

**KIDS WORLD SCHOOL, NAGPUR**

**SESSION – 2026-27**

**CLASS - VII**

**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	Drawing a Bicycle	Drawing a Bicycle		July Day- 1	July Day- 1	Ask students to mime riding a bicycle and identify visible parts quickly.	Demonstration and observation-based learning help students understand proportion and mechanical structure. Students develop sketching confidence through guided drawing.	CG-3 Understands and applies artistic elements, processes, and technique	C-3.1 Demonstrates care and makes informed choices while using various materials, tools, and techniques in the visual arts.	Carefully uses, cleans and stores art materials in an organised way	
2	Bicycle Parts Composition	Bicycle Parts Composition		July Day- 2	July Day- 2	Show close-up images of bicycle gears and ask students to guess the part names	Composition exercises build spatial arrangement and detailing skills. Learners observe how individual parts create a complete form.	CG-3 Understands and applies artistic elements, processes, and technique	C-3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process.	Makes a clay relief using appropriate tools and techniques (rolling, coiling, pinching, patting, scooping, making a slab, using slip, etc	
3	Connecting Art to Rebellion	Connecting Art to Rebellion		July Day- 3	July Day- 3	Students share one symbol they associate with freedom or protest.	Discussion-based pedagogy connects historical ideas with visual expression. Students learn how art reflects social change	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.1 Creates visual artwork based on situations or stories that challenge stereotypes observed in their surroundings (such as, gender roles)	Recognises stereotypes in representing the body and creates alternatives in artwork	
4	Art Inspiration: Jamini Roy	Art Inspiration: Jamini Roy		July Day- 4	July Day- 4	Show a folk-style face and ask students to identify patterns and bold lines.	Visual analysis encourages appreciation of Indian modern art. Students reinterpret folk-inspired styles creatively.	CG-4 Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C-4.2 Describes the life and work of a few visual artists in their region and across India.	Uses art terminology while discussing or writing about artwork	

5	Life in a Desert	Life in a Desert		August Day- 1	August Day- 1	Ask students what objects or animals survive in deserts.	Imagination and environmental observation help students create thematic compositions. Students explore texture and warm colour palettes	CG-1 Develops openness to explore and express themselves through various art forms	C-1.1 Expresses confidently their personal and everyday life experiences through various visual art forms.	Exhibits artworks and confidently shares ideas, feelings and processes	
6	Drawing and Shading a Squirrel	Drawing and Shading a Squirrel		August Day- 2	August Day- 2	Ask students to imitate squirrel movements using hands.	Step-by-step sketching improves observation of animal anatomy. Shading techniques build depth and texture understanding.	CG-3 Understands and applies artistic elements, processes, and technique	C-3.1 Demonstrates care and makes informed choices while using various materials, tools, and techniques in the visual arts.	Carefully uses, cleans and stores art materials in an organised way	
7	Cherry Blossom Flower	Cherry Blossom Flower		August Day- 3	August Day- 3	Show blossom images and ask students to describe the petals in one word.	Nature-study pedagogy improves detailing and colour sensitivity. Students practice delicate brush and pencil work.	CG-1 Develops openness to explore and express themselves through various art forms	C-1.1 Expresses confidently their personal and everyday life experiences through various visual art forms.	Exhibits artworks and confidently shares ideas, feelings and processes	
8	Cherry Blossom Tree	Cherry Blossom Tree		August Day- 4	August Day- 4	Students quickly draw a branching pattern in the air with fingers.	Guided drawing develops understanding of natural forms and balance. Students experiment with texture and composition	CG-1 Develops openness to explore and express themselves through various art forms	C-1.1 Expresses confidently their personal and everyday life experiences through various visual art art forms.	Exhibits artworks and confidently shares ideas, feelings and processes	
9	Designing a Phukarli-Inspired Textile	Designing a Phukarli-Inspired Textile		September Day- 1	September Day- 1	Show traditional embroidery motifs and ask students to spot repeated shapes.	Pattern-based learning develops symmetry and decorative design skills. Students connect folk traditions with contemporary design	CG-4 Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C-4.1 Demonstrates familiarity with various local and regional forms of art.	Discusses the scale, appearance, material and themes seen in artwork (e.g., sculptures/paintings seen in local art forms and heritage monuments)	
10	Triangular World- A Math Music	Triangular World- A Math Music		September Day- 2	September Day- 2	Ask students to find triangle shapes inside the classroom	Interdisciplinary pedagogy links geometry with visual rhythm. Students understand shape repetition and balance creatively.	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions, and imaginations.	Recognises moods, emotions and seasons expressed through colours in artwork	

