

The Arts

Teaching and Learning Syllabus

Grades 1 to 6

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Rationale

The Development of 21st Century Competencies and The Arts

Expected Learning Outcomes for The Arts

Scope and Sequence of Content Areas forThe Arts

Content Areas and Specific Learning Outcomes of The Arts for Grade 1

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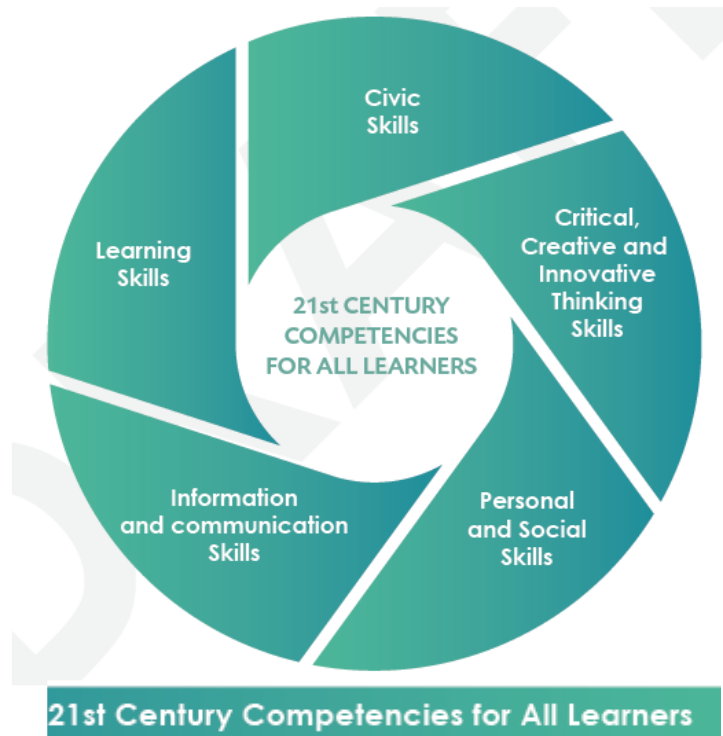
Content Areas and Specific Learning Outcomes of The Arts for Grade 6

Rationale

The Arts generally possess a degree of familiarity to everyone – drawing and painting, enactment, music and dance are activities that are part of growing up and are therefore viewed as fun. The purpose of the Arts syllabus, however, is to go beyond this level of familiarity and explore what lies behind each aforementioned component. It focuses on techniques and methods specific to each art form to enable the learner develop understanding, proficiency and aesthetic awareness in the Arts. In many ways, it acts as a roadmap for teachers, parents and learners. The aim is not to make learners become artists at the end of their schooling but to develop or deepen their artistic sensibility, by drawing from their use of the senses and their imagination as well as their perceptions, feelings and experiences. Thus the arts syllabus places a good deal of emphasis on the process rather than the product. Equally important is the two-pronged approach that dictates the syllabus: learners learn through and about the arts. An incremental approach to artistic development using methods and techniques is therefore necessary. By drawing from the early years of the learner and building on specific skills to be acquired during the years of schooling, the Arts syllabus brings out a progression in the achievement of skills and competencies in each of the areas, namely, Visual Arts, Drama, Music and Dance – areas which can be distinct, yet, strongly interrelated.

The Development of 21st Century Competencies and The Arts

In the very fact that the Arts rely on observation of the real world as well as experiences that one acquires in the process of growth, the Arts as a discipline opens up to different possibilities of exploration of one's self in a given context. Germane to this is self-awareness as the learner discovers various ways to interpret the world around him/her. Significantly, the Arts provide a platform for every learner to express one's views, perceptions and particularly voice. In so doing, the Arts are an effective preparation for being a concerned citizen as well as an active contributor to society. Equally important is that the Arts cannot always be worked out on an individual basis. It finds strength and meaning in collaboration with peers and given the nature of the activities, it encourages learners to develop their communication skills, by using creative and critical thinking, in different areas.



