

# Arts Education

Teacher's Guide for Class III



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 standard-based instruction in the curriculum will develop these skills and would effectively engage, retain, and prepare future students to graduate and succeed in an entrepreneurial economy.

Arts Education is one of the areas, which can really help our children to acquire some of 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 starting with visual arts; the fine art in our primary schools to provide our children with basic skills to help them develop some motor skills and simple expression within the purview of the art world. We all must view the Arts Education as a full partner in the academic community and fundamental to the total school curriculum. It is one of the best ways to teach 21<sup>st</sup> century skills 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 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 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 based on it. 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.

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**

## Teacher's Note

Accept all children's work. Do not criticize. The quality of art The activities to be done in the workbook are aligned with the Teacher's Guide.

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.

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.

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.

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.

Some works will need time to dry. This has to be kept in mind before going forward to the next activity.

You may also decide when to teach a certain lesson depending on your judgement and availability of materials is not important at this level.

Whenever possible, display students' works in the classroom.

Hold an exhibition of students' works during important occasions, or at least once a year.

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# Curves

1

Curved lines are lines that bend and change direction gradually. They can be simply wavy or spiral. It is defined as a line that is not straight but is bent and holds a zero curvature and is continuous and smooth. The points determining a curved line change direction from one end to the next point and it does not move in one direction. Curved shapes are important in many paintings, not only in paintings with figures in them, but also if you are trying to capture the gesture of a particular tree, an archway on a bridge, or a vase. Drawing curved lines is the start off to many Bhutanese traditional art and paintings; For instance, the beautiful curves in the outline of clouds, flowers, leaves and other traditional signs. Drawing curved lines improves fine motor skill, hand-eye coordination and encourages visual analysis.

## Materials Required:

- Workbook
- Pencil/colour pencils

## Objective/s:

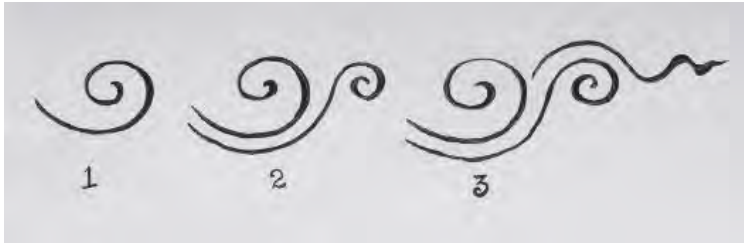
**By the end of the lesson, the child will be able to:**

- Draw curves with free hand.

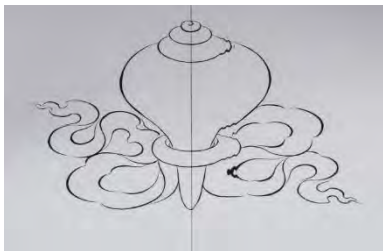
## Procedures:

- Teacher demonstrates drawing free hand curves.
- Students copy the curves from the chart/ chalkboard in their work book.
- Students draw simple traditional leaves and flowers.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Work book
- Traditional picture (sample)
- Graphite pencils/colour pencils

## Reflection:

- Did you enjoy drawing curves? Why?
- Where did you see such traditional drawings?
- Do you like your drawing?



# Draw and Colour

## 2

Draw and Colour refers to drawing of pictures and applying suitable colours. In this activity, the students learn basic Bhutanese art works and acquire the skills of drawing and colouring. Students learn the ways of drawing traditional leaves, flowers, and buds and painting them with appropriate colours.

### Materials Required:

- Drawing paper/workbook
- Pencils, erasers
- Colours (crayons and water colour)

### Objectives:

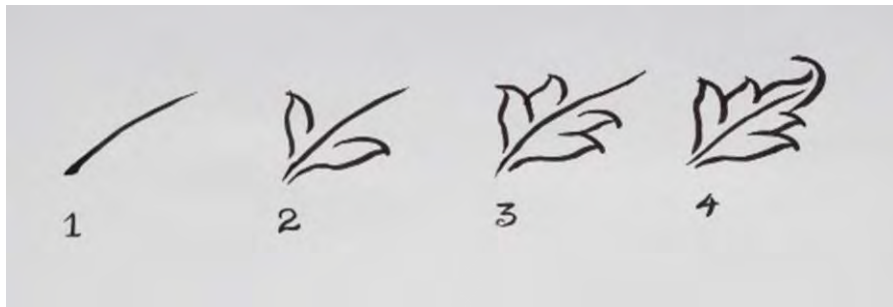
**By the end of the lesson, the student will be able to:**

- Draw simple traditional flowers, leaves and buds.
- Colour the pictures drawn.

### Procedures:

- Teacher shows some Bhutanese art with basic lines and forms.
- Teacher then demonstrates how to draw simple Bhutanese leaves, buds, and flowers.
- Teacher demonstrates the basics Bhutanese colouring techniques.
- Students use the skills to draw the picture and colour.

## Activities/Examples:



## Alternative Activities:

Take children outside and make them to observe the paintings on walls, pillars and windows and let them copy the paintings.

## Alternative Materials:

- Drawing papers
- Colour pencils
- Acrylic colours/ fabric colours

## Reflection:

- What did you do in this lesson?
- Were you able to copy all the pictures from the board?
- What difference did you see in drawing traditional flower and usual flower?
- What was the most difficult part in drawing Bhutanese flowers?

# Tones

3

Tones refer to the lightness and darkness of a colour applied in an art. This activity intends to create three-dimensional effect in drawing. Students can explore the effect of lights which creates brighter side and darker side of the objects. Tones in art helps to create illusion of three dimensional art work using a pencil.

Teacher also need to orient students in understanding the source of light using the concept of light and shade to create 3D shape.

## Materials Required:

- Drawing pencil, eraser
- work book
- sharpener

## Objectives:

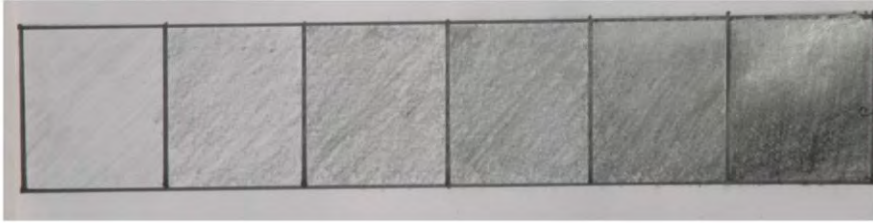
By the end of the lesson, the student will be able to:

- Differentiate tones in shading.
- Create tones by shading with pencil.