11	Drawing 3D Figures	Drawing 3D Figures		September Day- 3	September Day- 3	Hold a box or cylinder and ask students to identify visible surfaces.	Demonstration and practice help students understand form and perspective. Learners explore volume through shading.	CG-3 Understands and applies artistic elements, processes, and technique	C-3.1 Demonstrates care and makes informed choices while using various materials, tools, and techniques in the visual arts.	Carefully uses, cleans and stores art materials in an organised way	
12	Still Life Composition	Still Life Composition		September Day- 4	September Day- 4	Place simple objects and ask students which object stands out first	. Observation-based drawing strengthens proportion and arrangement skills. Students learn light, shadow, and composition techniques	CG-1 Develops openness to explore and express themselves through various art forms	C-1.1 Expresses confidently their personal and everyday life experiences through various visual art forms.	Exhibits artworks and confidently shares ideas, feelings and processes	
13	Symmetry In Mandala Art	Symmetry In Mandala Art		November Day- 1	November Day- 1	Ask students to fold paper and identify symmetrical halves	Repetition and radial balance help students understand symmetry visually. Mandala creation encourages concentration and creativity.	CG-1 Develops openness to explore and express themselves through various art forms	C-1.1 Expresses confidently their personal and everyday life experiences through various visual art forms.	Exhibits artworks and confidently shares ideas, feelings and processes	
14	Symmetry in Ikat:- Patola Design	Symmetry in Ikat:- Patola Design		November Day- 2	November Day- 2	Show textile patterns and ask students to identify repeating units.	Cultural art integration develops appreciation for textile traditions. Students apply geometric symmetry in design-making.	CG-4 Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C-4.1 Demonstrates familiarity with various local and regional forms of art.	Discusses the scale, appearance, material and themes seen in artwork (e.g., sculptures/paintings seen in local art forms and heritage monuments)	
15	Basic Colour Wheel	Basic Colour Wheel		November Day- 3	November Day- 3	Ask students to name primary colours visible in the classroom	Interactive colour exploration builds understanding of colour relationships. Students learn mixing through hands-on experimentation.	CG-3 Understands and applies artistic elements, processes, and technique	C-3.1 Demonstrates care and makes informed choices while using various materials, tools, and techniques in the visual arts.	Carefully uses, cleans and stores art materials in an organised way	

16	Colour Mixing  With percentage	Colour Mixing  With percentage		November Day- 4	November Day- 4	Students predict the result of mixing two colours in different amounts.	Experimentation-based pedagogy develops analytical and visual thinking. Learners understand tonal variation and proportion.	CG-3 Understands and applies artistic elements, processes, and technique	C-3. 2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process.	Makes a clay relief using appropriate tools and techniques (rolling, coiling, pinching, patting, scooping, making a slab, using slip, etc.)	
17	The Cicle Garden	The Cicle Garden		December Day- 1	December Day- 1	Ask students how many circular objects they can spot nearby.	Shape-based composition improves design organization skills. Students combine geometry with imaginative landscapes.	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions, and imaginations.	Recognises moods, emotions and seasons expressed through colours in artwork	
18	Shape Mosaic  The World in Geometry	Shape Mosaic  The World in Geometry		December Day- 2	December Day- 2	Students create quick shapes using hand gestures.	Mosaic activities strengthen spatial planning and colour arrangement. Students explore abstraction through repeated forms.	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions, and imaginations.	Recognises moods, emotions and seasons expressed through colours in artwork	
19	Drawing Tulsidas	Drawing Tulsidas		December Day- 3	December Day- 3	Ask students what objects symbolize wisdom or devotion.	Portrait studies improve facial proportion and cultural understanding. Students connect literature with visual storytelling.	CG-4 Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C-4.2 Describes the life and work of a few visual artists in their region and across India.	Uses art terminology while discussing or writing about artwork Enquires about the work and socio-economic conditions of local artists	
20	Mirroring Meerabai's Devotion	Mirroring Meerabai's Devotion		December Day- 4	December Day- 4	Play a devotional line and ask students to express its mood through gesture.	Expression-based pedagogy links emotion with artistic representation. Students explore devotional themes through imagery.	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions, and imaginations.	Recognises moods, emotions and seasons expressed through colours in artwork	
21	Observing and Interpreting –  Santhal Art	Observing and Interpreting –  Santhal Art		January Day- 1	January Day- 1	Show tribal motifs and ask students to identify movement in the figures.	Folk-art exploration develops cultural awareness and observation skills. Students interpret indigenous storytelling visually	CG-4 Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C-4.1 Demonstrates familiarity with various local and regional forms of art.	Discusses the scale, appearance, material and themes seen in artwork (e.g., sculptures/paintings seen in local art forms and heritage monuments)	

