

	<b>ART AND CRAFT (Class</b>		
	<b>DAYS</b>	<b>TOPIC</b>	<b>SUB TOPIC</b>
	1	MINGLE IN THE JUNGLE+INTRODUCTION TO COLOURS WITH COLOUR RHYMES ( LAL HARA DEKHO KITNA RANG RANGEELA)	Colour the scene of a jungle beautifully, +introducing colours to children from rhymes
	2	WILLY AND HER KITTEN+ REVISION OF COLOUR RHYMES	Colour the picture using crayons as indicated
	3	WE LOVE CHEERING+ REVISION OF RHYMES	Colour the little cheerleaders using crayons as shown
	4	THE WISE OWL	Colour the owl neatly using crayons.
	5	FIREPLACE + HAND ACTIVITY POSITIVE AND NEGATIVE EFFECT	1.Colour the fireplace using poster colours to give the positive and negative effect as shown.

		<b>USING NUMBER 1 TO MAKE A TREE IN SKETCH FILE + TREE RHYME ( DO 6 NOT CUT ME )</b>	Draw and colour the dancing elves using stick figure drawing as shown. +Do not cut me
		<b>1. STACKED CUPS- PATTERNS + PENDING 7 SKETCH FILE</b>	3 D Colouring activity
		<b>8 BIRD HOUSE</b>	Patterns
		<b>9 WELCOME TO JAPAN</b>	Water colour hand art activity
		<b>10 LION+ REVISION OF RHYME</b>	Step by step draining activity
		<b>11 FAIRY WORLD</b>	Colour the picture beautifully using poster colours as shown
		<b>Apple+ PENDING SKETCH 12 FILE WORK</b>	Observe closely the picture of apple and using sketch pens draw the strokes as shown

		13 TURTLE	Follow the given instructions to complete the picture of turtle.
		14 FLOWER VASE	CORRUGATED SHEET IMPRESSION ACTIVITY
		15 BIRD- COLOR COLLAGE ACTIVITY	Colour collage activity
		16 DOLPHIN+ CRAFT ACTIVITY USING PUPPETS + PUPPET RHYMES	Pencil shading activity+ Father finger
		17 1. TULIPBOAT GARDEN- 2 BOAT + REVISION OF RHYME	1.Tissue paper pasting activity 2Color the boat with sketch using stippling
		18 ON THE VOYAGE-IMAGINATIVE DRAWING ACTIVITY	What does the sailor looking for? Draw with your imagination and colour it using crayons.

		<b>1. CUP AND ALICER-</b> <b>2. PEACOCK AND OWL-ORIGAMI</b> <b>3 SKETCH</b> <b>FILE WORK</b> <b>19 BALOON</b>	1. Shading activity 2. origami sheet activity 3.how to use line in balloon and colour in balloon
		<b>1. DINOSAUR-</b> <b>20 2. CACTUS</b>	1Color the background using water colour as shown. 2Color the cactus with pencil colours using dark and light shade of green.
		<b>1. TREE-STENCIL</b> <b>21 2 HOT AIR BALLOON</b>	1. Stencil activity 2 .Sand paper activity
		<b>1.FISH-</b> <b>22 2 DEER-WOOD</b>	1 Scratching Technique 2. wood powder pasting activity
		<b>1.ITSY-BITSY SPIDER</b> <b>23 2 THANK YOU CARD</b>	1 Follow the steps to make a thank you care. (Book*) 2 COTTON IMPRESSION AND WOOL PASTING ACTIVITY
		<b>1. FRIENDS FOREVER</b> <b>24 2, BUTTERFLIES-</b>	1. Color the picture neatly using wax crayons. 2. craft
		<b>1. YARN DOLL</b> <b>25 BOOKMARK-CRAFT</b>	1.Craft

[illegible]

[illegible]

[illegible]

[illegible]



[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

ss 3rd)					
<b>LEARNING OBJECTIVE</b>					
Students will be able to identify the basic colours. Students will be able to make predictions and observations. Students will be able to take part in experiments. Students will be able to sort colours into categories.					
Students will be able to identify the basic colours. Students will be able to make predictions and observations. Students will be able to take part in experiments. Students will be able to sort colours into categories.					
Recognizing the colours and identifying the colour names is an important part of child's development. Early identification of colours helps to create the cognitive link between visual clues and words.					
Recognizing the colours and identifying the colour names is an important part of child's development. Early identification of colours helps to create the cognitive link between visual clues and words.					
<p>Observation</p> <ul style="list-style-type: none"> <li>• Fine motor</li> </ul> <p>Application</p> <ul style="list-style-type: none"> <li>• Logical thinking</li> <li>• Creativity</li> </ul>					



<p>Observation on</p> <ul style="list-style-type: none"> <li>• Fine motor</li> <li>• Application</li> </ul> <p>n</p> <ul style="list-style-type: none"> <li>• Logical thinking</li> <li>• Creativity</li> </ul>					
Students will be able to identify the basic colours. Students will be able to make predictions and observations. Students will be able to take part in experiments. Students will be able to sort colours into categories.					
Students will be able to identify the basic colours. Students will be able to make predictions and observations. Students will be able to take part in experiments. Students will be able to sort colours into categories.					
Students will learn about organic shapes by using their Hand print to create an object. Students will learn about the colour wheel through complementary colours.					
Students will learn about organic shapes by using their Hand print to create an object. Students will learn about the colour wheel through complementary colours.					
Recognizing the colours and identifying the colour names is an important part of child's development. Early identification of colours					
Recognizing the colours and identifying the colour names is an important part of child's development. Early identification of colours					

<p>           this activity also encourages children to explore their creativity, imagination, and self-expression, which can boost their confidence and emotional well-being         </p>					
<p>           this activity also encourages children to explore their creativity, imagination, and self-expression, which can boost their confidence and emotional well-being         </p>					
<p>           Introduce the students to the concept of parallel line shading            • Introduce them to the concept of still life as related objects.         </p>					
<p>           Introduce the students to the concept of parallel line shading            • Introduce them to the concept of still life as related objects.         </p>					
<p>           Recognizing the colours and identifying the colour names is an important part of child's development. Early identification of colours helps to create the cognitive link between visual clues and words.            2Exercise imagination and observation skills         </p>					
<p>           Identifying the colour names is an important part of child's development. Early identification of colours helps to create the cognitive link         </p>					

<p>introduce the students to the concept of parallel line shading</p> <p>2. Students will be able to identify the basic colours. Students will be able to make predictions and observations. Students will be able to take part in experiments. Students will be able to sort colours into categories.</p>					
<p>Exercise imagination and observation skills</p>					
<p>Enhance the knowledge of folk art and the art of making folk art.</p>					
<p>exercise imagination and observation skills.</p>					
<p>Paper folding is an age-old technique used to teach children the art of folding paper to create unique shapes. The main objective of this paper folding craft is to increase memory, concentration, mental ability and eye- hand coordination among children from a very early age.</p>					
<p>This activity engages children's sense of touch, sight, and helps develop their fine motor skills and hand-eye coordination.</p>					
<p>• Learning to Follow Instructions</p> <p>• Promoting Quality Time</p> <p>• Inspiring Critical Thinking</p> <p>• Expressing Emotions</p> <p>• Encouraging Social Skills</p>					

A dot can be considered the beginning of the elements. A don't marks the beginning and the end of a line. Artists have also used the dot in their painting techniques. Such as pointillism, a painting method developed by the French artist Seurat. Line.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



[illegible]

[illegible]

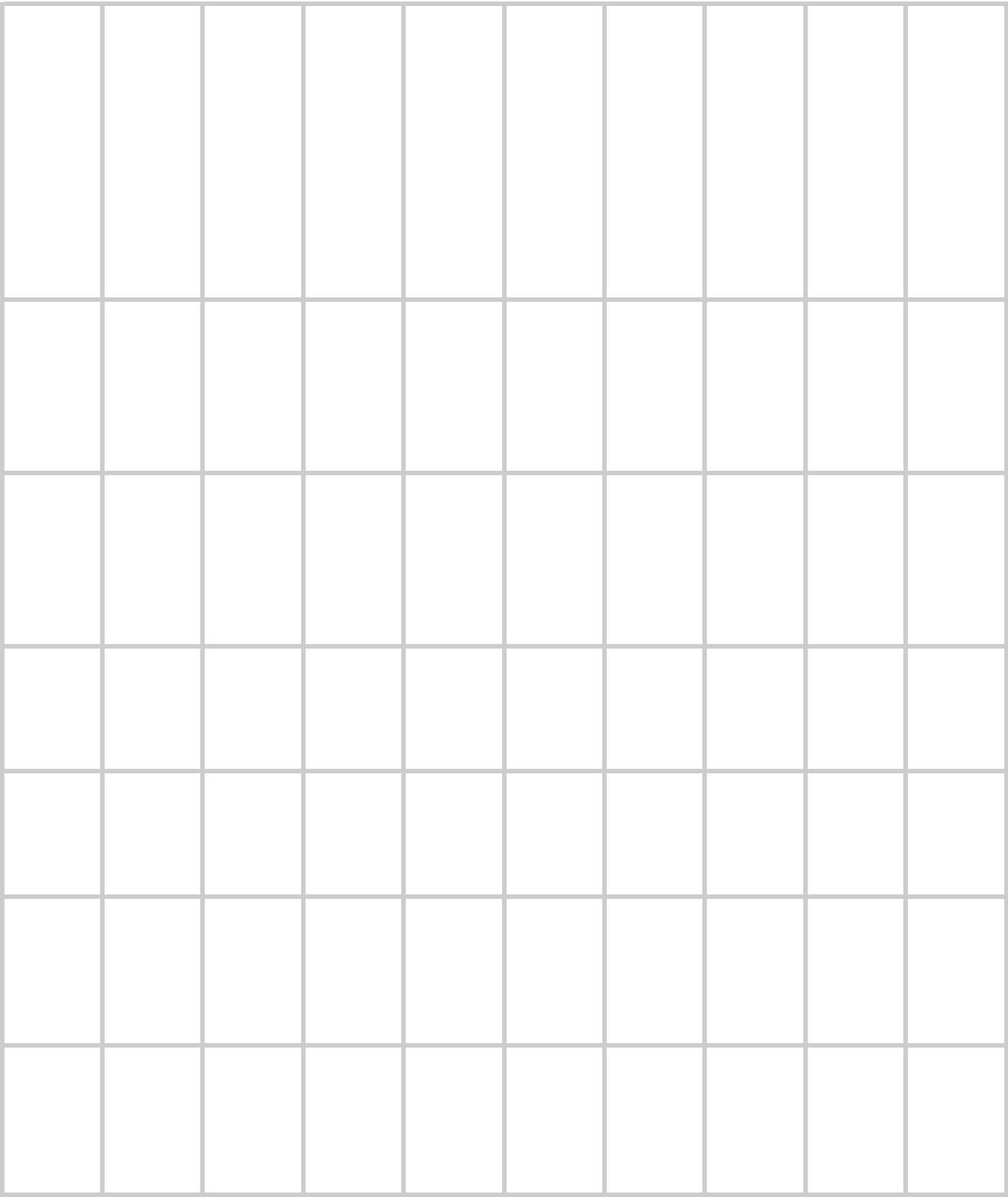
[illegible]

[illegible]

