











KIDS WORLD SCHOOL, NAGPUR

SESSION – 2026-27

CLASS - I

SUBJECT – ART

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1	Road signs	Road signs.		July Day- 1	July Day- 1	1) Play stop and go action Game.	Road signs – Use flashcards and role play to help children identify common road signs.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the Arts.	Recognises common road signs and follows basic road safety rules while travelling.	
2	Safety rules on the road	Safety rules on the road		July Day- 2	July Day- 2	The teacher stands in front holding imaginary signals:  Red Light → (Stop)  Green Light → (Walk)  Yellow Light → (Slow down)	Safety rules on the road – Teach through storytelling and traffic movement games	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the Arts.	Understands safe behaviour on roads such as walking carefully and using crossings	
3	A market	A market		July Day- 3	July Day- 3	The first child says:  “Apple  “Apple &Banana  “Apple,Banana, Carrot  Banana → peel and eat  Carrot → crunch  Children act it out quickly.  Fun + movement-based learning	At the market – Encourage conversation and buying-selling role play activities.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.2 Explores and plays with their own voice, body, space, and a variety of objects to create music, role-play, dance, and movement	Learns how buying and selling take place and develops communication skills.	

5	Hand at work	Hand at work		August Day-1	August Day-1	Teacher say: writing 🍌 eating 🍷 washing hands 🧼 students will do action. 👉 Builds confidence + expression	Hand at work – Discuss different uses of hands through action- based activities.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three- dimensional artworks in varying sizes	Appreciates different kinds of work done by people using their hands.	
6	Hand painting	Hand painting		August Day-2	August Day-2	Students will trace there palms and fill them with different design and patterns. They will paint the designs using watercolours.	Hand painting – Develop creativity using finger and palm painting activities.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three- dimensional artworks in varying sizes	Expresses creativity through hand painting and enjoys art activities.	
7	Clean hands- happy hands	Clean hands- happy hands		August Day-3	August Day-3	Teacher shows actions: <ul style="list-style-type: none"> Clean hands 👍 (clapping) Dirty hands 🙅 (silent shake head) Examples: <ul style="list-style-type: none"> Before eating → 👍 After playing in dirt → 👍 (wash first!) 	Clean hands- happy hands – Demonstrate proper handwashing through songs and practice.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three- dimensional artworks in varying sizes	Understands the importance of washing hands and maintaining hygiene	
8	Print and paint	Print and paint		August Day-4	August Day-4	Small activity on print and paint Students will apply paint on hands and print on page. They will enjoy this activity.	Print and paint – Explore textures and patterns using printmaking activities.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the Arts	Creates patterns and designs using printing and painting techniques.	
9	Where am I?	Where am I?		September Day-1	September Day-1	1. Teacher gives commands, and children act quickly: 📦 “Inside the box!” → Children pretend to go inside a box 📦 “Outside the box!” → Step out and stand free 🪑 “On the chair!” → Pretend to stand on something 🪑 “Under the table!” → Bend or crouch down	Where am I? – Use picture clues and guessing games for place identification.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.2 Explores and plays with their own voice, body, space, and a variety of objects to create music, role-play, dance, and movement	Identifies different places and surroundings correctly.	

