



Art Education

Standard Three

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This textbook aligns with the curriculum and syllabus developed by the State Council of Educational Research and Training (SCERT), Maharashtra, Pune-30. This book has been verified and approved by SCERT, Maharashtra, Pune. The Coordination Committee, established under Government Resolution by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 dated April 25, 2016, approved this textbook in its meeting held on April 13, 2026, for use from academic year 2026-27 onwards.

समग्र शिक्षा



Art Education

Standard Three



Maharashtra State Bureau of Textbook Production and
Curriculum Research, Pune.



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Dr. Ajaykumar Lolage	(Member Secretary)

Co-ordination

Dr. Ajaykumar Lolage
Special Officer (Work Experience)
I/C. Special Officer (Art Education)
Textbook Bureau Pune.

Cover Design and Internal Illustration :

Shri. Laxmikant Kale, Smt. Prajkta Kerkar,
Shri. Manohar Baviskar,
Smt. Prachi Potdar, Shri. Soham Otari,
Shri. Ajay Paradkar

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Shri. Pramod Kambale
(Quality Reviewer)
Adv. Sandesh Sakhare (Legal Expert)
Prof. Vilas Pandit (CWSN Expert)

Production

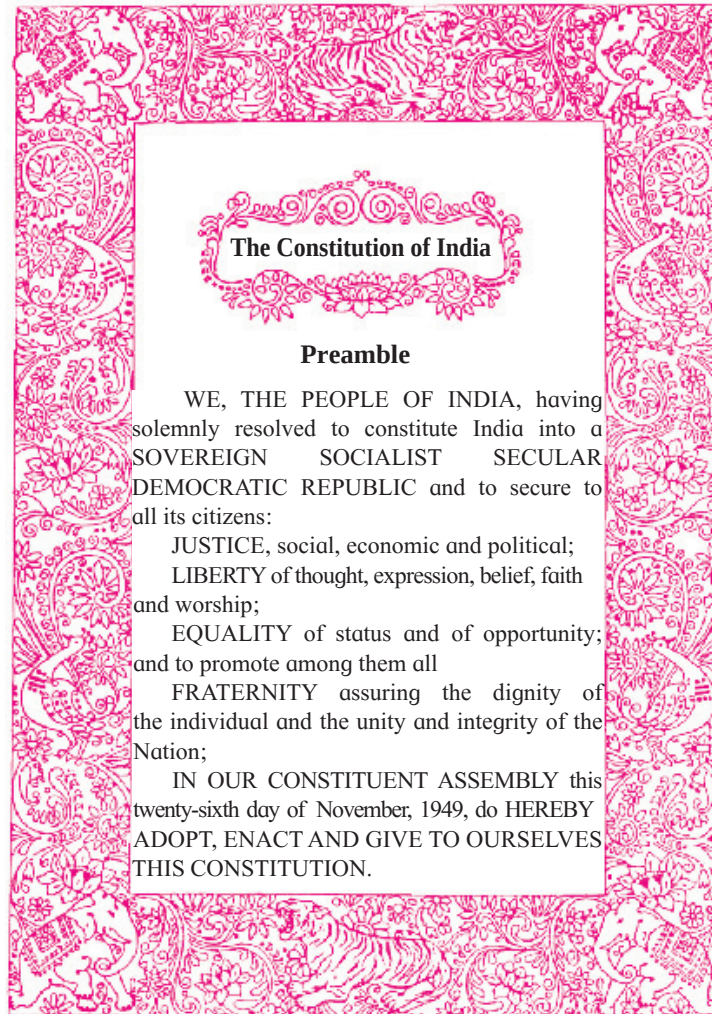
Smt. Mitali Shitap
I/C Chief Production Officer and
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Shri. Sandip Ajgaonkar
Production Officer

Translation and Scrutiny

Dr. Gitanjali Shevkari/Agarkar
Smt. Trupti Lande

Publisher

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The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India -

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

PREFACE

Dear Children,

The Grade Three textbook for the subject of Art Education has been prepared in accordance with the National Education Policy (NEP) 2020. This textbook has been carefully designed in accordance with your age and experiences to provide an engaging and enjoyable learning experience.

You enjoy playing games, singing songs, drawing and colouring pictures, acting, dancing, and creating objects from clay, don't you? You will get opportunities to do all these activities through this textbook. Various enjoyable activities related to Visual Art, Theatre, Music, and Dance have been included for your participation. Your efforts and achievements will certainly earn appreciation and encouragement. Through the Art and Culture activities, you will be introduced to the rich traditions and cultural heritage of India. Let us now embark on an enjoyable journey of activity-based learning.

Activities, illustrations, conversations, stories, songs, and games have been incorporated to make learning easier and more enjoyable. This textbook provides opportunities for experiential learning through active participation in a variety of activities. Teachers will observe your progress, assess your learning, and record your progress. Every learner is encouraged to learn in their own way, make consistent efforts, and participate actively in all activities.

We will welcome your feedback on the features of the textbook that you found useful and enjoyable, as well as your suggestions for future enrichment. You are also encouraged to share audio-visual documentation of your artistic creations with the Bureau. Let us embark on a journey of learning, creating, and joyful exploration together.

Heartfelt best wishes for your bright future!



(Anuradha Oak)

Director

PUNE

DATE : 19 April 2026

INDIAN SOLAR YEAR: Vaishakh 2, 1948

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

FOR TEACHERS

According to the guiding principles of the National Education Policy 2020, Art Education has been considered very important for the holistic development of students. The objective of the Art Education curriculum is to provide opportunities for students' creativity, enhance their imagination, encourage self-expression, and make the learning process joyful.

This textbook includes four art forms: Visual Arts, Theatre, Music, and Dance & Movement. Through each art form, students will get opportunities to observe, perform, create, and express their own ideas.

The learning experience should be provided through art-teaching methods such as activity-based learning, group work, discussions, and role play. Every activity should emphasize joyful learning. Through visual arts, theatre, music, dance, and movement, students will be able to express their thoughts, feelings, and imagination naturally and easily. Although additional information has been provided in this textbook, it is expected that greater emphasis should be placed on practical activities rather than asking questions or conducting written exercises based on the information.

Even though the book is divided into four sections—Visual Arts, Theatre, Music, and Dance & Movement—all four sections should be included equally in the annual planning so that students can continuously enjoy and experience all the art forms throughout the year. QR codes should be used appropriately. Some suggestions according to each section are given below.

Visual Arts

- Students should practice different types of lines, shapes, and components of letters for beautiful handwriting.
- Explain the difference between natural elements and man-made elements with suitable examples.
- Explain the steps involved in drawing memory pictures. However, care should be taken to ensure that students do not copy others' drawings. They should be motivated to draw memory pictures by describing incidents or situations.
- Show examples of memory drawings and imaginative drawings and clearly explain the difference between them. Create an appropriate atmosphere by narrating stories that encourage imagination.
- Collect various picture samples, photographs, and examples of sculpture and use them as educational material.
- Not all students may enjoy drawing in visual arts. Therefore, it is necessary to provide motivating learning experiences through demonstrations to develop their interest. If a student attempts to create something new in visual arts, they should be encouraged and guided appropriately.
- Introduce local art forms and artists. If possible, organize workshops or field visits with local artists.

Theatre

- Create a joyful classroom environment and encourage simple and natural actions, movements, and mime performances. Form small groups and ask students to present situations or scenes.
- Encourage acting by assigning roles related to animals, birds, and various elements of nature.
- Provide opportunities for students to present their own dialogues and movements. Show pictures and ask questions such as, "What do you see in this picture?"
- While performing movements during presentations, safety should be taken into consideration. Students should be encouraged to use available materials in different ways.
- Students from other groups should be given opportunities to observe group presentations. They

should be motivated to provide observational feedback. The concept of a classroom theatre should be implemented.

Music

- Create a joyful and enthusiastic environment in the classroom and ensure the active participation of students.
- While teaching songs, first sing or play the song for students. Teach songs by breaking them into smaller parts.
- Introduce rhythm, beat, and melody through simple examples. Use clapping patterns to make songs more interesting. Encourage solo and duet singing.
- Introduce folk music forms such as Vasudev Geet, Powada, Bharud, Bhajan, and traditional grinding-stone songs, and provide practice through demonstrations.
- Use available instruments (such as dhol, taal, cymbals, harmonium, tabla, etc.) to develop a sense of rhythm. Divide students into small groups for song presentations.
- Increase students' confidence by giving every student an opportunity to participate in singing or playing instruments.
- Through available materials or videos, provide practice in notes and musical ornaments with rhythm and tune.
- Use the QR code given on the first page to play and teach songs. Assessment should be done through group and individual presentations.

Dance and Movement

- Create a happy and enthusiastic classroom atmosphere and encourage every student to participate in dance.
- Introduce dance through simple and natural movements.
- Ask students to transform everyday movements (such as walking, jumping, turning) into dance movements.
- Develop awareness of rhythm, beat, and speed through playful methods.
- Guide students in expressing different emotions (joy, sadness, surprise) through facial expressions.
- Encourage students to present simple dance activities in small groups. Every student should get an opportunity to express themselves in their own style through dance.
- While dancing, students should be instructed about physical safety, maintaining proper distance, and wearing appropriate costumes.
- Make proper use of available resources (music, space) to provide different dance experiences.
- At the end of the dance activity, conduct a short discussion about what students experienced or learned. Provide positive feedback that encourages creativity and self-confidence.

This textbook has been prepared with an inclusive approach, considering all types of students. The activities have been designed sensitively so that every student can participate according to their abilities and receive encouragement for their artistic talents.

It is expected that teachers will make teaching more effective by using the curriculum goals, competencies, and learning outcomes provided for each art group. The aim is to develop skilled students who can view art holistically and lead a joyful life. Let us all work together to achieve this objective.

Art Education Subject Committee
Bureau of Textbook Production , Pune

Standard 3 Art Education

Visual Arts

Curriculum Goal : CG -1 : Develop confidence to explore, represent, and express human emotions through art.

Competency : C-1.1 : Creates various images enthusiastically to depict emotions, feelings, and ideas from daily life.

Code	Learning Outcome
03AE01	Draws various elements from the surroundings in a simple manner.
03AE02	Draws different elements from memory.
03AE03	personal ideas through drawings.
03AE04	Draws various surrounding elements using imagination.

Competency : C - 1.2 : Discusses ideas and responses while working collaboratively in visual arts.

03AE05	Identifies parts of letters and practices letter writing.
03AE06	Selects beautiful handwriting samples from different styles and uses them in writing

Curriculum Goal : CG -2 : Use imagination and creativity freely for artistic practice.

Competency : C-2.1 : Creatively uses visual elements (line, shape, color, space, texture) while depicting observations, experiences, and emotions.

03AE07	Understands the concept of lines and draws free lines.
03AE08	Draws familiar shapes from memory.
03AE09	Draws natural elements from memory.
03AE10	Draws everyday objects in a simple way.

Competency : C-2.2 :Explains similarities and differences in visual elements, concepts, and expressions in artworks.

03AE011	Makes comparative drawings of shapes
03AE12	Creates patterns using combinations of shapes and colors.
03AE13	Identifies dark and light shades and uses them in pattern work.

Curriculum Goal : CG -3 :Explore basic artistic processes, materials, and techniques.

Competency : C-3.1 :Selects materials, tools, and techniques used in visual arts.

03AE14	Creates textures using different tools.
03AE15	Uses available materials, tools, and media for drawing.
03AE16	Uses various objects for printmaking.
03AE17	Collects available materials from the surroundings and creates three-dimensional structures.

Competency : C-3.2 : Follows stages of planning, execution, and presentation while creating individual and group artworks.

03AE18	Creates individual/group collages using paper pieces.
03AE19	Creates simple three-dimensional forms using combined materials and media.
03AE20	Creates simple forms individually/in groups using eco-friendly collected materials.

Curriculum Goal : CG -4 : Appreciate natural beauty and develop interest in local art forms and cultural traditions.

Competency : C-4.1 : Identifies visual elements in nature and describes their artistic qualities.

03AE21	Understands differences between various lines and shapes through drawing.
03AE22	Identifies different lines and shapes and describes their characteristics through drawing.
03AE23	Draws natural elements in a simple way.

Competency : C - 4.2 : Shows curiosity about local artists and culture.

03AE24	Shares information about local culture.
03AE25	Collects information about local artists/art forms.

Theatre	
Curriculum Goal : CG - 1 : Develop confidence to explore, present, and express human emotions through drama	
Competency : C - 1.1 : Enthusiastically presents situations, experiences, and characters through drama.	
03AE26	Observes and presents daily human activities in family and surroundings.
03AE27	Observes animals and birds and imitates their movements creatively
Competency : C - 1.2 : Discusses ideas and responses while coordinating with drama artists.	
03AE28	Identifies and presents sounds of everyday objects.
Curriculum Goal : CG - 2 : Freely use imagination and creativity in artistic practice.	
03AE29	Discusses and prepares a list of materials needed for presentation.
03AE30	Helps classmates in creating visual elements for presentation.
03AE31	Finds sound-producing objects in the surroundings and creatively uses them in presentation.
Competency : C - 2.2 : C-2.2: Compares and contrasts themes, elements, and artistic expressions in drama.	
03AE32	Presents selected scenes in groups.
03AE33	Re-presents after considering suggestions received in discussion.
Curriculum Goal : CG - 3 : Explore basic dramatic processes, materials, and techniques.	
Competency : C - 3.1 : Selects materials, tools, and techniques used in drama.	
03AE34	Uses alternative materials when actual materials are unavailable.
03AE35	Selects costumes and simple makeup for presentation.
Competency : C - 3.2 : Follows planning, implementation, and presentation stages in individual and group drama.	
03AE36	Practices various scenes in drama.
03AE37	Properly uses technical support elements during presentation.
03AE38	Creates a curtain using body movements in the classroom theater concept.
Curriculum Goal : CG - 4 : Explore beauty in surroundings and develop interest in local art forms and traditions.	
Competency : C - 4.1 : Identifies dramatic and movement elements in nature and describes their artistic qualities.	
03AE39	Uses natural light in presentation.
03AE40	Selects costumes according to seasons for presentation.
Competency : C - 4.2 : Shows curiosity about local art forms and culture.	
03AE41	programs and discusses them in groups.
03AE42	Learns and discusses local folk artists and their art forms.
Music	
Curriculum Goal : CG - 1 : Develop confidence to express experiences freely through different art forms.	
Competency : C - 1.1 : Expresses personal and daily life experiences confidently through music activities.	
03AE43	Practices singing and playing instruments with interest
03AE44	Practices singing and playing instruments with interest.
Competency : C - 1.2 : C-1.2: Discusses thoughts and responses during group music activities.	
03AE45	Shares opinions during group activities
03AE46	Responds according to suggestions given by teachers and peers during singing.
Curriculum Goal : CG - 2 : Freely use imagination and creativity in artistic practice.	
Competency : C - 2.1 : Practices and presents different forms of singing and music arrangements.	
03AE47	Sings familiar songs such as children's songs and action songs.
03AE48	Understands and sings solo and duet songs.
03AE49	Practices and presents solo and duet singing.
Competency : C - 2.2 : Compares and contrasts musical elements such as rhythm, beat, tune, and expression.	
03AE50	Identifies and sings different song types.
03AE51	Differentiates between various song forms after listening.
03AE52	Explains basic classical music terminology (e.g., आरोह, अवरोह – ascending/descending notes).