## Procedures:

- Teacher demonstrates the concept of tones in shading using appropriate materials (dark and light) on the chalk board.
- Teacher explains the concept of source of light while demonstrating.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Paper, drawing pencils, erasers, sharpeners, charcoal pencil.

## Reflection:

- Did you like your work?
- How did you make your shades lighter/darker?

# Object Drawing

4

Object Drawing refers to creating a work of art by observing still life objects. It describes the visible content. It is to give children the freedom of choice and boost their confidence to enhance skills. Teacher places some objects and let children create a replica of it by carefully looking at it. This activity also enhances their observation skills and develops their understanding in proportion.

## Materials Required:

- Drawing paper/workbook
- Pencils, erasers
- Objects (to be placed on the table)

## Objectives:

### By the end of the lesson, the student will be able to:

- Create a replica of the objects by observing them carefully.
- Apply basic principles of proportion while drawing any objects.
- Draw the outdoor objects like tree, house, stone, mountains etc (alternative).

## Procedures:

- Teacher orients children on the basics of proportion.
- Teacher displays objects on the table and instruct children to draw and shade by observing them.
- Take children outside and make them observe the far away objects and draw them (alternative)

## Activities/Examples:



## Alternative Activities:

Take children outside and tell them to draw objects around them.  
Eg; house, trees, flags, etc.

## Alternative Materials:

- Drawing papers
- Pencils, erasers

## Reflection:

- What did you do in this lesson?
- Were you able to draw all the items placed on the table?
- How much would you rate for your observation skills?
- How did you feel about this activity?

# Sketching

5

In art, a sketch refers to a quick, informal drawing that is typically done from life. A sketch can be very useful to artists of all mediums for a variety of reasons. You might sketch a couple on a park bench or a horse in the morning light to preserve the moment visually. Quite simply, a sketch captures the moment and the idea, much like a photograph, but it is drawn by hand. It can lead to elaborate pieces of art that you have planned or simply act as a reminder for an element that you typically don't see in your daily life. A sketch is not designed to be a detailed drawing that gets every element perfect. Instead, it captures the essentials of the subject - the overall form and perspective, a sense of volume, movement, and feeling. The sketch may also include the suggestion of light and shade. A sketch may be created in any medium, though pencil is the most common. Sketches are often done with ink or charcoal as well. This activity intends to give children to understand their skills of replicating the images and understand the concept of far and near object. Children use the skills of balancing the proportion in their recreation. Children will also learn to focus and deepen their observation skills.

## Materials Required:

- Work book
- Pencils
- Erasers
- Colour pencils

## Objectives:

### By the end of the lesson, the student will be able to:

- Sketch the outdoor pictures around us; trees, houses, mountains, stupas, animals etc.
- Apply details of shading, tones, textures of objects.

## Procedures:

- Children go outside to observe and sketch the objects around us.
- Teacher orients the concept of far and near objects

## Activities/Examples:



## Alternative Activities:

- Sketch their friends, siblings and parents.
- They can sketch their favourite animals or objects.

## Alternative Materials:

- Papers, pencils, eraser
- Crayons/charcoal/colour pencils

## Reflection:

- What materials did you use for sketching?
- What did you draw and why?



# Colour Mixing

6

When combining colours to obtain new hues, there are three basic colours that cannot be made by mixing other colours together. These are red, blue, and yellow known as primary colour (RBY). If you mix two primary colours, you get something new called secondary colours. For example, mixing red and blue produces purple; yellow and red produces orange; blue and yellow combined produces green. The exact tint or shade of the secondary colour you create depends on which red, blue, or yellow you use (light or dark), and the proportions used. If you mix three primary colours, you get black. Children use scientific thinking to observe, predict and compare, and they experiment with cause and effect. They use problem solving skills and come up with ideas of what to do when the colour they were mixing don't turn out quite the way they had hoped.

## Materials Required:

- Work book
- Brushes
- Water colours
- Palette
- Pencils

## Objectives:

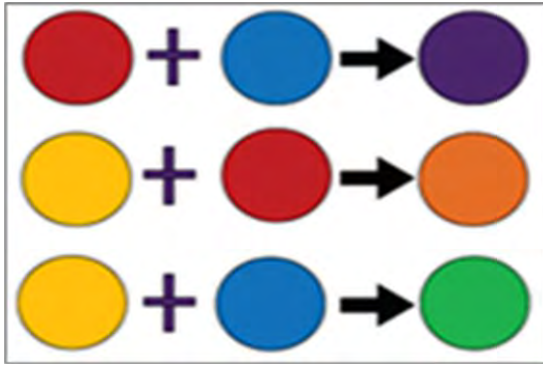
**By the end of the lesson, the student will be able to:**

- Name primary colours
- Produce secondary colours
- Identify secondary colours

## Procedures:

- Teachers introduce the primary colours.
- Demonstrates the process of mixing colours.
- Students experiment the colour mixing in the palette
- Identify the colours produced after mixing.

## Activities/ Examples:



Red + Blue = Purple

Yellow + Red = Orange

Yellow + Blue = Green

## Alternative Activities:

Teacher takes student outside and make them copy the simple traditional paintings on the walls, windows, and pillars of school building.

## Alternative Materials:

- Drawing book
- Crayons/poster colours

## Reflection:

- What are the primary colours?
- Could you identify the colours produced after mixing two primary colours?
- What could be the reason of not getting the expected colours?
- Do you think it is important to have right proportion of colours while mixing? why?

# Fun with Colours

7

Fun with Colour refers to applying various mediums of colours on a similar object to create different coloured pictures of same image. This activity intent to teach them the quality of pictures made through different colour paints like crayons, wax and water colour. Children use different colours to paint and find the difference on the finished product of their art works. This activity makes students see and feel the differences in using different colour mediums. Students are also introduced to traditional drawing as given in the text.

## Materials Required:

- Work book
- Colours (crayons, water colour, colour pencils)
- Paint brushes, palette, water

## Objectives:

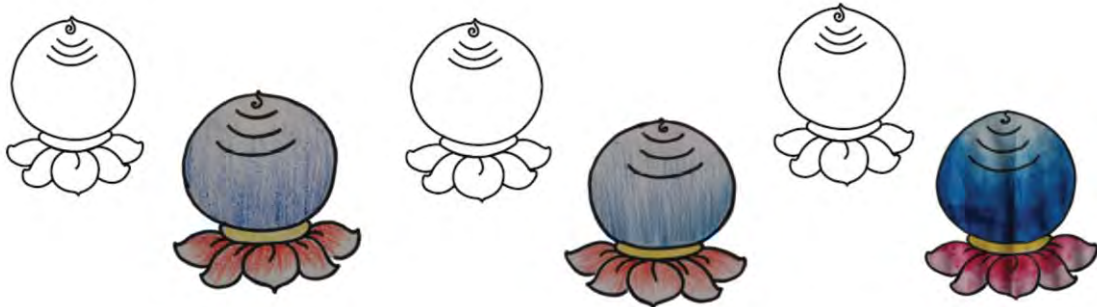
**By the end of the lesson, the student will be able to:**

- Apply colours within the outlined pictures.
- Compare the pictures and feel the differences in the quality of pictures after colouring.

