

# Arts Education

Teacher's Guide for Class IV



Department of School Education  
Ministry of Education and Skills Development  
Royal Government of Bhutan  
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**

## General Notes for Teachers

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.

Accept all children's work. Do not criticize. The quality of art 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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# Drawing Cartoon Faces

1

Drawing Cartoon Faces is a simple drawing showing the features of its subjects in a humorously exaggerated way. Faces play important roles in human social life as it conveys unique non-verbal information and communication with different emotions through facial expression. Cartoon characters are fun as we don't have to worry about shapes, size and proportions. Cartoons are mainly meant for kids. They are usually printed in newspaper, comic book, magazines, movies, film.

In this activity, students will learn to draw different facial expressions by changing shape and size of heads.

## Materials Required:

- Pencils
- Colours
- Crayons
- colour pencils
- workbooks

## Objectives:

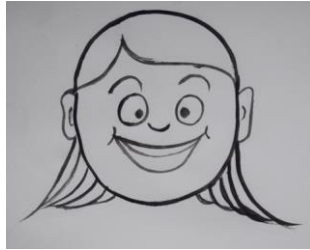
**By the end of the lesson, the student will be able to:**

- Draw different facial expressions with cartoon faces.
- Identify different facial expressions.

## Procedures:

- Teacher demonstrates how to draw different expressions with different cartoon facial parts.
- Students observe and carry out the activity in their workbook.
- Let the students create new expressions with cartoon facial parts.

## Activities/ Examples:



## Alternative Activities:

- Children can draw different emotional expression

## Alternative Materials:

- Colour pencils
- Drawing books
- Crayons

## Reflection:

- Did you enjoy drawing cartoon faces?
- Do you think it is important to identify different facial expressions? Why?



# Hanga

2

Hanga is a form of paint art. The word “hanga” is paint in Japanese. The actual hanga art work can be classified into “sosake hanga”, “shin hanga” and “moku hanga”

This activity aims to expose children to experience actual print making art in simplest form.

This activity requires 2 to 3 periods (around 150 mins) approximately and requires students to be cautious of their paints smearing in clothes or skin.

## Materials Required:

- Roller
- Scissors
- Oil colour
- old newspaper
- Hard paper (cereal boxes, cartoon boxes, pencil packets, etc)
- hard area
- Glue
- A4/ chart papers (2 nos)
- Flat/smooth surface (wooden plank/ metal surface/table covered with plastic)

## Objectives:

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

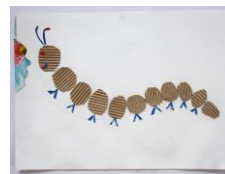
- Create an original hanga art work of their own.

## Procedures:

Demonstrate the following procedure;

- Cut out different shapes from the hard paper with different texture.
- Organize those shapes and assemble them on the A4/ chart paper with glue.
- On a smooth surface apply oil colour (preferably black/blue/green/red/purple).
- Using the roller, even out the oil colour on a flat/smooth surface (table, metal surface).
- Place the A4/ chart paper on an old newspaper.
- Slowly, roll the oil colour 2-3 times, evenly on A4 paper (that has the assembled shapes).
- Place a clean sheet of A4 paper on the paper that has been covered with oil colour.
- Gently rub on the back of the A4 paper with a cotton or a cloth piece.
- Gently remove that paper. You can see the print of the assembled shapes on the new paper.
- Place it in a place where it can dry.
- Dispose the waste in a proper place.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- water based colour
- roller brushes
- barrens

## Reflection:

- What do you do with the waste from this activity? Which ones can be reused?
- How can you use this activity in real life?

# Perspective

# 3

Perspective is a drawing or painting technique that gives a three-dimensional effect to a flat image. Perspective represents the drawing or painting that appears smaller as they move farther into distance and bigger as they move towards the viewer. In art there are three types of perspective;

- i. One-point Perspective: one vanishing point on the horizontal line.
- ii. Two-point Perspective: two vanishing point on the horizontal line.
- iii. Three points: three vanishing point on the horizontal line.

This activity helps students with a better sense of space and depth of the objects they draw, especially with large objects.

## Materials Required:

- Pencils
- Crayons
- Workbooks

## Objectives:

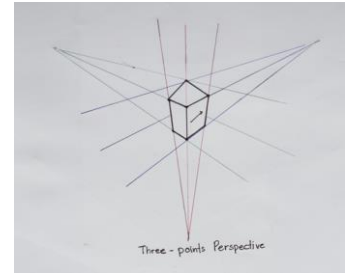
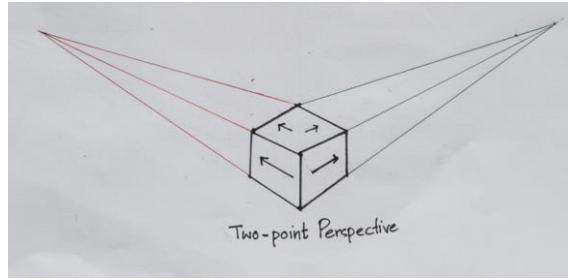
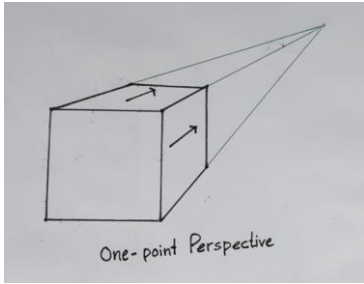
**By the end of the lesson, the student will be able to:**

- Identify the types of perspective in art.
- Draw an image following the concepts of perspectives.

## Procedures

- Teacher demonstrates and explain the three types of perspective with few examples.
- Take the students outside to draw footpath/road/trees using perspective idea.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- watercolour
- Oil pastel
- Colour pencils
- Drawing books

## Reflection:

- Have you seen any such drawings?
- How is it different from normal drawings you make of things around you?

## Rock/Stone Paint

4

Any rock/ stone that is painted to create an art work is Rock or Stone Art. This activity can be done by children as well as adults. It is easier to paint bigger rocks/stone with smoother surface than choosing smaller rocks with uneven surface. These kind of art works are often found in gardens. It can also be displayed in the houses.

In this activity, the children create different rock arts of their choices. The beauty of this activity is that the children are instilled with values, such as green attribute, beauty and uniqueness.

### Materials Required:

- Rocks/ stones
- Acrylic colours
- Water
- Brushes
- Palettes
- Clothe piece

### Objectives:

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

- Paint stones/rocks to create art works.

### Procedure

- Select stones /rocks.
- Decide what to paint based on the shape of the rock.
- Paint the rocks/stones using the colour(s) of their choice.
- Dry their art work.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Fabric paints
- Primer, if the art work is for outdoors

## Reflection:

- Where can we keep these art works?
- Would you like to paint some more? Why?
- What would you like to paint?
- Whose art work did you like the most? Why?

