

**TRAINING PROGRAMME FOR DIET FACULTY OF TAMIL
NADU AND PONDICHERRY ON ORGANIZATION OF
ACTIVITIES FOR ART OF HEALTHY AND PRODUCTIVE
LIVING AT ELEMENTARY STAGE**

(6.1.2004 TO 13.1.2004)

REPORT

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FOREWORD

'Education' is an allround development of an individual. It is a process, in which the latent talents, potentialities and interests are awakened, fostered and nurtured. Mere learning of facts, memorizing the set of rules and formulae is not Education. The human personality that comprises of cognitive, affective and conative domains needs inputs for all these three areas. In this light, the learning experiences given in Art Education, Work Experience and Physical Education supplement and compliment the learning of facts and rules.

Combining the areas of Art Education, Work Experience and Health and Physical Education into a meaningful merger, a new area has been included since 2002-03 as AHPL, (The Art of Healthy and Productive Living). According to AHPL, living is not just existing, living is an art. AHPL thus gives a new perspective that is given to a combined area of skills.

NCERT, has introduced this area at the primary stage and has brought out modules to facilitate the transaction of this area. DMS, RIE, Mysore as a constituent unit has brought out this package which is replete with activities in consonance with the regional flavour. It is hoped that the package will cater to the needs of the primary teachers of the region. DMS is implementing this package at primary level in the academic year 2004-05.

We sincerely thank Prof.G.Ravindra, Principal, RIE, Mysore for providing help and guidance for the programme. Our thanks are due to the team members.

Shubha Kesavan
Coordinator

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THE ART OF HEALTHY AND PRODUCTIVE LIVING

Introduction

The Art of Healthy and Productive Living (AHPL) has been included as one of the areas of study at Primary Stage from 2002-03. It is actually a new perspective that is given to a combined area of skills. It is a combination of Art Education, Work Experience and Health and Physical Education. It has always been a perennial and constant endeavours of educationists to promote 'the all-round development of the child'. According to AHPL, living is not just existing; Living is an art, for all the art forms originated from human life. 'A Sound mind in a Sound body' is the source for healthy habits, healthy thinking and creative expression. Thus, it becomes imperative for the school to inculcate desirable habits, skills and abilities in children to appreciate and internalize beauty in life and nature. AHPL plans to provide opportunities to inculcate these desirable habits through day-to-day life experiences.

The scope of this area of study aims to inculcate values like dignity of labour, respect for people, understanding and appreciating the need for good physical and mental health and positive attitudes. 'Value' is what a person or the group believes in as a STANDARD MODE of conduct.

It is an idea, overt or covert, that is the hallmark of an individual or Society in which individuals live. It influences the choice of alternatives; Means and ends of the process of an action. It is a strong belief that guides while choosing the preferable mode of Conduct or State of existence.

The Cultural context into which people are born influences, attitudes, sense of identity and values. This extremely potent force, demands individual conformity, in order to maintain cultural identity. Values take birth in a socio-cultural in lieu of a given social system and are governed by the rules that each social system sets for itself. Values are internalized by the members of a group or society through a process called Socialisation. It is a process that includes all social skills, roles, norms, values and personality patterns that are acquired by individuals from birth to death. Values

are fundamentally social in origin and manifestation, they are relevant and useful only in social context. Values are acquired through social agents like family, neighbourhood and Educational Institutions.

The Educational Institutions that methodically socialize the young preserve transform and transmit values to coming generations. Education maintains social stability and ushers social change too.

The School is a powerful agent of 'Socialisation' after the family. "Family is the first school and School is the second family" for every child. The teachers and the peer group help in inculcating desirable habits, values, attitudes and interest. The importance of 'Curriculum' in this process is very vital too. Curriculum consists of several strands or set of values. It may be reading, writing, arithmetic or knowledge about environment; or the development of the creative powers of a child and skills to communicate, build, work and appreciate. The National Curriculum Framework for School Education 2000 describes its scope as follows:

Experiences to be provided for 'Art of Healthy and Productive Living' will further contribute towards all-round development of the child. Children should be initiated into preliminary yogic exercises, art education activities in Music, dance and drama, creative activities like Drawing and painting, modeling and craft. Children should acquire necessary skills, attitudes and habits to keep themselves healthy and participate in games and sports suitable for their age. An integrated approach will be used to initiate and train children in this area. Concerted efforts will be made to ensure proper value orientation among children.

Objectives

AHPL will enable children to:

- develop regular habits and attitudes to meet the natural needs of the body.
- know and understand the functions of different parts/organs and develop healthy habits.
- develop awareness and sensitivity towards immediate environment.
- develop respect for manual work, dignity of labour and perseverance.

- develop values such as co-operation, tolerance, caring and sharing.
- Develop physical, mental and emotional well being through yoga and games.
- Develop expression and creativity through visual and performing Arts thus developing aesthetic sensitivity towards Arts.
- appreciate cultural heritage both local and national.
- develop qualities of leadership.
- Take care and protect national prosperity.
- Develop feelings of patriotism, pride of being an Indian.
- Know about existing public facilities and use them properly.

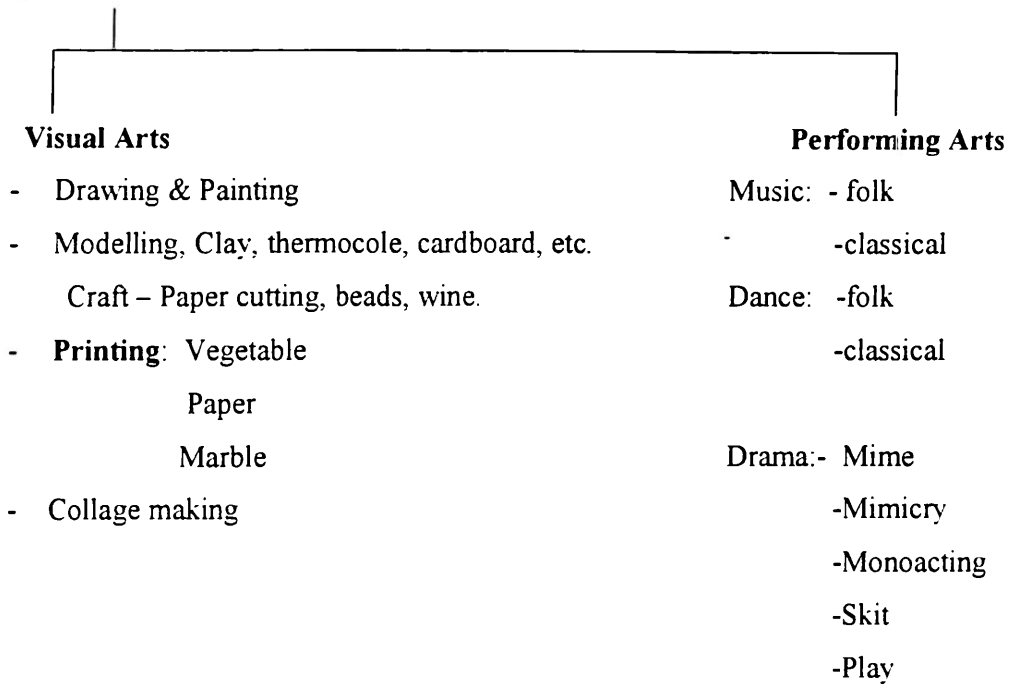
Teaching-Learning Strategies

Participatory, joyful and meaningful activities form the core of the methodology. Each and every child has to participate and opportunities are to be provided for the same. Both individual and group activities should be organized to imbibe desirable values, attitudes, and interests. Since the scope of the subject goes beyond the classroom activities, parental and community participation also enhance the process.

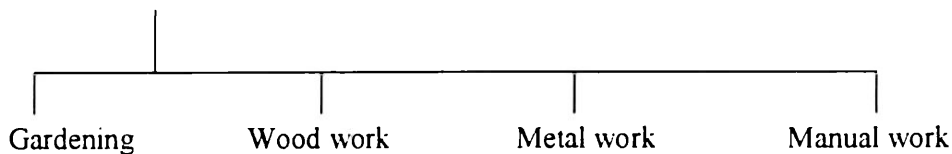
Content

The Content for Art of Healthy and Productive Living is from the areas of Art Education, Work Experience and Health and Physical Education. Each of these areas comprise of a variety of activities, skills, experiences as well as a corpus of knowledge.

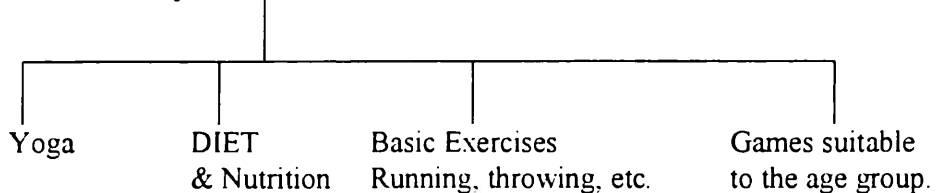
1. Art Education



2. Work Experience



3. Health and Physical Education



Evaluation

Comparison, Competitions and classifying performances have to be avoided. Encouragement and Guidance are the watchwords for ensuring maximum and wholehearted participation of children. Developing a perspective for the Art medium, ensuring active participation, assessing the process and not the product form the basis of evaluation in Art of Healthy and Productive Living. Teachers have to construct Rating scales, Observation schedules and grading to assess individual and group performances.

ART EDUCATION

Art is a process of fulfillment running through every aspect of life. It is vital to learning. It provides a new way of looking at life. It is a way of meeting the challenge of the present, projecting into future, in a creative, productive and joyful manner.

Today, there is an over-emphasis on rote learning and examination. Students do not experience joy in learning and acquiring knowledge. Whatever is taught at different levels of the school is mostly based on certain formulas, set rules and methods. It denies the true involvement of the student. In this situation, various arts can play an important role as a liberating force.

In the arts, the fundamental principle lies in the understanding that all human beings are unique and have creative potential. They learn and act in accordance with their own rhythm, ability and experience. It is, therefore, neither possible nor desirable to make all of them similar. Each is, as in nature like a tree that has no copy. The idea of introduction of the arts into school education involves all the elements of commonly known art forms – visual, performing and language arts, namely, drawing and painting, modeling and sculpture or construction work, pottery and ceramic work, music, dance, drama or playmaking, poetry and creative writing and many more creative art and craft forms.

Various art forms help the child to explore various means of communication (verbal and non-verbal) and to encourage him to express himself in his own way, sharpen his senses through a keen observation of the environment, discovering his own preferences through exposure to a variety of materials discover and identify the personal form and style of expression become aware of various art forms in his own environment or locality, develop his skills in the use of various tools, instruments and other art materials in the process of discovery and exploration as also in the process of discovering space organization, color, form, line, texture, movement, sound, develop

a sense of organization and a sense of design which inculcate in him a sense of order with regard to the personal appearance, home, school and community.

Art Education provides joy in learning and the pleasure that sustains curiosity. It enables students and teaches to work together creatively. The objective world (material or immaterial) is known to human beings through light, sound, touch and smell experiences, associations and knowledge. Effective learning and development takes place through direct experiences. Learning occurs best when all the senses, emotions and physical and cognitive abilities are involved. Art Education, therefore, requires observation, awareness to change, understanding of ideas, skills for developing ideas and sensibilities. Learning by only hearing or reading is partial education, resulting in a superficial understanding. The arts bridge the gap between the outer and the inner world, by providing experiences for internalizing knowledge. Students need to express what they know. In expression, ordering of past experiences, associations, ideas and concepts are born. Both in perception and in expression, individuals are unique. Many people, looking at the same flower, may see it differently. Some may enjoy its color, some its fragrance, some may appreciate its form and shape or its pattern and others may wonder at its growth. The arts in Education provide rare opportunities for students to be different from one another and still make their contribution without being right or wrong. The teacher's role is to perceive, observe and give responsive encouragement to students to learn without fear or competition.

Any form of genuine personal expression, without having any external influence, must be honoured. Copying and other forms of direct and indirect influences must be discouraged. Music, painting, creating three-dimensional forms, movement and acting are all languages of art developed by human beings to understand the world around them. Arts are the languages created to understand and express other dimensions and aspects of the world we encounter. Human beings can think and create in sound, color, word and number. A school's creative arts programme finds its way into a child's natural way of doing, playing and making various art forms in its own way in response to its day to day life experiences with a variety of media and materials to give form to its feelings, thoughts, emotions and

fantasies. The arts programme in a school must reflect the fragrance of the region. Artistic expression in music, poetry, dance, theatre and in the creation of forms has been a part of human life from the beginning; it is not something new and strange but an integral part of human existence.

ART & CRAFT
Drawing

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
Children are able to draw different objects which they see in their environment in simple symbolic drawings.	Draw any object of your choice.	The teacher will motivate the children by discussing about various objects seen in the environment. He/She will then ask them to draw any object of their choice. He/She will watch how each child is doing and give guidance, if necessary.	Pencil, Crayon		30	Appropriate aesthetic sense.
Children are able to draw trees seen in their environment.	Draw a tree	The teacher will assign the topic to the whole class. He/She will talk about the trees that children have seen in their local environment. He/She will point out various aspects of a tree like form, colour, trunk, etc. He/She will then ask them to draw a tree of their choice of a particular tree that the child intends to draw.			30	Appreciate aesthetic sense.

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
		<p>Directly doing any child's work should be avoided.</p> <p>The symbolic drawing drawn by the children may not be recognizable but there would resemble with the tree. However, their work should be accepted and appreciated.</p>				
Children are able to making a ball of crumpled paper and making a design with it.	Print in with crumpled paper ball or cotton.	The teacher will discuss with the children by showing some specimens of this type of work.	Paper, newspapers and coloured in or poster colour etc.		40	Cooperation, caring and sharing. Appreciating and aesthetic sensitivity.
Children are able to make simple forms of fruits and vegetables in clay.	Make a model of any fruit or vegetable.	The teacher will ask the children to name different fruits and vegetables. Then he/she will ask them to select any fruit or vegetable and make it in clay. The teacher will find variation in sizes and forms but he may accept such differences. At the end, teacher may display the items they have prepared and encourage them.	(Potters), clay, bowl, water.		40	Cooperation caring and sharing appreciate.

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
Children are able to make designs by printing various shapes cut on half-potatoes, lady's finger.	Printing with lady's finger, Potato, Onion.	The teacher will motivate the children by discussing about various vegetables and ask them to do printing. Take a lady's finger and cut and distribute.	Paper, vegetables, knife, poster colour or ink pads etc.		40	
Children are able to do hands print.	Make cards with hand prints.	Take half card sheet. Apply poster colour on a child's hands. Press on to the card to get handprints. Make a number of prints with various colours to fill the card. Write a message with sketch pens, and send it with warm feelings. The teacher can apply poster colour on the students' hands and print a large sheet with their hand prints.	Poster colour and brush card paper/sketch pens.		40	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
	Blow print	<ol style="list-style-type: none"> 1. Mix a little water with poster colour to make it thin. 2. Splash a few droplets with your brush into a white sheet. 3. Take a deep breath and blow on the colour so that it flows on the paper. 4. Repeat with another colour and till the sheet. 5. When dry draw and cut fish shapes 6. Paste on blue paper. Make eye, waves with crayons. <p>(This activity can be conducted as a class project. The teacher can splash the colour on sheets and groups of 3-4 children can blow on the sheet to spread the colour. After drying the teacher can cut various shapes (like fish, kite, etc) and distribute it to the children to paste.</p>	Paper, poster colour, gum scissors, crayons.		40	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
Children are able to make relief on clay slab by fixing stones seeds etc.	Make a relief on a clay slab and decorate it with small pebbles, seeds, etc.	The teacher will tell the children about various materials that can be used in making relief. After giving materials to the children the teacher will ask them to make slabs and then decorate their slabs by inserting small pebbles and seeds, etc. in their own way.	Clay, small pebbles, seeds, etc.		40	
Children are able to cutting, tearing and pasting and able to understand difference between visual effect made by drawing and painting and coloured paper pasting.	Paper colleges (Paper tearing and pasting).	Select a card sheet in the size on which Collage is to be made. Tear or cut different coloured papers in varied sizes and forms. Paste these pieces on selected sheet of card as per individual sense of design and composition.	Card sheet variety of papers. Coloured paper, paper with variety of textures old newspapers and magazines glazed paper. Scissors and paper cutter, gum.		80	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
Children are able to understand national leaders. They should collect the national leaders picture.	Collage work in our national flag.	Tear orange and green paper into small pieces. Keep the two colours of crepe paper separately. Apply gum to the upper part of the flag. Paste the orange pieces. Paste green pieces on the lower half in the same way, cut, and paste pictures of national leaders in the middle.	Paper, orange and green crepe paper pictures of national leaders and gum.		40	To respect National Leaders.
Children are able to draw a tree.	Shady tree	Draw a tree. Use dark green and leaf green poster colour. Dip finger in colour and print the finger impression to make the leaves of the tree. Children should use both the shades of green. Colour the background with crayons.	Paper poster colour, Pencil, crayon.		40	
Children are able to make thread printing and appreciate colour and design.	Thread Printing	Pour contrasting poster colour into separate cups. Dip long pieces of thick thread or wool into the remove excess colour. Place the thread on a sheet of paper. Then place another sheet of paper on top of it and press it gently. Repeat this with two or three threads used	Thick thread or well cups. Poster colour ink.		40	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
		different colours. Keeping the paper pressed down pull the threads one by one from different directions you will get a beautiful pattern.				
Children are able to understand different size and shapes of leaves and print.	Leaf print.	Collect dry leaves of different sizes and shapes. Spread thick poster colour on a leaf with brush on your finger press the leaf on a sheet of paper.	Ordinary paper. Dry leaves. poster colour brush.		40	
	Wax-crayon Printing	Draw the outline of the design with wax crayons. Take thick different poster colour in a cup or a palette. Dip a flat brush in it and apply the colour on the given paper. The wax outline comes and automatically.	Paper, wax-crayon, poster colours brush.		40	
	Vegetables print, potato Lady's finger, beans, onions.	Take a big potato and cut it in half. Cut out a simple design using a knife. Apply thick poster colours on the engraved portion of the potato, then press the design on to a blank sheet of paper.	Vegetables, knife, palette, poster colours brush.		80	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
	Tribal Necklace	<ul style="list-style-type: none"> - Spread old newspapers or plastic sheet on your table. - Break off small pieces of clay and roll into balls. - Put balls in squares, roll some balls into conical shapes. - Use some clay to make balls of atleast two sizes. - With a toothpick make neat holes in each bead. - Leave to dry. - Paint the beads in bright colours with poster colours. - Thread the beads into a wire or string. <p>Wear it and pretend to be a tribal.</p>	Clay toothpicks wire/plastic string old newspaper or plastic sheet poster colours.		80	
	Sand painting.	On the cardboard draw a picture of your choice. Apply fevicol on the areas where you want to put sand in particular area. Sprinkle sand over it. Put it down. Remove the excess sand using paint. Highlight some areas or outlines.	Sand card board pencil, put colours, brush. fevicol.		40	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
Children are able to cut the picture and spray the colour.	Spray Painting	Cut out the bird from the sheet. Mix the colour with good amount of water. Take a tooth brush and dip it into the colour. Spray the brush on the sheet. You can spray either way also. Place the bird cut out on a paper. Spray the whole sheet and take out the cut out.	Paper poster colour brush tooth brush		40	

CRAFT

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
The Children are able to learn the skill of different foldings of paper and clothes.	1. Fun Cap	<ol style="list-style-type: none"> 1. Take an A4 size sheet (12"x7") . 2. Fold the sheet as shown in the illustration. 3. Wear the cap on your head and enjoy. 	Paper , gum		40	
Develops the skill of pasting different structures.	2. Snake sock puppet.	<ol style="list-style-type: none"> 1. Cut 4 strips (4" x ½") in different coloured paper. 2. Cut diamond shapes in contrasting coloured paper. 3. Cut large circles for eyes, stick black bindi on them to make the eyes expressive. 4. Paste the eyes, strips and diamonds shapes as shown in the picture. 5. Cut and paste the forked tongue to complete the snake puppet. 	-Old pair of socks. -Coloured paper in various colours. -Black bindi for eyes. - scissors, gum.		40	Cleanliness.

