No.: CBSE/DIR(ACAD)/2022

February 4, 2022
Circular No.: Acad-17/2022

All Heads of Institutions affiliated to CBSE

Subject: Submission of details of Art-Integrated Project at KALASETU Portal

Vide Circular no. Acad 33/2020 dated 14th May 2020, CBSE has introduced mandatory Art-Integrated Project work for classes I to X, as part of Subject-Enrichment activities under Internal Assessment. Copy of the circular attached as Annexure A.

Accordingly, in **minimum one project work** of students from classes I –X, it is mandatory to integrate any art form of the paired State/UT, as defined under **Ek Bharat Shrestha Bharat Programme.** For the details of Art-Integration, schools are again advised to refer to CBSE Guidelines on Art-Integrated Learning released on 18.04.2019 vide circular no. Acad 22/2019, available at www.cbseacademic.nic.in **at the link https://cbseacademic.nic.in/web_material/Circulars/2019/art_integration.pdf**

Like the last session, Schools need to submit the details of Art -Integration Project at the **KALASETU Portal** available at www.cbse.gov.in at the link **https://cbseit.in/cbse/web/ArtEdu/LandingPage.aspx** before downloading the admit cards for the Board examination.

For any query, please write to JS, Academics, at the e-mail ID: praggyam1530.cbse@gov.in

Dr. Joseph Emmanuel
Director (Academics)

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Secretary, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India, Shastri Bhawan, A - Wing, Dr. Rajendra Prasad Road, New Delhi, 110001
2. The Joint Secretary (BR/CER/Sainik Schools), Sainik Schools Society, Room No. 108 (I), South Block, New Delhi-110001.
3. The Chairman, Odisha Adarsha Vidyalaya Sangathan (OAVS), N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odhisha-751005.
4. The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16
5. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309
6. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054

'शिक्षा सदन' ,17 राऊज़ एवेन्यू ,इंस्टीटूशनल एरिया, नई दिल्ली–110002
'Shiksha Sadan', 17, Rouse Avenue, Institutional Area, New Delhi – 110002

फ़ोन/Telephone: 011-23212603 वेबसाइट/Website :http://www.cbseacademic.nic.in ई-मेल/e-mail: mailto:directoracad.cbse@nic.in.

7. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9,Chandigarh-160017
8. The Director (Exam. & Scholarship), HRDD Department, Gangtok, Govt. of Sikkim, Sikkim – 737101
9. The Director of Secondary Education, Department of Education, Govt. of Arunachal Pradesh Itanagar – 791111. Mob: 08794812121
10. The Director (Education), Directorate of Education VIP Road, Port Blair, A&N Island – 744103
11. The Director, Central Tibetan School Administration, ESSESS Plaza, CommunityCentre, Sector -3, Rohini, Delhi
12. The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ,PO, New Delhi-110001
13. The Director AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202,Shankar Vihar (Near APS), Delhi Cantt-110010
14. All Regional Directors/Regional Officers of CBSE with the request to send this circular toall the Heads of the affiliated schools of the Board in their respective Regions
15. All Joint Secretary/ Deputy Secretary/ Assistant Secretary/SPS / Analyst, CBSE
16. All Head(s)/ In-Charge(s), Centre of Excellence, CBSE
17. In charge IT Unit with the request to put this Circular on the CBSE Academic Website
18. In-Charge, Library
19. The Head (Media & Public Relations), CBSE
20. DS to Chairman, CBSE
21. SPS to Secretary, CBSE
22. SPS to Director (Academics), CBSE
23. SPS to Director (Information Technology), CBSE
24. SPS to Controller of Examinations, CBSE
25. SPS to Director (Training and Skill Education), CBSE
26. SPS to Director (Professional Examinations), CBSE
27. SPS to Director (CTET), CBSE
28. SPS to Director (EDUSAT), CBSE
29. Record File

Director (Academics)

CBSE/Dir(Acad)/2020/

14th May, 2020
Circular No.: Acad 33/2020

The Heads of all Schools Affiliated to CBSE

Subject: **Art-Integrated Project for Classes I to X and Reporting of Implementation of Art- Education and Art-Integrated Learning by Schools**