Expected Learning Outcomes for The Arts

- Communicate ideas, feelings and experiences through a range of media (craft, drawing, painting, performance)
- Listen to and play a range of music, individually or in an ensemble
- Depict real or imagined situations using different art forms
- Convey emotions, situations while performing using expressive skills
- Demonstrate understanding and empathy for characters and their situations
- Interpret situations using their experience and imagination
- Respond to and reflect on their own as well as others' art work and performance
- Interact and collaborate with peers and teacher to make and convey meaning
- Perform and present their work to a general audience

Scope and Sequence of Content Areas for The Arts

Content Areas	Grades					
	1	2	3	4	5	6
VISUAL ARTS						
<i>PATTERN AND PICTURE MAKING</i>						
Simple graphic exercises (scribbling)	•					
Simple Freehand drawing and painting of shapes	•					

Freehand drawing and painting with application of tones through shading and marks making		•				
Simple thematic freehand drawing and painting with application of primary colours			•			
Thematic drawing and painting	•	•	•	•	•	•
Colour mixing	•	•				
Sgraffito		•				
Tonal gradation using pencil and template				•	•	•
Tones and textures using paint						•
Finger and hand printing	•					
Leaf printing		•				
Vegetable printing			•			
Block printing (potato blocks and corrugated carton)				•		
Picture making with printing					•	
Creative picture making using Splattering and printing						•
CRAFT AND MODELLING						
Collage through tearing and cutting paper	•					
Picture composition in Collage with torn and cut shapes		•				
Paper Mosaic with pellets			•			
Photomontage with cut out images from magazines				•		
Collage with scrap materials					•	
Paper mosaic with cut out paper						•
Making simple forms and shapes through modeling with plasticine/flour dough	•	•	•			
Modeling in groups (thematic) with synthetic clay				•		
Papier mache					•	
Simple maquette using carton			•			
Maquette using modeling and assemblage						•
Simple Poster making			•			
Mobile making with cut out shapes		•				
Collage using cut out shapes			•			
Mobile making using found objects and fabrics				•		•
Mobile making on armature					•	•
Rubbing on coins and surfaces	•					
Rubbing on surfaces to find textures		•				
Paper bag puppet			•			
Paper plate mask		•				
Stick puppet		•		•		
Sock puppet					•	
Masks making with script and role play						•
Simple Paper folding	•	•	•			
Paper folding and cutting-creating a doily				•	•	

Paper loom & Weaving						•
Simple Origami						•
PERFORMING ARTS						
DRAMA						
<i>MIME, MOVEMENT AND STORY TELLING</i>						
Miming action (using verbs, adjectives and adverbs)	•	•	•	•	•	•
Imitation and mimicry – reproducing sounds and events in familiar environment	•	•	•	•		
Body posture, gestures and expression		•	•	•	•	•
Movement games			•	•	•	•
Tableaux and Freeze Frames		•	•	•	•	•
Articulation and Clarity (Tongue Twisters)		•	•	•		
Listen to intonation Patterns	•	•	•			
Respond to intonation Patterns	•	•	•			
Narrate using varying intonation				•	•	•
Narrate using gestures and expression				•	•	•
Reader's Theatre					•	•
<i>DRAMATISATION AND IMPROVISATION</i>						
Voice exercises		•	•	•	•	•
Real and personal events			•	•	•	•
Fictitious and imaginative situations	•	•	•	•	•	•
Emotions in delivery				•	•	•
Expression and body movement	•	•	•	•	•	•
Props and decor				•	•	•
Getting into roles		•	•	•	•	•
Stage performances			•	•	•	•
Dialogue Writing				•	•	•
MUSIC						
<i>MUSIC MAKING</i>						
Sing and play a variety of music, demonstrating an awareness of musical elements	•	•	•			
Sing and play a variety of music demonstrating basic knowledge of musical elements			•	•	•	
Sing and play a range of music individually and in groups demonstrating an understanding of musical elements				•	•	•
Sing in solo and in an ensemble			•	•	•	•
Play non-pitched instruments	•	•				
Play pitched instruments			•	•	•	•
Accompany songs	•	•	•	•	•	•

<i>LISTENING/ RESPONDING</i>						
Respond to a variety of music in terms of emotions and aesthetics	•	•	•	•	•	•
Listen to and respond to a variety of music	•	•	•	•	•	•
Listen to and appreciate a range of repertoire demonstrating some understanding of musical elements.			•	•	•	•
Identify the use of musical elements in a variety of musical forms and styles				•	•	•
Understanding the different ways music is being valued and performed by other people and cultures.				•	•	•
<i>CREATING MUSIC</i>						
Explore and organizes sound to simple structures.			•	•	•	•
Organize sound through imitation and experiments.		•	•			
Improvises through simple musical phrases.				•	•	•
Melodic and rhythmic patterns	•	•	•	•	•	•
Sound effects				•	•	•
Simple musical instrument				•	•	•
Perform simple dance movements on a variety of music			√	√	√	√
Emote simple movements and face expressions on a variety of music				√	√	√
DANCE						
<i>MOVEMENTS</i>						
Awareness of Personal and General Space and Motor Experience:						
Extend the arms and hands in different directions without moving	√	√				
Move arms and hands in different directions in different level such as standing, half-sitting and full- sitting positions on the spot	√	√				
Move the arms and hands to make the shape of a big circle from above the head to the toes	√	√				
Walk, hop, crawl, around the space in small groups safely without bumping to each other.	√	√	√	√		
Run alone and in group to different direction e.g. to the right, to the left, forward and backward as directed by the teacher safely	√	√	√	√		
Follow a traced path on the ground in a line one after the other		√	√	√	√	
Body Balance (Static and Dynamic)						
Stand on one foot and lift up the other one off the floor with the eyes open then close	√	√	√			
Stand on one foot and stretch the other one off the floor on the side, in front and at the back.			√	√	√	√
Stand on right foot then jump on left side to stand on the left foot then jump in front to stand on the right foot then jump back again to stand on the left.				√	√	√
Walk straight on a line drawn on the floor with a bean bag /an object on the head to develop dynamic balance then walk backward.				√	√	√
Hop on one foot on a square, circle or triangle drawn on the floor				√	√	√
Hop on one foot on a straight line drawn on the floor/ 'lamarelle game'			√	√	√	√
Skip with a rope with both feet then with only one				√	√	√
Coordination of the body						
Execute simple movements of hands and feet together such as hand lifting up and	√	√	√	√	√	√