						☁️ “Above your head!” → Point hands upward 👇 “Below your knees!” → Touch knees or go low					
10	At the airport	At the airport		September Day-2	September Day-2	All students say together: 👉 “We are ready to fly!” Children make airplane sounds: “Whooooosh✈️” Pretend to fly and say: “I am flying!”	At the airport – Introduce airport vocabulary through dramatic play.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.2 Explores and plays with their own voice, body, space, and a variety of objects to create music, role-play, dance, and movement	Gains awareness about airports and different modes of travel.	
11	Count and draw	Count and draw		September Day-3	September Day-3	Teacher will Say: “Clap 5 times!” 🙌 “Jump 4 times!” “Touch your head 2 times!”	Count and draw – Integrate counting with drawing objects for number recognition.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Counts objects accurately and represents numbers through drawings.	
12	Count and print	Count and print		September Day-4	September Day-4	Say: “Today your fingers are MAGIC brushes!” ✨ Show them how to dip finger in red color and make a print. Ask them to try in air first: “Show me your finger painting!” 👉	Count and print – Reinforce numbers through stamping and printing activities.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Develops counting skills using print or stamping activities	ASSESSMENT OF LEARNING
13	Let us add	Let us add		November Day-1	November Day-1	Give commands: “Jump 2 times + 1 time = ?” “Clap 3 times + 2 times = ?” Let kids answer loudly	Let us add – Reinforce numbers through stamping and printing activities.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Understands simple addition using objects and pictures.	
14	Adding some more	Adding some more		November Day-2	November Day-2	Teacher says a number (like 3). Students clap that many times. Then ask: “If I clap 2 more, how many total?” 👉 Helps them understand addition in a fun way.	Adding some more – Use real-life examples to introduce simple addition concepts	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Solves basic addition problems in everyday situations.	

15	Patterns- lines	Patterns- lines		November Day-3	November Day-3	Ask students to make different types of lines with different colour.	☐ Patterns- lines – Help children identify and create line patterns through tracing.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Identifies and creates simple line patterns	
16	Patterns - shapes	Patterns - shapes		November Day-4	November Day-4	Ask students to observe and repeat the pattern with you (clap, tap, or draw in air).	patterns - shapes – Encourage shape sequencing and pattern-making activities.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Recognises and continues patterns using shapes	
17	This and That	This and That		December Day- 1	December Day- 1	1) Teacher shows a nearby object: <i>“This is a book.”</i> 2) Points to a far object/picture: <i>“That is a board.”</i> 3) Hold 2–3 objects close: <i>“These are pencils.”</i> 4) Point far group of pictures: <i>“Those are charts.”</i> 5) Say <i>“Hot!”</i> → <i>students pretend to fan themselves</i>  6) Say <i>“Cold!”</i> → <i>students shiver</i> 	This and That – Use classroom objects to explain near and far concepts.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	Differentiates between near and far objects using correct words.	
18	These and Those	These and Those		December Day- 2	December Day- 2	Action Game Version: When teacher says “These” → children touch nearby objects. When teacher says “Those” → children point far away.	These and Those – Demonstrate plural object identification using visual aids.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	Uses plural demonstrative words correctly in sentences.	
19	Opposites	Opposites		December Day- 3	December Day- 3	Action Game Version: When teacher says big-child will say small. When teacher say tall-child will say short.	☐ Opposites – Teach opposite words through action games and pictures.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful	C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local	Identifies opposite words and concepts in daily life	

								and joyful ways	culture, and heritage		
20	Opposites-Hot and Cold	Opposites-Hot and Cold		December Day- 4	December Day- 4	Teacher will say hot – child will show yellow, red, orange crayons colour. Teacher will say cool colours- students will show blue & green colour	Opposites-Hot and Cold – Use real-life examples to explain temperature opposites.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	Understands and differentiates between hot and cold objects.	
21	My pet pal	My pet pal		January Day-1	January Day-1	My pet pal- Teacher will say to do act of fish students will make fish with hands and enjoy the activity.	My pet pal – Encourage sharing about pets through conversation and drawing.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the Arts	Develops love and care for pets and animals.	
22	My doggy friend	My doggy friend		January Day-2	January Day-3	Teacher says: “ <i>Doggy friend!</i> ” Students say: “ <i>Woof woof!</i> ” and act like a dog Ask: “Do you have a pet?” (simple yes/no responses).	My doggy friend – Develop empathy for animals through stories and art activities.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the Arts	Learns about the needs, habits, and care of dogs.	
23	My sweet home	My sweet home		January Day-3	January Day-3	They will make house by using shapes.	My sweet home – Ask children to draw and describe their homes.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Identifies parts of a house and values family life.	
24	Bird’s nest	Bird’s nest		January Day-4	January Day-4	Making the sounds of birds(chirp- chirp)	Bird’s nest – Explore nature through craft activities using natural materials.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Understands how birds build nests and care for their young ones.	
25	Living and non-	Living and non-		February Day - 1	February Day -1	Teacher says: “Dog!” → students move	Living and non-living thing –	CG-12 Develops abilities	C-12.3 Innovates and works	Differentiates between living and	

