lesson, the child will be able to:

- Copy different curves.
- Draw similar images as shown in the workbook.

Procedures

- Teacher demonstrates drawing curves on the chalkboard.
- Students copy curves in the space provided.
- Let students draw similar free – hand images.

Activities/Examples:



Alternative Activities:

- Students make different curves other than the ones given in the workbook.

Alternative Materials:

- Drawing books
- Colour pencils
- Sketch pens

Reflection:

1. Do you think this activity will help you later in drawing?
2. What can you draw using curves?

Trace and Colour

3

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. It 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 Tangka Raowchen*).

Materials Required:

- Pencils
- Crayons
- Workbooks

Objectives:

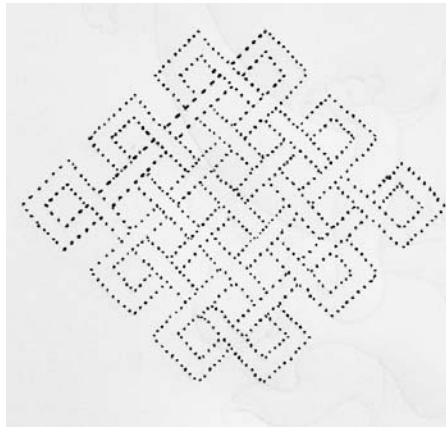
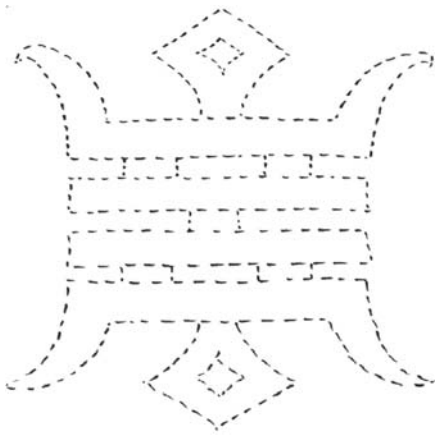
By the end of the lesson, the child will be able to:

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

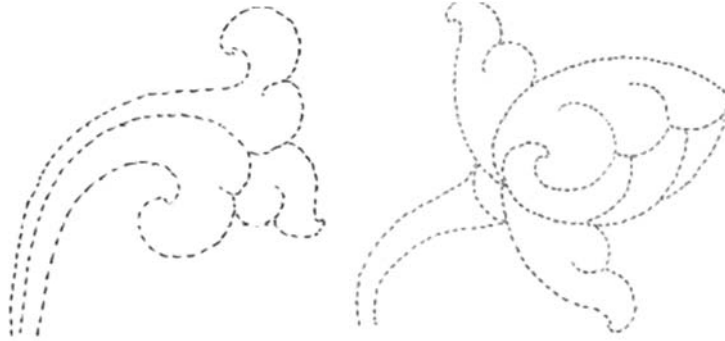
Procedures

- Teacher demonstrates tracing on the chalkboard to form an image.
- Students carefully trace the image to get a distinct picture of Tangka Raowchen and Drami.
- Teacher instructs students to colour the picture within the trace lines.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- watercolour
- Oil pastel
- Colour pencils
- Drawing books

Reflection:

1. Have you seen any of such drawings?
2. Teacher briefly talks about how Bhutanese painters use tracing to draw and paint.

Trace and Colour

4

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 accurate images. It 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 (Meto Pema and Palvab).

Materials Required:

- Pencils
- Colours
- Crayons
- colour pencils
- workbooks

Objectives:

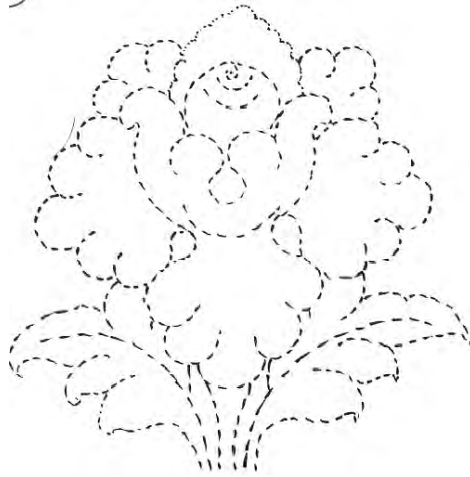
By the end of the lesson, the child will be able to:

- Trace carefully over the given outlines to form an accurate image.
- Colour the picture within the trace lines.

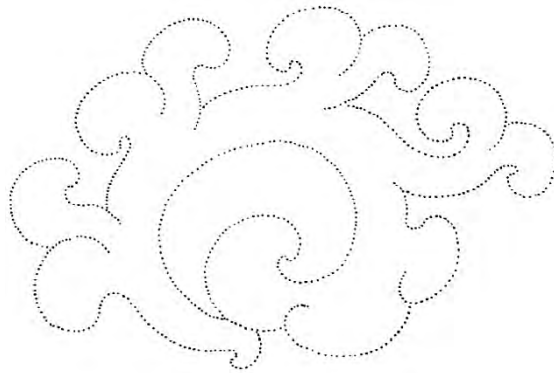
Procedure

- Students carefully trace the image to get a distinct picture of Pema Meto.
- Teacher instructs the students to colour the picture within the trace lines.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- watercolour
- Oil pastel
- Colour pencils
- Drawing books

Reflection:

1. Where have you seen this kind of flower?
2. Did you enjoy colouring flowers?
3. Do you need to clean your workplace?

Cotton Printing

5

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.