## Procedures:

- Teacher introduces different mediums of colours to be used.
- Demonstrates on the work sheet, how to use different colours.
- Instructs children to use different colours in different pictures given.

## Activities/Example



### Alternative Activities:

Teacher can provide work sheets with pictures or outline drawing of some objects on it. Children use different mediums of colours like charcoal, pencil colours, sketch pens etc. to get unique texture and quality of the picture.

Teacher must arrange the materials in advance.

### Alternative Materials:

- Drawing paper/worksheet
- Acrylic/fabric colours.

### Reflection:

- What do you have to say about today's lesson?
- What difference did you find in your pictures?
- Which colour picture appears to be the most attractive?
- What is the advantage of using wax colour and colour pencils?

# Water Colour Painting

8

Water Colour Painting is the painting method in which the paints are made of pigments suspended in a water base solution. The most common materials used for water colour painting is water colour paper, however other materials such as canvas ,leather, cloth ,wood and any materials with plain surface can be used for water colour painting.

In this lesson children will be asked to use water colour to paint the object of their choice. The child can select the colour based on the subject they have chosen.

Teacher need to teach the basic watercolour painting process.

## Materials Required:

- Water colour
- Sketch book/water colour paper
- Brushes, palettes, water, water container

## Objectives:

**By the end of the lesson, the student will be able to:**

- Draw and paint the picture of their favourite fruits.

## Procedures:

- Students draw the picture of a fruit of their choice.
- Paint it using the water colour.

## Activities/Examples:



## Alternative Activities:

- Draw and paint vegetables/animals of their choice using water colour.

## Alternative Materials:

- Poster colours
- Brushes, pencils
- Palette
- Water
- Pencil

## Reflection:

- Do you like water colour? Why or why not?
- What are some of the advantages of using water colours?

# Abstract Art

9

Abstract art is a method of creating art which does not represent any accurate copy of real object nor would they have any particular intention. Abstract art comes out unplanned and unprepared. It acts as means to express one's feelings and thoughts. This activity intends to give students a platform to think beyond what they cannot see and touch. Students can play with colours and create their own abstract art.

## Materials Required:

- Workbook
- Water colour or any other available medium, water container
- Brushes, Palette, pencil

## Objectives:

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

- Create an abstract art using any medium of colours.
- Talk about their art work.

## Procedures:

- Teacher explains the concept of abstract art.
- Teachers shows some examples of abstract art.
- Teacher instructs students to make abstract art.
- Students interpret their art in their own words.

## Activities/Examples:



## Alternative Activities:

- Children can create any kind of informal art using different medium of colours.



## Alternative Materials:

- Poster colour
- Brushes
- Palette
- Water
- Pencil

## Reflection:

- Did you like abstract art? Why or why not?
- Was it easy to create?
- What do you appreciate about your friend's abstract art?



# Symmetry Colouring

10

Symmetry colouring refers to colouring of one half of the picture by observing the colours of the other half which is already coloured. Students learn to balance the composition of colour and order of the picture they paint. It also gives the concept of symmetrical shapes which will benefit them in other subject as well. The activity is also helpful for the children as they learn to connect lines and colour in the process.

## Materials Required:

- Work book
- Water colour/colour pencils

## Objectives:

**By the end of the lesson, the student will be able to:**

- Identify the colours used in the painting.
- Paint the remaining half within the outline to create the complete picture.
- Follow the colour composition to balance image.

## Procedures:

- Instructs children to observe the colours.
- Students complete painting the remaining half of the picture.

## Activities/Examples:



## Alternative Activities:

In the alternatives activity teacher instructs students to do symmetrical smudge painting. Students use water/poster colours for symmetrical smudge picture.



## Alternative Materials:

- Ink
- Watercolour
- Oil pastel

## Reflection:

- What did we learn in today's lesson?
- Where and how are you going to apply this concept?
- Were you able to balance the composition and order of colours with other half?
- What makes this activity interesting?

# Straw Painting

11

Straw painting is a process of making an art by blowing multiple colours using straws. We can use water colours, ink, acrylic colours, poster colours and any other colours for the activity. This art can be done on a paper.

In this lesson, children create painting using straw and water colours.

## Materials Required:

- Work book
- Colours( water colour, acrylic, poster colour)
- Palette
- Straw
- Ink
- water

## Objectives:

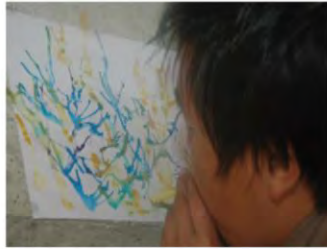
**By the end of the lesson, the student will be able to:**

- Create painting of their own using the straw.
- Handle art materials during and after the activity.

## Procedures:

- Teacher provides required materials.
- Teacher demonstrates the procedure of the activity.
- Children put multiple colours on the palette and dilute it using water.
- Children drop blob of diluted colour solution on the workbook.
- Children blow the colours using straw in any direction.

## Activities/Examples:



## Alternative Activities:

Children create their own straw painting of any kind using straws.

## Alternative Materials:

- Paper
- Planks
- ink

## Reflection:

- Does your work look beautiful?
- Do you agree that you can still make beautiful pictures using straw?
- What else can you use in place of straw?

# Memorable Moments

12

It refers to something that is memorable (worth remembering or likely to be remembered) because of a special or very enjoyable event.  
In this session the children will be drawing their precious and memorable moments/days eg. Picnics, treks, tsechus and losars etc.

## Materials Required:

- Watercolour/ Acrylic colour
- Palette, pencils
- Brushes
- Workbook

## Objectives:

**By the end of the lesson, the student will be able to:**

- Present their memorable moments in the form of drawing/painting.
- Talk about their art work.

## Procedures:

- Teacher provides materials to the students.
- Teacher instructs children to draw and paint any of their memorable moments (picnics, treks, tsechus, losars, birthdays etc..)
- Let children talk about their art work.

### **Activities/Examples:**

Children paint a memorable moment of their life such as picnic, tracking, hiking, losar, tshechu etc..

### **Alternative Activities:**

Ask children to draw about their memorable moments spent with their friends.

