

KIDS WORLD SCHOOL, NAGPUR

SESSION – 2026-27

CLASS – VII

SUBJECT – MUSIC

UNIT		Topic	Sub-Topic	Month		Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing				
5.	Making Music	1. Exploring Song		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.	Students will able to analyse a song of their choice and identify its musical elements.	
		2. Making Music Together		July Day -2	July Day -2	CG-1 Develops openness to explore and express themselves through various art forms.	C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	Students will understand the concept of canon, and is able to participate in singing a simple canon.	
		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.	Students will able to analyse a song of their choice and identify its musical elements.	
		4. Music as Teamwork		August Day – 1	August Day – 1	CG-1 Develops openness to explore and express themselves through various art forms.	C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	Students will understand the concept of canon, and is able to participate in singing a simple canon	
		5. Chant Shlokas In a Group		August Day – 2	August Day – 2	CG-1 Develops openness to explore and express themselves through various art forms.	C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	Students will participate in chanting shlokas with clear enunciation and coordination.	
		6. Learn about Musical Element		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.	Students will able to analyse a song of their choice and identify its musical elements.	
6.	Music, Emotion & Creativity	1. Devotional Music		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.	Students will eager to learn new songs and forms of music.	

		2.Urdu Song		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.	Students will eager to learn new songs and forms of music.	
		2.Urdu Song		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.	Students will eager to learn new songs and forms of music.	
		3.Understanding a painting through music		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.	Students will able to interpret a painting in words and stories.	
		4. Musical Narrative		October Day – 1	October 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.	Students will able to understand storytelling through lyrics and music.	
		5. Active Listening		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.	Students will understand and articulates the various role of music.	
		6. Act it out		October Day – 3	October Day – 3	CG-1 Develops openness to explore and express themselves through various art forms.	C-1.2 Demonstrates flexibility in the process of collaboratively developing music practices.	Students will able to creatively act out the emotions expressed in a piece of music.	
7.	Ragas & Talas /Taal	1. Hindustani Music a. Taal b. 12 Notes c. Samay Chakra		October Day – 4	October 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.	Students will familiar with the notes of Carnatic and Hindustani music.	
		2. Ustad Zakir Hussain		November Day – 1	November 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.	Students will understand some Carnatic and Hindustani music.	

8.	The Music of the People	1. Folk songs & community		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, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	Students will able to sing a local folk song.	
		2. Unique Voices		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, raagas, rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.	Students will expresses their thoughts clearly in the form of a poem or rap.	
		3. Breaking Stereotypes		December Day – 1	December Day – 1	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).	Students will expresses their thoughts clearly in the form of a poem or rap.	
		4. Women in Music		December Day – 2	December 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).	Students will able to present information about a musician.	
		5. Music & Social Reform		December Day – 3	December 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).	Students will able to speak about the role of music in social reform.	
		6. Instruments & Regions		December Day – 4	December 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.	Students will able to appreciate the importance of diversity in music.	
9.	Performance	1. Visualize a performance		January Day - 1	January 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.	Students will play an active role in the planning of a performance including choosing the repertoire.	

		2. Create a song list a. Swagat Geet b. Regional Song		January Day - 2	January Day - 2	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.	Students will play an active role in the planning of a performance including choosing the repertoire.	
		2. Create a song list a. Swagat Geet b. Regional Song		January Day - 3	January Day - 3	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.	Students will play an active role in the planning of a performance including choosing the repertoire.	
		2. Create a song list a. Swagat Geet b. Regional Song		January Day - 4	January Day - 4	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.	Students will play an active role in the planning of a performance including choosing the repertoire.	
		3. Rehearsal & Feedback		February Day - 1	February 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.	Students will prepare enthusiastically for the performance through practice and rehearsal.	
		3. Rehearsal & Feedback		February Day - 2	February Day - 2	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.	Students will prepare enthusiastically for the performance through practice and rehearsal.	
		4. Production, Promotion & Support (Final Performance)		February Day - 3	February 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.	Students will participate willingly in the final performance with confidence and collaborative spirit.	

		4. Production, Promotion & Support (Final Performance)		March Day - 1	March Day - 1	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 musicians and performers in their region across India.	Students will participate willingly in the final performance with confidence and collaborative spirit.	<p>Individual Ability to choose appropriately and sing fluently in pitch and rhythm</p> <p>Creativity, expression, musical choices, overall presentation.</p> <p>Ability to sing the correct notes of the raga and with the correct tala.</p> <p>Group Creative ideas, coordination teamwork and enthusiasm.</p>
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DANCE

UNIT		Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome
No.	Name		Starting	Closing					
10	Dance and Sculpture	Geometrical Shapes in Dance	July	August	Ask students to move freely around the space while music is played. When the music stops, call out a geometrical shape (circle, triangle, square, rectangle, etc.). Students quickly form the shape individually or in small groups using their body positions. Encourage creativity and teamwork.	Activity-Based Learning Experiential Learning Collaborative Learning Learning by Doing Demonstration and Practice Method Creative Expression Approach	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.	Understands the geometric shapes the body creates
		Hand Gestures			Ask students to stand in a circle. The teacher demonstrates simple hand gestures (e.g., greeting, flower, bird, sun). Students observe and imitate the gestures. Then, each student creates a new gesture for others to copy, making the activity fun and interactive.	Demonstration Method Activity-Based Learning Experiential Learning Observation and Imitation Method Creative Expression Approach Participatory 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)..	Understand the use of upper and lower torso in dance Correlates with sculpture