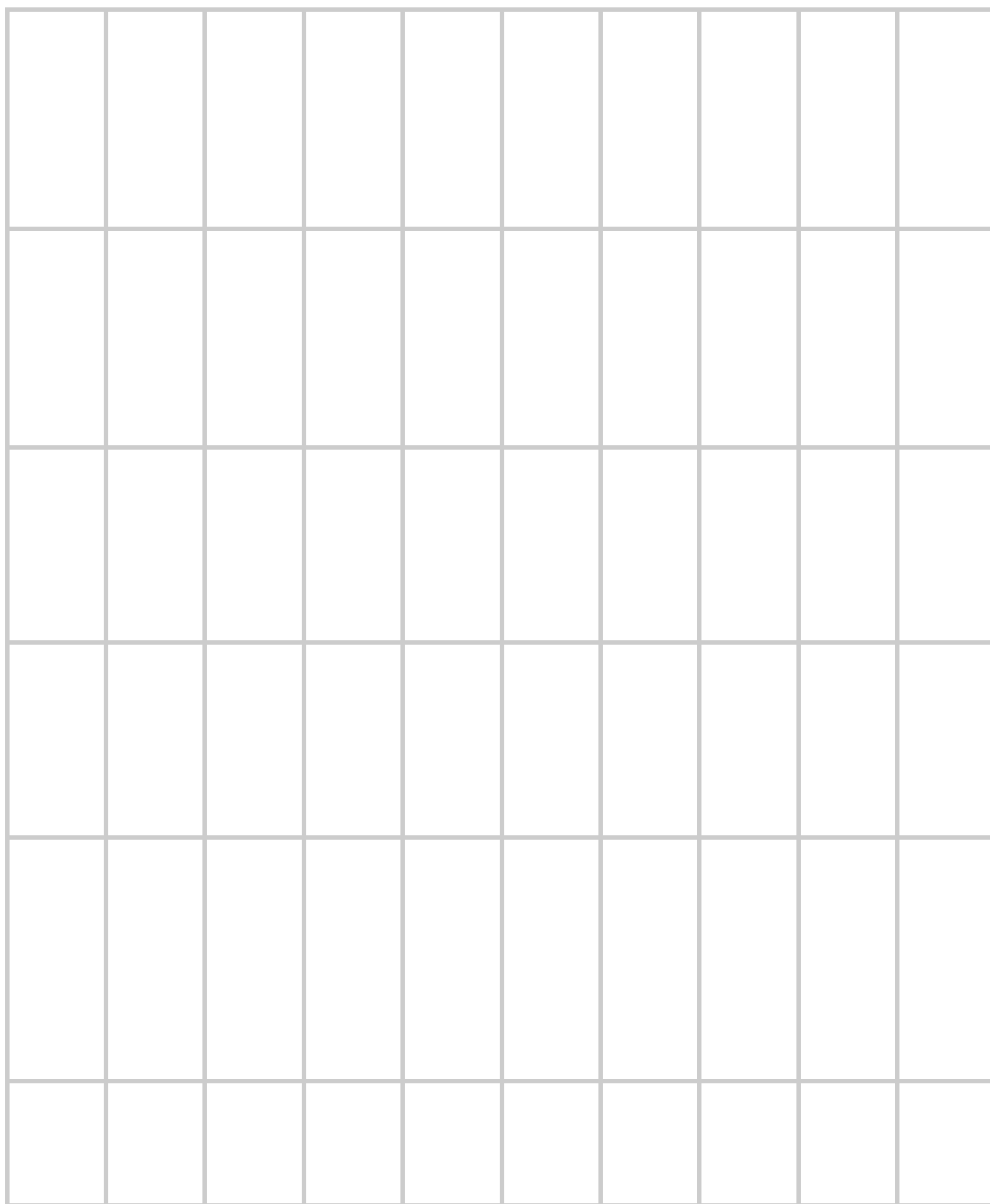
[illegible]

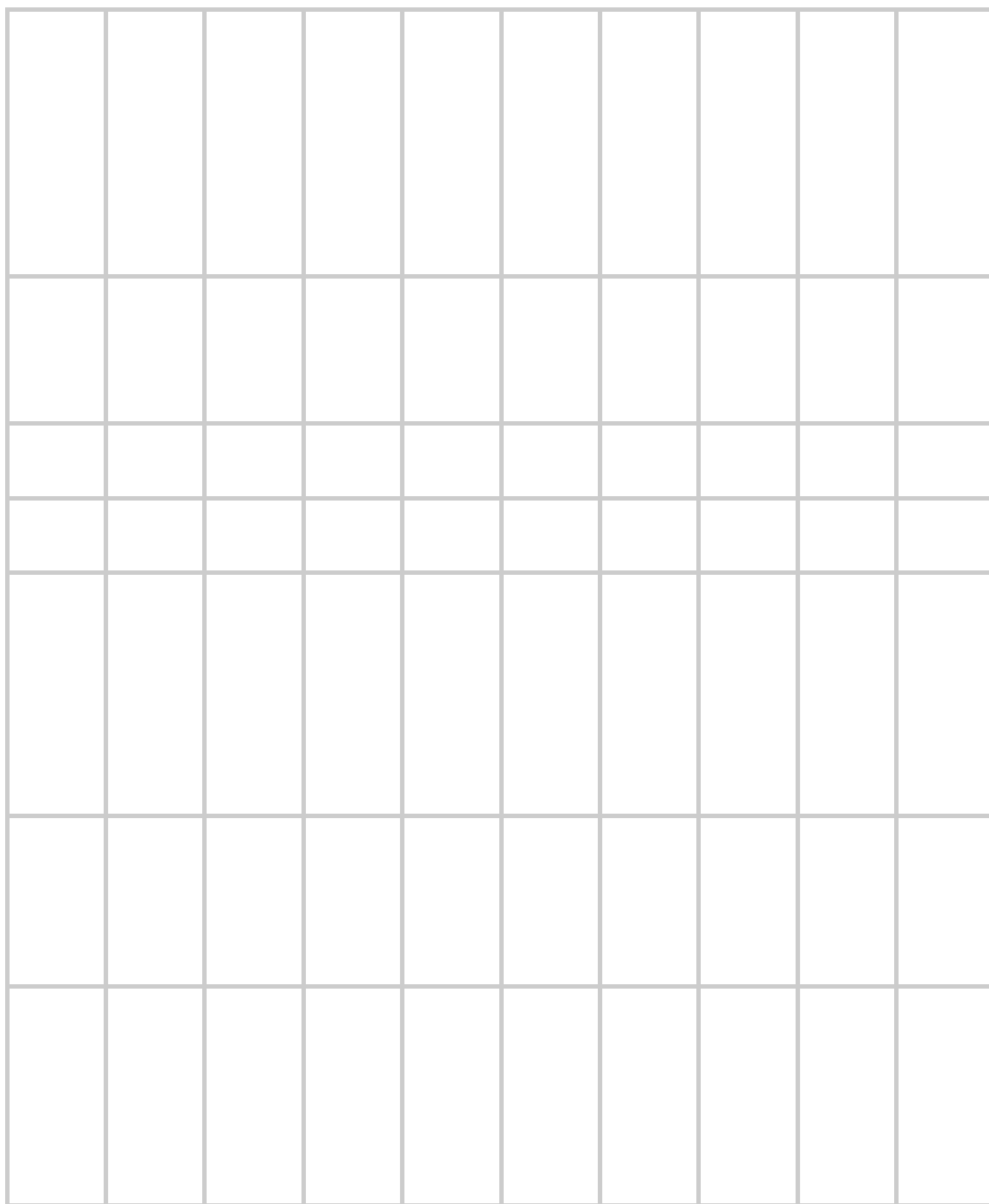
[illegible]

[illegible]

