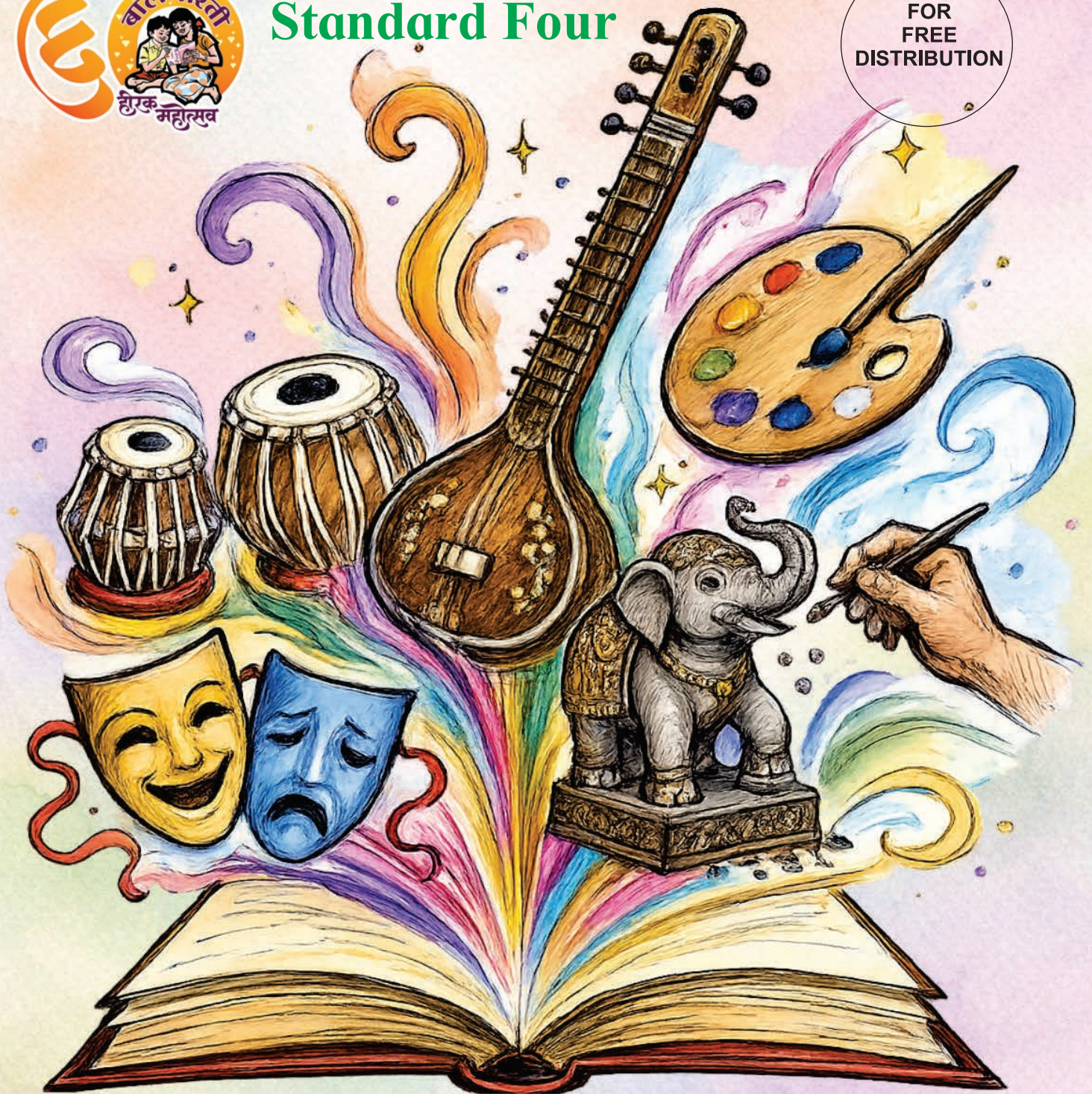


Art Education



Standard Four

FOR
FREE
DISTRIBUTION





Tele MANAS Helpline

Tele MANAS (Tele Mental Health Assistance and Networking Across States)
(14416/ 1800-89-14416)

Under the National Mental Health Program, the centrally sponsored scheme Tele MANAS is being implemented in the state of Maharashtra from October 2022. Under the Tele MANAS Program, free 24 × 7 integrated and comprehensive mental health services are provided through the helpline number 14416. This includes treatment and counselling by experts for various mental problems. The information provided by you after calling the Tele MANAS helpline remains completely confidential, so students, parents and teachers should feel free to call the helpline number and tell them about their problems and doubts and get guidance on it. Tell others to take help from this facility as well.

Manodarpan

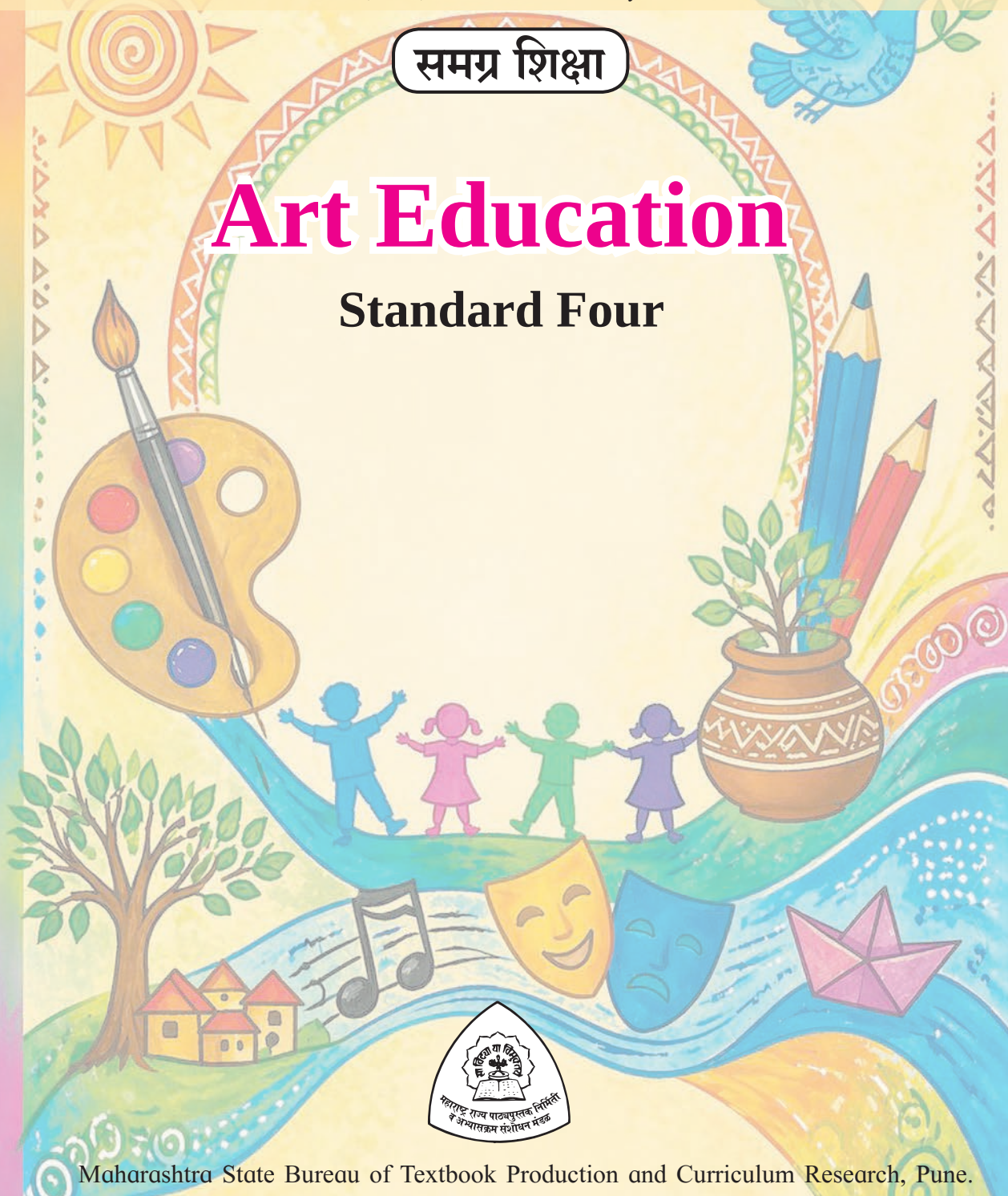
The Manodarpan Helpline (8448440632) is a free telephone service that has been made available since July 2020. It is provided by the Ministry of Education through the Manodarpan Cell at the National Council of Educational Research and Training (NCERT) to offer psychological guidance and support to students, parents and teachers. This service is available every day of the week from 8:00 AM to 8:00 PM. Students, parents and teachers can call this helpline to receive the necessary guidance and counseling.

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 June 01, 2026, for use from academic year 2026-27 onwards.

समग्र शिक्षा

Art Education

Standard Four



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



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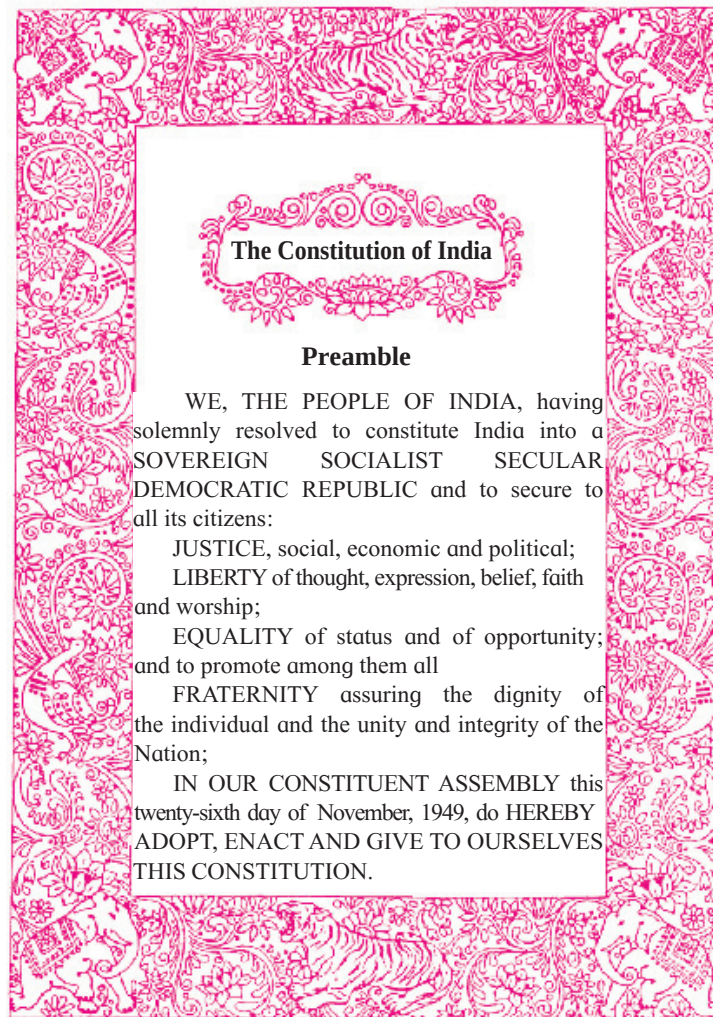
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The Constitution of India

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,

Welcome to Class Four.

We are happy to place the Art Education textbook of Class IV in your hands. This Art Education book will give you joy while learning art and will strengthen your imagination. Drawing pictures, colouring, singing songs, acting, dancing or expressing feelings through different movements are all forms of art. Art helps us express our thoughts and feelings beautifully. This textbook includes various branches of art such as Visual Art, Drama, Music, Dance and Movements. In Visual Art, you will learn drawing, memory drawing, object drawing, decorative work, sculpture, lettering and art and culture. Through drama, you will experience acting.

In music, you will learn singing and playing instruments, while through dance and movement you will experience rhythm and beat with your body. The activities in this book will help you work independently, use your imagination, and create new things. Some activities you will do alone, while others you will do together with your friends. This will make learning more enjoyable and fun. While drawing pictures and creating artworks, guidance has been provided on the use of different tools, materials, and techniques. Try to use eco-friendly materials as much as possible. You will realize that beautiful artworks can be created using materials available around you.

Some activities and field visits have been suggested to help you become familiar with the local art, artists, and culture of your region. Through these, you will be able to closely observe the rich artistic heritage around you.

Every student is unique, and everyone possesses some special qualities. Therefore, while doing the activities in this book, express your ideas freely. Do not be afraid of making mistakes. Keep trying and enjoy learning art.

We are confident that this book will awaken the artist within you and make your learning journey more beautiful.

Come, let us learn art with joy and fill our imaginations with colours!

Pune.

Date : 19 April 2026

Indian Solar Vaishakh 2, 1948

Akshay Trutiya



(Anuradha Oak)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune

FOR TEACHERS

We are pleased to present this Art Education textbook prepared for the students of Class IV. According to the guiding principles of the National Education Policy (NEP) 2020, Art Education has been considered very important for the holistic development of students. The objectives of this Art Education curriculum are to provide opportunities for creativity, enhance imagination, encourage self-expression, and make the learning process enjoyable. This textbook includes four art forms: Visual Art, Theatre, Music, and Dance & Movement.

Through each art form, students will get opportunities to observe, present, create, and express their own ideas. Activity-based learning, group work, discussions, and role-play should be used to provide meaningful learning experiences. Every activity should focus on joyful learning.

Through visual art, theatre, music, dance, and movement, students will be able to express their thoughts, feelings, and imagination with ease. Although the book is divided into four sections—Visual Art, Theatre, Music, and Dance—all four sections should be given equal importance in the annual plan so that students can enjoy and experience all four art forms throughout the year. While designing the activities in this textbook, an inclusive approach has been adopted considering all types of learners.

Every student should be able to participate according to their abilities, and teachers should maintain a sensitive attitude so that students receive encouragement for their artistic talents. It is expected that teachers will make teaching more effective by using the goals, competencies, and learning outcomes prescribed for each art group. The aim is to develop skilled students who look at art from a holistic perspective and are able to lead a joyful life. Let us all work together to achieve this goal.

Instructions for Teachers:

Visual Art

- Give students practice in drawing different types of lines and shapes, as well as various letter forms for beautiful handwriting.
- Explain the difference between natural elements and man-made objects and provide suitable examples.
- Explain the steps involved in drawing a memory picture. Ensure that students do not copy others' drawings. Encourage them to draw memory pictures based on descriptions of events or situations.
- Show examples of memory pictures and imaginative pictures and explain the difference between them. Create a suitable atmosphere by telling stories that stimulate students' imagination.
- Collect samples of different kinds of drawings, photographs, and sculptures and use them as teaching-learning materials.
- Not all students may enjoy drawing. Therefore, motivating learning experiences and demonstrations are necessary to develop interest in visual art. If a student attempts to create something new in visual art, encourage and guide them appropriately.
- Introduce local art forms and artists. If possible, organize field visits to local artists' workshops.

Theatre

- Create a joyful classroom atmosphere and engage students in simple and natural actions, movements, and mime activities.
- Divide students into small groups and ask them to present short situations or scenes.
- Ask students to act as animals, birds, and various elements of nature.
- Give students opportunities to create and present their own dialogues and movements. Show pictures and ask questions such as, "What do you see in this picture?"
- Assign roles to all students and involve everyone in the presentation. Select situations

that relate to their daily experiences.

- Ensure safety while performing movements during presentations. Encourage students to use available materials in different ways.
- Give students from other groups an opportunity to observe a group's performance. Encourage them to provide observational feedback. Develop the concept of a classroom theatre.

Music

- Create a joyful and enthusiastic classroom environment and ensure active participation of students.
- While teaching songs, first sing and demonstrate them yourself. Teach songs by dividing them into small sections.
- Introduce rhythm, tempo, 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 Jat-yavarachi Gani (grinding-stone songs), and provide practice along with demonstrations.
- Use available musical instruments such as the drum, cymbals, tambourine, harmonium, and tabla to develop a sense of rhythm. Divide students into small groups and have them perform songs.
- Give every student an opportunity to participate in singing or playing an instrument to build self-confidence.
- Use available learning materials or videos to practise notes and musical ornaments with proper rhythm and tune.
- Use QR codes to play and teach songs. Assess students through both group and individual performances.

Dance and Movements

- Create a joyful and enthusiastic classroom atmosphere and encourage every student to participate in dance activities.
- Introduce dance through simple and natural body movements.
- Encourage students to transform daily movements (such as walking, jumping, and turning) into dance movements.
- Develop an understanding of rhythm, tempo, and speed through playful activities.
- Guide students in expressing different facial emotions such as happiness, sadness, and surprise.
- Encourage students to perform simple dance activities in small groups. Give every student an opportunity to participate in dance.
- While dancing, provide instructions regarding physical safety, maintaining proper distance, and wearing appropriate costumes.
- Make proper use of available resources (music, space, etc.) to provide different dance experiences.
- At the end of the dance activity, hold a brief discussion about what students experienced or learned. Provide positive feedback that encourages creativity and self-confidence.

The textbook has been designed with an inclusive approach, considering all types of learners. Every student should be able to participate according to their abilities, and the activities in this textbook should be implemented with a sensitive approach so that students receive encouragement for their artistic talents.

It is expected that teachers will make teaching more effective by considering the prescribed curriculum, learning objectives, competencies, and learning outcomes for each art group.

The aim is to develop skilled students who view art from a holistic perspective and are able to lead joyful lives. Let us all work together to achieve this goal.