down while jumping						
Run and jump on obstacles (place objects on the floor and have the student jump over then as they run)		√	√	√	√	
Throw and catch two balls in pairs				√	√	√
Coordination in Group				√	√	√
Mirror the movements of a partner (work in pairs)				√	√	√
Stand behind each other in one line (5 students in each line)and shadow the movements of the first student				√	√	√
Jog in rhythm in a train formation by holding the shoulders of your friend in front	√	√	√			
Skip rope in group while singing in rhythm				√	√	√
Catch ball in turns in a circle with one student throwing the ball in the middle					√	√
Symmetrical and Asymmetrical Movements						
Hold both arms up, then stretched on the sides and in front at chest level while walking to balance body weight equally	√	√	√	√	√	√
Hold both arm stretched on the sides at shoulder level and leg bent in a standing, half sitting position				√	√	√
Execute movements with one arm stretched on the side at shoulder level and one arm stretched up			√	√	√	√
DANCE SKILLS						
Rhythmic Locomotor Movements						
Half of the pupils of the class clap hands and count 1 2 and the other half walk around in the rhythm.	√	√	√			
Jog or hop with simple hand movements to the beats of a small rhythmic musical composition			√	√		
Dance on a rhythmic musical composition	√	√	√	√	√	√
Dance Styles						
Perform Folk dances of Mauritius: Sega and Bhojpuri on music	√	√	√	√	√	√
View videos on Indian and Western Classical dances with costumes			√	√	√	√
CREATING						
Hand Movements/ Gestures						
Use the hand movements to call your friend, to say no etc	√	√	√	√	√	√
Use your hand to communicate with your friends to tell him for e.g. that you are hungry, you are feeling tired, you want to sleep etc.	√	√	√	√	√	√
Depict a bird flying with your hands, a flower, an airplane, small and big waves etc.		√	√	√	√	√
Depict the movements of throwing and catching a ball			√	√	√	√
Depict animals and other things on a shadow	√	√	√	√	√	√
Perform a small dance on a song for e.g. “doe a deer a female deer” using hand gestures with movements				√	√	√
Expressing Emotions						
Emote simple movements and face expressions on a sad and slow music				√	√	√
Emote simple movements and face expressions on a happy and lively music				√	√	√
Perform different facial expression for different sentiments such as anger, fear, disgust, laughter, surprise, sadness etc.	√	√	√	√	√	√
Perform a dance on a simple story				√	√	√

Content Areas and Specific Learning Outcomes of The Arts for Grade 1

Content Areas	Topics/Sub-topics	By the end of Grade 1, learners should be able to:
VISUAL ARTS:		
<i>PATTERN AND PICTURE MAKING</i>	Pre-drawing exercises	<ul style="list-style-type: none"> • Handle drawing properly • Draw different types of lines • Make simple linear patterns
	Simple freehand drawing	<ul style="list-style-type: none"> • Develop an awareness of shape • Draw pictures freely according to the way the child perceives them
	Colour Mixing - Primary colours	<ul style="list-style-type: none"> • Handle painting tools properly • Develop an awareness of colour • Identify primary colour • Paint pictures freely according to the way the child perceives them
	Simple freehand painting Create simple pattern through finger and hand printing	<ul style="list-style-type: none"> • Make prints with thumb and fingers • Make handprints • Make overlapping handprints using two different colours • Repeat handprints in a sequential way to make a pattern
<i>CRAFT AND MODELLING</i>	Collage	<ul style="list-style-type: none"> • Tear, cut and glue paper • Use scissors to cut paper • Complete a simple pattern • Make a greeting card
	Making simple forms and shapes through modeling with plasticine/flour dough.	<ul style="list-style-type: none"> • Create simple forms and shapes using plasticine/flour dough • Create textures with flour dough
	Rubbing on coins and surfaces	<ul style="list-style-type: none"> • Identify textures through observation and touch • Take prints through the rubbing method- coin rubbings and other surfaces (for eg, walls)