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
Developing the skill of folding paper, cutting and pasting the same. It develops the aesthetic sense among the children.	3. Tree	<ol style="list-style-type: none"> 1. Fold a square sheet of paper to make the tree top. 2. Fold $\frac{1}{4}$ of the sheet to make the trunk of the tree. 3. Paste the trunk of the tree below the folded triangle to make your own pine tree. 	Paper, gum.		40	
They develop the sense of hummer in sticking, feathers, the hair band and also its beauty.	4. Head band	<ol style="list-style-type: none"> 1. Cut a piece of pastel sheet 2" wide and long enough to go around your head. 2. Cut triangles from different coloured pastel sheet. 3. Pastel these triangles on the pastel sheet in between thick large sized bindis. 4. Paste feather on the inner side, secure with piece of paper. 5. Staple or tape together both the edges of sheet. <p>Wear the head band with pride and you are a Red Indian.</p>	Pastel paper (various colours), feather, bindis (large size), scissors, Gum, stapler.		40	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
Develops the skill of using waste materials into meaningful and a beautiful.	Shuttle cock Ostrich.	<ol style="list-style-type: none"> 1. Spread an old newspaper on your table. 2. Mould a piece of clay into a ball to make the head of the bird. Pull gently on one side to make the beak. Push a toothpick at the bottom of the head to make the neck. 3. Mould some clay into a stand. 4. Cover the base of the shuttle cock with to make the body of the bird. 5. Now assemble all the parts. 6. Push two toothpicks into the stand to make the legs of the bird balance the shuttle cock on the legs finally attach the head and neck to the body. <p>Make the eyes and keep aside the clay dries.</p>	One shuttle cock clay/paper mache, tooth picks/hard broomsticks poster colour old newspaper.		40	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
Understand and leave in different lines of houses they can make other models too.	Cottage	<ol style="list-style-type: none"> 1. Take a paper 5" x 5" 2. Fold as shown. 3. Draw windows and doors as shown. 4. Paste the cottage in your scrap book and make a nice scene around it to complete the picture. 	Paper, Gum.		80	
Develops theof using waste bottles, paper cutting and making meanings articles.		<ul style="list-style-type: none"> -Paste two thermocol glasses bottom to bottom to make the body. - Apply fevicol at the joining point of the glasses and attach the skirt. Place it gently as needed. - Cut a fringe on black pastel paper to make hair paste at the top end. Leave space between both ends to make place for the face. - Make a crown and paste above the hair but on the top rim of the glass. -Paste the eyes and lips. Add whisker for the male figure. 	Four thermocol glasses, crepe paper, black pastel paper, satin ribbon, gold/silver paper sticky fevicol, stapler.		80	<ul style="list-style-type: none"> -Making use of waste things. - Sharing -Cleanliness. -leadership -dignity of labour

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
		<ul style="list-style-type: none"> -Add a ring of satin ribbon at the waist to give a finishing touch. -Repeat for the female figure instead of the moustache add a small fringe under the crown, to give a feminine look. -Curl the edges of the hair around a pencil. 				
Same as previous paper.	Octopus	<ul style="list-style-type: none"> -Cut 8 strips of pastel paper (1" x 8") -Roll one end of each strip around a pencil to get a curled edge. -Take an ice-ream cup. -Paste the strips all around the inside edge of the cup. -Paste bindis for eyes and draw the mouth with a sketch pen. -Paste bindis on the tentacles of the octopus. 	One ice-cream cup strips of pastel paper bindis craft glue, black sketch pen, scissors.		40	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
Same as previous paper	Finger Puppets	<ul style="list-style-type: none"> -Take 3 spoons to make one puppet. Break 2 spoons as shown in figure. -Paste the 2 broken spoons to the third spoon as shown in figure.2. Wind a rubber band on the middle spoon. -Shape a triangular piece of crepe paper into a skirt and paste it on the lower part of the ice-cream spoon. -Use a sketch pen to colour the blouse. Use a black sketch pen to make the hair and face. -Push your finger through the rubber band to make the puppets stand on your finger. -Make another puppet. Make and paste a pant shape instead of the skirt. Use a sketch pen to make shirt and tie. 	Six ice-cream spoons, crepe paper, rubber bands, black sketch pen, Gum.			
		Cut the paper into a round shape and make it big as in the figure. Place it on an empty bottle with the help of paper that can be pasted as shown in the figure.	Paper bottle		40	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
		Cut the paper as shown in the figure, a cylindrical shape. Make it as a beautiful doll.	Plastic bowl boll pencil roll		40	
		Same as above	Boll paper		40	
Develops aesthetic sense among the children.	Gift wrapping paper	-Spread the white sheet on the floor. -Mix poster colour in a flat dish. -Lightly dip the sponge in the colour. -Print on white sheet. Start from one end and gradually proceed to the rest of the sheet. -Mix a contrasting poster colour in another dish.	Large white paper poster colours and brush sponge sketch pens.		40	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
		<p>-Dip and print with sponge on top of the earlier printing to make an attractive two colours pattern.</p> <p>-After the sheet has dried, draw a small motif with sketch pen all over the sheet.</p> <p>-You can also spray paint with a tooth brush on the sheet before drawing the motif.</p>				
Develops the skill of cutting papers and develops the aesthetic sense among the children		Cut the card board, then fix elastic, make holes play a fixing or wearing it and play.	Paper plate, stapler, string or elastic.		40	
Same as above		Same as above	-do-		40	
Same as above		Same as above, but using woolen thread to decorate the puppet.	-do-		40	

Objective - Outcome	Activity	Process - Method	Materials needed	Time required for teachers		Values
				D	S	
	Puppet on a stick	Cut the paper and paste a stick use as puppet			80	
	Cut the paper as seen in the diagram, make beautiful article.					
	Same as above					

AHPL - MUSIC I & II STANDARD

Workshop for development of Guidelines in connection with the Training programme for DIET faculty on organizations of Activities for Art of Healthy and productive living at Elementary stage on 17th, 18th and 19th September 2003.

Objective / learning outcome	Activity	Process method	Materials required quality/ amount	Time required for teaching DIET students	Values	Integration
To appreciate and develop aesthetic sensibility	English rhymes 1. Jhony Jhony yes papa 2. One, two Buckle my shoe: 3. I have got ten little fingers.	1. Sing the rhymes or 2. Play the recorded cassettes 3. Teach the pronunciation of the rhymes in prose order and explain the meaning . 4. Teach the rhymes with the tune. 5. Divide into small group (8 to 10) make one group sing one at a time while groups are observing and listening.	1. Tape recorder 2. Recorded cassettes	One period two each rhyme periods.	Co-operation and Co-ordination	1. Music 2. Language 3. Creative

Objective / learning outcome	Activity	Process method	Materials required quality/ amount	Time required for teaching DIET students	Values	Integration
	Regional language songs 1. Vegetable song 2. Nammamaneyalondu papa	1. Sing the rhymes or 2. Play the recorded cassettes 3. Teach the pronunciation of the rhymes in prose order and explain the meaning . 4. Teach the rhymes with the tune. 5. Divide into small group (8 to 10) make one group sing one at a time while groups are observing and listening.	1. Tape recorder 2. Recorded cassettes	One period two each rhyme periods		
	Prayer songs (Two) 1. Thuhiramai 2. Sakalakellake 3. Raghupathi	1. Sing the rhymes or 2. Play the recorded cassettes 3. Teach the pronunciation of the rhymes in prose order and explain the meaning .	1. Tape recorder 2. Recorded cassettes	One period two each rhyme periods		1. Feeling of oneness 2. Religious integration

Objective / learning outcome	Activity	Process method	Materials required quality/ amount	Time required for teaching DIET students	Values	Integration
		4. Teach the rhymes with the tune. 5. Divide into small group (8 to 10) make one group sing one at a time while groups are observing and listening.				
	1. National Anthem	1. Teach the notation of the national Anthem 2. Teach the lyrics and same as above	1. Tape recorder 2. Recorded cassettes	One period - two periods	Pride in being an Indian	
	Development feeling of patriotism and pride in being an Indian	Community songs in local language and National language 1. Hum Honge kam 2. Chelvina muddina 3. Odivileyadu	1. Tape recorder 2. Recorded cassettes	One period - two periods	One period – repeat as many times as required	Develop the feelings of patriotism nationalism.

Participants should bring two empty cassettes.

AHPL- III to IV Std.

MUSIC

Workshop For Development of Guidelines in Connection With the Training Programme for DIET Faculty

Objective/ learning outcome	Activity	Process Method	Materials required Quantity/ Amount	Time required for teaching DIET/students	Values	Integration
To develop and to appreciate aesthetic sensibility	1. National Anthem	<ol style="list-style-type: none"> 1. Sing the National Anthem with notation in prose order and explain the meaning. 2. Teacher with lyrics. 3. Divided into small groups to 10) make one group to sing and while other groups observing and listening. 	<ol style="list-style-type: none"> 1. Tape Recorder 2. Recorder Cassettes. 	One period / two periods.	<ol style="list-style-type: none"> 1. Co-operation 2. Co-ordination 	<ol style="list-style-type: none"> 1. Music 2. Language 3. Creative Movement

Objective/ learning outcome	Activity	Process Method	Materials required Quantity/ Amount	Time required for teaching DIET/students	Values	Integration
	1. Teach the shloka or song of Lord Ganesha	1. Sing the National Anthem with notation in prose order and explain the meaning. 2. Teacher with lyrics. 3. Divided into small groups (8 to 10) make one group to sing and while other groups observing and listening.	1. Tape Recorder 2. Recorder Cassettes.			
	Prayer song 1. Sakalakellae 2. Thuhiram hai 3. Raghupathi	1. Sing the National Anthem with notation in prose order and explain the meaning. 2. Teacher with lyrics. 3. Divided into small groups (8 to 10) make one group to sing and while other groups observing and listening.	1. Tape Recorder 2. Recorder Cassettes.			To develop values as co-operation, tolerance.

Objective/ learning outcome	Activity	Process Method	Materials required Quantity/ Amount	Time required for teaching DIET/students	Values	Integration
	Text Book Song of Regional Language	1. Sing the National Anthem with notation in prose order and explain the meaning. 2. Teacher with lyrics. 3. Divided into small groups (8 to 10) make one group to sing and while other groups observing and listening.	1. Tape Recorder 2. Recorder Cassettes.			1. Music 2. Language improvement 3. Easy to face the Exam
	1. Text Book of Hindi	Follow the 1 st page	1. Tape Recorder 2. Recorded Cassettes.	One period- 2 periods		
	1. Hindi Bhajan from the Text	Follow the 1 st page	1. Tape Recorder 2. Recorded Cassettes			

Objective/ learning outcome	Activity	Process Method	Materials required Quantity/ Amount	Time required for teaching DIET/students	Values	Integration
	1. Vachana from the Text	Follow the 1 st page	1. Tape Recorder 2. Recorded Cassettes			
	Community songs. 1. Chelutna Muddina 2. Odivillaiyalu 3. Honge-Kam	Follow the 1 st page			To develop feeling of patriotism nationalism	To develop National integration

Participants should bring two empty cassettes.

ART OF HEALTHY AND PRODUCTIVE LIVING

Introduction

Dance is an activity in which physical movements are used both non-functionally and also as personal expression. Children discover a great deal about their bodies, mind thoughts, imagination and ideas through creative dance. Dance experience brings in children both awareness and control of movement of the body. They discover that the elements of dance are present in painting (lines, design, shape etc.) music (melody, harmony, rhythm and phrases) and in literature, (imagination and flow of thoughts. Thus dance is a discipline for dealing with the self.

The four basic elements of dance movements are:

1. Body
2. Space
3. Force and
4. Time & Rhythm.

I. (a) Body: This element includes the study or practice of

- a) body parts such as head, arms, hands, legs shoulders, eyes etc.,
- (b) Body moves:- Body moves like stretching, bending, twisting, rising, collapsing,- swinging etc.,
- (c) Body in Steps:- as people have two feet they can use them spatially and rhythmically to form basic steps which are called “ Locomotor “ such as walk, run, leap, jump, skip, gallop, slide etc.,

Elements of Dance:

II space: Shape – body design

Level- High, middle, low

Direction – forward, backward, sideward

Size- big little or small

Path –curved, straight.

Primary III & IV (Element III)

III force - Attach – Sharp, smooth

Weight – Heavy, light

Strength – Tight, Loose

IV Rhythm – Beating – different pulses

Tempo - fast, slow, medium

Duration – Long, short

Patterns- Permutation and combination

ART OF HEALTHY AND PRODUCTIVE LIVING

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
<p>* Learn to co-ordinate</p> <p>*Learn the different body parts</p>	Introduction to body parts	<p>(Practice Session)</p> <p>a) Teacher asks students to spread out in the room and to shake their body, by playing music.</p> <p>b)Movements done will e stretching, bending, twisting, swinging etc.,</p> <p>c) Movements will of body parts in isolation or with combination.</p> <p>d)Pairing children, one to be the mirror and the other to be the object.</p> <p>The child being the mirror initiates the child, who is the object in movement.</p>	50min	3 hrs	<p>Co-operation</p> <p>Co-ordination</p> <p>Obedience</p> <p>Knowledge</p> <p>Appreciation</p>	<p>Music (instrumental)</p> <p>Physical Education.</p>

Objective-Outcome,	Activity	Process-method	Time-required		Values	Areas Integrated
<p>* Able to recognize the visual sense.</p> <p>* Recognize the positions of the sense organ.</p> <p>* Individual sense of imagination</p> <p>* Capacity to observe</p>	Sensitizing five sense organs(Panchendriya)	<p>(Practice)</p> <p>A (i) Teacher asks the students to turn back i.e., away from the board and tasks to differentiate the pictures drawn on the board.</p> <p>(ii) Pupils know that they are not able to see the board as they are not facing it.</p> <p>(iii) Pupils also stress that the eyes are important for vision.</p> <p>(iv) Pupils also give the location of the eyes.</p>	50 min	5hr	Observation Imagination Appreciation	Drawing
Note: (Respective objectives to rest of the sense organs)	Vision the means of imagination	(b) Teacher then asks the students to see and list things around them. By, this the students understand that eyes are essential to see things.				

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		(c) Teacher instructs the group to close their eyes and imagine things and to show movements according to their imagination.				
* Breathing Techniques * Helps in claming down hyper active students & vice versa	Technique of resting	(a) Teacher plays different kinds of music like soft, soothing, rhythmic, vibrant etc., and asks pupils to display some movements according to the music played.	30 min	2 hrs	Appreciation co-ordination Imagination	Yoga Music Physical Education
* Learn to recognize movements	Body moves	(a) Teacher with the help of flash cards presents some movements	30 min	3hrs	Observation Differentiation Recognition Co-ordination	Drawing Painting Geometry

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
<p>*Are able to combine movements</p> <p>*Recognize different colours</p>		<p>(b) Pupils imitate the movements and recognize the colours.</p> <p>(c)The pupils are able to combine the movements.</p> <p>(Materials needed: K.G.Cardboards & painting set- approximate amount)</p>				
<p>*Keen observation</p> <p>*Recognizes different geometrical shapes</p>						
<p>*Recognises the different hand gesture</p> <p>*Compare the gestures with that of the action.</p>	Hand gestures	(a) Teacher asks pupils to show some day-today gestures (Eg: to drink water, to say "NO", sign shown by the players for victory etc.,) without using speech.	15min	3 hrs	Imagination Presentation Comparison Appreciation	Time

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
*Importance of fingers		(b)Pupils immediately use their hands i.e., the gingers to show the signs thereby producing the concept of hand gestures.			home and society	
*Able to understand the concept of 'space' * Understands that each body occupies certain are a called space.	Introduction to 'space' in class-room	(a) Teacher tries to accommodate 8 students in a bench where only 4 students move freely. (b)Pupils feel that they are not comfortable as more people are accommodated.	15 min	2 hors	Knowledge Individual space at	Physics.
		(c)They understand that more people occupy more space and less number, the less space.(The concept of space is introduced) (d) When they are less in number they are able to sway, swing, rotate etc., in the given area.				

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		Presenting different cultures. (Respective music can be used for the above mentioned activity)				
*Able to listen *Able to recite *Able to recollect *Able to relate *Are able to memories	Specific skill of head & eye	a)The group is made to listen to some verses concerning the head movements and made to recite. b)After repeated students the verses to do some head movements like up, down, circular, side to side etc.,			Concentration Co-ordination Knowledge	Sanskrit Music
		c)Now the movements are connected to the words in the verses and the pupils are made to do the movements along with the recitation of the of the verses.				