Dear Principal,

The Board, vide Circular No. Acad-05/2019 dated 18 January, 2019, mandated Learning Outcome (LO) Based Teaching-Learning process in all its affiliated schools. It was also informed that all schools must adopt and implement LOs prepared by NCERT in their annual pedagogical plans to enable all stakeholders to follow Competency Based Education (CBE). The underlying focus of CBE is attainment of each of the grade and subject appropriate LOs and demonstration and application of learning in real-life situation by the learners. CBE can be implemented only through innovative and joyful experiential pedagogies such as *Art-Integrated* and *Sport-Integrated Learning*, *Storytelling*, etc. which promote reflection, critical thinking, creativity, initiation, self-direction and other 21st Century Skills. All this is done to make students 21st century-ready citizens, by empowering them with the competencies to understand, analyse, evaluate, interpret and innovate various real life situations that they require to face in the world outside the classrooms or an environment beyond their schools and homes.

2. The Draft National Policy of Education 2019 inter-alia states: *Art-Integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for experiencing the learning of concepts across subjects. As a part of the thrust on experiential learning,* ***art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level.*** *This art-integrated approach will strengthen the linkages between education and culture.*

3. As a pedagogical initiative, CBSE has introduced Art- Integrated Learning in all its affiliated schools vide Circular No. Acad-12/2019 dated 8th March 2019. The Board has also issued *Guidelines on Art-Integrated Learning* vide Circular No. Acad-22/2019 dated 18.04.2019 with an aim to facilitate teachers and principals for implementing Art Integrated Learning as a pedagogical tool for experiential and joyful learning in classroom situation as well as building a joyful learning environment in the school. The Art-Integration guidelines of the Board enlists various suggestive activities, projects, assignments and lesson plans and are available at –

http://cbseacademic.nic.in/web_material/Manuals/Art_Integration.pdf
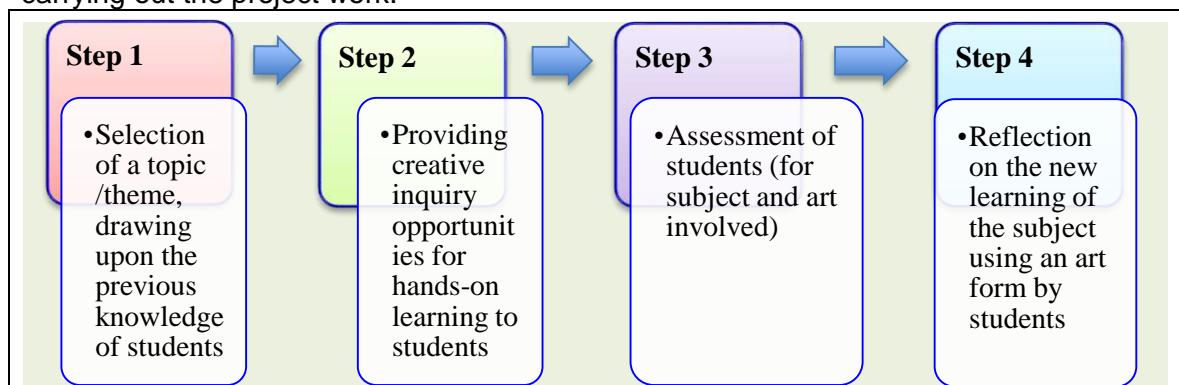
4. Art-Integrated Project for Classes I to X

In continuation of above efforts, it has been decided to introduce Art-Integrated Project work for classes I to X to promote Art-Integrated Learning in schools to make teaching-learning Competency-Based and joyful. As part of this, at least one Art-Integrated Project in each subject shall be taken up by all students of classes IX and X from the academic session 2020-21, and students of classes I to VIII will also be encouraged to take at least one Art-Integrated Project (trans-disciplinary project) in a given academic year.

Art Integrated Project may be conducted as per the following guidelines:

4.1 Classes I–VIII, Art Integrated Project should be of trans-disciplinary nature. The project work can include more than one subject and this can be considered for Internal Assessment in the subjects concerned.