## Sketching (Landscape)

5

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

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

### Materials Required:

- Workbooks
- Pencil
- Drawing book
- eraser

### Objectives:

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

- Observe a landscape of their choice and make a sketch.

### Procedure

- Teacher takes the children outside and instruct them to look around and choose a landscape to sketch.
- The students carry out sketching work using pencils.



## Activities/Examples:



## Alternative Activities:

- Children draw landscape from different angles

## Alternative Materials:

- Crayons
- Colour pencil
- Charcoal

## Reflection:

- How did you feel about this activity?
- What are some of the natural elements which make a complete landscape?

# Traditional Drawings

# 6

*Doe -Yen Na-nga* means Five Senses of offering. These offerings are usually depicted in front of the Buddha paintings. These five offerings are

1. A mirror to see
2. A musical instrument to hear
3. Incense of perfume to smell
4. Some fruits to taste and
5. A silken scarf to touch

For this activity, teacher will show and explain five senses of offering in simple term and let students copy it in their workbook.

## Materials Required:

- Pencil
- Eraser
- Workbook

## Objectives:

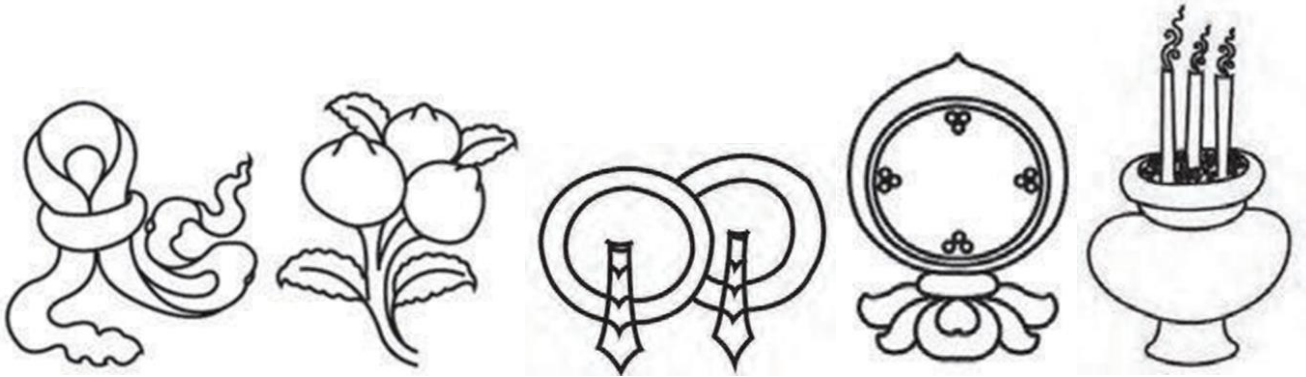
By the end of the lesson, the student will be able to:

- Draw simple Bhutanese motifs (*doe-yen na-nga*).

## Procedure

- Teacher display drawings of *doe-yen na-nga*
- Students copy it in their workbook

## Activities/Examples:



## Alternative Activities:

Let the students draw the following Bhutanese motifs;

- *Tashi Zey-gay* (eight auspicious substances)
- *Tashi ta -gay* (eight auspicious symbols)

## Alternative Materials:

- Colour pencils
- Pencils
- Drawing books

## Reflection:

- What are the five senses of offerings? Do you think it is important for the Bhutanese to know about this five senses of offerings?
- Where have you seen these pictures?

# Portrait

7

An artistic representation of a face and expression of a person in a painting usually pops up in our mind when we hear “portrait”. Portraits are not limited to paintings. They can also be in the form of photographs, sculpture or mosaics/ collages. It is usually the artwork of another person’s face.

Self-portraits on the other hand, are ‘face art’ of the artist themselves. In this activity, students are required to look within themselves and portray how they feel or look like on the paper. Such activity reinforces students’ observation skills and focusing skills.

## Materials Required:

- Work book/ paper/ drawing book
- Pencil
- Eraser
- Colours (crayon, pastels, water colour, coloured pencils)

## Objectives:

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

- Draw a self-portrait focusing on their face and expression.
- Colour their portrait.

## Procedure

- Think and decide if they want to draw waist up or neck up.
- Draw outlines.
- Add details.
- Colour or paint their portraits.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Water colour
- pastel

## Reflection:

- What did you like about your portrait?
- How is your art work different from others?
- What personal values do your image show to you?

## Observational Drawing (still Life)

8

Observational drawing refers to the term Still Life. As the topic suggests, “drawing what you see” is Observational Drawing. It is drawing what you see, as realistically and true to life as possible. We can draw a flower pot, a vase, a fruit bowl, classroom objects, etc.

This activity helps in “seeing” as in when we look at something with the intent to “see” that object, we notice the shape, texture, colours, shadows, and other details. It helps students ‘observe’ and not just look. However, at this grade, we do not expect students to be able to draw as realistically as the description of the activity mentions. Instead, we expect them to be able to ‘observe’ details which we otherwise miss out when we just look.

While assigning this activity, try to keep the number of objectives to a minimum, not more than three, for better focus.

### Materials Required:

- Workbook/ drawing book
- Pencils (preferably B pencils, like 2B or 4B)
- Erasers
- Objects (teacher choose the objects or students and teachers decide what to draw)

### Objectives:

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

- Observe the object placed in front of them.
- Draw the objects of what they see from their angle.

## Procedure

- Place an object (s) in a place where all students can see.
- Students observe the objects. Have them consider the angle from where they are looking from, shape, size, pattern, shadow, etc.
- Draw the outlines.
- Add details like shading, patterns, etc

## Activities/Examples:



## Alternative Activities:

Try the technique with other picture and objects

## Alternative Materials:

- Charcoal
- Colour pencil
- A4 papers
- Pastels

## Reflection:

- Did you notice how everyone's drawing is different? Why is that so?
- What happened when you added shadings to your drawings?

# Plastic Bottle Toy

9

Plastic Bottle Toy is an art work that reuses plastic to make toys. This activity not only imparts skills of making toy, but also makes students realize how waste can be reused. In the world obsessed with use of plastic of all sorts, reusing plastic is a solution to the ever-growing plastic problem.

This activity requires the use of knife to cut bottles. Therefore, for safety reasons, have parents cut the bottles and send them to school.

## Materials Required:

- Two cut bottle necks
- Cello tapes, twine thread/yarn, waste

## Objectives:

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

- Make a plastic toy following the instruction of the teacher.