Standard : 4th	
Subject : Visual Art	
Curriculum Goal: CG – 1 : To develop confidence in exploring, depicting, and expressing human emotions through the medium of art.	
Competency: C - 1.1 Creates various images enthusiastically that depict emotions and imagination from daily life.	
Code	Learning Outcome
04AE01	Creates drawings from memory based on small elements observed in the surroundings.
04AE02	Illustrates scenes from various imaginary stories using his/her own creativity.
04AE03	Creatively uses patterns based on different shapes found in natural elements.
04AE04	Draws memory pictures of small elements from the surroundings.
Competency : C - 1.2: Discusses various ideas and responses while working collaboratively in visual arts.	
04AE05	Practices and traces the curves and strokes of numbers and letters.
04AE06	Understands the proportion of numbers and letters and writes them accordingly.
04AE07	Creates designs and compositions of numbers and letters using various media of expression.
Curriculum Goal: CG - 2 : To freely use imagination and creativity in the practice of art.	
Competency : C - 2.1 : Creatively uses various visual elements (line, shape, colour, space, texture) while depicting daily observations, personal experiences, and emotions.	
04AE08	Draws different types of lines according to their characteristics.
04AE09	Draws various shapes using simple methods without mechanical instruments.
04AE10	Draws familiar objects used in daily life using simple techniques.
Competency : C - 2.2 : Explains the visual elements, concepts, and contrasts found in artworks shared in the classroom.	
04AE11	Relates geometric shapes to shapes of surrounding objects and explains similarities and differences.
04AE12	Classifies observed objects and depicts them through drawings.
04AE13	Freely expresses and describes personal ideas through pictures.
Curriculum Goal: CG - 3 : To explore and apply the basic processes, materials, and techniques of art.	
Competency : C - 3.1 : Selects appropriate materials, tools, and techniques while working in visual arts.	
04AE14	Uses various colour media for printing activities.
04AE15	Creates different types of textures.
Competency : C - 3.2 : Follows the stages of planning, implementation, and presentation while creating individual and group visual artworks.	
04AE16	Decorates creatively using available materials and resources.
04AE17	Creates three-dimensional structures using environmentally friendly materials available in the surroundings.
04AE18	Creates symbolic three-dimensional forms through clay work.
Curriculum Goal: CG - 4 : To explore the beauty of nature and develop an interest in various local art forms and cultural traditions	
Competency : C - 4.1 : Identifies visual elements in nature and describes their artistic qualities.	
04AE19	Describes the artistic characteristics of various natural elements
Competency : C - 4.2 : Shows curiosity about local art forms and culture.	
04AE20	Prepares a project by collecting pictures, photographs, and clippings related to favourite local art forms.
04AE21	Explains information by relating various art forms to local art and culture.

Subject : Theatre	
Curriculum Goal: CG - 1 : To develop self-confidence through experiencing self-reflection, presentation, and expression of human emotions through the medium of art.	
Competency : C - 1.1 : Presents situations, experiences, various elements, and characters in theatre enthusiastically.	
04AE22	Observes and presents daily-life situations from the surrounding environment.
Competency : C - 1.2 : While working collaboratively in theatre, discusses his/her own ideas and responses through interaction.	
04AE23	Observes and imitates the voices of familiar professionals from the surrounding environment.
04AE24	Observes presentations performed by peers/helpers and expresses reactions or feedback about them.
Curriculum Goal: CG - 2 : To freely use imagination and creativity for the practice of art. Competency.	
Competency : C - 2.1 : Uses various combinations of visual elements creatively while portraying daily observations, personal experiences, and emotions.	
04AE25	Collects the materials required for a theatrical presentation.
04AE26	Collects materials and arranges them appropriately for the preparation of a theatrical presentation.
04AE27	Collects available sound-producing objects from the surroundings and creates background music for a theatrical presentation.
Competency : C - 2.1 : Combines various characters, roles, situations, spaces, and stage properties to create and present a play in the classroom based on everyday events.	
04AE28	Re-presents the performance after considering the suggestions discussed following the presentation.
04AE29	Gives individual or group feedback on presentations made by others.
Curriculum Goal: CG - 3 : To explore and apply the basic processes, materials, and techniques of art.	
Competency : C - 3.1 : Selects materials, tools, and techniques used while working in theatre arts.	
04AE30	Learns about the materials required for various presentations and creates alternative materials when necessary.
04AE31	Selects materials required for costumes according to the character and presents the role accordingly.
04AE32	Creates paper masks for characters according to their roles in a play.
Competency : C - 3.2 : Follows the stages of planning, implementation, and presentation while performing individual and group theatre activities.	
04AE33	Practices individual or group performances with fellow participants.
04AE34	Rehearses presentations with the help of technical resources.
Curriculum Goal: CG - 4 : To explore the beauty of nature and develop an interest in various local art forms and cultural traditions.	
Competency : C - 4.1 : Identifies elements of drama and movement in nature and describes their artistic qualities.	
04AE35	Uses natural light in presentations while depicting different times of the day.
04AE36	Uses natural materials while presenting a lesson or poem from the textbook.
04AE37	Creates shapes of natural elements in presentations through human body movements and actions.
Competency : C - 4.2 : Shows curiosity about local artists and culture.	
04AE38	Observes and enjoys festivals and celebrations held in the surrounding area.
04AE39	Learns about local folk artists and their art forms and responds appropriately to the art..

Subject : Music	
Curriculum Goal: CG - 1 : To develop self-confidence through experiencing the exploration, presentation, and expression of human emotions through the medium of art.	
Competency : C - 1.1 : Practises and performs familiar forms of music enthusiastically.	
04AE40	Listens attentively to familiar music and performs it.
04AE41	Uses hand gestures, clapping, and finger snapping while practising songs
Competency : C - 1.2 : Discusses personal ideas and responses while working collaboratively in music.	
04AE42	Recognises the importance of national unity through patriotic songs
Curriculum Goal: CG - 2 : To freely use imagination and creativity in the practice of art	
Competency : C - 2.1 : Combines practice and performance of songs and rhythms in various forms of singing and instrumental music (solo, duet, and group).	
04AE43	Understands rhythm and beat in singing and instrumental music and performs a solo song
04AE44	Practises and performs duet and group forms of singing and instrumental music.
Competency : C - 2.2 : Demonstrates comparison and contrast among musical elements (rhythm, beat, melody, mood) in different musical styles presented in the classroom through songs and expression	
04AE45	Listens to different types of songs and identifies the differences among them.
04AE46	Briefly explains the concepts of notes (swaras) and ornaments (alankars) in classical music
Curriculum Goal: CG - 3 : To explore and apply the basic processes, materials, and techniques of art.	
Competency : C - 3.1 : Selects sounds, musical instruments, and arrangements while performing music	
04AE47	Listens to music-related sounds from the surroundings and imitates them.
04AE48	Performs instrumental music using available materials.
Competency : C - 3.2 : Suggests various ideas while selecting music for participation in practice and performance.	
04AE49	Selects and uses suitable musical instruments while presenting Abhangs and Powadas..
Curriculum Goal: CG - 4 : To familiarize oneself with the aesthetic richness of regional arts and cultural traditions	
Competency : C - 4.1 : Identifies musical elements in nature and describes their artistic qualities.	
04AE50	Observes and imitates various sounds found in nature.
04AE51	Describes music associated with local festivals and celebrations.
Competency : C - 4.2 : Shows curiosity about local art forms and culture.	
04AE52	Describes local traditional art forms.
04AE53	Explains how local traditional music reflects folk life and culture.

Subject : Dance and Movements	
Curriculum Goal: CG - 1 : To develop self-confidence through experiencing the exploration, presentation, and expression of human emotions through the medium of art.	
Competency : C - 1.1 : Practises and performs familiar dance movements enthusiastically	
04AE54	Performs physical movements from familiar dances in a sequential and rhythmic manner.
Competency : C - 1.2 : Discusses ideas and responses while participating in group performances of dance and movement	
04AE55	Participates actively in group presentations of dance and movement.
Curriculum Goal: CG- 2 : To freely use imagination and creativity in the practice of art.	
Competency : C - 2.1 : Creates and presents sequences of dance and movement based on daily activities and personal experiences.	
04AE56	Presents physical movements from daily life on stage through dance in a rhythmic manner
Competency : C - 2.2 : Compares different dance and movement styles introduced in the classroom on the basis of expression, rhythm, gestures, and theme.	
04AE57	Understands two different rhythms through dance movements and compares them.
Curriculum Goal: CG - 3 : To explore and apply the basic processes, materials, and techniques of art.	
Competency : C - 3.1 : Selects musical instruments, costumes, choreography, and other arrangements used in dance..	
04AE58	Selects songs and musical instruments for choreographing a dance.
04AE59	Selects different physical movements according to the theme for use in dance..
Competency : C - 3.2 : Contributes ideas while selecting dance and movement sequences and while participating in practice and performance	
04AE60	Performs dance and movement sequences based on a backdrop according to his/ her own imagination.
Curriculum Goal: CG - 4 : To familiarize oneself with the aesthetic richness of regional arts and cultural traditions.	
Competency : C - 4.1 : Identifies movement elements in nature and describes their artistic qualities.	
04AE61	Compares movements in dance with movements found in nature and describes their artistic qualities.
Competency : C - 4.2 : Shows curiosity about local art forms and culture.	
04AE62	Enthusiastically presents local art forms that convey the importance of culture..

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॥

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Visual Art



Natural objects can also help in creating beautiful artworks. This helps improve our creativity and sense of beauty.

e) _____

- CG -2
C- 2.1
LO-04AE08



- **Observe the different objects in the picture. What types of lines are used in them? Write their names.**

1) Chakli



2) Water Waves



3) Tall Building

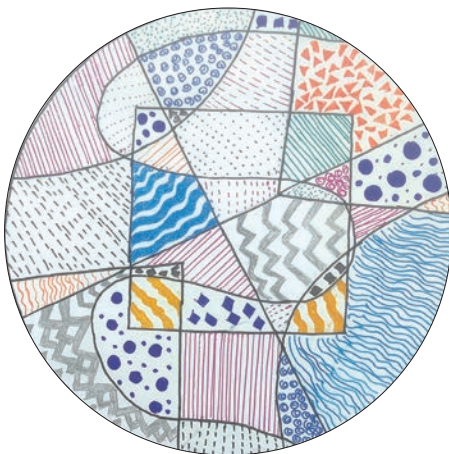


4) Line of Ants

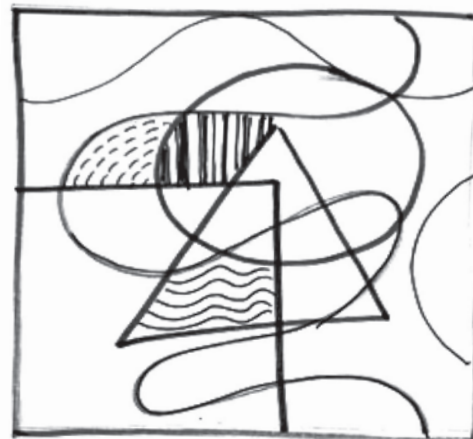


- **Let's complete the picture using lines.**

Look at the pictures in Group 'A' and complete the pictures in Group 'B' using different types of lines.



A

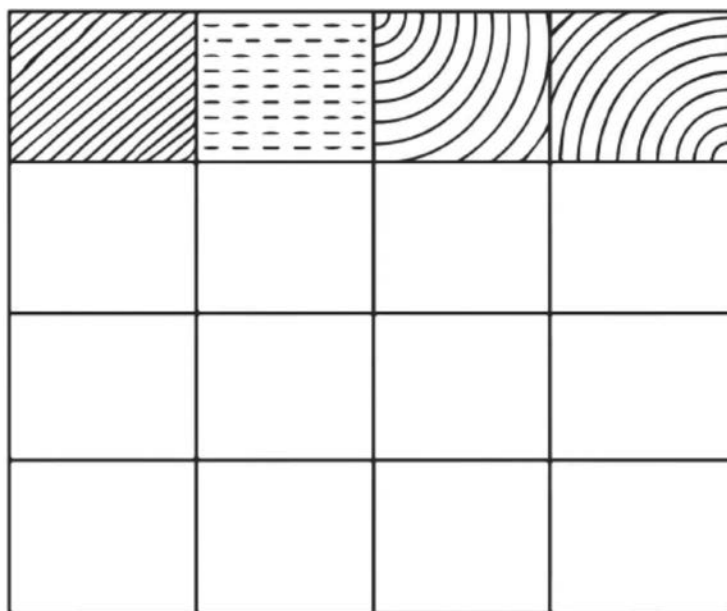


B

- **Encourage students to use their own ideas while making designs. Show sample pictures and videos for reference.**

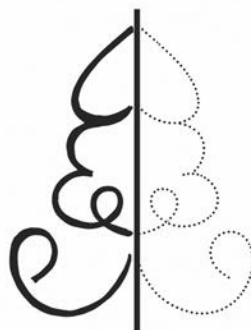
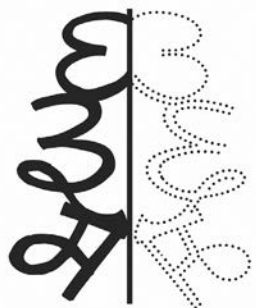
CG -2
C- 2.1
LO-04AE08

- Complete the picture in each small square of the given big square by using different types of lines.



- Complete the pattern

The pattern made with numbers and letters is given on the left side. Draw the same mirror image pattern on the right side.



Complete the given design and fill it with your favourite colours.



- Encourage students to practise lines and make designs.

CG -1/2
C- 1.2/2.1
LO-04AE07
/08



Let's Make Designs with Natural Shapes.

Use leaves, flowers, or other natural shapes to complete the design. Colour it in bright or dark shades as you like.

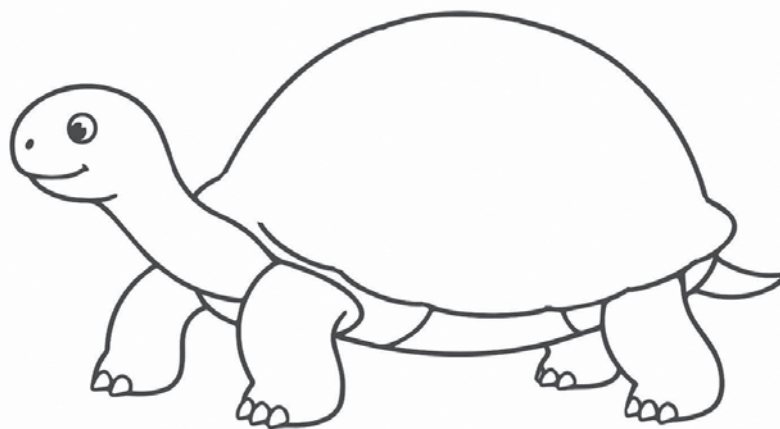
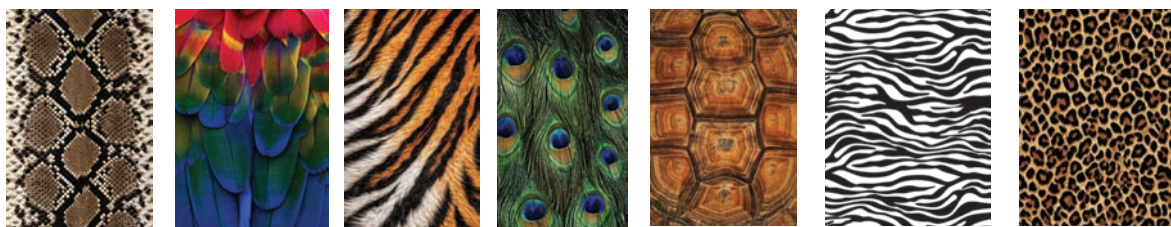


Remember :

Repeating one or two shapes and colouring them creates a beautiful design.

Let's Create Designs from Patterns.

1. Look at the given shapes and draw your favourite one in the picture below.



2. Draw a saree border design in your drawing note book and colour it nicely.

- Encourage and guide the students during the activity.

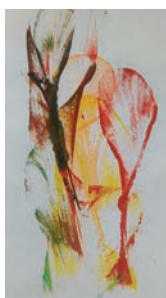
CG -1
C- 1.1
LO-04AE03

Texture and Design

- Touch different objects and tell how they feel. For example, touch glass, cotton, cloth, stone and leaves. Children, the feeling we get by touching things is called Texture in art.
- A surface that feels rough, smooth, sharp, or soft when we touch it is called Tactile texture.
- When a surface looks rough, smooth, or sharp by only seeing it, it is called Visual texture. Different prints can also be used in designs. Let us enjoy making textures with prints.

Identify the Prints

Observe the given prints carefully. Identify them and write their names below the pictures.



- We can make beautiful designs using different prints. Prints of different objects can be taken on paper; such as jute cloth, potato and finger prints.
- Write the names of other objects whose prints can be taken on paper.

Remember :

Use water colours for this activity. Take care that the colour does not become too thin while making prints.

- Encourage the students to make designs with various textures.

CG -3
C- 3.1
LO-04AE14
LO-04AE15



Designs from Prints :

Draw any big shape of your choice in your notebook. Use available materials to take different kinds of prints and create a beautiful picture inside the shape.

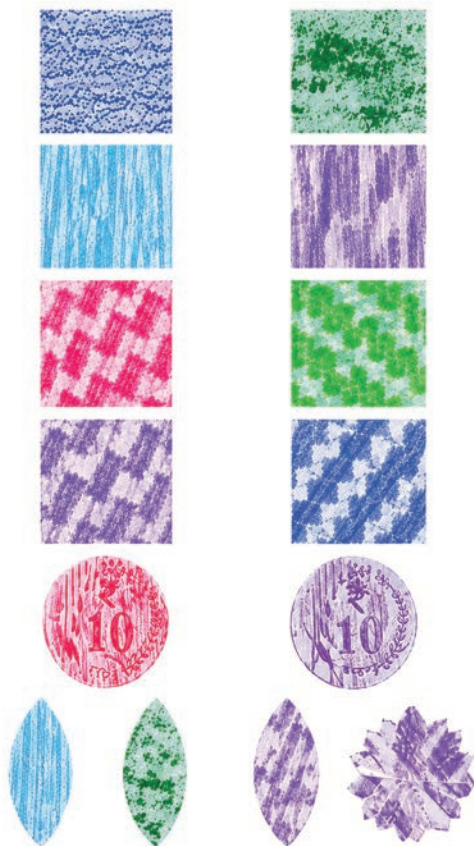
Texture and Collage

Let us make a collage picture using different kinds of textures.

We can use many objects from our home to create textures.

(e.g. glass window, coins, tree bark, etc.)

Place a sheet of paper on different objects and rub coloured pencils over it to get their textures. Cut the textured paper into different shapes and paste them on paper. Use them creatively to make a decorative design picture. Now look at the sample picture given with the lesson. Texture creation makes the picture more attractive and interesting.



- Encourage group discussion for texture creation and give students a chance to use their imagination.

CG -3

C-3.1

LO-04AE14

LO-04AE15

Let's Try an Activity !

Draw a picture of a tree with a big trunk. Think and identify which materials like leaves, pod shells, rangoli, soil, sand, or sticks can be used to give the feeling of the tree trunk's texture.