<i>PATTERN AND PICTURE MAKING</i>	Freehand drawing and painting with application of tones through shading and marks making	<ul style="list-style-type: none"> • Draw and paint pictures freely according to the way the child perceives them • Handle drawing and painting tools • Experiment with thick and thin lines • Draw lines, patterns and bold pictures using candle, wax/wax crayons • Use different kinds of line to decorate shapes in designs • Use different types of line in various thicknesses to create patterns
	Sgraffito Colour mixing (Butterfly)	<ul style="list-style-type: none"> • Work out a simple picture using sgraffito technique • Make a butterfly design • Develop an awareness of secondary colours • Mix primary colours to obtain secondary colours • Apply paint all over a surface • Experiment with different painting tools to create textures
	Create simple pattern through leaf printing	<ul style="list-style-type: none"> • Take prints from leaves • Make a simple composition using leaf prints • Complete a simple pattern using leaf printing •
<i>CRAFT AND MODELLING</i>	Collage with torn and cut shapes (picture composition)	<ul style="list-style-type: none"> • Draw a specific shape (e.g. a fruit, a flower, a house, etc) • Cut out and tear shapes/pictures , match and glue them •
	Modeling simple objects through modeling with plasticine/flour dough.	<ul style="list-style-type: none"> • Create simple objects using plasticine/flour dough • create textures with flour dough
	Cut out shapes and found objects to create a mobile	<ul style="list-style-type: none"> • Cut out shapes/pictures to create 3D units • Identify and select objects to create 3D units • Mount a mobile with units

	Paper plate mask	<ul style="list-style-type: none"> • Make and decorate simple masks on a paper plate • Use the mask to communicate
PERFORMING ARTS:		
<i>MIME, MOVEMENT AND STORYTELLING</i>	Body and Space Voice Sensory Awareness	<ul style="list-style-type: none"> • Reproduce different body shapes through still images • Move on different rhythms and pace • Express and represent situations and relations • Mime everyday actions • Project voice using different levels • Vary intonation patterns according to situations • Articulate and speak with clarity • Reproduce sounds, rhythms and sense experience • React to the different using expressions • Observe others' reactions
<i>DRAMATISATION AND IMPROVISATION</i>	Real, personal situations Make Believe	<ul style="list-style-type: none"> • Recognize and express familiar, lived emotions • Use a variety of facial expressions • React showing emotional responses • Tell stories emanating from personal experiences • Create and respond to fictitious situations • Employ gestures and expressions • Respond to different situations verbally
<i>MUSIC MAKING</i>	Beat and Rhythm Round/Echo songs Simple accompaniment	<ul style="list-style-type: none"> • Sing a variety of songs keeping beat and dynamics • Sing rounds/echo songs • Maintain steady beat and rhythm • Discriminate different levels of pitch and melodic phrases and patterns • Play a variety of untuned percussion instruments • Perform simple accompaniment to songs by using untuned percussion instruments • Demonstrate familiarity with Chants and songs, humming, whistling, nonsense syllables laughing and body percussion
<i>LISTENING</i>	Elements of form Pitch and melody	<ul style="list-style-type: none"> • Identify selected musical instruments • Distinguish and contrast in music(e.g. slow/ fast, low/high, soft/loud)

	Texture and Timbre/tone colour	
CREATING	Creative use of sound sources Beat and Rhythm	<ul style="list-style-type: none"> • Listen and imitate rhythmic and melodic patterns • Creating simple percussion instruments (shaker)
MOVEMENTS	Basic Movements Spatial Awareness Balance Symmetrical Movements	<ul style="list-style-type: none"> • Demonstrate various kinds of movements and at different levels such as in standing, half-sitting and full-sitting position • Move with a sense of floor patterns and directions in general space • Show equilibrium in postures and movements • Demonstrate a sense of symmetry with the limbs
DANCE SKILLS	Coordination Rhythm	<ul style="list-style-type: none"> • Show body and group coordination • Demonstrate better grip on rhythm • Follow the beats while dancing on a musical piece • Follow natural rhythm in movements • Express rhythm in movements
CREATING	Hand Gestures/Movements Facial Expression	<ul style="list-style-type: none"> • Use non- verbal communication through hand gestures • Use hand gestures instead of speech • Use shadow hand to depict animals etc. • Demonstrate the ability to interpret emotions through facial expressions • Express basic emotion on the face