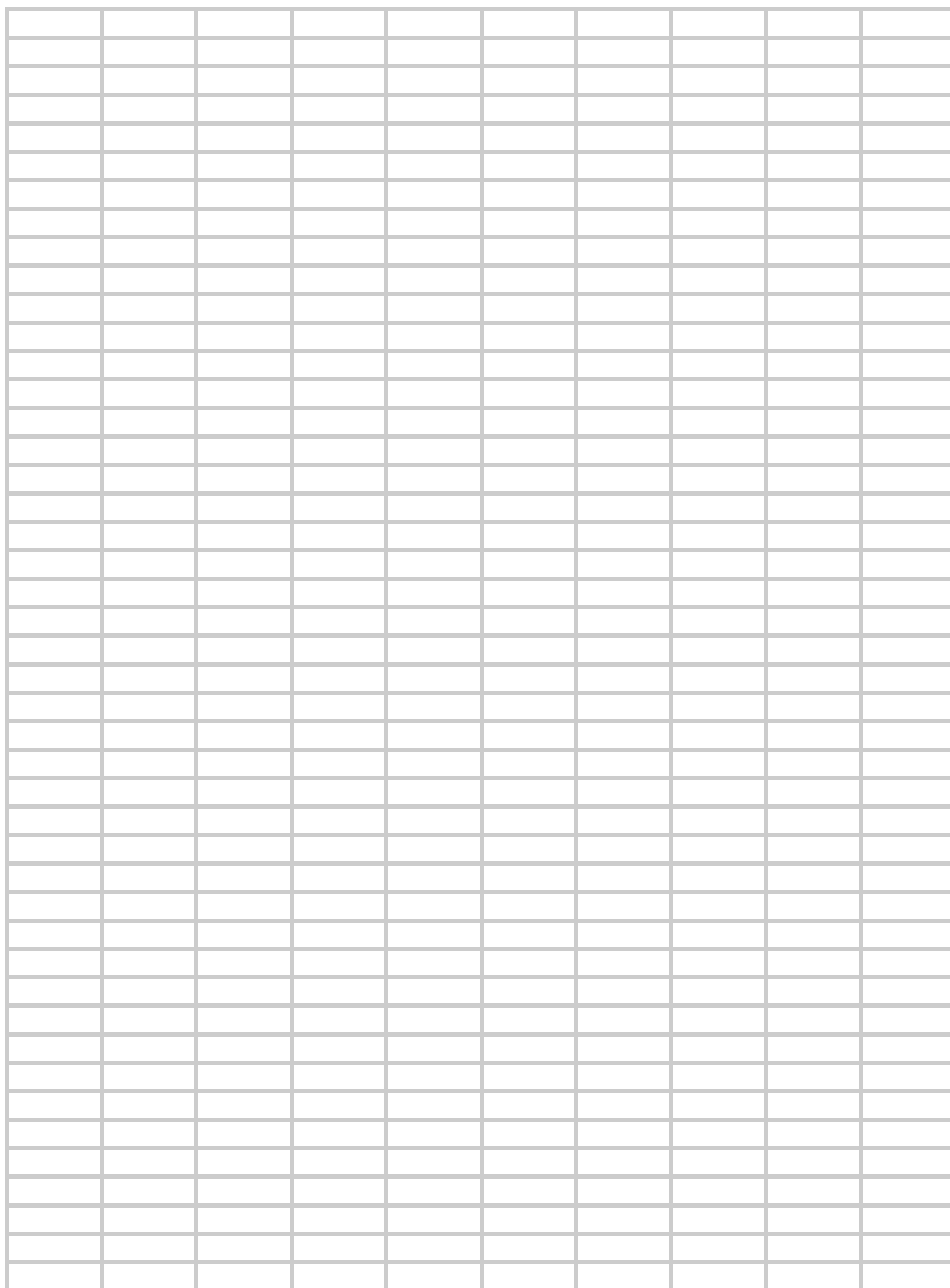


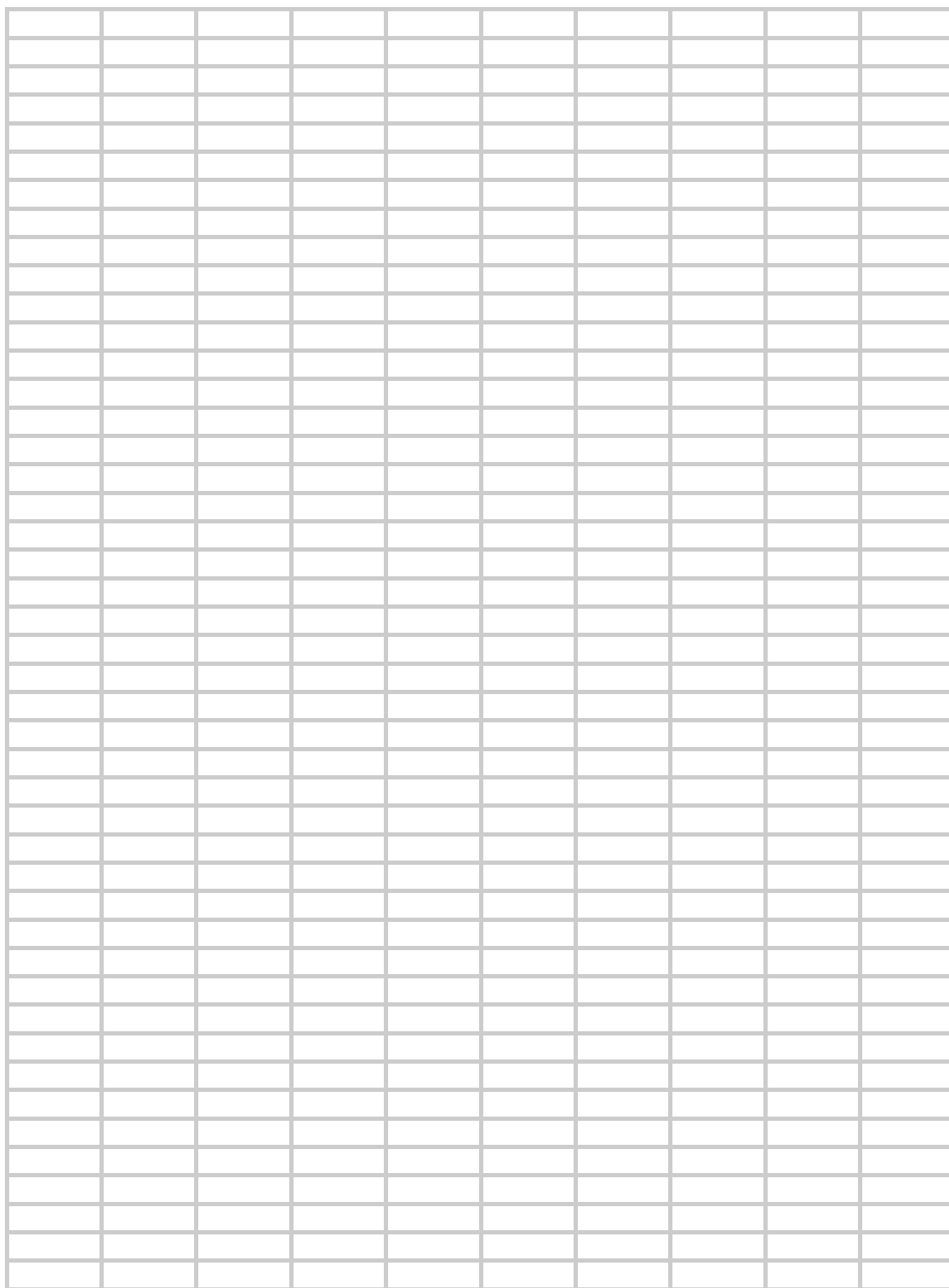


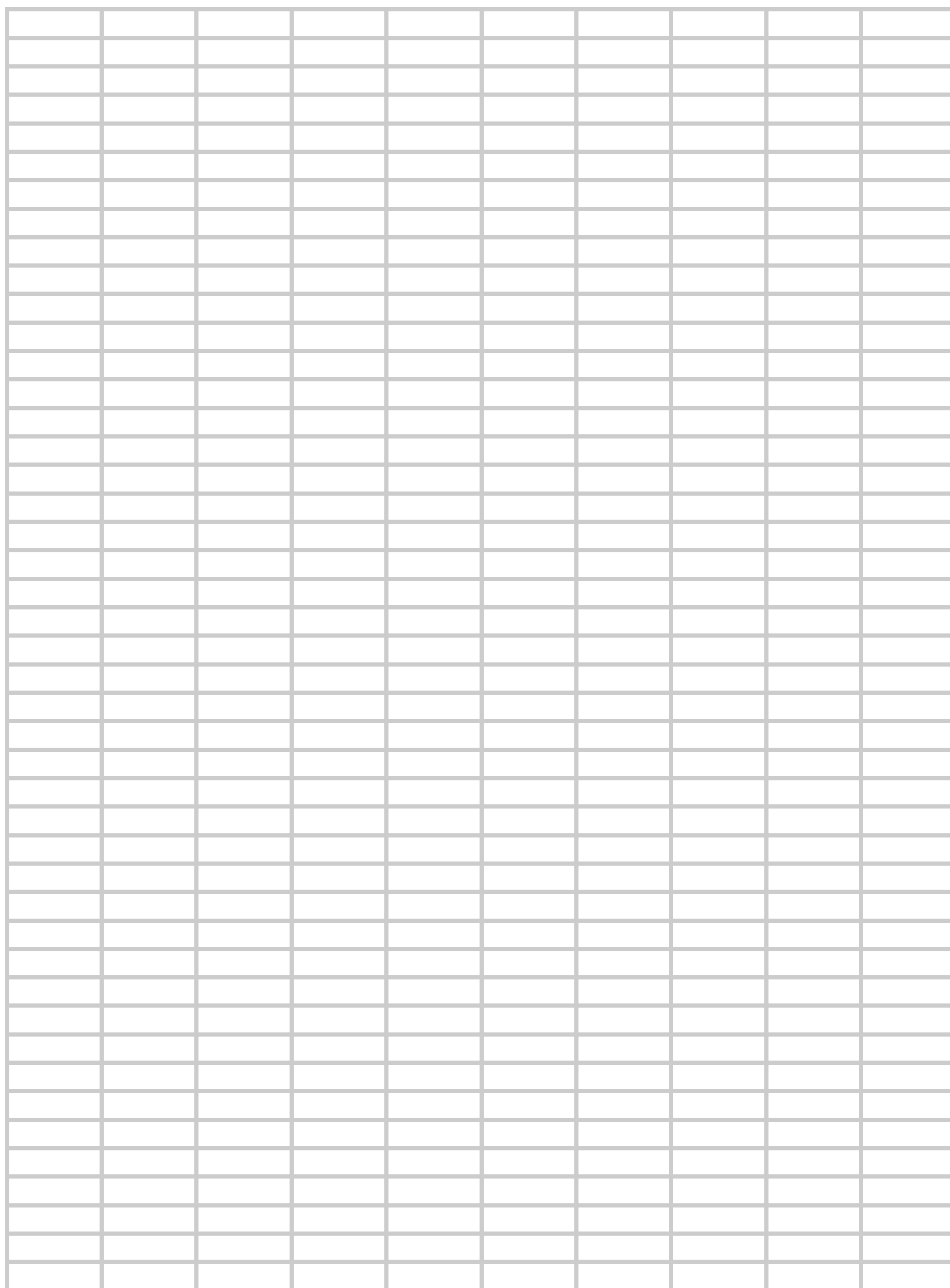


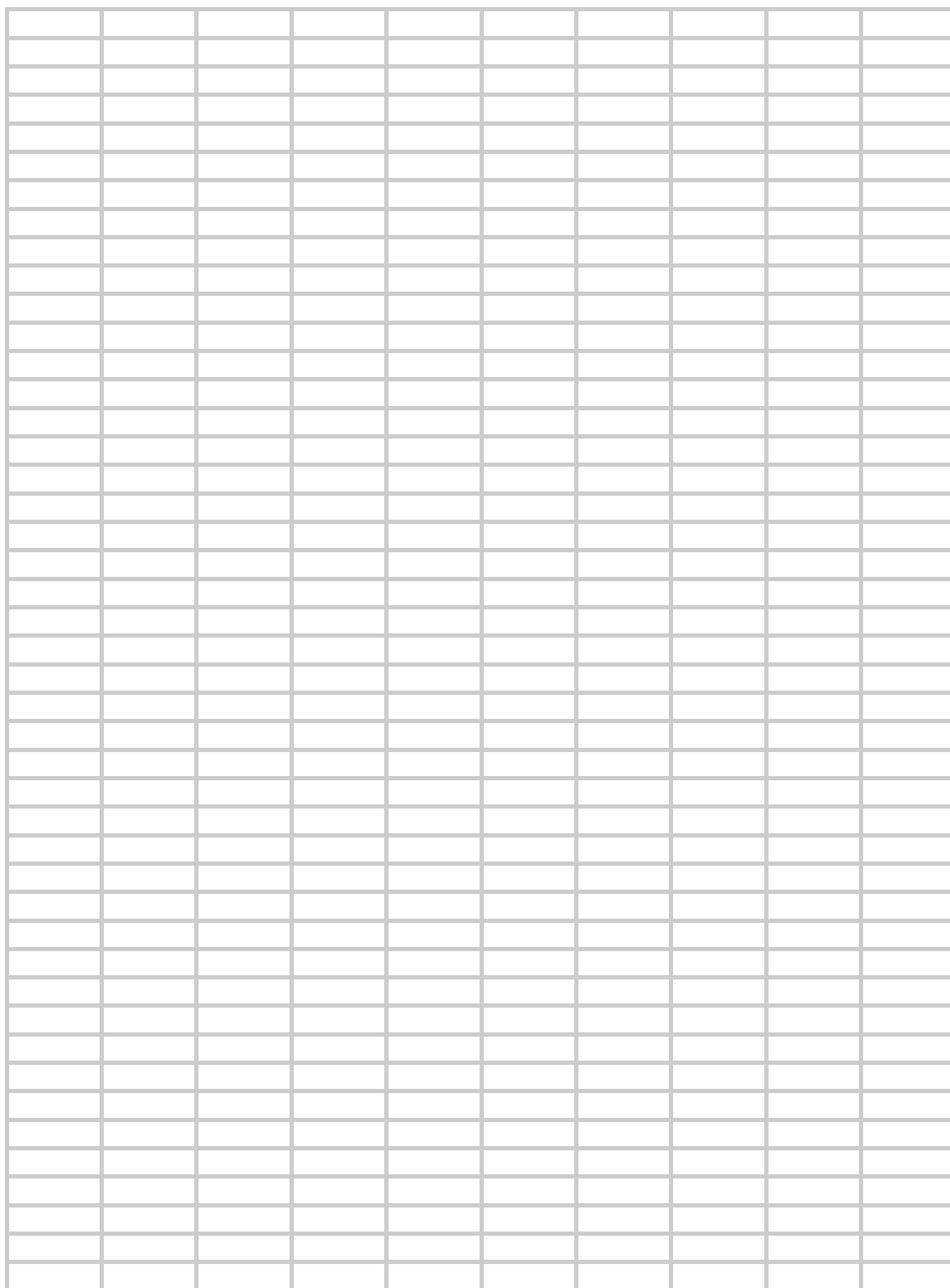


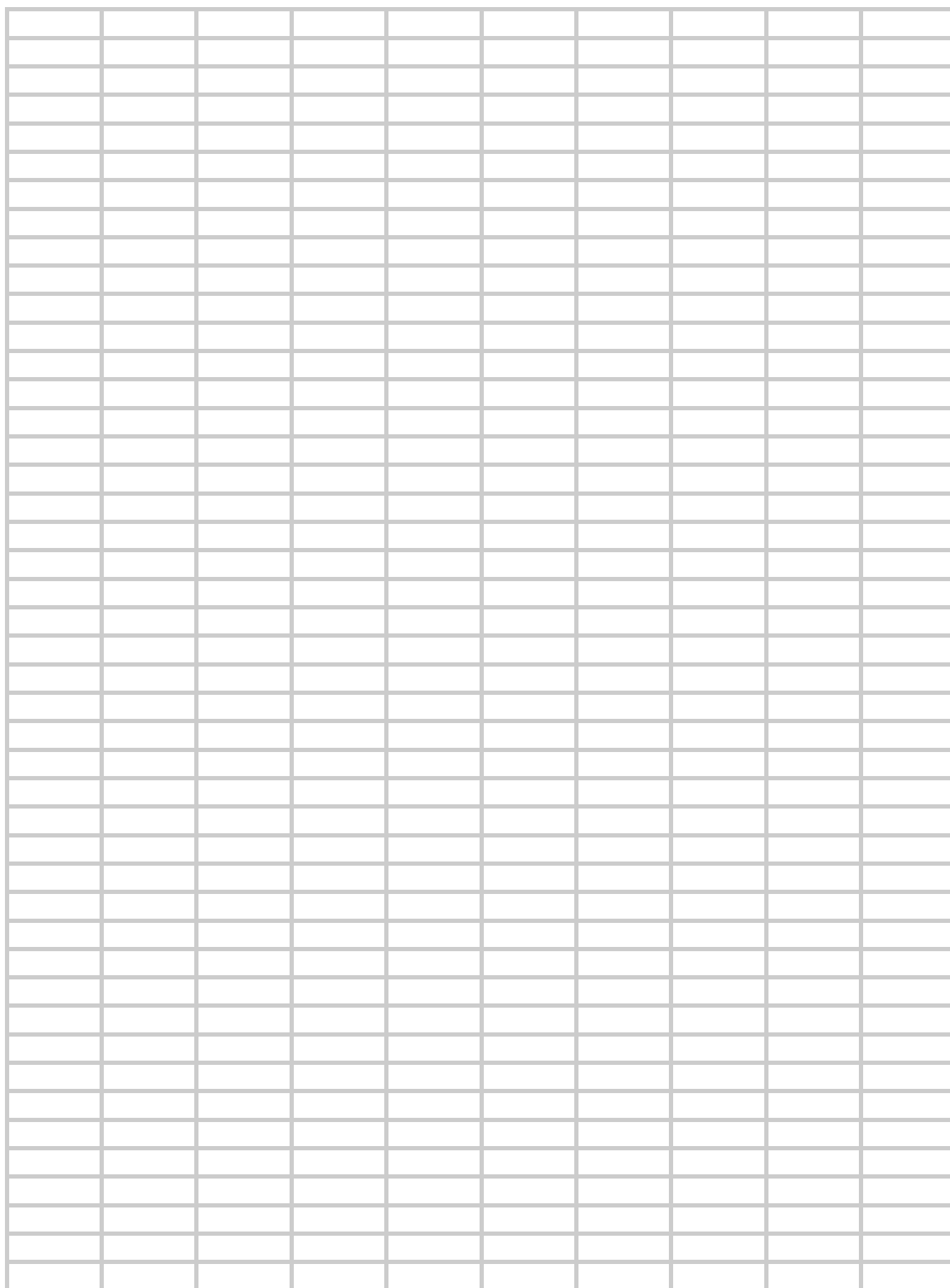
[illegible]