4.2 Classes IX and X, the students will take up the *art integrated project work as subject enrichment activity* in *all the subjects* for internal assessment.

4.3 One of the objectives of art integrated education is to make the students aware of the vast and diverse cultural heritage of our country. Therefore, **Students will take up integration with any form of Indian Art - visual or performing,** as it will be helpful to students to easily understand the project that is culturally connected to them. Teachers need to facilitate learning of the chosen Indian art form and ensure that the students are able to creatively integrate the art form(s) being used in the project.

4.4 In **minimum one project work** of students from classes I –X, it is mandatory to integrate any art form of the paired State/UT, as defined under **Ek Bharat Shrestha Bharat Programme.** For example, Art Integrated Project Work of the students of the schools in the State of Delhi will be based on the art form of Sikkim and so on. The list of the paired States/UTs is available at **Annexure – I.** However, to confirm the latest pairings, please visit https://ekbharat.gov.in/Pages/AboutImplementationStrategy.

4.5 Subject teachers along with Arts teachers must plan and discuss the projects in advance at the beginning of the academic session so that students can be given proper guidance to undertake various projects.

4.6 The focus should be given on research of new topics that are not yet taken up in the classroom. Teachers must facilitate exploration of research on the topics to give students hands-on experience.

4.7 The project should be taken up in an eco-friendly manner, using readily available local resources without any financial burden on parents or guardians.

4.8   The teachers may follow the following process of embedding arts with other subjects for carrying out the project work:

Step 1		Step 2		Step 3		Step 4
• Selection of a topic /theme, drawing upon the previous knowledge of students	→	• Providing creative inquiry opportunities for hands-on learning to students	→	• Assessment of students (for subject and art involved)	→	• Reflection on the new learning of the subject using an art form by students

4.9   The Project should be done by students in groups with 4-5 students in each group.

4.10   While creating projects, it may also be seen that it should not be too much pro art that it becomes difficult for the subject teacher to take it forward and guide the students. The projects should be simple and doable for the subject teachers and students without the assistance of art teachers/artists or others.

4.11   Assessment techniques should be relevant and age appropriate. Criteria along with rubrics for assessment can be devised collectively by teachers and students while planning the projects. Students must be informed about the criteria decided for assessment along with maximum marks before commencement of work on the project.

4.12   Schools and teachers may prepare their calendar by assigning dates and months for the execution of project work by the students and the records of assessment of these project works should be maintained at the schools.

4.13   The Art integrated project work shall also be an integral part of assessing the student's participation in art related activities and attainment of learning outcomes for the subject/s.

4.14   The marks awarded for these projects, as part of subject-enrichment activities of class X, will be collected by the Board at the time of uploading of marks of internal assessment.

5.   **Art-Integrated Learning (AIL) as a Pedagogical Tool from classes I to XII**

As stated under *para* 3 above, AIL will continue as a pedagogical tool for classes I to XII, in addition to the Art Education under co-scholastic area as provided in the Secondary School Curriculum of the Board.

The objective of AIL is not to promote arts and skills of arts but to use art as a tool to teach other subjects. The focus here should be to accept arts as medium of the learning process. So the subject teachers may make use of simple art forms in the classrooms; and give opportunities to students to enjoy planned art activities and while they are experiencing beauty of arts, they also learn and articulate the core concept of different subjects and apply it in daily life.

Art activities which can be integrated with different subjects to aid learning are given in **Annexure-II**. The activities given in the annexure are only suggestive. Correlation of AIL

3

activities, is to be seen broadly and should not restrict to one or the other kind of subjects. For example, what helps us in Agriculture as a subject can also connect to Mathematics and Science subjects. Therefore, the teachers and learners should not limit themselves in the rigid boundaries as suggested in the said annexure.

In AIL activities, teachers and students may go for integration of visual and performing arts too. Since skill of making art is not the criteria of evaluation, children can explore and might come out with very creative expressions that enable achievement of the learning outcomes.