 **Content Areas and Specific Learning Outcomes of The Arts for Grade 3**

Content Areas	Topics/Sub-topics	By the end of Grade 3, learners should be able to:
VISUAL ARTS:		

<i>PATTERN AND PICTURE MAKING</i>	Simple thematic freehand drawing and painting with application of primary and secondary colours	<ul style="list-style-type: none"> • Draw and paint pictures freely according to the way the child perceives them • Draw and paint a given theme using a variety of materials and equipment • Identify different types of lines • Draw horizontal, vertical and slanting lines in sequence • Create patterns of thick and thin lines 	
	Printing with vegetable blocks	<ul style="list-style-type: none"> • Cut vegetables to obtain printing blocks • Take prints from vegetables blocks • Complete a simple pattern using vegetable printing 	
	<i>CRAFT AND MODELLING</i>	Paper Mosaic with pellets	<ul style="list-style-type: none"> • Make paper pellets and glue onto a surface • Use paper pellets of different sizes and colours in a logical way to create a picture
		Modelling fruits and vegetables with plasticine/flour dough.	<ul style="list-style-type: none"> • Squeeze, pinch, roll and coil plasticine/flour dough • Create simple models of fruits and vegetables using plasticine/flour dough
		Collage using cut out shapes	<ul style="list-style-type: none"> • Create and cut out linear drawing of shapes • Tear, cut and glue paper and fabric on cut out shapes • Arrange shapes to create a picture.
		Paper bag puppet	<ul style="list-style-type: none"> • Make paper-bag puppet • Decorate puppets • Manipulate the puppet • Use puppets to communicate
		Simple maquette using boxes and carton	<ul style="list-style-type: none"> • Sort out boxes according to shape, size and colour • Assemble different types of boxes to make units • Assemble units to create a maquette
PERFORMING ARTS:			
<i>MIME, MOVEMENT AND STORYTELLING</i>	Body and Space	<ul style="list-style-type: none"> • Move while focusing on different parts of the body • Explore directions and levels in space • Mirror movements used by others • Represent situations through tableaux 	

	Voice Narration	<ul style="list-style-type: none"> • Articulate clearly using different speech patterns • Project voice using different emotions and situations • Modulate voice depending on situations • Retell stories and incidents or events • Narrate short stories/fairy tales • Reproduce short poems or nursery rhymes using intonation patterns
DRAMATISATION AND IMPROVISATION	Real, personal situations Make Believe	<ul style="list-style-type: none"> • Recall and demonstrate specific lived moments • Use senses to the different experiences • Demonstrate understanding of characters and their situations • Express feelings in roles according to different situations • Recreate different situations • Create imaginary characters to suit these situations • Retell and rework familiar stories
MUSIC MAKING	Rhythmic patterns and cycles Basic notation systems Basic vocal exercises (Solfege/Sargam) Basic music elements	<ul style="list-style-type: none"> • Sing simple songs with accuracy and clarity • Sing simple songs in notation form • Simple 2- part canons& round/echo songs • Improvise simple rhythmic and melodic patterns over a pulse • Play a variety of untuned percussion instruments with proper handling and manipulative techniques • Play a tuned instrument (e.g. recorder,harmonium/ keyboard or xylophone) • Control different tempo
LISTENING	Sounds and moods Timbre Tempo	<ul style="list-style-type: none"> • Describe music in terms of tempo, phrasing, textures and dynamics • Recognize the sounds and describe the different moods created by the instruments/music • Identify basic music elements/concepts
CREATING	Rhythmic and melodic phrases Playing	<ul style="list-style-type: none"> • Listen and imitate rhythmic and melodic phrases by using simple percussion instruments or voice • Create simple percussion instruments
MOVEMENTS	Spatial Awareness Balance	<ul style="list-style-type: none"> • Move in different ways in various floor patterns in general space • Show equilibrium in postures and movements

	Symmetrical and Asymmetrical Movements	<ul style="list-style-type: none"> • Differentiate between symmetrical and asymmetrical body movements
DANCE SKILLS	Coordination	<ul style="list-style-type: none"> • Show synchronisation and group coordination • Mirror movements in pairs and in groups
	Rhythm	<ul style="list-style-type: none"> • Demonstrate awareness of the concept of rhythm. • Show a better grip on rhythm • Express rhythm in movements
CREATING	Hand Gestures/Movements	<ul style="list-style-type: none"> • Use non-verbal communication through hand gestures • Use hand gestures/movements to interpret a sentence
	Facial Expression	<ul style="list-style-type: none"> • Develop the skill to interpret emotions through facial expression • Interpret basic emotions and let others guess