		Navarasa – The Feeling of the Nine Emotions			Ask students to stand in a circle. The teacher names one of the Navarasas (Joy, Sadness, Anger, Fear, Courage, Wonder, Disgust, Peace, or Love), and students express that emotion through facial expressions and simple body movements. Other students guess the emotion being portrayed.	Activity-Based Learning Experiential Learning Role-Play Method Demonstration Method Creative Expression Approach Participatory 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.	Confidently express emotion
11	Dance Vocabulary and techniques	Basic Steps and Rhythms	August	September	Ask students to stand in a circle. The teacher claps a simple rhythm, and students repeat it. Then, students perform basic dance steps by moving forward, backward, and sideways according to the rhythm. Gradually increase the speed and variety of movements.	Demonstration Method Activity-Based Learning Experiential Learning Learning by Doing Practice and Performance Method Participatory 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.	Understand basic technique of combining different parts of feet for movement
		Conversation Using Hasta (Hand Gestures)			Ask students to work in pairs. One student uses simple Hasta (hand gestures) to convey a message or emotion, while the other student interprets it and responds using another gesture. Students then switch roles and create a short silent conversation using only hand gestures.	Demonstration Method Activity-Based Learning Role-Play Method Experiential Learning Collaborative Learning Creative Expression Approach	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.	Understand the importance of hand gestures as tool of communication
		Jump and Pirouettes			Ask students to move freely in the performance space. On the teacher's signal, students perform a small jump and freeze. Next, they practice simple turns (pirouettes) with arms stretched out for balance. Repeat with music to make the activity enjoyable and energetic.	Demonstration Method Activity-Based Learning Experiential Learning Learning by Doing Practice and Performance Method Kinesthetic Learning	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.	Correlates jump and spins in various dances Feels comfortable in practicing jumps and spins
12	Dance, you and creativity	Traditional and Transformations Beyond Boundaries	November	December	Ask students to perform a simple traditional dance step from their region. Then, encourage them to modify the step by adding a new movement, rhythm, or formation. Students share their transformed versions with the class, showing how traditional movements can be adapted creatively.	Activity-Based Learning Experiential Learning Creative Learning Approach Collaborative Learning Learning by Doing Discussion and Reflection Method	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.	Interested in knowing about contemporary development of dance traditionally and in popular culture
		Dance Tradition in Transition and Transformation			Ask students to perform a simple traditional dance movement. Then, invite them to adapt the movement by changing the rhythm, formation, or style to create a modern version. Students compare both versions and discuss the changes.	Activity-Based Learning Experiential Learning Creative Learning Approach Collaborative Learning Demonstration Method Discussion Method	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.	Creatively uses all techniques learnt to make a dance Is interested to try different character posture and movement while using the hips

		Choreography: From Stage to Screen			Ask students to create a short 4–6 step dance sequence in groups. First, they perform it on stage/in the classroom. Then, they perform the same sequence as if it is being recorded for a camera, focusing on expressions, angles, and formations. Discuss the differences between stage and screen performances.	Activity-Based Learning Experiential Learning Collaborative Learning Demonstration Method Project-Based Learning Creative Expression Approach	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.	Explores the use of props like masks or something else to enhance their characterisation
13	personalities	Guru Kedarnath Sahu	January	January	Ask students to imitate simple Odissi postures and hand gestures while maintaining balance and grace. Students can then create a short sequence using these movements.	Demonstration Method Activity-Based Learning Experiential Learning Observation and Imitation Method Practice and Performance Method	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.	Shows interest to learn about dance personality. Actively researches about at least one other dance personality.
14	Natya	Natya – Storytelling Through Performance	February	February	Ask students to sit in a circle. The teacher narrates a short story and assigns different characters to students. Students express the story through simple actions, facial expressions, and dialogues. This helps them understand how stories can be communicated through performance.	Storytelling Method Activity-Based Learning Role-Play Method Experiential Learning Demonstration Method 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.	Understand storytelling
		Movement Selection			Ask students to move freely around the space. When the teacher calls out an action (jump, turn, stretch, clap, walk, etc.), students perform it. They then choose their favorite three movements and combine them into a short dance sequence to share with the class.	Activity-Based Learning Experiential Learning Creative Learning Approach Demonstration Method Learning by Doing 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.	Actively participates in making of natya
		Music Selection			Play short clips of different types of music (classical, folk, contemporary, instrumental, etc.). Ask students to move freely according to the mood and rhythm of each piece. After listening, students share which music they enjoyed most and explain why.	Activity-Based Learning Experiential Learning Demonstration Method Inquiry-Based Learning Creative Learning Approach 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.	Imaginatively uses all aspects of performance in making this presentation

