

APPENDIX NO. 4**ART EDUCATION SYLLABUS FOR CLASS IX – C.B.S.E.****A. Group Visual Art - Practical****(a) Painting**

1. Study of visual resources and means of creative expression.
 - i) Study of lines, strokes, dots, tones, textures and volume, etc. in pencil, crayon, pen and ink and clay while organizing shapes and forms in a given space. The exercise could be in the form of outdoor and indoor free sketching from life and nature and from other objects.
 - ii) Study of colours in its tonal values and its impact in creating atmosphere, subjective moods and emotive feelings.
 - iii) Study of objective and subjective proportion of objects in pencil, and in mono and/or bicolours.
 - iv) Study of calligraphic strokes as found in various language scripts (alphabets) by use of soft pencil/pen/reed pen/brush.
2. **Collage composition with papers and other materials in:**
 - (a) tearing and pasting, and (b) cutting and pasting techniques. Collages should be manipulated by way of original forms and shapes in given spaces, fun making shapes, over lapping and veiling, improvised use of printed images, reproductions from newspapers and colour magazines.

3. **Printing**

Taking a single print (monoprint) in colour by applying colours in different methods creating various images on a glazed surface such as glass sheet, plastic sheet, etc. making Linoprints (Relief Print) by cutting images on the surface of linoleum, and applying ink on it with rubber roller.

(b) **Clay Modeling and Construction** (to be studied if not taken under Work Experience.)

1. Exercises on visual resources and means of creative expression as at 1 (i) under painting to be carried out by this group.
2. Playing freely with clay by pressing, twisting and rolling for experiencing the pliable character of the medium.
3. Creating forms by carving leather dry clay block, both relief and three dimensional (3d).
4. Making pottery objects in pinching, coil and slab methods.

(C) **Theory**

1. Identification of selected known art and architectural works of India through the study of reproductions, collections and other reference material.

For example:

(i) **Selected known architectural works:**

- (a) Kailash Nath Temple, Ellora in Maharashtra
- (b) Chaitya-Hall of the cave Karala and Bhaja in Maharashtra

- (c) Dharamaraja Rath at Mamallapuram in Tamilnadu
- (d) Sun-Temple, Modhara in Gujarat
- (e) Surya Temple, Konark in Orissa
- (f) Great Stupa, Sanchi in Madhya Pradesh
- (g) Lingaraja Temple, Bhubaneshwar in Orissa.
- (h) Taj Mahal, Agra in Uttar Pradesh.

(ii) **Selected Known Sculptural Art Works :**

- (a) Lion Capital, Sarnath
- (b) Fly whisk bearer of Didarganj
- (c) Head of Buddha, Mathura
- (d) Dancing Girl, Mohanjodaro
- (e) Seal with bull, Mohanjodaro
- (f) The paradise of Indra, Bharhut
- (g) The conversion of the Kasyapas, Sanchi

(iii) **Selected Known Art Works (Paintings/murals)**

- (a) Flying apsaras, Ajanta, Maharashtra
- (b) Dancing Girl, Rajarajeswara Temple, Karnataka
- (c) Painting on Palm leaves
- (d) Miniature paintings on paper
- (e) Madhubani and a few more folk painting
- (f) Varli Painting, Varli, Maharashtra

(g) Calligraphy Mughal

(iv) **Important terms used in the field of visual arts**

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| 1. Terracotta | 8. Collage | 15. Solid |
| 2. Batik | 9. Transparency | 16. Alpana |
| 3. Relief | 10. Translucent | 17. Texture |
| 4. Carving | 11. Calligraphy | 18. construction |
| 5. Mural | 12. Graphic | 19. Proportion. |
| 6. Miniature painting | 13. Variations | |
| 7. Composition | 14. Hollow | |

2. Understanding important terms used in the field of the Visual Arts during the process of practical activities.

Hints for the Teachers

1. Students should be encouraged to work individually as well as in groups of girls and boys working together.
2. Students should be helped and encouraged in handling new media and tools for meeting the challenges in various problem-solving situations encountered by them. They should also be encouraged to the use of improvised instruments and tools.