### **Alternative Materials:**

- Fabric colour, poster colours
- Papers
- Cloth piece(for cleaning hands)
- Oil pastels
- Colour pencils
- Sketch pens

### **Reflection:**

- Can you share how you felt while you were painting the picture?

# Paper Lantern

13

Paper lantern refers to a technique of making a lantern using paper. Colourful paper is folded and it is cut into strips without detaching the edges. It is then rolled and glued to form a lantern. The activity is simple yet it enhances both cognitive and motor skills of the child. Students can use different types of paper and make various sizes paper lanterns of their choice. It enhances their creativity as they add other decorative items to make it more attractive.

*Note: Teacher need to monitor the activity as students will be using scissors or cutter knife to cut the paper.*

## Materials Required:

- Paper preferably assorted colours/old magazines/chart paper
- Scissors/cutter knife, Pencils, Glue, Thread/string
- Vegetable oil, Oil pastels, cotton, cello tape

## Objectives:

**By the end of the lesson, the student will be able to:**

- Create a paper lantern using the given materials.
- Make good use of waste papers.

## Procedures:

- Teacher demonstrates the process of cutting papers in the middle without detaching at the edges.
- Students fold the paper in equal half and cut the paper following the instructions.
- Roll the paper to make cylindrical shape and glue to join the ends.
- Students add some decorative fringes at the end to make it attractive. (Optional)
- Dip a wad of cotton in oil and rub it over the paper to make look transparent.
- Display it by hanging with a thread.

## Activities/Examples:

### Examples:



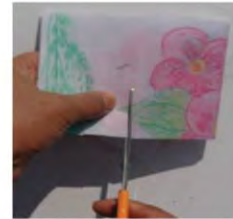
Step-1



Step-2.



Step-3



Step-4.



Step-5.

## Alternative Activities:

- Children design picture in their workbook.
- Children copy their own design in a sheet of paper.
- Children colour the design with crayons.
- Children will dip a wad of cotton in oil and rub it over the back of the paper.
- Make the lantern out of it.

## Alternative Materials:

- Scissors
- Old news papers
- Chart papers
- Duplicating papers

## Reflection:

- Were you all able to make a lantern?
- What makes your lantern more attractive?
- How would you use this skill in your day to day life?



# Paper Doilies

14

A paper doily refers to an ornamental mat, typically made of paper or fabric, and variously used for protecting surfaces or binding flowers. In this lesson, students learn how to make different kinds of paper doilies using different coloured papers.

## Materials Required:

- Coloured papers
- Scissors
- Crayons/sketch pens/acrylic colour

## Objectives:

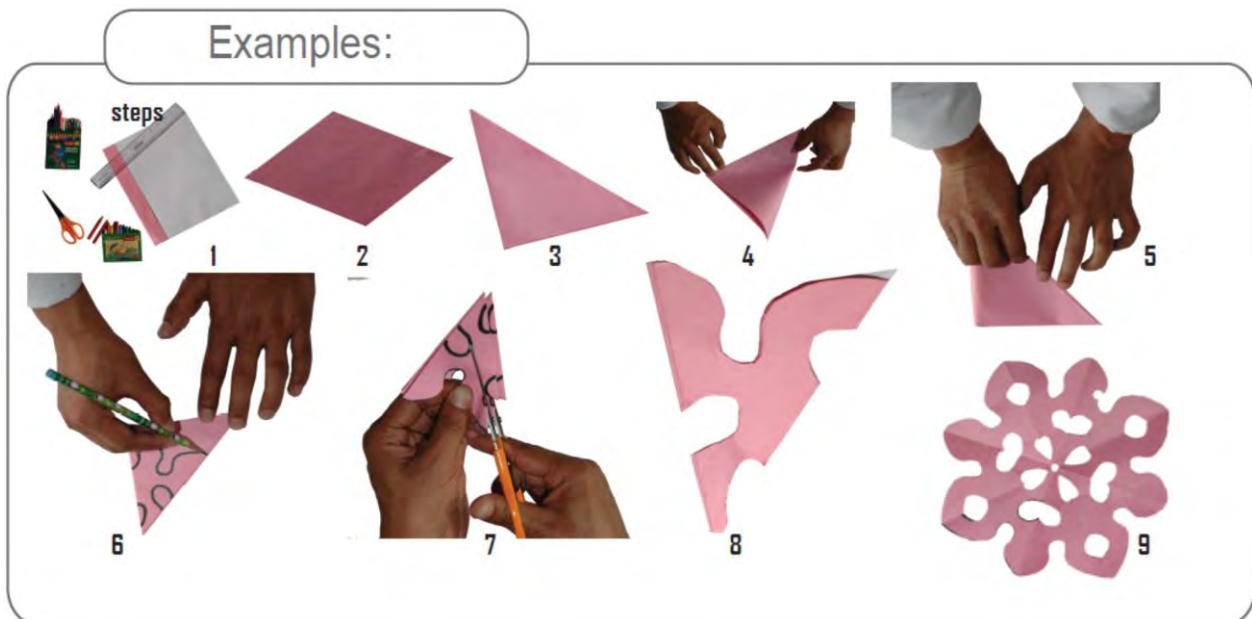
By the end of the lesson, the student will be able to:

- Make a paper doily of their own.
- Use their doilies to decorate the classroom.

## Procedures:

- Teacher provides coloured papers and scissors.
- Teacher demonstrate the procedure as follows;
  - A. Fold the paper into half.
  - B. Fold it into quarters.
  - C. Fold the paper diagonally.
  - D. Make a series of cuts along the edge.
  - E. Unfold the paper.

## Activities/Examples:



### Alternative Activities:

Children can make different paper doilies of their choice.

### Alternative Materials:

- Ink
- Fabric colour
- News papers
- Other waste papers

### Reflection:

- Did you enjoy creating paper doilies?
- What could be some of the uses of the paper doilies?

# Paper Bird

15

Paper Bird refers to simple paper craftwork which consists of folding and making creases on a sheet of paper to create a bird. 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 simple bird. Paper craft is an interesting activity that builds excitement and creativity in children. It helps them to focus on the process of the work. In general origami develops hand-eye coordination, sequencing, spatial and motor skills.