6. Reporting of Implementation of Art-Education (AE) and Art-Integrated Learning (AIL)

The Board has prepared the Art Education (AE) and Art Integrated Learning (AIL)- AE & AIL portal for reporting of the implementation of Art-Education (AE) and Art-Integrated Learning (AIL). The schools are required to upload data of the Art-Education and Art-Integrated Learning projects of students in **the AE & AIL portal at the link http://cbseit.in/cbse/web/ArtEdu/LandingPage.aspx** for enabling students of class X and XII to appear in Board exam.

Schools may follow the below mentioned steps for uploading the data in the AE & AIL portal:

6.1   The required data regarding *(i) implementation of Art- Education up to class X, (ii) Art-Integrated Project up to class X, and (iii) implementation of Art- Integrated Learning up to class XII* are to be uploaded by the school to enable it to download the admit cards for classes X and XII exams of the Board. The Report Format of data submission is available at **Annexure-III.**

6.2   The link to upload AE & AIL data will be available at www.cbse.nic.in

6.3   The schools may use the same Username and Password that they have used for registration and filling up of LOC of candidates to access AE& AIL portal meant for data submission.

6.4   After successful uploading of the AE & AIL data, an 'AE & AIL Confirmation Number' will be generated and the schools will be able to download admit cards after filling the AE &AIL confirmation number at the column specified for it.

6.5   The printout of AE & AIL report submitted is not required to be sent to either Regional Office or CBSE Headquarters. The schools may preserve a printout of the same for at least 01-year period for record and reference.

For any query in this regard, you may contact Joint Secretary (Academics) at praggyamsingh.cbse@gov.in

(Dr. Joseph Emmanuel)
Director (Academics)

Encl:
- Annexure I
- Annexure II
- Annexure III

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16.
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida 201309
3. The Secretary School Education, Special Project Director-SSA /Directorate of Education/Director (SCERT) – Govt of NCT of Delhi.
4. The Secretary School Education, Special Project Director-SSA /Directorate of Education /Director SCERT – UT Chandigarh.
5. The Secretary School Education, Special Project Director-SSA / Director of Education/Director (SCERT), Govt. of Sikkim, Gangtok.
6. The Secretary School Education, Special Project Director-SSA / Director of Education/Director (SCERT), Govt. of Arunachal Pradesh, Itanagar.
7. The Secretary School Education, Special Project Director-SSA / Director of Education/Director (SCERT), Govt. of A&N Islands, Port Blair.
8. Director Schools, IAF Educational Cultural Society Air Headquarters (RKP) West Block-VI, R.K.Puram New Delhi – 110066
9. The Principal Director, Director of Naval Education(Navy Education Society) H.Q. MOD (NAVY) West Block-V, II Floor, R.K. Puram New Delhi – 110066
10. The Additional Director General of Army Education, A – Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
11. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202,Shankar Vihar (Near APS), Delhi Cantt-110010
12. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini
13. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
14. All Heads/ In-Charges, COEs of the Board with request to disseminate the information
15. All Joint Secretary/Deputy Secretary/Assistant Secretary, CBSE
16. In charge IT Unit with the request to put this circular on the CBSE Academic website
17. The Head Public Relations Unit, CBSE
18. PA, Chairman Office, CBSE
19. SPS to Secretary, Director (IT), Director (Academics), Controller of Examinations, Director (SE&T) and Director (PE),CBSE

Director(Academics)

PAIRING OF STATES AND UNION TERRITORIES
FOR
CBSE AE&AIL PROJECT WORK

The following engagement matrix has been adapted from EBSB programme:

- Jammu & Kashmir: Tamil Nadu

- West Bengal : Ladakh

- Punjab : Andhra Pradesh

- Himachal Pradesh : Kerala

- Uttarakhand : Karnataka

- Haryana : Telangana

- Rajasthan : Assam

- Gujarat : Chhattisgarh

- Maharashtra : Odisha

- Goa : Jharkhand

- Delhi : Sikkim

- Madhya Pradesh : Manipur & Nagaland

- Uttar Pradesh : Arunachal Pradesh & Meghalaya

- Bihar : Tripura & Mizoram

- Chandigarh : Dadra & Nagar Haveli

- Puducherry : Daman & Diu

- Lakshadweep : Andaman & Nicobar

ART-ACTIVITIES

4.1 Visual Arts

4.1.1. Two-dimensional or Pictorial Activities		
S. No.	Suggested Activities	Subject(s) / Topic(s) Integration (Suggestive)
4.1.1.1.	Study of visual resources (at home and in the surroundings) and means of creative expression	Environment Studies, Science, Languages, Social Studies, Chemistry, Biology, Physics
4.1.1.1.1	Study of lines, strokes, colours, shades, tones, textures, etc. while organizing two-dimensional space with two dimensional and three-dimensional shapes and forms	Mathematics, Physics, Textile Design, Fashion Studies
4.1.1.1.2	Sketching from nature and surrounding	Architecture, Mathematics, Science, Social Studies, Languages, Accountancy, Economics, Biology, Home Science, Geography, Political Science, Environment Studies
4.1.1.1.3	Creative use of colours to show space, atmosphere, subjective moods	Science, Geography, Languages, Environment studies
4.1.1.1.4	Creative use of perspective in spatial relationship	Mathematics, Languages
4.1.1.1.5	Study of calligraphic strokes of Devnagari and Roman alphabet (Scripts)	Language, Mathematics, History
4.1.1.1.6	Use of contrast as an expressive element of art	Mathematics, Languages, Biology, Geography, Economics, Entrepreneurship
4.1.1.1.7	Study and use of various media and techniques to the extent of their availability.	Biology, Chemistry, Accountancy, Physics, Economics, Business studies, Mathematics, Languages, Home Science, Political Science, Geography, History, Entrepreneurship, Media
4.1.1.1.8	Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermillion, yellow and red earth, rice flour, and tools like painting brushes for water colours	Home Science, History, Science, Languages, Economics, Accountancy, Mathematics, Business Studies, Geography, Textile Design

	and oil colours, Painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc., canvas, hardboard, simple marking cloth pasted on paper, etc.	
4.1.1.1.9	Collage and mosaic work with a variety of coloured papers and coloured printed pictures/photographs from magazines and newspapers.	Business Studies, Geography, Economics, Home Science, Political Science
4.1.1.1.10	Printing: Mono printing, Printing with wood-cut blocks, lino-cut and metal foil; serigraphy (silk screen), self-made stencil, etc.	Home Science, History, Mathematics
4.1.1.1.11	Basic knowledge of computer graphics.	Computer Application, Design, Arts, Home Science, Political Science, Economics, Geography
4.1.2. Three-Dimensional Or Sculptural Activities		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**
4.1.2.1.	Study of basic forms in clay	Mathematics, Biology, Geography, Languages, Science
4.1.2.1.1	Study of various materials such as clay, plaster of paris, soft-stone, wood (blocks, twigs and branches, roots, etc.), metal scraps, plastic sheets, bamboo, wire thread, papers and cardboards, vegetables and other throw-away available materials.	Physics, Mathematics, Home Science, Science, History, Geography, Environmental Studies, Horticulture
4.1.2.1.2	Study of natural and man-made forms, human figures, birds, animals, vegetation and other objects like household items, buildings or as desired by the students.	Science, Geography, Social Studies, Home Science, Accountancy, Biology, Mathematics, Agriculture, Environment Studies, Horticulture
4.1.2.1.3	Objects of day-to-day use in groups and in different settings and arrangements.	Science, Geography, Social Studies, Home Science, Accountancy, Biology, Mathematics, Agriculture, Environment Studies, Horticulture