03AE53	Explains the structure and sequence of simple musical patterns.
Curriculum Goal :CG - 3 :Explore basic musical processes, materials, and techniques.	
Competency : C - 3.1 : Selects sounds, instruments, and arrangements during music presentation.	
03AE54	Identifies various sounds from the surroundings.
03AE55	Uses rhythm and beat from surrounding sounds in singing and playing instruments.
Competency : C - 3.2 : Suggests ideas while selecting music for practice and presentation.	
03AE56	Uses sounds and instruments creatively during presentation
03AE57	Practices various songs.
03AE58	Presents songs prepared through practice.
Curriculum Goal : CG - 4 :CG-4: Appreciate surrounding beauty and local cultural traditions.	
Competency : C - 4.1 :Identifies musical elements in nature and describes their artistic qualities.	
03AE59	Relates surrounding sounds to musical sounds.
03AE60	Shares information about local artists.
Competency : C - 4.2 : Shows curiosity about local art forms and culture.	
03AE61	Learns about and participates in local folk music forms.
Dance and Movement	
Curriculum Goal : CG - 1 : Develop confidence to express emotions through dance and movement.	
Competency : C - 1.1 : Enthusiastically practices and performs familiar dance movements.	
03AE62	Performs familiar dance movements rhythmically.
Competency : C - 1.2 : Discusses ideas and responses during group dance presentations.	
03AE63	Cooperates in group dance presentations.
Curriculum Goal : CG - 2 : Freely use imagination and creativity in artistic practice.	
Competency : C - 2.1 : C-2.1: Creates and presents sequences of movements based on daily activities and experiences.	
03AE64	Creates and presents sequences of everyday physical movements.
Competency : C - 2.2 :Compares and contrasts dance styles, rhythm, gestures, and expressions.	
03AE65	Explains the concepts of rhythm and beat in dance.
Curriculum Goal : CG - 3 : Explore basic dance processes, materials, and techniques.	
Competency : C - 3.1 : Selects instruments, costumes, and arrangements used in dance.	
03AE66	Identifies instruments used in dance and names them.
03AE67	Identifies dance forms by observing costumes.
03AE68	Demonstrates dance movements according to different costumes.
Competency : C - 3.2 : C-3.2: Contributes ideas while participating in dance practice and presentations.	
03AE69	Discusses and presents dance movements based on personal ideas.
Curriculum Goal : CG - 4 :Appreciate beauty in surroundings and develop interest in local art forms and culture.	
Competency : C - 4.1 : : Identifies movement elements in nature and describes their artistic qualities.	
03AE70	elements and performs dance movements to songs.
Competency : C - 4.2 : Shows curiosity about local art forms and culture.	
03AE71	Describes local art forms and explains their dance styles.



Instructions : While carrying out the teaching learning process for students with special needs, sign language and other supportive teaching methods should be used. They should be given opportunity to express themselves in whichever way possible.

INDEX

Visual Art

Lesson	Page No.
--------	----------

- | | |
|-----------------------------------|----|
| 1. Fun with Design..... | 1 |
| 2. In the World of Letters | 9 |
| 3. My Picture, My Imagination | 12 |
| 4. The World of Things | 16 |
| 5. Three Dimentional Artwork..... | 19 |

Theatre (Drama)

Lesson	Page No.
--------	----------

- | | |
|--------------------------------|----|
| 6. Let us Act | 22 |
| 7. Let us Prepare a Play | 28 |
| 8. Let us go on Stage..... | 32 |

Music

Lesson	Page No.
--------	----------

- | | |
|----------------------------------|----|
| 9. Let us Sing Together! | 39 |
| 10. Solo Song, Duet Song | 47 |
| 11. Tradition of Musical Notes.. | 53 |
| 12. Friendship with Music | 60 |

Dance and Movements

Lesson	Page No.
--------	----------

- | | |
|--------------------------------|----|
| 13. Joy of Dance | 66 |
| 14. Life through Dance | 71 |
| 15. In the Company of Dance... | 76 |
| 16. Art and Culture | 82 |

Visual Art





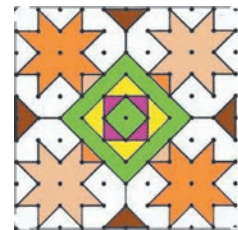
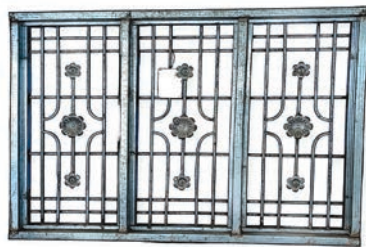
1. Fun with Design



Today we are going to discover a beautiful world around us. Have you ever observed a design of a saree border or small square (pattern) on a shirt? When we look around in our house we can see similar designs in the 'Toran' on the door and the Rangoli in front of the house.



When a line, shape or colour is repeated in a fixed order again and again, a beautiful Design' is formed. A Design is not just a picture it is a pattern made with lines, shapes and colour in a repeated way.



On the floor tiles of our house, on iron window grills even the rangoli we draw has beautiful patterns in it. Sometimes they are made of straight lines, sometimes they are curved, circle, and triangle! Today we are going to enjoy making patterns with simple lines. Let's create beautiful designs on paper!

Design: Lines and Shapes

We should become friends with lines and shapes to create beautiful designs. Because, a base of design is line and shape.

Introduction of Lines: Standing, sleeping, slanting, curved, dotted and zigzag lines etc.



Standing Line



Sleeping Line



Slanting Line



Dotted Line



Curved Line



Zigzag Line

- Show example of different designs found in daily life and discuss other examples.
- Discuss the different shapes used in designs making.

CG-4
C-4.1
LO-03AE21

[illegible]

11 of 13



Natural Shapes: Leaves, flowers, birds, animals, Moon and Stars.



Let's create designs using Lines:

In the given group of box repeat only straight and zigzag lines. See, a simple but attractive design will be created. Then create a design in your notebook using only different lines.

Let's create designs using Shapes:

In the given box create a design by arranging only geometrical shapes like as circle, triangle and square in any order you like.

- Introduce different shapes.
- First draw only lines and then create design using only shapes.
- Give an opportunity to create design using lines and shapes.

CG - 2

C-2.1

LO7/12/21

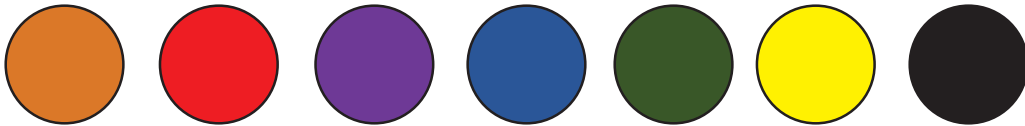
Let's create a beautiful design using lines and shapes!

In the given box use your favorite lines and natural shapes to make a beautiful design.

Introduction to Dark and Bright colours.

You already know different colours and their names. Now let's learn about Dark and Bright colours.

Observed these colours and tell which colours look like light and which colour look dark to your eyes?



- **Dark Colours:** Blue, Dark Green, Purple, Black these are dark shades.
- **Bright Colours:** Yellow, Orange, and Red appear these are bright and lighting colours.

Remember : Colours make design lively. When we fill one dark and one light colour alternatively the design looks more beautiful.

Let's draw and colour

Now box is given below. Draw beautiful designs in the boxes using lines and shapes of your choice. Now colour the design in the first box with bright colour. Colour the design in the second box with dark colour.

Draw design and colour it with bright colours.

- Introduce a dark and bright colour.
- To colour designs with dark and light colours.

CG-2
C-2.2
LO-03AE12/13





Draw a design and colour it with dark colours.



Draw design with both dark and bright colours.



Design making with Prints

Till now, we have made and coloured beautiful design using lines, shapes and colours.

Discuss what differences you can see in them. We can also create design using prints.



Come let's learn about different types of prints and ways of printing. Printing is an easy method of making design.

We can take prints of all the objects found around us. But the print should appear clearly on the paper.

Examples: Onion, Ladyfinger, Pen cap, Leaves, Fingers, Crushed Papers etc.

Deep the surface of the thing in colour. Press it gently on the paper. So that its shape print on the paper. Some Prints are given below. Look at the prints and see if you can identify them. Write the name of things.

- Show the designs made with prints and ask them to identify the prints.
- Make designs using prints.

CG - 2

C - 2.2

LO-03AE13,/16

Identify and write.



Let's create a design using Print.

Cut a piece of ladyfinger and dip it in paint. Print it on paper in a row to make a pattern.

Very nice!

Draw boxes in your notebook, and create different prints and beautiful design or pattern and do practice. Show your favorite design to your teacher.

Texture creation and designing.

The surface fill of a thing is called texture. (rough or smooth.) From this rough surface we can make texture. Follow these steps to create a texture.

- Select any rough surface such as coin, sackcloth (gunny bag), comb, jute bag, rough surface glasses, the veined surface of a leaf, tree trunk etc.
- Place the thing whose texture you want to take under the paper, Rub over it lightly with pencil. You will see a beautiful texture appear on the paper.

- Give a chance to make designs using prints of different objects and practice them.

CG-3

C-3.1

LO-03AE13, 16

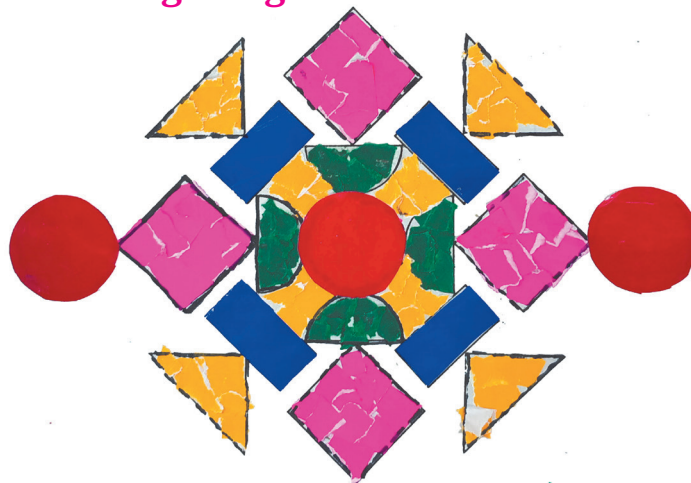




- Cut the ready textures into different shapes like triangle, square, circle and semicircle etc.
- Create a decorative rangoli by sticking these different types and colours of textured shapes onto paper.
- Use colour pencils and oil pastels to create the textures.

Collage Technique for making design

Now, see the next design. Do you notice any difference in this? Discuss in your class. The picture shown is neither coloured nor made using prints. It is made by small pieces



of paper. This is called “Collage Picture.” A Collage is an artwork created by assembling and sticking together small pieces of paper, cloth or other materials. Using the collage technique in a picture, it creates a beautiful Artwork.

- Show different texture found on various surface around you and collect samples of them.
- Make Picture/designs using different textures.

CG-3
C-3.1, 3.2
LO-03AE14, 18

Let's make design using paper work.

For this activity take, old newspapers, pieces of colored magazines, scissors, glue and white paper. Now, do the activity in following order.

1. Cut the colour paper into triangular, circular and square.
2. Draw a long strip of 5 cm wide on the white paper by using a pencil.
3. In this strip, paste the precut-coloured shapes in a fix order for (eg. one triangle then one circle)
4. Leave a space between two shapes and stick thin strips of coloured paper in that space.
5. Look, your collage design is ready!

Show the finished designs to your teacher.

For practice make more designs using different colored paper.

Paper Cutwork Design

Till now we have done design work but we can also do it using paper. For this we need...

- Colored or white square paper.
- Small scissors (blunt-tipped and safe for children)
- A pencil.

Let's create design step-by-step.

Step 1: Fold the paper.

- First, take a dark colored square sheet of paper (grid)
- Fold into middle and make a rectangle.

Step 2: Sketching of design.

- Now draw small and large shapes with a pencil on both the closed side and open side of the folded paper.

Examples – small triangles, semicircle, circles, or any favourite shapes.



- Show examples of the collage technique and explain the concept of collage technique.
- Encourage children to use different colored papers, magazines and colored sections of newspapers to make them designs.

CG - 2

C - 2.2

LO- 03AE 12



- Make sure that the middle folded closed side of the paper is not cut completely, otherwise the paper will break into pieces and the design will fall apart.

Step 3: Cutting with scissors.

- Gently cut the paper with scissors along the pencil marks.
- Remove the small cut pieces and keep them aside.

Step 4: Unfold the design

- Now, gently unfold all the folds of the paper.
- You can see a beautiful, uniform, and circular design on the paper!

Step 5: Paste the designed paper.

Paste the completed design paper into your notebook.

We made this design by folding the paper into a square. But, you can also fold the paper in different ways to make beautiful designs and stick the coloured paper.



My Activity

- 1) Use five different types of lines and make your notebook a beautiful border.
- 2) Make a beautiful Greeting Invitation card or wishing card with the help of different prints.
- 3) Draw a triangular shape and draw a design in it. Use only bright colours for colouring.
- 4) Select the colored sections of advertisements from old newspapers. Make small round shape. Paste these pieces in a straight line to create a colourful necklace.
- 5) Cut five triangles and five circles on a paper. Use these shapes to create various types of designs and paste them into your notebook.

- Arrange an exhibition in the class of all the designs made by the students.

CG – 2,3,4
C–2.1, 2.2, 3.1, 3.2, 4.1
LO–03AE12/13/
16/21/23/14/18



2. In the World of Letters



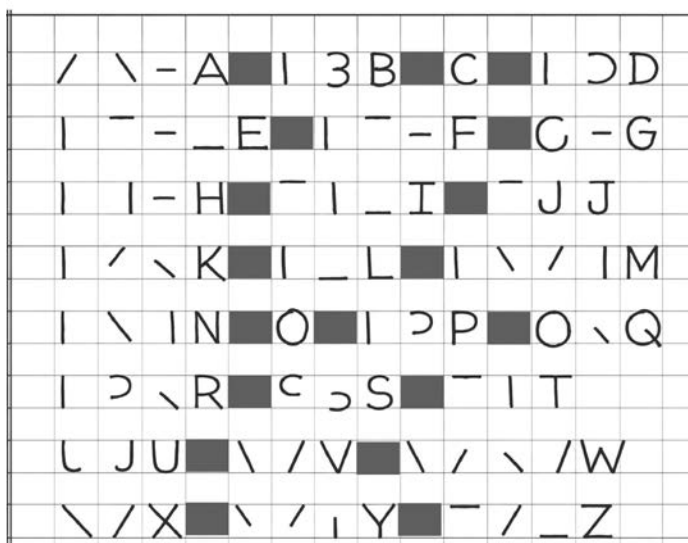
Look at the beautiful handwriting samples. What beautiful curve and neat letters! They look so nice, don't they? Let's practice to make our own letters neat and beautiful just like this handwriting.

Actions speak louder than words

Knowledge is power

Where there's a will, there's a way.

Let's Practice writing letters.



To achieve beautiful handwriting, it is necessary to practice the components (strokes) of the letters. Some parts of letters are shown by drawing them. Practice the letter components accordingly; How to draw them is shown.

Great! Now, practice these letters components more in your notebook and show them to your teacher.

- Demonstrate how to draw the different parts of letter and their curves.
- Make sure that the letter components are being drawn in the correct direction, while drawing.
- Ask students to practice these letter in their notebooks.