## Materials Required:

- Colour paper/magazines
- Scissors
- Pencils
- glue

## Objectives:

**By the end of the lesson, the student will be able to:**

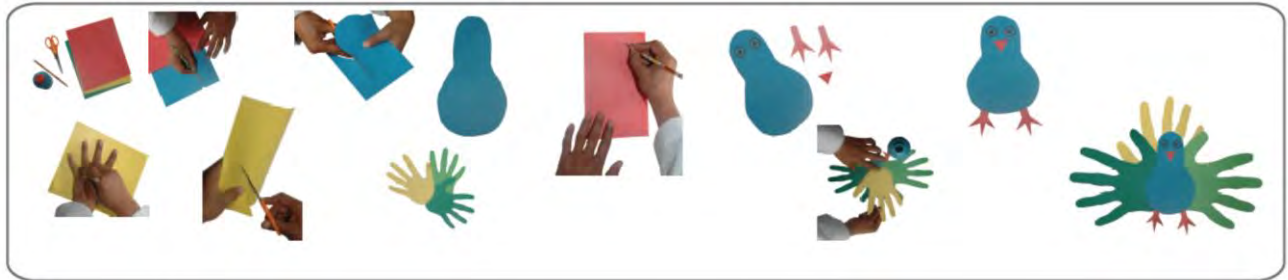
- Make a paper bird by following the given steps.

## Procedures:

- Teacher provides materials.
- Children trace around the one of their hands on a paper.
- Children cut around the traced line.
- Children then trace around their hand on different coloured papers put together.
- Ask children to cut around the traced lines.( make three pieces)
- Children glue the handprints to make feathers of the bird.
- Draw and cut out turkey’s body as shown in the picture.
- Children cut out a triangular beak, feet and eyes.
- Then they glue the beak, paper eyes and feet on the turkey’s body.
- Children paste the feather on the body.

## Activities/Examples:

### Examples:

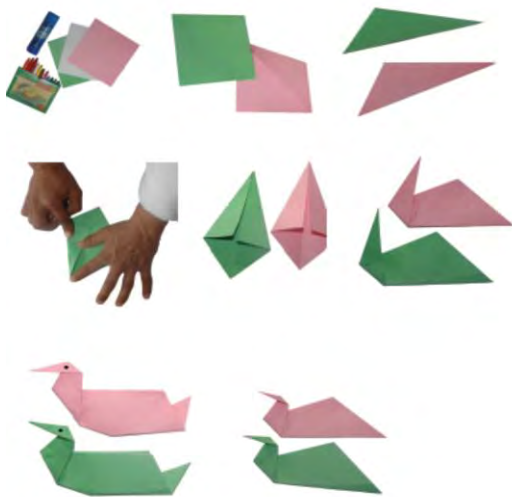


### Alternative Activities:

#### Fold a duck

Demonstrate how to fold the paper as follows.

- Take a square paper
- Make a vertical diagonal crease.
- Fold the edge one by one and bring them to the centre crease.
- Keep the open ends of the folds upwards.
- Fold the left hand end upwards to make the neck.
- Fold over to the left to make the head.
- Fold the right and upwards on the reversed side to make the tail.
- Paste the duck in their workbook.
- Use a black colour crayon to draw the eyes.



### Alternative Materials:

- Scrap papers
- Coloured papers
- Chart papers
- Glue/crayons

### Reflection:

- What did we use to form the image?
- How do you manage your waste papers?
- What else can you make from the waste papers?

# Envelope Rattle

16

Envelope Rattle is a fun activity in which we require an envelope either new or used and some seeds such as beans, dal, lentil (chana) rice, maize etc. Let children put seeds inside the envelope and shake it to produce rattle sound. This activity is called envelope rattle.

## Materials Required:

- Seeds
- Envelope
- Glue
- Scissors
- sticks
- cello tape

## Objectives:

**By the end of the lesson, the student will be able to:**

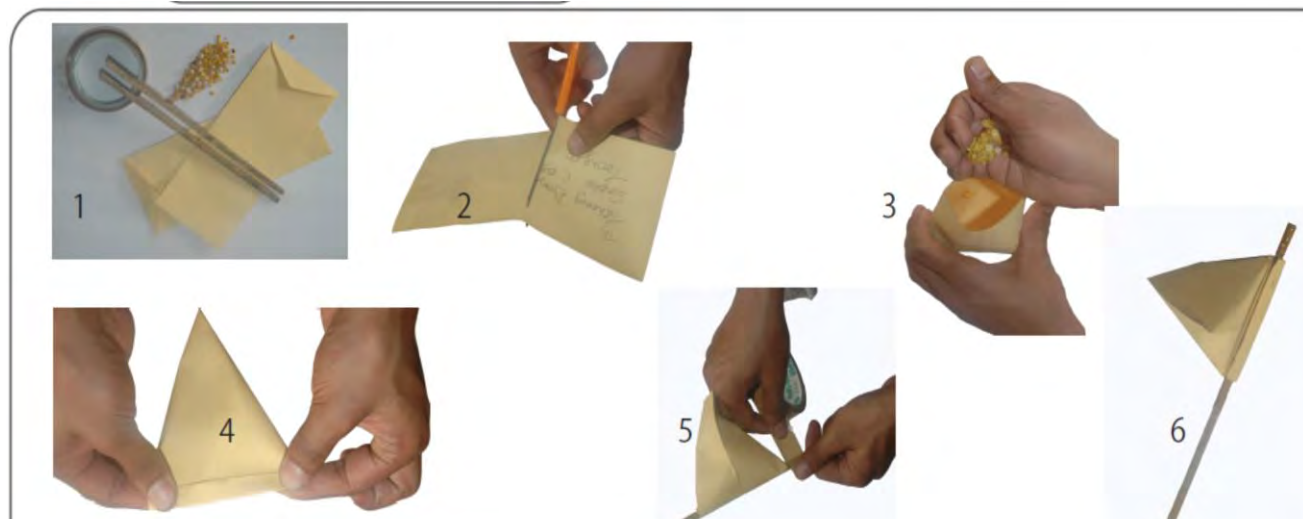
- Make an envelope rattle.
- Have fun playing with the envelope rattle.

## Procedures:

Teacher demonstrates the following procedure;

- Students Cut out a section of the envelope.
- Then they put some seeds inside the envelope and tape it with cello tape.
- Attach the envelope to a thin stick and secure it with cello tape.
- Shake it to produce rattle sounds.

## Activities/Examples:



## Alternative Activities:

- Let children make an envelope of their own using paper to hold seeds.
- Let children make an envelope rattle.

## Alternative Materials:

- Masking tape
- Waste/thick papers/pebbles
- Glue

## Reflection:

- What did you use to make envelope rattle?
- Was it a good idea to make a rattle? Why?
- Small babies love to play toys. So do you think they would love your rattle if you make one for them?

# Paper Photo Frame

17

Paper photo frame is a frame made out of used or waste papers. It is the process of collecting different coloured waste papers such as newspapers, magazines, note books, text books etc. and creating a photo frame out of it.