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		<p>d)The students are able to connect a particular movement with its name from the verse.</p> <p>e) Pupils are given some situations where they can connect the movements.</p> <p>Eg: (i) To look the peak of a mountain –movement will be raised head i.e., Udvahitam.</p>				
		<p>(ii) The rotation of a giant wheel – movement will be circular – i.e. – Alolitham</p> <p>Similarly, the children can create their own usages for the above mentioned movements of head.</p>				

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
<p>* Recognises the different eye movements</p> <p>* Find relationship</p> <p>* Able to recollect and recognize</p>		<p>Eye:</p> <p>(a) First the verses relating to eye movements are taught to the students.</p> <p>(b)the students listen and are able to recite</p> <p>(c)Instructing is given to pupils to see up, down, on to a single side, side to side, circular etc.,</p> <p>(d)Each movement is connected to their respective names in the already taught verse.</p> <p>(e)Teacher provides some situation for the pupils to connect it with the eye movements.</p> <p>(i) to observe the movement of a pendulum – i.e., side to side i.e., Pralokita.</p>			<p>Imagination</p> <p>Co-ordination</p> <p>Relating capacity</p> <p>Appreciation</p>	<p>Music</p>

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		(ii) to watch the entry of the teacher from the side door with mischief – movement on just one side – i.e, Saachi.)				
		(teachers are asked to take help of the cassettes & booklet to get the verses)				
<p>* Able to recollect</p> <p>* Recognises the different movements</p> <p>* Understands the uses of Gestures.</p> <p>* Able to combine movements</p>	Gestures (For III & IV)	<p>The students are instructed to hold firmly the gestures and present different movements as per the instruction of the teacher of the teacher, of different animals and birds as listed below:</p> <p>(a) Peacock:- touch the thumb and ring finger and keep rest of the fingers straight. (move your neck forward and backward).</p> <p>(b) Deer and Cow: Touch the thumb with middle and ring finger. Keep rests of the fingers straight.</p>			<p>Imagination</p> <p>Recognition</p> <p>Concentration</p> <p>Co-ordination</p>	

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		<p>(c) Snake:- Hold all fingers straight together and bend at the tips(Move your neck in zigzag)</p> <p>(d) Camel & Cock: Hold you fist and by opening the painter bend half. (Stretch neck forward and chin in respectively)</p>				
		<p>e) Flying Bird:</p> <p>(i) Cross both hands at wrist, palm facing the person</p> <p>(ii) Lock both the thumbs and sway the rest of the fingers</p> <p>(f) Elephant: Touch the thumb with a pointer. Hold both the hands near the ears and say</p>				

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		<p>(g) Monkey: Touch the thumb with the middle finger and stretch. Bend rests of the fingers.</p> <p>(Appropriate animal sounds and movements can be made)</p>				
<p>*Observe the different gestures</p> <p>*Recognize the gesture</p> <p>* Relate the gesture to different situations.</p>	Gestures (v standard)	<p>(i) Hash cards of different Hand gestures are first presented.</p> <p>(ii) they are arranged in a sequential numerical order.</p> <p>(iii) the students are asked to observe the Hash cards and to demonstrate the different Hand gestures.</p> <p>(iv) Teacher now asks the pupils to relate the gestures with the day to day activities.</p>			<p>Observation</p> <p>Comprehension</p> <p>Relating Capacity</p> <p>Appreciation</p>	Drawing

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
	Materials required are K.G. cardboard 6 in numbers and the approximate amount is	<p>Example</p> <p>(i) to show a blossomed – Alapadma flower</p> <p>(ii) to show a plate and to have good – pataka (plate) and Mukula (to have food)</p> <p>(iii) similarly students can relate many more gestures to different situations in life.</p>				
* Identification of different foot movements	Foot movement (Graded from 3 rd & 4 th)	<p>(i) Pupils are asked to identify the possible movement of feet like standing or sitting on toe, standing and stretching on heel., jumping, skipping , stamping crawling and walking using feet.</p> <p>(ii) Pupils are instructed to use the movements in combination rhythmically</p>			<p>Identification</p> <p>Comprehension</p> <p>Concentration</p> <p>Co-ordination</p>	Music

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
<p>* Able to recognize the movements and gestures.</p> <p>Able to relate and combine the movements</p>	Basic feet & Hand movements of Regional and classical dance (V standard)	<p>Example for Tamilnadu</p> <p>Process of Kolatam (Folk) with music:</p> <p>(a) Leg Movements: Walk(right) Walk(left), Jump on both feet</p> <p>(b) Hand movements: Holding the sticks crossed:</p> <p>(i) Right hand hit } While (ii) Left hand hit } bending</p> <p>(iii) Hands held above the head crossed, hit sticks</p>			<p>Cultural value</p> <p>Relating capacity</p> <p>Co-oration</p>	Culture
		Classical dance (Bharatanatyam) with syllables:-			<p>Co-ordination</p> <p>Imagination</p> <p>Endurance</p> <p>Tolerance</p>	<p>Drawing</p> <p>Yoga</p>

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
<p>* Able to relate</p> <p>* Recognizes the movements</p> <p>* Able to demonstrate</p>		<p>Leg and Hand movements (Fig. 1) Seated in half squat position stretch right leg on heal, while hand holding the gesture No.2 (refer gestures) i.e., Tripataka Hasta, palm facing up.</p> <p>Fig.2:- The leg is brought back to the position with the palm facing down</p> <p>(Fig 3 7 Fig 4):- repeating the same movements as mentioned above, i.e., on the left.</p> <p>(Repeat the above mentioned step in three tempo i.e., slow, medium and fast.)</p>			<p>Co-ordination</p> <p>Imagination</p> <p>Endurance</p> <p>Tolerance</p>	<p>Drawing</p> <p>Yoga</p>
<p>* Recognizes and comprehends the variety of force and energy</p>	<p>Element of Force (Sharp and smooth)</p>	<p>(a) The group is asked to imagine to be going on a car race. The teacher claps or play music. When the clapping stops the pupils have to apply break and stop suddenly.</p>			<p>Co-ordination</p> <p>Imagination</p> <p>Knowledge</p>	<p>Physics</p>

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		<p>(b) the students are asked to what does the body do to stop. They may pull back, bend the knee, tighten muscle or show some sharp and smooth movements.</p> <p>(c) They are asked to try the sharp and smooth movements with head, eyes, hands, legs etc., along with sounds</p> <p>(d) Now the teacher uses a sound without any stop. The children move with the sound as long as they can with alternate smooth and sharp sustained movements while trying different levels in Space with free movements. Thus they understand the concept of force.</p>				

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		(e) The students are asked to get a partner one Miss Smooth and the other Mr.Sharp and they may alternate. The partners are asked to do respective sharp or smooth movements for a beat of four while the other children watch. This can be a group activity, duet or quart rate. (Note:- This can be included in the good bye dance and the children can come out with the sharp and smooth movements).				
<p>* Able to understand the concept of force.</p> <p>* Produce different sounds.</p>	Element of force(2) (Tight and loose)	(a) Pupils are asked to imagine to be the noodle strings wrapped in a small packet. (They are asked – what happens to their body loose and floppy like noodle, can they skip, jump, hop loosely. Are they able to change their levels?			Imagination	

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		<p>For V standard. A permutation and combination of the four basic elements of force can be integrated in to folk or classical movement</p> <p>Example(I) Take a smooth circular movement with a sharp finish while both hands stretched out in a line holding gesture.</p>				
		<p>(Fig No- Alapadma) finishing with hands crossed at wrists. (Doing to a beat of four i.e., in slow medium and fast tempo)</p>				

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		<p>Example(ii):- Sitting on toes (Knees stretched on to the sides) jumping twice (i.e., counting 1 & 2) with the first held tight as in gesture (Fig No.....)</p> <p>Immediately moving fast on toes in front, with the arms swaying loosely like a bird, (counting 3 & 4)</p> <p>* The same can be repeated for 8 to 10 times by doing in different directions.</p>				
<p>* Recognize the sounds</p> <p>* able to produce sounds</p> <p>* Co-ordinate the sounds with that of movements</p>	Element rhythm	<p>(a) Ask the children to create sounds possible through body or things around like beating, snapping, clapping, whistling etc., thus sound becoming the source of rhythm.</p> <p>(b) The instructor then beats a rhythmical pattern for which the students co-ordinate different sounds to the pattern.</p>			Co-ordination Imagination	Physics.

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		<p>Eg:- Slow, Slow, Slow Slow 1-2-3-4- Slow, Slow, quick, slow 1-2-3 & 4 – Slow, Slow, very slow 1-2-3 & 4 Slow, Slow, Slow, pause 1-2-3 (PAUSE) 1-2-3-4 (Pause) Fast, Fast(Pause) Slow, Slow 1 & 2 (Pause) 3-4-</p> <p>(c) The children are asked to create their own rhythmic patterns to be followed as mentioned above.</p>				
	Combined Rhythmic Pattern (v Std.)	I. Children are asked to beat the legs and to clap to the counts of 3.4.5, 7 & 9 to the given rhythmic words.				

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		(a) 1 2 3 Ta Ki ta (b) 1 2 3 4 Ta ka di mi (c) 1 2 3 4 5 Ta ka ta ki ta (d) 1 2 3 4 5 6 7 ta ki ta Ta ka di mi (Combination of (a) & (b)) (e) 1 2 3 4 5 6 7 8 9 Ta Ka di mi ta ka ta ki ta (Combination of (c)&(d))				
		II The concept of thala (rhythmic circle based on total counts) of which there are seven will be gradually introduced from Std V and above Eg: (a) Adithala:- This is a thala with 8 counts in total i.e., to be counted.				

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		Process:- 1 Beat The Palm 2 Little finger 3 Ring Finger 4 Middle finger 5 beat the palm 6 Turn the palm 7 Beat Again 8 Turn again (b) Roopaka thala: This is a thala with 6 counts I total				

Objective-Outcome	Activity	Process-method	Time-required		Values	Areas Integrated
		Process: 1 2 Beat Turn the the palm palm 3 4 Beat little Finger finger 4 6 Ring Middle Finger finger				
* Able to combine movements	Main limbs of body used to construct a simple dance step	Music is played in the class to which an activity from 1 to 6 with permutation and combination is presented in an aesthetic manner. ii) The combination of these activities by the children leads to the formation of a simple dance. (May be folk, classical or a mixture of both)			Creation Sense of combination Co-ordination	Music Physics Geometry





Pataka

①



Tripataka

②



Ardhapataka

③



Kartarimukha

④



Mayura

⑤



Ardhashandra

⑥



Arala

⑦



Shukaturida

⑧



Mushti

⑨



Shikara

⑩



Kapita

⑪



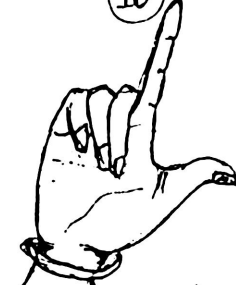
Katakamukha

⑫



Suchi

⑬



Chandrakala

⑭



Padmakasha

⑮



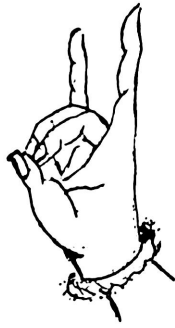
Sarpashira

⑯



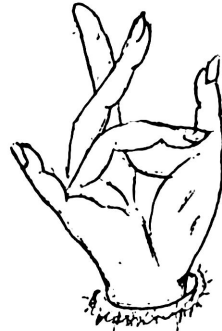
Mrugashirsha

(17)



Simhamukha

(18)



Kangada

(19)



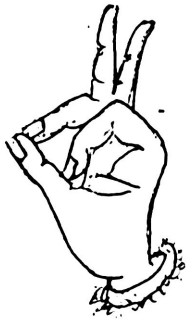
Alapadma

(20)



Chatura

(21)



Bramana

(22)



Hamsasya

(23)



Hamsapaksha

(24)



Sandansha

(25)



Mukuta

(26)



Jamrachuda

(27)



Trishul

(28)

ROLE PERFORMING ARTS

PROMOTION VALUES

THEATRE

“Stage is not a mere play thing and a past time. It is a university. It produces great thoughts on the stage, produces beauty on the stage.”
- Sarojini Devi Naidu

Theatrical forms

1. Dramas – Stage plays – Skits
2. Mime
3. Puppetry

Introduction

Performing arts touch the inner chord of the listener/audience directly and evoke a response directly proportional to the quality of the exposition. They can cut across barriers and elevate the spirit of the recipient. For example, they can attract even an infant, an old person nay everybody with its melody rhythm and lyric (for whose who understand). The theatre attracts people through its representation of life situations and characters who enact them. Folk dance and folk songs are full of experiences and wisdom gathered over Centuries of life that the values they imply are immediately understood.

The speciality of performing arts is that they reflect life. The listeners/spectators simultaneously listen/see the performance. With the advent of radio and TV the number of beneficiaries are countless as they reach vast majority. Especially theatrical productions through direct representation of life situations can relate all that they represent as values whether good or bad.

In terms of values in music, apart from the intrinsic value of the tune and the tone which prepares the stage for the recipient, the lyric plays a big role through its purport. The compositions of Thinkers and reformers like Purandara Dasa are in

totally understandable language within the reach of common man and rich in meaning as well as codes of conduct. The Vachana Sahitya is equally a repository of knowledge and values. When these are rendered in an appealing medium like music they naturally draw response and influence the listener towards reformation and realisation of eternal values like truth.

1. Dramas, Stage plays – Skits

Theatre could be a very effective medium whether professional/amateur or even the latest form the 'street-play'. A well presented production whether it is a drama/operatic play like street play can keep the audience rapt in attention because of the proximity and its time frame and allow them to enter the story directly. This is an art form which can be exploited to its logical conclusion for conveying value systems.

Theatre is essentially a dialogue based exposition. To make it realistic or even to fantasize stage craft, effects of light and sound are used. Much depends on the art of conversation developed which will be a vehicle of all messages intended to be conveyed. Almost all subjects of education can be converted into mini plays or playlets. These are specially effective in the primary level where for example, the concept of family, friends and society with the attendant, spatial patterns can very well bring home to young ones through playlets which depict love, loyalty and affection between persons in the society.

The introduction amply justifies the role of performing arts being employed for inculcating values of life among the students. Values are abstract ideals which cannot perhaps be fully understood without practicing and they will ultimately lead to ideals and goals. A value becomes a standard for good living, interpersonal relationship, cooperation, tolerance and overall well being of the society.

Among art forms, theatre is highly amenable for adaptation in the classroom because of its direct appeal through understandable language accompanied by physical gestures and facial expressions and complementary movements. It enables better perception of language and effective communication. It also lends itself for

improvisations based on one's experiences. It helps to overcome nervousness in peer group behaviour and builds self confidence. Above all, team work, team spirit and cooperation, tolerance, the value of practice for perfection through rehearsals, obedience to leader in terms of director and actor, honing of memory through memorization of dialogues and objectivity because the results of a theatre production is based on the performance of all those involved in different departments of theatre enterprise.

The costumes worn by characters have a significant impact in stage plays. The costumes indicate the kind of play (mythological, historical, social) and also the period style. Sometimes, theatre groups take very great care to be authentic in the representation characters through Costumes.

The stage craft can be made complex by making a realistic representation of the scenery / period specially in mythological and historical plays. The skill of developing stage craft from economical materials is a challenge. But class situation may not necessarily be able to adopt such stage craft. They have to improvise from the materials easily available.

In terms of technology of light and sound system, perhaps the primary and secondary level classes need not indulge in these theatre departments. As the class level dramas are perhaps totally at the class level or a cluster of classes, the 'productions' are during day time and before the close of the school hours. Hence, playlets enacted can be done with a little make up and a few costume pieces.

2. Mime

Mime is another theatrical form which is totally dependent on bodily movements and animated expressions. Body language is the total vehicle of communication and this can be very appealing for the primary level children. Mime can express any activity if proper miming methods are designed and evolved. Gathering wood, washing, threading a needle, sewing, cooking, combing – all such

daily activities can be very vividly expressed through mime. Generally mime is an individual performance but it can be a group activity too. As the flexibility of body is great in children, mime can be easily practised by them. Mime can be used in primary classroom situations especially for emulating behaviour of animals.

Here another important input can be the integration of masks and mime. Making of masks of animals can be taught and wearing the masks, miming of the specific animals, gait/movement can be motivated. Mimicking an animal, its movement and making the sounds of the animal can promote the understanding of the 'niche' concept of each species.

3. Puppetry

Puppetry is another form which can be very popular for conveying messages to the primary children. puppetry should be practised by children themselves. String puppets, stick puppets or even finger puppets can be adopted. The synchronization between children who handle the puppets and those who sing or talk (dialogue) is an essential team work activity. For this, any theme can be adopted. Any part of a lesson could be dramatized for integration into puppetry show. Puppetry is greatly enjoyed by the young students and as an animated art gives maximum scope for imagination which is the best asset of a child. It can stimulate creativity and give full play to the perceptions of an young mind.

Puppetry by school children need not employ costly materials. Papers, seeds, coconut shells, bamboo, leaves, branches, tins, paper bags, rods, decorative materials (from discarded materials), pins, fasteners, glue, fabrics, paints, etc. could be effectively used.

In puppetry children learn many skills – manipulation of puppets, action and song/conversation synchronization as much as possible. Children who are not cooperative or responsive in the class are found to do so when they participate in a puppet show combining the visual, aural and physical movements.

4. Street plays

Perhaps street plays are the genre nearest to classroom production. Costume/ make up/light is at the minimum level. The theme, its topicality, simple dramatization but spirited acting are the strengths of a street play. The teacher's ingenuity in selecting a theme and dramatization and some freedom to the youngsters to improvise based on their knowledge of the topic can be allowed.

Theatre is a consummate art which can successfully combine music, acting and even dance. The Indian theatre has come a long way since Bhasa, Kalidasa, Shudraka and others. But even today episodes of values, from mythologies are drawn for dramatization. The unalloyed brotherhood of Rama and the other siblings, fearlessness of Rama, Anjaneya's, obedience to leader, uprightness of Nachiketa, Karna's values of friendship, courage and fortitude of Pandavas fighting for their rights, the list can go on.

Coming to history, the very famous aphorism "History repeats itself" is a value lesson. Historical episodes like Ashoka, Vikramaditya, Shivaji, Pulakeshi, Krishnadevaraya –many episodes from history have been adopted to theatre for the values they depict.

Values proposed to be realized

1. Cooperation

This is a very cardinal value which can be the result of theatre activity. Any part of theatre-acting, stage craft, rehearsals, stage play, street play, puppetry demands cooperation as it is essentially team work. Even monoacting requires help of others. Through play production, rehearsals, mid course correction, it will be realized that mutual help is very important. In the dialogues, the characters will have to be aware how rightly he is delivering to help the other characters to pick up his dialogue.

Lesson dramatization can also be an activity for group work which will focus cooperation as a required factor. Make up and costumes cannot be carried without the help of each other. Consultation and group discussion are essential for developing their own simple material for play production.

2. Self-Confidence

This decidedly can be a result of participation in theatre activity. There are many children with lot of inhibitions and reservations. They can be drawn out of their shells and they may be specifically given responsibilities like making of masks, puppets, stage craft material, even dialogue preparation. Such children can also be given the role of a hero, a leader, a path breaker and trained for enacting. The child may discover himself/herself and reorient his/her attitude. Facing the audience, delivering the dialogue, handling meaningful characters will invest the child with lot of self confidence. Self confidence paves the way for better performance in any field of life. Self-confidence ultimately can lead to courage in right direction.

3. Responsibility

This is a value which gives the individual a sense of commitment, duty and a great sense of fulfillment in terms of performance.