CG-1
C-1.2
LO-03AE5

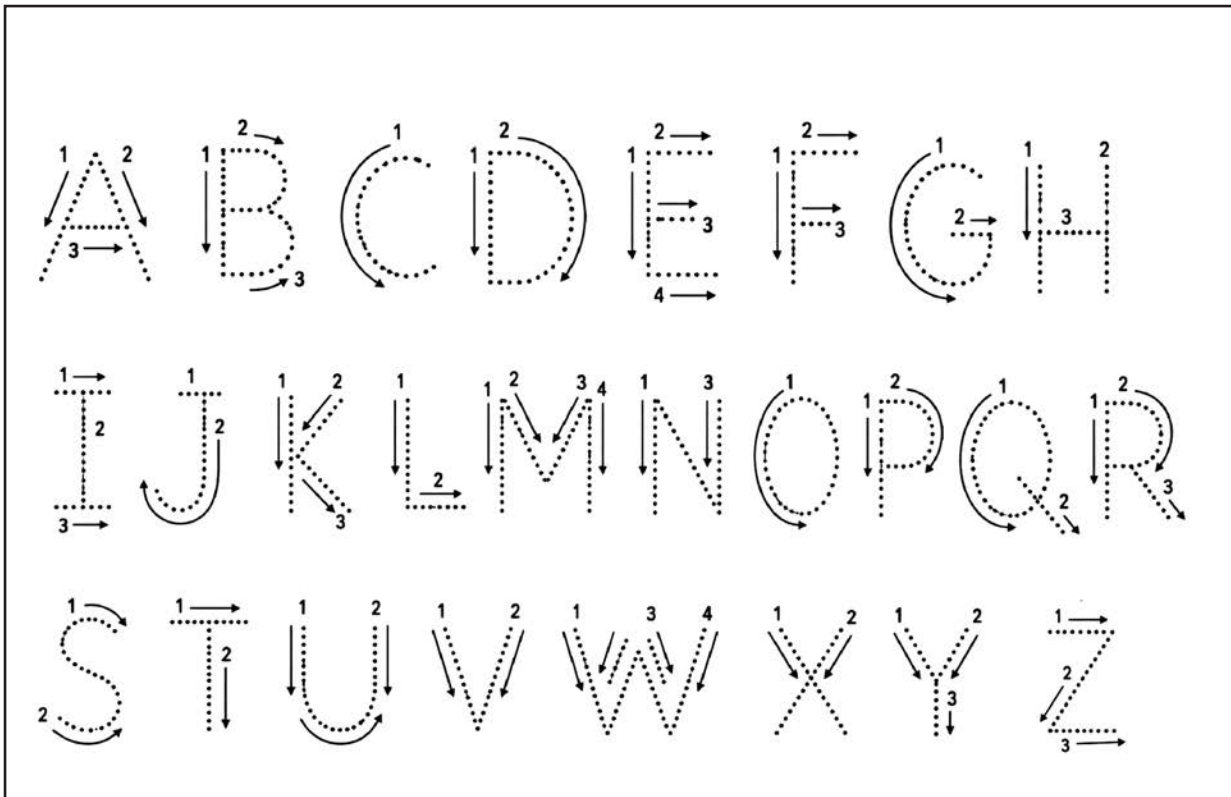


From letter components to letters

We have learned parts of letters and practice them. Now, let's learn and practice how letters are formed from these parts. Do more writing.

Practice all the letters in a two lined notebook and show it to your teachers.

Some sample letters.



From letters to words

Now that we have learned to draw letters, let's write words in beautiful handwriting.

India, Book, Maharashtra, School

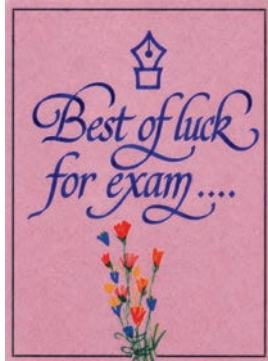
Write any 20 words in beautiful handwriting like this.

- How to form letters from letter parts.
- Do more writing practice of letters.
- Encourage students to write different words and sentence neatly in their notebook.

CG - 1
C - 1.2
LO - 03AE5

Greeting Card in Beautiful Handwriting!

Some sample invitation and greeting cards are given. Observe them. You should also collect different invitation cards. Look at the styles and curves of the letters in the collection. Make one greeting card of your choice; write it in beautiful handwriting and show it to your teacher.



Handwriting using Different Media

For handwriting, we can use different tools like pencils, ink pens, ballpoint pens, sketch pens and oil crayons which can be used for lettering.

Pencil - India is my country

Inkpen - India is my country

Ballpoint pen - India is my country

Sketch Pen - India is my country

Oil Pestels - India is my country

My Activity

1. Collect good quotes or thoughts from newspaper and textbook and write them neatly in your notebook.
2. Write your name in your notebook with the help of different tools.
Example- Pencil, Ink pen, Ballpoint Pen / Ballpen, Sketch pen, Oil Pastels.

- Show samples of Invitation card and Greeting card.
- Collect the invitation card and Greeting card.
- Use different types of curved letters in Greeting card.
- Give a Demonstration of writing with different mediums.

CG-1
C-1.2
LO-03AE5,6



3. My Picture, My Imagination



We can remember and tell events that happen yesterday, we can also draw pictures of those events things and experiences we have seen. Such drawings are called memory drawings. A memory drawing is a picture drawn from memory.

To draw memory pictures we need friendship with lines and shapes. You have already practiced this while doing design drawing. Let's practice and draw a beautiful memory pictures.

Air Drawing - Draw shape of your favourite flower or fruit in the air using your finger. Then draw the same shape on paper with a pencil.

Free lines - Draw a free lines continuously on a paper without stopping, such as round, zigzag and slanting lines. Look carefully and see if you can find shapes like a face or a mountain in these lines.

Picture of People - Drawings of human being, practice drawing stick figures using simple lines to show human movement like people sitting, walking, running, jumping, dancing etc. Practice drawing human figures from them.



Simple Drawings of Natural and Man-made things

We see many different kinds of things around us. Some are natural and some are man-made things.

Natural Things — Examples — Trees, Leaves, Animals, Mountains, River etc. are Natural things.

Man-made Things — Examples — Houses, Car, Books, Computers, Bats, Glasses etc. are Man-made things.

Write five Natural things and write five Man-made things you have seen.

- Encourage the students to name object, fruits from their experience and draw their shapes as they look.
- Suggest name of different actions for stick drawing and give student chance to practice them.

CG-1, 2
C-1.2, 2.1
LO-03AE2,7,15

Natural Things

.....
.....
.....
.....
.....

Man-made Things

.....
.....
.....
.....
.....

Draw a picture in your notebook with pencil. You have to draw one natural thing and one man-made thing.

Before drawing, remember all the details of the thing or object, its shapes, structure, colour and texture. Draw its main shape and small details carefully.

Now show your drawings of natural things or object to your teacher and classmates.

Memory Drawing of an Event

Now let's draw a picture from your memory. You may remember your first day at school. So let's draw a memory drawing on the topic "My First Day at School."

- 1. Let's Remember** - How was your first day? How did you get to school? Do you remember the school building or your classroom? How were you welcomed? Did any one come to drop you at school? How was the school campus? How did you feel while coming to school? Decide which of these things you clearly remember. Identify which geometric shapes those things look like and draw them.
- 2. Draw Composition of the Main Figure** - Draw a figure of yourself or your friend in the center of the picture. Lightly sketch the important part of the main figure, the important elements in the picture, and their rough shapes of those elements using pencils.
- 3. Details** - After the formation, sketch and add fine details from memory such as the school wall, the festive garland (toran) hung at the entrance and the welcome board etc. at the school.
- 4. Coloring** - After completing the sketch, start memory drawing, and then coloring. A memory drawing is made to show what we have seen exactly as we saw them. Complete the picture by coloring it using your favourite colouring materials.

- Encourage the students to describe visual details while discussing Natural or Man-made elements.
- Encourage students to show details in the picture as per their instructions.

CG - 1
C-1.1
LO03AE02





Look at both pictures given below and understand the difference.

In this picture one is **Memory Drawing** and second is **Imaginary Drawing**. A **Memory Drawing** is made by drawing and colouring what we have seen exactly as it is.

An Imagination Drawing is different from Memory Drawing. It shows new and different things that are not real in pictures, we can show strange or creative ideas from our mind.



Identify which picture is a memory drawing and which is an imagination drawing and write its name below it.

Let's draw a unique imagination drawing.

We may imagine things that are not actually real. Such pictures are called imagination drawing. Birds have wings, but we do not have wings. But "If you had wings..."

Draw an imagination picture on this topic. "If I had wings..."

Follow the steps by step as given below.

1. Imagine what you would do in daily life if you had wings? Would you fly to school like birds, go to trees and mountains or even the moon? What else would you do by flying with wings? Imagine what colour your wings would be? Choose your favourite idea from your imagination.

- Students should first draw stick figures and then practice drawing full human figures.
- Explain difference between Imagination Drawing and Memory Drawing/pictures.

CG - 1
C-1.1
LO-03AE03

2. Main Figure - Draw a picture from your imagination in the center of the page. Use a pencil to sketch it lightly, and add imaginative background details.

Examples: Mountains, Clouds, Moon, Rainbow, Draw as you imagine.

3. Anything is possible in Imagination! You can show chocolates growing on trees instead of flowers, or colorful marbles, clouds, dropping colourful sweets instead of rain. You can imagine anything you like.

4. Colors : Use any unique colouring you like for your imaginative drawing.

Show your painting to your friends and teachers. Discuss the ideas in your drawing.

Remember :

There are no rules for colours in an imaginative drawings. You can create your own world. For example — you can draw purple grass or a pink sky.

My Activity

- 1) Draw a picture of your favourite animal.
- 2) Draw a picture of any one festival.
- 3) Draw an Imaginary drawing on the topic “My flying car in the sky.”
- 4) Draw an Imaginary picture on the topic “My dream fairy.”

- Encourage students to draw and colour imagination drawings by asking creative questions that develop their imagination.

CG - 1
C - 1.1
LO - 03AE03,4



4. The World of Things



We use many objects, in our daily life. We see many small and large objects at homes, schools and surroundings. While using objects, we notice their details, such as their shapes, thickness, length, width, colour, and texture etc.

To draw a picture of an object. It is first necessary to observe it and understand its details. Let's observe these object and understand their details.

Look at the shape of the object, the geometric shapes hidden within it, the lines needed to draw it, it's colour, and texture etc.

Shapes and objects

Observe the things in your surroundings and classify them according to the geometric shapes given below, write their names.

Object with
Square Shape

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.....
.....

Object with
Trangular Shape

.....
.....
.....
.....

Object with
Circular Shape

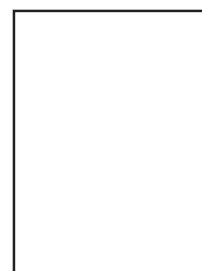
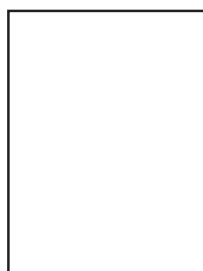
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.....
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.....

Object with other
Geomatic Shape

.....
.....
.....
.....

Let's find geometric shapes hidden in the objects below.

Observe the objects shown in the pictures. Find the hidden geometric shapes and draw them in the boxes beside.



You have observed, and found the geometric shapes in the objects. Now you can draw objects easily.

Let's draw two objects placed in front of us step by step.

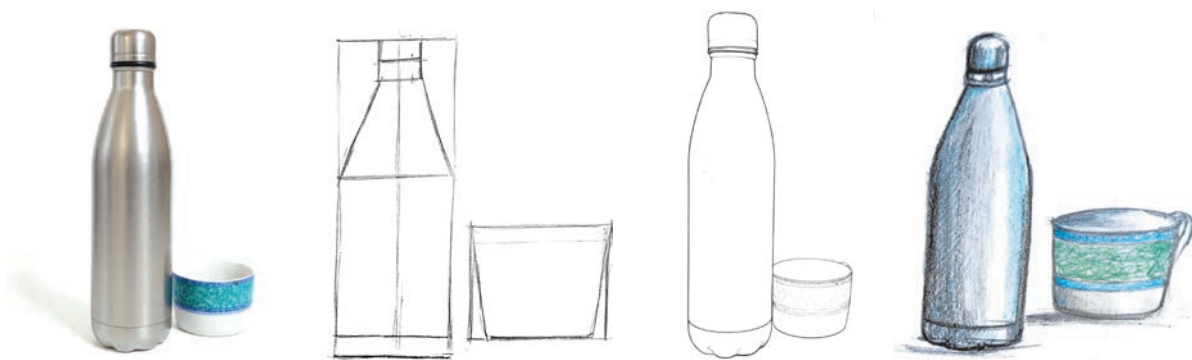
- Questions should be asked to identify objects and geometric shapes.

CG-1
C-1.1
LO-03AE01

Let's Draw an object

1. First, observe the objects carefully.
2. Find the geometric shapes hidden in the objects.
3. Notice the difference and proportion between the two objects.
4. Draw the outer form of the objects using geometric shapes.
5. Complete the drawing by adding proper curves and lines to match the objects.
6. Draw the small details of the objects.
7. Colour the completed drawing using your favorite colouring materials eg. Oil pastels (crayons), Water colors etc.

Let's colour an object drawing using prints.



You have drawn and coloured an object pictures beautifully. But did you know that you can also colour it using prints? Do you remember the different prints stamps we used earlier for decorative designs! So, let's use prints to color a picture.

1. Draw any one objects from your classroom. Examples- Bag, Tiffin, Book, Pen etc.
2. Choose suitable colours for making prints.
3. Decide which prints you will use to colour the selected objects, such as fingers, ladyfinger, onion, leaf etc.
4. From the chosen materials, create a 'Print Making' drawing using colour shades.
5. Show your picture to others and describe the experience you

- Demonstrate the concept of printing and show how prints can be used to colour objects.

CG-2,3
C-2.2, 3.1
LO-03AE11,16

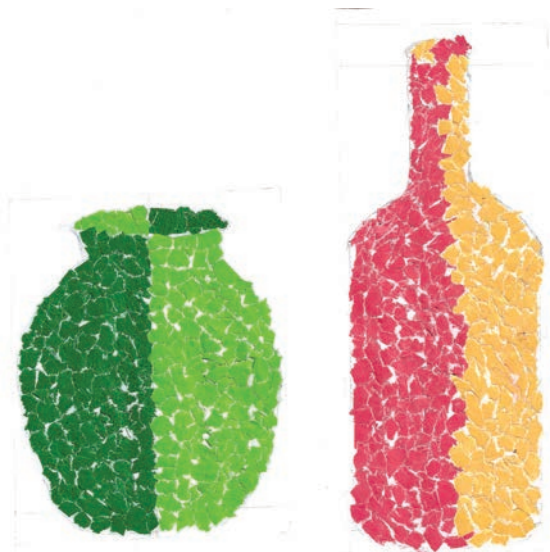


Object drawing using collage method

You have coloured object picture nicely. Now let's learn another way of coloured and object drawing. We have also made collage in decorative Art.

Follow these steps to make an object drawing using collage method.

1. Draw a suitable size outline of the selected object on paper.



2. Collect colored paper and glue for the collage work according to colours of the objects.
3. Tear the colored paper into small pieces by hand.
4. Paste the coloured paper pieces on the drawing and complete the picture using collage.

My Activity

- Keep two objects from your home side by side, draw and colour them in the correct Proportion.
- Draw your favorite object and colour it using Prints.
- Draw an object and complete the pictures using the collage method.

- Explain the concept of collage. Show collage samples and encourage students to create objects drawing by pasting Paper pieces.

CG-3
C-3.1
LO-03AE18

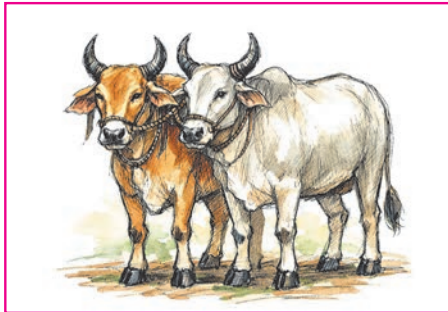


5. Three Dimensional Artwork



Look at both the pictures below and discuss the differences you can see.

1.



2.



A picture has two dimensions length and width. An artwork with two dimensions is called a Two-Dimensional (2D) artwork. The picture you draw is a two dimensional. Now, we will make a three-dimensional (3D). Three-Dimensional means having three dimensions length, width and thickness. A three dimensional artwork is called a ‘Sculpture.’

Three Dimensional Artwork (Sculpture) from natural materials

Look at the horse sculptures below and write down the names of the materials use to make it.