Content Areas and Specific Learning Outcomes of The Arts for Grade 4

Content Areas	Topics/Sub-topics	By the end of Grade 4, learners should be able to:
VISUAL ARTS:		
<i>PATTERN AND PICTURE MAKING</i>	Thematic drawing and painting (For eg landscape)	<ul style="list-style-type: none"> • Draw and paint a given theme using different tools • Draw and paint according to a given theme/story • Use primary and secondary colours confidently
	Printing with potato blocks and corrugated carton	<ul style="list-style-type: none"> • Carve simple forms onto a potato block • Make simple prints from potato blocks • Use corrugated carton creatively (turn/reflect, etc) to make simple prints • Create a simple pattern using prints of two different colours

CRAFT AND MODELLING	Photomontage with cut out images from magazines ic	<ul style="list-style-type: none"> • Select and cut out pictures from magazines • Arrange and glue images to create a composition
	Modeling in groups (thematic) with synthetic clay	<ul style="list-style-type: none"> • Use coiling, slabbing and pinching to create objects using synthetic clay • Arrange them together onto a support (plywood/cardboard) to create a composition
	Stick puppet	<ul style="list-style-type: none"> • Create a stick puppet • Decorate the puppet • Use the puppet to communicate
	Paper folding and cutting-creating a doily	<ul style="list-style-type: none"> • Fold paper accurately • Fold roll, tear and cut various types of paper • Cut through layers of paper to create new forms, shapes and patterns
	Mobile using found objects and fabrics.	<ul style="list-style-type: none"> • Identify and select objects to create 3D units • Identify and use fabric to create 3D units • Mount a mobile with units
PERFORMING ARTS:		
MIME, MOVEMENT AND STORY TELLING	Body and Space	<ul style="list-style-type: none"> • Move using different postures and free style • Respond to various instructions (go-stop-freeze etc) • Create shapes, situations and objects through tableaux • Repeat movements of others
	Voice	<ul style="list-style-type: none"> • Use different intonation patterns for dramatic effect • Project voice using pitch, articulation and clarity • Use sound effects in stories • Speak in clear, distinct ways
	Narration	<ul style="list-style-type: none"> • Convey and respond to dramatic tension • Use body and facial expression to enhance effect • Makes use of different voices for each

		character
<i>DRAMATISATION AND IMPROVISATION</i>	Real, personal situations Make Believe	<ul style="list-style-type: none"> • Demonstrate a knowledge of the situations characters find themselves in • Act in character • Identify with characters and their feelings • Experiments with a variety of emotions through enactment • Writes dialogues for interaction • Create imagined characters with specific traits and backgrounds • Bring out the interaction between characters • Makes use of appropriate props and accessories to represent situations
<i>MUSIC MAKING</i>	Rhythm pattern and cycles Singing Music notation Vocal exercises (varieties) Signs and symbols Playing Safe music practices	<ul style="list-style-type: none"> • Sing as an ensemble with increasing rhythmic and melodic complexity • Play with accuracy, clarity and with expression • Play a variety of tuned and untuned instruments with proper handling and manipulative techniques • Accompany songs as appropriate using tuned/untuned instruments • Show care and maintenance of musical instrument and musical technology
<i>LISTENING</i>	Elements of music Emotional or aesthetic responses	<ul style="list-style-type: none"> • Describe music in terms of tempo, articulation, phrasing, textures and dynamics • Identify repeated rhythmic and melodic phrases • Recognize the sounds and describe the different moods created by the instruments/music • Identify basic music elements/concepts
<i>CREATING</i>	Improvisations Rhythm patterns	<ul style="list-style-type: none"> • Create rhythmic and melodic patterns • Create sounds effects in response to a story or a given situation

MOVEMENTS	Spatial Awareness Balance Symmetrical and Asymmetrical Movements	<ul style="list-style-type: none"> • Move in different ways and directions in general space • Show equilibrium in postures and movements • Differentiate between symmetrical and asymmetrical body movements
DANCE SKILLS	Coordination Rhythm	<ul style="list-style-type: none"> • Show synchronisation and group coordination. • Mirror movements in pairs and in groups • Demonstrate awareness of the concept of rhythm. • Show a better grip on rhythm • Express rhythm in movements
CREATING	Hand Gestures/Movements Facial Expression	<ul style="list-style-type: none"> • Use non-verbal communication through hand gestures • Use hand gestures/movements to interpret a sentence • Develop the skill to interpret emotions through facial expression • Express a sentence through facial expression