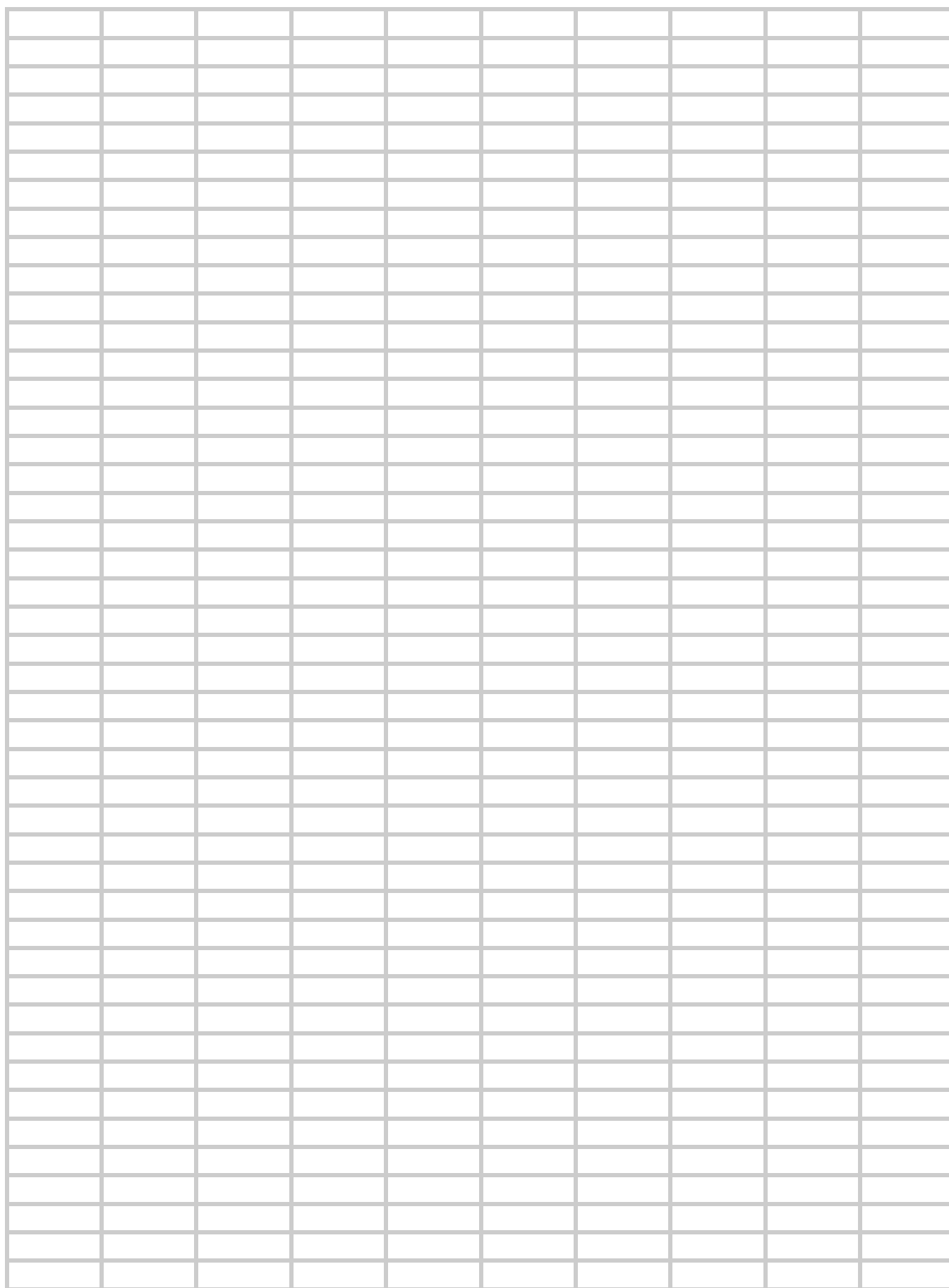


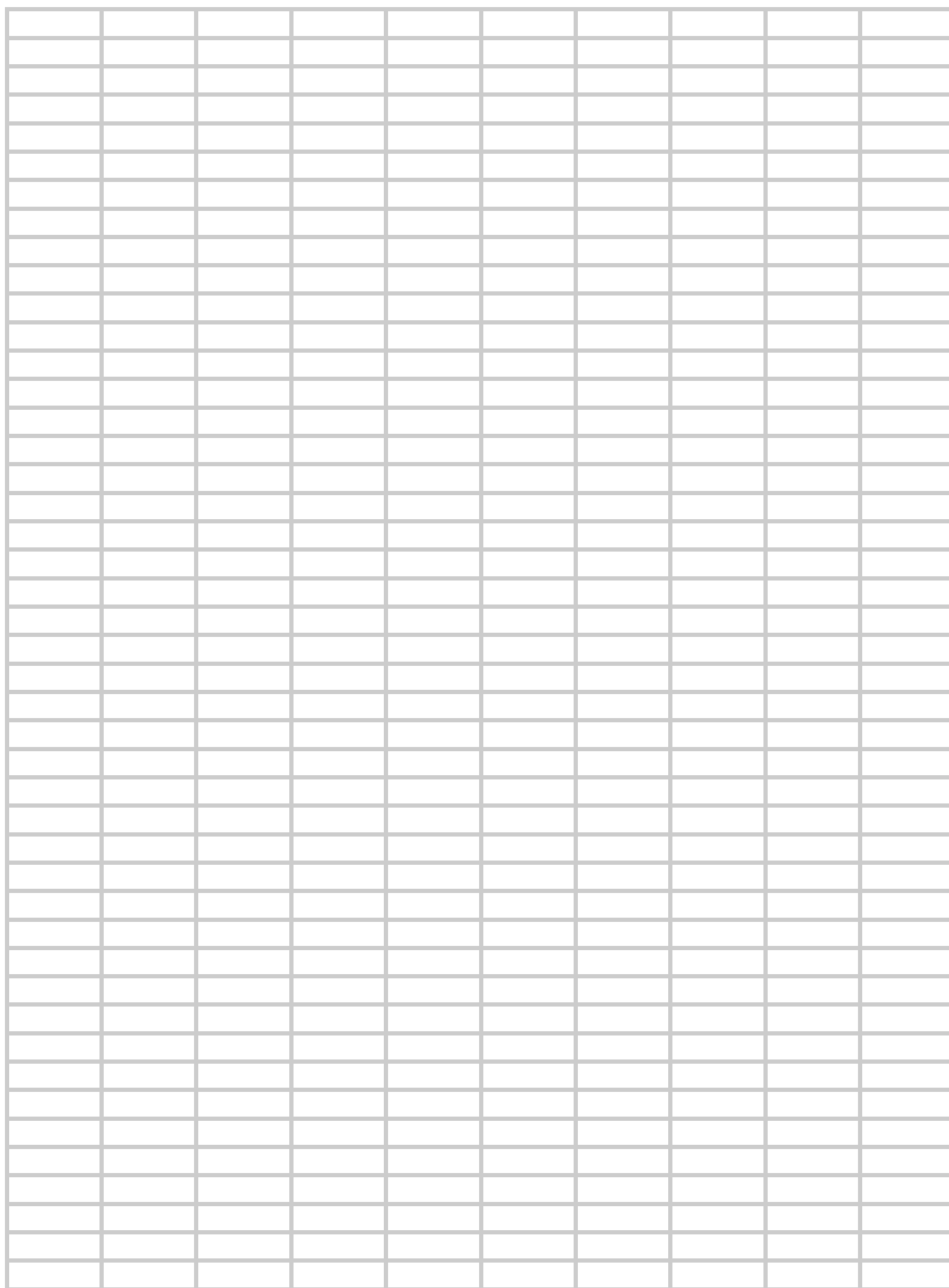


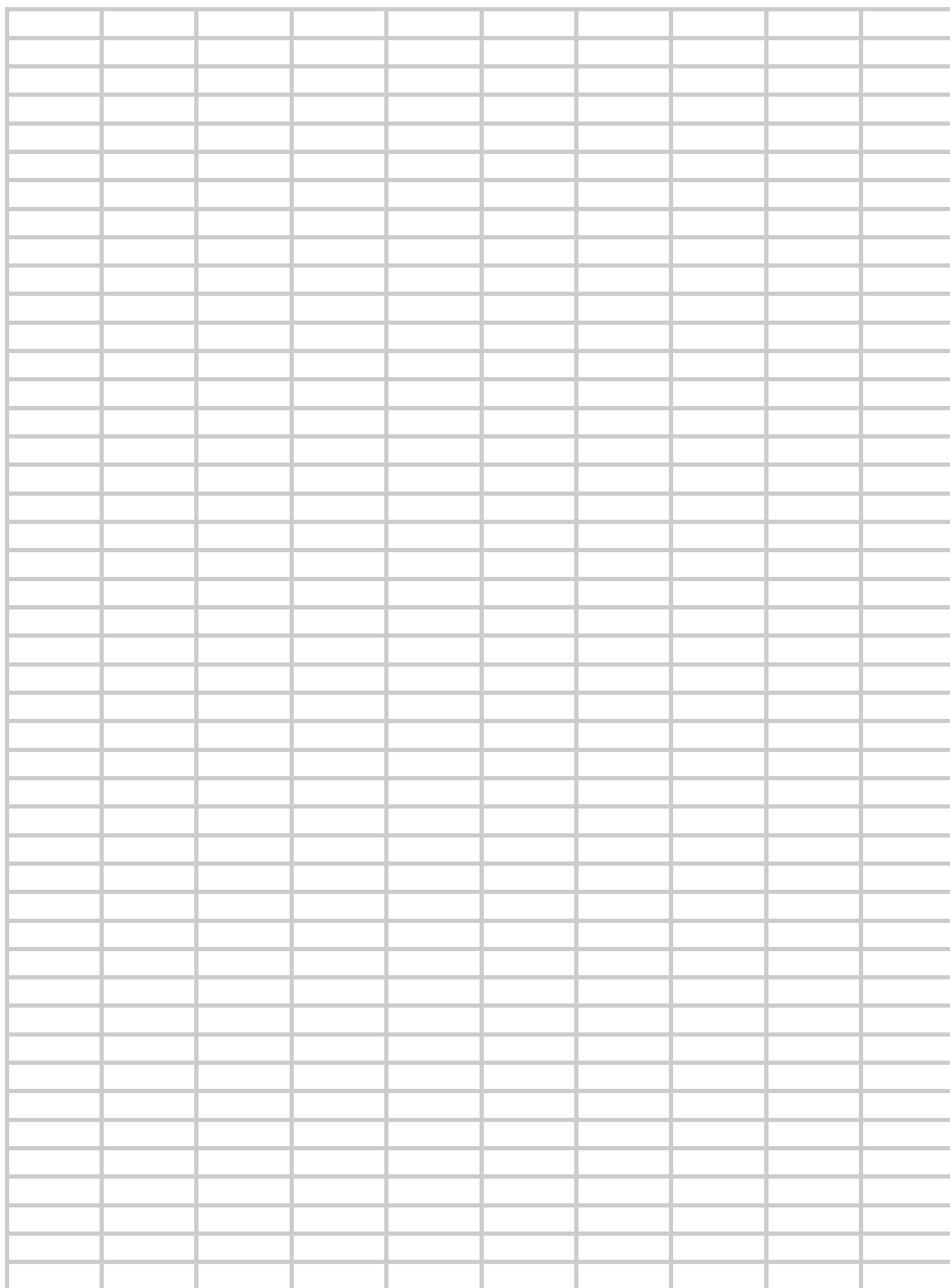