In this way we can create three dimension (Sculpture) using different natural materials. For Example: Stone, Clay, Paper, and Wood. These materials are called “Mediums.”

Make a list of other medium materials from your surroundings that can be used to make Sculptures.

.....

.....

.....

- Collect available materials and tools from the surroundings.
- Demonstrate how to create a three dimensional sculpture using the collected materials.
- Let students create three dimension artwork with collected materials and talk about it.

CG - 3
C - 3.1
LO - 03AE19





Write which three dimensional artwork can be made using the materials in your list.

Medium

Name of the Artwork

.....	
.....	
.....	
.....	
.....	

Let's make Vehicle!

Make a three dimensional sculpture of a vehicle using materials available around you.

Three Dimensional composition using two media

Discuss the 3D sculpture and your experience making it in class.

Now let us make a three dimensional (3D) sculpture using two materials instead of one.

- Choose any two eco-friendly materials available around you.
- Use these materials to create a beautiful model of a house.
- Show your completed three dimension sculpture to your classmates and teachers.

My Activity

Remember :

These are Eco-friendly materials are the materials that do not pollute the environment.

- Make a Three dimensional structure of an animal or bird using materials available in your around you.
- Make a sculpture using eco-friendly materials in your school group.
Eg - a fort, a robot etc.

- Collect materials and tools available in your surroundings.
- Demonstrate how to make three dimensional structures using the collected materials.
- Encourage students to create three dimensional structure from collected materials and describe it.

CG - 3
C - 3.1
LO- 03AE19,
20,17





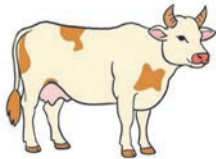
6. Let us Act



There are many types of animals and birds in nature. Every animal and bird has a different sound, their movement are also different. Can you imitate the sounds of some animals and birds?

Let's play a fun game.

Imitate the sounds of the animals and birds shown in the pictures.



Guess who it is?

In this game, we will imitate sounds of animals and birds around us. We will guess which animal or bird make similar sound. Make the sounds of animal and birds that you know.

Now sit in a circle with your class mates. One student should make the sound of an animal or a bird. The others should guess which animal or bird it is? The student who gives the correct answer gets the next turn to make a sound.

Now, let's imitate the movements of the animals and birds shown in the pictures.



- Show pictures of different animals and birds and give students a chance to imitate their sounds and movements.
- Make sure every student participates.
- Give students chance to play these games in class.

CG - 4,1

C - 1.1

Lo - 03AE26

03AE27

A colorful illustration of a classroom scene. A boy with blonde hair is blindfolded with a red cloth tied around his head. He stands in the center of the room, facing a green chalkboard. To his left, a boy with brown hair is holding a yellow drum. In front of him, a girl with blonde hair is sitting on the floor, clapping her hands. To the right, another boy with blonde hair is sitting on the floor, holding a white can. A teacher with brown hair and a blue shirt is standing behind the blindfolded boy, looking on. A wooden table in the center of the room holds a yellow bell, a red book, and a green box. The room has a light brown floor and a green chalkboard in the background.

- CG - 1
C- 1.2
Lo- 03AE28



Let's Imitate People

In our home and neighborhoods there are different age people around us. Let's imitate their voices and movements.

Example.



Similarly, imitate the people and workers in your neighborhood.

Remember :

Imitation is a skill but it **should not be used to tease others.**

Drama Practice

We have imitated sounds of animals, birds and objects. We also imitate the voices and movements of some people. Let's use those skills to perform a small Play!

Scene : 1 . It is Morning

(Characters - A sparrow, a crow, a cock, a mother and sleeping boy)

Divide the roles among the group members and act out of the following dialogue.

Cock : Cock – Cock-a-doodle-doo! Cock-a-doodle-doo! Hey, wake up! it's morning!

Sparrow : Chirp... Chirp... Chirp... Look, Look! Brother the sun is up!

Crow : Caw... Caw... Caw... Come on, come on! Let's get to work!

Mother : Manya, wake up, dear all your friends have woke up when will you wake up?

Boy : Yes, Mother! Their voices are so sweet. Okay, I will get up now get ready for school. La.. La.. La.. La

- Ask students to imitate different sounds and discuss when and for whom those sounds are used.
- Give an opportunity to imitate the movements of family members and neighbors.
- Read the dialogue before performing the Play then perform the scene.

CG- 1
C- 1.1
Lo- 03AE 26

Did you have fun? Now some more scenes are given below perform them in groups.

Scene : 2. Fun in the Kitchen

(Characters: Pressure Cooker, Tap, Plate and Mother)

Tap : Drip... drip... drip... please close me properly?

Cooker : Shhhh... shhhh... the vegetable are cooked?

Plate : Clung! oh! I fell down

Mother : Oh my god, what a mess! And how did this plate fall?
That is strange. Let me turn off the gas. Oh, is this tap still running? Wait, I will close it. don't keep dripping.
hush... now the Kitchen looks much better.

Scene : 3. Untidy Writing

(character: Pencil, Ruler, Eraser, Rafiq)

Pencil - scratch... scratch... scratch... Hey Rafiq Can You Please write neatly.

Rafiq - Why? What happened, does it hurt? I always write like this.

Eraser - Erase... erase... erase... He is like this only he doesn't write neatly. He keeps using me again and again.

Pencil - And then he takes me and writes again.

Ruler - He uses me less for drawing lines and more playing around.

Rafiq - Okay my friends, from now on I will write neatly, slowly, and in good handwriting, is that okay then?

Find short scenes from your other textbooks or storybooks and perform them in groups.

Follow the suggestions given by your teacher and classmates.
Perform the scenes again after making improvements.

- Help students select scenes from other textbooks or storybooks and provide practice for performing them. Also, give students the opportunity to prepare and present their own scenes.
- Observe the performance and give suggestion and then perform the scene again after making improvement.

CG - 1,3
C - 1.1, 3.2
LO03AE26,36



Look at the pictures and identify the seasons and write their names.



Look at the following pictures and match the clothes with the correct seasons by drawing lines.



Monsoon

Winter

Summer

Discuss the clothes worn in different seasons.

- To discuss the features of the three seasons and the clothes used in them.

CG -4
C - 4.1
LO03AE40

Scene 1 – Many Seasons

Scene : Raju getting ready for school and walking to school in the morning. Act out how the same scene would happen in different season.



Even though the scene above is the same, show through acting how it will happen in different seasons.

My Activity

1. Practice five different sounds heard in the house from morning to night and perform them for your classmates. (Eg. a bicycle bell, the sound of mixer grinder, or Pressure cooker, whistle)
2. Make a musical instrument using waste materials. For Eg. fill the plastic bottle with some stones or beads. Shake the bottle and listen to the sound. A 'shaker' instrument will be ready.
3. Imitate the walking styles of the following Characters.
 - a) Proud lion
 - b) Frightened mouse
 - c) Tired boy after playing.
 - d) Crawling baby
4. Perform these scenes in a group using actual costumes.
 - a) Summer - walking home from the market carrying bags of vegetables in the hot afternoon.
 - b) Monsoon - Standing under a tree waiting for a bus in the rain.
 - c) Winter - Bringing home a puppy sitting by the road side.

- Make sure the actions and expressions match each other.
- Encourage children to focus on expressing emotions and gestures. Observe if their facial expressions match the situation and provide guidance accordingly.

CG -4
C - 4.1
LO03AE40



7. Let us Prepare a Play



To prepare a play, we first need a story or an event. Which we call a story. After that, we think about the materials and the costumes needed for it. While presenting the scene, the acting should be good so that it looks nice and real. But along with that, the materials, costumes, and music are also important. Now, let us read the next scene.

Raju came running home from school. He kept his school bag and threw down his lunch bag. Because he had a cricket match today. He picked up his bat and cap and said to his sister, “I am going.” His sister came out and said, “You have just come home. Where are you going now?” Raju said, “We have a cricket match. Can you fill my water bottle?” His sister said, “Look, it is going to rain outside. It has become so dark! Stay at home or Mother will get angry.” Raju said, “Our match was planned in advance. The rain came later. We cannot cancel the match because of it.” She did not know whether to laugh or get angry. She said, “Okay. But change your school uniform and wear this Tshirt. And take this umbrella. You may need it if it rains.” Sister, should I leave my bat and hit the ball with this umbrella while batting?” You are funny! Listen, you must take the umbrella,” she said angrily. Just then, the sound of rain was heard. His sister said, “Look, it has started raining. Eat something until it stops. Then you will have energy to play.”

You must have read this scene carefully. Now let us do some preparation to present this scene.

*** Let’s make a list of the materials required for presenting the scene.**

.....

.....

.....

Collect the available materials from your surroundings and practise presenting the scene.

- Read the scene with proper voice modulation and intonation.
- Prepare a list of the materials required according to the scene.

CG- 2
C- 2.1
Lo-03AE29

Alternative Materials

Use alternative materials if some materials are not available in your school or nearby area. For example:



In this way, one object can be used in many different and creative ways.

Making Teaching Materials

Sometimes, useful materials can be made by making small changes to the things available around us.

A chair can be turned into a Throne (King's Chair).



- Show familiar objects to the children and let them act out creative ways of using them in a drama.

CG- 2,3
C- 2.1, 3.1
Lo-03AE30
03AE34





Practice presenting the given scene using such alternative or self-made materials. Show your presentation to your friends from other groups and to your teacher. Listen to the suggestions given by your teacher and friends. Make the necessary changes in your presentation. Present the scene again with the improvements.

Costume

A Costume means the clothes worn by a character. In the previous scene, Raju and his sister were the characters. Let us make a list of the clothes they should wear for the presentation.

Raju

.....
.....
.....
.....
.....

Sister

.....
.....
.....
.....
.....

- Collect the costumes with the help of one another.
- Practise the scene wearing the costumes.
- Show your practice to your friends. If they suggest good changes, make those changes and present the scene again.

Let's Play a Game – Rain of Claps

One child should stand in front of the group and ask others to show a number with their fingers.

The other children should start clapping with one finger. Then they should slowly increase the number of fingers and continue making sounds. The sound of clap will feel like rain fall is gradually increasing.

Now reduce the number of fingers one by one in reverse order. Finally, clap with one finger again. It will sound as if the rain is becoming lighter and then stopping. To make the game more interesting, increase and decrease the number of fingers as instructed.

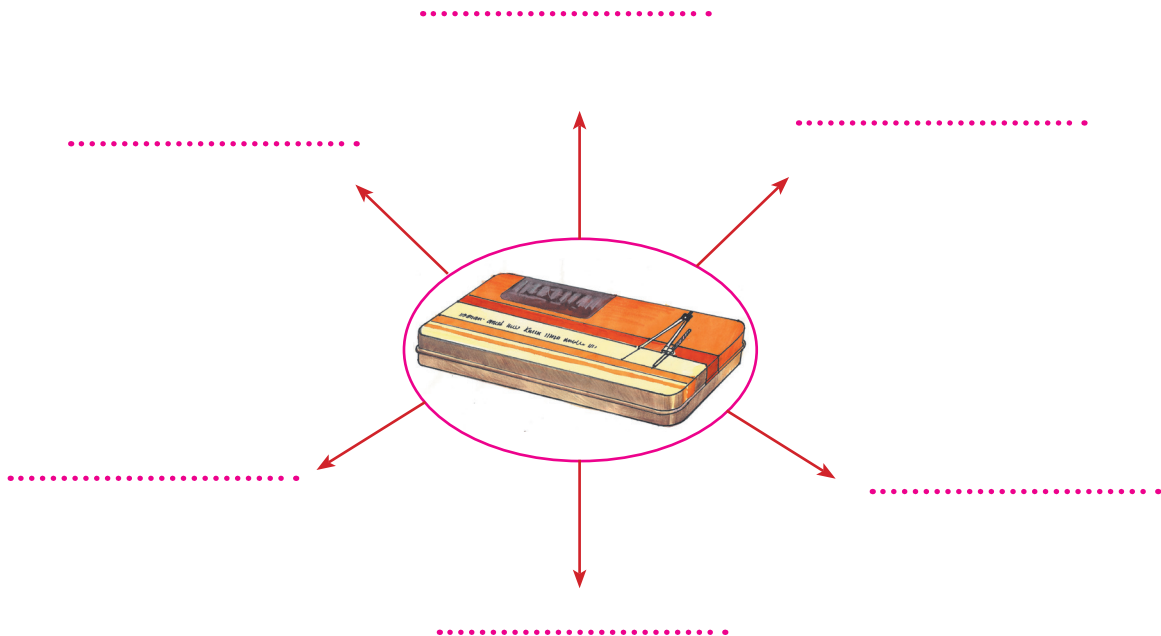
Use this game to create the sound of rain during the scene of Raju and his sister.

- Read and present different stories and scenes to encourage children's creativity. Give them opportunities to choose suitable costumes for the presentation.
- During the "Rain of Claps" activity, sometimes show more fingers and sometimes fewer fingers. Let the children experience the changing sounds of rain

CG- 2
C- 2.1
Lo-03AE32
03AE33
03AE36
03AE37

My Activity

1. Think for a while and tell where you can use this compass box as another object.



2. Choose a scene from your textbook, any other subject book, or a storybook. Consider the following points while presenting the selected scene.
 - Selection of characters
 - Selection of materials
 - Selection of costumes
 - Arrangement of the classroom as a theatre
 - Presentation of the scene

- Encourage children to participate and use their imagination.
- Guide them wherever necessary while presenting the scene.

CG- 2
C- 2.1
Lo-03AE32
03AE33
03AE36
03AE37



8. Let us go on Stage



We have completed all the preparations for the play. Now, you may be wondering where the play can be performed. A similar incident took place in the classroom. Let us observe it in the following scene.

- Prachi -** Sir, all the preparations for the play are completed. But where should we perform the play?
- Sir -** Why? What happened?
- Shabana -** Sir, preparations for the 'Parents Meeting' are going on in the school hall, and the stage in the playground has become very hot due to the sun. Our feet will get burnt.
- Sir -** Then let us perform the play in our classroom itself. Our classmates are our audience, and they can sit comfortably in the classroom.
- Raju -** Sir, are we going to perform the play standing in front of the blackboard?
- Sir -** Yes...
- Raju -** Then should we draw pictures related to the play on the blackboard?
- Sir -** Yes, you may. But move that table a little to the side so that we get enough space to perform the play.
- Prachi -** Sir, should we move these benches a little backward so that the students who provide music can sit here?
- Shabana -** Yes, they will also get space to keep their materials.
- Sir -** That's fine. But the benches should be arranged in such a way that the students watching the play can see the entire performance comfortably from their seats.
- John -** But if we keep all the materials for the play in front, everyone will see them beforehand.
- Raju -** Sir, how should we cover them so that no one can see them before the play starts?
- Akshara -** Sir, please include us in the play too.
- Sir -** Of course, Akshara. Some other students like you are also going to take part in the play. You can join them as well.
- Akshara -** But Sir, what will our roles be? The play is going to start in

- Read the dialogues first, assign the roles and have the students perform them.

CG - 3

C- 3.2

Lo- 03AE35

03AE38

- half an hour. When will we practise?
- Sir -** Your role is that of a curtain. .
- Akshara -** What? A curtain?
- Sir -** Yes. The children are the curtain too. Now our classroom becomes a theatre.
- All -** A classroom theatre?
- Sir -** Yes. This is what we call a classroom theatre.
- Shabana -** But Sir, the props and the decorated blackboard behind us should not be visible before the play begins. How can we hide them?
- Sir -** That is why we are going to make a curtain using the children themselves. The children will stand close together in front of the stage area so that the audience cannot see anything behind them. Then, just before the play begins, these children will slowly move to the left and right sides. As they move away, the performance area will become visible, and the play will begin.