The teacher will ask students to bring cotton balls from their home if it's not available in the school. Ensure proper disposal of the used cotton balls.

Materials Required:

- Workbooks
- Water colour
- Cotton balls
- Brushes
- Palettes

Safety Measures:

Water colour has toxic chemical content. Do not eat or swallow.

Objectives:

By the end of the lesson, the child will be able to:

- Makes prints using cotton to create an art work.
- Use different colours to make the image more attractive.

Procedure

- Teacher demonstrates cotton printing to the students.
- Show students how to dip a portion of the cotton ball in the colour.
- Dab the cotton on the paper to form images.
- Let the image dry.
- Talk about their art work.
- Dispose the waste properly.

Activities/Examples:



Alternative Activities:

- Students can choose to make any cotton print art.

Alternative Materials:

- Poster colour
- Fabric colour
- Cotton buds
- Drawing books

Reflection:

1. What did you make in this lesson?
2. How did you feel about this activity?
3. Where are you supposed to dispose of the waste?

Finger Printing

6

Fingerprinting refers to a technique of painting or colouring an image using fingerprints. Students dip the inner surface of the finger in the colour and press it within the outlined image to paint it. Students can use two or more colours to make the piece attractive. This activity intends to create more fun with multi-colours and creativity of their thoughts. It stimulates children's sense of touch to strengthen fine motor skills.

The teacher can also have group work for this activity to encourage team spirit.

Materials Required:

- Watercolour
- Palette
- Workbook
- Cloth rag (to clean hands)

Objectives:

By the end of the lesson, the child will be able to:

- Paint the image using fingerprints within the outline of syernya.
- Use different colours of prints economically.

Procedure

- Teacher demonstrates the process as follows:
- Mix the colour with water to make it usable for print.
- Dip the finger in the colour and press it within the given outline shape.
- Let the picture dry.
- Let students go in line to wash their hands.

Activities/Examples:



Alternative Activities:

- Students can draw different outlines to make fingerprint art.

Alternative Materials:

- Poster colour
- Fabric colour
- Drawing books

Reflection:

1. What did we do in this activity?
2. Name the colours you used in painting the picture.

Clay Work

7

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 an 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. Ask students to bring materials (clay/dough/mud) from home.

Materials Required:

- Clay, mud, dough
- Water
- Water-colour
- Brushes
- Palettes

Objectives:

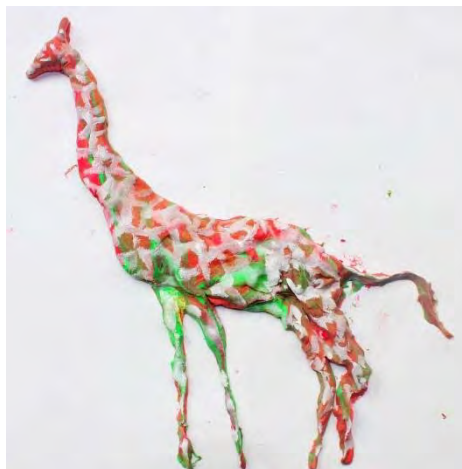
By the end of the lesson, the child will be able to:

- Make wild animals.
- Colour the models.
- Maintain cleanliness of the work area.

Procedure

- Instruct students to make models of wild animals.
- Ask them to colour their models.
- Students will clean up their work area.
- Students display the works on their table and do Gallery Walk.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Plasticine / play dough
- Poster colour

Reflection:

1. What did you make in this lesson?
2. How did you feel about this activity?
3. Where are you supposed to dispose of the waste?

Paper Caterpillar

8

Paper Caterpillar is a simple craft of folding a sheet of paper to create a caterpillar. 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 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 product when they make their caterpillar move by gently blowing over it. In general origami develops hand-eye coordination, sequencing, spatial and motor skills.

Teacher should guide how to handle scissors.

Materials Required:

- Colour papers
- Sketch pens
- Scissors (optional)
- Straw

Objectives:

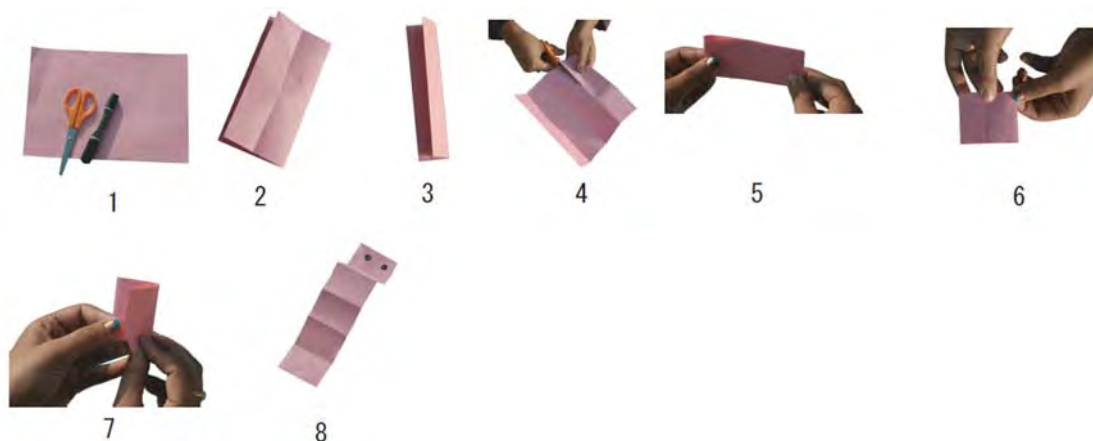
By the end of the lesson, the child will be able to:

- Follow the instructions properly.
- Make paper caterpillars by folding.

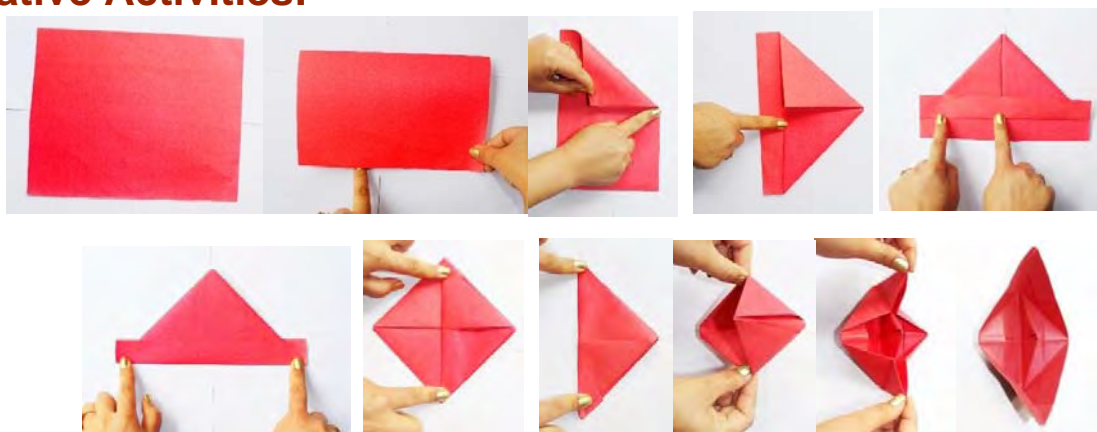
Procedure

- Teacher demonstrates the process of folding as follows:
 - Fold the A4 size paper into four equal parts and tear or cut out one part.
 - Fold the torn out paper into six equal parts as shown in the pictorial instruction.
 - The inverted lines should be folded outwards.
 - Draw the eyes of the caterpillar at one end of the paper.
 - Draw a dot on the third part of the other end.
 - Blow with a straw on the dot to move the caterpillar.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Papers
- Poster colour

Reflection:

1. Did you enjoy the activity?
2. How did you make your caterpillar move?

Paper collage (Cut and Paste)

9

Paper Collage refers to a technique where pieces of cut 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 fevicol can be used to paste the paper pieces together. In this activity the cut-out paper pieces will be pasted to fit in the outline of the image (crane). It enhances motor skills, hand-eye coordination and leads to a thinking process that improves cognitive abilities.

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

Materials Required:

- Workbooks
- Old magazines
- Scrap colour papers
- News papers
- Scissors
- Glue Stick or other glue

Objectives:

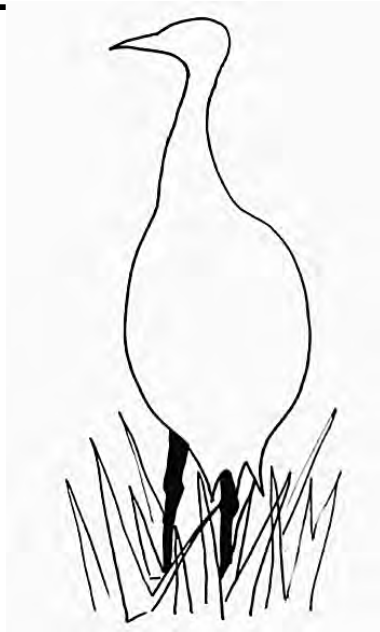
By the end of the lesson, the child will be able to:

- Paste the cut out papers on the given outline picture (Crane).
- Reuse waste papers.

Procedure

- Teacher shows one example and explains the process (Cut and paste)
- Students cut and paste colour papers on the given outline (crane).
- Sort out usable papers from the waste for future use.

Activities/Examples:



Alternative Activities:

- Make the national flag using the same process.

Alternative Materials:

- Cloth pieces
- Fevicol
- Used origami papers

Reflection:

1. What did we use to make paper cranes?
2. How do you manage your waste papers at home?
3. What else can you make from the waste papers?

Paper collage (Tear and Paste)

10

Paper Collage (Tear and paste) is a technique to make collage by tearing and pasting waste papers. In this activity, waste papers (magazines, newspapers, colour papers or handmade papers) are torn into suitable pieces and glued to a paper or canvas to create an image. Glue or fevicol can be used to paste the paper pieces together. This activity enhances motor skills, hand-eye coordination and leads to a thinking process that improves cognitive abilities.