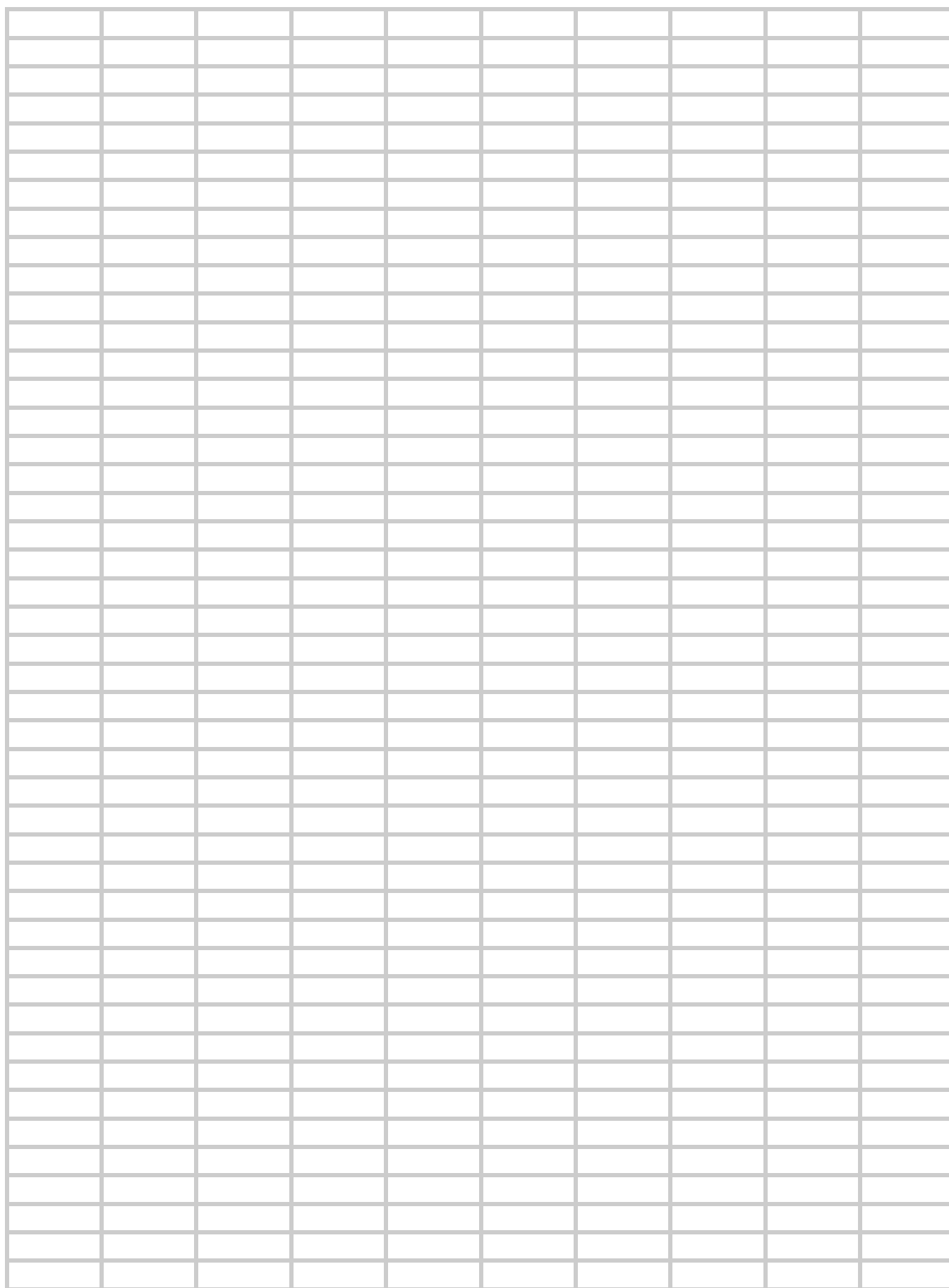


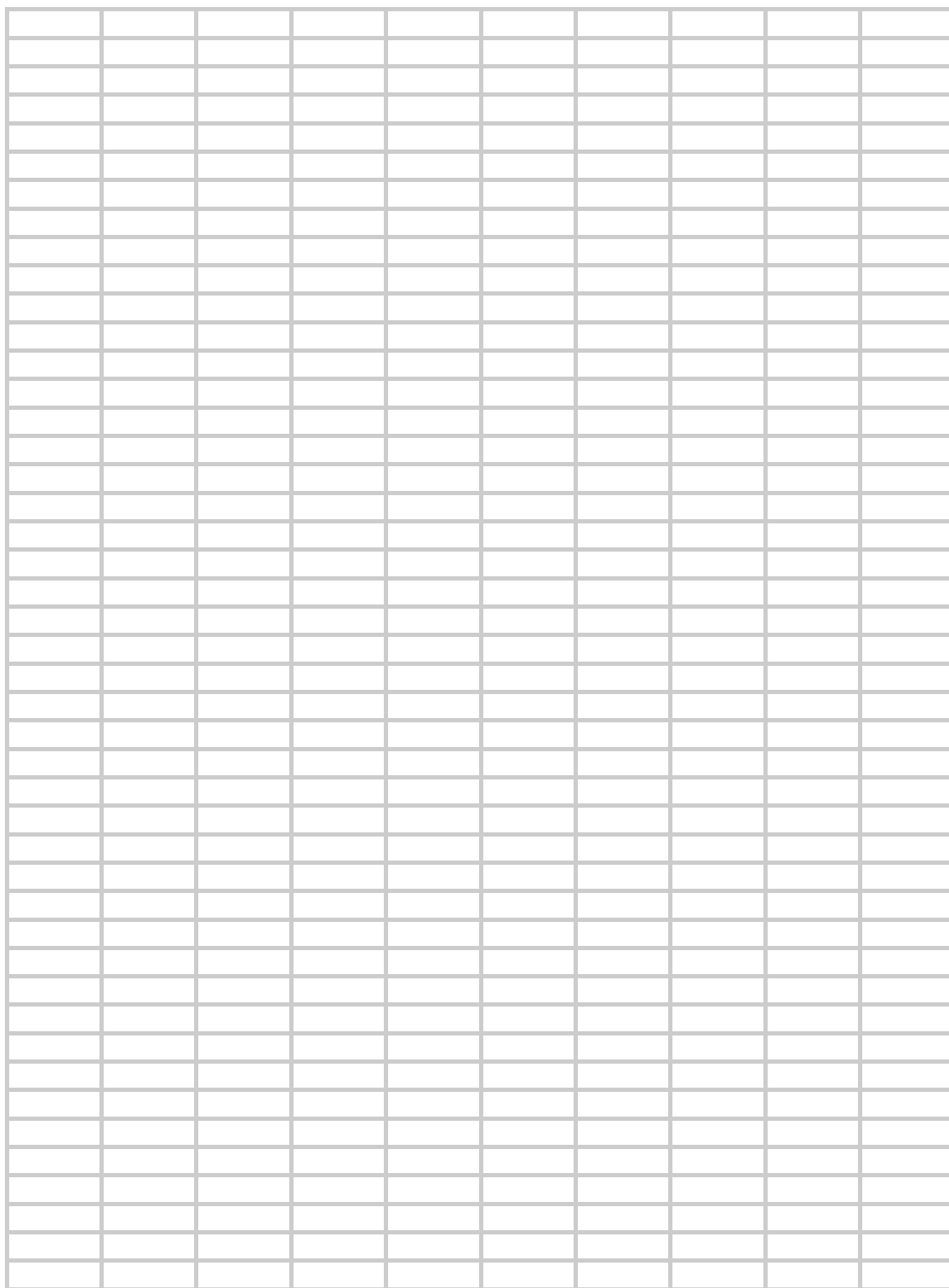


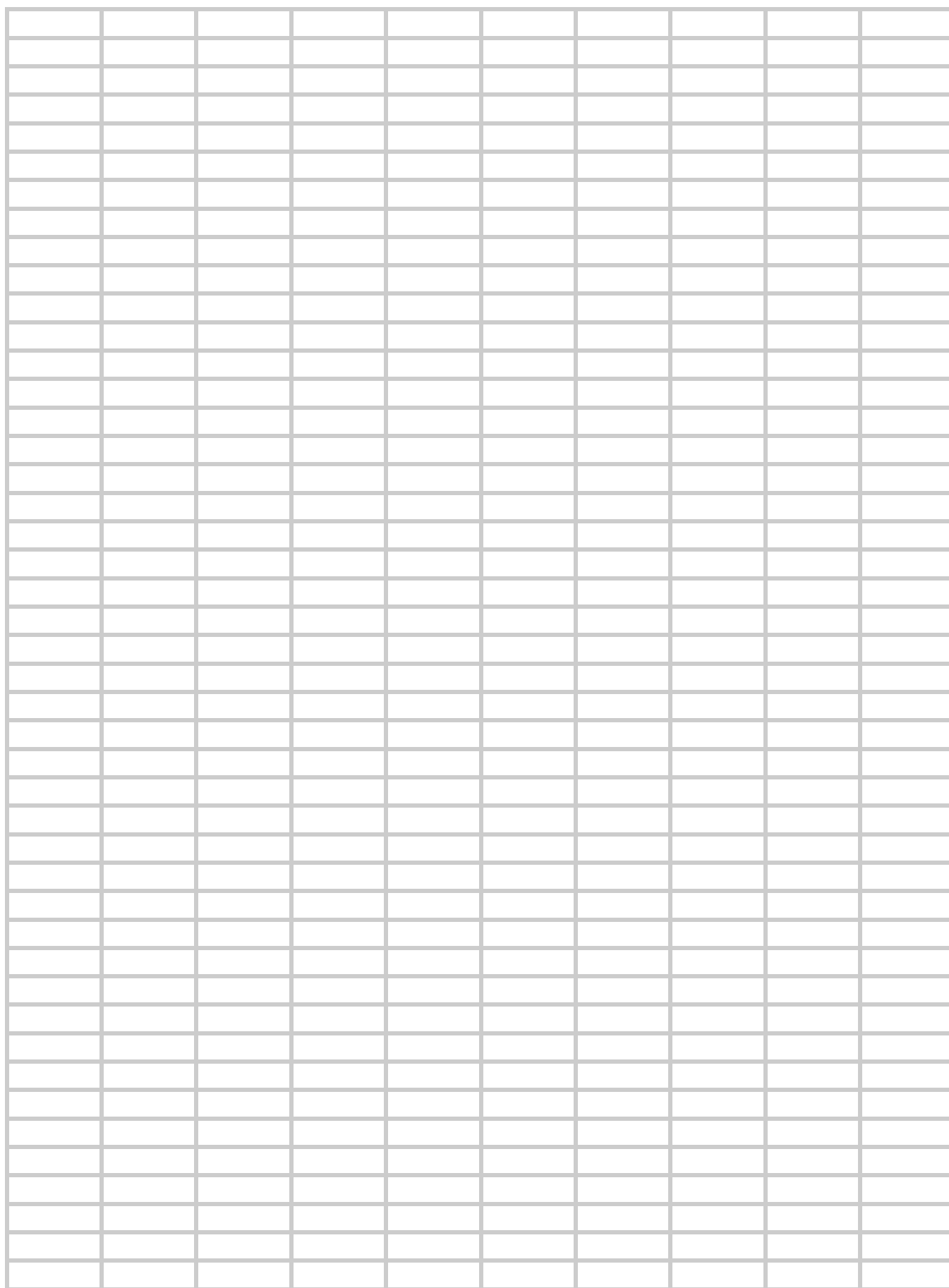