The responsibility in theatre can be brought out in different ways. If direction is given to a student, he learns to control, identify capabilities of peer group and assign them different roles, different responsibilities. Direction of play, even at that minor level stimulates lot of imagination, because a play to do with animals requires to ponder over the actual habits and life of animals; a play with human characters at least partly creates insights into the personalities of others, their reactions. And this could be a corrective measure (role of villain) to develop one's value for the benefit of one's group.

4. Peace

This is well exemplified because normally violence or tragedy does not appeal to human sense. Though for the sake of realism, tragedy or violence is portrayed, it is only to demonstrate that peace and tolerance pave the way for good, constructive and meaningful living. Ex. Ashoka and many episodes from history; Krishnadevaraya's regime for peace and prosperity. Peace is the value and the answer for human efforts. Even a small play on environment tries to prove cleanliness brings about hygiene,

leading to health and happiness. Students can be asked to discuss the values from the play and also deliberate whether they are true. Peace is not something which can be achieved without proper coexistence.

Some Suggested stage activities for different levels.

Skits for Primary Stage

1. Family relationships (10 – 15 mts)

(cooperation, coexistence)

Mother, father, two children

To depict love and emotional stability; siblings not to quarrel and also to depict that we are responsible to each other; the onus of the parents and the duties of children.

Make up for (very little) :

1. A moustache for father.
2. A piece of cloth to put over as pallu
3. children as they are

Stage craft : Chairs and stools.

Feedback : A discussion among spectator students.

2. Citizenry (responsibility) (10 – 15 mts)

Hygiene and Cleanliness

A group of friends; move on roads and in school. Carelessly throw things on the road and do not follow traffic norms; respect to school is essential as a learning centre, benches and chairs to be properly arranged, keep silence so that everybody can listen to the teachers.

Concentration : in the play suddenly ask questions.

Make up : not necessary

Stage : 1. Classroom, 2. Open air for street, 3. A few waste materials.

3. Love for plants (peace) (10 – 15 mts)

Dialogue on imaginary scene without any plants; what is our loss? No food; no air, no rain;. Why? because food is grown on plants, air comes to us through the

breeze and rain precipitates through water vapour given out by living things and water bodies.

No stage craft or make up.

Feedback : conceptual discussion

4. Affective learning (peace and cooperation)

Community singing, patriotic songs or songs on unity; a) synchronization and b) meanings of the songs.

Feeling of togetherness, feeling of peace.

5. Puppetry (cooperation and unity) (10 – 15 mts)

Playlet on Alexander and the defeat of Pururava (principal characters 3 or 4)
How Alexander entered India; How Puru did not get any support and fight valiantly?
A few items like sticks and cups representing Alexander and Puru.

If Puru had received cooperation – questions. If Alexander had brought a thousand soldiers and Puru could get support of another king with 2000 soldiers?
(Conversations of patriotic favour).

6. Responsibility (10 – 15 mts)

2 older and 3 younger students

Going to the school together. The older child should take lead in conducting the younger one while going to school. Simulate the situations; develop conversations; help in classroom lessons from student to student.

Feedback : find out how many students are taking responsibilities; what kinds of responsibilities are at home and outside? Helping parents? Grandparents? Younger brothers and sisters? Friend in the classroom?

7. Secondary School (15 – 20 mts)

Self confidence and originality

A small playlet on Marie Curie; her tireless efforts; discovery of radioactivity; confidence in the work she was doing; a rare distinction of having won two Nobel Prizes.

Marie Curie and her husband

Stage Craft : a lab like situation. 1. Test tubes, 2. beakers, etc.

Feedback : The use of radioactivity; Curies for the right attitude and systematic work.

8. Mock classroom (responsibility) (15 – 20 mts)

A teacher and students. Entire classroom can be the stage. A student takes the role of teacher, conducts a class. Discipline/indiscipline portrayed. Value of knowledge ' Knowledge is power'. Questions on various subjects; students are allowed to ask any question on the subject. When the teacher does not know he/she will accept and promises to refer and answer.

Feedback.

9. Superstition (Self-confidence)

A playlet on blind beliefs, cat crossing one's path, ghosts in the night, shouting a wow in an auspicious moment, crow should not caw, etc. Try to emulate these in exaggerated techniques. Are these true? What are the bases for such beliefs and practices? Should blind beliefs be nurtured ?

No stage craft.

But masks for any animal, crow, ghost, etc. can be hand made.

Feedback: Find out any fears among children which cannot be explained and ask them to logicalise.

10. Cooperation (Division of labour) (20 mts)

Adapt the concept of small town. Milkman supplies milk, vegetable vendor sells vegetables; father works in a corporation which manages the town (cleaning, water supply, etc) hospitals attend to patients, engineer builds houses.

Characters : Milkman, vegetable vendor, cooperation representative, doctor, engineer.
Feedback : If there is no milk, water, vegetable, what will be the result?
(villages/towns/cities great centers of cooperation).

11. Responsibility (20 mts)

The duty of a citizen : plastic is thrown carelessly; devoured by cattle and the cattle die; without consulting medicines are taken, self-medication (absolutely bad); wasting paper without proper usage – at the national level, unused paper, pencils sharpened, sense of waste and proper use.

Feedback: A survey of such habits.

12. Peace (15 – 20 mts)

Value of good friendship; mutual respect; sharing knowledge and studies; playing games; instead of quarrelling sorting out differences through discussion about disagreements. Conversations developed around these can bring the power of logic and logical behaviour.

No stage craft.

The teachers concerned are free to use their creativity and resources to design and execute their own stage activities based on the values suggested. The Skits or stage activities mentioned above are only some suggestions illustrated.

Evaluation

The values inculcated through theatre activities should be continuously and comprehensively evaluated. The interest, involvement, hardwork and improvisation exhibited by the students throughout the learning process and not just the product should be recorded or graded. The values like co-operation, responsibility, self-confidence and originality can be recorded using checklists. Anecdotal records, observation schedules (Refer section-Evaluation in the package)

WORK EXPERIENCE

Introduction

Work Experience aims at giving the future citizens a keen sense of personal worth, dignity and efficiency and at strengthening in them a desire for self-improvement and social service. The National Policy on Education reiterated the concept of Socially Useful Productive Work and renamed it Work Experience.

“Work Experience, viewed as purposive and meaningful manual work, organized as an integral part of the learning process and resulting in either goods or services useful to the community, is considered an essential component at all stages of education, to be provided through well-structured and graded programmes.

It would comprise activities in accordance with the interests, abilities and needs of students, the level of skills and knowledge to be upgraded with the stages of education. The experience would be helpful on his entry into the work force. Pre-vocational programmes provided at the lower secondary stage will facilitate the choice of vocational course at higher secondary stage.

In Work Experience children will undertake well-designed projects in selected areas of human need. This will mark the beginning of the prevocational orientation to the work experience programme. At this stage, children should learn to apply problem-solving methods. They should be able to identify and use tools, raw materials and equipment in a scientific manner. Observation, manipulation and work practice will be the methodology to achieve the stipulated goals.

Work experience programmes should be able to contribute meaningfully to environmental improvement, conservation, reduction of pollution and development of proper nutrition, health and hygiene in the community.

Many work experience activities will result in the production of tangible goods. They will require a suitable means of disposal. For this purpose, it is essential

that the activity produces the quantity estimated in advance as per demand of the item/product.

Essential activities like cleanliness, decoration of home, school and community, sanitary disposal of waste material, community service programmes, tree plantation, preparation of charts, posters on prevention of diseases, maintenance of school premises, repair of school furniture, maintenance at home, care of clothes, preparation of soaps, preparation of stationery, toy making, making of chalk, ink, dusters, waste paper baskets.

Gardening, garment making, repair of domestic appliances, plaster of Paris work etc. will comprise the corpus of the content in Work Experience.

CONTINUOUS AND COMPREHENSIVE EVALUATION IN ART EDUCATION

Guidelines to resource persons

The objectives of this module in to help the teachers

- to understand the importance of art education in promotion creativity among primary school children.
- To understand the techniques of evaluating the art activities.
- To plan a variety of activities in the classroom for continuous and comprehensive evaluation
- To plan appropriate evaluation techniques to assess the skills in various forms of art.
- To evolve a format for recording the evaluation in art education.

Training mode

- highlight the importance of art education in promotion creativity.
- Draw attention to different types of skills which can be developed through art education.
- Ask teachers to list out the kind of art activities that they organize to teach art education.
- Ask teachers to list the kind of competencies which can be attained through art education.
- Provide the format (given in the module) with the criteria to be evaluated, and explain.
- Ask teachers to plan their own formats to evaluate collage, printing and decoration (group activity).
- Ask teachers to list the affective outcomes that can be developed through art education.
- Discuss about the evaluation of affective outcomes (observation technique).
- Ask teachers to plan formats for evaluating performing arts (group activity).
- Discuss the format of comprehensive cumulative record of any class.

Overview

Art provides a new perspective or view point to look at life. Its basic principle is that every living creature is unique and individualistic. Hence, every child, in Art Education, learns according to him/her own rhythm, pace, ability and experience. To apply a common code, pace and method or format of expression for these diverse individuals is not desirable. The idea of introducing, Art Education in school education is to nature individuality, creativity and diversity. By the help of various Art media grouped under visual and performing art forms, the child is encouraged to explore various means of communication, both verbal and non-verbal, and express in its own way. The child's senses are sharpened to ensure keen observation; it becomes aware of its environment or locality. The child develops skill in the usage of tools, instruments and other art materials. By exposure to Art Education, the child learns space organization and a sense of order with regard to personal appearance, home, school and community. Art Education provides joy of learning and enables the teacher and the students to work together creatively.

Evaluation of an Art programme should be based on the assessment of the initiative, interest, involvement and creativity of the child. Comparison, competition or examination have no place here as they defeat the basic purpose of arts in Education. The experience which the child undergoes and the process of art activities are to be evaluated and not the medium/material the child chooses or the finished product of the activity.

In evaluation of certain areas of a creative activity, group activities rather than individual activities should be used. Whether creative activities are conducted individually or in groups, there is a place for individual interaction by representation and display of products.

Objectives

After reading this module, the teacher will be able to

- develop a clear understanding of the subject area and its implication for promotion creativity and individuality.
- Modify the present approach of evaluating the art activities.

- Plan a variety of activities in the classroom for continuous and comprehensive evaluation.
- Evolve a format for cumulative record of evaluation in Art Education.

Content

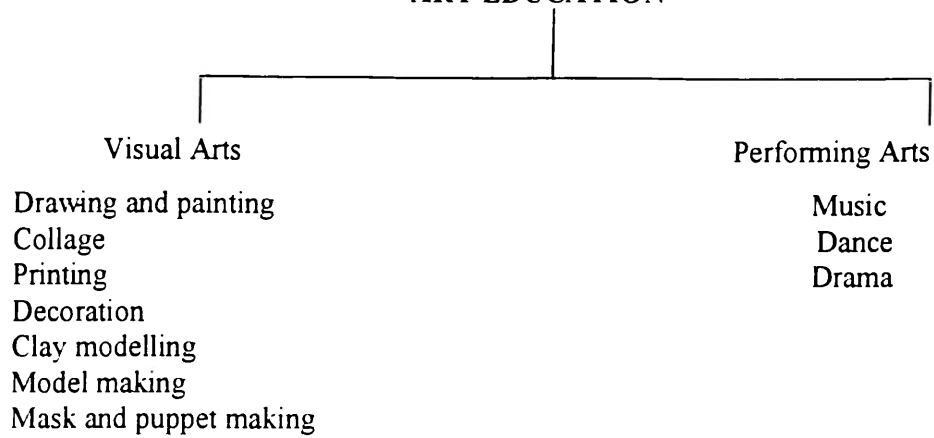
According to NPE 1986, assessment of performance is an integral part of any process of learning and teaching. The evaluation system should ensure a method of assessment that is a valid and reliable measure of student development, which is comprehensive. Hence, the evaluation of Art Education at Primary School should be concerned with all aspects of pupil growth in different art experiences. It should be a means to improve learning should be extended to personal and social qualities, interest, attitudes and physical skills.

When a teacher is familiar with the different areas of Art Education and the list of competencies to develop in the child, a continuous comprehensive evaluation proforma can be evolved. As a prerequisite to this exercise, the teacher, the teacher should bear these points in mind –

- young children have natural flair for rhythm, elegance and sense of curiosity.
- They learn to observe and explore the world; these experiences lend themselves to Art education.
- They are not interested in the intricacies of techniques and skilful performances.
- They should be free to choose the material and media of their personal liking. Variety of materials and media that are simple attractive and locally available are to be provided.
- Their experiences at home and school are very significant to them. They should be encouraged to react to these experiences, but left free to enjoy the process of doing and creating by themselves.
- The climate of the classroom should be made friendly, pleasant and interactive.

The comprehensive Art Education programme should consist of these areas of Art expression.

ART EDUCATION



You are already familiar with the different types of evaluation tools and techniques in the Art education can not be assessed quantitatively as it is a non-cognitive subject. For this purpose you may use observation as a technique to evaluate the students performance. Here is proposed proforma wherein the performances of students can be rated using a rating scale.

CLASSES I–V

Criteria to be assessed	Outstanding	Good Average	Poor	Very poor
1. Drawing and painting				
a. Skill of drawing lines				
b. Choice of colours				
c. Usage of colours				
d. Design				
e. Symmetry				
f. Proportion				
2. Subject / theme				
a. Originality				
b. Imagination				
c. Imitation				
d. Observation				
3. Attitude				
a. Involvement				
b. Interest				
c. Love towards the activity				
d. Voluntary participation				
e. Improvisation				
4. Social ability				
a. Sharing work				
b. Co-operation				
c. Helping				
d. Problem solving				
e. Leadership				

Activity 1

Using the above given format, formulate an evaluation pattern to assess the drawing and painting skill of pupils of classes II-V.

The competencies listed under each art form for I-V are as follows:

Area	Class I	Class II	Class III	Class IV	Class V
<p>1. Drawing and painting</p> <p>a) The learner expresses himself/herself through recognized shapes from imagination/ observation.</p>	<p>1.1.1. Draws one or more specified objects from imagination</p> <p>1.1.2. Draws one or more objects of his/her own choice from imagination.</p> <p>1.1.3. Draws/ points any objects from the local environment such as flower, trees for imagination</p>	<p>1.2.1. Blend mixes the colours to create different shades</p> <p>1.2.2. Draws one or more specified objects from imagination</p> <p>1.2.3. Draws one or more objects of his/her own choice from imagination</p>	<p>1.3.1. Blend mixed the colours to create different shades</p> <p>1.3.2 Draws or paints any specified scene, situation from imagination</p> <p>1.3.3. Draws domestic animals and birds</p>	<p>1.4.1. Draws or paints any scene/ situation such as street hawker, local fair, festival etc.,</p> <p>1.4.2. Draws or paints any scene of his/ her imagination</p> <p>1.4.3. Draws of paints flag hoisting ceremony in school / local environment .</p>	<p>1.5.1 Draws any situation of his/her own choice</p> <p>1.5.2. Draws any scene of fair/ festival/ Independence Day/ Republic Day/ Mela, etc.,</p> <p>1.5.3 Makes painting of any scene of his/her own choice in pasted in or any available colours.</p>

Area	Class I	Class II	Class III	Class IV	Class V
	<p>1.1.4 Draws/ paints the National Flag</p> <p>1.1.5 Makes a painting of any one of two objects of his/her own choice from imagination</p> <p>1.1.6 Makes a painting on specified one or more objects from imagination</p>	<p>1.2.4. Draws/paints any objects from the local environment such as flower, leaves, branches trees from imagination.</p> <p>1.2.5. Draws/ paints the National flag</p> <p>1.2.6. Makes a painting of any one or two objects of his/her own choice from imagination</p> <p>1.2.7. Makes a painting on specified one or more objects from imagination.</p>	<p>1.3.4. Draws or paints any scene/ situation of his her own choice from imagination</p> <p>1.3.5. Make a scene showing the National Flag with flag post</p> <p>1.3.6 Draws or paints any scene/ situation observed from the local environment from imagination</p>	<p>1.4.4. Draws or paints a scene showing birds or animals in natural surroundings</p> <p>1.4.5. Draws or paints a poster on the subjects pollution, protection of environment, etc.,</p>	<p>1.5.4. Makes a painting showing scenic beauty of local environment/ village activity/ festival / picnic, etc.,</p> <p>1.5.5. Paints a poster on the subjects of over population, insanitation, pollution any social, etc.,</p>

Activity 2

What measures do you suggest to avoid personal bias and prejudices, while evaluating the students.

Observation? Discuss in groups and present your view points/ suggestions.

Activity 3

In groups formulate a similar format for evaluating collage, printing and decoration.

The areas of clay modeling, a construction work and puppet making are more complex. They demand more imagination, skill in using the material and good social ability from the students as these can be prepared in group work.

Activity 4

List three activities each for these four areas. These art forms can facilitate the better, easier, more enjoyable ways of learning cognitive subjects like language, Environmental Studies and Mathematics. For eg., clay modeling – learning three dimensional geometrical forms; objects for counting, etc., Construction for learning types of houses, modes of transport, geographical concepts like hill, valley, bay peninsula, etc.,

Masks and puppet making for practicing speaking skills, dramatising and role-playing. Use these ideas while listing the activities.

Activity 5

Evolve a format to evaluate the group work involved in preparing clay models, construction mask and puppet making.

Hints- Use social skills, proportion, design and imagination creativity as the criteria to be assessed.

Area	Class I	Class II	Class III	Class IV	Class V
2. Collage Express ideas and , emotions through tearing/ cutting and pasting coloured paper/ materials collected from the local environment	2.1.1 Makes any simple collage by tearing and pasting of piece of coloured paper 2.1.2. Makes a collage showing any object with the materials collected from the natural environment	2.2.1. Makes any simple collage by tearing and pasting of piece of coloured paper 2.2.2.Makes a collage showing any object with the materials collected from the natural environment	2.3.1. Makes a simple collage by tearing and pasting of pieces of coloured paper 2.3.2. Makes simple collage of any object with coloured with pieces of natural materials like dry leaves, flowers, etc.,	2.4.1. Makes a collage with coloured paper of a specified topic such as flower and leaf a hut and trees, any animals and young ones, etc., 2.4.2. Makes a collage composition using collections such as beads, seeds, coloured cloth dry leaf and twigs, etc.,	2.5.1.Makes a collage using a variety of materials depict any subject scene of his/her own choice. 2.5.2 Makes a composition in mix media of painting and collage on any subject scene of their own choice
3. Printing Express through printing of patterns/ design with crumpled paper ball/ vegetables, etc. on paper	3.1.1. Makes a simple design by stamping crumpled paper ball/ thread ball/ finger/ thumb	3.2.1. Makes a simple design by stamping crumpled paper ball thread ball/ finger/ thumb	3.3.1. Makes design by stamping potato cut impression in single colour with potato cuts having two different patters		3.5.1 Makes a paper stencil and prints on earthen ware/ wall, etc., with colour.