Let's Create Designs Using Natural Materials

Let us freely create designs using natural materials such as shells, water, flowers, stones, etc.



Use natural materials available in your surroundings and create a design of your own. Show it to your teacher.

Let's Make a Greeting Card.

Instead of buying a greeting card from the market, making one by yourself and giving it to your friends makes them happier.

- Encourage students to decorate using materials available in nature.
- Instead of pointing out mistakes, encourage students to try new ideas and experiments.

CG -3
C- 3.2
LO-04AE16
LO-04AE17



Let us create a decorative greeting card for our friends using natural materials and objects. For this activity, we can use leaves, sticks, finger prints, pieces of paper, etc.

Take a thick sheet of paper. Paste leaves, flower petals, sticks and other materials on it as shown in the sample pictures and make a beautiful greeting card.

Remember : While doing the activity, use fallen leaves of different colours collected from the ground.



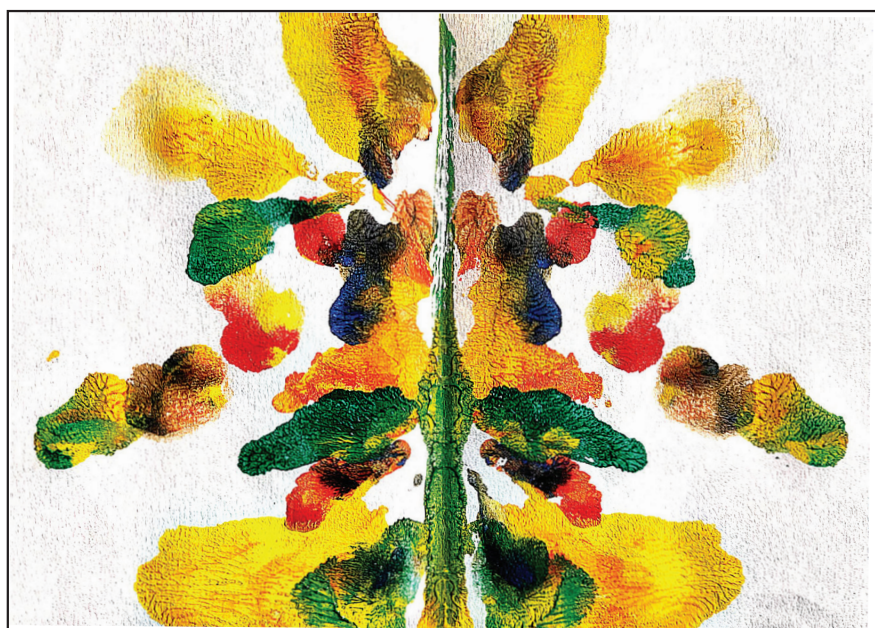
- Encourage students to use the materials and resources available around them.
- Do not insist on using only specific materials.

CG -1/3
C- 1.1/3.2
LO-04AE03
LO-04AE16

Let's Play with Colours!

Today, we are going to see a magic of colours. By doing this activity, you can create very beautiful and attractive designs.

- First, take a blank sheet of paper and fold it in the middle. Then open the paper again. Put small and big drops of your favourite colours on one side of the paper. Fold the paper gently once again and press it lightly with your hand. Now slowly open the paper and see the magic. You will find the same beautiful design on both sides.
- In the same way, try new experiments using different colours. This will help you create different colour textures. You can also use these beautiful designs to make greeting cards for your friends.



My Activity

1. Make a paper bag and decorate it using the printing techniques you have learnt.
2. Use natural and man-made materials to create beautiful bookmarks and greeting cards.
3. Make a decorative rangoli using leaves and flowers.

- Encourage students to create artwork by putting colourful dots on paper.

CG -3

C-3.1

LO-04AE14

LO-04AE15



2 . In the World of Letters...

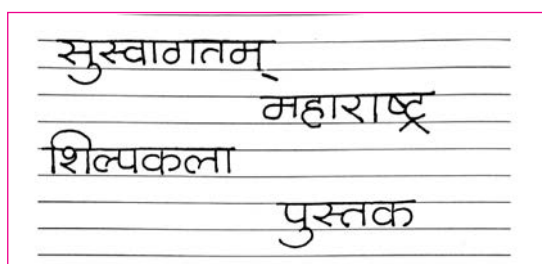


Dear children, just like a picture, beautiful handwriting are also very important. Handwriting is the art of neat and clear writing, but regular practice is very important for it. Hand control is improved through freehand line drawing, which also helps in improving handwriting.

Let's Practise Lines and Letters



The given above different types of lines should be practised in a double line notebook. English letters and numbers should be practised in a four-line notebook. We have already practised the parts of letters, curves, and strokes in the previous class. This year, let us practise words with conjunct letters. Observe the given letters and practise them in your notebook.



- Students should practise different types of handwriting.
- Teachers should show them how to form letters correctly and give examples of good handwriting.

CG -1

C- 1.2

LO-04AE05

Let us practise writing letters using different materials.

1. Draw letters in the air with your finger and ask your friends to identify them.
2. Write letters on sand or soil.
3. Practise writing with a pen or pencil.
4. Try writing letters using sketch pens and coloured chalks.

Pencil writing → SAVE WATER

Pen writing → SAVE WATER

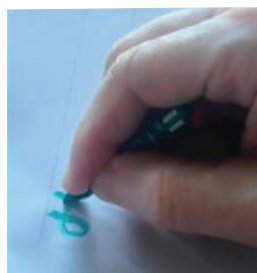
Skechpen writing → SAVE WATER

Crayons writing → SAVE WATER

Let's Make Good Thought Strips

We often see big charts, posters, or thought strips displayed in our classroom. The letters on them should be large and neat so that they are easy to read. In this activity, we will learn how to prepare such materials in an attractive way and practise making them.

1. Take an oil pastel and cut it diagonally.
2. Hold the pastel in your hand and practise writing as shown in the picture.
3. After practice, write neatly for a good thought strip or classroom chart.



- Students should be encouraged to practise handwriting using different materials and methods.

CG -1

C- 1.2

LO-04AE05

LO-04AE06



Draw and Decorate Letters!

Draw the letters of your name and decorate them using your favourite materials. You can use items like thread, leaves, flowers, seeds, rangoli powder, beads, twine, or any other material of your choice.



Freehand Drawing

1. Let us create designs using numbers and letters.
2. Look at the shape given on the left side of the line, draw the same on the right side, and colour it.



- Show how letters are formed, including their size, height, and spacing.

CG -1
C- 1.2
LO-04AE07

Let's Draw Pictures Using Letters and Numbers!

Let us create drawings using letters and numbers.



1. Let us practise writing the following sentences neatly and correctly.

- माझे अक्षर हीच माझी ओळख
.....
- निसर्ग आपला गुरू आहे.
.....
- भारत माझा देश आहे .
.....
- INDIA IS MY COUNTRY.
.....
- SAVE TREES, SAVE EARTH.
.....

My Activity

- 1) Write any paragraph or poem from the textbook using a pen, pencil or sketch pen.
- 2) Make a greeting card and write a suitable message in it.
- 3) Prepare a slogan banner.
- 4) Write a thought in big, neat letters on a board.

- Use the pencil correctly to write neatly and beautifully.
- Regular practice should be done and students should be encouraged to write on the board.
- Different styles of handwriting should be tried.

CG -1
C- 1.2
LO-04AE05
LO-04AE06

3 . World of objects

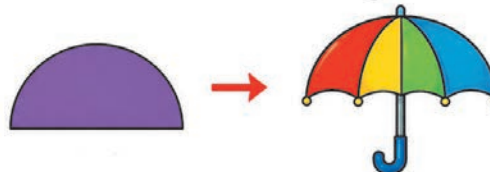
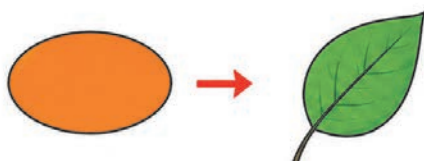
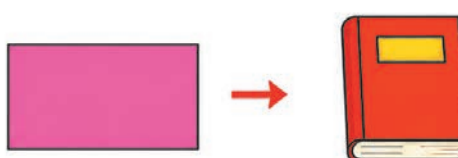
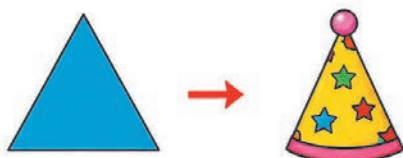
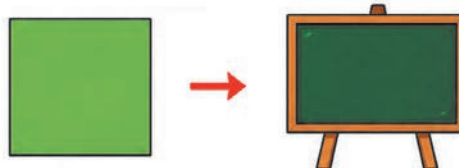
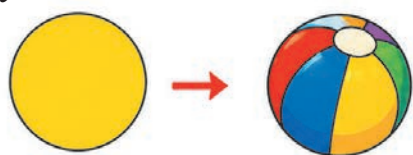
Object drawing means observing the objects around us and drawing them the same as they look. In object drawing, we can draw flowers, fruits, pots, toys, and school supplies. While drawing an object, we should pay attention to its shape, size, colour, shade, light, and texture. We can make the picture more beautiful by using colours while drawing the object.

Regular object drawing practice increases observational skills and self-confidence.

Let us draw objects using shapes.

We learnt how to make shapes using lines. Now we can draw pictures of daily use objects using basic shapes. Let's see this through the following activity.

Use one or more shapes given below and draw as many object pictures as you can.



- Show real objects to the students and ask them to observe and identify their shapes.
- Start drawing objects with simple shapes.

CG -2
C- 2.1
LO-04AE09

Let us draw the objects around us.

Draw any two objects from your school bag.

Make a list of the objects in your school bag and draw any two or three of them. Find out which shapes these objects are similar to.

Do not use tools like a ruler or compass while drawing objects.



Let us find the difference in the shapes of objects.

- Identify the names of the objects in the picture.
- Which is the biggest object in the picture?
- Name the objects that look similar in the picture.
- Which objects look round and square?
- What is the difference between the bucket and the box?
- What similarity do you see between the apple and the ball?
- Draw the above picture in your notebook.



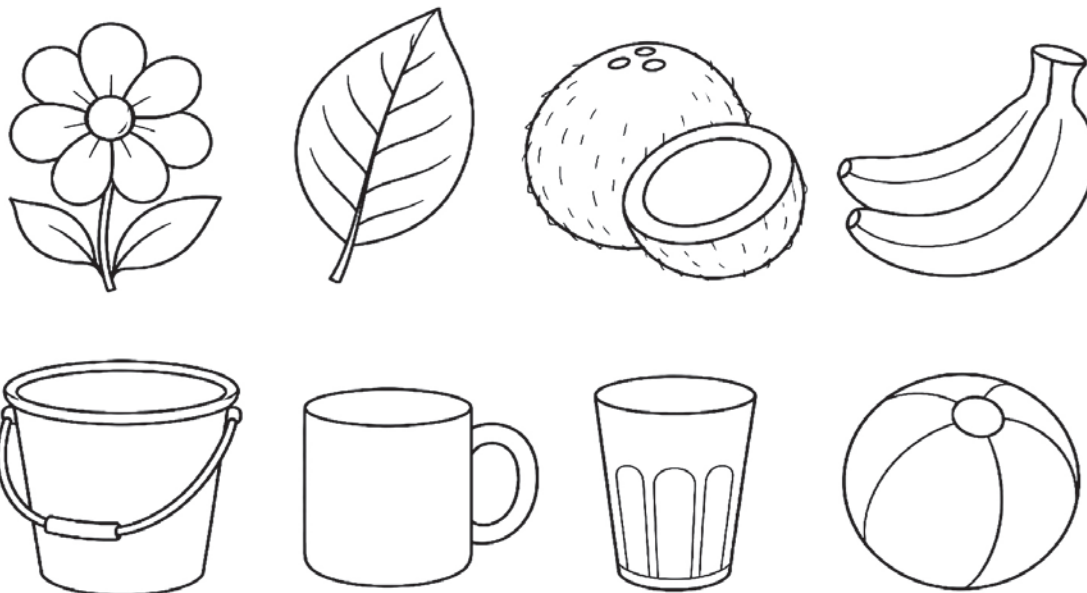
- Ask students to observe and draw pictures of daily use objects.
- Keep real objects (fruits, pots, toys) in the classroom and ask students to draw them by observing carefully.

CG -2
C- 2.1/2.2
LO-04AE10
LO-04AE11
LO-04AE12



We get some things from nature. They are called natural things. Some things are made by humans. They are called man-made things. We learnt this in the previous class.

Look at natural and man-made objects carefully and draw them in your notebook. Example: bucket, mug, glass, ball, leaf, flower, coconut, banana, etc.



My Activity

- 1) Draw and colour any two objects from your home.
- 2) Draw any five objects from your surroundings.

- First draw lightly with a pencil and then colour the picture.
- Ask students to look at objects from different angles.
- Develop the habit of observing small details in the picture.

CG -2
C- 2.1/2.2
LO-04AE10
LO-04AE12



4 . My Picture, My Imagination



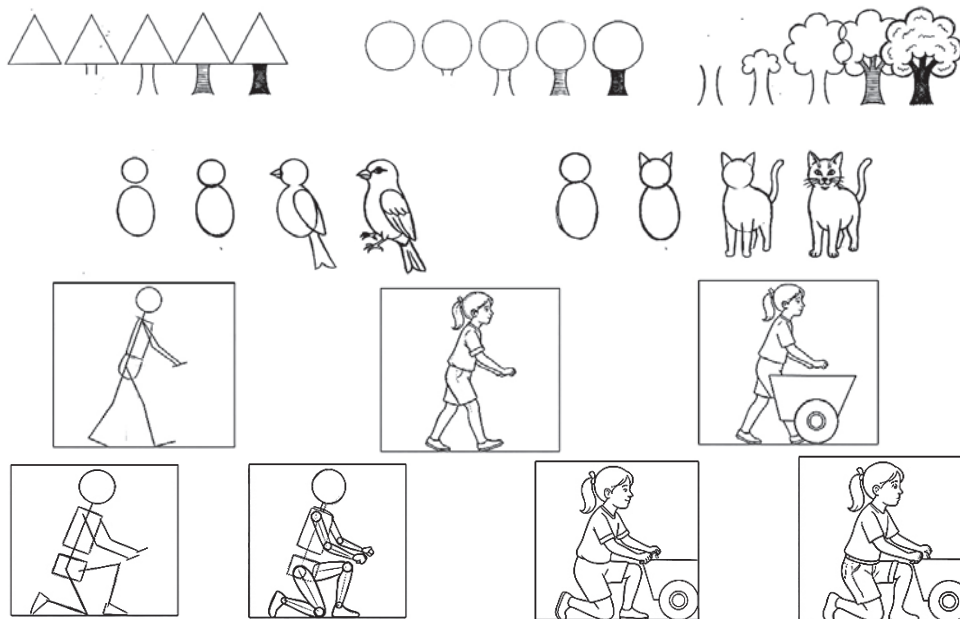
Drawing/Sketching : Drawing means creating a picture by using lines. Drawing helps us remember and draw events and scenes. With drawing, we can keep the shape and size of objects correct. So, the picture outline becomes clear and easy to understand. Light lines make it easy to erase and correct mistakes.

We need drawing practice to make memory and imaginary drawings.

Memory drawing : Memory drawing means drawing a picture from our memory of events, experiences, or things we have seen or heard. Example: drawing a picture of a scene from a storybook.

Let us draw memory pictures.

Which tree did you see while coming to school? Which natural things did you notice? How did the trees in the area look? What did you see on the tree? We also saw the movements of people around us. Let us practice pencil drawing of the main things.



- Appreciate each student's drawing and build their confidence.

CG -1

C- 1.1

LO-04AE01



Draw a memory picture

Group 'A'

Natural objects

Water, flowers,
birds, trees, river,
mountain, rain.

Group 'B'

Traditional objects

Festivals,
celebrations, games,
rangoli, toran.

Group 'C'

Modern objects

Computer, TV,
mobile, park, and
metro.

- Choose some objects from any one group above and draw their picture in your notebook from memory.
- Do a light drawing of the selected objects using a pencil.
- Draw the picture neatly so it fits the paper well. Try to draw as many details as possible from the selected elements and colour the picture.

Let us draw a picture from the scene details.

Remember a scene you saw around you, recall its details, and draw it.

Draw a memory picture of playing different games with your friends at home or school and colour it.

Let us make a drawing of the scene we saw.

Ajay went to the garden. He saw a bird sitting on a tree branch and eating fruit. Colourful flowers were there, and butterflies were flying happily around them.

- Encourage students to draw scene pictures based on their own experiences.
- Do not restrict students; let them draw freely without thinking about right or wrong.

CG -1

C- 1.1

LO-04AE01

LO-04AE04

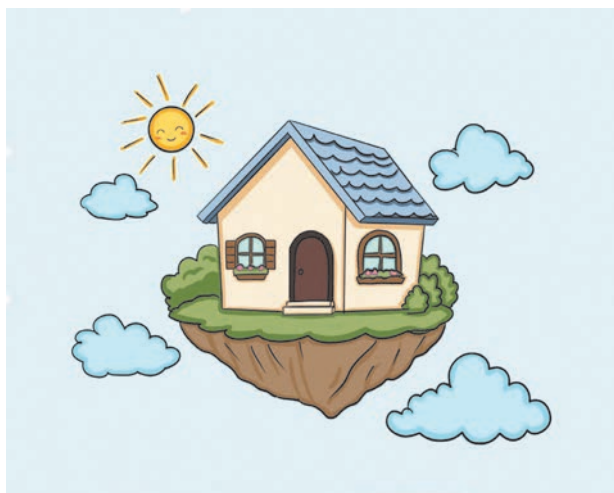
An Imaginary picture/drawing

An **Imaginary Picture** is a picture of what we think in our mind, not what we see with our eyes. An imaginary picture helps us get new ideas and think better. It also increases interest in drawing and builds self-confidence. So, an imaginary picture is an important and enjoyable process in drawing.

While drawing an imaginary picture, we should think of new ideas. Like a flying bicycle or a school on the moon. We can create a picture in our mind and draw it on paper using lines and colours.

Let us draw a picture from our imagination.

For example: a house in the sky, a dream village, if I had wings, colourful clouds, etc.



Imagine and draw a picture.

1. Draw a picture of a new animal that does not exist, using your imagination, in your notebook.
2. Imagine a trip to the moon and draw a picture on your notebook page.

