

KIDS WORLD SCHOOL, NAGPUR

SESSION – 2026-27

CLASS - VI

SUBJECT – MUSIC

UNIT		Topic	Sub-Topic	Month		Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing				
6.	Music & Your Emotions	1. Music & Your Emotions		July Day -1	July Day -1	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	1. Describes emotions (for example feelings related to worry, fear, surprise, joy, anger, etc.) using voice and body percussion. 2. Identifies songs that convey various emotions and explains the reason.	
		2. Music & Our Memories		July Day – 2	July Day – 2	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	1. Identifies songs that convey various emotions and explains the reason.	

		3. Listen & Feel		July Day – 3	July Day – 3	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	1. Describes emotions (for example feelings related to worry, fear, surprise, joy, anger, etc.) using voice and body percussion.	
		4. Drawing Music		July Day – 4	July Day – 4	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	1 Discusses connection between pitch, dynamics, rhythm and emotions.	
		5. Express Your Emotions Through Music		August Day – 1	August Day – 1	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	1. Describes emotions (for example feelings related to worry, fear, surprise, joy, anger, etc.) using voice and body percussion.	

		6. Learn about Musical Element		August Day – 2	August Day – 2	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	1. Discusses connection between pitch, dynamics, rhythm and emotions.	
		7. Hindustani Music & Carnatic Music		August Day – 3	August Day – 3	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	1. Identifies songs that convey various emotions and explains the reason.	
		7. Hindustani Music & Carnatic Music		August Day – 4	August Day – 4	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	1. Identifies songs that convey various emotions and explains the reason.	

		8. Vocal Warm ups		September Day – 1	September Day – 1	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	1. Discusses connection between pitch, dynamics, rhythm and emotions.	
		9. Medley		September Day – 2	September Day – 2	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	Creates a themed song playlist for various emotions with songs.	
		10. Let's Play Game on Dynamics, Melody and Rhythm		September Day – 3	September Day – 3	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	1. Discusses connection between pitch, dynamics, rhythm and emotions.	

		10. Let's Play Game on Dynamics, Melody and Rhythm		September Day – 4	September Day – 4	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 a variety of musical activities. C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	1 Discusses connection between pitch, dynamics, rhythm and emotions.	Individual A song is played, and students identify the predominant emotion. Discuss how pitch, dynamics, lyrics, and instruments help convey the predominant emotion in the song played. Identify the rhythm cycle in the song and attempt to create a simple rhythm pattern using body percussion. Group (3- 4) Students pick a story and use songs to bring the narration alive.
7.	Musical Instruments	1. Role of instruments in a musical piece.		October Day – 1	October Day – 1	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.1 Demonstrates stage etiquette and care for musical instruments and makes informed choices while using resources and techniques in music.	Classifies the instruments created or present in the classroom based on unity, (melody, and rhythm).	
		2. Listening & responding		October Day – 2	October Day – 2	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 a variety of musical activities.	1 Creates a themed song playlist for various emotions .	
		3. Instrument families		October Day – 3	October Day – 3	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 a variety of musical activities.	Identifies and, when possible, construct musical instruments based on materials such as wood, metal, , string, and earthenware.	

		4. Project Activity.		October Day – 4	October Day – 4	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.1 Creates and performs songs and musical compositions that challenge stereotypes observed in their surroundings (such as, gender roles).	Works with peers to create simple instruments and brings it together in a group presentation.	
		5. Taal		November Day – 1	November Day – 1	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.2 Refines ideas and methods of musical expression from the stage of planning to the final performance, and reviews the entire process.	Classifies the instrument created or present in the classroom based on unity, (melody, and rhythm).	
		6. Raga		November Day – 2	November Day – 2	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects elements of music (lyrics, ragas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	Creates a themed song playlist for various emotions .	
		7. Raga Bhoop		November Day – 3	November Day – 3	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects elements of music (lyrics, ragas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	Creates a themed song playlist for various emotions.	
		8. Raga Yaman		November Day – 4	November Day – 4	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects elements of music (lyrics, ragas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	Creates a themed song playlist for various emotions with songs.	

8	Taal or Talam and Raga or Ragam in Indian Music	1.Taal in Hindustani classical music		December Day – 2	December Day – 2	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 music.	Identifies differences between North and South Indian classical music.	
		2.Learn a Swaramalika in raga Bilawal		December Day – 2	December Day – 2	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 music.	Attempts to sing songs from Carnatic and Hindustani traditions.	
		3.Learn a bandish in raga yaman		December Day – 3	December Day – 3	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 music.	Attempts to sing songs from Carnatic and Hindustani traditions.	
9.	Melodies of diversity	Folk Music & Prayers		December Day – 4	December Day – 4	CG-3 Understands and applies artistic elements, processes, and techniques.	C-3.1 Demonstrates stage etiquette and care for musical instruments and makes informed choices while using resources and techniques in music. C-3.2 Refines ideas and methods of musical expression from the stage of planning to the final performance, and reviews the entire process.	Presents the songs learned from various religious traditions.	