In this lesson, children will roll the paper and paste it using glue on the cardboard to get the photo frame.

## Materials Required:

- Used newspapers/magazines/notebooks/textbooks
- cardboard
- Pencils, Scissors/cutters, Rulers, Glue, Erasers,

## Objectives:

**By the end of the lesson, the student will be able to:**

- Make a simple photo frame of any type using used papers.

## Procedures:

Teacher provides materials to students and demonstrates the procedures to the children as follows:

- Cut out around 16 to 18 numbers of newspapers/ magazines.(5cm by 20cm each)
- Roll all the papers to form same size of cylinders.
- Cut out a cardboard of the size 20cm by 15cm.
- Cut out the rolled papers and paste along the four sides of the card board(4 numbers of rolled papers for each side)
- Cut out a beautiful picture (portrait/sketch) of around 18cm by 14cm and put inside the paper frame.

## Activities/Examples:



## Alternative Activities:

- Let children make frame of their own using waste papers
- Display their product in the class room.

## Alternative Materials:

- Waste papers
- cardboard
- flour (Maida) to be used as glue

## Reflection:

- Can you make a photo frame using wood?
- Where would you use your paper photo frame?
- How would you make your photo frame attractive?



# Finger Puppets

18

A finger puppet is a paper craft whereby children roll papers around their finger and cut out to a desired length and glue it at the edge of the paper. They add some decorations on it and put it on all the five fingers and play with it.

They can make different styles according to the size of their fingers and children have lots fun with their finger puppets.

## Materials Required:

- Papers, colours, scissors
- Cello tape, glue

## Objectives:

**By the end of the lesson, the student will be able to:**

- Make finger puppet out of papers.
- Draw different kinds of faces on the puppet.

## Procedures:

1. Teacher provides materials to the children.
2. Cut a square paper of around 7 cm to 8 cm and draw a line 3 cm from the top edge.
3. Roll the paper and stick the edge with cello tape or glue and make some decorations.
4. Cut out the edge of the cylinder to make hair like strips.
5. Let them put it on their fingers and play.

## Activities/Examples:



### Alternative Activities:

Children can choose their own style to make finger puppets.

### Alternative Materials:

- Cutter, scissors.
- Glue

### Reflection:

- Tell the process of this activity?
- Have you ever made finger puppets before this activity?

# Mask

19

Mask is a facial representation of human faces or different animal faces which is made by using different kinds of materials such as wood, cardboard, paper, papier mache, saw dust, etc. Mask is used during dramatization in general and in Tshechus in Bhutan. Children usually use masks to disguise or to amuse and frighten others as a fun. In this activity, children will make simple mask of their own using paper and card board.

## Materials Required:

- Chart papers
- Pencils, colours, glue
- Scissors, papers, cotton, twine thread

## Objectives:

**By the end of the lesson, the student will be able to:**

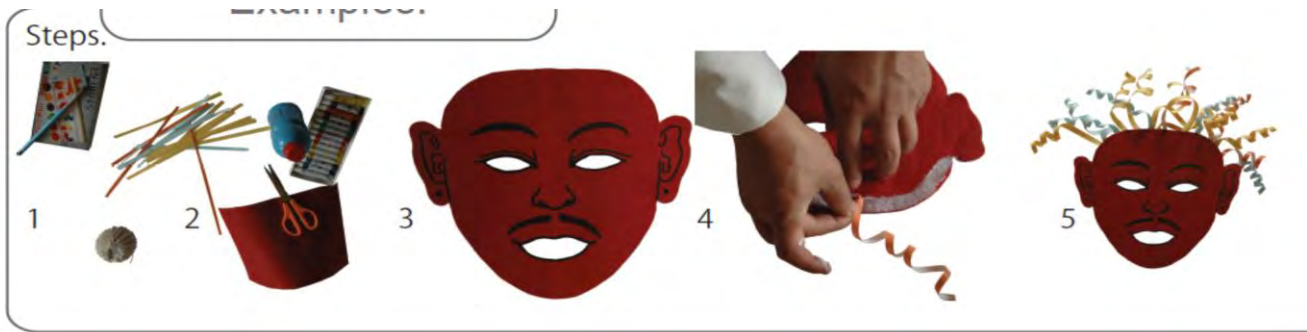
- Make simple mask of their own using paper.

## Procedures:

Students follow the following procedure to create a paper mask.

- Take a part of chart paper and draw an oval shape or a face shape on it.
- Cut out the shape and draw the eyes, nose, mouth and ears.
- Cut out parts of eyes, nose, mouth and ears.
- Make strips using papers and make it curly.
- Cut out the strips and stick them to the top of the head.
- Colour the mask using colours of their choice.

## Activities/Examples:



## Alternative Activities:

### Animal faces

- Take a card board and raw faces of any animals.
- Cut it out and make eyes, nose, ears and mouth.
- Make holes to hold thread in ears.
- Colour the mask.

## Alternative Materials:

- Carton box
- Chart papers
- Used calendars

## Reflection:

- Do you think you can do this activity at your home?
- Have you seen a wooden mask? Where did you see it?

# Making a School Model

20

A model is a three- dimensional representation of a person or things or of a proposed structure typically on a smaller scale than the original structure. Here, children make a model of their school using clay, mud, dough and papier mache.

This will be an activity carried out outside the classroom.

## Materials Required:

- Clay
- Wooden board
- Mud
- Water

## Objectives:

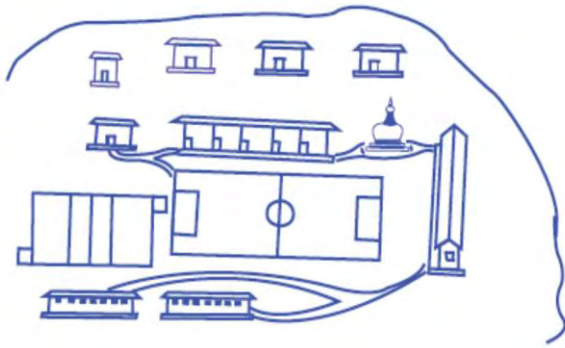
**By the end of the lesson, the student will be able to:**

- Draw a sketch of the school.
- Make a model of their school.

## Procedures:

- Teacher provides clear instructions on how to make a model.
- Students make a sketch of their school.
- Students make model of the school using clay and other materials.

### Activities/Examples:



### Alternative Activities:

Ask Children to make a model of their village/town.

### Alternative Materials:

- Papier mache
- Glue
- Flour (Maida)

### Reflection:

- Can you make model using papier Mache?
- Which material would you prefer to make models? Why?