- Make the classroom a place where students feel free to use their imagination.

CG- 1
C- 1.1
LO-04AE02
LO-04AE13

My Activity

1. Draw and colour a picture by remembering things seen in a garden or field.
2. Draw and colour a scene seen in a market.
3. Draw a memory picture on the topic “Children flying kites.”
4. Draw a picture of a vehicle you have seen.
5. Draw in your drawing book by imagining playing with a “Robot”.
6. Draw in your drawing book by imagining “Children playing on the Moon”.
7. Draw a picture by imagining “A Chocolate House”.
8. Draw a picture by imagining Flying cars in the sky.
9. Create a cartoon or caricature from your imagination.

Tell students that every idea is good.

While drawing imaginative pictures, do not show mistakes.

Encourage their ideas and appreciate their drawings.

CG- 1/2
C- 1.1/2.2
LO-04AE01
LO-04AE02
LO-04AE04
LO-04AE13



5. Three-Dimensional Artwork



Sculpture is an art of making things using clay, stone, wood, or other materials. The creations made through sculpture art can be appreciated from all sides. Such objects have length, height, width, and thickness, so they are called “Three-dimensional objects or “Sculptures”.

In sculpture art, we can use clay to make animals, fruits, flowers, and different objects. Three-dimensional objects help us understand shapes and structures, so sculpture art is enjoyable and useful for us.

Let us create symbolic shapes with the help of available clay.

1. First, take soft and clean clay.
 2. Shape the clay with your hands to make it soft and flexible.
 3. Choose a simple symbol such as the Sun, tree, book, or fish.
 4. Make a small ball of clay and shape it with your hands or tools.
 5. Press or bend the clay to make the chosen symbol.
 6. Use your fingers or a stick to add small details to the symbol.
 7. Keep the finished symbol carefully on a flat surface to dry.
 8. After the clay symbol dries, colour it to make it more attractive.
- This activity helps to develop creativity, imagination, and hand skills.



- Encourage students to develop their hand skills.
- Teach students to make objects by starting with simple shapes.

CG -3

C- 3.2

LO-04AE17

LO-04AE18





Let us make a model using available materials.

Before making or creating a picture or sculpture, we should carefully observe nature and man-made object around us. By observing different natural objects artistically, we can understand their features. for eg. the waves of water show rhythm. The rising sun shows radiance etc.

Let's us make/create a model using the available materials.

Let us create a model of a small village, garden, house, or any other object. (For example, leaves and branches can be used for trees, empty boxes for houses, and stones or sand for roads and decoration).

In the World of Three-Dimensional Art



- Encourage students to develop the habit of working with their hands.
- Explain how to use tools safely and carefully.

CG -3
C- 3.2
LO-04AE17
LO-04AE18
LO-04AE19

We see many different types of three-dimensional structures around in our surroundings.

- Observe the three-dimensional structures made from small daily use objects and make a list of them.



Name any four three-dimensional objects seen in your home or surroundings and describe them.

- 1) 2)
3) 4)

Art from Natural Materials

Eco-friendly materials are things that do not harm nature.

- Let us create designs using natural materials.

For example, water, flowers, seeds, dried branches, rangoli, stones, clay, etc.



Create artwork using the available materials shown above.

- Explain the concept of three-dimensional shapes by showing real objects.
- Arrange an exhibition of the objects made by the students to encourage them.

CG -3
C- 3.2
LO-04AE17



Let us make three-dimensional letters.

- Make the first letter of your name using clay.



My Activity

1. Draw a rangoli using natural materials.
2. Make jewellery of your choice using the available clay from the surroundings.
3. Create an attractive three-dimensional structure using eco-friendly materials from the surroundings.
4. Make traffic symbols using clay.
5. Make an animal or a bird using clay.

- Show real collected objects and samples to the students. Encourage students to use their imagination. Start with simple objects. Pay attention to cleanliness and safety.

CG -3
C-3.2
LO-04AE18



Theatre

6. Let Us Act!

We hear many different sounds around us. Have you heard them? We hear the voices of people, animals, and birds. Now listen to some voices from the audio recording. Close your eyes for a little while.

“Kande batate kothimbir ghya, taji methi...ss!”

“Raddi ...paper..., juna lokhand ghenar...., jun bhangar ghenar, ala bhangarwala....ss!”

“Ting- ting –ting- ting!... Kulfi ghya kulfi...ss, thandgar ,malai kulfi...ss!”

“Children, open your eyes and tell me, do you hear such sounds in your surroundings? Whose voices could these be?”

Very good! These are the voices of people who do different businesses.

Now let us think a little.

1. How does the vegetable seller call out?
2. How does the scrap collector speak?
3. Do you hear the sound of a bell with the kulfi seller’s voice?

Every working person has a different voice and way of speaking. Their style of calling out is also different. We can identify them from far away by their voices.

Let us act like them!

While mimicking a working person, we should think about the person’s work, dress, and voice. When we imitate a bhajiwali, we know that the bhajiwali carries a basket on the head and shouts, “Bhaji ghya! Bhaji taji taji bhaji!” So, while acting, we should pretend to hold a basket on the head like a bhajiwali and say, “Bhaji ghya! Bhaji taji taji bhaji!” in the same way.

Come on, let us first imitate the bhajiwali (Vegetable seller).

Very good! Everyone did the imitation nicely.

Now you also try to act like the following workers.

- Give students a chance to act by copying voices correctly.
- Encourage every student and appreciate the acting done through their own observation.

CG – 1
C – 1.2
LO–04AE23



Copy the voices of the people shown in the picture.

Practise the different voice tones of working people and present them in front of the class. Discuss what more could have been done to make the presentation better and present it again.

Whose Voice Is It?

Let Us Play a Game!

One boy or girl should stand with eyes closed. Ask another friend to stand behind him or her. The friend standing behind should make only the voice of any worker from the surroundings. The student standing in front should guess whose voice it is and also identify which classmate made the sound. Give two more chances to the student if the voice is not identified correctly. If the student still cannot identify the voice, he or she should perform any imitation suggested by the teacher.

- Appreciate the students' performances and confidence. Also, draw attention to how the rise and fall in their voices changes.

CG - 1/2

C - 2.1/1.2

LO-04AE24/

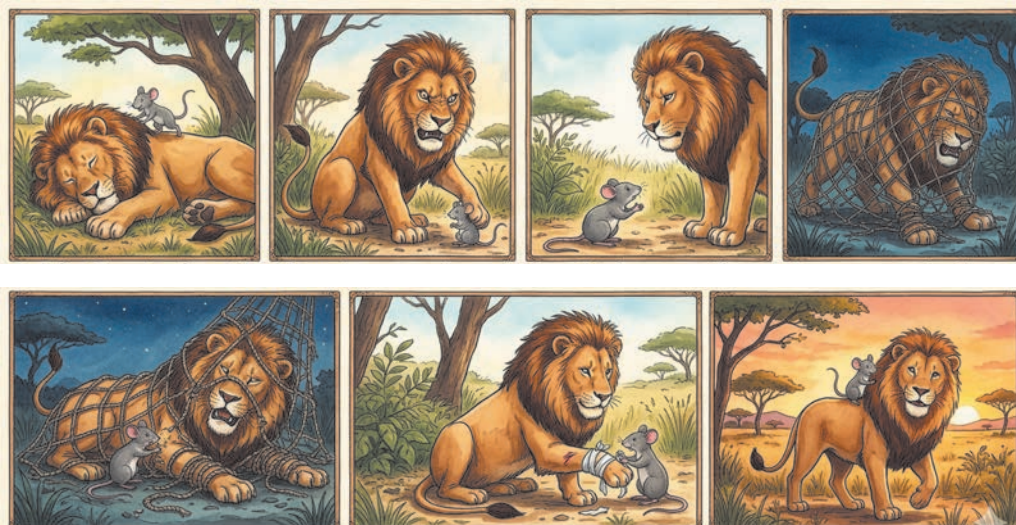
28



Observe the pictures and describe them

Can we understand from the voice or movements of our family members whether they are angry or happy? Yes or no? To understand whether animals or birds are happy or angry, we are going to enter a world where not humans but animals speak. Animals do not actually speak. That is correct. Still, we can understand whether they are angry or happy from their movements and sounds.

Now, look at the pictures given below.



Look at the pictures. Think about the situation shown in each picture. Present the scene only through actions and expressions, without speaking any dialogue.

Let's Try!

1. For facial expression acting, watch videos of two or three animals or birds and practise their movements.
2. Based on the following points, present a scene preparing for school through acting.
 - Packing books in the school bag-Combing hair-Taking lunch box-Filling a water bottle-Wearing shoes or slippers and leaving for school.

- Give students a chance to imitate the movements of different animals and birds. Ask them to present such actions through mime (silent acting).
- Conduct silent acting activities through games like “Dumb Charades,” picture reading, or family-related situations.

CG -1

C - 1.1

LO-04AE22

Let Us Play!

“I Am Your Mirror”

Make pairs. One student will be the actor and the other will be the mirror. The actor will perform actions, and the mirror partner must copy the same actions and facial expressions at the same time.

Look at the picture below. Observe the picture carefully, select the characters, and use paper masks to present the scene in groups with dialogues.

Jungle Friends’ Picnic

(Characters: Tree, Peacock, Elephant, Rabbit, Wind, Rain, Mountain, Sun.)

Mountain: I am a mountain. I have been standing here for many years without moving.

Sun: I am the Sun. When I rise, I spread light everywhere.

Tree: I am a big tree. I give shade to everyone.

Elephant: I help others by moving stones and branches with my trunk.

Peacock: I spread my beautiful feathers and make sounds.

I make the forest beautiful.

Rabbit: I run very fast. I like eating carrots.

Wind: I bring cool breeze and make everyone happy.

Rain: I give water. Because of me, the forest stays green.

Jungle: The forest is ours, and we are all friends of each other.



- Give students opportunities to create dialogues for different situations and present them using masks.
- Encourage students to make different masks of animals and birds for acting activities.
- Guide students to imitate the sounds and movements of animals and birds accurately.

CG -3/4

C - 3.1/4.1

LO-04AE31/32

/37



Let's Try!

Paper items received at birthday parties can be used for this activity. If required prepare masks using paper or cardsheet.

Present selected stories based on animals and birds using these masks.

My Activity

- Choose any topic from the textbook, create a dialogue, select characters, and present it in groups using masks and costumes.
- Observe different workers in your surroundings and act like them.
- Select situations related to different workers and present them through role play.



7. Let us prepare for the drama!



You may have participated in cultural programs before, right? We have also done voice imitation and mime of animals, birds and family members in the classroom. Now we are going to present a scene. Are you ready?

Stages of Scene Presentation

Yes, but before that, we need to prepare for the presentation of a scene. Just as when we are going to celebrate a programme at home or in school, everyone sits together and plans what materials will be needed, what preparations must be made, who will do which task, and what clothes should be worn. After making all these plans, we begin the actual preparations. When everything is carried out according to the plan, the programme is celebrated successfully. Whether it is a birthday party or a wedding, planning and preparation are always necessary.

In the same way, if we want to present a scene through dramatization, we must first select the scene. Considering the theme of the scene, the characters have to be decided. We must also decide who will play each character. Arranging costumes suitable for the characters and collecting materials required for the scene are also parts of the preparation. Along with this, memorizing the dialogues and practising them is also very important. After sufficient practice, we can perform the presentation effectively on the stage. All this planning and preparation are the stages of scene presentation. You will understand them better from the accompanying diagram.



Come, let us select a scene and present it by using all the stages of scene presentation.

- The teacher should explain the various stages of scene presentation.

CG -2/3
C - 2.1/3.1
LO-04AE25/30



In our daily life, we talk with many people. When we go to the market, there is a conversation between the vegetable seller and the customer. Through this conversation, we learn how to ask the price, decide, make a purchase, and speak politely. Today, we will see a conversation between a vegetable seller and a customer.

Scene: Vegetable Market (The vegetable seller is sitting with different vegetables).

(Characters: Vegetable Seller, Customer)

Customer: “Oh aunty, how much are these brinjals for?”

Vegetable Seller: “These are very fresh brinjals. They are Rs. 30 for 250 grams. I just brought them this morning.”

Customer: “Oh no! Yesterday they cost Rs. 20. Today the price has increased so much. Please reduce the price a little.”

Vegetable Seller: “Sir, look at the rain. Because of heavy rain, farmers cannot harvest brinjals easily, so the price has increased.”

Customer: “That is fine, but I always buy from you. Please give me half a kilo for Rs. 50 and also some coriander for Rs. 10.”

Vegetable Seller (smiling): “Sir, I cannot give it for Rs. 60. Let us do this—coriander for Rs.15 and brinjals for Rs. 55. The total will be Rs. 70.”

Customer: “Okay, here is Rs. 70. By the way, how much are these ladyfingers?”

Vegetable Seller: “Ladyfingers are Rs. 60 per kilo. They are very fresh. You can check by touching them.”

Customer: “Please give me half a kilo of ladyfingers. And don’t forget to add green chillies and curry leaves.”

Vegetable Seller: “Of course! I have already added green chillies and curry leaves in your bag before you asked. Here is your complete order.”

Customer: “Thank you, aunty. I am leaving now.”

Vegetable Seller: “Please come again!”

- The selected passage for presentation should be read aloud.

CG -1
C-1.2
LO-04AE23

Characters and their selection

Now, if we have to present this scene, we must first consider how many characters there are in it. In this scene, there are two main characters—a vegetable vendor and a customer. While deciding these characters, we must note that the vegetable vendor is an elderly woman. The customer is a middle-aged man. We can understand this from the dialogues in the scene. This means that we will need to select two students, one girl and one boy, for these two roles. So then, tell us, who among you will play the vegetable vendor auntie and who will play the customer? Decide this and memorize your dialogues. Meanwhile, let us continue with the next preparation.

These characters are expected to learn their dialogues thoroughly so that they can speak them naturally and with ease.

Costume

Now the characters have been selected, but we must consider their age and role. It is clear that the vegetable vendor should be a woman older than the customer. The vegetable vendor should wear a six-yard sari or a nine-yard sari, a large vermilion mark on her forehead, a money pouch tied at the waist, and baskets of vegetables placed in front of her.

The customer should be a middle-aged man, wearing a shirt and trousers, and carrying a shopping bag in his hand. Such scene-appropriate clothing needs to be decided. In the language of drama, this is called costume.

Make-up

For the scene presentation to appear realistic, make-up is as important as costume. For example, the selected vegetable vendor character is somewhat elderly. Therefore, her hair may be shown as partially grey, and so on. By now, you must have understood that applying make-up to a character according to the role is called make-up.

So far, we have understood that costumes according to the character and materials for make-up will be required. Come, let us select and gather the materials needed for the scene presentation.

The selection of characters according to the chosen scene for presentation should be discussed. A discussion should be held on how to select costumes and make-up appropriate to the scene.

Students should be given an opportunity to select costumes and make-up appropriate to the scene.

- Discuss and select the characters according to the scene chosen for the presentation.
- Discuss how to select costumes and make-up appropriate to the scene.
- Give students an opportunity to choose costume and make-up suitable for the scene.

CG -3

C-3.1/3.2

LO-04AE31/

34



Let Us Select the Materials

Now, for presenting this scene of the vegetable vendor and the customer, what materials will we need? That's right!

Well then— a weighing scale, vegetables, small baskets, a bag, money, a purse, a sari, etc. You have prepared a nice list.

Come, let us begin collecting these materials.

We shall use the following materials according to the dramatic scene.



Observe the materials given above, classify them into the following scenes, and write them in your notebook.

1. A scene in a hospital 2.A scene in a kitchen 3.A scene in a classroom

.....		
.....		
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- Students should be asked to prepare a list of the materials required according to the scene selected for presentation.
- Information should be given that, while selecting materials, they should be natural or environmentally friendly.

CG -2/4
C - 2.1/4.1
LO-04AE25/
36

Use of Alternative Materials

Now look, we have almost completed all the preparations. But will it be possible for us to bring all the vegetables, a weighing scale, a bag, and money for the presentation? No, right? Then let us find an alternative for them.

Now think about how we can show different vegetables for the vegetable vendor auntie.

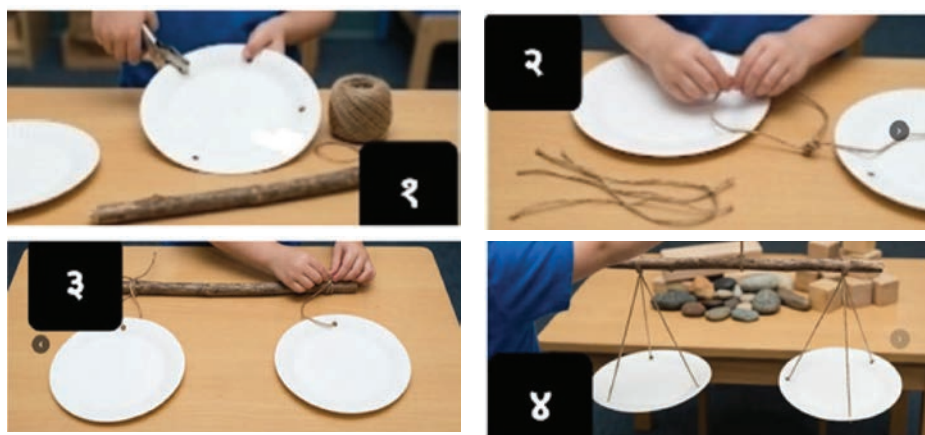
As vegetables, we can use colourful leaves, flowers, pods, and grass from the trees and plants around us. We can collect flat stones as loose coins and use pieces of paper as currency notes. So, aren't our materials ready now? Isn't it fun! We also collect such materials while playing house-house games, don't we?

Material Making

Oh! We found many materials in our surroundings. We also decided to use some as alternative materials. But we still cannot think of what alternative material can be used as a weighing scale, can we?

Come, let us make a weighing scale.

It is simple. We have seen a weighing scale in the market. It has two pans on either side and a balanced rod. Now take two paper dishes for the pans and a stick for the rod. Then, as shown in the picture, make the weighing scale by following the steps one by one. Use small, light stones of different sizes as weights. This means that when the materials required for scene presentation are not available, and even alternative materials are not available, some materials can be made and used.



- Students should be asked to think about alternative materials if the required materials are not available according to the scene.
- A discussion should be held on what alternative materials can be used according to the scene.