Area	Class I	Class II	Class III	Class IV	Class V
<p>4. Decoration Makes a simple decoration on floor with the locality available materials</p>	<p>4.1.1 Makes a floor decoration showing any shape or form with flower, petal, leaves, stones, and etc. on the floor</p>	<p>4.2.1 Makes a floor decoration showing any shape or form with flower, petal, leaves, stones, and etc., stones, and etc. on the floor</p>	<p>4.3.1. Makes a simple Alpana/ Rangoli with coloured husk/ sand, etc. on the floor (Group activity of 3-4 children)</p>	<p>4.4.1 Makes a simple floor decoration using elements of traditional motifs (Group activity)</p> <p>4.4.2 Decorates earthen pots, flower vase using different materials</p>	<p>4.5.1. Makes floor decoration showing local elements of Alpana/ Rangoli etc., on school functions and festivals.</p> <p>4.5.2 Makes a decorable motifs on a sheet of paper for wall decoration</p>
<p>5. Clay modeling and relief a) Expresses through clay any form observed/ imagined by him/her.</p>	<p>5.1.1 Makes a simple form of any object of his/her own in clay.</p>	<p>5.2.1 Makes a simple form of any object of his/her own choice in clay</p>	<p>5.3.1 Makes a model in clay of a specified object from imagination</p>	<p>5.4.1. Makes an animal figure in clay from ones imagination.</p>	<p>5.5.1 Make any human/ bird/ animal figures in clay from his/ her imagination.</p>

Area	Class I	Class II	Class III	Class IV	Class V
b) Expresses his/her idea (objects) with raised surface.	5.1.2 Makes a simple form in relief on clay slab	5.2.2. Makes a simple form relief on clay slab	5.3.2. Makes an object in clay of his/her choice from imagination 5.3.3. Makes a model of building / home but with thick paper decorated with coloured paper, old coloured cloth, etc.,	5.4.2. Makes human figures in clay 5.4.3 Makes a relief showing simple scene of hut trees and human figures on a clay slab using clay coil.	5.5.2 Makes a clay mask 5.5.3 Makes a relief showing any scene/ situation of one's choice.
6. Construction Make a simple model of recognizable objects scene with cardboard, twigs, cotton, etc.	6.1.1. Makes a simple model of a hut, furniture, train bus, bullock cart with empty match boxes.	6.2.1. Makes a simple model of a hut, furniture, train, bus, bullock cart with empty match boxes	6.3.1. Makes a model of building/ home but with thick paper decorated with coloured paper, old coloured cloth, etc.	6.4.1 Makes a model of a scene showing trees paths	6.5.1. Constructs a mobile with locally available materials
7. Mask and paper making (a) Makes simple traditional mask with paper/ news paper	7.1.1. Makes a simple mask on thick paper/ paper bag (polythene bags should not be used)	7.2.1. Makes a simple mask on thick paper/ paper bag polythene bags should not be used.	7.3.1. Makes a mask showing some expression of animal/ bird local traditional quality.	7.4.1. Makes a simple traditional raised mask by pasting paper and colour it.	7.5.1. Makes a mask or rod puppet for any mythological character for use in drama.

The performing art forms like music, dance and drama need a different scale to evaluate them. Here is a proposed proforma for evaluating performing arts.

Criteria to be assessed	Outstanding	Good	Average	Poor	Very poor
1.Observation skill					
2.Sense of rhythm					
3.Co-ordinated movements of face and limbs					
4.Tone/pitch of rendition					
5.Expression (A) social					
6.Body gestures					
7.Social ability in group presentations					
a. Co-operation					
b. Co-ordination					
c. Adjustment					
8.Creativity					
9.Confidence					

Activity 6

Examine the proposed proforma and suggest improvement in quality and quantity of categories suggested.

The visual and performing art forms are to be evaluated together and continuously and it is continuous comprehensive evaluation. The teachers should decide how many art forms they can introduce in one academic year. But care should be taken to have representation from both visual and performing art forms. The evaluating proforma should denote the area, number of activities planned classwise and number of evaluations planned per year. The teachers should maintain a record of their observations once a week or after the completion of one activity, whichever is earlier.

Activity 7

Plan a comprehensive cumulative proforma for class I or II or III or IV or V.

Visual Arts				Grade		Performing Arts				Grade	
1	2	3	4	5	6	1	2	3	4	5	6

Suggested integrated arts programme

Art education activities in lower primary schools may be of diverse kinds, sometimes even a combination of many activities. This will facilitate comprehensive evaluation.

Area	Class I	Class II	Class III	Class IV	Class V
<p>8. Vocal and instrumented music</p> <p>a) Develops interest and sensibility for listening to and singing songs and sounds of musical instruments in the local environment</p> <p>b) Sings patriotic songs and National Anthem.</p>	<p>8.1.1. Sings in chorus / individually/ say songs/ rhymes</p> <p>8.1.2 Sings in small groups National Anthem in company with the class teacher</p> <p>8.1.3. Makes a rhythmic beat with an empty can/pot</p> <p>8.1.4. Listen to certain type of local/ folk music in class.</p>	<p>8.2.1. Sings in chorus/ individually / any songs/ rhymes</p> <p>8.2.2. Sings in small groups National anthem in company with the class teacher</p> <p>8.2.3. Makes rhythmic beat with an empty can /pot</p> <p>8.2.4. Listen to certain type of local/folk music in class</p>	<p>8.3.1. Sings in chorus any local songs/ with some instruments</p> <p>8.3.2. Sings National Anthem in Company with the teacher</p> <p>8.3.3. Listens to certain songs and local instrumental tunes popular in the locality</p> <p>8.3.4. Identifies some musical instruments and its sounds</p>	<p>8.4.1. Sings any folk songs/ bhajans/ contemporary songs individually or a group of 2-3 children</p> <p>8.4.2. Sings individually or in small group National Anthem with a beat of music in the background</p> <p>8.4.3. Sings with the help of teacher with the background music</p> <p>8.4.4. Plays and synchronize beat or any regional instrument .</p>	<p>8.5.1. Sings individually any son of his/her own choice in the class</p> <p>8.5.2. Sings National anthem and plays local instrument with proper notation and rhythm in small group</p> <p>8.5.3. Sings patriotic songs, etc., with background music</p> <p>8.5.4. Plays and synchronize base/on any local/ popular musical instruments with singing</p>

Area	Class I	Class II	Class III	Class IV	Class V
9. Dance (a) Expresses himself/ herself through action and rhythmic movement b) Participates in popular folk dances	8.1.5. Identifies 2/3 local instruments 9.1.1. Follows gesture/step movement in small group	8.2.5. Identifies 2/3 local instruments 9.2.1. Follows the gesture/step movement in small group	8.3.5. Identifies a song through listening to a simple tune 9.3.1. Performs simple movements of local dance	8.4.5. Identifies songs through listening to variety of tunes. 9.4.1. Performs any local dance in a group of 3-4 children with local tune	8.5.5. Identifies a given music presentation as pleasant/ unpleasant 9.5.1 Performs any local dance in a group
10. Drama Expresses dramatically his/her thought and emotions by gestures, mimicry action, words, etc.,	9.1.2. Responds to a given rhythms by movements 10.1.1. Mimes and actions of animals and birds	9.2.2. Responds to a given rhythm by movements 10.2.1. Mimes voice and actions of animals and birds	9.3.2. Participates in popular folk dance at school level 10.3.1. Mimes typical voice of different of hawkers	9.4.2. Participates in folk dance in the community 10.4.1. Mimes expressions showing fun anger sadness	9.5.2. Participates in a folk dance in the community as well as on special occasions in school 10.5.1. Plays a role of a historical character in the class

Area	Class I	Class II	Class III	Class IV	Class V
	10.1.2. Enacts rhymes/ poems from the text books	10.2.2. Enacts rhymes/ poems from the textbooks	10.3.2 enacts a role in a drama from story in textbook/ local folk/ mythology	10.4.2. Plays a role of any person	10.5.2. Makes preparation for a short drama to be performed from social/ environmental/ mythological story in school function or festival
				<p>10.4.3. Participates in a stage drama from any story from textbook/ local importance</p> <p>10.4.4. Enacts a short skit on choice of one or two children participating in the performance</p>	10.5.3 Develops a script in a group on any imaginative situation and enacts

Area	Class I	Class II	Class III	Class IV	Class V
<p>11. Display Exhibition and stage performance</p> <p>Co-operates shares his/her ideas, displays and exhibits/ performs activities at home, in the school and community</p>	<p>11.1.1. Observes, listens and responds to his/her own and other classmates displayed art expression.</p>	<p>11.2.1. Observes, listens and responds to his/her own and other classmates displayed art expression</p>	<p>11.3.1. Participates putting up exhibition under the guidance of teacher</p> <p>11.3.2 Appreciates and discusses with the teacher any exhibition/ performances/ stage activity/ musical instruments played in the school or outside.</p>	<p>11.4.1. Co-operates in ranging display in classroom school compound and in the stage making activities in</p> <p>11.4.2. Appreciates and discourages with the teacher any exhibition/ performance/stage activity musical instruments played in the school or outside</p>	<p>11.5.1 Observes, appreciates, respond and discusses any song, dance, drama, skit, etc., on school annual developed</p> <p>11.5.2. Decorates the school compound with some continuation teacher Alphana or decoration display., etc., on special occasions in schools.</p>

A. Theme oriented activities

Students can be asked to describe their daily life experiences or what they are required to learn in school through actions, sounds, and pictures. Variety of expression should be encouraged to provide for different preferences. For eg. A visit to the zoo. Children can be put into 3-4 groups. Each group will represent their experience in different art media. One group draws and paints, other group makes models, still another mimics the sounds and yet another puts up a play with animal characters.

B. Integrated approach

This integrates different disciplines of school education. It is very suitable for single teacher situations. For example, a theme like solar system one can use drawing and painting, making model and even role playing to enrich learning that concept.

C. Media oriented activities

Simple locally available materials like clay, stones, leaves, grass, cardboard, even waste materials also need to make collages and models. select any one medium and ask groups of children to represent any theme. The medium is the same but the themes are different. Evaluation of displaying ability can also be done based on these competencies.

ART OF HEALTHY AND PRODUCTIVE LIVING

Area : Health Education

[Integrated with areas of Art Education and Work Experience and Curriculum Subject]

Objective-learning outcome	Activity	Process-method	Materials needed [for 30 min]			Time Required for teaching DIET faculty	Students	Value	Integration
			Item	Qty	Amt				
To know and understand the functions of the different parts/organs of the body.	Action song depicting the parts and functions of the body.	Children may stand in semi-circle singing the song with action pointing out to the parts of the body				15 min	80 min	Co-operation	Music, creative movement, biology.
To develop habits to keep the body clean and healthy. To develop values such as co-operation.	Proper way of brushing the teeth.	Children may stand in semi circle and through action song learn proper brushing of teeth – up and down movement and circular movement.				15 mins.	80 min.	Cleanliness & Health	Music Creative Movement, Biology

	Collecting empty cartoon boxes of tooth pastes and tooth powders available in the market.	Make a chart to be displayed in the class.	Chart paper Fevicol, Sketch pens Stencils (different sizes)	30 2 sets 2 sets		20 min.	40 min.	Co-operation	Work Experience Health
	Collecting empty boxes of body soaps available in the market.	Make a chart to be displayed in the class.	Chart paper, Fevicol	30		20 min	40 min	Co-operation Sharing	Craft Health and Hygiene
To nurture the inherent abilities of self expression and creativity through performing arts.	Importance of keeping the finger nails clean.	Which is the most important part? Small skit can be developed.				30 min.	80 min.	Co-operation, sense of hygiene and cleanliness.	Health Drama
To develop aesthetic sensitivity towards these arts.	Washing hands before eating/ handling food.	Making use of the creative ability of the children.				30 min	80 min	Cleanliness	Health drama
To develop under-standing of relationship between Health and Cleanliness	Water – clean drinking water, conservation of water.	Autobiography of water-soliloquy ending with interaction session. Dramatization Wearing mask	Chart Paper to make masks.			30 min	60 min	Conservation of natural resource	Health drama

Develop respect for manual work, dignity of labour and hard work. Develop the importance of environmental hygiene.	Classroom Cleanliness	Bits of paper rhyme- Dividing the class into 6 groups, each group will be responsible for 1 day Mon- Sat.				5 min	10 mins × 6 gr. = 60 mins.	Cleanliness & dignity of labour and Leadership	Work Education, Environmental hygiene
To develop aesthetic sense.	Classroom Beautification	Display of charts and pictures prepared by the students.				5 mins.	40 min	To enjoy and derive joy.	Work Education, aesthetic sensibilities.
To develop awareness and sensitivity towards the immediate environment and understand the inter-dependence between humans and the environment.	Bringing greenery into the classroom. Drawing the pictures of garden implements.	Growing cactus in ice cream cups/ other containers. Teacher will draw on the board/display the implements and ask the children to draw and color it.	Empty containers, fevicol and art paper. Drawing sheets.			10 min 30 min	40 min 40 min	Art appreciation Sense of color.	Work Education aesthetics Biology Drawing Environmental Awareness

To sensitize the children to their environment.	Visit to a nearby garden/park.	Take the children to a nearby park/garden, ask them to 1. list the living and non-living things. 2. Collect leaves of different shapes. 3. Note the colours of different flowers.	Small note pad Pen/pencil	30 30		30 min 60 min	Observation, clarification, aesthetic values.	Environmental awareness, Biology
To develop awareness about the food we eat everyday.	Collection and making of charts of a) Cereals and Millets b) Pulses c) Nuts and oil seeds. d) Spices and condi-ments	Group activity – class divided into groups. They make charts.	Chart paper, small plastic covers Cereals Pulses Nuts and oilseeds Spices	30 300-400 } ½ kg each 100 gm each		30 – 60 min/each chart 40 – 80 min/each chart.	Identification, clarification, arrangement, neatness.	Food Health, Work Experience

	Collecting of pictures of different and make charts a) Fruits b) Vegetables or Drawing and colouring and clay modeling.	Stick the picture or Draw and color or make clay models of fruits and vegetables.	Picture charts of fruits/vegetables. Crayons Color pencil Drawing sheets	2 sets 2 sets 30		30 – 60 min per charts.	40 – 80 mins per charts.	Identification, classification, arrangement, neatness.	Food Health Work Experience
Develop respect for manual work, dignity of labor and hardwork.	Kitchen garden, developing small plots and growing green leafy vegetables, watering regularly and maintaining it.	Children under the guidance and supervision of teachers prepare small vegetable beds and grow and maintain.	Seeds of different GLV. Fenugreek, Dhania, Amaranth	¼ kg each		40 – 80 min.	40 – 80 min + 10 mins everyday.	Dignity of labour, observation, regularity, Co-operation Co-ordination	Food health, Work Experience
To develop exploratory attitude. Develop awareness and sensitivity towards the immediate environment and under-stand	Visit a vegetable/fruit market. a) Find the peak season of various fruits and vegetables. b) Find out the places from	Children will be taking to a vegetable/fruit market with a questionnaire to get the following information. 1. Peak	Small note pads 12 drawing sheets – spiral binding. Fruits, Sugar	30 30		60min. 60min. 10	120 min. 120 min. 40 min.	Curiosity, exploration, collection, differentiation, discussion making, finalizing relationship. Season and	Field trip, Market Survey, Work Experience and Food and Health

the interdependence between humans and the environment.	where those vegetables/ fruit calendar. Make a vegetable/fruit calendar. Make fruit/vegetable juices. Make simple salads.	season 2. Places from where they are procured. 12 drawing sheets to be put together with spiral binding. Ingredients and Methods to be given - as self-instructional materials.	Salt Cardamom/ pepper powder Vegetables for salads.			min. 15 min.	40 min.	fruits/ vegetables. Hygiene Artistic display. Preservation	
To develop exploratory attitude. To develop the dress sense according to season/ climate.	a) Collect bits of cloth. b) Classify them as *Natural fabric *Synthetic / man-made *Mixed Fabric. Choice of clothing according to season.	Take out the fibre from the fabric and make chart.	Cotton cloth, linen cloth, synthetic cloth, silk cloth, mixed fabric	½ mts each.		40 min	60 min	.Observation, classification, decision making.	Textiles, Health, Aesthetics, Work Experience.

To develop aesthetic sensitivity towards color.	Study of color and color mixing. a) Primary colours b) Secondary colours.	Primary colours - red yellow, blue. Secondary colours – orange, green, purple.	Water color, tubes mixing tray, drawing sheets, brushes amortid.	2 sets 30		40 min. 20 min.	60 min. 60 min.	Aesthetic and scientific principles. Approximation (mental measurement)	Drawing and painting.
Nurture the inherent abilities of self-expression and creativity through visual art.	Color combination. a) Monochromatic c b) Dichromatic [contrast – color] Basic stitching skills. a) Running stitch b) Hemming c) Fancy stitches Basic embroidery stitches. Rangoli a) Line Rangoli b) Dots Rangoli	Standard color chart, observation in nature, imitation in textiles, interior decoration. In Embroidery 1. 2. 3.	White cotton cloth White thread Needle Embroidery thread White Rangoli Rangoli colours Salt powder Crystal	2 mts 2 reel 1 box 30 1 kg ¼ kg each 2pkts 2pkts		20 min. 20 min	120 min. 60min.	Dexterity of fine finger mode, choice of material and color. Dexterity of fine finger mode, choice of material and color.	

LIST OF CONTENTS

MAIN CONTENTS	SUB CONTENTS	
. Introduction, Values	I, II	III, IV, V
. General Instructions	- Prayer and its meaning	Prayer and its meaning
. Evaluation, Gradation	-Asanas: . Vajrasana . Padmasana . tadasana . Hasta padasana . Bhujangasana . Bhudrasana Ardhakati Chakrasana . Shavasana	-Surya Namaskara Asanas: . Utkatasana . Vrikshasana . garudasana . prasarita . padottanasana . Ushtrasana . Virasana Supta Virasana . Ardhanavasana . Makarasana . Shavasana
- I , II standards contents	Mudras : . Gnana Mudra . Araham Mudra	Mudras: .Brahma . Upadhyaya .Acharya . Yogamudra
- III, V Standards Contents	Breathing Technique – 1	Concentration technique –2
	-Concentration Technique –1	Breathing technique -2

YOGA

Introduction

Yoga is a science of body and mind control. “Yogaha Chitta Vrtti Nirodhaha” (Yoga is to restrain the fluctuations of chitta) defines patanjali, the author of yoga sutras.