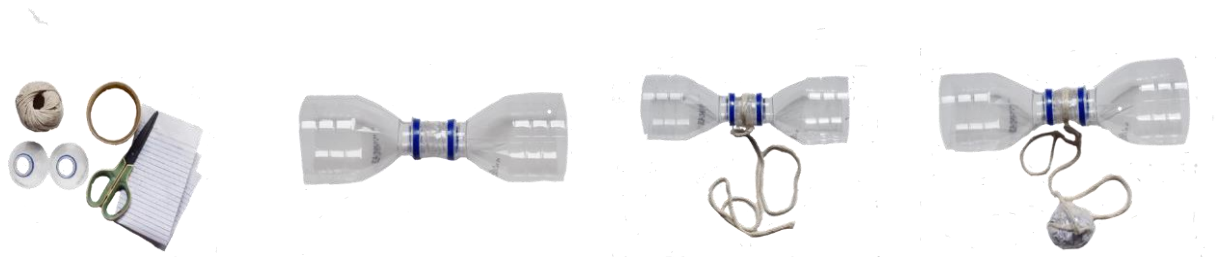
## Procedure

Demonstrate the following steps to the students;

- Cut two bottles. (Keep the necks of the bottles and throw away the rest)
- Join the two bottles' necks (mouth) using a cello tape. Ensure they are firmly attached.
- Tie a 15-20cm twine thread from where the two bottles' necks are joined. Use cello tape to hold it firmly.
- Make a small ball out of any waste paper. (Smaller than a Ping-Pong ball but bigger than a marble)
- Tie that ball to the loose end of the twine thread. Use cello tape to hold it tight.



## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Any other plastic waste
- Yarn

## Reflection:

- Did you enjoy?
- Can you think of anything else you can make with waste plastic bottles?
- How else can art help the planet in fighting/ reducing plastic waste?

# Water Colour Mixing-Tints and Shades

10

Tints and shades are the terminology in colour mixing. To get a darker colour, add a small amount of black in any colour. That dark colour is called a shade of the original colour. Similarly, adding white to any colour we make that colour lighter. That lighter colour is called the tint of the original colour.

## Materials Required:

- Workbooks/drawing books/paper
- Watercolour
- Brushes , pallet, water , cloth pieces

## Objectives:

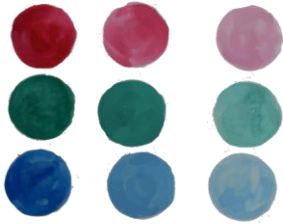
By the end of the lesson, the student will be able to:

- Explore making tints using white with another individual colour.
- Explore making shade using black with another individual colour.

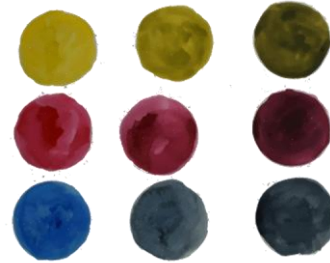
## Procedure

- To make tint, add white to a selected colour.
- To make shade, add black to a selected colour as shown in the picture.

## Activities/Examples:



Tints

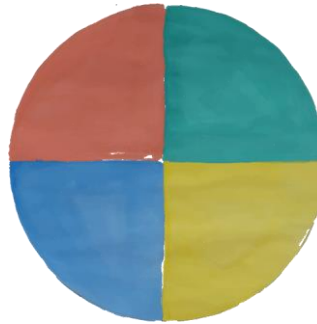


shade

## Alternative Activities:



Actual colour



Tint



Shade

## Alternative Materials:

- Poster Colour
- Oil pastels
- Colour wheel

## Reflection:

- Did you have fun doing this activity?
- Do you notice most paintings have tints and shades used?
- Would you be able to make your painting look realistic by using tints and shades?

# Theme Based Water Colour Painting

11

Water colour is a water-based medium used for painting. Students in 4<sup>th</sup> grade are expected to have basic skills like colour mixing, economic use of water colours, taking care of brushes, palettes, etc. A theme-based water colouring activity seems to be effective in the sense that, they don't take up a lot of time deciding what subject/topic to paint. Once the class/ art teacher decides on a theme, students can immediately get to work. Theme based painting also requires students to portray actual life situations making the painting an expression of life, moments, and feelings. The art work is usually real and not imaginary.

## Materials Required:

- Workbook/ drawing books/ papers, poster/water colour, brushes, palettes, pencils

## Objectives:

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

- Paint a theme-based watercolour painting.

## Procedure

- Decide/ teacher provides a theme.
- Discuss the theme.
- Draw outlines of their painting.
- Make a painting based on the theme keeping it as real as possible (this activity may require 2 periods so don't rush students).

## Activities/Examples:

Theme: Festival



## Alternative Activities:



## Alternative Materials:

- Poster colours
- Chart papers
- Fabric paints
- Acrylic paints

## Reflection:

- How did you feel painting real life events?
- Is there any other theme you would like to paint?
- Which part of this activity was enjoyable for you?
- Which part was challenging? How did you overcome it?

# Zentangle

12

A zentangle is a mini abstract art work created by drawing and joining patterns. The “zen” part of it is that it can be a very relaxing and meditative experience. The size of the art work can be any, depending on the time available. If the time is limited, use smaller paper for this art work. If it’s the opposite, use bigger paper. As all art works always encourage children to come up with their own ideas, in this case, encourage them to make their own patterns/designs. Prescribe them with specific patterns/ designs only if they can’t seem to find their own ideas. Show few and have them make their own designs/ patterns.

## Materials Required:

- Workbook/ drawing book/ paper
- pencils/ colour pencils/ black pen
- erasers (optional)

## Objectives:

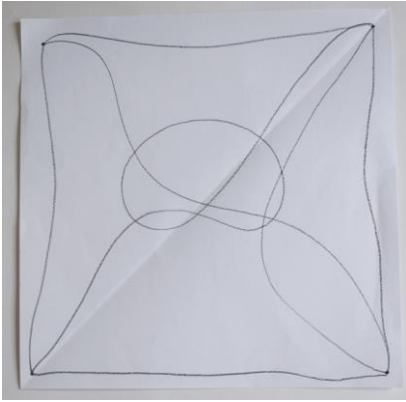
**By the end of the lesson, the student will be able to:**

- create a zentangle art using any pattern(s) of their own.

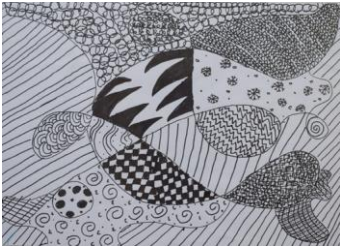
## Procedure

- Demonstrate the following steps;
- Draw small dots in the corners of the papers. Draw lines (straight or curly) connecting the dots (or children draw a shape or any random shape).
- Divide the shape into different parts with lines.
- Fill in the spaces with variety of designs and patterns.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Chart paper
- sketch pen
- Marker pens
- Crayons/ pastels

## Reflection:

- Do you like this activity? Why?
- What are some of the immediate benefits you experienced from this activity?