Materials Required:

- Workbooks
- Old magazines
- Old newspapers
- Glue/ glue stick
- Brushes

Objectives:

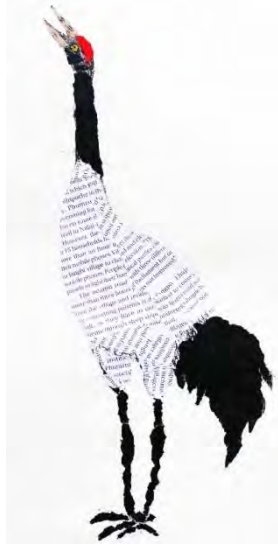
By the end of the lesson, the child will be able to:

- Create collage by pasting torn papers
- Reuse waste papers.

Procedure

- Let students decide what to create.
- Tear papers (magazines, newspapers, colour papers) into suitable sizes.
- Paste the paper pieces to create collage.
- Show their work in groups.
- Sort out the usable paper for future use.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Tissue papers
- Cardboards
- Napkin papers

Reflection:

1. What did we use to make a collage?
2. Where else can we use waste papers?
3. What will you do with the waste papers at home?

Seed Collage

11

Seed collage is an artwork that uses a variety of seeds from fruits, vegetables or grains to create a collage. An outline of an image is drawn and a variety of seeds are pasted within the boundary to make a collage. This activity gives opportunity for students to experiment with varieties of seeds and grains to create different patterns, dimensions and composition of seed collage. Students can work in groups.

Materials Required:

- Seeds (maize, beans, peas, etc)
- Rice, dal, puffed rice (zaw)
- Fevicol
- Workbooks
- Pencils

Objectives:

By the end of the lesson, the child will be able to:

- Create collage using different seeds and grains
- Arrange and paste seeds in a proper way to create a better pattern.
- Build teamwork

Procedure

- Teacher shows an example of a seed collage.
- Students draw outlines of images as they desire.
- Apply glue or fevicol within the outline.
- Paste different seeds accordingly to create collage.
- Conduct a gallery walk.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Sand
- Powder
- pebbles

Reflection:

- How was the activity?
- What do you usually do with seeds at home?
- What else can we do with seeds?

Joining the Dots

12

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 guideline or number sequence. This activity helps improve critical thinking skills of young minds like reasoning, logic, and problem solving.

Ask students to design their own numbered dots and let their shoulder partner join dots to create pictures.

Materials Required:

- Workbooks
- Pencils or colour pencils
- Erasers

Objectives:

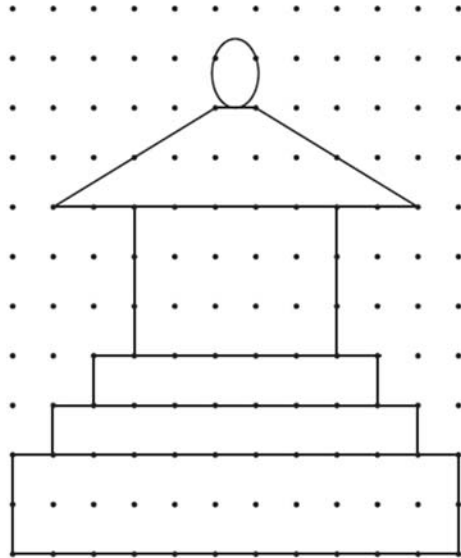
By the end of the lesson, the child will be able to:

- Join dots without using number sequence to create images.

Procedure

- Instruct students to think of an image they want to create.
- Let them join dots to create the image.

Activities/Examples:



Alternative Activities:

- Teacher can provide an extra worksheet for students to create more images.

Alternative Materials:

- Grid papers
- Drawing books

Reflection:

1. What image did you create?
2. What other picture do you want to create?
3. Talk about your image or picture.

Colour Mixing (Primary Colours)

13

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 in the right 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.

Materials Required:

- Workbooks
- Water colours
- Brushes
- Palettes

Objectives:

By the end of the lesson, the child will be able to:

- Identify primary and secondary colours.
- Produce secondary colours by mixing primary colours.

Procedure

- Teacher demonstrates the colour mixing process.
- Students mix two or more colours to get a new colour.
- Students write names of Primary and Secondary colours in the work book.

Activities/Examples:



Alternative Activities:

- Students can try mixing colours in different proportions so that they can see varieties of colours.

Alternative Materials:

- Poster colours
- Drawing books

Reflection:

1. Name the secondary colours?
2. What do you see when you mix Red and Yellow?
3. How many colours did you mix?

Drawing Fruits

14

Drawing Fruits refers to sketching and colouring images of resembling fruits. This activity requires students to study an object displayed and resemble in the form of drawing. The picture is then painted using the same or similar colour to make it look realistic. This activity helps to improve fine motor skills, visual analysis and hand-eye coordination.