Human Curtain



Closed Curtain



Opening the Curtain

- While conducting the performance, divide the students into different
- Groups according to the class strength.
- Ensure that every student gets an opportunity to participate.

CG - 3

C- 3.2

Lo- 03AE35

03AE38



The Company of Music

While presenting a scene, music can be added to make it more interesting and enjoyable for the audience. Music for a performance can be created using many objects available in our surroundings. Such objects can be used to produce different sounds required for a play.

Different sounds can be produced using our voices.



Students Providing Musical Accompaniment During the Performance

Did you know?

Bharata Muni is believed to have laid the foundation of Indian dramaturgy through the Natyashastra. In the history of Marathi theatre, Sangeet Shakuntal is considered the first musical play.

Let Us Try

Let us divide the class into a few groups.

Group 1: Present a poem or a scene from the textbook using appropriate expressions and gestures.

Group 2: While the presentation is going on, create rhythm using claps, cymbals, or any available materials.

- Collect materials available in the surroundings that can be used to create music.
- Give students opportunities to experiment and produce different sounds using the collected materials.

CG -3
C-3.2
Lo- 03AE37

Let Us Use Light

Let us think about the time of the scene we are going to present. Is it morning, afternoon, or night? If we keep the time of the day in mind, we can create the same lighting effect in our classroom theatre. Let us see how.

The  gives us light every day. Imagine using light to brighten our play! Close the classroom  and  to make the room dark and call it . Now again open the  and  then. Slowly let in the light to show the morning's gentle spark. As the light grows brighter, it can show noon.  Make it dim again to bring evening soon. classroom  and  can also help create day and night.

By  them on and off, we can make every scene look just right.

These lighting effects add magic to our play. They make the scenes look real in every way!

- During practice, let students learn how to use natural light. Let them practise opening and closing doors and windows at the right time during the performance.

CG -4
C - 4.1
LO03AE39





Let's use costumes

We prepare and practise before presenting a play or any performance. We also wear clothes that match the character we are going to play. This helps the audience understand the character better and makes the performance look more real. Before selecting costumes, discuss them with your group and decide what is needed. Collect the costumes and make sure they fit properly. Practise while wearing the costumes. This helps you get used to walking, sitting, and standing in them. Then, during the actual performance, you can focus on your role and perform with confidence.



Take practice with the costumes of the characters in the presentation.

CG -2, 3
C-3.1, 3.2
Lo- 03AE35

Let Us Practise

We can practise presenting the scenes we have chosen in our classroom. To do this, we can rearrange the seating and make space for the performance.

- While practising, we can use music and lighting that suit the scene.
- We can arrange the materials needed for the presentation and use them appropriately.
- If some materials are not available, we can use suitable objects from our surroundings.
- We can decide the costumes for the characters and practise wearing them.
- We can also take the help of our classmates to create a curtain and practise using it.

In this way, we can get ready for an enjoyable performance.

Presentation -

After enough practice, the classroom can be arranged as a theatre. The performance can then be presented using costumes, props, music, and lighting effectively.

After the presentation, the suggestions given by teachers and other students can be considered and the performance can be presented again with improvements.

My Activity

1. Choose a scene from the textbook or a storybook, plan the following for the presentation:

- Characters
- Required materials
- Music
- Lighting
- Costumes

Present the scene in groups using all these elements in a planned manner.

- Students must be given an opportunity to select a previously practised scene, a scene from the textbook, a storybook, or any age-appropriate short play for presentation.

CG -2, 3
C-3.1, 3.2
Lo- 03AE33
03AE35
03AE38





Music





9. Let us Sing Together!



We all love to sing or listen to songs, don't we? But do you know that when we all sing together, the joy of the song is something very special.

Today we are going to get acquainted with some such beautiful songs. So let us go on this beautiful journey of musical notes and sing...

The State Song

The state song which we going to sing is to instil the feeling of national integration and to praise Maharashtra. We stand in attention and sing the state song with respect.

State Song

Jay Jay Maharashtra Maza,
 Garja Maharashtra Maza.
 Jay Jay Maharashtra Maza,
 Garja Maharashtra Maza.
 Bhiti na amha tujhi muli hi,
 Gadgadnarya nabha.
 Asmanachya sultanila,
 Jabab deti jibha.
 Sahyadricha sinh garajato,
 Shiv Shambhu Raja.
 Dari daritun naad gunjala,
 Maharashtra Maza.
 Jay Jay Maharashtra Maza,
 Garja Maharashtra Maza. || 1 ||
 Kaalya chhativari koralī,
 Abhimaanachi leni.
 Poladi mangate khelati, Khel jivgheni.
 Daaridryachya unhat shijala,
 Nidhalachya Ghamane bhijala.
 Desh-gauravasathi jhijala,
 Dilliche hi takht rakhito.
 Maharashtra Maza,
 Jay Jay Maharashtra Maza. Garja Maharashtra Maza.
 Jay Jay Maharashtra Maza.



- Song - Raja Badhe

- Practice the state song in rhythm and tune.

CG - 1

C-1.1

LO03AE43/57





Shloka - We recite a shloka in front of God to start our day with happiness. This helps us to develop good habits and values. Before eating food, the following shloka is said.

*Vadani Kaval Ghet Naam
Ghya Matrubhuche,
Sahaj smaran hote aaplya
baandhavanche.
Krushival krushi karami
rabati divas-raatra,
Shramik shram karuni vastu
ya nirmitaat.
Smaran karun tyanche anna
seva khushal,
Udarbharan aahe chitta
honya vishal.*



Read and Recite

When we begin our day of learning with a prayer, our minds feel happy and cheerful. Now, let us sing the following prayer together.

Prayer

*Pranam Prabhuji tula, aamcha
pranam Prabhuji tula.
Surya-chandra janu dive, vijeche
latakati tare. Kase majechi
veej nabhatuni, tula milel ka?*

*Paus paduni shete pikati,
Matimadhuni nighati moti.
Sambhalisi mula-fulanna,*

*Shakti buddhi amha dyavi.
Desh aamcha sukhat theva,
Hech magane tula aamche.*



- Practice the shlokas and prayers rhythmically using the available resources.

CG - 1

C-1.1

LO 03AE44

The school day always begins with a prayer. During the morning assembly, we recite the National Anthem, State Song, shlokas, prayers, and group songs together. This helps us become calm, focused, and cheerful. Now, let us all listen to and recite the following prayer song together.

Prayer Song



*Characharanchya sarva shaktino,
Hi aamchi prarthana.
Kara amhala nirbhay nirmal,
Ujalu dya jeevana.*

*Nako kadhi to garv yashacha,
Nako kadhi aalas kamacha.
Dvesh kunacha nako kadhihi,
Phulavun sahajeevana.*

*Vidyevar nishtha thevuya,
Udyogachi kaas dharuya.
Sahas shikava, sanyam shikava,
Ghadavu dya jeevana.*

*Rakshan karane ya srushtiche,
Vato amha ati molache.
Mamatechi anik, samatechi dya
amha prerana.*

Remember:

A prayer should be recited gently, melodiously and with devotion.

- The prayer should be sung in tune and discussed with the students.
- Guide them about the melody, words, stanzas, notes, and rhythm of the song. Encourage them to sing with proper expression, tune, and tempo.

CG-1

C-1.2

1003AE45/46/

57



Children's Song

Have you ever danced while singing a children's song? Which children's song do you like to dance to? Come, let us get immersed in the colours of nature. Through this song, let us express the chirping of birds and the gurgling of flowing water with actions and expressions. Let us perform the song with joyful movements and simple acting.

Mala na kalate SaReGaMa,

Ganyache sangeet.

Mi gato badbad geet,

Badbad badbad badbad geet.

Jamavun sari vedi por,

Tapatap padun kairya bor.

Khushal basto phandi varti,

Nahi kunala bheet.

Odha gai jhuljhul gani,

kokil gai Amrutvani.

Aamhi gato tyanchyasange

tihi hoti dhit

Kadhi Pakhare houn firto,

kadhi Aichya kushit shirto.

Balpanicha kaal sukhacha,

Hich amuchi reet.



Poet - Jagdish Khebudkar

- Using the available resources, encourage the students to sing the song rhythmically and melodiously with actions and expressions.
- Ensure that every student actively participates in the singing performance.

CG - 2

C - 2.1

L003AE

47/57

Children's Song

Tap tap tap themb vaajati,
Gaane gaato vaara.
Visara aata paati-pustak,
Majet jhela gaara.
Paus aala re paus aala.
Gharagharavar kaularanvar aale,
jhimjhim paani.
Gungunti jhadanchi pane,
Hirvihirvi gaani.
Avtibhavati bhijun maati,
Sugandh bharla sara.
Kalyabhor dhagana zali
Kosalanyachi ghai.
Ivale ivale pankh phulvuni,
Gaate hi chiu taai.
Aanande hambarati gaai samor,
Visrun chaara.



Song - Mangesh Padgavkar

- Practise singing this children's song rhythmically and melodiously to the beat of claps.
- Discuss with your classmates how you felt while singing this song.
- Talk with your friends about the lines you liked the most in the song and explain why you liked them.



- Encourage the students to sing the children's song in tune and rhythm while clapping.
- How did you feel about the children's song? Discuss which lines they liked the most.

CG-1/2
C-1.1/2.2
LO 03AE
44/45/ 57

Action song :

Let's not just sing the song but also perform it with expression and also, understanding the meaning of the words.

*Chhoti chhoti aamhi baalke,
Mauj ni gamat karu.
Jhade veli phule paakhare,
Yaanchi maitri dharu.*

*Bagadtaana anandane,
Abhyasa savaru.
Chhoti chhoti aamhi balke,
Mauj ni gamat karu.*

*Karu nakala aavaj kadhu,
Pakshi an pranyanche.
Gau gane khela mandu,
Maidanavarche.*

Poet- Rajendra Atre



Remember :

Children's songs often describe children's likes and interests, nature, animals, birds, toys, and other things from their everyday world.

- Encourage the students to practise the action song with proper rhythm, melody, and expressions.

CG - 2

C - 2.1

LO03AE47/57

Patriotic Group Song

We live in India, and we should be proud of our country. Our soldiers stand guard at the borders and protect the nation at all times. Because of their dedication and sacrifices, we are able to live safely. Now, let us all sing a patriotic song together.

*Chala chala chala, Pudhe pudhe chala,
Desh rakshana chala, Na maguti vala,
Balveer he, sinh chatiche,
Tath maan hi, haat bajiche ||1||*

*Himalayavari chadhuni jauya,
Dhwaj tirangi ha sadaiv rakshuya ||2||*

*Haak marita, koni Tya kshani
ranat takuya. Shastra gheuni ||3||*

*bhiti hi mani, Amchya nase.
Vijay shevati aapla ase ||4||*

Poet - Pradip



Listen to and practise any one of the following patriotic group songs:

- Mangal Desha Pavitra Desha....
- Bal Sagar Bharat Ho....
- Sare Jahan Se Achha....
- Hind Desh Ke Nivasi....

Remember :

When many people come together and sing in rhythm and tune, it is called a **Group Song**.

- Encourage the students to practise the patriotic song with proper rhythm, melody, and enthusiasm.

CG-3

C- 3.2

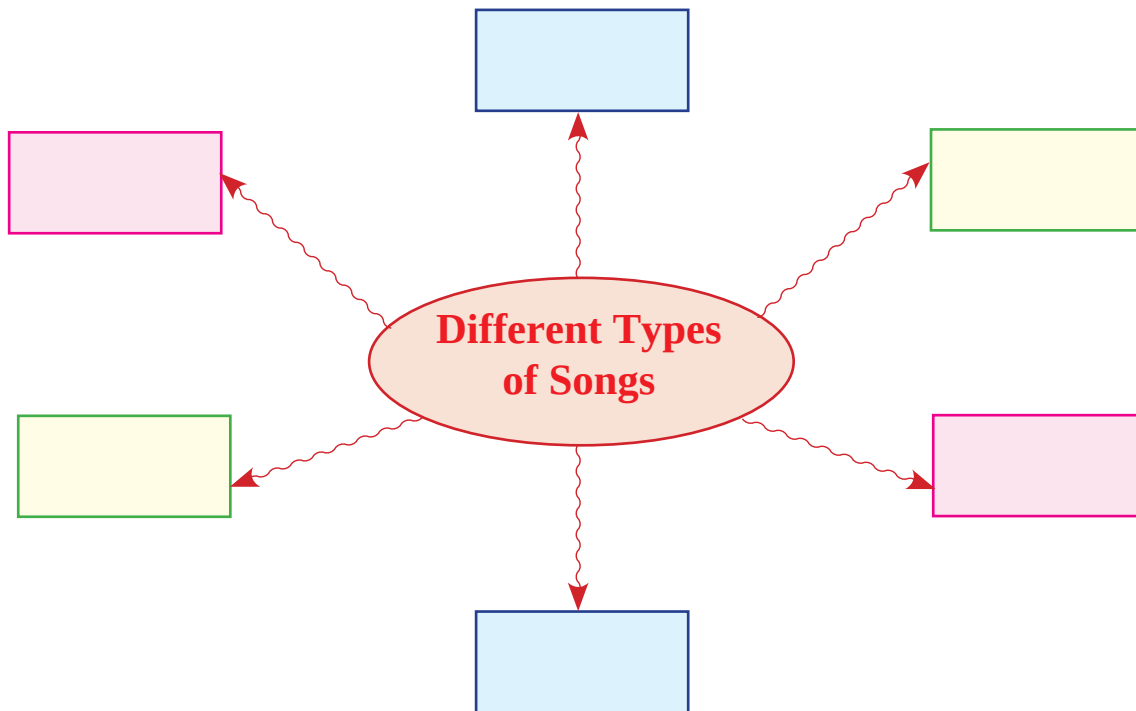
LO 03AE57





My Activity

1) Write the different types of songs learned in the lesson in the diagram given below.



2) Write four lines from the song you liked the most among the songs learned in the lesson.

.....

.....

.....

.....

3) Practise and sing any one of the songs learned in the lesson.

- Give students an opportunity to present the songs in groups after sufficient practice.
- Encourage students to sing other similar songs as well.



10. Solo Song, Duet Song



Observe all the pictures given below carefully.

1.



2.



3.



4.



5.

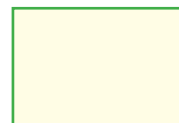
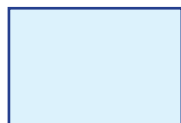


6.



Observe the pictures and tell your classmates what similarities or differences you notice among them.

Write the numbers of the pictures that you think are similar in the boxes given below.



- Explain the concept of solo and duet songs to the students.

CG - 2

C - 2.1

LO03AE48





When a song is sung by a single person, it is called a **Solo Song**. On the other hand, when two people sing together in harmony, it is called a **Duet Song**.

Now, let us enjoy singing by performing both solo and duet songs.

Solo Song :

Read and sing the following song. You should be able to sing it on your own. Listen to the song carefully and practise it regularly.

Song of Joy



*Chala chala gau chala,
Anandache gane.
Anandache gane gau,
Anandache gane.*

*Phulaphulanche rang gheuya,
Jhade jashi unch tase unch houya.
Hirave hirave ran sare,
Hiravi hiravi pane.*

*Phulpakharanche pankh gheuni,
Udu baaghadu dhund houni.
Varyasange nachu chala,
Chedu ya tarane.*

*Abhaalat kahi tari nave pahuya,
Nave nave pahata nave shodhuya.
Geet nave, shabd nave,
Gauya navyane.*

Poet- Achyut Thakur

- Practice solo singing in rhythm and tune using the available resources.