4.1.3. Assignments		
S. No.	**Suggested Art Activities**	**Subjects/ Topics Integration (Suggestive)**
4.1.3.1	Assignments in two and three-dimensional subjective forms could include among others: Paintings, murals, graphics, clay modelling, wood-carving, soft-stone, plaster of paris, block of brick constructions, collage mobiles, appliqué, pottery and ceramics, masks, and puppets, textile designing (including tie-dye and batik, and block printing) poster designing, lay-out illustrations and photography, etc.	Science, History, Geography, Home Science, Languages
4.1.4. Correlating Art Activities with Other School Activities		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**
4.1.4.1	Construction of puppets and their costumes and improvised puppet stage or theatre, correlation with Home Science and Arts (Drama) subjects.	History, Social Studies, Arts, Home Science, Political Science, Geography, Entrepreneurship, Business Studies, Languages
4.1.4.2	Aesthetic organization of the physical environment by enhancing the surrounding area, i.e., landscaping including plantation of trees and other flowering plants and vegetables, etc.	Agriculture, Home Science, Environment Studies, Science, Arts, Geography, horticulture
4.1.4.3	Constructing stage setting props such as curtain, backdrops, stage lighting, improvised furniture sets, etc., designing utility (crafts) items; correlating with Work Education activities.	Arts, Home Science, General Knowledge
4.1.4.4	Designing the school magazine, wall magazine, and bulletin boards, making posters for school functions, and greeting/invitation cards, stage scenes for music, dance, drama performances, making brochures for a time in history (say, for the Chandra Gupta Maurya Period), geography and physics (say a tourist brochure of the Milky Way) etc., correlating with applied Art activities.	History, Geography, Physics, Arts, Dance, Mathematics, Media

4.1.5. Group Activities		
S. No.	**Art Activity**	**Subjects Integration (Suggestive)**
4.1.5.1	Organization, display and exhibitions of students' periodical and sessional work.	Science, Languages, Mathematics
4.1.5.2	Organizing inter school art exhibitions to widen their interaction and horizon.	Languages
4.1.5.3	Planning and organizing festivals and celebrations of the community, cultural evenings, musical concerts, film shows and other performances including regional and folk (traditional art forms).	History, Geography, Languages, General Knowledge, Media
4.1.5.4	Participating in study visits to museums, botanical gardens, zoological garden, art galleries and art institutions, etc., for greater awareness of the environment and cultural variations.	Environment Studies, Science, Agriculture, History, Geography, Social Studies, Languages
4.1.6. Theoretical Understanding of Art and Culture		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**
4.1.6.1	Short notes on important aspects of Indian art and culture based on Social Science. Such writing may be based on reproduction of art work printed in Textbooks	History, Languages
4.1.6.2	Contribution made by any one Tal contemporary artist	History, General knowledge
4.1.6.3	Knowledge of terms: Contour, texture, graphic, form, volume, space, tone, printmaking, collage, amateur, modelling in relief, Mobile construction, applique, calligraphy, layout, poster and composition	Textile Design, Computer Application, Design

4.2. Performing Arts – Music: Vocal

4.2.1. Theory		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**
4.2.1.1	Knowledge of the terms: Sangeet, Nad, Swar, Shudh, Komal, Teevra, Saptak, Mandra, Madhya Tar, Aroha Avaroha, Raga, Laya, Matra, Tal, Avartan, Sam Tal.	Music, Arts, Social Studies, Languages
4.2.1.2	Basics knowledge of notation systems	Music Production
4.2.1.3	A brief introduction of Indian music	Music Production, Social Studies

4.2.2. Practical Activities		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**
4.2.2.1	National Anthem	Social Studies, Language, Music production, General knowledge
4.2.2.2	Songs for community singing a) Five folk or tribal songs of different regions, indicating time of the year, occasion and the function with which they related. Writing down the same with its meaning and knowledge of its rhythm b) Five devotional songs (Bhajans, Shlokas, Hymns, Sufiana Kalam and Shabad Kirtan) c) Three songs in regional languages other than mother tongue d) Three patriotic songs on the theme of universal love and amity	Languages, Social Studies

| 4.2.2.3 | To create proper sense of swara and laya through Talabadh and Alankaras:

Introduction to the structure of any four of the following Ragas: Bilawal, Yaman, Kafi, Bhairav, Shankarabharan, Kalyani, Mayamalav gaud, Todi (accompaniment of Tanpura and Tabla or Mrudang). | Social Studies, Languages |
| 4.2.2.4 | The following tals and their thekas: Kaharva, Dadra, Trital, Jhaptal & Aditala, Alankar Talas. | Languages |