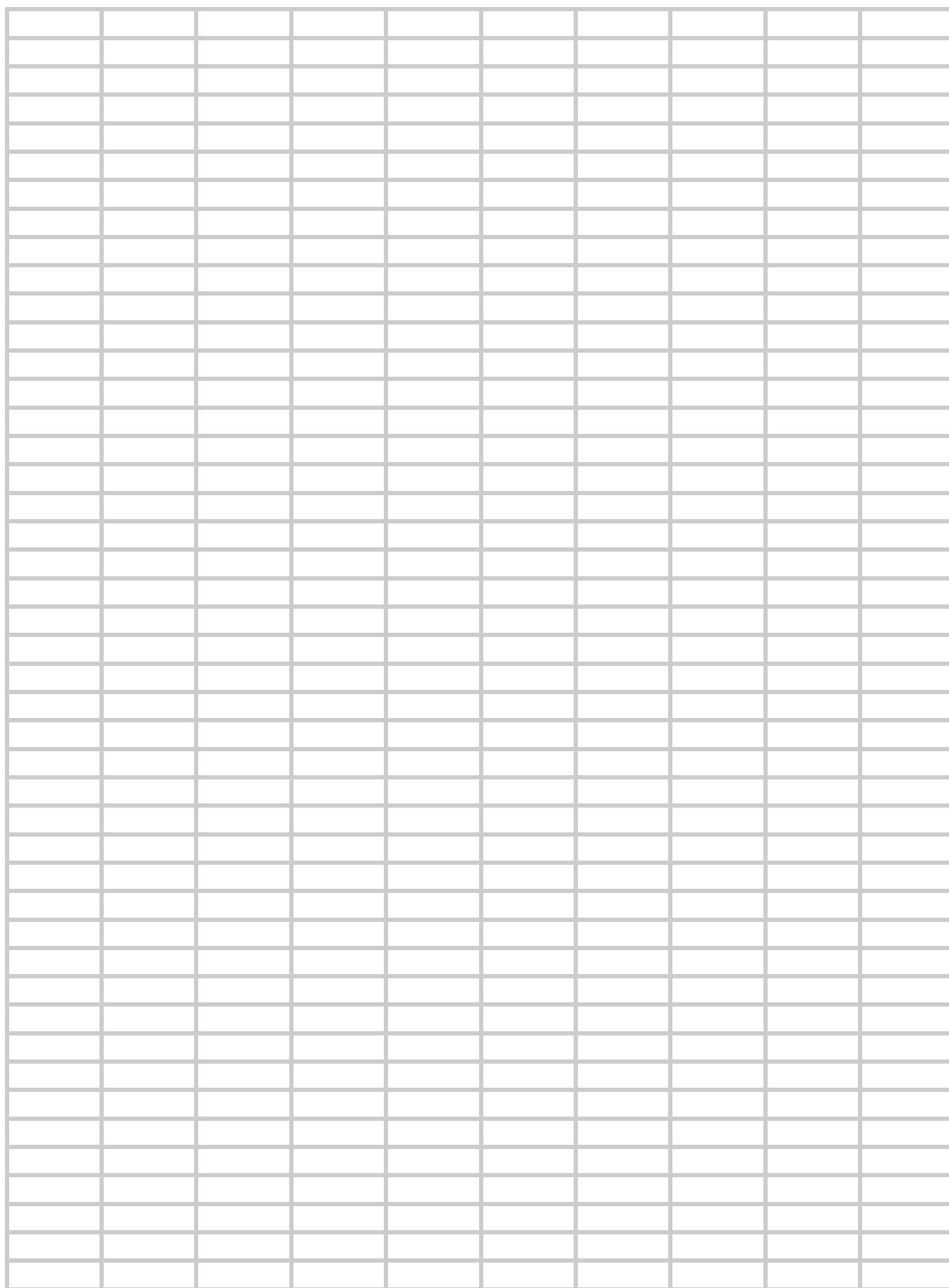


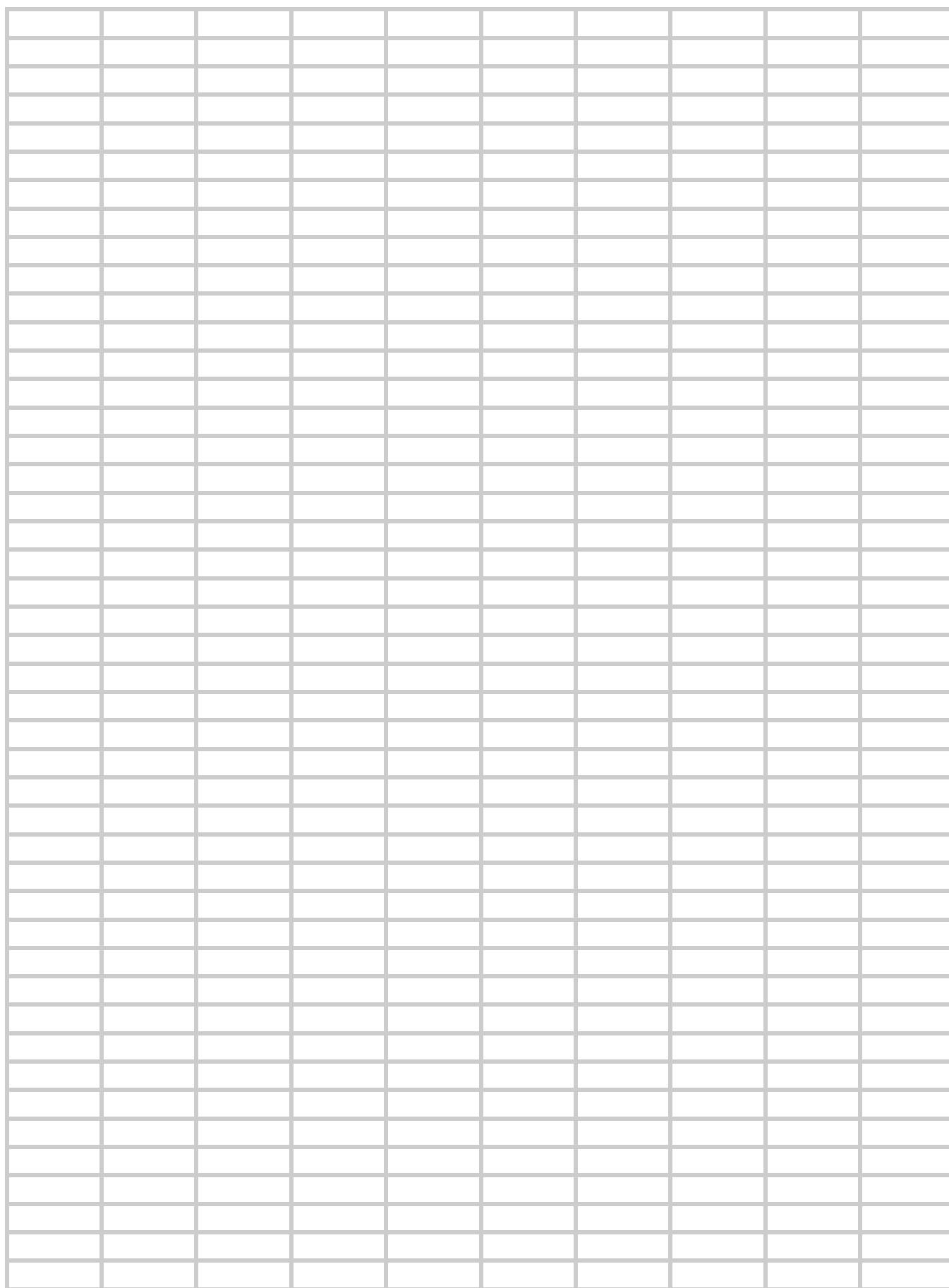




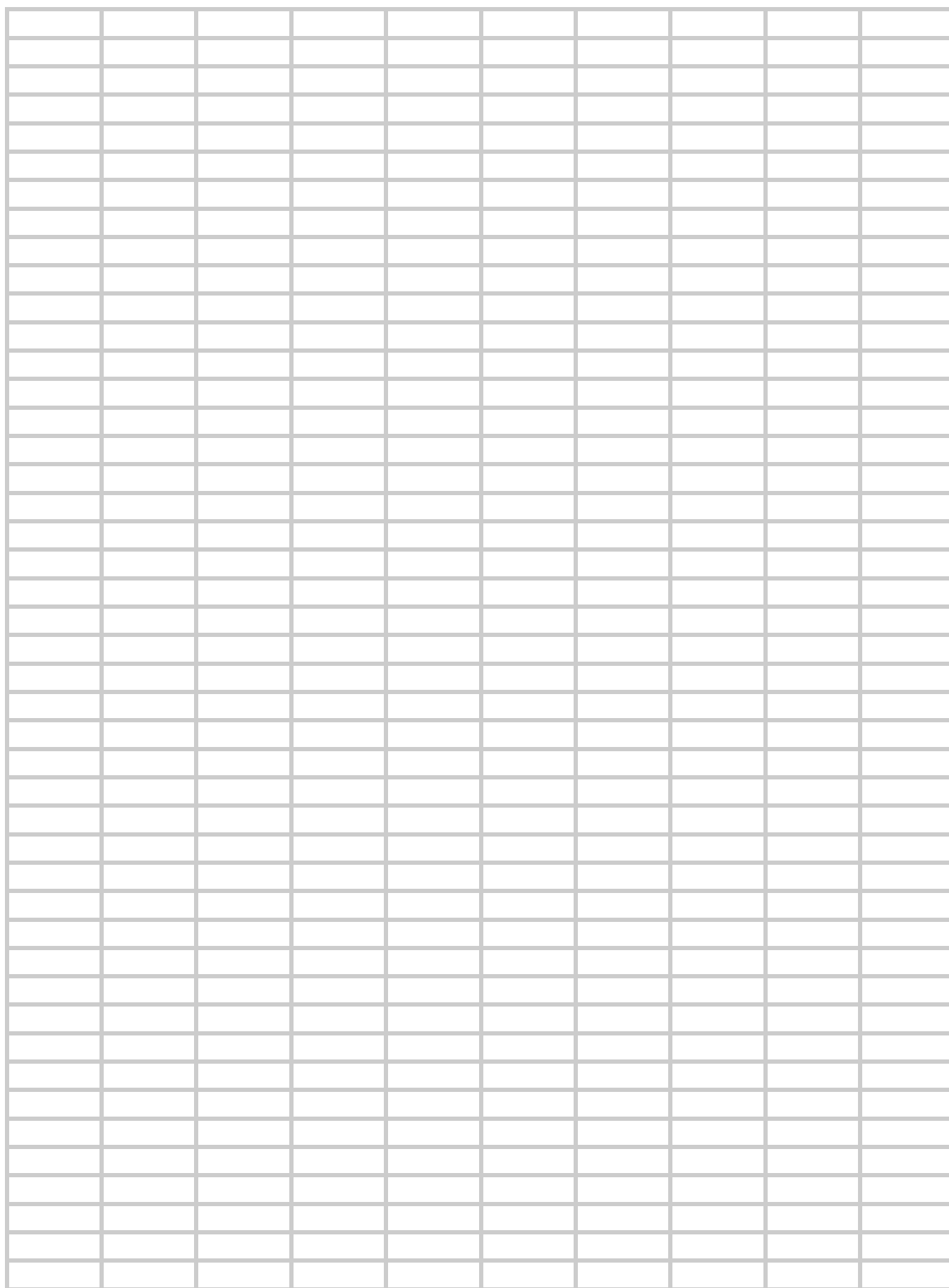