Though yoga is a purely spiritual science, which aims at self realization, it is being introduced just as a tool of physical and mental health for the elementary school children. Among the eight yogic steps defined in the yogasutras, only asanas and elementary pranayama are being introduced at this level.

Importance:

Yoga (to be interpreted as asana + pranayama) instills great values among Children- which are both personal and social.

Personal values include awareness, concentration, endurance identification of interconnectivity among various regions and excellent health.

Social values includes appreciation of mutual talents, compassion, and selflessness.

GENERAL INSTRUCTIONS

The yogasanas should be practiced in Empty stomach in a dust free and airy class room or in a shady place.

It is advised that the student performs the asana on a carpet

At the end of the practice, the student should lie down in “Shavasana “ where he relaxes breathing slowly.

Even during the practice, the student should be clam and relaxed.

The liquids could be consumed either 30 minutes before / after practice.

Suggested activity:

The elderly children should attempt to write the pictures, asana and make asana models in are classes between

- Asana and dancing poses. Find the common points.
- . Children should learn more chants in the music class
- . Suggested reading : Biography of Swami Vivekananda,

Read Yoga Dipika by Sri B.K.S.Iyengar

GUIDELINES FOR EVALUATION AND GRADING**Process : 06 marks****Total Marks : 10**

Love for the subject
discipline / Sincerity
Slowness while mounting +dismounting
Observation
Grasping of techniques
Imagination + Visualization

Gradation
A+ 9-10
A 07.5 – 08.9
B 06- 7.5
C 05-5.9
D 04-4.9
E 03-3.9

Final Position: 04 Marks

Stability
Breathing
Relaxation
Correctness + symmetry.

Objectives	Activity	Method	Time		Others Detail
			DIET	STUDENT	
Focus on practice	Prayer: Om Asato ma sad gamaya Tamaso ma jyothir gamaya Mrithyorma amrtarigamaya Om shanthi-shanthi-shanthihi Meaning: Let us leave the illusion behind and to towards the truth. Let us leave behind the death and move towards eternity. May the peace prevail..	Sit with closed eyes. The gaze should be fixed in between the eyebrows internally. Chant in a clam and melodious voice, feeling the chant.	10min	10min	
To develop awareness regarding proper body posture	Practicing the following postures, which ensures the erectness of the spine, when practiced regularly and properly. a. Vajrasana	1. Sit on the floor with legs stretched; feet should be together and toes should be pointed. The palms should be firmly pressed on the ground by the side of the waist.(samasthiti) 2. Slowly fold back your legs : first right and then left. Sit on the spread feet. Ensure that the pressure is equally distributed on both the hips. Stretch the spine up and spread the shoulders and align the neck with spine. Breathe slowly and keep your hands in mudra**	10	10	** refer to mudras

Objectives	Activity	Method	Time		Others Detail
			DIET	STUDENT	
	b. Padmasana	<p>1. Sit in samasthiti</p> <p>2. Hold your left foot with your right hand and fold back the leg slowly. Place the left foot on the right thigh. * Similarly, hold the right toe with your left hand, fold it back to the left hand and fold it back to the left thigh. spread the knees evenly</p> <p>3. Straighten the spine, open the chest well and align the head and neck with the spine. Keep your hands in mudra. * Note: It should be practiced on both sides</p>	15	30	If student finds difficulty make him practice "Ardha padmasana" where only one leg is folded and the other is stretched forward.
	C. Tadasana	<p>1. Stand straight with pressure distributed equally over both the feet; thighs and knees drawn upward, hips turned inward and stomach tucked in. The chest should protrude forward and shoulders should spread well. Hands should rest down on the thighs. (standing samasthiti)</p> <p>2. INHALE, turn up the palms and slowly raise them upward, till they join to a namaskar. The fingers should be together. Breathe slowly and hold for a minimum of 10m breaths and slowly return to samasthiti.</p>	15	30	

Objectives	Activity	Method	Time		Others Detail
			DIET	STUDENT	
To create body flexibility, breath control and to improve/preserve general Health	<u>Simple Yogasanas</u> 1. Hasta Padasana Side profile	1. Stand in samasthiti 2. Inhale, raise your arms upward covering both the ears. Stretch up the spine well and while keeping the position of the arms intact, slowly bend forward without hunching the back. On reaching the ground, slowly press your palms next to the feet WITHOUT bending the knees. Slowly, place the forehead on the knee and breathe. Hold for at least 10 breaths and come up in the same way as you entered the position.	30	45	Note: If the student fails to perform the asana perfectly, allow him/her to stay in whatever position he/she can comfortably reach
	2. Bhujangasana	1. Sit in Vajrasana and slowly prostrate with your palms placed next to the chest with the elbows folded. 2. Gradually, raise your head- shoulders and chest off the ground while straightening the shoulders. 3. When the shoulders are straight, spread the chest laterally and stretch it upwards. If possible join the feet if not, keep them parallel. 4. Look slightly up and breathe comfortably. Retreat in the reverse order.	45	45	

Objectives	Activity	Method	Time		Others Detail
			DIET	STUDENT	
	3. Bhudhrasana	<p>Bhudharasana is a counter pose for Bhujangasana and hence it should be continued from Bhujangasana only.</p> <ol style="list-style-type: none"> 1. Enter Bhujangasana 2. Press the toes and slowly raise the knees thighs off the ground. Slowly, press the feet on the ground while raising the hips up. Keep the head in between the arms and spread the chest. To retreat, slowly place the knee on the ground and prostrate down. 	30 min	45min.	
	<p>4. Ardha kati chakrasana –I or Konasana</p> <p>To be performed on both sides</p>	<ol style="list-style-type: none"> 1. Stand in samasthiti 2. Raise your right hand up, such that it covers the right ear, the other arm remains intact. 3. Slowly bend the waist to the left and gaze at the right thumb. 4. Retreat in the reverse order. 	30	45	

Objectives	Activity	Method	Time		Others Detail
			DIET	STUDENT	
	5.Pashchimottanasana(Preparation)	1. Sit in samasthiti. Slowly, turning the palms, raise your arms upward, covering the ears. Stretch the spine well and bend forward without raising the knees off the ground. Hold the big toe and look upward. Do not panic if you get a tingling pain along the thighs. Breath slowly and retreat in the reverse order.			
	6.Shavasana Top profile	1. Lie down on the carpet and spread your legs so that the gap between them is 3ft relax the feet. 2.Turn up your palm, such that they face the roof. Keep the neck + head straight. Close the eyes and breathe slowly. 3. While releasing the position, turn to the right and get up slowly.	10	15	
. To activate the various neuro points present in the body through pressure point techniques	Mudras: a. Gnana Mudra	Join the tips of the index finger and the thumb, creating a slight pressure in the area. Stretch the other three fingers.	10	15	Should be practiced either in an Asana (preferably vajrasana/ Padmasana) or while sitting in any relaxed position.

Objectives	Activity	Method	Time		Others Detail
			DIET	STUDENT	
	b. Araham mudra	Raise both your arms slowly-such that the ears. Join them up in Namaskar and press the palms together. Ensure that the elbows are straight.	15	20	(Simultaneously with both hands)
To create awareness about breathing	Rhythmic, unaltered breathing	<p>1.The child should sit in any comfortable posture with closed eyes and erect spine. .</p> <p>2.ask the child to breathe 10 times without attempting to alter it.</p> <p>3.Enlighten the child about the reaction of chest, diaphragm and abdomen.(Expansion/compression) and make the child aware of the rhythm present in it.</p>	10	20	
To develop concentration power through simple activities.	Counting the number of strikes with closed eyes.	<p>Let all the students sit with closed eyes. Let the teacher strike the plate with a spoon/stick with irregular intervals. Students should count the total numbers of strikes silently.</p> <p>Teacher can be striking for 2-5 minutes. At the completion of the time, students are to be asked to open their eyes and let the teacher ask each of the students to tell the number of strikes they counted.</p> <p>Let the teacher listen to every student, one by one and finally the teacher would announce the number or strikes.</p>	15	20	

Y O G A
CLASS III TO V

Objectives	Activity		Method	Time		Other details
To improve physical and mental health by strengthening the faculties	Surya Namaskara		Join your hands in namaskar and chant the prayer (Mantra) 1. Samasthiti /samapadasana exert equal pressure both the feet and gaze at a fixed point.	01	05	Surya namaskara should e performed at least 5 times with all the eleven steps. At the beginning of the Surya Namaskar, it is advisable to chant a mantra on surya. The mantras are : 1. Om hram mitraya namaha 2. Om hrim Suryaya namaha 3. Om hrum ravaye namaha 4. Om hraim Bhanave namaha 5. Om Sri savitra surya narayanaya namaha

Objectives	Activity		Method	Time		Other details
	2. Urdhvasana	Inhale	2. Slowly raise both the hands upward, covering the ears. Push the buttocks and lower back forward while stretching the upper back upwards.			
	3. Hastapadasana (Exhale)		3. Slowly move in to Hastapadasana			
	4. Ekapadasana (Inhale) (1 st Suryanamaskara =rt. Leg back, 2 nd left leg etc.,)		4. From hastapada, kick the right leg back; place the right knee on the ground and gaze upwards the foot should be flat.			
	5. Dripadasana (exhale)		5. Press the toes of the right foot, lift the knee and slowly kick the left leg back and place it along the right leg.			
	6. Sashtanga (exhale)		6. Place both the knees on the ground and prostrate forward with the hands resting next to chest.			

Objectives	Activity		Method	Time		Other details
	7. Bhujangasana (inhale)		Slowly proceed to Bhujangasana and then to Bhudrasana as described in pages 7.8			
	8. Bhudrasana		Kick the right leg forward to ekapadasana and then to hasta padasana.			
	9. Ekapadasana		Raise up to Urdhvasana			
	10. Hasta padasana		Return to samasthiti.			
Strengthening, Balance and concentration	Standing asanas 1. Utkatasana	Side profile	<p>1. Stand in samasthiti</p> <p>2. Slowly move into Tadasana (ref. Pg) EXHALE</p> <p>3. Slowly bend the knees till the thighs are about parallel to the ground</p> <p>4. Try to breathe comfortably (around 10 minutes)</p> <p>5. Disamount into tadasana and then to samasthiti.</p>	20	40	

Objectives	Activity		Method	Time		Other details
	2.Vrikshasana	To be repeated on both sides.	<p>1. Stand in samasthiti</p> <p>2. Balance n the right leg and fold up the left leg and place the foot on the right thigh.</p> <p>3. Inhale and raise both arms up to namaskar stretch up the whole body.</p> <p>4. Retreat in the reverse orders.</p>	30	60	
	3.Garudasana		<p>Samasthithi</p> <p>1.Stretch your hand sideways. Parallel to the ground.</p> <p>2.Stretch your left leg front, take it aside, roll it around the right leg.</p> <p>3.Stretch both the hands front, palms facing the ground, raise the hands at 45⁰, roll the left hands around the right hand.</p> <p>4. Release your hands, then legs.</p> <p>Samasthithi</p> <p>Now do it with the right leg and right hand.</p>			

Objectives	Activity		Method	Time		Other details
	4. Prasarita padottanasana		<p>Samasthithi</p> <p>1. Keep your legs about three feet apart.</p> <p>2. Breathe-in, raise your hands straight, by the side of the ears, palms facing forward.</p> <p>3. Breathe-out, bend forward, keep the hands between the legs.</p> <p>4. Raise your head, breathe-in, as you breath out, bend your head, bend your elbows. Release in the reverse order.</p> <p>Samasthithi.</p>			

Objectives	Activity		Method	Time		Other details
	5. Ushtrasana		<p>Samasthithi</p> <p>1. Stretch your hands frontward, slowly bend your knees and knees down.</p> <p>2. Bend back slowly, keep the right palm on right sole by stretching the hand outward.</p> <p>3. Keep the left palm on the left sole stretching the hand outward.</p> <p>4. Stretch your thighs and hips frontward</p> <p>Release reversely – samasthithi.</p>			
	6. Virasana & sputa virasana		<p>Virasana: Sit in samasthithi. Slowly fold both the legs side ways –one after the other. The hips should be firmly placed on the ground. Hands should be in gnana mudra.</p>	40	60	

Objectives	Activity	Method	Time		Other details
		Supta Virasana : While in virasana, hold the ankles and slowly (i.e., back stretch both the arms upward and be comfortable. Retreat to samasthiti through virasana.			
	7. Baddha padmasana and utthita padmasana	Baddha padmasana: 1. Enter padmasana (ref.Pg.)twist back the right arm such that it encircles the waist and hold the right toe. Similarly, hold the left toe with the left palm. Spread the chest and breathe comfortably. Retreat to padmasana in the reverse order. Utthita Padmasana: Place your palms on either sides of the waist, while in padmasana. Press the ground and raise the entire body on the wrist support. Retreat to padmasana.	40	60	

Objectives	Activity		Method	Time		Other details
	8. Vakrasana		Vakrasana: Sit in samasthiti . Fold the left knee and place it near the right knee. Turn the trunk left ways and lock the left knee with the right arm and hold the right knee. Turn the left palm in the opposite direction turn the head in the same direction as well. Slowly retreat to samasthiti in reverse order.	30	40	
	9. Ardha Navasana		<p>1. Sit in samasthiti</p> <p>2. Tie both the palms behind the head, with out applying pressure on the head.</p> <p>3. back the spine a bit and slowly raise both the legs above the ground –such that, they are at an angle of 30⁰ to the ground. Breathe 10 times comfortably and release back to samasthiti.</p>			

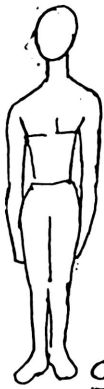
Objectives	Activity	Method	Time		Other details
	10. Makarasana	1. Lie down on the ground with (prostrate) the legs spread and ankles turned outwards. Tie the fingers under the chin and relax.	10	20	
	11. Brahma Mudra(in padmasana)	1. Sit either in padmasana or vajrasana 2. Fold the left palm and place the right palm over it. Close the eyes and breathe slowly.	10	20	
	Upadhyaya Mudra	-Sit either in padmasana or in sukhasana- (relax) <u>Mounting:</u> - with folded hands perform "Namaskar" asana(Namaskar) -As you breath in raise both the hands in folded position above the head (Araham) - Both the arms should touch the ears.	20min.	40min.	

Objectives	Activity		Method	Time		Other details
			<p>- Using the thumbs and the pointing finger form a triangles above the head. let the palms face the roof raise your head and see the roof through the triangle. (Upadhyaya Mudra)</p> <p>Dismounting : -Araham -Namaskar -Relax</p>			
	Acharya Mudra		<p>Mounting to position: Relax-sit either in padmasana or sukhasana</p> <p>Namaskar- with folded hands perform "Namaskar" Asana.</p> <p>Acharya Mudra- As you breath in, take the hands back in opposite direction let the tip of the thumb touch the shoulder edge, palms straight facing frontward.</p>	15min	20min	

Objectives	Activity	Method	Time		Other details
	Yoga Mudra	<p>1. From samasthiti, enter padmasana and then to baddha padmasana (Ref. Pg. 17. Slowly exhale, bend forward and touch the forehead to the ground.</p> <p>Retreat to samasthiti through padmasana</p>	20	40	
Concentration	<p>Technique-2:</p> <p>TRATAKA (for Grade 5 only)</p>	<p>1. Sit on the ground in a relaxed posture with erect spine</p> <p>2. Lit a candle/ lamp and place it on a chair such that the flame is at the eye level.</p> <p>3. Gaze the flame continuously for a few seconds (5 –30), till the eyes start to burn and tears form.</p> <p>4. Now close the eyes and try to visualize the flame internally.</p> <p>Repeat it a couple of times.</p>	15	40	

Objectives	Activity	Method	Time		Other details
<p>Strengthening of lungs Improving one's health Developing concentration.</p>	<p>Simple breathing technique</p>	<p>- Sit in a relaxing posture sukhasana or padmasan.</p> <p>1. Breathe-out, contracting your stomach and chest (Max- 2-5 seconds)</p> <p>2. Breathe-in, expanding your stomach and chest. (Max. 2-5 seconds)</p> <p>3. Breathe out.....</p> <p>-Perform the above system 10 times.</p> <p>- Care must be taken to see that the same duration is taken for one breathe-in and one breathe out.</p>	<p>20min</p>	<p>30 min.</p>	

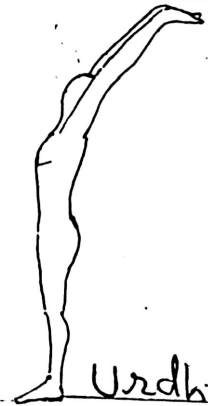
Surya Namaskara



Samapada-
sana



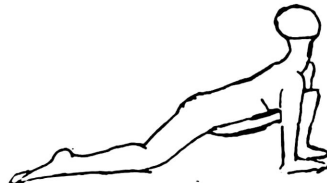
Namaskara-
sana



Urdhvasa-
na



Hasthadasana



Ekapadasana



Dvipadasana



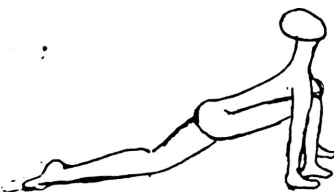
Sashtanga



Bhujangasana



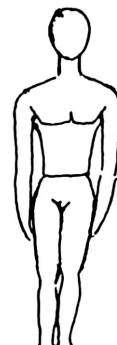
Bhudharasana



Ekapadasana



Hasthadasana



Samapadasana

YOGASANA



Utkatasana



Vrikshasana



Garudasana



Prasaritha
Padmothanasana



Ushtrasana



Veerasana



Supta Veerasana



Ardhanavrasana



Makarasana



Vakrasana.



Baddha
Padmasana



Utthitha
Padmasana



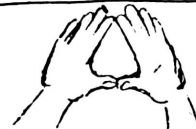
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Brahma Mudra



Achara Mudra



Upachyaya Mudra

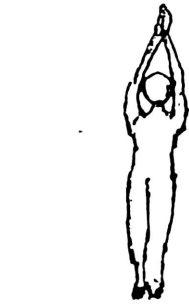
YOGASANA



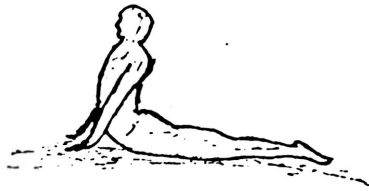
Vajrasana



Padmasana



Tadasana



Bhujangasana



Side Profile.