3. The work produced under clay modeling and pottery activities should appropriately be selected for baking in an improvised kiln (open kiln).
4. Teacher should try to make the adolescent child aware of the originality and uniqueness of his own work and encourage him or her in a friendly way to take the initiative and develop his own method of working while indicating the variety and divergence in others' work including that of adults.
5. Students should be encouraged to plan and chalk out the details of the projects and visits as suggested under various activities and execute it with the help of the teacher in a team spirit.
6. Teacher should also develop projects or and co-relationary activities with other subjects with the cooperation of other subject teachers.
7. The teaching approach should be inductive and students should be encouraged to mobilize their own resources to solve their own problems. Direct instructions in teaching should be avoided.
8. Before starting actual activities in the classroom situation teacher must activate the students and stimulate their imaginative thinking on related topics.
9. There could be many techniques of motivation. Hints for some of the techniques are given below:

Observing and examining:

Various natural and environmental phenomena, for example distribution and characteristic of branches and trunks, leaves, foliage formation etc. of various kinds of trees, birds, eye view of roads, sea waves, sea beaches/shore activities such as fishing;

boating and objects like shells, sea animals, sea plants, etc. water falls, sand dunes, desert plants and animals, old monuments; forests and jungles; people of various characters and professions e.g. policemen, soldiers and sailors, postmen, goldsmiths, farmers, doctors, nurses, washermen, beggars, saints, priests, sadhus and monks, musicians and dancers, sportsman, porters and coolies and other such characters; microscopic views of various tiny objects, etc.

Recalling experiences and discussing various life situations in the class-room : encounters such as cock-fights, bull fights, playing with pets; floods, fires, accidents, rains and storms, journeys, various types of markets; shopping; dreams; recalling feelings of lonely places; dark nights; ruins; isolated/haunted houses; boating in a vast lake; animal sanctuaries and bird sanctuaries, parks; games and circus; concerts; dramas; puppet shows and other theatrical performances; magic shows; juggler and acrobatic shows; functions; processions; selections; camping; accounting, etc.

Visits to various museums; art galleries; zoological parks; historical places; temples and shrines; places of pilgrimage; hill resorts; etc.

Students' personal feelings and modes both subjective and emotionally predominant feelings and objects, should be highlighted through discussion, problem questions, and through personal experiences for proper motivation.

APPENDIX NO. 4 a**ART EDUCATION SYLLABUS FOR CLASS X - C.B.S.E.****Group Visual Art - Practical****a) Painting**

1. Studies carried out in class IX under item (a) PINTING (1) 1. (i) (Visual resources and means of creative expression should be incorporated in : -
 - 1.1 Sketching.
 - 1.2 Composition in colour on topics based on experience in daily life. The emphasis should be given on exploration, imagination and originality.
 - 1.3 Composition in colour, based on the sketches and drawings.
2. Designing book covers, greeting cards, posters, etc. for various school functions and related projects.
3. Compositions in mixed collages-using textural and printed surfaces and a variety of material in addition to paper, as suggested for class IX.
4. Introduction to elementary silk-screen printing using simple stencil techniques.

b) Clay Modelling and Construction

1. In addition to the drawing sketching exercises as suggested for class IX more emphasis should be given to the study of mass, volume, light and shade with proper depth, related proportion and perspective.

2. Modeling in pulp and papier mache, plaster of paris on a wire armature in one and more forms and figures.
3. Carving on blocks prepared with a mixture of plaster of paris and ash and, plaster of paris and sand.
4. Making pottery on potter's wheel.
5. Masks and puppets, and constructions with card paper, empty cartons, soft wood pieces and other waste materials.

c) Theory

1. Identification of selected known art and architectural works of India through the study of reproductions. Collections and other similar reference materials. For example:

(I) Selected known architectural works

- (a) Great stupa, Sanchi, Madhya Pradesh.
- (b) Kandarya Mahadev Temple, Khajuraho, Madhya Pradesh.
- (c) Somnath Temple, Gujarat.
- (d) Jore-Bangla Temple, Vishnupur, West Bengal.
- (e) Dilwara Temple, Abu, Rajasthan.
- (f) Qutab Minar, Delhi.
- (g) Purana Quila, Delhi.
- (h) Gopuram, Madurai, Tamil Nadu.