4.2.3. Project Work		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**
4.2.3.1	To collect photographs of great musicians, with a write-up on their introduction, and all types of musical instruments (photographs/ illustrations) and the artists who play them. (To be pasted in the scrap-book).	General Knowledge, Languages, Social Studies
4.2.3.2	To listen to music programme on Radio or T.V. and to write short description of the performances (To be written in the scrap-book).	Media, General Knowledge, History, Languages, Social Studies

4.3 Performing Arts – Music: Melodic Instrument

4.3.1. Theory		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**
4.3.1.1	Knowledge of the terms: Sangeet, Dhwani, Nad, Swar (Shudha, Komal, Teevra) Saptak (Mandra, Madhya, Tar) Aroha, Avaroha, Raga, Gat, Laya Matra, Tal, Avartan, Sam Tal, Khali, Laghu Dhrutham, Anu Dhrutham	Music Production, Languages, General Knowledge
4.3.1.2	Basic Knowledge of notation systems	Languages, Music, History
4.3.1.3	Short notes on at least four musical instruments, their main components and the characteristics of the sound (music) they produce	Music Production, History, General Knowledge

4.3.2. Practical Activities		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**
4.3.2.1	Tuning and playing of any one of the following instruments: Sitar, Sarod, Violin, Flute, Veena, Mandolin, Guitar (accompaniment of Tabla).	General knowledge, Social Studies, Political science Music production, Languages, Geography, History
4.2.3.2	Candidates playing musical instruments may opt for community singing or instrumental assemble based either on the ragas from the syllabus or light and folk dhun (Melodies)	Music Production, Languages, History, Geography
4.2.3.3	To create proper sense of swaras and layas through Talabadh Alankaras • The following ragas with descriptive details: Bilawal, Yaman, Kafi, Bhairav, Sharkarbharanam, Kalyani, Mayamalav gaud, Todi, Saveri (accompaniment of Tanpura and Tabla). • The following five talas and their thekas: Kaharva, Dadra, Trital, Jhaptal, Adi Tala, Alankar Tala	Music Production, Social Sciences, Languages

4.4 Creative Drama

4.4.1. Theory		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**
4.4.1.1	Knowledge of the terms: Mime, play script, movement, characterization, stage, stage props, stage costumes, stage movements, stage lighting, one-act play, etc.	Languages, History, Geography

4.4.2. Practical Activities		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**

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4.4.2.1	Warming-up freeing activity in rhythmic movement and pantomime	Physical Education
4.4.2.2	Exercises in characterization	All subjects wherever applicable
4.4.2.3	Exercises in speech dialogue delivery	Languages
4.4.2.4	Exercises in creation of plot and conflict based on: (i) episodes and happenings in day-to-day life situations: (ii) episodes from stories from textbooks or story books; (iii) short scenes from classical dramas	Economics, Mathematics, entrepreneurship, Languages, Drama, Business Studies, Accountancy
4.4.2.5	Stage Craft: Planning a stage with props and lighting placement, movement of character of a given play in drawing form or model form	Arts, Mathematics
4.4.2.6	Designing of costumes for the characters of the play	Fashion Studies, Arts
4.4.2.7	Play-writing: unscripted play to be written down in the form of a script to be acted.	Languages

4.5 Dance & Movement

4.5.1. Theory	
S. No.	**Art Activity**
4.5.1.1	Dance as a form of nonverbal communication, exhibited through Gymnastics, figure skating, synchronized swimming and martial arts as well.
4.5.1.2	Reasons for people to move and Dance: (include visual references)

S. No.	Art Activity	Subjects/ Topics Integration (Suggestive)
4.5.1.1	Dance as a form of nonverbal communication, exhibited through Gymnastics, figure skating, synchronized swimming and martial arts as well.	Dance, Physical Education, Yoga
4.5.1.2	Reasons for people to move and Dance: (include visual references) a. For personal expression and social connection b. As a medium for sensing, understanding and communicating ideas, feelings and experiences c. A means to mourn, to celebrate, to heal, to give thanks d. To preserve cultural heritage and treasured legends	Dance, History, Languages, Drama