		Folk Music & Prayers		January Day - 1	January Day - 1	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.1 Demonstrates stage etiquette and care for musical instruments and makes informed choices while using resources and techniques in music. C-3.2 Refines ideas and methods of musical expression from the stage of planning to the final performance, and reviews the entire process.	Presents songs to an audience with introduction explaining the choice.	
10.	Song writing	1. Try it yourself		January Day - 2	January Day - 2	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts.	C-2.2 Connects elements of music (lyrics, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	Attempts to write simple songs based on theme.	
		2. Write a song based on familiar or popular melody		January Day - 3	January Day - 3	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts.	C-2.2 Connects elements of music (lyrics, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	Attempts to write simple songs based on theme.	
		3. Write a song based on unfamiliar or uncommon melody		January Day - 4	January Day - 4	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts.	C-2.2 Connects elements of music (lyrics, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	Attempts to write simple songs based on theme.	

		4. Listen to the rhyme in the solar system song		February Day - 1	February Day - 1	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts.	C-2.2 Connects elements of music (lyrics, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	Identifies predominant emotion in any song and discuss the reason.	
		5.Fill in the next possible verse with the rhyme scheme		February Day - 2	February Day - 2	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts.	C-2.2 Connects elements of music (lyrics, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	Attempts to write simple songs based on theme.	
11.	Music and society	1.Music That Unites !		February Day - 3	February Day - 3	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts.	C-2.1 Creates and performs songs and musical compositions that challenge stereotypes observed in their surroundings (such as, gender roles).	Discusses songs that help in motivating them personality.	
		2.Our roots		March Day - 1	March Day - 1	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts.	C-2.2 Connects elements of music (lyrics, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	Discusses songs that help in motivating them personality.	
		3.Be the change		March Day - 2	March Day - 2	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts.	C-2.1 Creates and performs songs and musical compositions that challenge stereotypes observed in their surroundings (such as, gender roles).	Discusses songs that help in motivating them personality.	

		4.Stereotypes		March Day - 3	March Day - 3	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts.	C-2.1 Creates and performs songs and musical compositions that challenge stereotypes observed in their surroundings (such as, gender roles).	Discusses songs that help in motivating them personality.	Individual A song is played, and students identify the predominant emotion. Discuss how pitch, dynamics, lyrics, and instruments help convey the predominant emotion in the song played. Identify the rhythm cycle in the song and attempt to create a simple rhythm pattern using body percussion. Group (3- 4) Students pick a story and use songs to bring the narration alive.
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DANCE

UNIT		Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome
No.	Name		Starting	Closing					
12	My Body In Motion	“Routine Body Movements”	July Day 1	August	The teacher stands in front of the class and performs simple body movements such as stretching hands, bending, turning, jumping, clapping, and walking in place. Students must observe carefully and mirror the same movements instantly.	Demonstration Method Activity-Based Learning Collaborative Learning Game-Based Learning	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 a variety of dance and movement activities.	Demonstrates the body movement in everyday routines.
		“Incorporating Spinal Bends and Steps”	Day 2		The teacher plays soft rhythmic music. Students stand in a circle. The teacher leads simple warm-up movements: Gentle side bending (left and right) Forward and backward spinal bends Marching steps in place Step-touch movements with hands stretched upward	Demonstration Method Kinesthetic Learning Activity-Based Learning Game-Based Learning	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.1 Demonstrates stage etiquette and care for stage equipment, props, and costumes, and makes informed choices while using dance and movement techniques.	Demonstrates body posture using spinal bends.
		“Practice of Different Facial Expressions”	Day 3		The teacher writes different emotions on small chits such as happy, sad, angry, surprised, excited, sleepy, scared, confused. One student picks a chit and expresses the emotion using only facial expressions (no words or sounds). Other students guess the emotion.	Experiential Learning Game-Based Learning Collaborative Learning	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.1 Demonstrates stage etiquette and care for stage equipment, props, and costumes, and makes informed choices while using dance and movement techniques.	Shows facial expression for emotions based on navarasas.