 **Content Areas and Specific Learning Outcomes of The Arts for Grade 5**

Content Areas	Topics/Sub-topics	By the end of Grade 5, learners should be able to:
VISUAL ARTS:		
PATTERN AND PICTURE MAKING	Thematic drawing and painting	<ul style="list-style-type: none"> • Draw and paint according to a given theme • Express everyday experiences through drawing and painting
	Tonal gradation using pencil and template	<ul style="list-style-type: none"> • Experiment with different tones using pencil and coloured pencil • Use a template to shade with different tones •
	Picture making with printing	<ul style="list-style-type: none"> • Make a composition pattern with the different prints • Make a collage composition with prints

<i>CRAFT AND MODELLING</i>	Collage with scrap materials and fabric	<ul style="list-style-type: none"> • Select and glue scrap materials such as seeds, buttons, woollen yarns and fabric onto to create a composition
	Modelling with synthetic clay	<ul style="list-style-type: none"> • Use coiling, slabbing and pinching technique to create three dimensional objects using synthetic clay
	Mobile on armature (bamboo) using paper, fabric and found objects	<ul style="list-style-type: none"> • Create an armature using bamboo sticks • Create three dimensional units using paper, fabric and found objects • Mount a mobile
	Sock puppet	<ul style="list-style-type: none"> • Make a sock puppet • Create an imaginary character with a sock • Manipulate the puppet to communicate •
	Paper folding: creating a lantern Paper loom & Weaving	<ul style="list-style-type: none"> • Fold paper accurately • Fold roll, tear and cut and glue various types of paper to create a lantern • Create a loom • Use strips of two different colours for weaving on loom
PERFORMING ARTS:		
<i>MIME MOVEMENT AND STORYTELLING</i>	Body and Space	<ul style="list-style-type: none"> • Move according to different instructions • Walk according to different rhythm, pace and situations or moods • Explore space in a given area and then beyond the area • Mime situations and instances from real life • Mime imaginary characters in different situations
	Voice	<ul style="list-style-type: none"> • Use voice at varying levels and with clarity • Convey different emotions and responses through voice • Use soundscape and sound effects
	Narration	<ul style="list-style-type: none"> • Gives different voices to each character • Convey characters and their situations/predicament • Uses appropriate gestures and expressions to enhance meaning

<i>DRAMATISATION AND IMPROVISATION</i>	<p>Real, personal situations</p> <p>Make Believe</p>	<ul style="list-style-type: none"> • Relate to others' behavior and responses • Reproduce others' speech and movement • Situate emotional moments • Respond to others' stories and reflect on these • Catches the action through scripting • Improvise scenes from films, cartoons and stories • Improvise scenes with imagined characters in familiar settings • Experiment with using imaginative situations • Using props and accessories to add more meaning to situations
<i>MUSIC MAKING</i>	<p>Rhythm and rhythmic cycles</p> <p>Vocal Exercises (simple composition in notation)</p> <p>Vocal forms</p> <p>Types of Music</p> <p>Canons, partner songs</p>	<ul style="list-style-type: none"> • A variety of songs with proper singing techniques.(e.g. accurate rhythm, pitch, correct phrasing, in tempo) • Sing individually • Sing canons, partner songs • Play tuned and un tuned instruments • Play songs in a mixed ensemble
<i>LISTENING</i>	<p>Categories of instruments</p> <p>Structures and nuances</p> <p>Music of various cultures and styles</p>	<ul style="list-style-type: none"> • Recognize the sounds and describe the different moods created by string and electronic instruments • Appreciate and describe different situations and emotions • Identify music elements/ concepts • Listening to music of various cultures and styles and respond through various modes of expression musical elements
<i>CREATING</i>	Rhythmic and melodic patterns	<ul style="list-style-type: none"> • Improvise rhythmic patterns • Create simple musical instrument
<i>MOVEMENTS</i>	<p>Spatial Awareness</p> <p>Body Balance</p>	<ul style="list-style-type: none"> • Perform a group dance composition and memorize the pattern of movements • Demonstrate dynamic body balance • Skipping rope with both feet then with only one foot

DANCE SKILLS	Coordination	<ul style="list-style-type: none"> • Demonstrate synchronization and group coordination in a dance composition, for e.g., Sega/Bhojpuri
	Rhythm	<ul style="list-style-type: none"> • Show enhanced grip on rhythm
CREATING	Hand Gestures/Movements	<ul style="list-style-type: none"> • Use non- verbal communication through hand gestures • Use hand gestures/movements to interpret a sentence and let others guess (<i>Dumb Charade game</i>)
	Facial Expression	<ul style="list-style-type: none"> • Demonstrate the ability to interpret emotions through facial expression • Express a sentence through facial expression and let others guess (<i>Dumb Charade game</i>)