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	e. Demonstrate physical prowess, to assert individuality, to provoke and to entertain	
4.5.1.3	Forms of movement and dance a. Formal, exhibitionistic dance with trained dancers (Classical traditions) b. Reflections of or challenge to the social, cultural, religious traditions and values (Folk or semi-classical or dance drama formats) c. Various forms now seen in a theatrical context that have their roots in ancient temple dances (Ritualistic or festive dancing) d. Entertainment (Cinematic/social)	All subjects wherever applicable
4.5.1.4	Definitions of dance through social, cultural, aesthetic, artistic and moral contexts. (participatory, social, performed for an audience, ceremonial, competitive or erotic, classical, folk or experimental)	History, Languages, Geography
4.5.1.5	Dance as a means of communication: elements of dance (content, vocabulary, skills and technique)	Languages, History, Geography
4.5.1.6	Brief history of the evolution of dance (Indian/Western, Mythology / History, regional differences, major exponents)	History, Geography, Languages

4.5.2. Practical		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**
4.5.2.1	Introduction to the elements of costume, music form, instruments, distinguishing features, region and language of the following: i. Major styles of classical dance - Bharatnatyam, Kathakali, Kuchipudi, Kathak, Mohiniattam, Manipuri, Odissi, chhau and Sattriya. ii. Tribal and folk dances of India: region-wise samples (need not to be exhaustive) iii. Modern experimental dance (Indian and Western) iv. Western styles: Ballet, Jazz, Salsa, Street, Funk	Yoga, Physical education, History, Geography, History, General Knowledge, Political Science, Languages
4.5.3. Assignments		
S. No.	**Art Activity**	**Subjects/ Topics Integration (Suggestive)**
4.5.3.1	Creation of a scrap book that documents the different dance styles	History
4.5.3.2	Chart tabulation of music, costume, region, language association	Languages, History, Geography, Mathematics, Statistics
4.5.3.3	Identification of dance styles/exponents in quiz format	History
4.5.3.4	Writing creative pieces (prose / poetry / drama) on dance	Languages, History

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CENTRAL BOARD OF SECONDARY EDUCATION

Art- Education and Art Integrated Learning (AE & AIL)

Online Report by Schools

School's Name	Affiliation Number	

1. Name of the Art Teacher/s (maximum 12)

2. Arts Teacher/s Mobile Number (maximum 12)

3. Upload Arts Periods Information (Per Week):

Class	**Days**	**Time Slot:--------------**
(Select)	**(Select)**	**(Fill)**

DD
1
2
3
4
5
6
7
8
9
10

Dropdown
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

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4. Arts Activity as per Syllabus Performed _____ (Fill the code/S.No. as given in Annexure-II)   **No. of Students Participated -----**

5. Arts Integrated Activity for classes 1 to 12ᵗʰ (Select/ Fill Appropriate option)

Class Topics (Fill) (fill)	Art Activity	Subject/s (Select)	(fill)
	Role play		
	Arts Exhibition		
	Video /Film Making		
	Photography		
	Slideshow/ PPTs		
	Paper Quilling/ Papier Mache/ Beads/ Grains etc.		
	Designing through Photoshop / and other Apps		
	Visit to Historical places / monuments and to make documentaries		
	Sketching		
	Sculpture / Clay Modeling		
	Dance Performance		
	Creating Art Reservoir using waste material		
	Jewellery Making		
	Beautifying room/ space/ building		
	Choreography		
	Brochure/Flyer /Document Making		
	Musical Presentation of any form		
	Theatre/ Drama/ Nukkad Natak		
	Culinary Art		
	Textile Designing		
	Block Printing		
	Painting		
	Researching on Art Forms		
	Organising Art Events		
	Cartooning		
	Murals		
	Wood Carving		
	Infographic Making		
	Talks/ Lectures on Art		
	Any Other form not listed above Please Specify		

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6. Details of Arts Integrated Project (Select/ Fill Appropriate Option)

Class of Project	Subject/s	Duration
	(Max. 5)	

Class of Project
DD
1
2
3
4
5
6
7
8
9
10

Subject/s
DD

Duration
DD
Less than 01 month
02 months
03 months
04 months
05 months
06 months

Project Beginning date: dd/mm/yyyy   **Project End date: dd/mm/yyyy**