		“Practice of Hastamudras”	Day 4		[17:59, 5/6/2026] Kirti Sharma: The teacher demonstrates simple everyday meanings using hand gestures. Students guess the meaning and then imitate. Examples: 👍 Thumbs up (good / yes) 👋 Wave (hello / goodbye) 🙏 Namaste (greeting) 👈 Stop (pause) 🤝 Handshake (friendship)	Visual Learning Activity-Based Learning Experiential Learning Peer Learning	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 a variety of dance and movement activities.	Combines rhythm and posture to show everyday actions.
		“Dance to a Song”	Day 5		The teacher plays different types of short music clips (fast, slow, classical, folk, Bollywood, instrumental). Students move freely in space and respond naturally to the rhythm using simple body movements like: Clapping Swaying Stepping Twisting Free movement After each clip, students share how the music made them feel (happy, calm, energetic, etc.).	Demonstration Method Creative Learning Collaborative Learning Multisensory Learning	CG-1 Develops openness to explore and express themselves through various art forms	C-1.2 Demonstrates flexibility in the process of collaborating and developing dance and movement practices.	Collaborates with peers to choreograph movement sequences.
		“Sequencing a Dance of a Song”	Day 6		The teacher starts by performing a simple 2–3 step dance movement (e.g., clap → step right → turn). The first student repeats it, and the next student adds one more step. The sequence continues around the class, building a chain of dance steps.	Demonstration Method Chunking Method Activity-Based Learning Kinesthetic Learning Repetition & Practice	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 dance and movement. C-4.2 Describes the life and work of a few local dancers and movement artists in their region and across India.	Name a few classical dance forms from across India.
13	Breaking Barriers with Dance	"watching videos of unique Loka Nritya"	August Day 1	September	Play folk dance music/video Students dance freely When teacher says “FREEZE!” Students stop and show a facial expression: happy 😊 (Garba feel) energetic 🌟 (Lavani style) devotional 🙏 (folk ritual dance)	Experiential Learning Audio-Visual Learning Activity-Based Learning Collaborative Learning Cultural Learning	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.1 Creates and performs dance and movement sequences that challenge stereotypes observed in their surroundings (such as, gender roles).	Shown openness to trying all kinds of dance and movement.
		“Stepping into Loka Nritya”	Day 2		Teacher calls out emotions while stepping: 😊 Happy steps (light and bouncy) 😌 Calm steps (slow and graceful) 💪 Energetic steps (strong stamping) 🙏 Devotional steps (gentle and respectful)	Demonstration Method Kinesthetic Learning Experiential Learning Peer Learning Audio-Visual Learning	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 dance and movement. C-4.2 Describes the life and work of a few local dancers and movement artists in their region and across India.	Analyses gender norms in various lok nriya.

		Project Work: "Inspiring Story from Childhood – Learning Experiences, Achievements & Associations"	Day3		Students pair up Share a childhood inspiring moment e.g., learning to ride a bicycle, winning a race, helping someone, learning a skill Partner listens and gives one positive word: "Great!", "Inspiring!", "Well done!"	Experiential Learning Reflective Learning Collaborative Learning Project-Based Learning Constructivist Approach	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.1 Creates and performs dance and movement sequences that challenge stereotypes observed in their surroundings (such as, gender roles).	Presents a project based on breaking barriers in dance.
		"Dance and Geometrical Shapes"	Day 4		Play music Students dance freely Teacher calls a shape: "CIRCLE!" → form circle quickly "TRIANGLE!" → form triangle groups "LINE!" → stand in straight line	Kinesthetic Learning Activity-Based Learning Experiential Learning Game-Based Learning Collaborative Learning Conceptual Learning	CG-1 Develops openness to explore and express themselves through various art forms	C-1.2 Demonstrates flexibility in the process of collaborating and developing dance and movement practices.	Creates various geometric shapes with movement and rhythm. Visualises various geometric shapes in dance postures.
		Rhythmic Geometry	Day 5		Students move freely in an open space to the teacher's rhythm. When the rhythm stops, the teacher calls out a geometric shape, and students quickly work together to form it. The activity is repeated with different shapes and rhythms to make learning fun and interactive.	Activity-Based Learning Experiential Learning Cooperative Learning Kinesthetic Learning Play-Way Method	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.1 Demonstrates stage etiquette and care for stage equipment, props, and costumes, and makes informed choices while using dance and movement techniques.	Identifies the performance space for props, entry and exit.
14	Harmony In Motion	Our Traditional Dance	November Day 1	January	Students stand in a circle. One by one, they perform a simple step or movement from a traditional dance they know. The rest of the class observes and then repeats the movement together. Students can also share the name or region of the dance. The activity continues until everyone gets a chance to participate.	Activity-Based Learning Experiential Learning Cooperative Learning Cultural Learning Approach Learning by Doing	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 a variety of dance and movement activities.	Identifies dance forms in their surroundings.
		Making of Dance Jewellery and Props	Day2		Students are provided with simple craft materials such as paper, beads, ribbons, and cardboard. They create dance jewellery and props inspired by traditional dance forms. After completing their creations, students present them to the class and explain how they are used in dance performances.	Activity-Based Learning Experiential Learning Art-Integrated Learning Collaborative Learning Learning by Doing	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects elements of dance and movement (mudras, gestures, and postures) with personal experiences, emotions, and imaginations.	Designs and create props, and jewelleryes for dance.
		Draw a Jewellery or Prop of Your Choice	Day 3		Students are asked to draw a dance jewellery item or prop of their choice, such as a necklace, crown, anklet, fan, or mask. After completing their drawings, they present them to the class and briefly explain their design and its use in dance performances.	Art-Integrated Learning Activity-Based Learning Creative Learning Experiential Learning Learning by Doing	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.2 Reworks ideas and methods of expression used in dance and movement from the stage of planning to the final performance and reviews the entire process.	Practices and present Mudras, Movement and facial expression with music.
		Knowledge of Performance Space	Day4		Students explore the performance area and identify different parts of the stage, such as center stage, backstage, stage left, and stage right. The teacher gives simple instructions, and students move to the correct locations. This helps them become familiar with stage directions and performance spaces in a fun and interactive way.	Experiential Learning Activity-Based Learning Demonstration Method Learning by Doing Cooperative Learning	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.2 Reworks ideas and methods of expression used in dance and movement from the stage of planning to the final performance and reviews the entire process.	Bring together musical instruments movement and props for a dance performance.