Children's Song

*Sasa to sasa ki kapus jasa,
Tyane kasavashi paij lavili.
Vege vege dhavu ni dongaravar jau,
Hi sharyat re aapuli.*



*Churu churu bole to, Turu turu chale
ni, Kasavane ang halavile.
Sasa jai pudhe ni jhadamage dade,
Te kasavane halu pahile.
Vatet thamble na, Kunashi bolale na
Chalale lutu lutu pahi sasa!*

*Hiravi hiravi pane ni pakharanche gane,
He pahunia sasa harakhala.
Khai gara chara, ghe Phandicha nivara
to, Haluhalu tethe pengulala.
Mitle vede bhole, Gunjeche tyache dole,-
Jhadachya savalit zhope... sasa!*



*Jhali sanjvel, To gela kiti kal,
Ni shaharali gavatichi pati.
Sasa jhala jaga, To uga kari traga ni,
Dhav ghei dongarachya mathi.
Kasava tethe pahi, Oshalala mani hoi,
Nijala to sampala sange... sasa.*

Poet – Shantaram Nandgavkar

- Encourage the students to practise the song with proper rhythm and melody.





More some Solo Songs

The following is a list of songs that students should be able to sing individually. Listen to the song you like, sing it, and practise it regularly.

1. Chandoba chandoba bhaglas ka?....
2. Chala mulanno aaj pahuya shaala chandoba Gurujinchi....
3. Jhuk jhuk jhuk jhuk agin gaadi, dhurachya resha havet kaadhi....
4. Lakadi ki kathi, kathi pe ghoda....
5. Laal tanga gheun aala, laal Tangewaala....

Duet Song

Now, we are going to learn another duet song. Read, listen to, and sing the following song.



*Zhop ata Chiutai, Ratra kiti jhali bai.
Chimna-Chiminisathi, Baba gato hi angaai.*

*Surasangati kadhi khatyaali, Shaletil gamati.
Gamati ati bhaari, Avakhal shobhe hi chaturai.*

*Bhagyalakshmi majhi godambi,
Majhi gungudi kiti sanuli.
Mottha honyachi karu nako ghai,
Baba gato hi angaai.*

*Saral balpan, hoshil mothi,
Shahanpanachya karshil goshti.
Jojavite bapatil aai, Jojavite balachi aai.*

Poet- Abhay Kulkarni



- Encourage the students to practise the given solo and duet songs with proper rhythm and melody.

CG - 2

C - 2.1

LO 03AE48/49

Duet Song

Now read and listen to the following song. This song is sung by two people; therefore, it is called a duet song.

Come on, you too read, listen and sing this song.

*“Tuja galaa, majhya galaa,
Gunfu motyanchya mala.”
“Tai, aanakhi konala?”
Chal re dada chahatala!”*

*“Tuj kaanthi, maj angathi,
Aanakhi gof konala?”
“Ved lagale dadala!
Mala kunache? Taila!”*

*“Tuj pagadi, maj chirdi,”
Aanakhi shela konala?”
“Dada, sangu babala!
Sang tikadchya swarila!”*

*“Khusu khusu gali hasu,”
“Varvar apule rasu rasu,”
“Chalnigh, yethe nako basu,”
“Ghar tar majhe tasu tasu.”*

*“Kashi kashi, aaj ashi?”
“Gammat taichi khashi!”
“Aata katti phu dadashi,”
“Tar mag gatti konashi?”*

Poet – B. R. Tambe



- Play the duet song for the students and help them practise singing it with proper rhythm and melody.

CG-2

C-2.1

L003AE48,49



Few more Duet songs

Some duet songs are listed below. Listen to and practise any song of your choice.

- Nakavarchya raagala aushadh kaay?
- Nile gagan, nili dhara, nile nile paani.

My Activity

1) Complete the sentences using suitable words:

A) A song sung by one person is called as -----

B) A duet song requires ----- singers.

2) Practise any one solo song that you like and perform it in the class.

3) Practise any one duet song that you like and present it with a partner in the class.

- Practise any one solo song that you like and perform it in the class.



11. Tradition of Musical Notes



Look at the picture and write what it is.



.....



.....



.....



.....



.....



.....

- Observe the picture carefully and write the names below the pictures.
- Explain the folk music forms shown in the pictures.

CG-2

C-2.2

LO 03AE51



You may have seen a Vasudev, You may have heard Powada, or heard traditional grinding-stone songs (Ovis). Many forms of folk music emerge from local dialects and cultural traditions. Today, let us enjoy some such folk songs.

Read, listen, and sing.

Farmers song

*Aamhi lekara kaalya aaichi,
Rabato shetamandi, karito kaam,
gaalito ghaam, raahato sada aanandi,
Jari aamach kashtach jeena.
Daivache aamhala labhat dena,
Oon-paavasaashi jhunjhun.
aamhi pikavito sona-chaandi.*



Poet -Rajendra Atre

Remember : For farmers song (Shetkari Geet), instruments such as the dhol, khanjiri, cymbals (jhanj), and ghungroos are commonly used.

Fisherfolk Song

*Vallav re naakhava, vallav re naakhava,
Vallav re naakhava, vallav.*



*Aamhi kolyachi por haay ho,
Aamha daryachi bhati naay ho.*

*Var aabhaal bharalay ho, Jaal joraat dharalay ho,
Kon karil aamha kaay ho?*

*Laat josath yeu dya, Jhep khushaal gheu dya,
Maage ghenar nhai paay ho.*

*Dev Malhaari paavala ho, Maasa jaalyat gaavala ho,
Hodi majet pudhe jaay ho.*

Poet- Mangesh Padgaonkar

Remember : For fisherfolk songs (Koli Geet), instruments such as the dholki, dholak, ghungroos, harmonium, and cymbals (jhanj) are commonly used.

- Conduct a discussion in groups on the differences between Koli Geet and Shetkari Geet.

CG-2
C- 2.2
L003AE
50/51

Read, Listen and Sing

In earlier times, women in the family woke up early in the morning and ground grain on a grinding stone. While grinding, they sang special songs called Ovis. These songs are known as Grinding-Stone Songs (Jatyavaril Ovi).

Grinding-Stone Songs (Jatyavaril Ovi)

- 1) *Pahili maajhi ovi ga,
Laavin mi maala.
Vithuchya charani ga,
Thevin mi kapaala.*
- 2) *Sundar maajhe jaate ga,
Phire bahutek.
Ovya gaau kautuke,
Tu yere ba Viththala.*



Powada

You may have heard stories about the bravery of Chhatrapati Shivaji Maharaj. When these stories are sung in the form of songs, we can imagine the events more clearly. Listen to and sing one such Powada.

*Rayaricha Raigad jhala, SSS
Bandhile Durgeshwarala,
Tatbandi Mahadwarala,
Bazarpeth raajsadrela.
Seveche thaai tatpar,*



*Hiroji Indulkar Vara deyi
Jagadishewar,
Jhali raajdhani tayar ji s ji ji.
Marathiyanchya sinhaasanachi.
Vaadhavili khyaati,
Jijaau jhalya Rajmata ani Shivba
Chhatrapati.*

*Kityekanchya balidaanane,
Din ha avatarla.
Shetkaryancha raja Shivba,
Chhatrapati jhala.*

Poet - Santosh Salunkhe

- Discuss the brave deeds and heroic stories of Chhatrapati Shivaji Maharaj that you know.

Remember : While performing a Powada, musical instruments such as the Daf, Harmonium, Tuntune, and Taal (cymbals) are commonly used.

- Introduce the musical instruments used in folk music.
- Identify the different types of folk songs found in their local area.

CG -4
C- 4.2
LO03AE61

Bharud

It is great fun to tell a story through a song with acting and expressions. Such a folk song form is called **Bharud**.

*Surya ugavala, prakaash padala, Aadava dongar,
aadava dongar, tayaala maazha namaskaar.*

aggggg Vinchu chavala

deva re deva, Vinchu chavala.

Aata kaay mi karu? Vinchu chaavala.

– St. Eknath

Remember : Musical instruments such as the harmonium, dholki, mridang, taal (cymbals), and tuntune are used in Bharud performances.



Remember :

Traditional songs sung in local dialects are called folk songs.

- Introduce the instruments used in folk songs.
- Encourage students to sing different types of folk songs.
- Help students identify the differences between various folk song forms.

CG -3/4
C- 3.2/4.2
L003AE
56/61

Occasional Songs

Songs that are performed during various festivals, celebrations, and special occasions throughout the year are called Occasional Songs.

Bhajan :

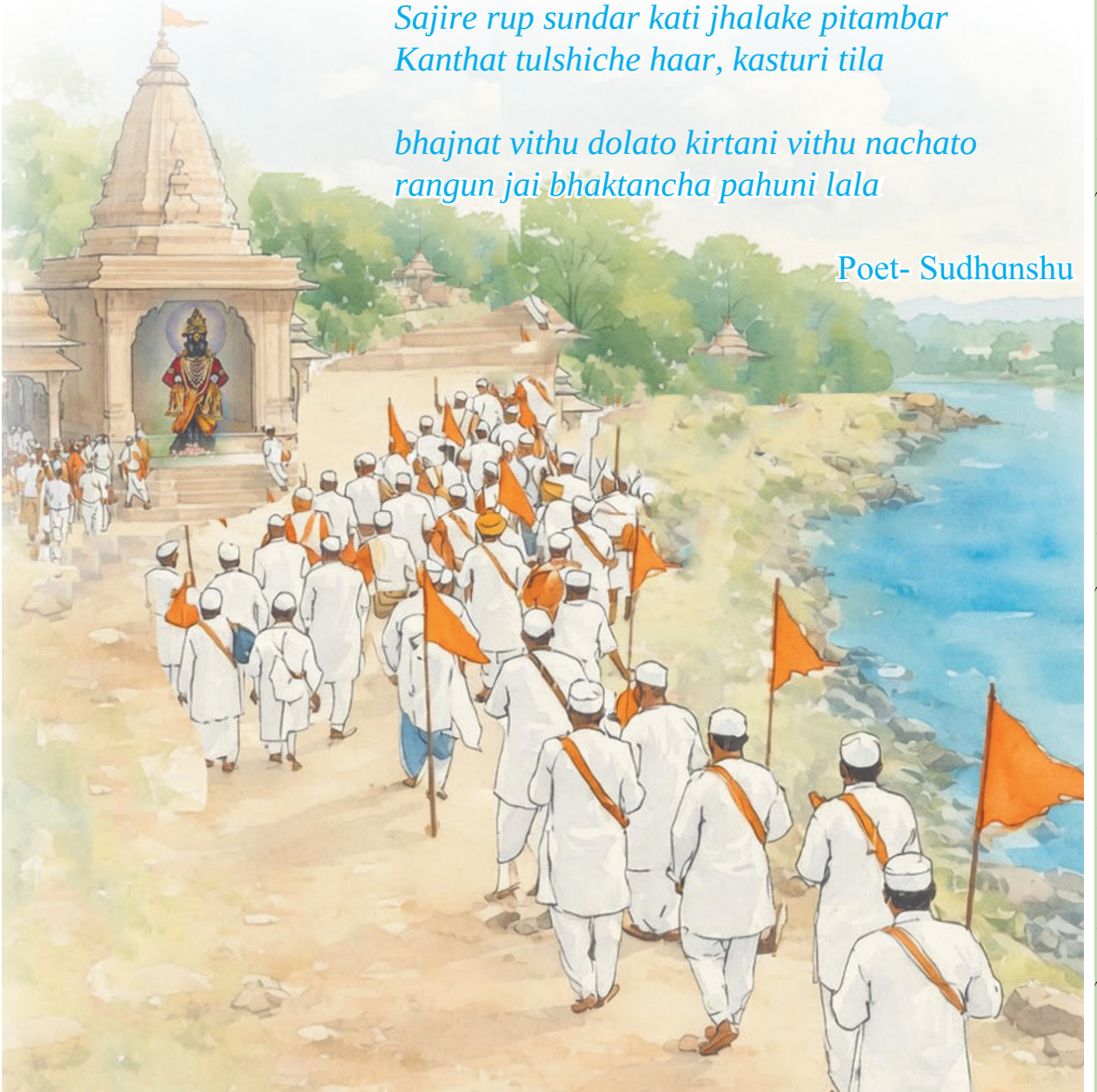
*Dev majha Vithu savala
Dev majha Vithu savala
Maal tyachi majhiya gala*

*Vithu rahe pandharpuri vaikunthach he bhuvari
Bhimechya kaathi dule bhakticha mala*

*Sajire rup sundar kati jhalake pitambar
Kanthat tulshiche haar, kasturi tila*

*bhajnat vithu dolato kirtani vithu nachato
rangun jai bhaktancha pahuni lala*

Poet- Sudhanshu



- Practise different types of occasional songs.

CG - 3

C - 3.2

L003AE57

L003AE58



Gauri-Ganpati :

Chala chala ga sayaano,
Gauri aanuya.
Gauri aaich gaan gaauya.
paat mandu, chala majhya
Gauraila Shaalu
jartari haa aata deu tila,
Sonya-paachuch daagine tila ghaluya.
Chala chala ga sayaano,
Gauri aanuya.
Haladi-kunku, phul-gandh vahun tila,
Gaurachya daari deep laavu chala.
Aali Gaurai majhi sonyaachya
paavali.
Chala chala ga sayaano,
Gauri aanuya.



Diwali Song :

Chak chak Chakali, Katyane makhali.
Tukada modatach khamang lagali.
Kad kad Kadbole, kudukudit jhale.
Ekach khatana daat dukhu lagle.
Goripaan karanji, Naave sarkhi disate.
Tichya potatle khatana,
Aanakhi havi vatate.
Tikhat tikhat chivada,
Aamhala nako buva.
Dane khobare vechun,
Laadu aivaji. Dadala dya
Evadha motha laadu,
Haataat kahi mavat nahi.
Tukada tukada khatana,
Kevha sampla kalat nahi.

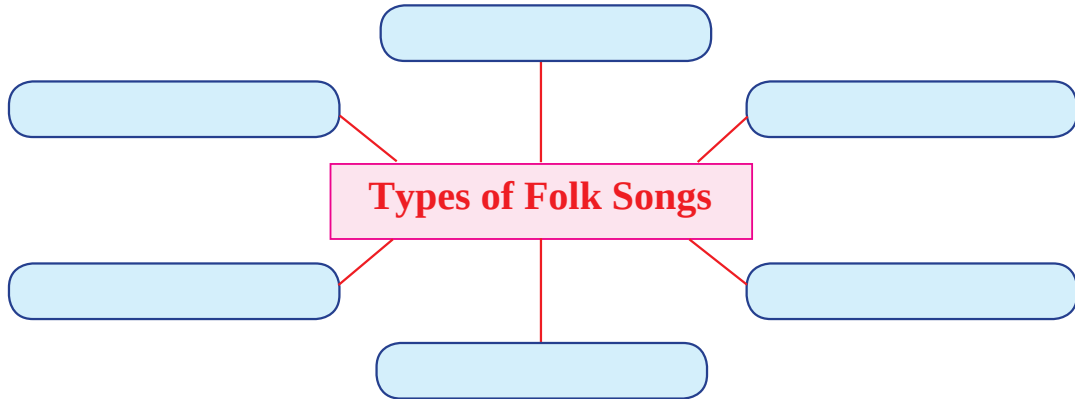


- Encourage the students to practise various types of occasional songs with proper rhythm and melody.

CG -3
C- 3.2
L003AE57
L003AE58

My Activity

1) Write the names of the different folk songs learned in the lesson.
Types of Folk Songs.



2) Write which folk music forms use the musical instruments shown in the picture below.



.....



.....



.....



.....



.....



.....

3) Collect information about folk songs from the elders in your family or neighbourhood and prepare a list of them.





12. Friendship with Music



Look at the pictures below.



Listen to and identify the sounds in the pictures and classify the

Natural Sounds

- १)
- २)
- ३)

Man-made Sounds

- १)
- २)
- ३)

Write other natural and man-made sounds that you know besides the ones given above.