# Multicolor Spray Painting

13

Multicolour Spray painting is a technique where a device sprays a coating through the air onto a paper. Here, the device we can use is an old/used tooth brush and multiple colours. Hence the name, Multicolour Spray painting.

This is a fun and engaging activity for children. However, it can get quite messy. Therefore, the art teacher needs to ensure cleanliness of students' uniform. Have them roll up their sleeves.

Students are aware of what spray painting is. They have already done this art in their previous class using single or double colour.

## Materials Required:

- Workbooks/drawing book/ hard paper
- Water colours
- Toothbrushes
- Palettes
- Scissors
- Pencils

## Objectives:

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

- Create a painting or design using multi colours.

## Procedure

- Provide the materials.
- Draw outline picture on the hard paper and cut it out.
- Place the cut-out picture onto the workbook according to the position deemed correct by the student.
- Prepare the paints to be used in the palettes.



- Dip the brush in the paints.
- Use any finger to flick the brush and colour over and round the shapes.
- Once the paints look dried, remove the cut-out shape.

### Activities/Examples:



### Alternative Activities:

Try the technique with other picture and objects

### Alternative Materials:

- Poster colours
- Leaves
- Ready-made shapes from the internet
- Fabric colour

### Reflection:

- Could you have done this a bit differently? If so, how?
- How would you do this activity with less mess next time?
- What difficulties did you encounter while doing this activity?

## Traditional painting (Sumdang)

14

Sumdang is one of the basic skills of painting in Bhutanese painting. This is one of the easiest methods of decorative painting and it is used for painting houses and other decorative items. It is mainly to do with three shadings. Firstly, apply any base colour (*Tsho-Nag*) on the picture. Next, mix that particular base colour (*Tsho -Nag*) with white and apply that formed colour (*Chaow*) at the border line of the base colour. Finally, apply white colour (*Kar-ched*) to the border line of the colour applied from mixing the base colour and white.

### Materials Required:

- Workbooks
- Pencils
- Water colour
- Palettes
- brushes

### Objectives:

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

- Use white and black colours to create a traditional painting (sumdang) effect.

### Procedure

- Teacher displays few examples of sumdang on the board.
- Students observe it carefully and copy it in their workbook.

## Activities/Examples:



## Alternative Activities:

- Let the students try the skill/techniques with another picture.



## Alternative Materials:

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

## Reflection:

- What is Sumdang?
- Have you seen any of such drawing in and around the school?

## Collage (paper)

15

The technique of art creation which involves assemblage of different forms and shapes to create a new whole is collage. It may include magazines, ribbons, yarns, and many other objects that are glued to a canvas or a paper.

In Paper Collage, students use magazine papers, newspapers, and other papers to make collage. These papers are used separately or mixed together, are torn to small or bigger pieces. Then they are glued to another paper to create an art work on any topic of their choice.

### Materials Required:

- Magazine papers/ newspapers/ coloured papers (any waste papers)
- Pencil
- A4 paper/ chart paper/ drawing book/ workbook
- Scissors (optional)
- Glue

### Objectives:

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

- Draw an outline of their collage.
- Create an original paper collage on a topic of their choice.

### Procedure

- Draw an outline of their collage.
- Select papers to be used.
- Shred/ tear/ cut papers.
- Apply glue and paste the paper pieces within the outline on the paper/ drawing book/ workbook.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Food wrappers
- Chocolate wrappers
- Any waste papers

## Reflection:

- What other materials can we make collage with?
- How can you finish making collage faster?
- Does collage look better with small paper pieces or bigger paper pieces?

## Collage (mixed media)

16

Mixed Media Collage is an art work that uses more than one medium or material. The materials include papers, metal pieces, plastics, woods, colors and various other materials available in the locality. We can basically make anything with anything. Creating this art work is a fun way to explore new materials and styles, adding more dimension to our art work which expands our idea of what art can be. There is no one right way of doing this art work and there are really no rules.

As such, students can really get creative with what they want to make and how they want to make them. This is an inexpensive art form since we can use materials found in our everyday lives. We can also reuse a lot of the waste we find around us.

### Materials Required:

- Glue (fevicol)
- Scissors
- Various materials (available)
- Paper/board
- Colours

### Objectives:

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

- Use various materials found from the immediate environment to create a mixed media art work.

### Procedure

- Assemble the materials required. (Before the lesson)
- Students decide what to make and make an outline.
- Students paste, paint, draw, ensemble the materials on the paper/board.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Waste materials
- Different papers

## Reflection:

What are the materials you used to create your art materials?  
How do you manage your waste?



# Notan

17

Notan is a Japanese word which means “light-dark balance”. It is a design concept that depicts harmony/balance of light and darkness.

In other words, the idea that the elements of dark and light are both essential for each other to exist, is portrayed through this art form.

It is an engaging activity that can be done by children from grade three and above.

## Materials Required:

Black paper, white paper, scissors/paper cutter knife, glue, pencil

## Safety Measures:

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

## Objectives:

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

- Create original notan following the steps demonstrated.

## Procedure

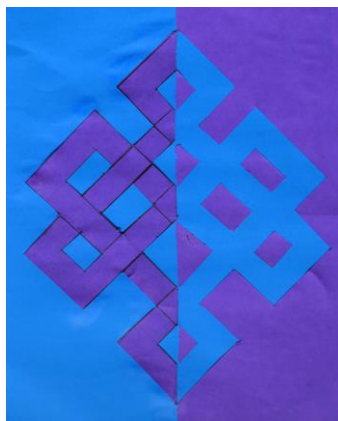
- Provide A4 white paper and a quarter of black A4 paper.
- Draw pattern/design on the black paper.
- Cut out the design/shape.
- Glue the paper that got left out after the cuttings on the A4 paper (Centre would be better).
- Glue the cut-out pieces one by one opposite to the place they were cut out from. Make sure the edge is lined up straight with where it meets the other part.
- Do the same for all the other pieces.



## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Colour paper
- Chart paper

## Reflection:

- What makes this art unique?
- What was the difficult part of making a notan?

## Paper Frame

18

Frames are great way to display photograph or art works, whether it is for a gift, display or just for fun. Most of the regular frames can get expensive and frames made from wooden and metals gets heavy. Paper frames are cheaper and easy to create. In this activity, students learn how to reuse the mobile voucher card and worn-out playing card to create picture frame. For this activity, teacher has to inform the students to collect the cards beforehand.

### Materials Required:

- Scissors
- Papers
- Picture

### Objectives:

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

- Make paper frame by folding and joining the pieces.