CG -2/3/4

C - 2.1/3.1/4.1

LO-04AE/25/

30 /36



Arrangement of Materials

While preparing for a drama or scene, the required materials are selected through group discussion. Let us understand the materials we have collected and start practising. If we do not take care, there may be problems during the performance, so everyone should remember what to do and what to avoid.

- Materials should be light and easy to use.
- If something is not available, we should make it using similar items like paper, cardboard, or sticks.
- The same materials must be used during practice so they do not get damaged.
- Be careful while using sharp or pointed objects to avoid injury.
- To help our performer friends carry the materials properly onto the stage, we should arrange them before the performance begins.
- Place them on the left or right side of the stage, in a place not visible to the audience.
- Most importantly, after practice, collect all the materials and keep them in the proper place
- Do not play with the materials when they are not needed.

Now you may have understood that to present any scene as a drama, we need to select the scene, characters, dialogues, materials, costumes, makeup, and practise before the final presentation. Come on, let us prepare and present the scene we read earlier.

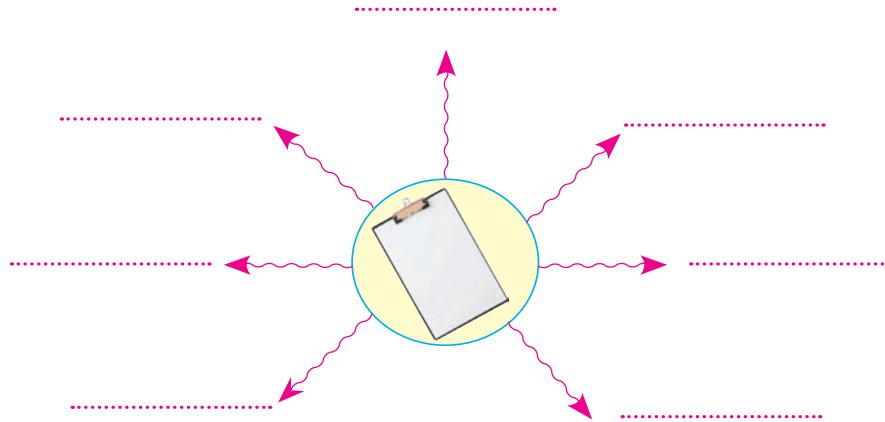
While practicing and presenting the scene in the classroom, the other students in the class should observe and suggest the necessary improvements. According to the suggestions received, make the required changes in the presentation and present it again.

- Information should be given about how to maintain the materials collected according to the occasion.
- The importance of handling the materials carefully and keeping them properly should be explained.

CG -2/3/4
C -2.1/3.1/3.2/ 4.1
LO-04AE26/28/29
/33/34/36

My Activity

1) You may have a writing pad. Think and tell what different objects it can be used as in a drama.



2) Select a scene from the textbook and present it in groups.

- If specific items required for presentation are unavailable discuss how a single item resembling them can be used in various ways and provide an opportunity to use it accordingly.

CG -2/3

C - 2.1/3.1/3.2

LO - 0 4 A E 2 5 /
26/30/29/31/33

/36



8. Let Us Go on the Stage



Let Us Go on the Stage

Come, let us read and present this story.



There was a town named Bharatpur. In that town lived a prince named Vijaysingh. He was very brave. One day, he decided to go, alone into the forest. Early in the morning, the rooster crowed, and the prince woke up. He got ready after taking a bath. He took his sword with him and left on his horse. Slowly, he moved out of Bharatpur. The town ended, and Vijaysingh made his horse run faster. The fields ended, and slowly the forest began. At one place, he tied the horse to a tree and started walking into the forest. He could hear the sound of dry leaves. As he went further, the wind became stronger. A strong storm started blowing. The branches of the trees began to shake, and dry trees started falling. Thunder and lightning began suddenly. Suddenly, a huge and frightening demon appeared in front of him and said, “Prince, I will not harm you, but I want to warn you. This is a magical forest. You will not be able to survive here, and even your sword will not help you. Before the magician comes, go back quickly.”

But Vijaysingh was not afraid. He was about to speak when the demon suddenly disappeared. Heavy rain started falling. One by one, the trees in the forest started disappearing on their own. Slowly, the whole forest disappeared, and a dry empty land appeared there. Vijaysingh struck his horse and rode ahead. Then he rode out of Bharatpur. The horse made a loud sound and started running fast. The prince safely reached the town.

- Give each boy and girl in the group a chance to tell the story one by one. Encourage students to present scenes based on the story. Guide them to find objects or instruments that can be used to create sound effects for the performance.



CG -2

C - 2.2

LO-04AE27

Children, did you like the story? You read the scenes carefully, right? Now, while presenting the story, let us try to make the sounds from the story so that it feels real. Before that, let us make a list of the sounds in the story.

Sounds in the Story

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Think about what we can use to make these sounds. Some sounds can be made with our mouth, and some can be made using things around us. Make a list of the things that can help us create these sounds.

One student from the group will tell the story loudly. The other boys and girls in the group will make sounds using different objects to make the story more interesting. Come on, let us practise. Make the needed changes according to the suggestions given by your friends and get ready again for the presentation.

If we remember all these points, practising with materials will become easy, and the presentation will be enjoyable.

- Give different scenes to the groups and ask them to present them in the classroom. Encourage other students to give suggestions and share their thoughts. Give students another chance to present after making the suggested changes.
- To understand the steps of presentation, give students chances for group and individual performances of different scenes.

CG -2
C - 2.1
LO-04AE27
04AE28
04AE29





Introduction to Technical Parts



The person who performs art is called an artist.

The stage or platform becomes a **theatre** stage.

In dramas, the artists are called characters.

Practice means rehearsal.

Different lights brighten the stage.

This is called **lighting**.

According to the role, we wear different clothes.

In drama, this is called **costume**.

We apply colours to the face and do makeup.

This is called **makeup** or facial decoration.

The hairstyle done before the drama is called

hair styling.

Sometimes wigs are also used on the head.

While speaking dialogues, **music** is played in the **background**.

Background music makes the scene feel real.

All the objects used on the stage in a drama are called **stage properties or set materials**.

Acting becomes better with the help of all these things.

Now we have learnt about the **technical parts** of drama.

-Amol Jadhav

Through this poem, we learn about the different technical parts used in drama. Slowly, we will also use these technical parts in our presentations. Now, let us see a scene.

- Introduce the technical parts of drama through the poem.
- Give students opportunities to present scenes using technical tools.



CG -3
C - 3.2
LO-04AE34

Scene

Raju, Sultana, and Rita were playing on the playground. While playing, they found a fifty-rupee note. Sultana showed it to the other two. They looked around, but no one was there. So, they could not understand whose note it was. Raju said, “No one is here. Let us think that the money belongs to us.” He suggested buying snacks from the shop across the road. But Rita was not ready. She felt afraid. Sultana also said, “No.” He told Raju, “We should not take someone else’s money? So, all of them gave the money to Madam in the classroom. The next day, during the prayer assembly, Madam was going to ask whose note it was. The real owner would identify it and take it properly.

There are four characters in this scene — Raju, Sultana, Rita, and Madam. Now, let us prepare dialogues for these characters so that the scene can be enacted on the stage.

Dialogue Presentation

(Raju, Sultana, and Rita are playing on the playground.)

Raju - “Catch me! Catch me!”

Sultana - “Wait! What do you think? I can catch you easily. But before that, Rita will be out.”

Rita - “Oh really? Will you make me out? Try and show me!”

Sultana - “Yes, I will. I will make both of you out together.”

Raju - “Hey, come here! Look what I found!”

Rita - “What did you find?”

Sultana - “Oh! It is a fifty-rupee note!”

Rita - “Whose note is it? How did it come here?”

Raju - “I do not know. No one is around, and all the children have gone to the classroom. I think we should keep this note and buy snacks from the shop across the road.”

Sultana - “No, Raju. That is not right. The money may belong to someone else.”

Rita - “Yes, Rita is correct. We should not take money that is not ours.”

Raju - “Then what should we do?”

Sultana - “Let us give it to Madam.”

- Based on the dialouge, the presentation should be performed using appropriate body language and expressions suitable for the characters, settings and stage.

CG -3

C - 3.2

LO-04AE33





- Rita-** Yes. Let's go to the class. Come.
(They go to the classroom and give the note to Madam.)
- Madam:** "What happened, children? Why have you come here?"
- Sultana:** "Madam, we found this money on the playground. We came to give it to you. Madam, We do not know whose money it is. Tomorrow, during the prayer assembly, you can ask all the students about it. The real owner can identify it and take it back."
- Madam:** "You are really honest children. Our school is proud of students like you."

This scene can be presented inside the classroom itself. The benches can be rearranged to make some empty space in front of the blackboard. This will help the characters move freely on the stage. The students can make a curtain by standing together. While opening the curtain, the children standing on the left and right sides can slowly move aside. Then the presentation can begin.

1. Select an incident from the textbook and prepare a dialogue based on it. Then present it as a group performance using the required materials, costumes, sound effects and lighting arrangements.

Light Arrangement

We selected a story and prepared dialogues for it. We selected suitable characters and started practice. We also selected materials and music for the presentation. The characters wore proper costumes and continued the rehearsal. Our friends suggested some improvements, so we made a few changes. Then we prepared a small theatre inside the classroom and started practising there. But what should we do if we want to show morning, afternoon, or night in the play?

For this, we can use the classroom itself. To show night, close the classroom doors and windows. The classroom will become dark.

To show early morning, slowly open the doors and windows.

When full light comes inside, it will look like morning.

Again, by slowly closing the doors and windows, we can show night in the play.

- Appropriate use of human body language should be made during the presentation.
- Students should be informed about the use of classroom doors and windows for natural lighting on the stage.
- Opportunity should be provided to select an incident from the textbook for the complete presentation.

CG -3/4
C - 3.2/4.1
LO-04AE33/
34 /35/36

Remember

Blackout

In a play, some signals are used between two scenes. Then the lights on the stage are switched on again and the next scene begins. The dark time between two scenes is called a “Blackout” in the language of drama.



My Activity

1. Select a story or a scene from the textbook and write dialogues based on it.
2. Choose a scene from the textbook and present it in a group by using dialogues, materials, costumes, sound effects, and light arrangements.

One student from the group will narrate the story loudly. The other boys and girls in the group will create different sounds with the help of objects to make the story more interesting. Let us practise together and make necessary changes according to the suggestions given by our friends. Then get ready again for the presentation.

If we remember all these points, practice with materials will become easy, and the presentation will be smooth and entertaining.

Music





9. Let Us All Sing Together!



In our daily life, we listen to many types of music. For example, we sing prayers and the national anthem in school, or we play musical games with our friends.

Saraswati Vandana

In Indian culture, it is an old tradition to begin educational and cultural programmes with Saraswati Vandana. Let us begin with a Saraswati prayer.

Namaste Sharade Devi, Saraswati Mati Prade !

Vasatyam Mama Jivagare Sarva Vidya Prada Bhava !!

(Meaning) : Salutations to you, O Sharada (Saraswati), the bestower of wisdom! Please reside at the tip of my tongue and become the source of all knowledge for me.

Namaste Sharade Devi Veena Pustaka Dharini !

Vidyarambha Karishyami Prasanna Bhava Sarvada !!

(Meaning) : Salutations to Goddess Sharada, the one who holds a Veena and a book. As I begin my studies, may you always be pleased with me..



- Practise the tune of Saraswati Vandana properly.
- All students should participate in the presentation of Saraswati Vandana.
- Scan the QR code and practise the tune properly

CG - 1

C - 1.1

LO-04AE40

Patriotic Song

Patriotic songs are sung to create love for the nation, courage, and a sense of duty in us. So, let us listen to such a patriotic song and sing it together with proper rhythm and clapping.

Utha Rashtraveer Ho

*Utha Rashtraveer Ho, Sajja Vha Utha Chala
Sashastra Vha, Utha Chala, Utha Rashtraveer Ho (Dhruv)*

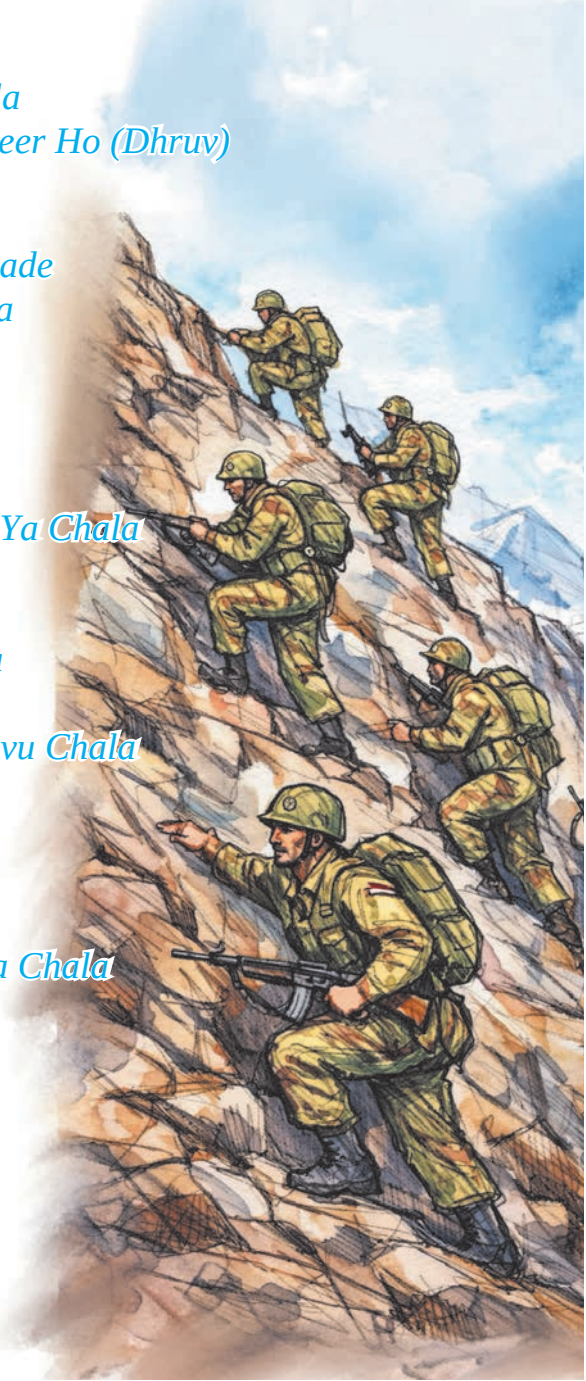
*Yuddha Aaj Petale, Jawan Chalale Pudhe
Milun Sarva Shatrula Kshanat Charuya Khade
Ek Sangh Houni Ladhu Chala, Ladhu Chala
Utha Utha, Chala Chala*

*Vayuputra Houni Dharu Muthit Bhaskara
Houni Agasti Hi Piun Taku Sagara
Chala Ramakrishna Hou Ya, Samarth Hou Ya Chala
Utha Utha, Chala Chala*

*Chandragupta Veer To Phirun Aaj Aathavu
Shoorata Shivajichi Nasanasat Sathavu
Chala Divya Hi Parampara, Akhand Chalavu Chala
Utha Utha Chala Chala*

*Yajnakund Petale Prachanda He Sabhovati
Dushta Shatru Maruni Tayyat Deu Ahuti
Chala Devbhumi Hi Ajinkya, Dakhavu Jaga Chala
Utha Utha Chala Chala*

Poet – Ravindra Bhat



- Practise the patriotic group song with proper rhythm and tune.
- Explain the importance of national unity.
- Ask the students to give beats with clapping and sing the song together.
- Scan the QR code and practise the tune properly.

CG – 1

C – 1.1/1.2

LO-04AE41

/42

Nature Song

Who likes to play in the rain? After the rain starts, we feel happy and excited. What do we do at that time? Today, let us sing this rain song with actions and expressions.

Dhoy Dhoy Paus

(Dhin Ta Ta, Dhin Ta Dhin Dheeta)

Dhoy Dhoy Dhoy Dhoy

Paus Padtoy Re

Dhin Ta Ta, Dhin

Majhya Manicha Mor Kasa Nachtoy Re

Takit dha, Takit Dha

Paus Ranat, Paus Panat

Paus Varyat, Dongar Daryat

Terrace, Balcony Bhijavun Jatoy Re

Jhimmad Paus, Velhal Vatto

Nadit Tufan Duthadi Vahtoy

Raincoat Nastana Paus Ghatthtoy Re

Musaldhar-Ani Padto Paus

Vakda Tikda Kosalto Paus

Charhi Dishanni Paus Podtoy Re

Poet - Charuta Prabhudesai



- Practise the song with actions and expressions.
- Present the song with everyone's participation, proper rhythm, tune, and acting.
- Scan the QR code and practise the song in proper rhythm and tune.

CG - 1

C - 1.1

04AE40/ 41



Let Us Sing Some More Familiar Songs

Prayer

*Tu Buddhi De, Tu Tej De, Navchetana Vishwas De
Je Satya Sundar Sarvatha Aajanma Tyacha Dhyas De*

*Haravale Abhal Jyanche Ho Tayancha Sobati
Sapadena Vat Jyana Ho Tayancha Sarathi
Sadhana Karati Tuzhi Je Nitya Tava Sahavas De*

*Janava Ya Durbalanche Dukh Ani Vedana
Tevatya Raho Sada Randhatuni Sanvedana
Dhamanyatlya Hridirasa Ya Khala Bhednyachi Aas De
Samarthya Ya Shabdaas Ani Artha Ya Jagnyas De*

*Sanmarg Ani Sanmati Labho Sada Satsangati
Niti Nahi Bhrashta Ho Jari Sankate Aali Kiti
Pankhat Ya Bala De Nave Jhepavanya Akash De*

Poet – Guru Thakur



- Play different types of songs and explain the differences between them.
- Practise different songs and give every student a chance to perform.
- Scan the QR code and practise the songs with proper rhythm and tune.

CG – 1

C – 1.1

LO-04AE40

Children's Song - Shalela chhan chhan banvayach

Saryanni milun tharvayach,
Shalela chhan chhan banvayach.
Karayacha nahi kagad kachara,
Shalecha chehara thevayacha hasara,
Zhada phulanni natvayach.
Themb themb panyacha vachvaycha,
japayacha ani sachvaycha,
Tai dadala sangayach,
Shalela chhan chhan banvayach.