(II) Selected known sculptural works

- (a) Dancing Natraj, Tanjavur, T.N.
- (b) Trimurti Elephanta Cave (VII century) Bombay.
- (c) Mandankini, Hoysala, Belur.
- (d) Priest-Mohanjo-daro.
- (e) Mother-Godess-Harappa.
- (f) The Boar-Incarnation God-Udaigiri, Gwalior.
- (g) Scene for Hymayana – Two terracotta plaques
from Nanoor, Dt. Birbhum, Folk Art.
- (h) Triumph of Labour, Delhi.

(III) Selected known Art works (Painting/Murals)

- (a) Avalokitesvara Padmapani of compassionate
Bodhisttva of the Blue Lotus, Ajanta Caves.
- (b) The Ascetic congregation, Mughal Painting, 17th Century.
- (c) Sudama Takes Leave of Krishna, Chamba Painting 18th Century.
- (d) Summer Elephants, Bundi Painting, Rajasthan, 18th Century.
- (e) Head Study, Rabindranath Tagore, Modern Indian School.
- (f) Lady in Moonlight, Raja Ravi Varma.

(IV) Selected important master artists

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| (a) Raja Ravi Varma | (b) Jamini Roy |
| (c) Rabindra Nath Tagore | (d) Abanindra Nath Tagore |

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| (e) Nandlal bose | (f) Amrita Sher Gill |
| (g) Ram Kinker Baij | (h) Sailoz Mukherjee |

(V) Important terms used in the area of Visual Arts

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| 1. Fresco | 2. Wall Painting |
| 3. School of Painting | 4. Mixed Collage |
| 5. Tempera | 6. Medium |
| 7. Stylization | 8. Baking |
| 9. Casting | 10. Inlay |
| 11. Armature | 12. Applied Arts |
| 13. Montaz | 14. Perspective |
| 15. Figurative | 16. Abstract |
| 17. Stencil | 18. Serigraphy |
| 19. Torso | 20. Space |
| 21. Mass & Volume | 22. Subjective |
| 23. Objective | 24. Emotive |
| 25. Mask | |

2. Knowledge about selected important master artists/artistes
3. Understanding important terms used in Fine Arts during the process of practical activities.

d) Group Activities

These are common core activities for both the groups A & B (Visual and Performing Arts) for classes IX & X. Opportunities should be provided to students for making them aware of the cultural heritage of India in order to develop an understanding

of its ideas in terms of time, place and the people. This is to be achieved through involving students in various projects* like :

- Enhancing school environment by maintaining order and cleanliness; planting; display of art objects, reproductions of art works; occasional floral decoration and flower arrangements; visits to arts related programmes, film shows, places, etc.
- Organising school museums and displays on various topic like – Culture of each State of India; Community and the arts, etc.
- Inviting artists/artistes and craftsmen for talks, discussions, demonstrations and performances.
- Organising festivals, celebrations and other school functions.

When the school can provide Visual Art Teachers in different media the following syllabus may be adopted: -

Terms of Materials/Media and Techniques Activities in

1. Two Dimensional or Pictorial Activities:

- a) Study of Visual resources and means of creative expression.
 - i) Study of lines, strokes, marks, colours, shades, tones, texture, etc. while organising two-dimensional space with three dimensional shapes and forms.
 - ii) Creative use of colours to show space, atmosphere, subjective moods.
 - iii) Creative use of perspective in spatial relationship.

- iv) Study of calligraphic strokes of Devanagari and Roman alphabets (scripts).
- v) Use of contrast as an expression.

Teacher should list out a number of projects for group activities as per school conditions and relevant socio cultural situations and should select a minimum of three projects which can be taken up during the school session.