### Procedure

- Teacher demonstrate the procedure as given in the pictures.
- Students follow the demonstration and make their paper frame.
- Paste the frame around the picture.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Colour Paper

## Reflection:

- Which other materials can we use to make a paper frame?
- What do you do with used voucher card?
- How can we reuse them in different ways?

# Origami Paper Flower

19

Origami is a Japanese art of folding paper to create a decorative object. One such decorative object is a paper flower. You can use any paper, however, cut to size and shape of a special origami.

Origami flower art is an inexpensive hobby that can be worthwhile and last a lot longer too. It can be used to decorate your house, classroom and during important celebrations.

## Materials Required:

- Square coloured paper/ or origami papers, glue

## Objectives:

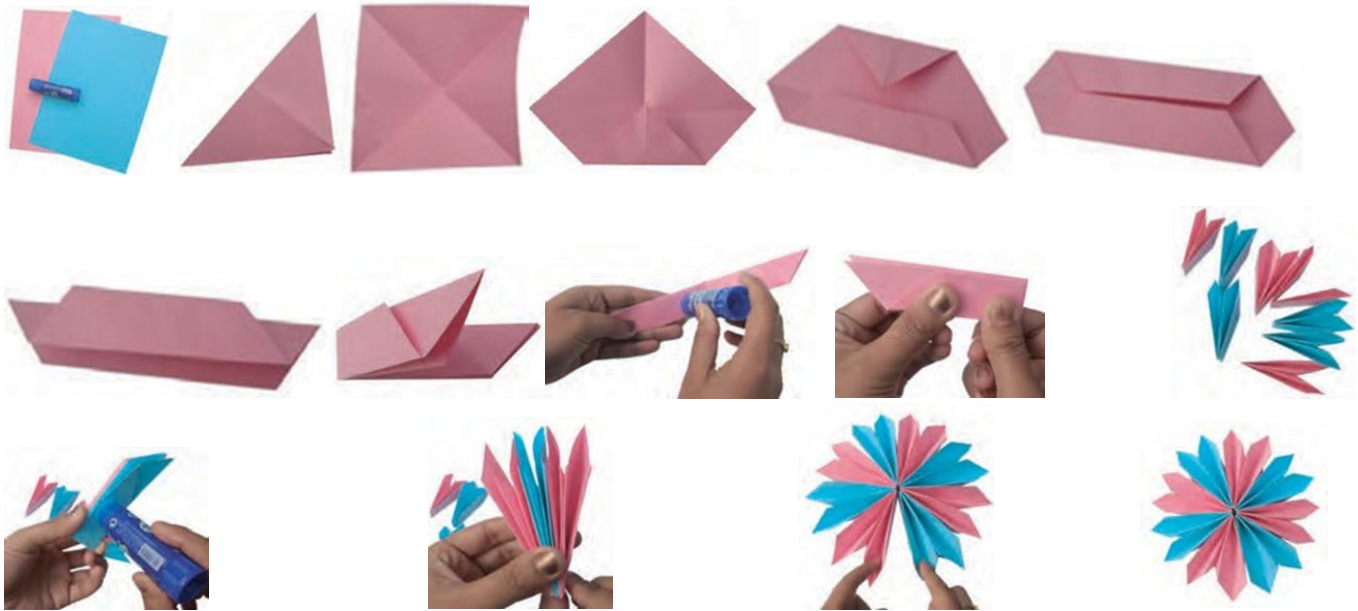
**By the end of the lesson, the student will be able to:**

- Fold paper following the teacher's instruction to make petals.
- Join the petals to make one complete flower.

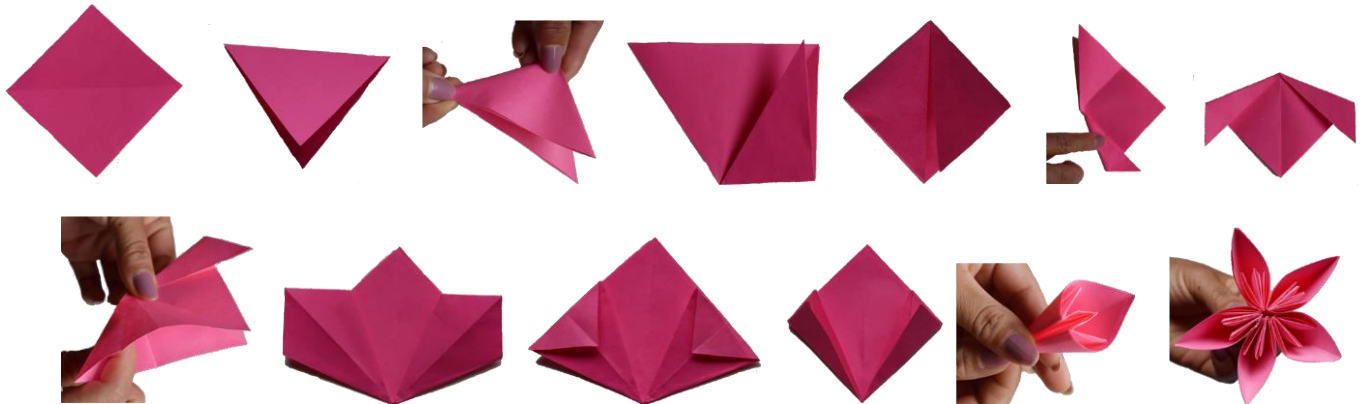
## Procedure

- Step by step demonstration as shown in the pictures
- Fold paper to make a petal or two each.
- Join the petals together with a glue to make a complete flower.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- waste paper
- magazines

## Reflection:

- What can you do with all these flowers you made?
- Do you think you can make some more paper flowers?
- How many petals will make a full flower?

# Paper Butterfly

20

Paper butterfly is another origami art. Making paper butterfly is simple and quick. Use different colored papers to make your own colourful and unique paper butterfly. You can also use range of sizes of origami papers to get different sized paper butterfly.

They make fantastic decoration for your room, classroom, ceiling hanging or parties.