Poet: Rajendra Somvanshi



Abhang

Vrukshvalli aamha soyari vanachare pakshi hi susware aalviti
Yene sukhe ruche ekantacha vaas nahi gundosh anga yet
Aakash mandap purthvi aasan rame tethe maan krida kari
Kantha, kamandalu deh upchara, janvito vaara avasaru
Harikatha bhojan parwadi vistar karoni prakar sevu ruchi
Tuka mhane hoy manaasi sanvad aapulachi vaad aapanasi

- St. Tukaram



Discuss different types of songs in groups and identify the differences among them.

- Encourage students to discuss how rise and fall occur in songs.
- Scan the QR code and practise with rhythm and tune.

CG -1/2

C - 1.1/2.2

LO-04AE40

/45



My Activity

1) Write the names of the song types studied in the lesson.

- a. b. c.
d. e. f.

2) Write your favourite song.

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- Give information about different types of songs and conduct a group discussion on them.
- Scan the QR code and practise them with tune and rhythm.

CG-2
C- 2.2
LO-04AE
45



10. Solo, Duet and Group Songs



Identify the type of song shown in the picture.



When we sing alone, it is called a 'Solo song.'

When two people sing together, it is called a 'Duet song.' Let us enjoy some solo and duet songs.

Solo Song

*Maru beduk udi gadyanno, Ghaluya langadi
lapachapi, Khelata deu ya, zhadamage dadi.*

*Sutti lagali sarali shala,
Kon pahate uthato khula,
'Abhyasala' basa!
kuni na oradate ghadi ghadi.*

*Gavabaher vahe nadi,
Zhade baghati panyamadhi,
Salasalnarya latanmadhe gheil koni budi?*

*Koni padatil chinch bore,
Ek akada malahi de re,
Zhadakhali kuni bapada lavil ladigodi.*

Song: Shanta Shelke



Remember :

A song sung by one person is called a solo song, and a song sung by two people is called a duet song.

- Discuss solo and duet songs with students.
- QR code and practise with rhythm and tune.

CG-2

C- 2.1

LO-04AE43



Solo Song

*Chandarani, Chandarani,
Ka ga distes thaklyavani.*

*Shala te ghar, ghar te shala,
Amha yeto kantala,
Ratrabhar tu chal chalasi,
Divasa tari mag kothe nijasi?*

*Vara vadal chappan vela,
Thara nahi abhala,
Kasa gade tu tol rakhisi,
Padati pudhati pay takisi.*

*Kathi dekhil naste hati,
Thodi nahi vishranti,
Chadhati kaisi kashi utarasi,
Nilya dongari akhand phirasi*

*Wada gharkul gharate nahi,
Aai nahi Angai
Mhanunach ka tu avachit dadasi,
Limba mage jaun radasi.*

Poet: G. D. Madgulkar



Examples of Solo Songs -

- 1) Aai bagh na kasa ha dada
- 2) Chulivarachi kheer Ekda purila hasali
- 3) Phulpakharu Zhalo re mi phulpakharu Zhalo
- 4) Be ek be, Be dune char

- Practise the solo song with rhythm and tune using claps.
- Scan the QR code and practise with rhythm and tune.

CG-1/2
C- 1.1/2.1
LO-04AE41
/43

Duet Song — “Aala Aala Vaara”

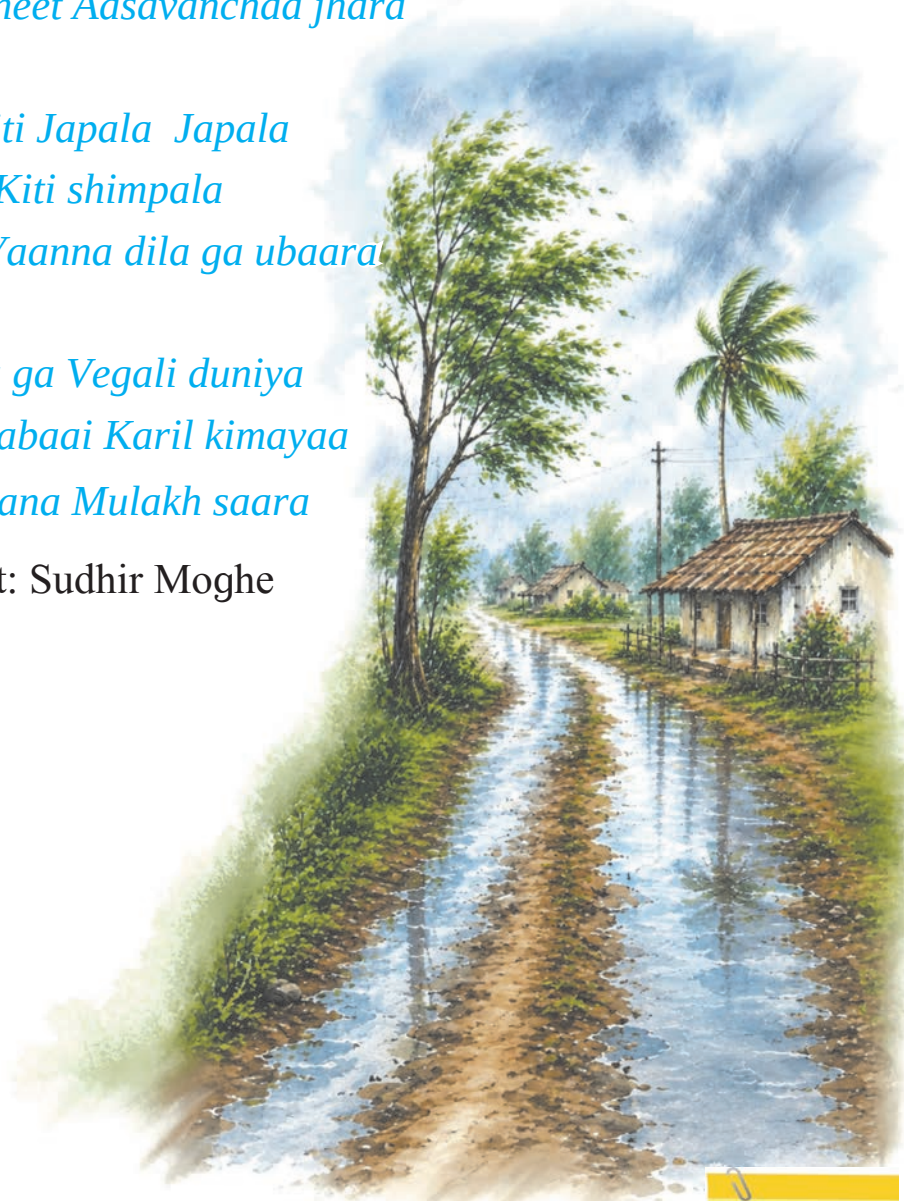
*Aala aala vaara Sange pavsachya dhaara
Paathavni kara saya Nighalya saasura*

*Navya navtich bai Lakakat roop
maakhala ga Oon janu haldicha lep
Othi hasu, paapaneet Aasavanchaa jhara*

*Aajvari yaanna kiti Japala Japala
Kaalajach paani Kiti shimpala
Chetavun praan Yaanna dila ga ubaara*

*Vegali maati aata ga Vegali duniya
Aabhalachi maayabaai Karil kimayaa
Phullal bai pavsaana Mulakh saara*

Poet: Sudhir Moghe



- Practise the duet song and conduct its presentation.
- Discuss duet songs with the students.
- Students may also scan the QR code and practise the song with proper rhythm and tune.

CG-2

C - 2.1/2.2

LO-04AE44
/45



Duet Song

*Naahi kharchali kavadi damadi, Naahi vechala daam
Vikat ghetala Shyam, Baai mi vikat ghetala Shyam
Kuni mhane hi asel chori
Kuna vaatate ase udhaari
Janmabharichya shwaasaituke Mojiele Harinaam!
Baal gurakhi Yamunevarcha
Gulaam kaala santa gharcha
Haach Tukyacha Vitthal Aani Dasacha Shriram!
Jitake maalk titaki naave
Hriday titaki yachi gaave
Koni naa olakhi tarihi Yaala deen anaath anaam!*

Song by G. D. Madgulkar



Examples of Duet Songs :

1. Soor laagala aaj.
2. Sheptiwaalya pranyanchi purvi bharali sabha.
3. Ek jhoka chuke kaalajacha thoka.
4. Ekti ekti ghabarlis na? Vaatalach hota Aai... mhanunach tar sodun tula ,laamb gelo naahi.

- Practise the duet song with proper rhythm and tune and conduct its presentation.
- QR code and practise the song in rhythm and melody.

CG -1/2
C - 1.1/2.1
LO-04AE40
/44

Group Song

We sing prayer, the national anthem, and group songs every day during the school assembly. At that time, we all sing together in the same tune and rhythm. Right!

A song sung together by three or more people is called a group song. Group songs help to develop cooperation and also increase self-confidence. So, let us enjoy some **group songs** together.

Shoor Aamhi Sardar...

Shoor aamhi sardar Aamhala kaay kunaachi bhiti?

Dev desh aani dharma paayi Praan ghetala haati

Aaiychya garbhat umagali Zhunjaarachi reet

Talwarishi lagin laagala Jadali yedi preet

Laakh sankat zhelun gheil Ashi pahaadi chhaati!

Jinkaave va katun maraava Hech aamhala thaav

Ladhun maraava marun jagaava Hech aamhala thaav

Desha paayi saari visaru Maaya mamata naati

Song by Shanta Shelke



Ya Bharatat Bandhubhav...

Ya Bharatat bandhubhav Nitya vasu de,

De varchi asa de

He sarva pantha sampradaay Ek disu de,

Matbhed nasu de

Naandot sukhe garib amir Ek matanni

Mag Hindu aso va Christian va Ho Islaami

Swatantra sakha ya sakalana Maajhi vasu de

De varchi asa de

Song by Rashtrasant Tukdoji Maharaj



- Discuss group songs with the students.
- Make students sing different group songs with proper rhythm and tune.
- QR code and practise the songs in rhythm and melody.

CG -2

C - 2.1

LO-04AE44



My Activity

1) Make a list of your favourite solo songs.

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2) Write your favourite duet song.

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11. Tradition of Songs



Music created by the people and for the people is called Folk music.



*Vasudev aala ho
Vasudev aala*



*Bhargari dada
bhalari*



*Vinchu
chavla*



*Vallav re naakhava
vallav re*



*Kathin ghongad
gheu dya ki ra*

Discuss the following questions in the class:

Have you heard the above types of songs? On which occasions have you heard them? Which musical instruments are used in these songs? Which festivals and celebrations are celebrated in your village? What songs are sung during those occasions?

Today we are going to learn about some such songs. The songs sung in villages during festivals, celebrations, or happy occasions are called folk music. For example: Vasudev songs, Gondhali songs, Bharud, Bhondla songs, etc.

- Explain folk music in detail and discuss it with the students.
- Discuss folk life and culture reflected in folk songs.
- QR code and practise the songs with proper rhythm and tune.

CG-4

C- 4.1/4.2

LO-04AE51/

53



Naman song sung at the beginning of various festivals in Konkan

Gana dhaav re mala paav re

Tujhya premache kiti gun gaau re

Tu darshan aamhaala daav re

Tujhya krupechi chhaya asu de

Dhyanimani naam tuzhe thasu de

Maajhi vaadalaat saapadali naav re

Door kinaari haay maazha gaav re



Do you know?

This song is mainly performed in Konkan at the beginning of various festivals through dance. This dance form is called Jakhadi dance. In the center of the group of the dancers sit the singers and those who play the Dholaki, Mriding and symbols.

Dancers (Balya): Balya (dancers) wearing ghungrus (ankle bells) on their feet dance in a circle around them.

- Practise the song with the students.
- Discuss various festivals celebrated in Konkan.
- Discuss the musical instruments used in Jakhadi dance and singing during festivals.

CG -4

C - 4.1/4.2

LO-04AE51

/52/53

Gondhal song is an ancient and popular folk art form of Maharashtra. This Gondhal song is sung in the worship of Goddess Adishakti.

Gondhal

*Hou de sarvadishi mangal
Chadhavto ratrandin sambal
Khulavito divati deepakali
Aamhi Ambeche Gondhali
(Ude ga Ambe ude)
Gharoghari hindato ni Gondhal Aaicha maandto
Aaiyacha maandto Gondhal Devicha maandto
Bhavani basali othi gali
Aamhi Ambeche Gondhali*

Song by Shahir Sable



Musical instruments mainly used in Gondhal songs are harmonium, tuntune, taal, zanj and dimdi.

Koli Song

*Chandava aala na-bhaangani, Darya usalala dhund
Pithori punav hasali---Anand go jhala
Chanderi duniya chamakati---Daryala bhaasha umagati
Vallav saraagaa-- naav de lotun, Sodun jau bandarala
Manaata laata fesalati--Tushar sukhat bhijavati
Gaar gaar vaara--Jeev baavara aaliya bharati kinaaryala
Maakur gheu chaandanyala
Pithori ekaant sangeetala
Kharjaat laata julatay gaana
Laagala maasali jhalyala*

Song by Rajendra Atre



For Koli songs, instruments like dholki, ghungroo, harmonium and zanj are used.

Do you know?

The Koli community of Konkan sings these songs in their local dialect during festivals and happy occasions.

- Practise the above songs with the students.
- Discuss different types of folk songs.
- QR code and practise the songs with proper rhythm and tune.

CG-4
C - 4.1/4.2
LO-04AE51
/52/53



‘Vasudev’ is a very ancient and unique tradition of Maharashtra. This tradition is mainly known for social awareness and the spread of devotion.

Vasudev Song

Vasudev aala

Vasudev aala

Pahat jhali swaari aali

Aho Suryadev ha jaaga jhala...

Vasudev aala Vasudev aala...

Gala ghalun tulshichi maal,

Haati gheun chipalyanchya taal

Mhane mukhane Harinaam bola...

Vasudev aala Vasudev aala...

Jagnyache deyi bhaan,

maagato passa Bhar daan,

Chala deu ya Doodhbhaat kaala,

Vasudev aala Vasudev aala...

Song by Rajendra Somvanshi



For Vasudev songs, instruments such as chipli, taal, flute, and ankle bells are used.

- **Sing the Vasudev song using available materials and instruments.**

- Explain information about Vasudev songs.
- Discuss different types of folk songs.
- QR code and practise the song with proper rhythm and tune.

CG -3/4

C - 3.1/4.2

LO-04AE48 /

52/53

Another popular type of folk song is *Bharud*. *Bharud* is performed to create awareness in society about realization, superstition, and social issues through songs.

Bharud

(Chaal- ya shejarin Bara nahi kela ga baya)
Ya shaalemandi shikalo aamhi baya
Ya shaalen mala motha kela baya
Shikuya saare shikuya
Liha vaachaya shikuya
Dnyanachya vaatevar Aapan saare chalu ya
Shaalet khelu shiku Anu baagaduya
Vaachan lekhan saar Haach hasat shikuya
Dnyan hech khare dhan aahe
He saaryanna samjun saanguya
Sundar aapala desh ghadvu
Pudhe pudhe jauya Hushar houya
Mothe mothe hou ya...



For *Bharud*, instruments such as harmonium, mrudung, taal, and dholki are used.

Do you know?

Sant Eknath made the *Bharud* poetry form truly popular in the sixteenth century and worked for social awareness through this medium.

- Discuss the *Bharud* song form with the students.
- QR code and practise the song with proper rhythm and tune.

CG-4

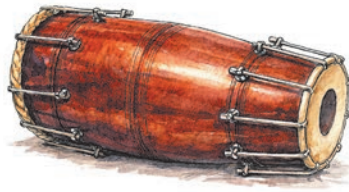
C - 4.2

LO-04AE52

Introduction to Folk Musical Instruments



Dhol



Dholki



Zanj



Tarpa



Daf



Lezim



Sambal



Tuntune



Chiptya



Khanjiri

Have you seen the instruments shown in the picture? Which of these instruments have you heard the sound of?

Observe the instruments shown in the picture below and write their correct names.



- Give information about the instruments shown in the picture and let the students listen to their sounds.
- Discuss in which types of songs these instruments are played.

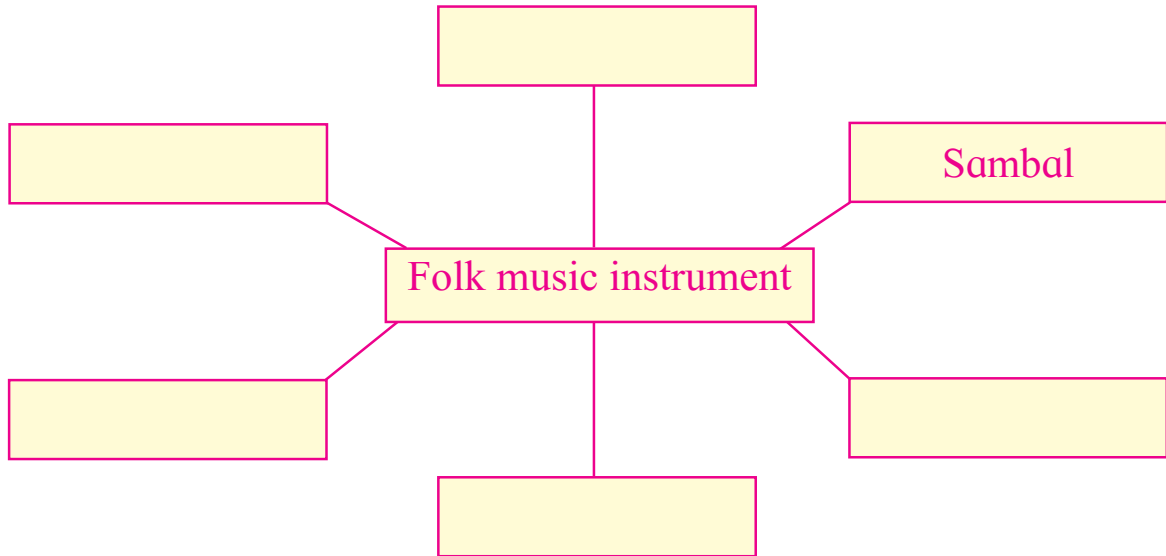
CG – 3

C – 3.2

LO-04AE 49

My Activity

1) Write the names of instruments used in folk music.



2) Write your favourite folk song. Sung in your region.

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.....

.....

.....

.....

3) Write below which instruments are used in following folk dances.