## Clay Work (Making Human Figure)

21

Clay work refers to making models of human figure using clay/dough/mud in which students get the opportunity to play with clay. It excites students, enhances their motor skills and helps build their patience. Students make three dimensional models of human figure through which they learn the composition of human shapes and forms.

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.

### Materials Required:

- Clay, mud, dough, water
- Water colour, brush, palette

### Objectives:

**By the end of the lesson, the student will be able to:**

- Make a human figure with basic shapes and forms.
- Colour and display the model in the class.

### Procedures:

- Teacher explains the basic forms of human figure.
- Instruct students to make models of their human figure.
- Ask them to colour their models as per their wish.
- Students clean up their work area.
- Students display the works on their table and go for gallery walk.

## Activities/Examples:



## Alternative Activities:

In the alternative activity, teacher instructs children to make models of their favourite animal or their pet at home.

## Alternative Materials:

- Clay, mud, dough, water
- Water colour, brush
- Palette, sieve

## Reflection:

- What did you learn from today's lesson?
- Were you able to make human figure with right proportion?
- What changes would you like to make in your model?
- Where you able to include all the details of human figure? Why not?
- How do you value your skills of making models?
- What will you do to keep your working place clean?



# Creative Clay

22

Creative Clay refers to making of different shapes and objects of their choice. Students are given the freedom to express their thoughts and demonstrate their skills through clay modelling. This activity intends to enhance their creativity and focus through such play with clay. Students learn to transform their imagination into 3 D models. It makes them proud of what they are capable of and enhances their self-esteem. This activity gives excitement to the children as they come up with three dimensional shapes with added creativity. Children learn as they undergo hands on experience and help to understand more about texture and quality. It helps to develop hand muscles for dexterity and finesse. The models are then painted to create a realistic look. Ask students to bring materials (clay/dough/mud) from home.

## Materials Required:

- Clay, mud, dough, water
- Water colour
- Brush, palette

## Objectives:

**By the end of the lesson, the student will be able to:**

- Make any shapes or forms from clay.
- Colour the models.
- Maintain cleanliness of work area.

## Procedures:

- Teacher instructs how to use clay properly.

Students follow the following procedures:

- Make models of their choice.
- Colour their models.
- Clean up their work area.
- Display the works on their table and do Gallery Walk.

## Activities/Examples:



## Alternative Activities:

Teacher instructs children to make any kind of models. This can be an outdoor activity.

## Alternative Materials:

- Clay, Mud, dough
- Water, water colour
- Brush, palette, sieve

## Reflection:

- How do you feel about today's lesson?
- What did you choose to make? Why?
- Were you able to make what you thought in your mind?
- What other models would you like to make out of clay?
- How are going to make it look more attractive?

# Roller Printing

23

Roller printing is a technique of making art by printing using roller. It is one of the oldest forms of art. It is a process that needs a master copy of design or pattern to be printed and thus multiple copies of same image is produced. Different shapes of cardboard or a thick paper is cut and pasted on a cardboard. Colour is applied with the help of brush or a sponge. That becomes the master copy and placing a paper over it, the same print is created by rolling over it with a roller.

It is a continuous process and gives unique texture and feelings on the surface of the art created by itself and adds beauty to it. Children learn the skills of making various designs and patterns. It enhances their cognitive skills and imagination. The lesson also provides the concept of mass printing carried out in industries.

## Materials Required:

- Card board, scissors
- Colours, Glue
- Paper (thick)
- Roller

## Objectives:

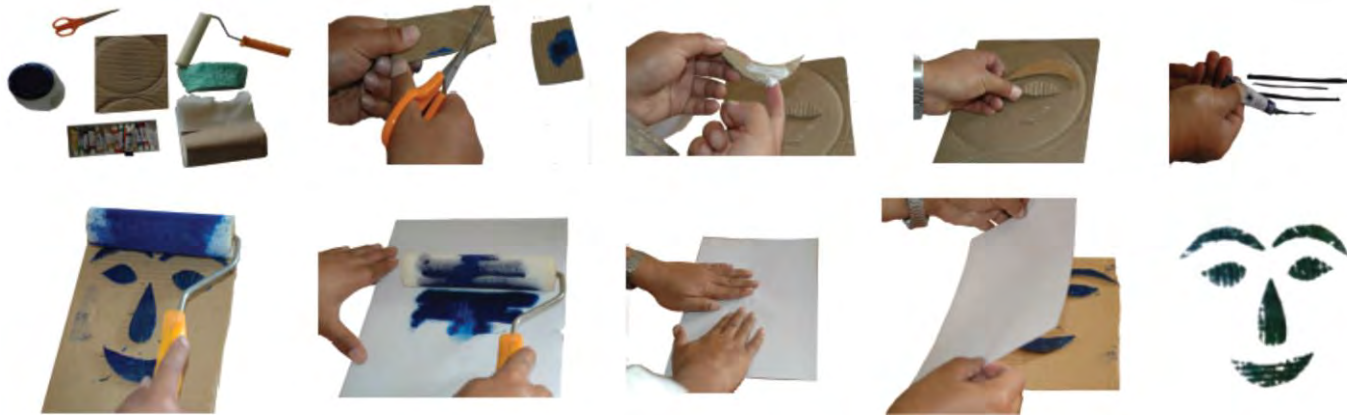
**By the end of the lesson, the student will be able to:**

- Cut different shapes of their choice to create designs.
- Apply colour on the cut-out shapes properly.
- Print the image using roller.

## Procedures:

- Teacher provides materials and demonstrates the activity to the children.
- Cut the different shapes and paste on the flat card board.
- Spread colour over it by using sponge roller.
- Place paper gently over it and press it using your hands or barren.

## Activities/Examples:



## Alternative Activities:

Students can use different materials like leaves, coins and vegetables to create prints.

## Alternative Materials:

- Colour, brushes
- Water, leaves, coins, vegetables, papers

## Reflection:

- How is today's activity related to mass printing production?
- Can you give some examples of printing works?
- Do you consider printing as one of the ways to create art? Why?
- What else do you think you can make with printing technique?
- How and where can you apply these skills in future?
- Where are you going to dispose these waste?

# Using Stencils to Print

24

Stencil printing is a method of transferring a pattern by brushing, spraying, or squeezing ink or paint through the open areas of a stencil cut from thin paper or cardboard. We can design any shape to produce stencil art work.

## Materials Required:

- Chart paper
- Brushes, cotton, pencil
- Cutter knife/scissors
- workbook

## Objectives:

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

- Create designs on the paper using stencil.