Padahasthasana



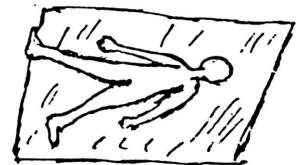
Bhudarasana



Konasana



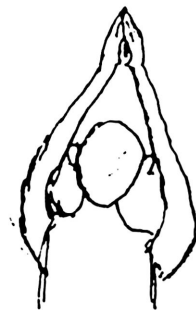
Paschimattanasana
[preparation]



Shavasana



Jnana Mudra



Anaham Mudra

ART OF HEALTHY AND PRODUCTIVE LIVING

SUGGESTED ACTIVITIES IN PHYSICAL EDUCATION FOR CLASSES I AND II

Health and Physical Education contribute a lot in achieving the major objectives listed under Art of Healthy and Productive Living Programme at Primary Stage. It is very difficult to find any activity without movement. All the physical activities are performed through the movement of different parts of the body. To perform any activity efficiently and gracefully the knowledge of the use of a particular part of the body for a particular movement is very essential. Hence, movement education at primary stage is very important to develop and acquire the movement skills so that the child participates in the activities with more confidence and perform the movements efficiently and gracefully. The efficiency and confidence gained at this stage in performing the movements helps to keep alive the child's interest in participating and continuing the activities and improve further in learning complicated movement at later stage.

The physical education programme in the primary stage should include a continuity of experience which will enable the child to acquire skills of movement, the understanding of the structure of human movement, and to enjoy and employ the products of movement. Through the media of play, exercise, games, sports etc. the child learns about himself; what he is capable of doing; how he can control his body; how he can adapt and relate to the world around him (space, people, other animate and inanimate objects); how he can communicate his feelings and ideas; and how he can maintain his state of well-being. Proficiency in a wide variety of movement skills gives him personal and social mobility in his work and play activities and helps to set a foundations for present and future success in life.

Keeping in view the above broad objectives the following activities are suggested for classes I to V in Physical Education:

Objective-learning outcome	Activity	Process-method
<p>Movement Education: 1. Understanding why of movement.</p>	<p><u>Body awareness:</u> Perceiving one's own physical self; his knowledge of his body parts and their relationship to each other; his physical science; the body actions he can do; how he feels when he uses his body parts; how his body and its parts relate to space.</p>	
<p>2. Acquiring proficiency in a wide range of movement skills.</p>	<p>To enhance body awareness, tasks of varying degrees of difficulty should be designed. The tasks should include those which require identification of body parts, symmetrical movements, laterality, as well as those which help the student understand the use of different body parts leading to movement, and the receiving, bearing, and transferring of weight.</p>	<p>1. Teacher touches each part and asks the pupils to do the same, and continues to identify all parts. Ex. Here is my head, touch your head, Here is my nose; touch your Nose. 2. Teacher gives audio command only, and students react to audio-stimuli. This would be repeated for all body parts. 3. Teacher continues asking for awareness of different general locations. Ex: touch your head with your hand. Touch your foot with your elbow.</p>
<p>3. Understanding one's own capacity in movement.</p>		<p>4. Touch a part of your body and call it by name. a) Touch the upper part of your body. b) Touch the lower part of your body. c) Touch the middle part of your body. d) Touch the lowest part.</p>

Objective-learning outcome	Activity	Process-method
4. Learning potential solutions to movement problems.		5. To see relationship of different parts. a) Touch left elbow to right elbow. b) Touch left knee to right elbow. c) Touch your ear to a shoulder. d) Touch your cheek to a shoulder.
5. Learning self-direction.		e) Touch your shoulder to a knee. f) Touch your nose to a knee.
6. Experiencing the joy and person significance that can attend movement.		g) Touch your elbow to a thigh. h) Touch your knee to ankle. Touch your toe to the chin. Ask the children to try and explore other possibilities for touching paired parts.
Specific Objectives : Through participation in body awareness activities children will learn a) the location of the various parts of the body.	Body parts could be : Head Neck Chest Waist Stomach	Partner Practice: Have the children move around the floor to a different person each time and touch the following body parts with their hands to another person as directed by the teacher. a) Spine b) Ears
b) the names of these parts. c) the relationship of one body part to another. d) The importance of a single body part in leaving movement. e) How to move the body efficiently.	Hips Legs Elbows Shoulders Back Spine Add – as many as possible.	c) Neck d) Chin e) Shoulder f) Arms g) Elbow h) Legs i) Ankles j) Wrists k) Toes

Objective-learning outcome	Activity	Process-method
<p>f) to be aware of the body and its parts at all times.</p> <p>g) To be able to contract and relax specific muscles.</p>		<p>l) Hands</p> <p>m) Fingers</p> <p>n) Chest</p> <p>o) Stomach</p> <p>p) Back</p> <p>q) Feet</p> <p>r) Hips</p> <p>s) Feet</p> <p>t) Heels</p>
		<p>Body – Part Differentiation:</p> <p>1. Hip movement with bending at the knee.</p> <p>a) While laying on back draw the knees up to the chest, then thrust them out straight.</p> <p>b) Do the same thing as above, but with continuous circular threshing movements.</p> <p>c) While laying on stomach, draw both knees up under the stomach and then extend them both.</p>
		<p>2. While laying on their back :</p> <p>a) Lift one leg and lower it.</p> <p>b) Swing the leg out to the other leg.</p> <p>c) Lift one leg and rotate it at the hip, making circles in the air with the foot.</p>
		<p>3. While standing perform the following shoulder movements:</p> <p>a) Move a hand up alongside the body, extend it over the head, and lower it in the same way.</p> <p>b) Extend an art out at the side, then lower it.</p> <p>c) Hunch the shoulders up and down with the arms at the sides, then swing them forward and backward.</p> <p>d) Move the shoulders in a circle.</p>

Objective-learning outcome	Activity	Process-method
		<p>4. While seated perform the following hand and finger movements.</p> <ul style="list-style-type: none"> a) Make a fist. b) Spread the fingers apart, then move them back together. c) Bring the tip of the thumb and all of the fingers together. d) Bring the tip of the thumb and forefinger together. e) Touch each fingertip with the tip of the thumb. Begin with the "pointer finger" (forefinger) and move to the little finger and then back.
		<ul style="list-style-type: none"> f)) Grasp a ball in one hand, then lift one finger at a time. g) Close the hand to a fist and then release one finger at a time. h) Extend the hands, then lower one finger at a time to form a fist.
		<p>Bending:</p> <p>1. Encourage the children to move the following joints in as many ways as possible.</p> <ul style="list-style-type: none"> a) Jaw b) Neck c) Shoulder d) Elbow e) Wrist f) Fingers g) Waist h) Hip i) Knee j) Ankle k) Toes

Objective-learning outcome	Activity	Process-method
<p><u>Enhancing Spatial awareness:</u></p> <ol style="list-style-type: none"> 1. Learn how much space their body occupy. 2. Be able to project their bodies into external space. 3. Be able to locate objects in a space from a personal frame of reference. 		
<ol style="list-style-type: none"> 4. Be able to locate objects in space independent of one another (objective localization) 5. Improve their fundamental movement abilities. 6. Enhance their efficiency of movement. 	<p>Movement Experiences : Children</p> <ol style="list-style-type: none"> 1. shaking themselves. 2. Big and Small 3. Maze walk 4. Rope walking 5. Back space 6. Obstacle course. 	<ol style="list-style-type: none"> 1. Ask the children to make themselves as small as possible – each child occupies little space. 2. To make themselves as big as possible. 3. To assume different shapes such as tree, rock, telephone pole. 4. To assume different shapes of letters and numbers.
	<ol style="list-style-type: none"> 7. Body space 8. Near and Far 9. Map activities. 10. Locomotor, Axial movement 	<ol style="list-style-type: none"> 5. Children walk through a maze of chairs and tables without touching. <ol style="list-style-type: none"> a) Walk between objects. b) Step over objects. c) Crawl under objects. d) Walk around objects. e) step on objects. 6. Perform the maze activities using a variety of locomotor activities. <ol style="list-style-type: none"> a) Jumping b) Hopping c) Skipping d) Crawling
		<ol style="list-style-type: none"> 7. Place ropes in various pattern and geometric shapes on the floor. Ask the children to walk forward on the rope.

Objective-learning outcome	Activity	Process-method
		<p>Geometrical shapes can be circle, wavy lines, square, triangle, etc.</p> <p>8. Repeat the activities as above but moving forward while blind folded. Announce about the shape of the line as they are walking.</p> <p>9. Walk on a rope placed on the floor going backward – place the rope in various patterns – announce the rope.</p>
		<p>10. Throw objects backward to a visualized goal.</p>
		<p>11. Walk backward through a simple obstacle course that the child has had an opportunity to visually memorize.</p> <p>12. Count the number of steps to a point on the floor while walking forward. Repeat while walking backwards and see how close the children come to the pre-determined point.</p> <p>13. Have the children roll over and see how much space they occupied.</p> <p>14. Have the children spread out and see how much space they can occupy.</p> <p>15. Have them crawl under the table and other objects of different heights and see how well they fit without touching.</p> <p>16. Using empty tins/containers / small size/ medium size, compare the water holding capacity of the containers. Compare the size by pouring water from containers to another container.</p>

Objective-learning outcome	Activity	Process-method
		17. Compare the weight of the different sized containers – after filling the sand. 18. Compare the volumes of sand held by each container. 19. Have the children estimate the distance from where they are standing to a specific point by the number of steps that it will take to get there. (Measure the distance in steps and compare).
	<u>Movement Experiences/ Activities:</u> 1. Directional swinging - Ball activities. 2. Directional commands 3. Over, under and around. 4. Directional walking – Board activities. 5. Directional, unilateral, bilateral and cross-lateral activities. 6. Directional throwing activities. 7. Directional Ball activities.	
<u>III. Enhancing Directional Awareness:</u> Objectives : Activities designed to enhance directional awareness – a) contribute to the development of laterality (internal awareness of direction).		<u>Directional swinging activities.</u> 1. Attach a ball to a string. Move it in different directions and as per the teachers' command. 2. Tap it, then catch it. 3. Swing it with one hand, then the other. 4. Swing ball to the left hand and to the right. 5. Swing ball in circles around the child.
b) contribute to the development of directional (external projection of laterality)		

Objective-learning outcome	Activity	Process-method
<p>c) contribute to the development of fundamental movement abilities.</p> <p>d) Enhance one's ability to move efficiently through space.</p>		
		<p><u>Directional Commands:</u></p> <ol style="list-style-type: none"> 1. Run forward 10 steps and walk backward five steps. 2. Put your feet together and jump to one side. 3. Hop forward three times on one foot, then backward three times on the other foot. 4. Move sideways across the room/ field. 5. One child sits and another stands. Ask the standing child to move in front of the side of the sitting child.
		<p><u>Over, Under and Around:</u></p> <ol style="list-style-type: none"> 1. Two persons hold a jump rope and place the rope on the floor. The child runs and jumps over it. The rope is raised slightly for each succeeding jump. Game ends when the child hits the rope. 2. Go under a high rope which is then lowered slightly each try. 3. Walk over instead of running and jumping. 4. Place several objects around the field such as jump ropes, mats, chairs, table – any large equipments. Ask the children to follow the leader and imitate as he moves around the obstacles.

Objective-learning outcome	Activity	Process-method
		<p>5. Give verbal command for the children to move according to the direction given for each obstacle.</p> <p>6. Blind fold the children. have them work with a "seeing-partner" who gives directional commands on how to get to the object (no tactile clues).</p> <p><u>Directional Walking – Board Activities:</u> On teacher's command</p> <ol style="list-style-type: none"> 1. Walk forward, backward. 2. Walk sideways – slide one foot over, then bring the other one to meet it. 3. Walk forward, turn and walk sideways. 4. Walk forward, turn and return, walking forward. 5. Walk backward, turn and return walking backward. <p>1. <u>Directional, unilateral, bilateral and cross lateral activities:</u> Movements : Lie flat on the floor on your back with your arms at your sides and feet together.</p>
		<ol style="list-style-type: none"> i) Move feet apart as far as you can keeping the knees stiff. ii) Move the arms along the floor until the hands come together above the head – keeping elbow stiff. iii) Move the arms and legs at the same time.
		<p>2. Unilateral and cross lateral movements.</p> <ol style="list-style-type: none"> a) Lie flat on the floor on your back with your arms at your sides and feet together.

Objective-learning outcome	Activity	Process-method
		<p>i) Move the right leg only to an extended position and return it. Repeat the above with left leg only. Right arm only; and left arm only.</p> <p>ii) Move the right leg and right arm together.</p> <p>iii) Move the left arm and left leg together.</p> <p>iv) Move right arm and left leg together.</p> <p>v) Move left arm and right leg together.</p>
		<p><u>Directional throwing activities:</u></p> <p>1. Use a waste basket and a small ball – ask the child to be flat on back.</p> <p>2. Set a basket in front of the child and ask him to throw at it. Vary the basket's position to the right or left and ask him to throw the ball.</p>
		<p><u>Directional Ball Activities.</u></p> <p>1. Use one hand, then repeat the skills with the other hand.</p> <p>a) Tap a swinging ball.</p> <p>b) Bounce and catch a ball with one hand.</p> <p>c) Dribble a ball with one hand.</p> <p>d) Bounce and catch with alternating hands.</p> <p>e) Throw the ball in different directions.</p> <p>f) Catch from different directions.</p> <p>2. Use one foot, then repeat the skills with the other foot.</p> <p>a) Kick a ball with alternate feet, using the toe.</p> <p>b) Kick a ball with alternate feet, using the.....</p> <p>c) Trap a ball with one foot using the sole of the foot, then with the other foot.</p>

Objective-learning outcome	Activity	Process-method
<p>II. Rhythmics :</p> <ol style="list-style-type: none"> 1. Develops an agile body. 2. Helps to develop balance and physical poise. 3. Develops graceful movement. 4. Develop a sense of rhythm. 5. Gives joy and satisfaction. 	<ol style="list-style-type: none"> 1. Action songs 2. Simple dance movements. 3. Clapping, fingers, snapping according to stimuli like drum beats, counts, whistle, music, etc. 	<ol style="list-style-type: none"> 1. Demonstration by the teacher or by local talented persons may be used. 2. Community songs, simple rhythmic movements - mark time march – left, right, etc. can be taught.
<p>III. Imitation, story, plays and mimetics.</p> <ol style="list-style-type: none"> 1. Helps in developing creative self-expression. 2. Helps in the formation of concepts regarding size, form, etc. 3. Develops the ability of language expression. 4. Affords wholesome exercise to the body and fun and enjoyment. 	<p>Imitation :</p> <ol style="list-style-type: none"> 1. Moving like elephant. 2. Galloping like horse 3. Walking like duck 4. Hopping like frog. 5. Running like engine making sound, aeroplane, snake, etc. <p>Enacting a play:</p> <ol style="list-style-type: none"> 1. Fox and Grapes 2. Thirsty Crow 3. Monkey and Cap Seller, etc. <p>Mimetics</p> <ol style="list-style-type: none"> 1. Making sound in mouth like bees, cat, dog, monkeys, horse, etc. 	<p>The teacher demonstrates the movement and the students follow. Students can create themselves different movements based on their experience and perform.</p> <p>The teacher demonstrates the movement and the students follow. Students can create themselves different movements based on their experience and perform.</p>
<p>IV. Small Area Games</p> <ol style="list-style-type: none"> 1. Develops physical strength and neuro-muscular co-ordination. 2. Affords exercise to various muscles. 3. Fosters a sense of co-operation. 4. Affords fun and enjoyment. 	<p>Games.</p> <ol style="list-style-type: none"> 1. Games in small areas involving running, chasing, dodging can be included. 2. Ball Games with simple rules – dubbing, relay, passing the ball etc. can also be included. 3. Games like cat and rat, snatching the tail, statues, follow the leader. In the pond, on the bank, blind man’s buff, etc. can be included. 	<ol style="list-style-type: none"> 1. Dodge ball. 2. Hopping on one foot and tagging (within a circle). 3. Circle games 4. Running relays <p>These group games can be conducted – between two groups - explaining the simple rules of the game like scoring the points for fouls, etc.</p>

Objective-learning outcome	Activity	Process-method
<p>V. <u>Gymnastics</u> : 1. Develops strength, suppleness and balance to the body. 2. Helps in establishing body control and neuro-muscular coordination. 3. helps to co-ordinate complex movements at a later stage.</p>	<p>Walking on a beam, Balancing on one leg Making the body –T shape. Cart wheel Hand stand with support. Rolling forward Rolling backward</p>	<p>The teacher demonstrates each movement and assist the students to perform. Care should be taken to provide maximum safety to students while practicing the skills. (Using mats if necessary while doing rolls, walking on beam, etc.)</p>
<p>VI. <u>Simple combatives</u>: 1. Helps the child to assess his own strength. 2. Develops courage and self-confidence. 3. Provides fun and enjoyment.</p>	<p>Simple combatives like pushing, pulling, toppling, handwring, carrying the partner on back.</p>	<p>Teacher demonstrates each activity and supervise while the students perform the activity.</p>

Class III and IV

Objective-learning outcome	Activity	Process-method
<p>I. <u>Free Movements/</u> Movement Education – Developmental Movement Education Activities.</p> <p>1. Development of awareness of body, space, effort and their relationship.</p> <p>2. Acquisition of skills related to learning of movement patterns various combination of Basic Movements.</p> <p>3. Development of social competency leading for self-concept/self realization competency.</p>	<p>Repeat the previous classwork suggested for class I and II.</p> <p>1. Basic Movement Education Activities listed for class I and II – under locomotion, Non-locomotion activities be repeated.</p> <p>2. Manipulative Activities be added- usages of equipments like Bat, Racquet, Rope, hoop be introduced.</p>	<p>Teacher demonstrate the activity-</p> <p>Explains the handling skills of equipments-grip stance, swing-contact point of the objects like ball, cock etc. and corrects the movements while producing by the students. Activities like-kicking, lifting, propelling the objects, throwing-catching, bowling, be introduced.</p>
<p>II <u>Rhythmics:</u> Objectives-as listed for class I & II</p>	<p>Group Dance, Folk dance of the region Action songs of the region be included in addition to activities taught in class I & II.</p>	<p>Teacher Demonstrates the movements or uses the assistance of locally available experts in the field.</p>
<p>III <u>Imitation, Mimetics and Story Plays:</u> Objectives-As listed for previous classes</p>	<p>(a) <u>Imitation:</u></p> <ul style="list-style-type: none"> - Repeat the previous class work. - Add-Beggar, Oldman, soldier, Doctor, Rowing about, Walking like monkey etc. <p>(b) <u>Mimetics:</u></p> <ul style="list-style-type: none"> - Repeat the previous class work. Add-camel walk, lion walk, moving like Bus, Buffalo, motor car etc. 	<p>Teachers demonstrates each activity and ask the students to perform.</p>

Objective-learning outcome	Activity	Process-method
	<p>(c) Story Plays:</p> <ul style="list-style-type: none"> - Repeat the previous class work. - Add-Boat trip to sea, fox and the crocodile traveling, circus- <p>Note: Add any no of activities which are locally familiar and popular which brings joy to the students and involve variety of movements.</p>	
IV <u>Small Area Games:</u>	<p>Repeat the previous class work Add-Lion and the cage, Find out the leader, hitting the target from a distance, comic tag, number games. Circle kho, line kho, tennis ball cricket, tenni-koit</p>	<p>Teacher explains each game-rules to be followed, fouls etc.</p>
V. Gymnastics	<ul style="list-style-type: none"> - Repeat the previous class work. - Add-walking on bean, mount & dismount, Rabbit jumping, cart wheel, forward roll, backward roll, dive over an object into a forward roll. Mount and dismount on parallel bar, chin-ups techniques etc..... depending upon the faculties available in the schools. 	<p>The teachers demonstrate the skill/ activity and students perform the activity only under the supervision of the teacher.</p>
VI. Simple Combatives:	<ul style="list-style-type: none"> - Repeat the previous class work. - Add- Stork wrestle, knock over club, lame duck fight, Hand, wrestle, carrying the partner on back and walking, push off the bench, push off the stool etc. 	<p>Teacher demonstrate the activity and after naming the partners the students are asked to perform the activity.</p>

CLASS V

Objective-learning outcome	Activity	Process-method
I. Calisthenics:	Exercises without apparatus-for head, arm, shoulders, trunk, ankle etc can be taught. Exercise should preferably involve continuous movement without any rigid positions being held.	Teacher demonstrates the exercise and ask the students to repeat and corrects the wrong movement.
II <u>Athletics</u> : a) Introducing for individual activities- preparation for short sprints jumps & throws. b) Developing speed, strength & stamina.	1) 50 mts sprint/ 25 mts - standing start/crouch start-reacting quickly to signal - Running techniques - finishing techniques. 2) 200 mts Running- start-finish techniques 3) Throwing- Cricket ball, small medicine ball- techniques of throwing- differentiating between throwing and putting- placement/holding –angle of release-follow through techniques-Recovery. 4) Jumping: Running Broad jump, take off- landing techniques	Teacher demonstrates each activity and students practice in groups. Teacher goes round and correct the wrong movements.
III <u>Games</u> - i) to develop neuro-muscular co-ordination ii) to develop co-operation amongst the group members. iii) learn to follow/abide to the rules	(a) <u>Minor Games</u> - Dodge ball - Guard the Treasure - Luggage Van - Dog and the bone - Hopping on one leg and - tagging-	Teacher explains the game and rules of the game.