- a) Abhang-Bhajan
- b) Bharud
- c) Powada
- d) Vasudev Geet

- Discuss folk musical instruments and tell their names.
- Ask the students to write their favourite folk song.

CG -3
C - 3.2
LO- 04AE49

12. Swar Vel

Nature is a great orchestra filled with different sounds, notes, and rhythms. We hear many sounds in our surroundings. For example: chirping of birds, sounds of animals, sound of rain, flowing water, rustling of leaves, etc.

Identify and write the natural and man-made sounds shown in the picture below.



Apart from these, write in the table which sounds you heard in your surroundings felt pleasant and which sounds felt harsh.

Pleasant Sounds	Harsh Sounds

Imitate the sound that you liked from the above sounds.

Remember :

Many sounds heard in our surroundings match musical notes. Such sounds feel pleasant to the ears and their resonance continues for a long time. These are called musical sounds.

Music related sound.

The sound of Conch (Shankh), Cymbals, flute playing and drum are examples of music related sounds. Make a list of sounds that are used or in music and discuss them with your classmates.

- Discuss pleasant and harsh sounds.
- Discuss different kinds of sounds with the students.
- Tell the students about various musical sounds.

CG -3/4

C - 3.1/4.1

LO-04AE47/

50

Notes and Types of Notes

Remember:

Sounds that are pleasant to the ears and have a definite frequency are called musical notes.

You already know the letters A, Aa, I, Ee.

Just as Marathi reading and writing need alphabets, music also has seven notes. These seven notes together are called a Saptak (सप्तक).

Sa Re Ga Ma Pa Dha Ni

In music, along with the seven notes, there are also five additional notes. Types of Notes-There are three types of notes.

- 1) The original seven notes are called Shuddha Swar (natural notes).

Sa Re Ga Ma Pa Dha Ni

- 2) The notes sung half a step lower than their original position are called Komal Swar (flat notes). While writing Komal Swar, a horizontal line is drawn below the note. ' _ '. *Sa Re Ga Dha Ni*

- 3) The note sung half a step higher than its original position is called Tivra Swar (sharp note). To identify Tivra Swar, a vertical line is drawn above the note. ' Ma

Seven Shuddha notes+four Komal notes+ one Tivra note together =twelve notes.

Order of Twelve Notes

Sa	Re	Re	Ga	Ga	Ma	Ma	Pa	Dha	Dha	Ni	Ni
Shuddha	Komal	Shuddha	Komal	Shuddha	Shuddha	Tivra	Shuddha	Komal	Shuddha	Komal	Shuddha

Swaralankar

A regular arrangement of notes in sequence is called Swaralankar.

Practise the Following Alankars of Shuddha Swar.

1. **Ascending Order (Aroh)**- Sa Re Ga, Re Ga Ma, Ga Ma Pa, Ma Pa Dha, Pa Dha Ni, Dha Ni Sa

Descending Order (Avaroh)- Sa Ni Dha, Ni Dha Pa, Dha Pa Ma, Pa Ma Ga, Ma Ga Re, Ga Re Sa

2. **Aroh**- Sa Re Ga Ma, Re Ga Ma Pa, Ga Ma Pa Dha, Ma Pa Dha Ni, Pa Dha Ni Sa
Avaroh- Sa Ni Dha Pa, Ni Dha Pa Ma, Dha Pa Ma Ga, Pa Ma Ga Re, Ma Ga Re Sa

- Discuss ascending and descending order of notes.
- Explain the difference between notes and types of notes.
- QR code and practise in proper rhythm and tune.

CG-2
C- 2.2
LO-
04AE46



Remember :

To complete the musical scale (Saptak), the higher octave “**Sa**” from the Taar Saptak is used.

Sa and Pa do not have any symbol.

A line below **Re**, **Ga**, **Dha**, and **Ni** shows Komal Swar (flat notes).

A vertical line above **Ma** shows Tivra Swar (sharp note).

My Activity

A. Fill in the blanks.

1. Komal Swars are _____.
2. _____ is a Tivra Swar.
3. There are _____ Shuddha Swars in music.

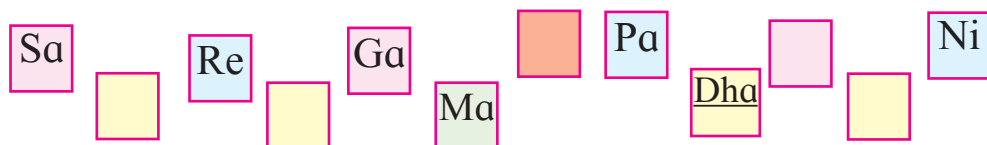
B. Complete the Alankars and practise singing them in tune.

1. Aroh- Sa Re Ga, Re Ga Ma _____
Avaroh- Sa Ni Dha, Ni Dha Pa _____
2. Aroh- Sa Re Ga Ma, Re Ga Ma Pa _____
Avaroh- .Sa Ni Dha Pa. Ni Dha Pa Ma _____

C. Write the types of notes

1.
2.
3.

D. Complete the twelve notes in the boxes.



- Practise the Alankars with the students.
- Use available instruments or a harmonium app for practice.
- QR code and practise with proper rhythm and tune.

CG -2
C - 2.2
LO-04AE46



13. Let Us Keep the Rhythm



While listening to our favourite songs, our feet automatically move to the rhythm. Sometimes we tap on the bench with our hands or clap to keep the beat.

Now let us play a game.

Take a stick and spoon or a bowl and spoon and keep the rhythm like this: “One, two, three, four... One, two, three, four...” Or fill sand or pulses in an empty plastic bottle and keep the rhythm in the same way.

Remember :

The systematic method of measuring time in singing, playing instruments, and dance is called **Taal** (rhythm).

There are many types of **Taals** in music. Taal has parts such as Matra, Vibhag, Sam, and Kaal. Let us learn about them briefly.

1. **Matra** - Each beat used for counting the rhythm is called a **Matra**.
2. **Vibhag** - Small groups of Matras in a Taal are called **Vibhag**.
3. **Sam** - The first beat of a Taal is called Sam. **Sam** is shown by clapping on the first beat. It is represented by the symbol “X”.
4. **Kaal** - The beat on which the hand is waved in the air instead of clapping is called **Kaal**. It is represented by the symbol “O”.

Today we will learn two Taals in music and practise them by clapping.

Taal – Keharwa

Matras : 8

Vibhag : 2 (4 + 4 Matras)

Sam : On the first Matra

Kaal: 5

Matra 1 2 3 4 | 5 6 7 8

Theka - Dha Ge Na Ti

Na Ka Dhi Na

Symbols : x

o

Sam

Kaal

The song “Chandarani Chandarani” from the textbook is set in Keharwa Taal. Practise the song by keeping the rhythm with claps.

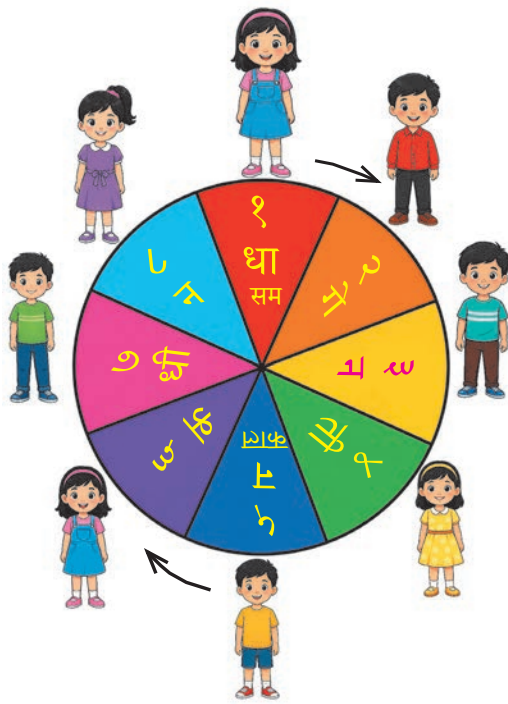
- Practise the rhythm by counting numbers and clapping.
- Practise Swar Alankars in rhythm.
- Practise songs based on Keharwa Taal by clapping the rhythm.

CG -1/3

C - 1.1/3.2

LO-04AE41

/43



Keharwa Tala Circle

- Draw a large circle on the ground or classroom floor using chalk.
- As shown in the picture, divide the circle into 8 equal parts and number them 1 to 8 in sequence.
- Write “Dha” (Sam – X) in large letters in section number 1.
- Write “Na” (Khali – O) in large letters in section number 5.
- Form groups. For this activity, 8

students from the class should stand in the 8 sections of the circle (as shown in the picture). The remain-

ing students should stand outside the circle and observe.

- **Activity and Movement :** For each count (matra/beat), the students standing in the circle should perform the following actions:
- **1st Matra (Sam – Dha) :** The student standing in section 1 should jump while raising both hands in the air and loudly say “Dha.” (All the other students should clap loudly together.)
- **2nd, 3rd and 4th Matras (Ge, Na, Ti) :** The students standing in sections 2, 3, and 4 should each clap lightly once at their place and say their respective bols.
- **5th Matra (Khali – Na) :** The student standing in section 5 should say “Na” without clapping and spread both arms sideways to indicate Khali (empty beat).
- **6th, 7th, and 8th Matras (Ka, Dhi, Na) :** The students standing in sections 6, 7 and 8 should clap lightly once at their places and complete the bols.

Second Stage of the Game (Moving Circle) :

Once you have memorized the bols assigned to your positions, move around the circle in a clockwise direction to the rhythm of music or clapping.

- When the teacher says “1” or “Dha,” the student who is standing on section 1 (Sam) should quickly jump and clap loudly.
- When the teacher says “5” or “Khali,” the student standing on section 5 should spread both hands to show Khali (empty beat) without clapping.
- The game should be played in this manner.
- All the students in the class should play this rhythm game in groups.

Taal – Dadra

Matras : 6 Vibhag : 2 (3 3 Matras)

Sam : 1 Matra Kaal : 4 Matra

Matra	1	2	3	4	5	6
Theka	Dha	Dha	Na	Dha	Ti	Na
Symbols	X			O		
	Sam			Kaal		



1

Dha
X
Sam



2

Dhi



3

Na



4

Dha
O
Kaal



5

Ti



6

Na

The song “Ya Bharatat Bandhubhav Nitya Vasu De” from the textbook is based on Dadra Taal. Practise the song by keeping the claps of the Taal.



Dadra Tala Train

Dadra Tala has 6 beats (matras) divided into 2 sections of 3 beats each. Sam (clap) is on beat 1 and Khali (empty beat) is on beat 4.

- Arrange 6 students in a straight line and assign them the following bols:
- Give the students numbers from 1 to 6.
- Give each student a different beat (bol).

1 – Dha (Sam)

2 – Dhi

3 – Na

4 – Dha (Khali)

5 – Ti

6 – Na

Step 1:

The teacher slowly counts from 1 to 6.

- **1 (Dha – Sam)** : Say “Dha,” clap loudly, and make a small jump.
- **2 & 3 (Dhi, Na)** : Say the bol and snap fingers softly or tap the foot.
- **4 (Dha – Khali)** : Say “Dha” without clapping; spread both arms sideways.
- **5 & 6 (Ti, Na)** : Say the bol and snap fingers softly or tap the foot.

Step 2: Faster Tempo : Once students learn the sequence, increase the speed and repeat continuously:

“Dha (clap) – Dhi – Na | Dha (arms spread) – Ti – Na.”

My Activity

1. Write the correct symbol in the blanks.

- a. Sam is shown by the symbol ____.
- b. Kaal is shown by the symbol ____.

2. Complete the following patterns.

A] Dha Ge | Na Ka

B] Dha Dhi Na |

3. Complete the table with information about the following Taals.

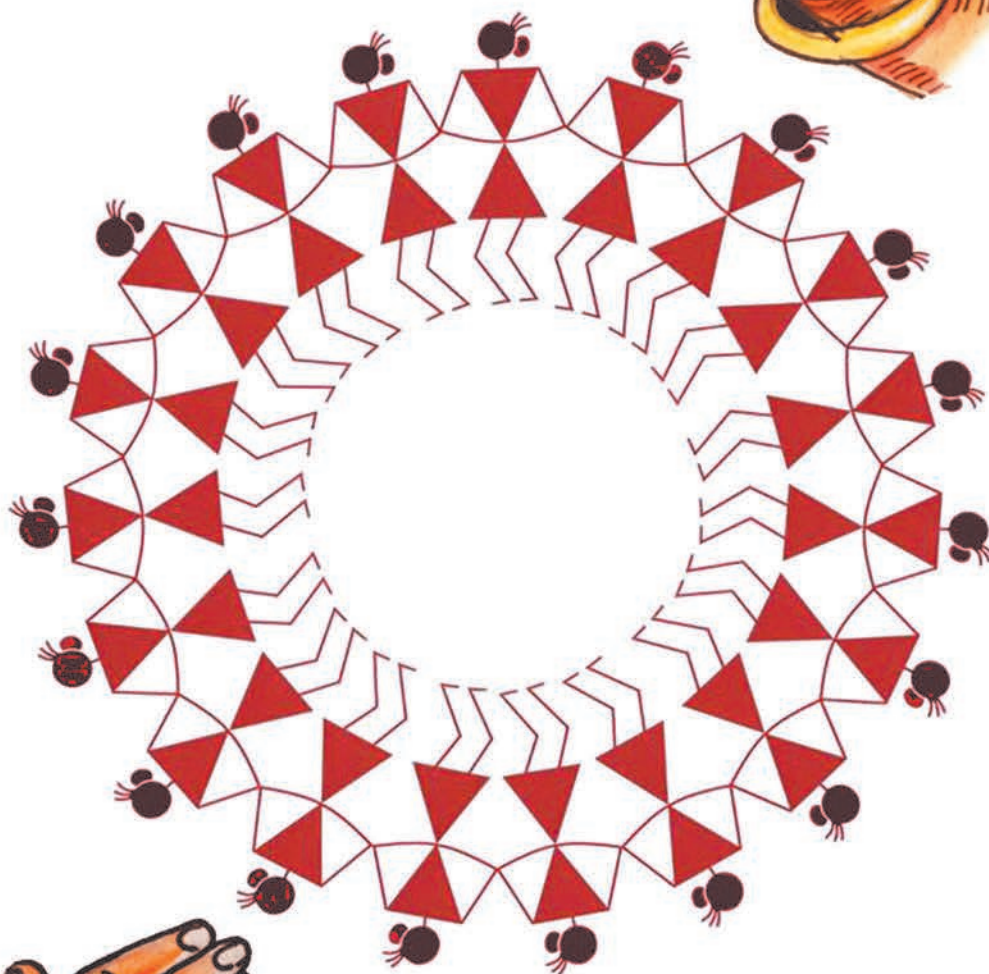
<i>Taal</i>	<i>Matras</i>	<i>Vibhag / Khand</i>	<i>Tali</i>	<i>Kaal</i>
Keharwa				
Dadra				

- The teacher should explain to the students how to play the game.
- Students should practise the songs while keeping the rhythm (tala) with claps.
- First, scan the QR code given on the previous page and practise the rhythm and melody accordingly.

CG -1/2
C - 1.1/2.1
LO-04AE41 /
43



Dance and Movements





14. Dancing with Joy



Dear Children, our body is very flexible. Different parts of our body can move in many different ways. For example running, jumping, bending and spinning. When these movements are performed with rhythm and music, they become dance. Dancing brings happiness to everyone.



Dance

Dance is the expression of feelings through movements of the whole body with the help of music and rhythm.

We dance to express happiness and joy.

Dance has many benefits.

Write down why do you like to dance?

- Discuss in class benefits of dance & concept of dance.
- Encourage students to discuss in class how dance can make our daily life better.

CG - 1
C - 1.1
LO - 04AE54



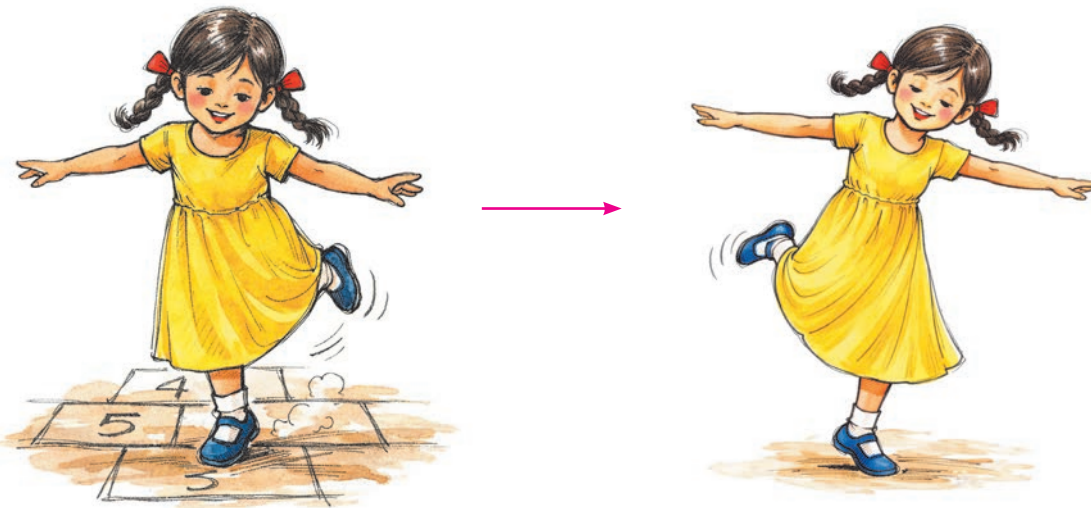


Solo Dance

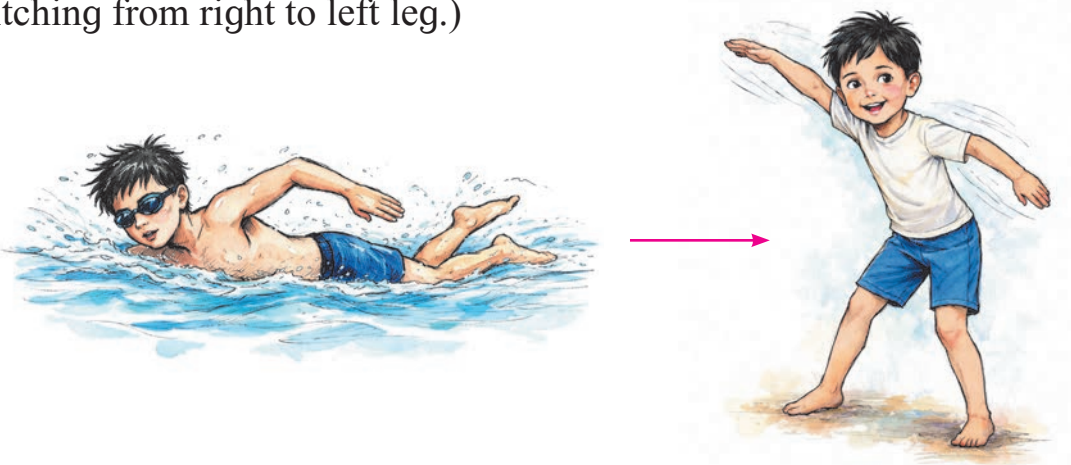
Let Us Dance!