Remember :

- Sounds produced by different elements of nature are called Natural sounds.
- Sounds produced by objects are called Man-made sounds.

Think

Natural Sounds

- 1)
- 2)
- 3)

Man-made Sounds

- 1)
- 2)
- 3)

Let's Imitate Sounds!

Imitate and demonstrate the sounds you have heard in front of your friends.

- Explain the difference between natural and man-made sounds.
- Provide opportunities for students to imitate various natural and man-made sounds.

CG - 3
C - 3.1
LO03AE54/55
/59



What do you see in the pictures above?

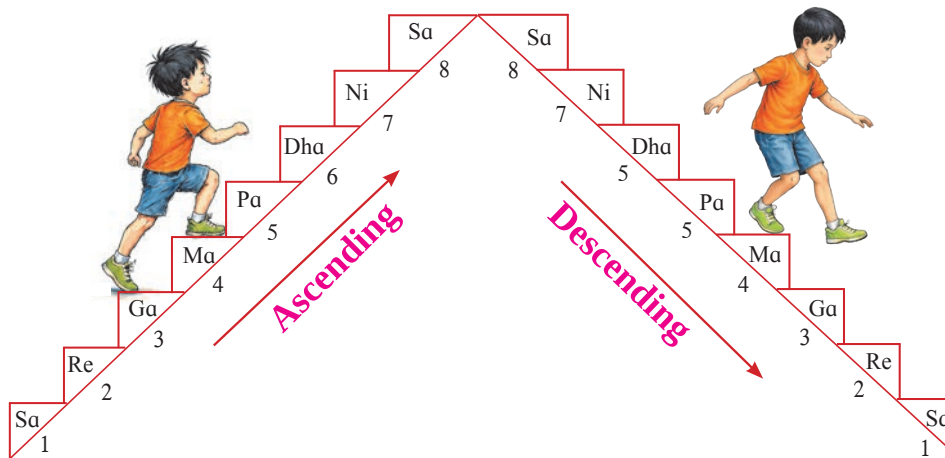
Just as singing requires musical accompaniment, dance also requires singers and musicians.

Remember :

The combination of the three art forms—singing, playing musical instruments, and dancing—is called music.

Ascending and Descending Notes

Observe the pictures given below and discuss them in groups.



Remember :

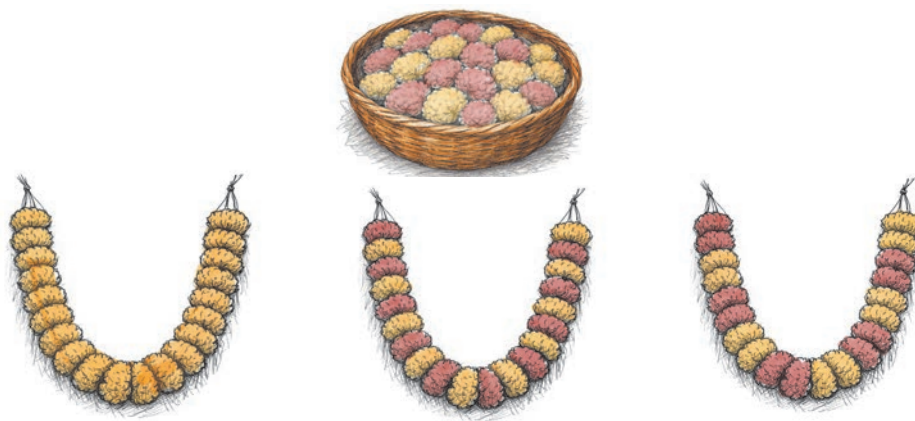
- The act of singing notes in ascending order is called Aroha (Ascending Scale). e.g : Sa Re Ga Ma Pa Dha Ni Sa
- The act of singing notes in descending order is called Avaroha (Descending Scale). e.g : Sa Ni Dha Pa Ma Ga Re Sa

- Using the available resources, guide the students to practise the ascending and descending scales (Aroha and Avaroha).

CG-2

C-2.2

LO03AE52

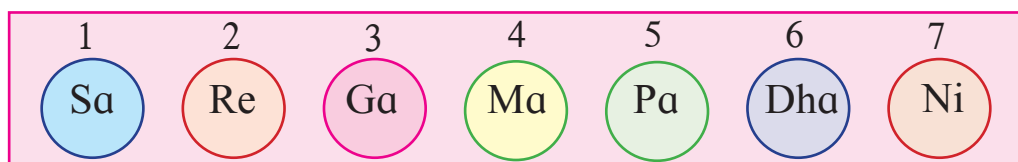


Look at the picture and observe it carefully.

Discuss in groups the differences you notice in the garlands shown in the picture.

Seven Musical Notes

There are seven musical notes in music. Think about whether these notes can be arranged in different ways.



Did You Know?

- A group of seven musical notes is called a **Saptak** (Octave).
- There are three types of Saptak:
- A Saptak is completed only when the upper 'Sa' is reached.

	1	2	3	4	5	6	7	8
Aroha -	Sa	Re	Ga	Ma	Pa	Dha	Ni	Sa
	8	7	6	5	4	3	2	1
Avaroha-	Sa	Ni	Dha	Pa	Ma	Ga	Re	Sa

- Guide the students to practise the Aroha (ascending scale) and Alankars (musical note patterns) with proper pitch and rhythm.

CG - 2

C - 2.1

LO03AE53/56

Fill in the blanks and complete the sequence of musical notes.

1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8
Sa		Re		Ga		Ma		Pa		Dha		Ni		Sa	
8	8	7	7	6	6	5	5	4	4	3	3	2	2	1	1
Sa		Ni		Dha		Pa		Ma		Ga		Re		Sa	

Try It

Complete the following note patterns and practise singing them.

Sa Re Re Ga

Sa Ni Ni Dha

Remember : An attractive and systematic arrangement of musical notes is called an ‘**Alankar.**’

Introduction to Musical Instruments



Harmonium



Tabla



Flute



Pakhawaj



Guitar



Dhol



Tutari



Sambal

- Guide the students to practise alankars in rhythm and tune with the help of clapping.

CG-2
C-2.2
L003AE53



Observe the pictures and classify them according to the way they are played.

1. Instruments Played by Hand.
2. Instruments Played by Blowing
3. Instruments Played with Strings

My Activity

1) Write the musical notes in the correct order in the blank boxes given below.

Sa		Ga	Ma		Dha	
----	--	----	----	--	-----	--

2) What natural and man-made sounds do you hear while coming to school?

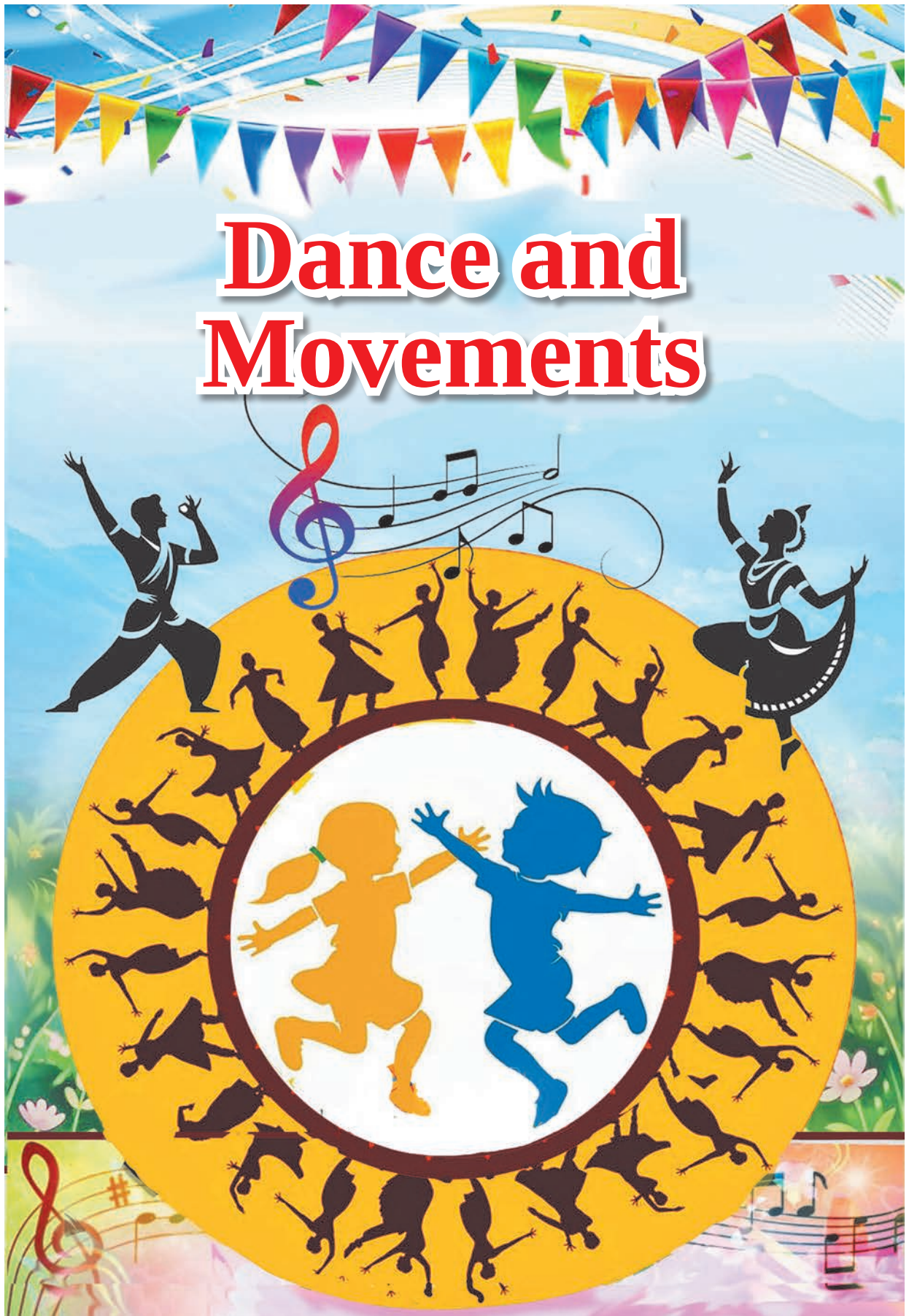
Natural Sounds

- 1)
- 2)
- 3)

Man-made Sounds

- 1)
- 2)
- 3)

Dance and Movements





13. Joy of Dance



Have you ever felt so happy that you started clapping, jumping, or even dancing? We often move our bodies when we are full of joy. You may have already danced to intune your favourite songs. So, come on, let us begin this joyful journey of dance!

Dance is the art of expressing emotions through rhythmic and graceful movements of the hands, feet and the whole body, usually performed on music.

Look at these pictures carefully. Perform the actions shown in them one after another, keeping the rhythm.



1. Clap your hands high and low

2. Clap and take a step forward.
Clap again and take a step backward.



3. Clap to the right and left side

Let's Dance!

Use the movements shown in the picture above. Perform a dance to your favourite song and add jumps and other movements of your choice.

- Encourage the students to observe the given movements and let them include other simple movements, actions and perform to the music of their own choice.
- Ensure that everyone takes part in this activity.

CG-1

C-1.1

LO 03AE62



Come on, let's practice these dance movements together.

- CG - 1
C - 1.1
LO 03AE62

Let's try it out!



Stand in one line, one behind the other. Turn to your right and place both your hands on the shoulders of the friend in front of you. Follow the leader at the front of the line and imitate his/her movements.



1 forward 2 backward 3 forward 4 backward 5 forward 6 backward

Now, form a group of 4 to 6 students. All the members of the group should stand in a line, students numbered 1, 3 and 5 jump forward and then step back, student numbered 2, 4, and 6 step back then jump forward, then you all will be back in a straight line again. Now, practise this movement. After sufficient practice. Perform a dance to your favourite song using these movements.

- Demonstrate the given movements and encourage students to observe, practice and perform to their favourite music.
- Divide students in different equal groups and conduct the following activity.

CG - 1
C - 1.2
LO 03AE63



Paste a dance Picture!

Find a picture of group dance from newspaper or magazine. You may also use a picture of group dance performed by you in your School programme. Paste the picture in your notebook.

Remember :

When many people or performers dance together at the same time and in same rhythm, it is called Group Dance.”

Let's play a fun game - Guess the Leader.

Ask all students to sit or stand in circle. Choose one student to be stand in the center. The students in the circle quietly choose a leader among themselves. The leader starts doing simple movements everyone in the circle should imitate leader's movements. The leader should keep changing the movement without being noticed. Once the leader is identified, that student takes the next turn in the center. Continue the game in this way.



My Activity

Using all the dance movements you have learnt so far, create your own dance and perform it to your favourite song.

- Ask students to find a group dance photograph in a newspaper or school magazine, cut it out and paste it in their school notebook.
- Conduct the 'Guess the Leader' game in the classroom.
- Encourage students to combine all the dance movements they have learnt and perform them in class.

CG - 1

C - 1.2

LO 03AE63

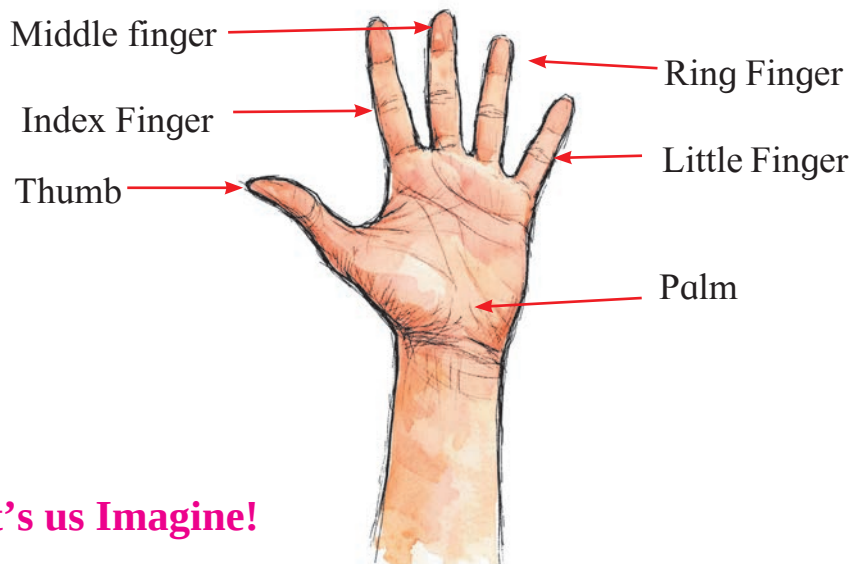


14. Life through Dance



In our daily lives we use our hands in different ways to perform various activities. The palm and fingers of the hand are used to create beautiful movements. Let us learn about these graceful hand movements used in dance.

Let's identify the fingers of our hand.



Let's us Imagine!

Move your palm in different directions. For example hold your palm facing upwards or turn it downwards. Think and discuss what different movements can be created using the fingers and palms.

Using your fingers and palm, try to show different animals birds. Such as peacock, parrot, deer, lion, fish etc.

Let's Understand Hand Gestures!

In dance, hand gestures are used to express different actions, objects, emotions and ideas. These hand gestures are called as Hasta Mudra.

Observe the hand gestures given on the next page. Discuss in the class how these gestures can be used in daily life and write your observations.

- Encourage students to carefully observe and perform the given hand gestures. Help them understand through discussion and imagination, how these gestures are used in dance as well as in everyday life.

CG-2,
C-2.1,
LO 03AE64





1. Pataka hand gesture



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2. Hamsasya hand gesture



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.....

3. Musthi hand gesture



.....

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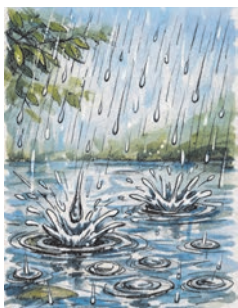
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- Encourage students to observe the hand gestures and try performing them and imagine their applications in daily life.