		Sharing a Story of Nature	Day 5		Students sit in a circle and take turns sharing a short story, experience, or observation related to nature, such as trees, animals, rivers, flowers, or seasons. They listen carefully to one another and may add a positive thought or lesson learned from nature.	Storytelling Method Experiential Learning Activity-Based Learning Collaborative Learning Constructivist Approach	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.2 Reworks ideas and methods of expression used in dance and movement from the stage of planning to the final performance and reviews the entire process.	Prepare a simple Natya script for a given theme.
		Choreography and Performing Natya	Day 6		Students work individually or in small groups to create a short Natya (dance-drama) sequence based on a simple theme, story, or emotion. They plan the movements, expressions, and actions, rehearse together, and then perform their choreography before the class. Other students observe and appreciate the performance.	Activity-Based Learning Experiential Learning Collaborative Learning Creative Learning Learning by Doing	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.1 Demonstrates stage etiquette and care for stage equipment, props, and costumes, and makes informed choices while using dance and movement techniques.	Identifies commonalities in movement postures and gestures across dance forms.
15	Dances Of Our Land	Exploring Regional Dances	January Day 1	February	Students work individually or in small groups to create a short Natya (dance-drama) sequence based on a simple theme, story, or emotion. They plan the movements, expressions, and actions, rehearse together, and then perform their choreography before the class. Other students observe and appreciate the performance.	Activity-Based Learning Experiential Learning Collaborative Learning Creative Learning Learning by Doing	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 dance and movement.	Compare dance forms of various Indian states.
		Exploring Other Dance Forms	Day 2		Students work individually or in small groups to create a short Natya (dance-drama) sequence based on a simple theme, story, or emotion. They plan the movements, expressions, and actions, rehearse together, and then perform their choreography before the class. Other students observe and appreciate the performance.	Activity-Based Learning Experiential Learning Collaborative Learning Creative Learning Learning by Doing	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 local dancers and movement artists in their region and across India.	Compare dance forms of various Indian states.
		Comparison of Regional Dance Forms	Day 3		Students are divided into small groups and assigned different regional dance forms. Each group discusses the costume, music, movements, and cultural significance of their dance form. They then share their findings with the class and compare similarities and differences between the dances.	Collaborative Learning Activity-Based Learning Discussion Method Comparative Learning Experiential Learning	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 dance and movement.	Compare dance forms of various Indian states.
		Project on Regional Dance Forms	Day 4		Students work individually or in groups to prepare a short project on a regional dance form of India. They collect information about its origin, costumes, music, significance, and unique movements. Students then present their findings through charts, pictures, models, or short demonstrations to the class. Teaching Pedagogy	Project-Based Learning Inquiry-Based Learning Collaborative Learning Experiential Learning Research-Oriented Learning	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 local dancers and movement artists in their region and across India.	Compare dance forms of various Indian states.