We all love to play different games but do you know that there are dance movements hidden in these games as well.

Lets observe the movements shown in the pictures and practise them.



(Stand on one leg and stretch your hands sideways like a bird and keep switching from right to left leg.)



(Move your hands and legs gently as if swimming in water.)

Wasn't it so much fun doing these movements together? Think of more such movements. Create your own dance movements and perform them in class together with your friends.

- Ask children to observe the pictures and then try to imitate them.
- Try doing different sports movements in class.

CG - 1

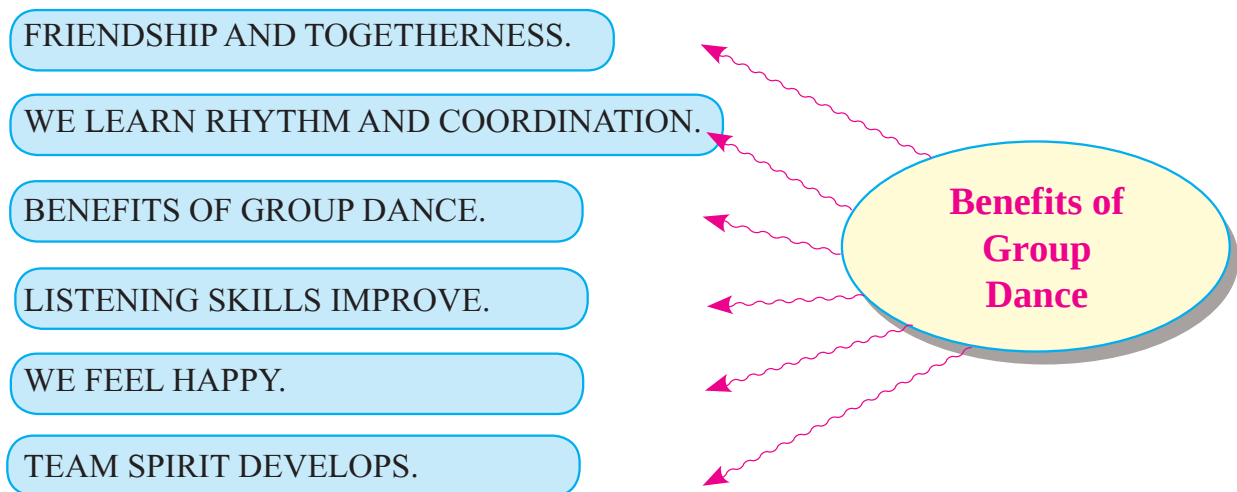
C - 1.1

LO - 04AE54

Observe - learn - dance.

Until now we have learnt how to dance individually. But wouldn't it be more fun if we all can dance together. When we dance together with friends, we sway to the same tune, tap our feet to the same rhythm and enjoy together.

Thus dance performed together in a group is called as a Group Dance. In a group dance, everyone dances together to the same melody with the same rhythm and movements.



Folk dances or dances performed in your region are all form of Group dance. We all come together and dance on various festivals and occasions.

Scan the QR code given. Watch the video. Observe the dance movements, try them, practice and perform them in class.

- Encourage students to watch the dance videos given in QR code, observe, practice and perform them.

CG - 1
C - 1.1, 1.2
LO-04AE54/
55



Lets all dance together !

Here are some very popular folk dances of Maharashtra. Observe the images given below and try doing them.

1. Dhangar Dance

Dhangar Dance is performed by the *Dhangar* community of Maharashtra during festivals and celebrations. The energetic dance is performed to the lively sounds of the *dhol*, *pipani* and other traditional instruments. The dancers move in rhythm with great enthusiasm and joy.



Dhangar Dance Movement 1



Dhangar Dance Movement 2

2. Lezim

Lezim is a traditional group dance that combines rhythmic movements, exercise and music. The dancers perform synchronized steps, jumps and formations while holding a musical instrument called a “lezim.” This energetic dance develops coordination, discipline and teamwork.



Lezim Dance Movement 1



Lezim Dance Movement 2

- Help students to understand and practice Lezim and Dhangar Dance.

CG - 1
C - 1.1, 1.2
LO-04AE54
/55

3. Lavani

Lavani is known for its graceful expressions, lively footwork, and energetic performance style. It is performed to the rhythm of the dholki and traditional songs. The dance beautifully reflects the culture and traditions of Maharashtra.



Lavani Dance Movement 1



Lavani Dance Movement 2

4. Warli Dance

Warli Dance is performed by the Warli tribal community during festivals and special occasions. The dancers move in circles with simple and joyful steps, accompanied by traditional music. This dance shows the close bond of tribal people with nature and community life.



Warali Dance Movement 1



Warali Dance Movement 2

Scan the QR code and observe the dance movements of above mentioned folk dances and try doing it and practice.

My Activity

Create different groups in class. Let each group select one of the above mentioned folk dances, practice and present it in the class together

- Help students observe the images and practice doing the dance steps.
- Watch the videos given in the QR code and help the students understand and practice the dance movements.

CG - 1

C - 1.1, 1.2

LO-04AE54/

55



15. Rhythmic Movements in Daily Life



Dance through Movements

In our daily life, we perform many movements such as walking, running, drawing water, grinding grains, and jumping. When these movements are done with rhythm, beats, and beautiful music, they become enjoyable and graceful. Dance is the art of expressing feelings and ideas through rhythmic body movements

Dance is all around us !

Observe the movements shown in the pictures below and imitate them.



Try and Tell

Observe the daily life movements shown below. Notice their rhythm and movements, and try to perform them with actions.

- Help students observe the pictures and practice doing them.
- Let students identify more such similar movements and help them turn it into dance movements and practice it.

CG - 4

C - 4.1

04AE56/59/61

• Hand Gestures

We can express our thoughts and feelings through different movements of the hands and fingers. In dance, such hand gestures are called *Hasta Mudras*. These gestures help us show actions, emotions and ideas in an artistic way.

Let's communicate through hand gestures.

Observe the following hand gestures and practise them. Also try to understand where they are used in daily life.

1. Alapadma Hasta Mudra



2. Suchi Hasta Mudra



3. Shikhara Hasta Mudra



- Talk about how these hand gestures are used in everyday life and practise them with actions.

CG - 4

C - 4.1

04AE56/59/61





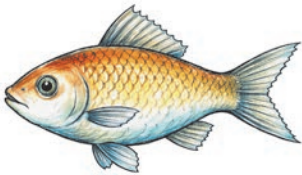
Hand Gestures in Dance

In dance, hand gestures are used to show different objects, feelings, and actions. These gestures make dance more expressive and meaningful. Observe the pictures carefully and match the hand gestures with the correct objects shown beside them.

1.



2.



3.



4.



5.



- Discuss how these hand gestures are used in dance and practise them with actions.

CG - 4
C - 4.1
04AE59/61

Movements in Nature

We see many movements in nature around us. Trees sway in the wind, birds fly in the sky, and animals run and jump. Dancers observe these movements and express them beautifully through dance.

Let's find dance movement in nature!

Observe the pictures below and try to imitate the movements through actions.

1.



2.



3.



- Discuss the different movements shown in the pictures and perform them with actions.

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4.



5.



Lets Us Discuss

Observe the movements seen in nature and talk about how they can be shown through dance. Compare the flowing river, blooming flower and swaying leaves with graceful body movements and actions.

Perform and Enjoy!

Use the movements you have learnt and perform a simple dance on your favourite poem or song from the textbook.

My Activity

1. Draw a beautiful picture of different nature components such as river, flower, birds, trees and rainbow.
2. Imitate the movement seen in each of these elements and the dance movements inspired by them.

- Encourage discussion, description and comparison regarding action observed in nature and their dance movements and make them physically enact the movements.

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16. Friends in Dance



Dance becomes more beautiful and enjoyable with the help of music, rhythm, and movements. These important elements help dancers express their feelings with grace and confidence. Let us learn about one such important companion of dance — Rhythm.

Taal

Rhythm gives a regular beat and flow to dance movements. It helps dancers move gracefully with music and perform steps in a proper sequence. Rhythm makes dance lively, energetic and enjoyable to watch.

Let's play the Dadra rhythm game.

Have you played hopping games with your friends? While hopping, clap your hands and say rhythmic syllables like “*Dha Dhi Dhi Na.*” Then place your hands on your waist and say “*Dha Ti Na.*” Move your body according to the beats and enjoy creating dance movements.

Jump in the circle.			Jump out of the circle.		
Dha	dhi	Na	Dha	Ti	Na
1	2	3	4	5	6

Feel the Difference in Taal

Dance movements change according to different rhythms and beats. Compare the Keharwa Taal learned last year and Dadra Taal learning this year. Discuss both rhythms and their differences. For this, watch the videos of keharwa and Dadra Taal on the first page, use QR Code to access the Videos and then understand the differences between them.

- Discuss in class *kehrva* and *dadra taal*. Watch the video and help students understand how dance movements changes according to change in *taal*.
- Scan the QR code and watch the video of dance movements done in different taal.

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B. Musical Instruments

Come, let us learn how musical instruments make dance more joyful and lively!

Different dance forms use different kinds of instruments. These instruments help us move, clap, jump and dance with rhythm and happiness.

Some movements are soft and flowing

Some dances have smooth and gentle movements. Soft music suits these movements very well. Instruments like the flute and violin create sweet and calming music.

Flute



Violin



Some movements follow strong beats and rhythm

Some dances are energetic and full of fast footwork. These dances need strong beats and rhythm. Instruments like the tabla and mridangam help keep the rhythm steady.

Mridangam



Tabala



- Provide opportunity in class to practice dance fluid movements and movements performed to a rhythm.
- Make them perform fluid movements while listening to flute or violin music.

CG - 3

C - 3.1

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Did You Know?

Types of Musical Instruments

Musical instruments are mainly of four types:

- **String Instruments** – Sound is produced by strings.
Examples: Sitar, Violin, Tanpura, Veena
- **Wind Instruments** – Sound is produced by blowing air.
Examples: Flute, Shehnai, Harmonium
- **Percussion Instruments** – Sound is produced by striking or beating.
Examples: Tabla, Mridangam, Dhol, Cymbals
- **Metal Instruments** – Sound is produced by shaking or striking metal objects.
Examples: Bells, Manjira, Triangle

These instruments make music more enjoyable and help dancers perform with rhythm and expression.

Choose Music and Instruments for Dance

Dance becomes more fun when we choose suitable music and instruments.

Pick a song you like and think about which instruments would match the dance movements best. Discuss your ideas with your friends and perform together!

- Let's choreograph a dance piece. Choose any poem from the textbook that you like and select the music as well (instruments) perform dance.

CG - 3
C - 3.1
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My Activity

• Let's Play a Word Game!

Find the names of musical instruments hidden in the word grid below:
(Tutari, Cymbals, Flute, Zanj, Tabla, Duff, Mridangam, Veena, Dholaki, Tasha)

M	R	I	D	A	N	G	A	M
T	F	L	U	T	E	F	U	Z
U	D	P	F	A	A	G	V	A
T	A	I	F	B	C	S	S	N
A	K	E	R	L	N	L	H	J
R	O	P	G	A	W	X	Z	A
I	J	V	E	E	N	A	T	U
D	H	O	L	A	K	I	Z	D
M	C	Y	M	B	A	L	S	V

• Let's Make Rhythms!

Use your hands, feet, or simple objects around you to create rhythms.

You can clap, tap, stomp, or beat gently to make different sounds.

Fun Activity

Pick one rhythm syllable and repeat it in different ways:

- Ta Ta Ta
- Dhin Ta
- Na Dhin Na
- Ta Ka Dhi Mi

Try saying the syllables loudly, softly, fast, and slow!

- Create rhythms using simple words and sounds perform actions according to rhythm. Enjoy dancing and learning together with friends!

CG - 3

C - 3.1

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17. Traditional Dance



Dance and Songs

Songs and poems are filled with beautiful words, feelings, imagination, and colourful ideas. Dance helps us express these emotions and thoughts through graceful movements of the body.

Let Us Learn How to Create a Dance!

1. Select a poem or song that you enjoy and read it carefully.
2. Understand its meaning, feelings, and the story or situation described in it.
3. You do not need actions for every word. Use simple and creative movements to show the main ideas.
4. Use hand gestures, facial expressions, and body movements to make the dance lively and expressive.
5. Perform the dance with proper rhythm, expression, and joy.



Read



Think



Dance

- Explain the steps of creating a dance with suitable examples.
- Encourage students to follow the instructions carefully and perform confidently.

CG - 3

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Let's try Dance to a poem.

Discuss with each other to create a dance routine set to a song of your choice, select the dance movements practice them and perform the dance.

*Swargat aakashganga,
Gangela soneri ghaat
Ghaatala payrya shambhar,
Zala aanand aali bahar || Dhru ||*

*Ghaatashi lavila ek,
Ek Swargiy kalptaru
Tarula fandya shambhar,
Zala aanand aali bahar ||1||*

*Taruchya fandiwar,
Phule fulati nakshatranchi
Phulala pakalya shambhar,
Zala aanand aali bahar ||2||*

*Sutala wara jorat,
Phule vikhurali panyat
Tarang uthale shambhar,
Zala aanand aali bahar ||3||*

*Gangela aala pur ,
aho purach paani chadhal
budalya payrya shambhar,
Zala aanand aali bahar ||4||*

- Ratnakar Matkari



- Students should be encouraged to choreograph dance visualizing movements and perform their favourite song.

CG - 3
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Dance and Culture

Maharashtra is home to many traditional dance forms. These dances beautifully reflect the lifestyle, costumes, and music of the people of the region. Some well-known folk dances of Maharashtra are Lavani, Koli Dance, Tarpa Dance, Lezim, Waghya Muruli, Pawra Dance and Warkari Dance.



Tarpa Dance



Lezim Dance

Let Us Talk About Dance!!

Find out about a folk dance or traditional dance performed in your area. Discuss it in the class. Along with your friends, try performing 4–5 simple dance movements.

Draw and Dance!

Observe Warli paintings and draw pictures of dancing figures using your imagination.

- Encourage students to perform simple dance movements shown in Warli paintings. For example, students may hold hands, move in a circle, and dance together.

CG – 4

C – 4.2

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Observe – Dance!

Observe any available cultural or traditional dance. Practise and imitate its movements and expressions.

My Activity

Observe the picture and find the answers to the questions.



1. Which type of dance is shown in the picture?
2. Which musical instruments are being used while performing the dance?
3. In what manner are the dancers dancing?
4. What is their costume?

- Show a video of a familiar cultural/traditional dance (e.g., *Warkari* Dance) and encourage students to imitate, practise, and present it. Motivate children to observe such art forms and understand their cultural significance, thereby developing an appreciation for culture and traditions.

CG – 4
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18 . Art and Culture



Our culture and traditions are supported by science, and they inspire us to live a joyful life. Through seasonal festivals, celebrations, and traditions, we get to see food suitable for our health, appropriate clothing, and the expression of various arts related to each season. Preserving this culture brings people together. It strengthens our relationships and allows us to share happiness together. The respect for various art forms and artists also increases.

Our Festivals and Celebrations

Prepare a list of the festivals and celebrations observed in your locality. Collect more information about any one of them, along with pictures, photographs, and newspaper cuttings, and create a decorative display. **Identify and Write the Occasion :**

Identify the occasions shown in the pictures below and write information about those festivals and celebrations.



Observe the festivals and celebrations conducted in your locality and present the artistic aspects of those occasions in groups.

- The artistic features found in the various folk arts, festivals and celebrations, traditional games, and food culture of our state should be explained through different examples.

CG -4
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On the occasion of festivals and celebrations, dance, drama, decoration, sculpture, painting, singing, and instrumental music, along with many other art forms, are presented.



Pottery



Warli Painting



Dancer



Bharud Artist



Vasudev



Makeup Artist



Singer

- Observe the festivals and ceremonies celebrated in your locality and present the art forms and occasions involved in them as a group activity.

CG -4

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Field Visit :

A field visit is very important for understanding local art and culture. A field visit means visiting a place in person and observing the art, artists, and traditions there. Such visits provide an opportunity to closely observe the work of artists in our surroundings.

For eg. we can directly observe how potters make clay vessels, how artists work in the field of painting, or how craftspeople create handicrafts. We can understand how artists use clay, colours, fabric, and other materials to create beautiful objects.

Precautions to be Taken During a Field Visit

When visiting an artist's workshop or a local exhibition, the following points should be followed:

- **Observation** : Quietly observe how the artist uses hands or tools.
- **Asking Questions** : Politely ask any doubts that arise in your mind.
- **Notebook** : Record the things observed and the information received in a notebook.
- **Cleanliness and Discipline** : Do not touch any object without permission and do not litter at the place you visit.
- **Gratitude** : Do not forget to thank the artist after the field visit is over.

Interview :

Observe the various art forms presented during festivals and celebrations in your locality. Interview some of the artists such as Vasudev, Pingala, Nandibailwala, painters, sculptors, singers, instrumentalists, potters, woodworkers, flower decorators, dancers, and theatre artists, and learn about their art. For this purpose, prepare interview questions in the classroom.

My Activity

- 1) Draw a picture of your favourite festival or celebration and write information about its artistic elements.
- 2) Visit artistic places of interest in your locality and write information about them.
- 3) Meet an artist from your locality and conduct an interview about their art and work. Write the observations in the form of a report.
- 4) Collect pictures, photographs, cuttings, and information related to a favourite art form among local artists and prepare a project.

- Encourage group discussions on local art and traditions and motivate students to conduct interviews and field visits.

CG -4
C- 4.2
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Notes

[illegible]

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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