Materials Required:

- Workbooks
- Pencils
- Water colours
- Palettes
- brushes

Objectives:

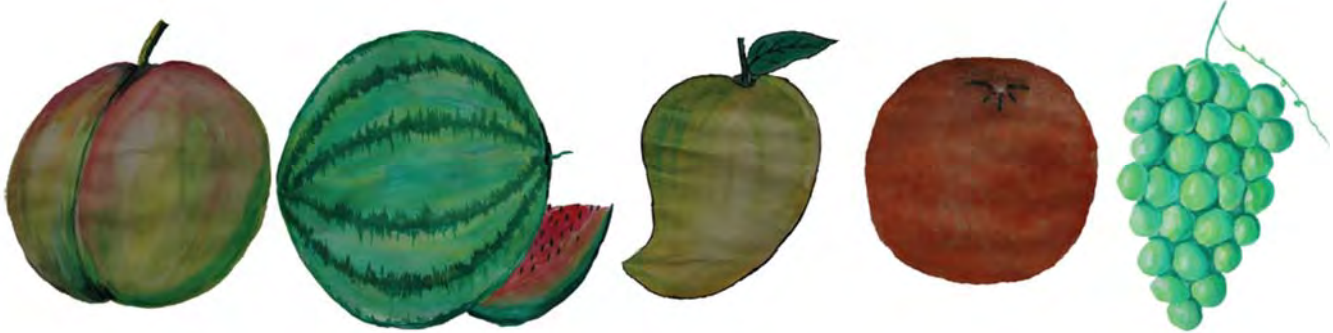
By the end of the lesson, the child will be able to:

- Study real fruits or pictures of fruits displayed.
- Draw fruits closely resembling the image.
- Paint using similar colours.

Procedure

- Teacher displays the real fruits or pictures of fruits.
- Let students observe carefully.
- Ask students to draw the fruits.
- Student paint using the same or similar colours.

Activities/Examples:



Alternative Activities:

- Draw and paint locally available fruits.

Alternative Materials:

- Crayons or oil pastels
- Colour pencils
- Poster colours
- Drawing books

Reflection:

1. Do you love fruits?
2. What is your favourite fruit?
3. Does your picture look like a real fruit?

Read and Colour (endangered animals)

15

Read and Colour refers to reading and colouring images as per the instructions provided. The outline images of animals are provided in the workbook and make students paint using appropriate colour. 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.

Materials Required:

- Water-colour
- Palettes
- Brushes
- Workbooks

Objectives:

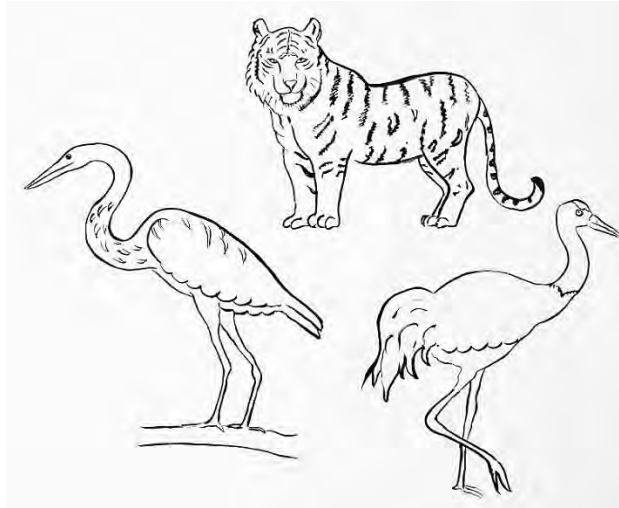
By the end of the lesson, the child will be able to:

- Read the instruction and colour picture.
- Use colour economically.

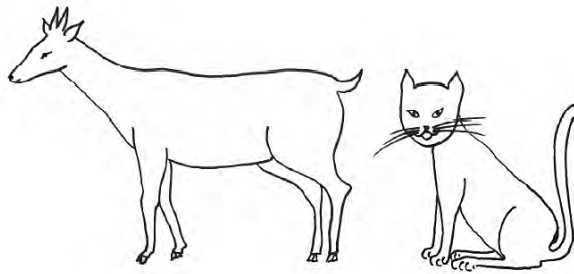
Procedure

- Let students read the instructions.
- Students paint the pictures using appropriate colour.

Activities/Examples:



Alternative Activities:



Colour the animals.

Alternative Materials:

- Crayons or oil pastels
- Colour pencils
- Drawing books

Reflection:

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

Colour Work

16

Colour Work refers to sorting and colouring pictures of vegetables only, from the given pictures of fruits and vegetables. It enables students to differentiate the fruits and vegetables which are familiar to them. It enhances the skill of holding brush, colour mixing and painting techniques.