- b) Study and use of various media and techniques to the extent of their availability.
 - i) Pencil, charcoal, water colour, crayon, oil colours, poster colours and gouache, acrylic colours and other unconventional source of colours such as vermillion, yellow and red earth, rice flour, and tools like painting brushes for water colours and oil colours. Painting surfaces such as papers of various kinds and quality, smooth, rough, thick, thin, etc. canvas, hardboard, simple marking cloth paste on paper, etc.
 - ii) Collage and mosaic work with a variety of coloured papers and coloured printed pictures/photographs from magazines and newspapers.
 - iii) Print making, mono-printing, printing with wood-cut blocks, lino-cut and metal foil, serigraphy (silk screen). Colleography (printing with collage work).

2. Three Dimensional or Sculptural Activities Study of Basic Forms in Clay :
 - i) Study of various materials such as : clay, plaster of paris, soft-stone, wood (blocks, twigs, branches and roots, etc.) metal scraps plastic sheets, wire, thread, papers and cardboards, vegetables and other throw-away available materials.
 - ii) Study of natural and man-made forms, human figures, birds, animals, vegetation and other objects like household items, buildings or as desired by the students.
3. Assignment:

Assignment in two and three-dimensional subjective forms, and utility and functional art and craft forms in different media and techniques, painting, murals, graphics, clay modeling, wood carving, soft stone, plaster of paris, block or brick, constructions, collage, mobiles, appliqué, pottery and ceramics, masks, and puppets, textile-designing (including the dye and batik and block printing) poster designing, layouts, book illustrations.
4. Correlating art Activities with other School Activities:
 - i) Construction of puppets and their costumes and improvised stage or theatre, correlation with home science and art subjects.
 - ii) Aesthetic organization of the physical environment by enhancing the surroundings land i.e., landscaping, including planting of trees and other

flowering plants and vegetables, etc. Correlating with agriculture, Home Science and Environment Studies activities.

- iii) Constructing stage-setting props such as curtain, backdrops, stage lighting, improvised furniture sets, etc. Designing utility (crafts) items, correlating with Work Experience activities.
- iv) Designing the school magazine and bulletin boards, making posters for school functions and greeting/invitation cards, stage scenes for music, dance, drama, puppet show etc. correlating with Applied Art activities.

5. Group Activities:

- i) Organisation display and exhibition of students periodic and sessional work:
- ii) Organising inter-school art exhibitions (not with a view to providing competition and prizes but to widen interaction):
- iii) Planning and organizing festivals and celebrations of the community, cultural and other performances including regional and folk (traditional art forms):
- iv) Participating in study visits to museums, botanical gardens, zoological gardens, and art institutions, etc. for greater awareness of the environment and cultural variations.

Hints for the Teachers

1. Students should be encouraged to work individually as well as in small groups, with girls and boys working together.
2. Boys and girls should be encouraged to enquire about the technique, procedures and the work of master artists/artistes.
3. Students should be encouraged and helped in handling new media and tools and meeting the new challenges in various problem solving situations encountered by them.
4. Students should be encouraged to take the initiative and to critically evaluate their work.
5. Since the adolescent child is prone to adult influence, adult approach and attitude to his work, the teacher, at this stage, should try to make the adolescent child aware of the originality and uniqueness of his/her own work and encourage him/her to develop his/her own methods and style of working as there exists a large variety and divergence in adults' work.
6. The teacher should develop friendly and sympathetic relations with his students.
7. The teacher should organize studio/art room/theatre/stage activities with the help of students.
8. The teacher should organize visits to museums, historical places, exhibitions, botanical and zoological gardens, theatre and local drama activities, music and dance concerts, film shows, etc.
9. The teacher should help children in the planning and organization of display and exhibitions, musical and other performances of master artists/artistes.

10. The teacher should develop projects correlating art activities with other subjects with the cooperation of other subject teachers.
11. The teacher should encourage the use of improvised instruments and tools by the students.
12. The teaching approach should be inductive and students should be encouraged to mobilize their own resources to solve their problems. Direct instructions in the techniques should be avoided. They should be encouraged to develop techniques and styles of their own through exploration and discovery of materials, media tools and techniques.