THEATRE

UNIT		Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome
No.	Name		Starting	Closing					
16	Emotions Unveiled!	Understanding Emotions	July Day 1	August	Ask students to stand in a circle. One student comes forward and silently acts out an emotion such as happiness, sadness, anger, fear, excitement, or surprise. The other students observe and guess the emotion being expressed. After the correct answer is given, students briefly discuss situations in which they might feel that emotion.	Activity-Based Learning Experiential Learning Collaborative Learning Role Play Method Discussion Method Inquiry-Based Learning	CG-1 Develops openness to explore and express themselves through various art forms	C-1.1 Expresses their personal and everyday life experiences through various drama activities confidently.	Tries to find new words to express their ideas and emotion. Recognises situations that have conflict in their everyday life.
		Exploring Emotions	Day 2		Students stand in a circle. The teacher calls out an emotion (happy, sad, angry, surprised, scared, etc.), and students make a facial expression showing that emotion. Other students identify the emotion being expressed.	Discussion Method Reflective Learning Learner-Centred Approach Interactive Learning Inquiry-Based Learning Participatory Learning	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts CG-3 Understands and applies artistic elements, processes, and techniques	C-2.2 Connects elements of drama, themes and symbols with personal experiences, emotions, and imaginations. C-3.1 Demonstrates care and basic stage etiquette; and makes informed choices while using various materials, tools, and techniques of dramatic arts.	Imagine and responds to situation, and simple stories. Express emotions through facial expression, voice and action.
17	Let's Design	Theatre Production	August Day 1	September	Students stand in a circle. One student makes a facial expression or action, and the next student copies it and creates a new one. The activity continues around the circle.	Demonstration Method Collaborative Learning Experiential Learning Role Play and Performance-Based Learning Project-Based Learning	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.1 Creates and performs drama based on situations or stories that challenge stereotypes observed in their surroundings (such as, gender roles). C-2.2 Connects elements of drama, themes and symbols with personal experiences, emotions, and imaginations.	Identifies typical feature of characters in a story. Visualises costume and make -up for characters of all genders. Visualises finer details of situation, scenes and characters.
		Write, Right	Day 2		One student starts a story with a sentence. Each student adds one sentence to continue the story, creating a fun and creative narrative together.	Creative Writing Approach Collaborative Learning Activity-Based Learning Constructivist Method Peer Learning	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.2 Refines ideas and techniques from the stage of planning to the final presentation in drama for external audiences, and reviews the entire process.	Edits and modifies stories into dialogue, and conversation. Structures a story as having a beginning middle and end.

18	In the Company of Theatre		November	November	Students introduce themselves as a theatre character using a unique voice, gesture, or expression. Others guess the character's role or personality.	Role Play Method Experiential Learning Collaborative Learning Inquiry-Based Learning Performance-Based Learning	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 theatre. C-4.2 Describes the life and work of a few theatre artists and performers in their region and across India.	Identifies differences in types of stories and costumes. Recall names of popular theatre companies. Compares today's theatre company theatre and traditional puppetry.
19	Stories Of Shadows and Strings - Puppetry	Hand Puppetry – Finger, Sock and Glove Puppets	January Day 1	January	Students use their fingers or hands as simple puppets and introduce themselves with funny voices and movements.	Demonstration Method Activity-Based Learning Experiential Learning Creative Expression Method	CG-1 Develops openness to explore and express themselves through various art forms	C-1.2 Demonstrates flexibility in the process of collaboratively developing drama.	Collaborates with peers to put up a presentation. Creates puppet show with two or more characters.
		Stick and Shadow Puppetry	Day 2		Students use their hands to create simple shadow figures on a wall or screen and guess each other's shapes.	Demonstration Method Activity-Based Learning Experiential Learning Storytelling Method Collaborative Learning	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.2 Refines ideas and techniques from the stage of planning to the final presentation in drama for external audiences, and reviews the entire process.	Rehearses movement and dialogue delivery. Presents a complete show for an audience.
20	The Grand Finale		February	February	Students stand in a circle and share one thing they enjoyed or learned during the course, followed by a group cheer.	Reflective Learning Performance-Based Learning Collaborative Learning Experiential Learning Project-Based Learning	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.1 Demonstrates care and basic stage etiquette; and makes informed choices while using various materials, tools, and techniques of dramatic arts C-3.2 Refines ideas and techniques from the stage of planning to the final presentation in drama for external audiences, and reviews the entire process.	Creates costume, make-up and stage design and connects them for a production. Edits and modifies stories into dialogue, and conversation. Structures a story as having a beginning middle and end.