Materials Required:

- Water colour
- Brushes
- Palettes
- Workbooks

Objectives:

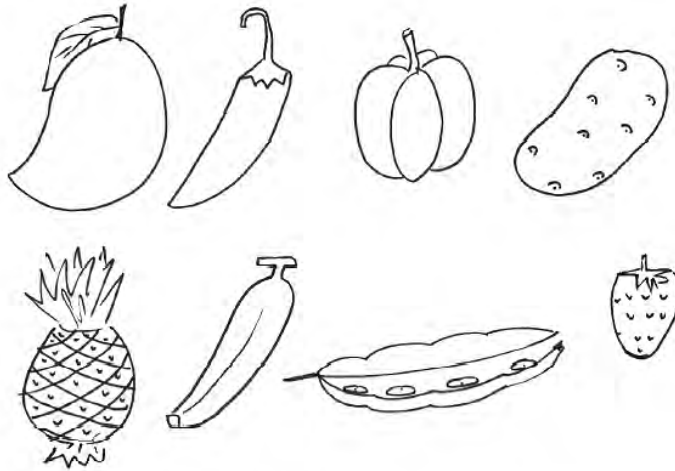
By the end of the lesson, the child will be able to:

- Sort out vegetables from fruits.
- Paint the vegetables with appropriate colours.

Procedure

- Students read the instructions.
- Sort out the vegetables.
- Use appropriate colour to paint vegetables economically.

Activities/Examples:



Colour the vegetables only.

Alternative Activities:

- Provide extra worksheets of similar types for students to read and colour.

Alternative Materials:

- Drawing books
- Oil pastels
- Crayons
- Colour pencils

Reflection:

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

Block Printing

17

Block printing is the process of carving patterns, shapes and designs on to a block. In this activity, vegetables like radish, potato, squash, turnip etc. can be used as block to carve patterns 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, block prints made of wood are used in printing prayer scripts and rituals activities.

This activity helps students to understand the concept of how modern printing blocks can be made from vegetables for art works.

Materials Required:

- Workbooks
- Vegetables (potato, radish, turnip, squash)
- Colour (water colour, poster colour)
- Brushes
- Palettes
- Cutter knife or knives

Safety Measures:

Using knives or any sharp objects can be risky. Ensure safe use of knives or sharp objects.

Objectives:

By the end of the lesson, the child will be able to:

- Engrave designs on the vegetables.
- Create prints using engraved vegetables.
- Explore ways of creating block prints using other available materials.

Procedure

- Teacher demonstrates the process of making block prints.
- Students make simple designs or patterns on potatoes or radish.
- Students cut to reveal the design.
- Dip or paint the design in colours.
- Stamp the blocks on the paper to get the print.
- Prints using different blocks from other groups.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Eraser and wood to make block
- Fabric paints

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.

Clay Work

(Objects and shapes)

18

Clay work means making 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 living things (organic). It helps to develop hand muscles for dexterity and finesse.

Clay work engages students mentally and physically, thereby building patience and focus.

Terms like organic and inorganic in the text refer to living and non-living respectively.

Ask students to bring clay/dough/mud from home to carry out the activity. The models which are wet and watery can be dried for a few days and students can paint in the next class.

Materials Required:

- Clay, mud or dough
- Water colour
- Brushes
- Palettes

Objectives:

By the end of the lesson, the child will be able to:

- Make models of organic shapes.
- Colour their art work.
- Maintain cleanliness of the work area.

Procedure

- Students identify few organic objects.
- Make the shape of the identified living things.
- Colour and display their models.
- Clean up the work area.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Fabric paint
- Mud

Reflection:

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

Paper Mat

19

Paper Mat refers to weaving 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 skill and hand-eye coordination.

This activity can be associated with Bhutanese traditional bamboo craft for information.

Materials Required:

- Scissors
- Papers (Old magazines, news paper, colour papers)
- Cello tape
- Glue
- Workbooks

Safety Measures:

Using scissors and cutter can be risky. Ensure safe use of scissors.

Objectives:

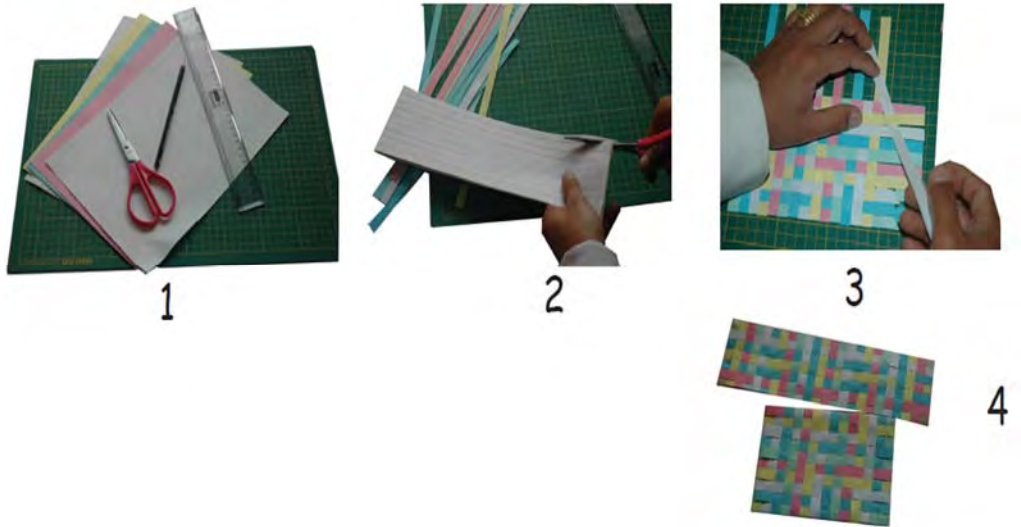
By the end of the lesson, the child will be able to:

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

Procedure

- Teacher demonstrates the process of cutting paper strips and weaving.
- Students cut the paper strips.
- Place the longer strips horizontally and weave the short strips vertically (Crisscross).
- Trim the edges carefully and secure it with cello tape or glue after the completion.
- Display the product.