Objective-learning outcome	Activity	Process-method
iv) learn to accept the defeat gracefully v) Appreciate the performance of team mates and opponents. vi) Preparation for competition at class level-	(b) <u>Relays</u> : 1) Hop and Run 2) Zig Zag Relays 3) Tunnel ball Relay 4) Potato Race 5) Arch ball Relay 6) Jump over the stick 7) Shuttle Relay (c) Lead up Games Football- 5 Vs 5 football-small area- 6 Vs 6 football-small area <u>Cricket</u> -Tennis ball cricket Bowling- Batting-stance-Batting Grip-etc.	1) Using the fundamental/basic skills of each game-the whole game is taught and practiced. Leading to play the full game in the later stage- 2) Areas may be restricted (small area)- rules be implemented-strictly reinforced to follow.
	<u>Basketball</u> - Dribbling- - Passing-chest pass - shooting –Lay up shot-free throws. <u>Volleyball</u> Use soft ball-upper hand, under hand pass.	
<u>IV Rhythmic Activities</u>	- Folk dance of the region Flag drill, Dumbbell-Wand drill exercises-according to count be performed. - marching-skills be introduced-Attention, stand, at ease-turnings-mark time and halt.	
<u>V Gymnastics:</u>	- Dive and Roll - Rope climbing using hand and feet - Frog Balance - Hand stand - Head stand and roll - Forward Roll, Back ward roll.	

NOTE:

1. The activities suggested under each head may be conducted if the facilities available in the schools. Otherwise depending upon the nature of facilities available in the schools. The activities be changed, according to the actual condition of the schools, without compromising with the achievement of listed objectives.
2. The teacher may give more importance for child-centered methods of teaching rather than teacher-centered method. This helps to involve the child more in the process of learning-at every stage. The teacher should create situation to make the child to think and act, select the best among the available alternative solutions for a problem, which increases decision making skills of the child.
3. The teachers may adopt continuous comprehensive method for evaluating the child's performance in each class. The teacher may observe each student during the class. His interest, altitude towards the activity, his preparedness to learn the activity, his involvement in learning/understanding the skills and application of skills while performing the activity may be considered while evaluating individual's performance. Due weightage may also be given for the affective qualities like adjustment with others, sharing of equipments, waiting for his turn, appreciating others performance, helping other team-mates to learn the skill, not quarrelling, insulting when others failed to perform, accepting defeat gracefully, cleanliness, self disciplined, punctuality, tolerance, obedience, sense of decisions, quest for knowledge etc.
4. The teachers should provide ample opportunities to child's participation in the activities of his own choice/interest, wherever possible. Low achievers should not be curbed/scolded or use the words useless" etc which hurt the feelings of the child and further deteriorates his interest in the participation of the activities. Successive failures of the child should be observed and try to find out the reason for failure and help him to improve.

REPORT

The PAC programme titled “Training Programme for DIET faculty of Tamil Nadu and Pondicherry on organization of activities for Art of Healthy and Productive Living at elementary stage” was inaugurated on 6.1.2004 by Prof G.Ravindra, Principal, RIE, Mysore.

Twenty seven members from the DIETs of Tamil Nadu and Pondicherry attended the programme. (Appendix 1 : List of Participants). They were administered a questionnaire to tabulate their responses to various areas connected to Art of Healthy and Productive Living. Information regarding their educational and vocational status was also collected. (Appendix 2 : Questionnaire).

The 8-day programme consisted of lectures, lecture cum demonstrations and activities that would facilitate the participants to comprehend, appreciate, organize and evaluate different areas in Art of Healthy and Productive Living. The areas were :

1. The genesis and the concept of AHPL
 - implementation in school system

2. Art Education (both visual and performing)
 - a) Drawing and painting
 - b) Printing
 - c) Collage making
 - d) Music
 - e) Dance
 - f) Drama
 - g) Mime

3. Work Experience
 - a) Arts and crafts
 - b) Wood work

- c) Design weaving
- d) Mask making and puppetry

4. Health and Physical Education

- a) Health and Nutrition
- b) Yoga
- c) Physical Education

5. Evaluation : Tools and Techniques

Resource persons and experts from specified areas explained, guided and interacted with the participants in order to introduce, plan and implement AHPL activities. (Appendix 3 and Time Table – Appendix 4).

The participants were administered the same questionnaire at the end of the programme. The analysis of the responses yielded the following information. (Appendix 5).

- a) The participants numbering 27 were highly qualified. 21 out of 27 were post-graduates with 23 of them holding a Master degree in Education and 17 of them had completed M.Phil. course. 2 of the 27 were doctorate holders.
- b) The range of experience in years in the field was from 3 years to 30 years of which 9 were below 5 years; 5 were below 10; 3 were below 15 years; 5 were below 20 and 5 were above 20 years.
- c) The response to expand AHPL was 13 correct in pre-programme test and 26 correct in post programme test.
- d) 13 of them were aware of the different areas integrated in AHPL in pre-test whereas it was 26 in post-test.
- e) The objectives of AHPL were spelt out clearly by only 6 in pretest whereas in post-test the number rose to 23.
- f) The domains that were catered to by AHPL were correctly named by 14 in pretest and by 24 in post-test.
- g) The main goal of Education was defined by the participants as :

		Pretest	Posttest
i)	Blossoming of person	3	1
ii)	To develop social ability	7	3
iii)	To learn more	3	2
iv)	To cover the syllabus	2	--
v)	Education for all	1	--
vi)	To learn discipline	1	--
vii)	To be a good citizen	1	--
viii)	To live happily	1	--
ix)	To develop an all-round personality	6	17
x)	No response	2	4
	Total	27	27

h) The response to the query- can AHPL be taught without a text, in the pretest. 21 replied in the affirmative and 24 in the post test. 19 of them believed that values can be taught through morning assembly and in post test the number rose to 24.

i) The knowledge and skill in the different areas of AHPL also showed an upward trend throughout the programme.

		Pretest	Posttest	Increase in %
i)	Drawing and Painting	14	25	40%
ii)	Dance	14	24	40%
iii)	Music	6	25	80%
iv)	Yoga	14	26	40%
v)	Drama	17	26	36%
vi)	Mask making, puppetry	9	26	68%
vii)	Physical Education	18	26	32%
viii)	Health and Nutrition	20	26	24%

The interactions throughout the programme indicated that the programme was useful to the participants. On the final day, the participants presented activities classified under Art Education, Work Experience and Health and Physical Education in an integrated way through group activities. They planned, enacted and evaluated the items presented using the tools and techniques that were suitable.

LIST OF PARTICIPANTS

A Training Programme for DIET faculty on organization of activities for Art of Healthy and Productive Living at Elementary Stage from 6th to 13th January 2004.

1. Balraj.G
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3. P.Srinivasan
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5. Themote A
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6. M.Anandaraj
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Oddanachatram
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Perundurai
Erode-638 052.
11. G.Dhanammal
Lecturer, DIET
Uthamacholapuram
Salem-636 010.
12. G.Madhusudhana
Lecturere, DIET
Navalpur, Ranipet
Vellore District-632 402.
13. Dr.H.Dominic Stanislaus
Sr.Lecturerm, DIET
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Tamil Nadu 639 108.
14. G.Shanmuga Sivamani
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15. E.Jagatheswari
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16. P.Ramalingam
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T V Malai District-602 025
17. M.Subramanaian
Sr.Lecturer, DIET
Vanaramutty, Tuticorn District
628 721, Tamil Nadu

18. S.Jayaraman
Art Master, DIET
Vadalur
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19. M.Rajaram
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Tamil Nadu.
20. T.Murugesan
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Keelapalur, Perambalur District
621 707, Tamil Nadu.
21. Y.Kuralmathi
Lecturer, DIET
Namakkal District
637 002, Tamil Nadu.
22. S.Kamalakannan
Lecturer, DIET
Kurukathinagapattinam
611 105, Tamil Nadu.
23. S.Ravivarman
Lecturer, DIET
Aduthurai 621101.
24. C.Selvaraj
Lecturer, DIET
Munajipatti, Tirunelveli District
627 355.
25. P M S Md. Zafarullah Khan
Sr.Lecturer, DIET
Pudukottai-622004.
26. J.S.Jayachandran
Lecturer, DIET
Kunulur, Trichy District
Tamil Nadu.
27. P.V.Dhanasekaran
DIET
T.Kullupatti

REGIONAL INSTITUTE OF EDUCATION, MYSORE-570 006
AHPL-Concepts
A Questionnaire

I Personal data-sheet

- i) a) Name: _____ b) Sex : M / F
- ii) Qualification _____ :
- iii) Designation _____ :
- iv) Experience _____ :
- v) Address (Official) _____ :
- vi) Hobbies/Interests _____ :

II Please answer the following questions in brief in the space provided

- 1) Expand AHPL
- 2) The major areas that are integrated under AHPL are
- i)
- ii)
- iii)
- 3) Write two major objectives of AHPL
- i)
- ii)
- 4) The all-round development of a child's personality can be achieved by catering to _____ and _____ domains.
- 5) The major and vital goal of education is to enable children to _____
-

III. Answer the following Questions by ticking Yes / No.

- | | |
|---|----------|
| 1) Do you think that AHPL can be taught without the help of a textbook? | Yes / No |
| 2) Do you thin that values can be taught through the Morning Assembly? | Yes / No |
| 3) Do you know how to Draw and paint? | Yes / No |
| 4) Can you teach Dance to children? | Yes / No |
| 5) Do you know how to sing classical & folk songs? | Yes / No |
| 6) Do you know some Yogasanas that can be taught to children? | Yes / No |
| 7) Can you train children in Dramatics? | Yes / No |
| 8) Can you guide children in puppet and mask preparation? | Yes / No |
| 9) Can you plan some basic physical exercises for children? | Yes / No |
| 10) Can you teach children, basic facts about Health and Nutrition ? | Yes / No |

Date:

Signature

LIST OF RESOURCE PERSONS

1. Sri.Manjuswamy
Artist, No.133, II Stage
5th Cross, Ashokapuram Railway Station
Seeramapura, Mysore.
2. Sri.Yatheesh
Artist, Nirantara
Opposite Bus Stand
Kantharaj Urs. Raod
Saraswathipuram, Mysore.
3. Sri.Santhosh Kumar Kusnoor
Artist, Rangayana
Kalamandira, Mysore.
4. Sri.Chetan.K.Hebbar
ICICI Bank, Jayalakshmipuram
Mysore.
5. Kum.Parimala Guruswamy
Siddartha Layout, Mysore.
6. Dr.M.Chandra Kumar
Prof. In Physical Education
Department of Studies in Physical Education
& Sports Sciences, Sports pavilion
Mysore-5.
7. Sri.Venkatesh
Atmavikas Yoga Vignana Mandira
Bharthi Mahila Samaja
Kuvempunagar Double Road
Mysore-23.
8. Mrs.Hemamalini
Atmavikasa Yog Vignana Mandira
Bharathi Mahila Samaja
Kuvempunagar Double Road
Mysore-23.
9. Miss.C.P.Lakshmi
Department of Fashion Designing
J.S.S.Women's Poly Technic
Mysore.

LIST OF RESOURCE PERSON FROM RIE, MYSORE

1. Sri.H.Y.Kappanna , I/c Primary Section, DMS.
2. Sri.H.Janardhan, WET in Drama, DMS.
3. Sri.M.Shivakumar , WET in Wood Work, DMS.
4. Smt.Sudhamani S.Murthy , WET in Music, DMS.
5. Ms.Uma Rao , WET in Dance, DMS.
6. Smt.A.N.Sujayalakshmi , WET in Home Science, DMS.
7. Dr.Asha K.V.D. kamath , TGT in Social Studies, DMS.
8. Dr.V.Venkatachala , PGT in Physical Education, DMS.
9. Ms.Parvathammani , WET in Arts & Crafts, DMS.
10. Smt.S.K.Shamala , PGT in English , DMS.

**TRAINING PROGRAMME FOR DIET FACULTY OF TAMILNADU AND PONDICHERRY
ON ORGANISATION OF ACTIVITIES FOR ART OF HEALTHY AND PRODUCTIVE LIVING
AT ELEMENTRY STAGE FROM 6TH TO 13TH JANUARY 2004**

PROGRAMME

6.1.2004 Tuesday	9.00 to 9.30 am	Registration		
	9.30 to 10.30 am	Inauguration		
	10.30 to 11.00 am	Tea	-	
	11.00 to 1.00 pm	AHPL	-	Smt.S.K.Shamala Sri.H.Y.Kappanna
	1.00 pm to 2.00 pm	LUNCH		
	2.00 to 3.15 pm	Music	-	Smt. Sudhamani S Murthy
	3.30 to 5.00 pm	Drawing	-	Ms.Parvathammani Sri.H.Y.Kappanna
7.1.2004 Wednesday	7.00 to 9.00 am	Yoga	-	Dr.Asha KVD Kamath Mrs. Hemamalini
	11.00 to 1.00 pm	Dance	-	Ms.Uma Rao Miss.Parimala
	2.00 to 3.12 pm	Drama	-	Sri.H.Janardhan Sri.H.Y.Kappanna
	3.30 to 5.00 pm	Drama	-	Continued
8.1.2004 Thursday	7.00 to 9.00 am	Physical Education	-	Dr.V.Venkatachala
	11.00 to 1.00 pm	Music	-	Smt.Sudhamani S.Murthy
	2.00 to 5.00 pm	Drama	-	Sri.H.Janardhan Sri.Manjuswamy Sri.Yateesh
9.1.2004 Friday	7.00 to 9.00 am	Yoga	-	Dr.Asha KVD Kamath Mrs.Hemamalini Mr.Venkatesh
	11.00 to 1.00 pm	Dance	-	Mr.Uma Rao Ms.Parimala
	2.00 to 3.15 pm	Work Experience (Wood work)	-	Sri.M.Shivakumar
	3.30 to 5.00 pm	Health Education	-	Smt.A.N.Sujayalakshmi Ms.C.P.Lakshmi

10.1.2004 Saturday	7.00 to 9.00 am	Yoga	-	Dr.Asha KVD Kamath Mrs.Hemamalini
	11.00 am to 1.00 pm	Music	-	Mrs. Sudhamani.S.Murthy
	2.00 to 3.15 pm	Wood Work	-	Sri.M.Shivakumar
	3.30 to 5.00 pm	Drawing	-	Ms.Parvathammani Sri.H.Y.Kappanna
11.1.2004 Sunday	9.00 to 11.00 am	Health Education	-	Smt.A.N.Sujayalakshmi
	11.00 am to 1.00 pm	Dance	-	Ms.Uma Rao Mr.Chethan K.Hebbar Ms.Pramila Ms. Arathi
	2.00 to 3.15 pm	Drawing	-	Ms.Parvathammani Sri.H.Y.Kappanna
	3.30 to 5.00 pm	Parctice Session		
12.1.2004 Monday	7.00 to 9.00 am	Physical Education	-	Dr.V.Venkatachala Dr.M.Chandrakumar
	11.00 am to 1.00 pm	Music	-	Mrs.Sudhamani S Murthy
	2.00 to 5.00 pm	Drama	-	Sri.H.Janardhan Sri.Santhosh Kumar Kusnoor
13.1.2004 Tuesday	7.00 to 9.00 am	Physical Education	-	Dr.V.Venkatachala Dr.M.Chandrakumar
	11.00 to 1.00 am	AHPL	-	Smt.S.K.Shamala
	2.00 to 3.15 pm	Recapitulation Demonstration Suggestions		
	3.30 to 5.00 pm	Valedictory Function		

(SHUBHA KESAVAN)
Co-ordinator

Appendix – 5

Table Showing Response of Participants during Pre & Post Programme

Stimulus		Pre-Programme Responses	Post-Programme Responses
1.	Expand AHPL	13	26
2.	Areas integrated under AHPL	13	26
3.	2 objectives of AHPL	06	23
4.	Domain catered to by AHPL	14	24
5.	Ultimate aim of Education		
	a. Personality	09	17
	b. Social ability	07	03
	c. Learn more	03	02
	d. Cover the syllabus	02	-
	e. Education for all	01	-
	f. Learn Discipline	01	-
	g. Citizenship	01	-
	h. Live happily	01	-
6.	Can teach AHPL without text	21	24
7.	Values through Morning Assembly	19	24
8.	Drawing & Painting	14	25
9.	Dance	14	24
10.	Songs	06	25
11.	Yoga	14	26
12.	Drama	17	26
13.	Puppet & Mask making	09	26
14.	Physical Education	18	26
15.	Nutrition and Health	20	26