	livingthing	livingthing				“Stone!” → students freeze □	Classify objects through observation and sorting games	and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	imaginatively to express a range of ideas and emotions through the Arts	non-living things based on features.	
26	Fun with shapes	Fun with shapes		February Day - 2	February Day -2	Students will make living and non- living things with shapes reference.	Fun with shapes – Teach shapes through hands-on manipulation and matching games.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Recognises basic shapes and relates them to objects around.	
27	Plants as food	Plants as food		February Day - 3	February Day -3	Say clues, students guess: “I am long, orange, and grow underground” → Carrot “I am purple and used in curry” → Brinjal (Eggplant) “I have thorns and live in desert” → Cactus	plants as food – Discuss healthy eating using real fruits and vegetables.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the Arts	Understands that plants provide us with different kinds of food.	
28	Vegetables and fruit prints	Vegetables and fruit prints		February Day - 4	February Day -4	Action Game” Say names and students act: “Carrot” → stand straight “Potato” → sit down “Banana” → bend Fun + energetic start	Vegetables and fruit prints – Create art using vegetable and fruit stamping.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	Explores creativity using vegetable and fruit printing activities.	
29	Water world-mural	Water world-mural		March Day - 1	March Day -1	Show ice cube (or picture) Ask: “ <i>What will happen if it melts?</i> ” Students act like melting ice (slowly sitting down).	Water world-mural – Encourage teamwork through collaborative mural making.	CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways	C-12.4 Works collaboratively in the Arts	Appreciates water life and creates artwork related to water environments.	

30	Water transformations	Water transformations		March Day - 2	March Day -2	<p>One person says a word (e.g., “water”) Next person quickly says a related word (e.g., “river”) Continue fast without repeating If someone pauses too long, they’re out</p>	<p>Water transformations – Demonstrate changes in water through simple experiments</p>	<p>CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways</p>	<p>C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the Arts</p>	<p>Understands different forms and uses of water.</p>	
31	Air around us	Air around us		March Day - 3	March Day -3	<p>One thing that needs air to live. One activity that uses air (flying kite, breathing, cycling, etc.).</p>	<p>Air around us – Help children feel and observe air through fun activities.</p>	<p>CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways</p>	<p>C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the Arts</p>	<p>Recognises that air is important for all living things.</p>	
32	Air is present everywhere	Air is present everywhere		March Day - 4	March Day -4	<p><input type="checkbox"/> Fan the children gently with a notebook or paper fan. <input type="checkbox"/> Ask:</p> <ul style="list-style-type: none"> • “What did you feel?” <p><input type="checkbox"/> Explain:</p> <ul style="list-style-type: none"> • “That is moving air! 	<p>Air is present everywhere – Use balloons and bags to show that air occupies space.</p>	<p>CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways</p>	<p>C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the Arts</p>	<p>Understands that air occupies space and is present all around us.</p>	
33	Air, air everywhere	Air, air everywhere		March Day - 5	March Day -5	<ul style="list-style-type: none"> • Wave a notebook or fan toward the children. • Let them feel the moving air. • Say: <ul style="list-style-type: none"> ◦ “Air moves all around us!” 	<p>Air, air everywhere – Reinforce the concept of air through songs, games, and experiments</p>	<p>CG-12 Develops abilities and sensibilities in Visual and performing Arts and expresses their emotions through art in meaningful and joyful ways</p>	<p>C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the Arts</p>	<p>Explores the uses and importance of air in daily life.</p>	<p>ASSESSMENT OF LEARNING</p>