22	Santhal – Inspired in phad style	Santhal – Inspired in phad style		January Day- 2	January Day- 2	Ask students to compare two folk-art styles shown in class.	Comparative learning encourages stylistic understanding. Students blend traditional visual languages creatively	CG-4 Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C-4.1 Demonstrates familiarity with various local and regional forms of art.	Discusses the scale, appearance, material and themes seen in artwork (e.g., sculptures/paintings seen in local art forms and heritage monuments)	
23	Drawing Figures in Phad Style	Drawing Figures in Phad Style		January Day- 3	January Day- 3	Students imitate storytelling poses with simple gestures.	Guided figure drawing develops movement and stylization skills. Students learn narrative composition through folk traditions.	CG-3 Understands and applies artistic elements, processes, and technique	C-3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process.	Makes a clay relief using appropriate tools and techniques (rolling, coiling, pinching, patting, scooping, making a slab, using slip, etc.)	
24	Recreating Phad Painting	Recreating Phad Painting		January Day- 4	January Day- 4	Ask students to identify storytelling elements in a painting sample.	Replication-based learning improves detailing and pattern observation. Students understand traditional narrative painting techniques.	CG-4 Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global art practices and cultures	C-4.1 Demonstrates familiarity with various local and regional forms of art.	Discusses the scale, appearance, material and themes seen in artwork (e.g., sculptures/paintings seen in local art forms and heritage monuments)	
25	Phad Inspired Painting	Phad Inspired Painting		February Day- 1	February Day- 1	Students describe one folk colour they associate with Rajasthan	Replication-based learning improves detailing and pattern observation. Students understand traditional narrative painting techniques	CG-4 Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global art practices and cultures	C-4.1 Demonstrates familiarity with various local and regional forms of art.	Discusses the scale, appearance, material and themes seen in artwork (e.g., sculptures/paintings seen in local art forms and heritage monuments)	
26	Phad Inspired Painting	Phad Inspired Painting		February Day- 2	February Day- 2	Students describe one folk colour they associate with Rajasthan.	Creative adaptation encourages individual interpretation of folk motifs. Students build confidence in thematic painting.	CG-4 Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C-4.1 Demonstrates familiarity with various local and regional forms of art.	Discusses the scale, appearance, material and themes seen in artwork (e.g., sculptures/paintings seen in local art forms and heritage monuments)	
27	Miniature Painting	Miniature Painting		February Day- 3	February Day- 3	Show a tiny detailed image and ask students to notice fine elements.	Precision-based pedagogy improves brush control and patience. Students learn layering and intricate detailing.	CG-4 Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C-4.2 Describes the life and work of a few visual artists in their region and across India	Uses art terminology while discussing or writing about artwork Enquires about the work and socio-economic conditions of local artists	
28	Forest Composition	Forest Composition		February Day- 4	February Day- 4	Ask students to list sounds heard in a forest.	Sensory imagination supports environmental composition skills. Students explore depth, overlap, and texture in landscapes.	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions, and	Recognises moods, emotions and seasons expressed through colours in artwork	

									imaginations.		
29	Stroke  Exploration with  Shapes	Stroke  Exploration with  Shapes		March Day- 1	March Day - 1	Students practice making quick lines using different hand movements.	Experimental mark-making builds confidence and motor control. Students discover expressive possibilities of strokes.	CG-3 Understands and applies artistic elements, processes, and technique	C-3.1 Demonstrates care and makes informed choices while using various materials, tools, and techniques in the visual arts.	Carefully uses, cleans and stores art materials in an organised way	
30	Drawing Solids  and their  Shadows	Drawing Solids  and their  Shadows		March Day- 2	March Day - 2	Shine light on an object and ask students where the shadow falls	Practical observation helps students understand light direction and form. Learners apply tonal shading techniques	CG-3 Understands and applies artistic elements, processes, and technique	C-3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process.	Makes a clay relief using appropriate tools and techniques (rolling, coiling, pinching, patting, scooping, making a slab, using slip, etc.)	
31	Exploring  Different  Types of Light in  Art	Exploring  Different  Types of Light in  Art		March Day- 3	March Day - 3	Students observe how classroom light changes object appearance.	Inquiry-based learning develops awareness of highlights and shadows. Students experiment with mood creation through lighting.	CG-3 Understands and applies artistic elements, processes, and technique	C-3.1 Demonstrates care and makes informed choices while using various materials, tools, and techniques in the visual arts.	Carefully uses, cleans and stores art materials in an organised way	
32	Gesture  Drawing-  Capturing  Motion	Gesture  Drawing-  Capturing  Motion		March Day- 4	March Day - 4	Ask students to freeze in an action pose for quick observation.	Rapid sketching improves observation speed and body movement understanding. Students focus on energy rather than detail	CG-1 Develops openness to explore and express themselves through various art forms	C-1.1 Expresses confidently their personal and everyday life experiences through various visual art forms.	Exhibits artworks and confidently shares ideas, feelings and processes	
33	Creating a  Motion  Sequence	Creating a  Motion  Sequence		March Day- 5	March Day - 5	Students act out a simple movement in three steps.	Sequential drawing develops storytelling and movement analysis skills. Students understand continuity through visual frames.	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions, and imaginations.	Recognises moods, emotions and seasons expressed through colours in artwork	