Activities/Examples:



Alternative Activities:

- Make paper mat using different patterns and paper size.

Alternative Materials:

- Chart papers
- Magazines
- Cutter knife
- Cutting mat
- Rulers

Reflection:

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

Drawing Flowers

20

Drawing flowers is an activity where students think of common flowers they have seen and draw them. Students also colour to resemble them with what they have seen. This activity makes what they have seen and replicate in the form of drawing.

This activity helps students to know and name some flowers found around them.

Materials Required:

- Crayons
- Colour pencils
- Oil pastel
- Workbooks

Objectives:

By the end of the lesson, the child will be able to:

- Name some common flowers found around.
- Draw some flowers of their choice.
- Colour the flowers accordingly.

Procedure

- Ask students to name some common flowers found around them.
- Let students draw and colour flowers of their choice.
- Talk about their flowers.

Activities/Examples:



Alternative Activities:

- Draw locally available flowers and paint.

Alternative Materials:

- Drawing books
- Water colour
- Poster colours

Reflection:

1. What is your favourite flower?
2. Do you have flowers at home?
3. How do you take care of them?

Drawing Shapes and Forms

21

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 artwork. 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.

Materials Required:

- Workbooks
- Crayons
- Pencils
- Erasers
- Colour pencils.

Objectives:

By the end of the lesson, the child will be able to:

- Identify the basic shapes.
- Arrange these shapes to create an image.
- Shade or colour the image.

Procedure

- Discuss and name basic geometrical shapes.
- Students draw different shapes to create an image.
- Colour or shade the shapes.
- Talk about the image created.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Sketch pens
- Marker pens
- Pens
- Drawing books

Reflection:

1. What does your picture look like?
2. What different shapes did you use to create the image?
3. Is it interesting? How?

Drawing Faces

22

Drawing Faces is an activity that refers to drawing facial expressions of different emotions are what bring life to the faces and help our drawing look lively and express different feelings. In order to portray emotions convincingly we must be familiar with facial expressions that convey them. There are six universal emotions such as sleepy, happy, frightened, sad, angry and surprised. 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.

Materials Required:

- Workbooks
- Pencils
- Crayons
- Colour pencils

Objectives:

By the end of the lesson, the child will be able to:

- Read words describing different emotions.
- Draw faces that depict emotions.

Procedure

- Teacher displays the pictures of various emotions.
- Students read the words that describe emotions.
- Let students draw facial expressions.
- Let students show different emotions practically in peer, group and whole class.

Activities/Examples:



Sleepy



Happy



Frightened



Sad



Angry



Surprised

Alternative Activities:

- Students can draw faces that express emotions of being 'bored, annoyed, etc.

Alternative Materials:

- Marker pens
- Sketch pens
- Water colour
- Drawing books

Reflection:

1. How do you feel today? Can you show me through your facial expression?

Painting Landscape

23

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.

Landscape painting does not have 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

Materials Required:

- Workbooks
- Water colour
- Palettes
- Brushes

Objectives:

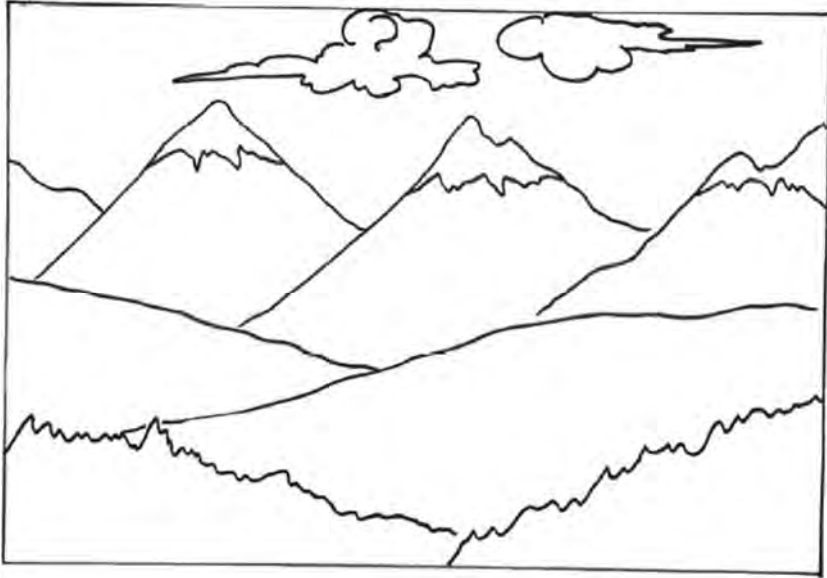
By the end of the lesson, the child will be able to:

- Paint the landscape in the give outline.
- Express appreciation of nature through painting of landscape.

Procedure

- Let students study the outline of the landscape.
- Paint the landscape to suit their observation or imagination.
- Dry the picture.
- Let students do the Gallery Walk.