## Procedures:

Teacher provides instructions as follows;

- Draw simple shapes on a chart paper.
- Cut out the shapes with the cutter.
- Keep the stencil on the work book and paint over the cut-outs with brush or cotton.
- Remove the stencil carefully.

## Activities/Examples:



## Alternative Activities:

- Let children design different gift cards using stencils.

## Alternative Materials:

- Colour pencil
- Crayons
- Pestles
- Cutter

## Reflection:

- Name some items that you can make using stencil?
- What were some of your observations while making stencil prints?
- If you were given preferences, which method would you choose to make designs ? roller printing or stencil print?
- What difference did you make out between roller printing and stencil design?

# Nature Printing

25

Nature printing is a process in which objects such as a leaf, petals, vegetables, barks, roots and grass are used to press on a plain surface to make a direct printing. The prints can be made by dipping the selected object into the colour and press on a paper or on a work book.

In this lesson, teacher provides materials such as leaves, petals, barks, grass, etc. and children make different prints to create an art work of their own.

## Materials Required:

- Vegetables(Spinach, lettuce, Cauliflower, etc)
- Colours, brushes
- Chart paper, pencil, water

## Objectives:

**By the end of the lesson, the student will be able to:**

- Create prints using given materials.

## Procedures:

- Children draw an outline of mountain, sky, trees etc.
- Children choose one of the vegetables provided to them and cut it into half.
- Children paint over the cut out vegetables.
- Children imprint the picture to create patterns on the outlines drawn.(mountain, trees, sky)

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Poster colour
- Papers
- Drawing books
- Vegetables (eg. Potatoes, eggplant, leaves, Okra, etc.)

## Reflection:

- What could be reasons for using vegetables and fruits to print?
- Can you think of any other materials that can be used to make prints?
- What are some disadvantages of using vegetables to make prints? Give reason.



# Pencil Shaving Art

26

Pencil Shaving Art is created by sticking/gluing pencil shavings on a plain surface or a paper. Usually children in the schools shave lots of pencils and the shavings are being thrown into bins or either left unused. In this lesson we use these pencil shavings to create a beautiful art.

## Materials Required:

- Pencil shavings
- Sharpener
- Glue
- Magazines/papers
- Scissors

## Objectives:

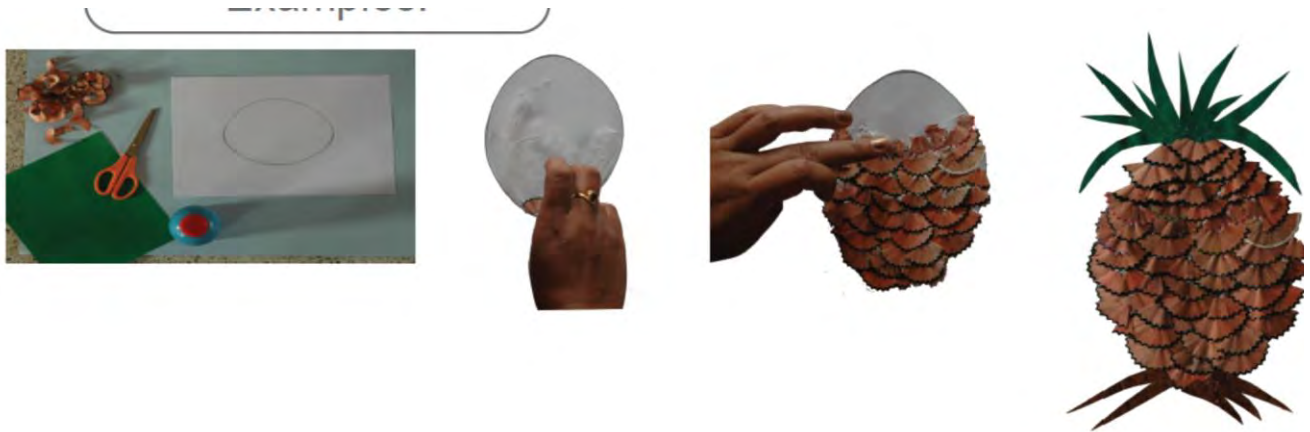
**By the end of the lesson, the student will be able to:**

- Use pencil shavings to make collage.

## Procedures:

- Children draw outline of a pineapple.
- Children shave pencils using sharpener.
- Put glue over the outlined drawing.
- Paste pencil shavings within the outline.
- Let children use leaves, papers, flower petals etc. to make leaf of the pineapple.

## Activities/Examples:



## Alternative Activities:

- Let children make flower using pencil shavings.

## Alternative Materials:

- Chart paper
- Colour pencil shavings
- Cello tape

## Reflection:

- Does your art look real?
- Do you think this method of making art is interesting?
- What was the most interesting part while making this art?
- Did you have any idea about pencil shaving art before this activity?
- Do you have any other idea to create art?

# Match Stick Collage

27

A collage is a technique in which a variety of materials are assembled and used for creating a piece of art. A collage may sometimes include magazines and newspaper clippings, ribbons, paints, bits of coloured or handmade papers.

In this lesson, children will use match sticks to create desired shapes.

## Materials Required:

- Match sticks
- Glue
- Pencil
- papers

## Objectives:

**By the end of the lesson, the student will be able to:**

- Make a collage using match sticks.

## Procedures:

- Teacher demonstrates the steps to make a star using match sticks as shown in the picture.
- Students make other collage using match stick.

## Activities/Examples:



## Alternative Activities:

Let children make different shapes out of match sticks.

## Alternative Materials:

- Sticks
- Straw
- Twigs
- Leaves

## Reflection:

- What did you make out of match sticks?
- Was it interesting?
- What else can you make using match sticks?

# 3D Collage

28

3D collage is an art of putting together three dimensional objects such as pebbles, rocks, bottles, straws, coins, beads, sand, etc. to create a new piece of art.

In this activity, students create different 3D collage using materials available around them. This art work focuses on reusing waste materials.

## Materials Required:

- Waste materials( straw/plastic bottles)
- Glue
- Cardboard
- Scissors
- Cutter knife
- Cello tape

## Objectives:

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

- Create 3D collage with waste materials.

## Procedures:

- Teacher shows example of a 3D art.
- Students discuss what could be made out of the collected materials.
- Students create 3D art of their own using the materials available.
- Students colour their art works if required.

### Activities/Examples:



### Alternative Activities:

Children can create different kinds of 3D using seeds, sticks, pebbles, bottles etc.

### Alternative Materials:

- Seeds
- Sticks
- Used pens
- Bottle caps
- Coffee/yogurt cups etc.

### Reflection:

- Did you like this art work?
- How was this art different from other art works?
- Can you think of any other subjects for 3D art?
- How are you going to manage wastes during such activity?