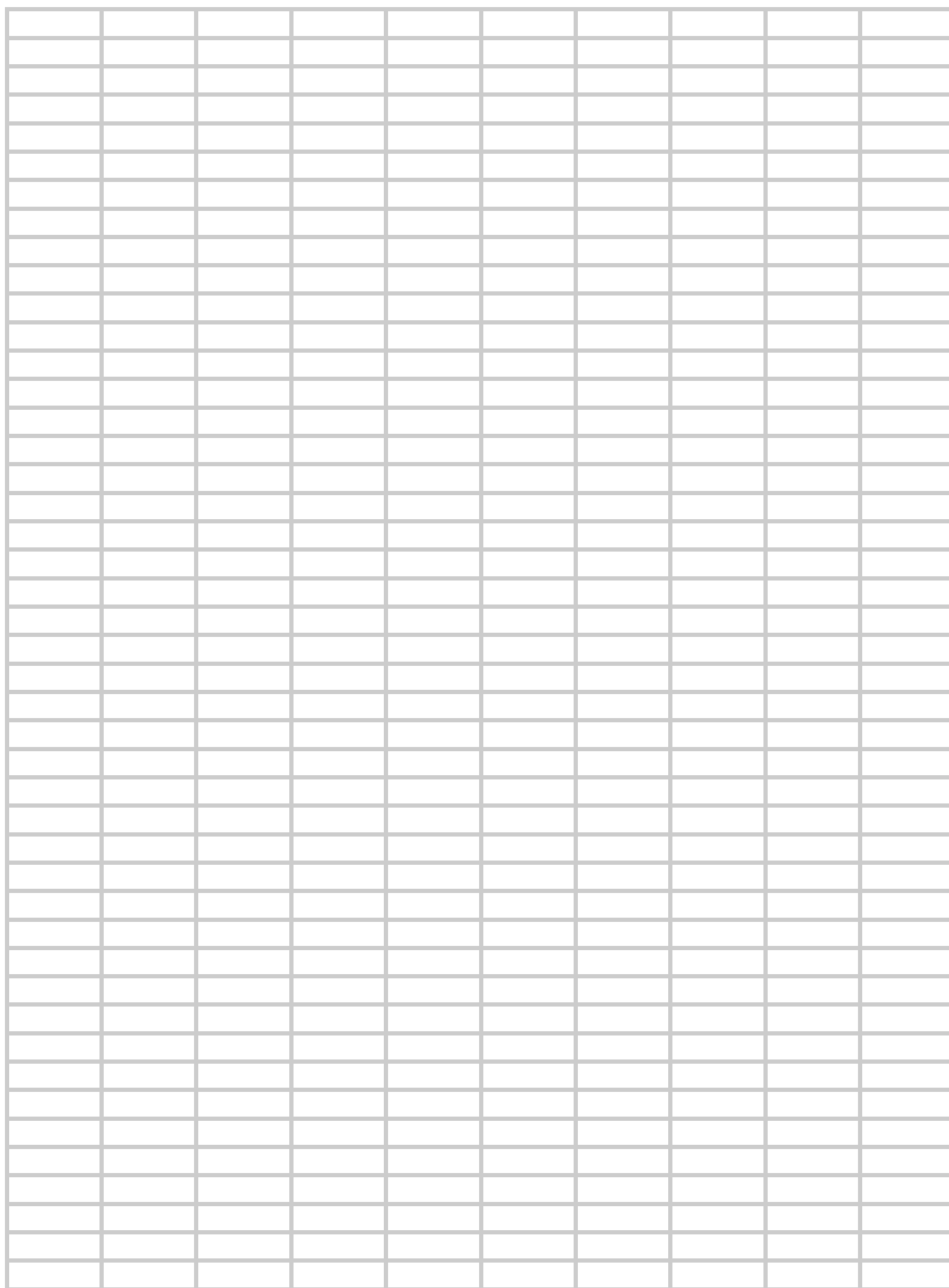


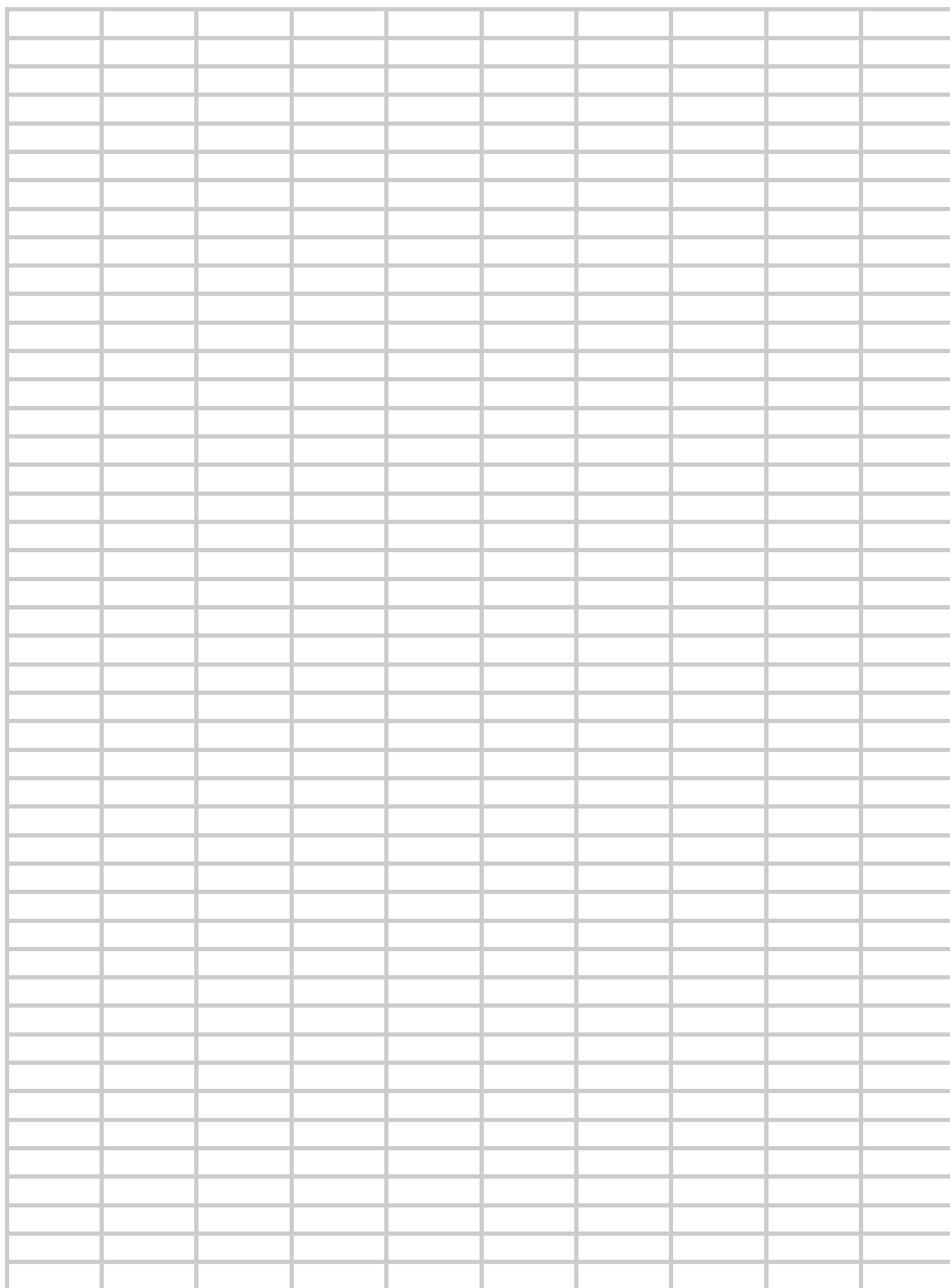


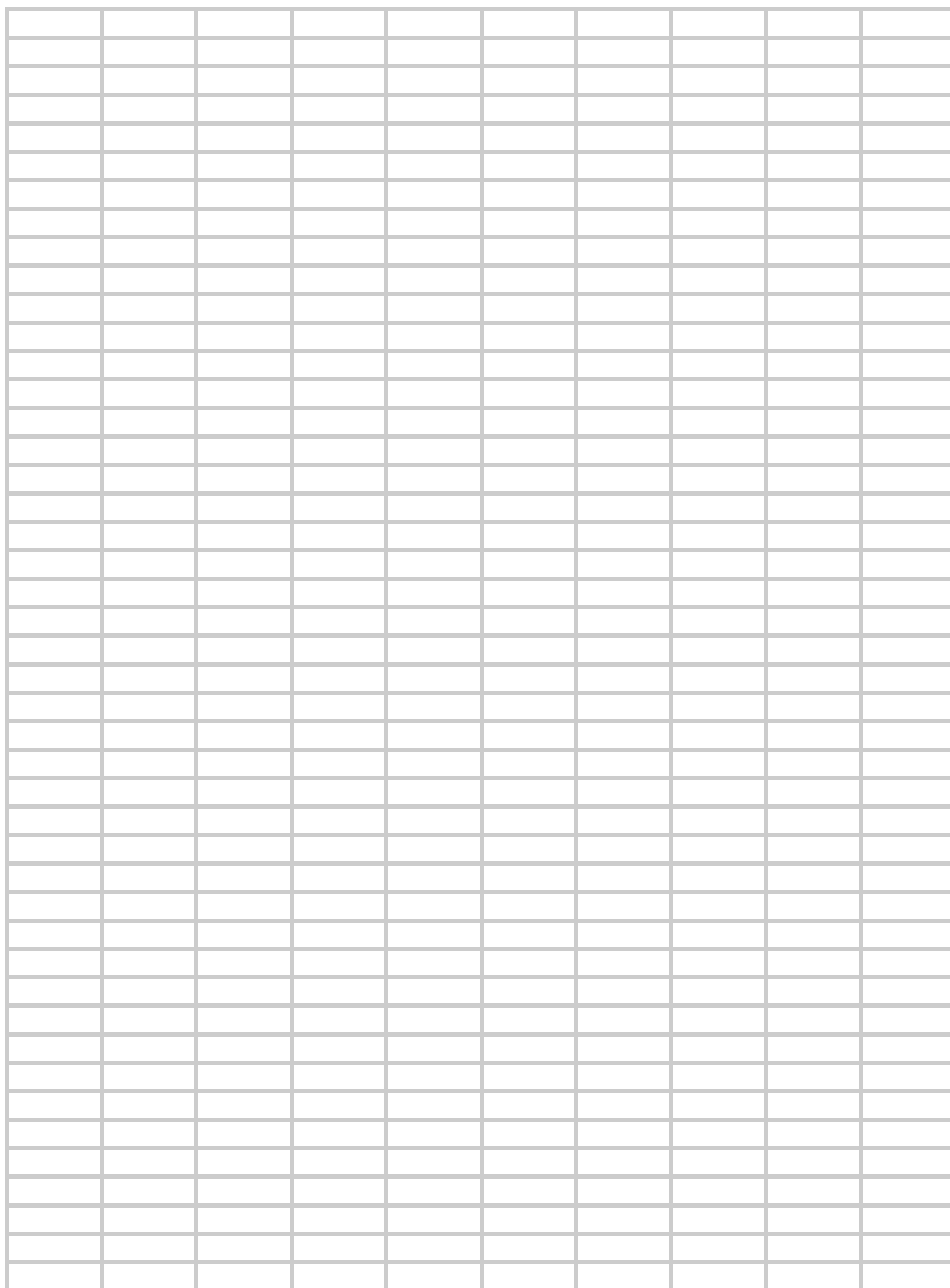


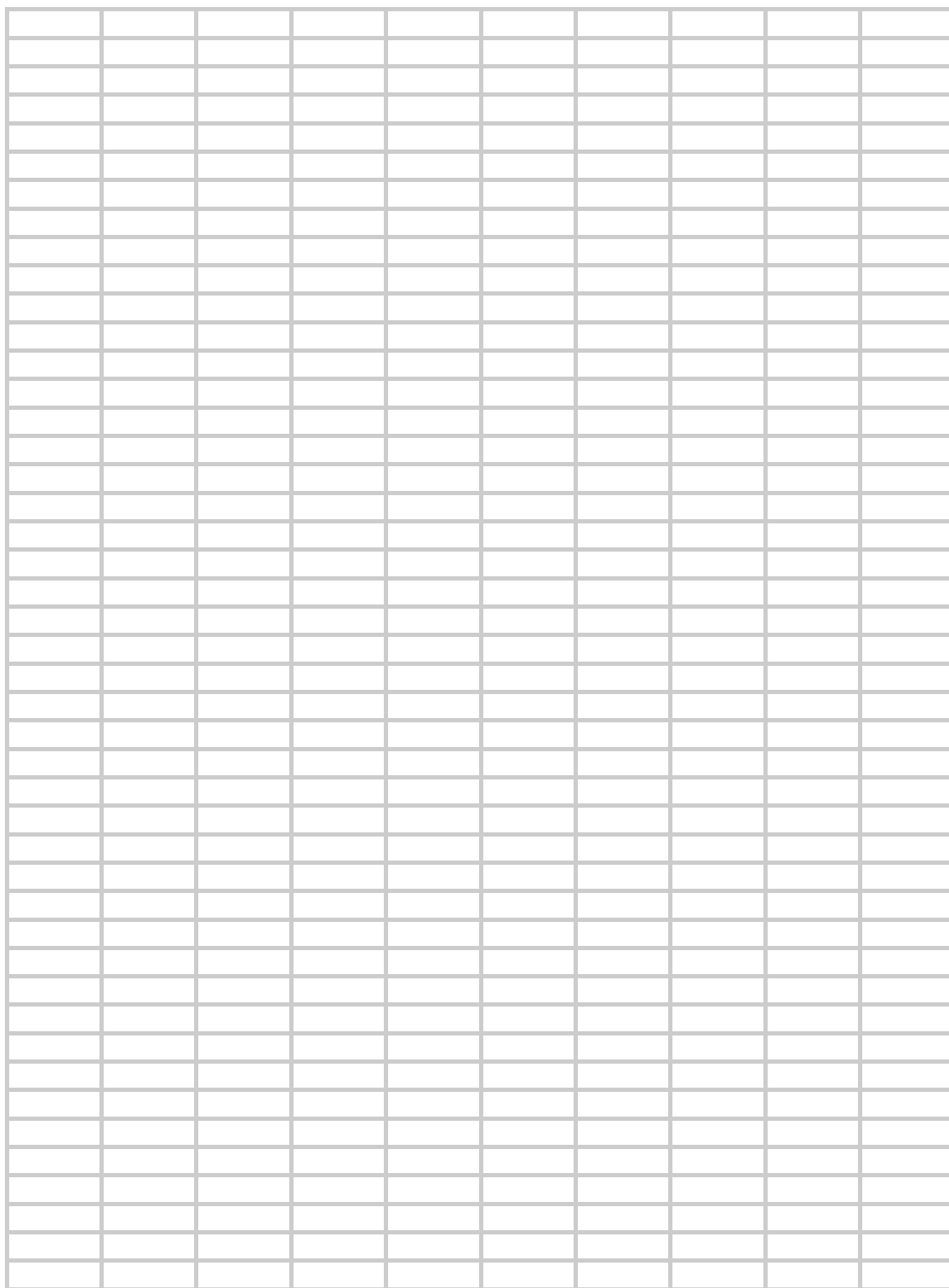