THEATRE

UNIT		Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome
No.	Name		Starting	Closing					

1	Understanding Emotions	Rasa – Raudra (Anger)	JULY	AUGUST	Ask students to stand in a circle. The teacher says different situations (e.g., someone breaks your toy, a friend cuts the queue). Students express how they would show anger only through facial expressions and body movements, without speaking. Others guess the emotion.	Demonstration Method Experiential Learning Role Play Method Activity-Based Learning Observation and Imitation Method	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.	Identifies and expresses action, and dialogue in varying intensities of emotions
		Exploring Expression Styles			Ask students to greet each other using different expressions such as happiness, sadness, surprise, anger, and fear. Other students identify the emotion being expressed.	Demonstration Method Role Play Method Activity-Based Learning Experiential Learning Observation and Imitation Method Collaborative Learning Method	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.	Can identify and recall sculptures or artwork that show emotions in express and action
		Styles of Acting			Ask students to say a simple line such as “Good Morning” in different acting styles (realistic, comic, dramatic, exaggerated, silent/mime). The class identifies the style being performed.	Demonstration Method Role Play Method Experiential Learning Activity-Based Learning Observation and Imitation Method Collaborative Learning Method	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. C-1.2 Demonstrates flexibility in the process of collaboratively developing drama.	Shows empathy in understanding and accepting the differences in how a situation is perceived by the classmates, and discusses on this
		Ancient Architecture			Show pictures of famous ancient buildings and monuments. Ask students to identify them and discuss what makes them unique.	Visual Learning Method Inquiry-Based Learning Discussion Method Activity-Based Learning Experiential Learning Project-Based Learning	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.	
2	Say more without speech - mime	Technique-Based Terms	AUGUST	SEPTEMBER	Ask students to demonstrate simple techniques (e.g., clap, spin, jump, pose, gesture) one by one. Other students identify and name the technique being performed.	Demonstration Method Activity-Based Learning Experiential Learning Observation and Imitation Method Practice and Performance Method	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).	Understand the uniqueness of mime and its difference and similarities with drama
		Three Pillars of a Mime Show			Ask students to perform a simple daily activity (e.g., opening a door or lifting a box) without speaking. The class guesses the action, focusing on expression, movement, and imagination.	Demonstration Method Role Play Method Activity-Based Learning Experiential Learning Observation and Imitation Method	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects elements of drama, themes and symbols with personal experiences, emotions, and imaginations.	Uses the advantages of mime and its universality to perform on themes based on inclusivity or breaking gender stereotypes

		Mime: A Universal Language for Equality			Ask students to communicate a simple message (e.g., "I am happy," "I need help," or "Let's play") using only gestures and facial expressions. Discuss how everyone could understand the message without spoken language.	Demonstration Method Activity-Based Learning Experiential Learning Role Play Method Collaborative Learning Method Inclusive Learning Approach	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2.2 Connects elements of drama, themes and symbols with personal experiences, emotions, and imaginations.	Can put together group performance integrating music and humour
3	Let's Design- Stage Technicals 2	Backstage Work: The Invisible Pillar of Theatre	NOVEMBER	DECEMBER	Ask students to create a short scene. Some students act on stage while others manage props, costumes, lights, or sound. After the performance, discuss how backstage work helped make the show successful.	Activity-Based Learning Collaborative Learning Method Experiential Learning Project-Based Learning Demonstration Method Teamwork and Cooperative 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	Is able to understand the discipline and hard work involved in backstage work Compares historical backstage work to present day work
		Planning, Management and Discipline			Divide students into small groups and ask them to plan a simple classroom event in 2–3 minutes. Each group assigns roles and presents their plan. Discuss how planning, management, and discipline help achieve goals successfully.	Activity-Based Learning Collaborative Learning Method Experiential Learning Project-Based Learning Discussion Method	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.	Can relate the skill of theatre to improve everyday discipline in life Can plan scenes and attempts to write a script independently
		Script Writing – Write Right			Give students a simple situation (e.g., "A lost wallet is found in school"). Ask them to write 2–3 lines of dialogue for two characters and enact it. This helps them understand script writing through creativity and conversation.	Creative Writing Method Activity-Based Learning Experiential Learning Collaborative Learning Method Role Play Method	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	Can categorise stories based on the structure and implement it in one's script writing
4	Story Of India's Storytelling Traditions	Harikathe	JANUARY	FEBRUARY	Ask students to narrate a short moral story in 2–3 sentences using simple expressions and gestures. This introduces the art of storytelling and audience engagement.	Storytelling Method Demonstration Method Activity-Based Learning Experiential Learning Discussion Method Role Play Method	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.	Understand storytelling as a performing art that integrates music, dance and art
		Kaavad Katha			Show students a picture or drawing and ask them to create a short story based on it. Encourage them to narrate the story as the picture is revealed.	Storytelling Method Demonstration Method Activity-Based Learning Experiential Learning Visual Learning Method	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 theatre artists and performers in their region and across India.	Identifies storyteller from one's own experience and describes their style of performance