 CG-2,
C-2.1,
LO 03AE64

Friends, if we observe the movements in nature, they can be very beautifully translated in graceful dance movements. For eg. a tree swaying in the wind, flowing rivers, fish swimming etc., observe the various elements of nature and their movements.



Rain



River



Fish Swimming



Flower



Bird flying



Swaying tree

Look at the natural elements shown in the picture above. Imagine the movements of these elements and think about how they can be used in dance. Try performing these movements in rhythmic way.

- Ask students to observe various elements of nature and perform movements accordingly in sequence.

CG - 4,
C-4.1,
LO 03AE70





What is written in the slip (Note)?

Now let us play a fun game. Let a group of students write the names of different elements of nature and their movements on separate slip of paper. eg. a bird, flying, ocean waves. Put all slips together and shuffle. Each student should pick one slip. The student should understand the nature of element written on the slip and present its movement through body movements and dance according to their imagination.

Let us dance! Sway with Nature!

We have observed different movements in nature and practiced them through simple action.

Now let us perform a dance based on nature song.

Read the following nature song, practice it in groups and present it in the classroom.



- Prepare a slip related to different movements in nature and conduct the game as per the instructions.

CG - 4,
C-4.1,
LO 03AE70

Kilbil kilbil pakshi bolati

Kilbil kilbil pakshi bolati,
Jhuljhul jhuljhul zhare vahati,
Paanopaani phule baharati,
Phulpakhare var bhirabhirati,
Swapni aale kahi,
Ek mi gaav pahila bai.
Tya gaavachi gammat nyaari,
Tithe naandati mulech saari,
Kuni na mothe, kuni dhaakate,
Kuni na basate ethe ekate,
Saare hasati, gaati, naachati,
Koni radake naahi.
Ek mi gaav pahila bai.
- Shanta Shelake



My Activity

- Choose your favourite nature song or Children's song perform a group dance based on the selected song using your creativity.

- Teachers should conduct a drama demonstration in the classroom and encourage students to observe, practice and develop their own dance movements.

CG-4,

C-4.1,

LO 03AE70



15. In the company of Dance



We use music while dancing, music include not only song but also rhythm and beats. Rhythm and beats are very important for dance along with music.

Let us learn rhythm and beats.

In our daily life as well as nature there is rhythm. A clock has three hands. The hour hand, the minute hand and the second hand. The hour hand moves slowly, the minute hand moves at a medium speed, and the second hand moves fast. This speed is called rhythm and it related to equal time intervals. Rhythm means time or speed. There are three types of rhythm.

Laya

1. Vilambit Laya- Slow rhythm
2. Madhya Laya – Medium rhythm
3. Drut Laya – fast rhythm



Vilambit Laya- Slow rhythm **Madhya Laya** – Medium rhythm **Drut Laya** – fast rhythm

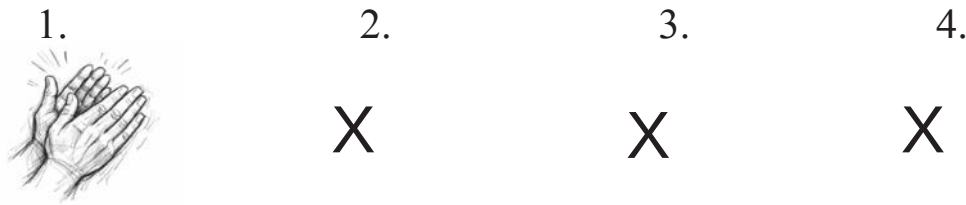
- The concept of rhythm can be explained through different examples.
- The activity of rhythm can be understood individually or in group.

CG - 2
C - 2.2
LO 03AE65

Let us play with Rhythm!

Try these fun rhythm activities.

1. Slow Rhythm – (Vilambit Laya) : Say the number from 1 to 4 one after another clap only while saying 1.



2. Medium Rhythm – (Madhya Laya) : Again say the number from 1 to 4. This time clap while saying 1 and 3.



3. Fast Rhythm (Druta Laya): Say the number from 1 to 4. Clap every number this time.



Try clapping in different speed as shown in the pictures.

Going ahead choose any speed of your choice and try doing the dance movements on the same speed. Now change the speed and try doing the same movements in remaining two speed.

- Encourage students to observe, imitate, and practice the above activity.

CG - 2

C - 2.2

LO 03AE65



Taal

Taal is a rhythmic cycle given to a song or an instrumental composition. It is measured through beats. eg. Keherva taal - matra 8; bol - Dha Ge Na Ti Na K Dhi Na

Fun with rhythm and Beat!

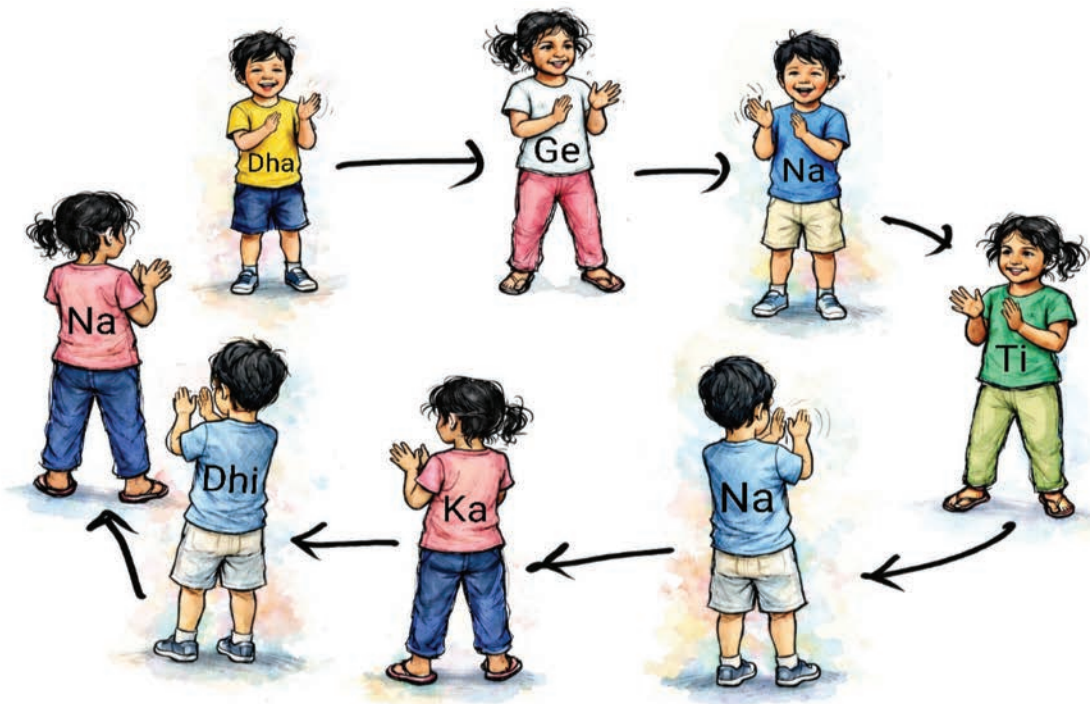
Say the keherwa taal using slow, medium and fast tempo. As you say each syllable, clap with both hands or tap one foot on the floor to keep the beat.

Keherva Taal activity

Now recite the keherwa taal rhythmically. For the eight syllables in the bols, form a group of eight friends. Assign one syllable to each student.

Each student should say their assigned syllable in the selected tempo. Practice saying the bols together in a steady rhythm.

Try reciting the keherwa taal in another method as well.



- Practice reciting the keherwa taal in different speeds.
- Observe whether saying the syllables and clapping or tapping the foot happen at the same time. Notice that each bol is spoken one after another in the same rhythm.

CG-2
C-2.2
LO 03AE65

Musical Instruments

Let us learn about some musical instruments used in dance and music!

Look at the pictures below, listen to their sound and then discuss in class. For which dance style these instruments are used.



Tabla



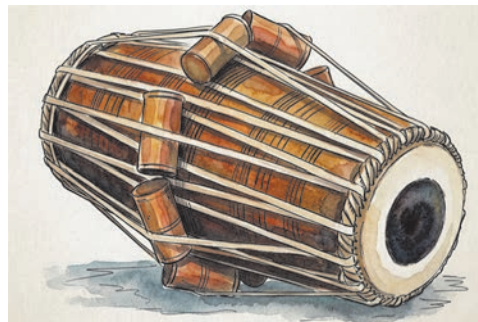
Ghungaroo



Lezim



Daaf



Mridangam



Taal



Dholki



Harmonium

- Listen to the sound of instruments and then in which dance form this instrument is commonly used – Discuss that in class.
- Discuss in the class different type of dance style and instruments used in those dance forms.

CG-3
C-3.1
LO 03AE66





Instruments around us.

Mention the instruments you have seen around you and make a list.

.....

.....

.....

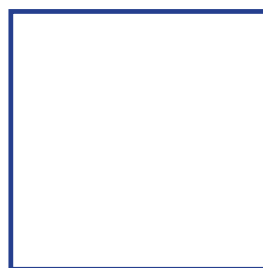
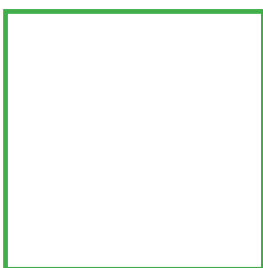
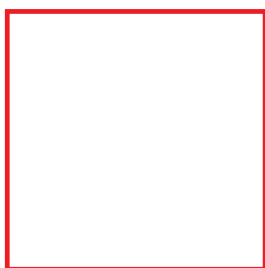
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Let us draw!

Observe the shapes of the musical instruments and draw its pictures in the boxes given below.



Find the instruments in the picture and connect them with their respective names given on the side.

Tabla

Mridangam

Dhol

Dholki

Tasha



Basari

Taal

Zanja

Harmonium

Ghungaroo

Remember :

While dancing, we use movements, expressions and rhythm. These help to improve our creativity and confidence.

- Understand the shape of the instruments and draw the pictures.
- Assist students to find the shapes of the instruments in the picture and match them with their names.

CG-3
C-3.1
LO 03AE66

Costume

We all wear different types of costumes. Men and women in Maharashtra wear various traditional costumes and perform dances during festivals and celebrations.

Look at the costumes shown in the pictures and identify the dance forms. Write two or three sentences describing them.



Name of the Dance –



Name of the Dance –

My Activity

- 1) Observe the dance form done in your area and mention the costumes, props and instruments needed for the music etc. Then prepare a list of these things accordingly.

Name of the Dance	Costume	Props	Instruments
.....			
.....			
.....			
.....			

- Identify the instruments played locally and make a list of name of those instruments.
- Similarly make a list of dance forms performed in your area and prepare a list of the materials and musical instruments required.

CG-3
C-3.1
LO 03AE67/68

16. Art and Culture

The festivals and traditions in our surroundings show our art and culture.

We celebrate different festivals, fairs and celebrations happily together. Everyone takes part with joy.

Some pictures given below are of festivals and celebrations. Recognize these festivals and tell which festivals you celebrate in your region. Along with that discuss about the festivals that you celebrate in your region in class and then write it in your books as well.

Local festivals



- Encourage students to observe the festivals in their region.
- Encourage group of students to describe the festival in their own words.
- Make sure everyone gets opportunity.

CG -4
C-.2
Lo- 03AE24

The environment around us is connected with our culture. Festivals and traditions change from place to place. For example. The festival of Bail Pola is celebrated as Bendur. In some places as shravan Pola and in some places it is popular as Bhadrapad pola.

Lets discuss the following questions with your classmates and teacher.

- Which festivals are celebrated in your surroundings?
- Which traditions in these festivals do you enjoy more?
- Do your grandparents or other relatives celebrate festivals differently in their area?

Music and dances in festivals

Many beautiful festivals are celebrated in our state. During festivals, people came together, sing songs, dance and celebrate happily. Festivals give us joy. Through festivals, we learn about unity and culture. During festivals, people sing folk songs and perform folk and group dances together and enjoy themselves.



Ganesh Festival



Nagpanchami



Holi



Village Fair

Besides these, during which occasions in your area are traditional songs are sung and dances performed? Make a list.

- Discuss and share information about the festivals and ceremonies celebrated in your locality.
- Talk about the folk songs and folk dance performed during different festivals in your locality.

CG -
C-
Lo- 03AE61/71



Regional Art and Artists

People from different region celebrate different culture and traditions. Similarly different areas have different arts and artist as well.

Look at the pictures given below. Tick mark in front of the art forms which are present in your region.



Painting - Painter ☐



Instrumental Music- Instrumentalist ☐



Powada -Shahir ☐



Bharud - Bharud performer ☐

- Gather information about regional art and artist and discuss about it in class.

CG -4
C- 4.1,04.2
Lo- 03AE
42/60/61

Make a list of other artists in your area and the art form related to them.

Name of the Art	Artist
.....	
.....	
.....	
.....	
.....	

Conversation with a local Artist

In our surroundings, we find many local art forms such as dance, music, painting, sculpture, etc. A person who performs these arts is called Artists. Artists entertain people through their art and preserve culture. Observe the artists in your area carefully. To interact with an artist, use the question given below. You may also ask more questions of your choice.

- 1) What is your name?
- 2) How many people live in your family?
- 3) How did you learn this art?
- 4) Who taught you this art?
- 5) For how many years have you been performing this art?
- 6) Has anyone else in your family learned this art?
- 7) What materials are needed to perform this art?
- 8) Do you need anyone's help to perform this art?
- 9) Whom do you consider your ideal in this field?
- 10) How can we get an opportunity to learn this art?

Write the interview with the artist in the form of a questionnaire and show it to your teacher.

- Make a list of the artist and artisans in your locality.
- Arrange a visit to the workplace of local artist or invite an artist to your school. Prepare the the necessary questions for the interview.

CG -4
C- 4.1,4.2
Lo- 03AE
25/42/60





My Activity

- 1) Stick a picture and write in short about the festivals celebrated in your region.
- 2) Interview a local artist about his art and journey and write it in your books.
- 3) Sing a song which is most commonly sung in the festivals celebrated in your region.
- 4) Learn about the dance form locally performed during festivals try doing a few simple steps as well.
- 5) Gather information with pictures about a local folk dance from your region and demonstrate its movements.

Notes

[illegible]

राज्यगीत

जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥४॥

भिती न आम्हा तुझी मुळी ही गडगडणाऱ्या नभा
अस्मानाच्या सुलतानीला जबाब देती जिभा
सह्याद्रीचा सिंह गर्जतो शिव शंभू राजा
दरी दरीतून नाद गुंजला महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा ॥१॥

काळ्या छातीवरी कोरली, अभिमानाची लेणी
पोलादी मनगटे खेळती, खेळ जीवघेणी
दारिद्र्याच्या उन्हात शिजला
निढळाच्या घामाने भिजला
देश गौरवासाठी झिजला
दिल्लीचे ही तख्त राखितो, महाराष्ट्र माझा
जय जय महाराष्ट्र माझा, गर्जा महाराष्ट्र माझा
जय जय महाराष्ट्र माझा ॥२॥

Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must :

1. Not blame yourself.
2. Tell someone whom you trust.
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad,
confused and helpless.
You need not feel “bad” because it’s not your fault.



Press This Button

POCSO e-box available at ncpcr@gov.in

If you are below 18 years of age, and are troubled or confused
or abused or in distress or know some other child who is...

*Call 1098...because some numbers are good!
They change lives!!!*



CHILDLINE 1098 - a national 24 hours toll free
emergency phone service for children in distress is an
initiative of CHILDLINE India Foundation supported
by Ministry of Women & Child Development.



नए समाज की ओर
Towards a new dawn



Provide students age-appropriate guidance on recognizing and understanding
good touch and bad touch, ensuring their physical and emotional well-being.



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