## Materials Required:

- Paper
- Scissors
- Glue

## Objectives:

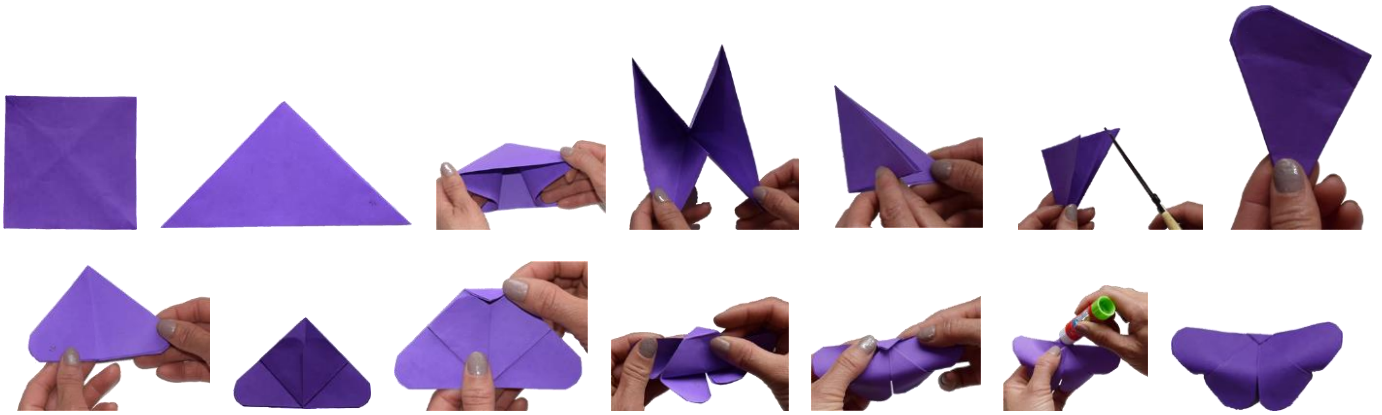
By the end of the lesson, the student will be able to:

- Make a paper butterfly.

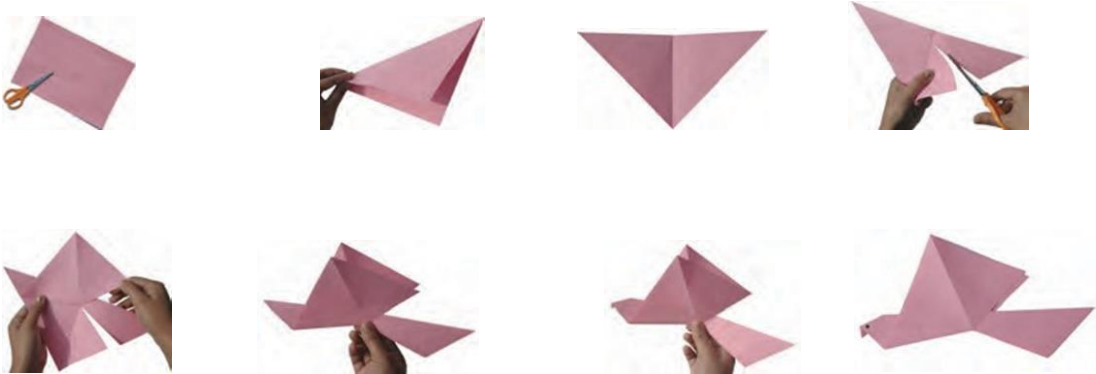
## Procedure

- Teacher demonstrates the procedures as given in the picture.
- Students follow the steps and make paper butterfly on their own.

## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Paper
- Scissors
- Glue

## Reflection:

- Do you like your paper butterfly?
- Where else can you use paper butterflies?

## Paper Balloon

21

Paper Balloon is another popular origami. Paper is folded to create a balloon like shape that can actually blow up like a little balloon. They are also known as inflatable paper balloon. This paper balloon can be used for making several different home decorations. Children love to play with these origami balloons for fun.

### Materials Required:

- Paper

### Objectives:

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

- Make a paper balloon

### Procedure:

- Teacher demonstrates the procedures as given in the picture.
- Students follow the steps and make the balloon on their own.



## Activities/ Examples:



## Alternative Activities:



## Reflection:

- Do you like your paper balloon?
- What else can you make from the paper?

## Origami Frog

22

Origami Frog is a fun activity that children enjoy as any other origami activities. This activity makes children follow series of steps to get the complete origami frog.

Students can play with their paper frogs for fun.

### Materials Required:

- Paper
- Colour (any colour)
- Pencil

### Objectives:

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

- Make an origami frog.

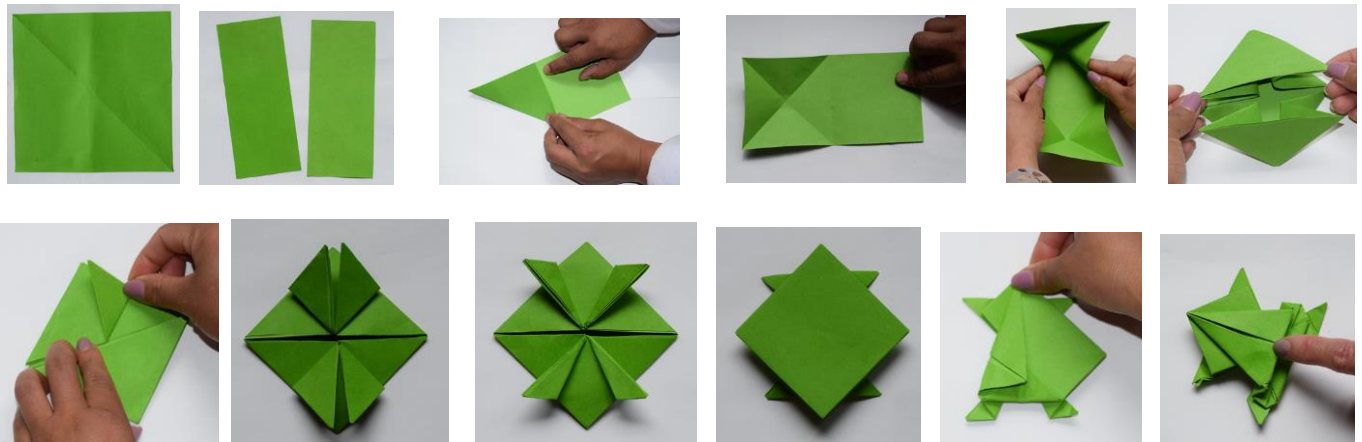
### Procedure

- Teacher demonstrates the procedures as given in the picture.
- Students follow the steps and make origami frogs individually.

## Activities/Examples:



## Alternative Activities:



## Reflection:

- Do you like your origami frog?
- What other animals can you make from the paper?

## Pop-Up Card

23

Pop-Up Card is a greeting card that is a three-dimensional card. It has cut out pictures/ shapes inside the card which pop up when you open it. It works with the use of flaps, revolving parts and other movable pieces.

It is a fun activity that can be made by adults and children as well. Making such greeting cards saves money and shows the recipient that they are cared.