Content Areas and Specific Learning Outcomes of The Arts for Grade 6

Content Areas	Topics/Sub-topics	By the end of Grade 6, learners should be able to:
VISUAL ARTS:		
<i>PATTERN AND PICTURE MAKING</i>	Thematic drawing and painting Theme: Harvest / Fishing	<ul style="list-style-type: none"> • Draw and paint a given theme using different tools • Work out a pattern/composition using paper batik technique • Draw and paint according to a given theme
	Paper batik	<ul style="list-style-type: none"> • Make a colour composition using batik technique
	Sgraffito	<ul style="list-style-type: none"> • Use sgraffito technique to make a creative picture
	Tones and textures using pencil and paint	<ul style="list-style-type: none"> • Create tones using pencil and water base paint •
	Composition using Splattering and printing	<ul style="list-style-type: none"> • Splatter paint on and around cut shapes to create prints • Combine printing techniques to create a composition

	Paper mosaic with cut out paper	<ul style="list-style-type: none"> • Cut out or tear shapes and glue them • Work out a theme using the paper mosaic technique
CRAFT AND MODELLING	Modeling and assemblage for a maquette	<ul style="list-style-type: none"> • Use coiling, slabbing and pinching technique to create objects • Sort out boxes according to shape, size and colour • Assemble different types of boxes to make units • Assemble units to create a sculpture
	Mobile with scrap materials	<ul style="list-style-type: none"> • Create an armature for the mobile • Select and use scrap materials to create units for a mobile • Mount the mobile
	Masks making with script and role play	<ul style="list-style-type: none"> • Create a mask using paper and scrap materials • Decorate the mask using low cost materials • Use mask in storytelling, role play, dramatization etc • Link puppet for communication in role play
PERFORMING ARTS:		
MIME MOVEMENT AND STORYTELLING	Body and Space	<ul style="list-style-type: none"> • Walk showing different situations and moods • Control movement in a variety of speeds • Creatively demonstrate different styles while moving • Move while controlling breath
	Voice	<ul style="list-style-type: none"> • Project voice clearly and using articulation • Engage in conversation using different intonations
	Narration	<ul style="list-style-type: none"> • Change modulation, pitch, tone according to different situations • Use both speech and movement together to demonstrate feelings • Makes use of punctuations and pauses for effect • Convert stories in a written theatrical form
DRAMATISATION AND IMPROVISATION	Real, personal situations	<ul style="list-style-type: none"> • Relate to one's own experience or that of close ones • Derive character and situations from one's surroundings • Use expressions, gestures and posture to convey meaning

	Make Believe	<ul style="list-style-type: none"> • Write short scenes on the basis of one's experience • Reflect on performances and scenes • Create new and challenging situations and build stories accordingly • Rework characters and situations portrayed by others • Give new layers to stories while 'in role' • Justifies the interpretation of characters
MUSIC MAKING	Solo and group performances Music notations Vocal exercises (simple compositions in notation) Vocal forms	<ul style="list-style-type: none"> • With accuracy, clarity and with proper techniques and clear articulation • Sing expressively with appropriate tempo, dynamics • Sing canons and partner songs • Improvise rhythmic and melodic phrases • Play instrument individually and as an ensemble
LISTENING	Music and musicians of various cultures Moods created by instruments	<ul style="list-style-type: none"> • Listen to music to various cultures and styles and respond through various modes of expression to musical elements • Recognize the sounds and describe the different moods created by wind instruments and electronic instruments
CREATING	Improvising rhythmic and melodic phrases	<ul style="list-style-type: none"> • Create, improvise rhythmic and melodic phrases • Create simple musical instruments • Share ideas and feelings during music making
MOVEMENTS	Spatial Awareness Body Balance	<ul style="list-style-type: none"> • Perform a group dance composition having different levels of movements and directions in general space • Demonstrate dynamic body balance • Skipping rope with both feet then with only one foot.
DANCE SKILLS	Coordination Rhythm	<ul style="list-style-type: none"> • Demonstrate synchronization and group coordination in a dance composition • Show enhanced grip on rhythm • Recognise different styles of dance • Demonstrate appreciation of different styles of dancing • Skipping of rope on a rhythmical music composition

	Dance styles	<ul style="list-style-type: none"> • Viewing of Indian and Western classical and folk dances
CREATING	Hand Gestures/Movements Facial Expression	<ul style="list-style-type: none"> • Use non- verbal communication through hand gestures • Use hand gestures/movements to interpret a sentence and let others guess (<i>Dumb Charade game</i>) • Demonstrate the ability to interpret emotions through facial expression • Express a sentence through facial expressions as others guess(<i>Dumb Charade game</i>)