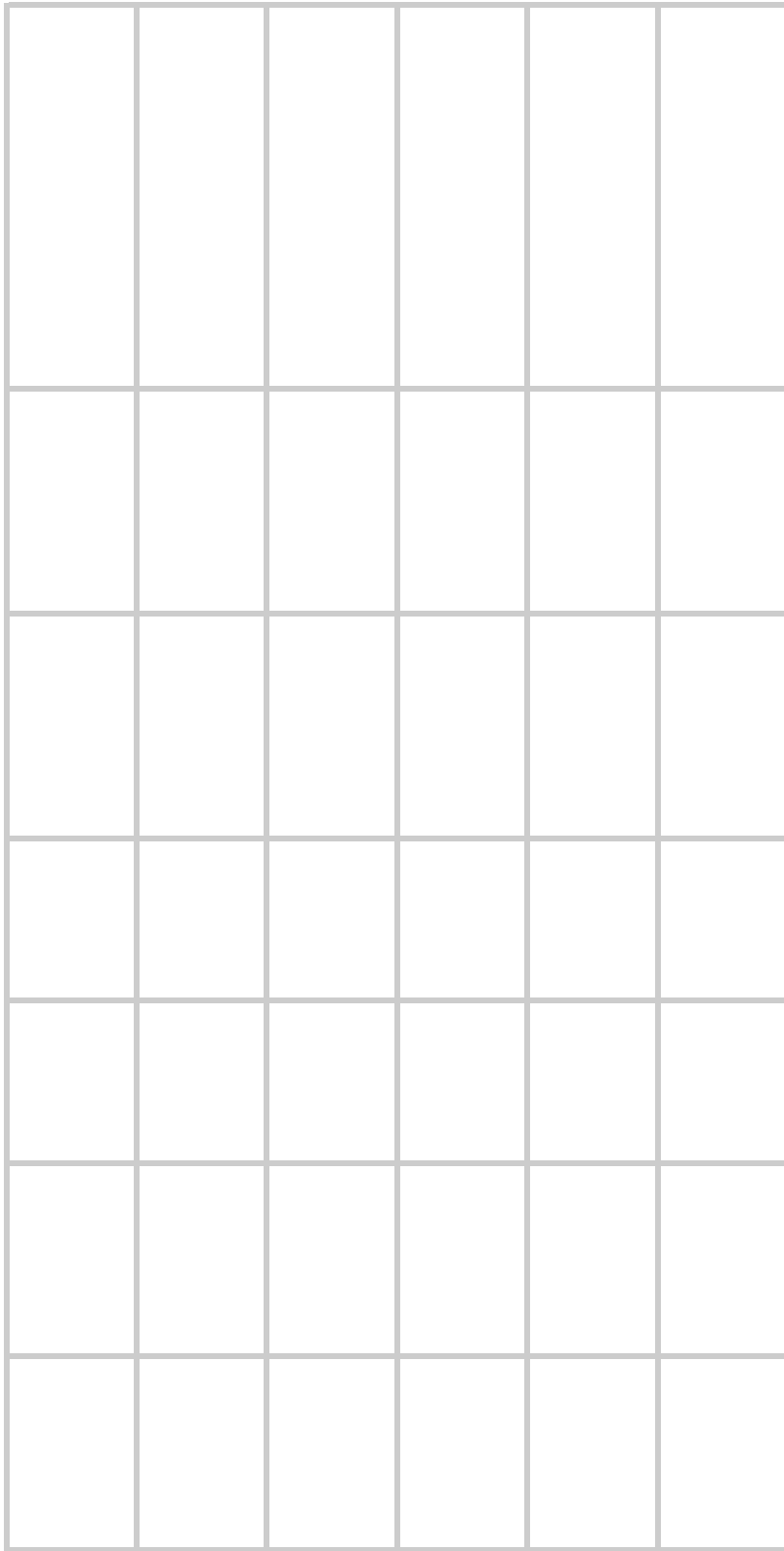








[illegible]



[illegible]



[illegible]

[illegible]