### Materials Required:

- Coloured papers
- Scissors
- Glue
- Crayons

### Objectives:

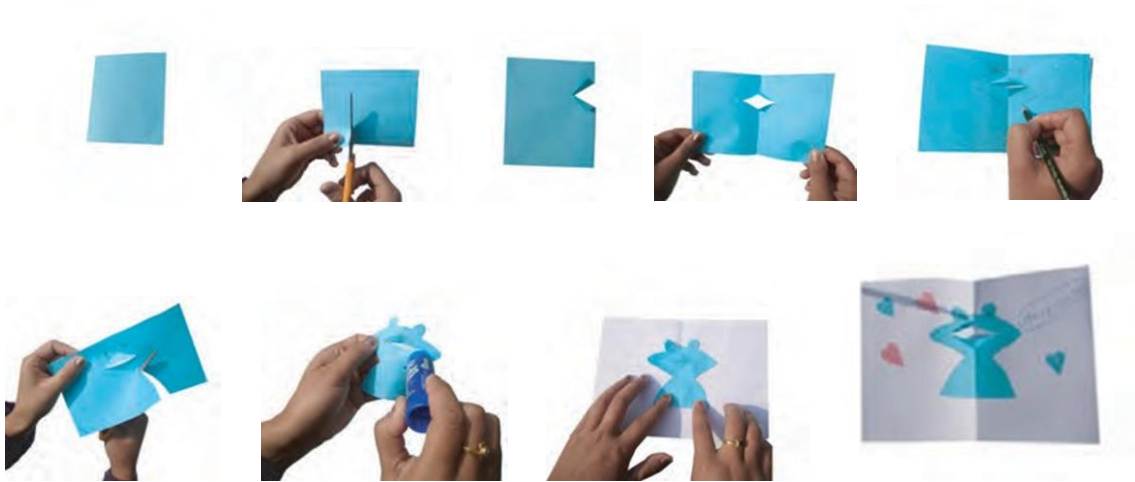
By the end of the lesson, the student will be able to:

- Make a pop-up greeting card.
- Write messages for their loved ones in their pop-up card.

### Procedure:

- Teacher demonstrates the procedures as given in the picture.
- Students follow the steps and make pop-up cards on their own.

## Activities/Examples:



## Alternative Activities:



## Reflection:

- Do you still want to buy greeting cards from the market, or you want to use this skill to create one of your own? Why?
- How can you reuse the paper scraps left from your Pop-up card activity?
- Is it possible to make other cards using other materials?

## Paper Box

24

The origami box is also called Maru in Japanese which means square wooden box. Origami box is very easy to make while the result is impressive and useful for holding stuffs such as other smaller origami pieces, candies, jewellery, etc. Paper box can also be used as table dustbin in the classroom. there are many different types of origami boxes but for this class level we learn to make one of the very simple origami boxes.

### Materials Required:

- Papers

### Objectives:

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

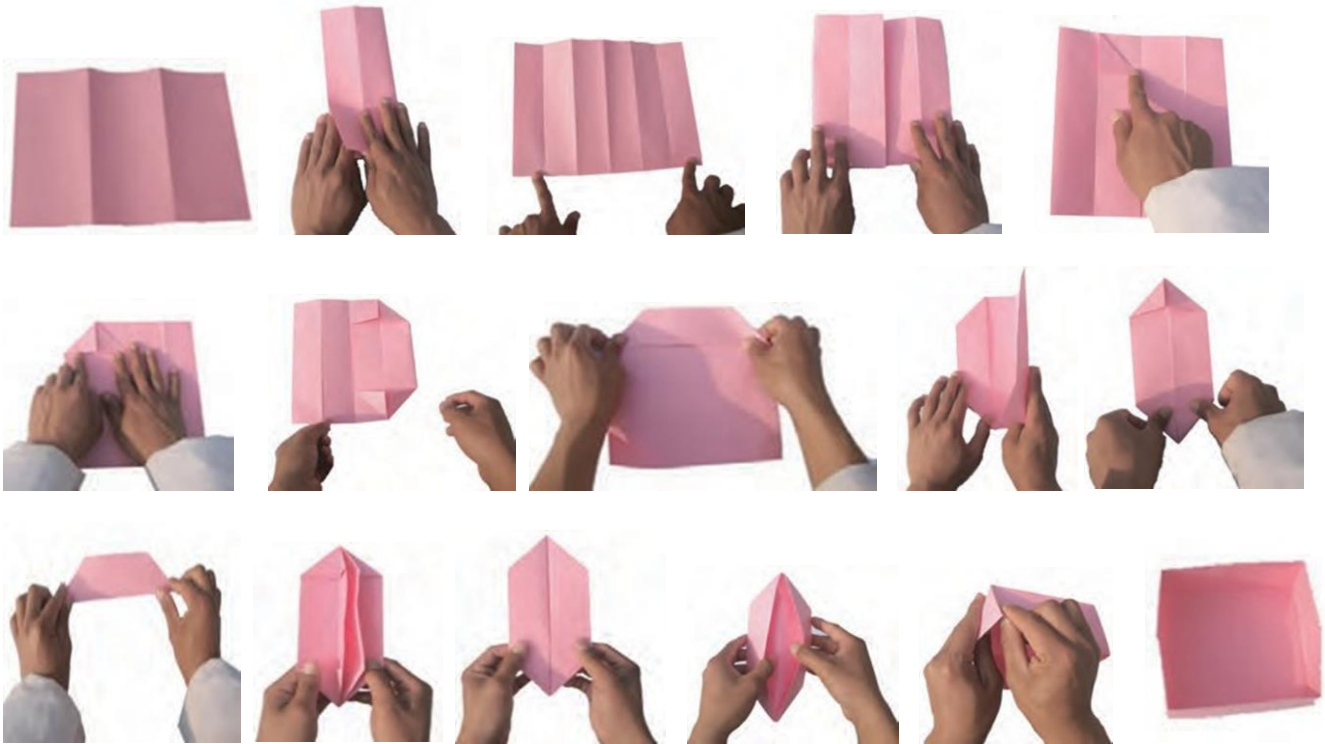
- Make a paper box.

### Procedure

- Teacher demonstrates the procedures as given in the picture.
- Students follow the steps and make paper boxes on their own.



## Activities/Examples:



## Alternative Activities:



## Reflection:

- Did you enjoy this activity?
- Where can you use a paper box?

## Paper Star

25

Paper star is a 3-D piece of art and can be used for decorating rooms, classrooms and halls for celebrations. It can be made in any size and colour. It may be hung alone or make several pieces to be strung together into a garland. We can make paper stars from magazines, scrapbook paper, coloured paper and A4 paper.