Activities/Examples:



Alternative Activities:

- Take students outside to draw and paint a landscape in their environment.

Alternative Materials:

- Drawing books
- Water colour papers
- Poster colour

Reflection:

1. Did you enjoy this activity?
2. Do you love nature?
3. How does your painting make you feel?

Smudge Picture

24

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 also helps students to understand the symmetrical concept of drawing which is also associated with other subjects like Mathematics. Students can experiment with multiple colours.

Ensure that students use the colour economically for the activity. Provide extra sheets for the work if needed as an extended activity.

Materials Required:

- Paper (duplicating , workbook paper, chart or computer paper)
- Water colour
- Brushes
- Palettes

Objectives:

By the end of the lesson, the child will be able to:

- Create a smudge picture.
- Use the colour economically
- Interpret their smudge picture.

Procedure

- Teacher demonstrates the following process of making a smudge picture.
- Students will fold the paper into half and unfold it.
- Drop blobs of different colour in the centre of the paper.
- Fold the paper in half again and gently rub over the paper.
- Unfold the paper and let the image dry.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Fabric colours
- Ink
- Chart papers

Reflection:

1. What did you see in your picture? Give title.
2. Does your smudge have the same pattern on both sides? (Symmetrical)
3. Did you expect this image before the activity?
4. Is it beautiful?

Wax Painting

25

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. It helps students learn the properties of colour and its rhythm.

Materials Required:

- Crayons or oil pastels
- Black paint (Water colour, fabric colour, poster colour)
- Brushes
- Palettes

Objectives:

By the end of the lesson, the child will be able to:

- Create artwork with colours of different properties.

Procedure

- Teacher demonstrates the procedure.
- Draw or write something with different colour crayons (Colour Rhythm).
- Coat the surface with thin black paint.
- Let the art piece dry.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Wax
- Black ink
- Drawing books

Reflection:

1. What did you draw with the crayon?
2. What happened when you applied thin black paint over it?
3. Did you enjoy the activity?

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.

If the school doesn't have a sputtering mesh to make chalk powder, the teacher should prepare the powder beforehand by crushing. Ensure students don't blow the excess chalk powder.

Materials Required:

- Workbooks
- Chalk or chalk powder
- Glue
- Brushes
- Sputtering mesh (optional)

Objectives:

By the end of the lesson, the child will be able to:

- Create an artwork using glue and chalk powder.
- Maintain neatness in the class after work.

Procedure

- Dip paint brush in glue and draw a picture.
- Rub chalk on sputtering mesh to make chalk powder.
- Sprinkle chalk powder on the glued drawing.
- Let the excess powder slide in the waste bin.
- Children can distinctly see their drawing covered in chalk powder.
- Clean up the area after the activity.

Activities/Examples:



Alternative Activities:



Alternative Materials:

- Black ink
- Drawing books
- Fevicol

Reflection:

1. What did you draw?
2. Is your work neat?
3. Did you clean the table after the activity?

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 Paper Hat 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. It also enhances sequencing and arranging with folds to improve crafting skills. This activity will help to develop patience and a sense of appreciation in their achievement.

The teacher can show other examples of paper works and let students make for extended activity if needed. 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

Materials Required:

- Square paper (origami paper, colour paper)

Objectives:

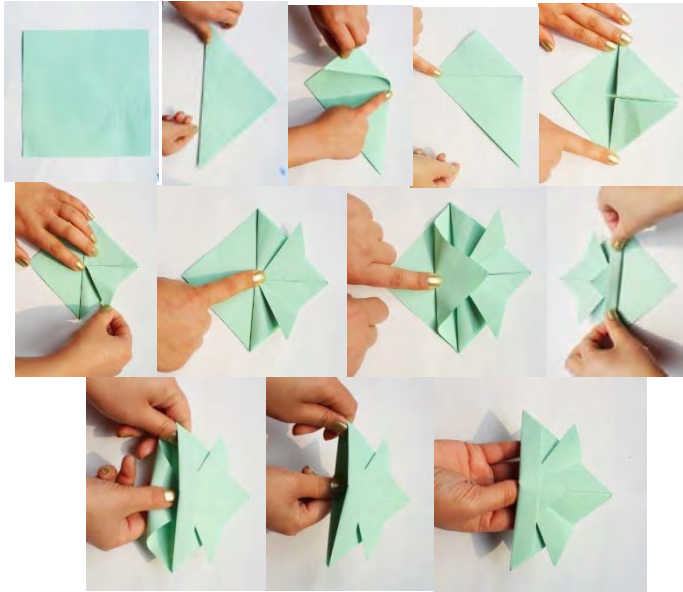
By the end of the lesson, the child will be able to:

- Make paper hats following the instruction properly.
- Develop a sense of appreciation.

Procedure

- Teacher demonstrates the steps.
- Students follow the steps shown by the teacher to make paper hats.

Activities/Examples:



Alternative Activities:

- Teacher can choose any origami activity suitable for class two students referring to the internet or origami book.

Alternative Materials:

- Magazines
- News papers
- Colour papers

Reflection:

1. Do you like your paper hat?
2. What will you do with your paper hat?
3. Can you use this hat in any celebration or occasion?