### Materials Required:

- Paper
- Scissors
- Glue

### Objectives:

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

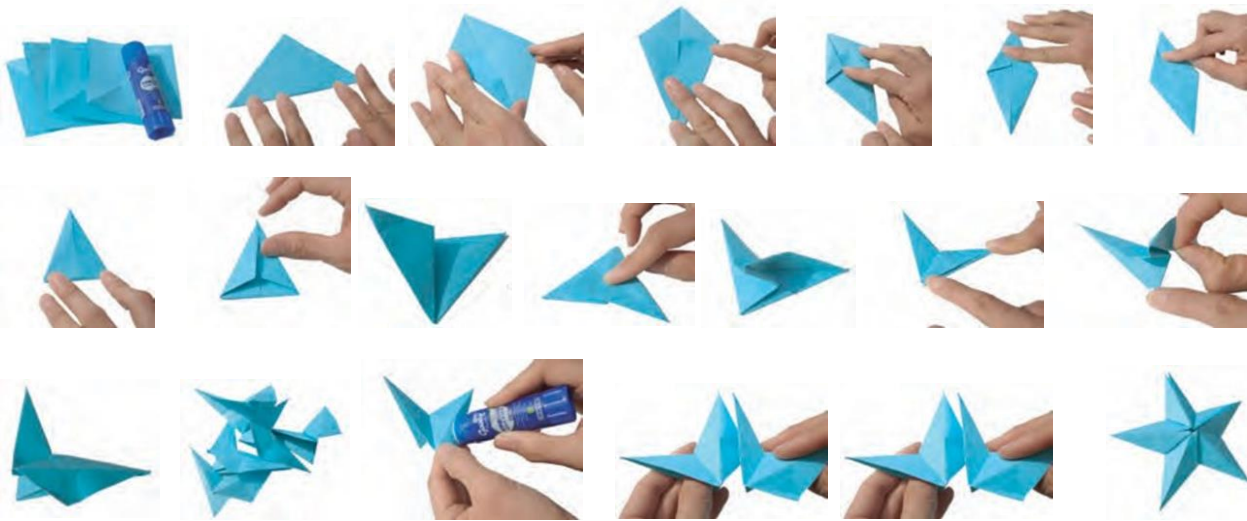
- Make paper stars.

### Procedure

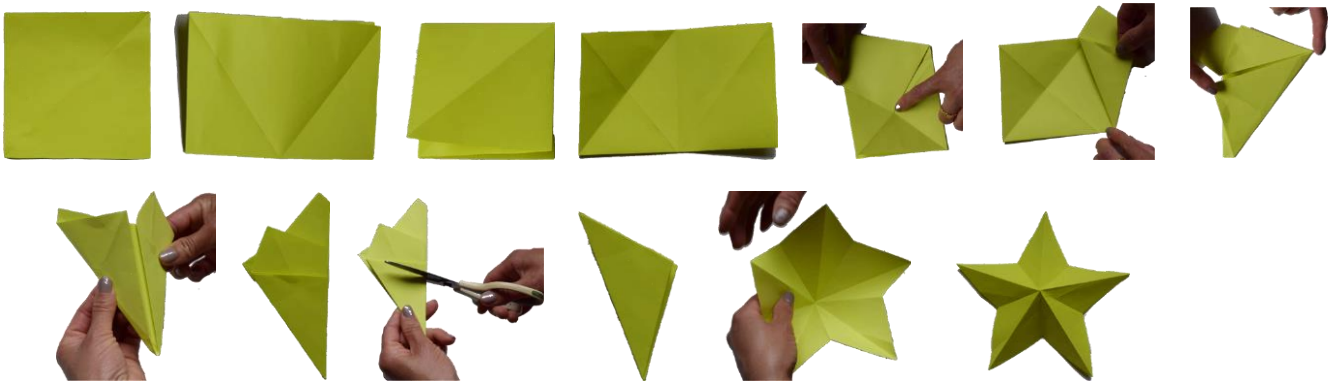
- Teacher demonstrates the procedures as given in the picture.
- Students follow the steps and make paper stars on their own.



## Activities/Examples:



## Alternative Activities:



## Alternative Materials:

- Colour paper
- Scissors

## Reflection:

- Did you enjoy this activity?
- Where can you use paper stars?

## Grid Drawing

26

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

In this activity, each student will be provided with an image of a simple flower with grid over it as reference and empty grid of equal ratio in their workbook. Student will draw the flower on the empty grid by focusing on one square at a time as shown in the reference image.

### Materials Required:

- Workbooks
- Pencils
- Eraser

### Objectives:

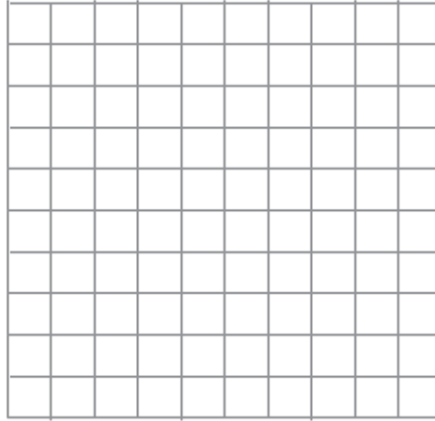
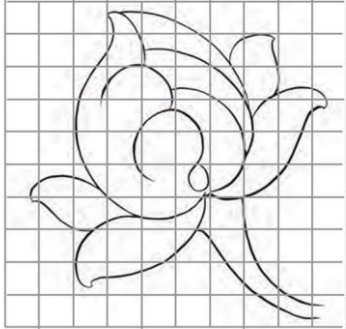
**By the end of the lesson, the student will be able to:**

- Draw an enlarged picture/drawing by using the grid method.

### Procedure

- Teacher demonstrates how to draw an enlarged picture using grids.
- Students observe and enlarge the given picture in their work book.

## Activities/Examples:



## Alternative Activities:

Any other Bhutanese motifs

## Alternative Materials:

- Pencils
- Drawing books
- Erasers

## Reflection:

- Do you think drawing with grid is much easier than free hand drawing? Why?
- Did you like this drawing technique? Why?

## Paper Mache Beads

27

Paper mache is a crafting technique that uses paper and a paste to create a variety of objects.

For this, paper pulp (pulp made from waste papers, egg tray, cartoon box) is mixed with paste (glue or flour) and pressed together, molded when moist to form various objects. It becomes hard and strong when dried.

Such activities help to reinforce students' ecological values and commitment to the environment.

In this lesson, the children will be making paper mache beads, thereby enhancing a number of skills, such as cooperation, sensory, communication and thinking.

### Materials Required:

- Waste paper/egg tray/cartoon box
- Glue , water, bowl, water colour, painting Brushes

### Objectives:

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

- Make a variety of beads from paper mache.

### Procedure

- Teacher demonstrates the steps of making paper mache.
- Let the children make variety of beads from paper mache.
- Instruct students to decorate their beads with colour when it has dried.

## Activities/Examples:



## Alternative Activities:

Let the children make other objects/model using paper mache.

## Alternative Materials:

- Colour
- Dough
- Paint brush

## Reflection:

- What commitment you want to make to the environment through such activities?