

KIDS WORLD SCHOOL, NAGPUR
SESSION – 2026-27
CLASS - VIII
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	Shading & Textures-Snake	Shading & Textures-Snake		July Day- 1	July Day- 1	Ask students to touch different classroom surfaces and describe them using texture words.	Use observation-based learning and guided practice. Encourage experimentation with pencil pressure and shading techniques.	CG-3 Understands and applies artistic elements, processes, and techniques	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	Drawing a New Pet	Drawing a New Pet		July Day- 2	July Day- 2	Students quickly describe their dream pet in one sentence.	Promote imagination and creative expression through sketching. Use discussion and peer sharing to build confidence.	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	
3	A Tribute to Stephen Hawking	A Tribute to Stephen Hawking		July Day- 3	July Day- 3	Show a quote by Stephen Hawking and ask what “curiosity” means.	Integrate art with science appreciation and biography. Encourage reflective thinking through visual storytelling.	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.	Identifies and applies visual principles in artworks	
4	Drawing a Crooked Scene	Drawing a Crooked Scene		July Day- 4	July Day- 4	Students tilt their heads and identify crooked objects around them	Use visual perception activities to develop spatial understanding. Encourage playful experimentation in composition.	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.	Identifies and applies visual principles in artworks	
5	Superstitions	Superstitions		August Day- 1	August Day- 1	Students share one superstition they have heard at home.	Connect art with cultural understanding and storytelling. Encourage critical thinking through discussion-based learning.	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).	Addresses stereotypes while thinking about and making the artwork	
6	Story Board	Story Board		August Day- 2	August Day- 2	Ask students to act out a 3-step daily activity silently.	Use sequential learning to develop narrative thinking. Encourage visual communication through simple frame drawing.	CG-1 Develops openness to explore and express themselves through various art forms	C-1.2 Demonstrates flexibility in the process of collaboratively developing visual arts practice.	Cooperates and contributes in decision-making processes	
7	Story Board	Story Board		August Day- 3	August Day- 3	Ask students to act out a 3-step daily activity silently.	Use sequential learning to develop narrative thinking. Encourage visual communication through simple frame drawing.	CG-1 Develops openness to explore and express themselves through various art forms	C-1.2 Demonstrates flexibility in the process of collaboratively developing visual arts practice.	Cooperates and contributes in decision-making processes	
8	Story Board	Story Board		August Day- 4	August Day- 4	Students describe a “mysterious character” in three words.	Combine literature and visual arts for character exploration. Encourage imaginative costume detailing and symbolism.	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.	Identifies and applies visual principles in artworks	

9	Costume Design: Macavity – The Mystery Cat	Costume Design: Macavity – The Mystery Cat		September Day- 1	September Day- 1	Students describe a “mysterious character” in three words.	Combine literature and visual arts for character exploration. Encourage imaginative costume detailing and symbolism.	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.	Identifies and applies visual principles in artworks	
10	Drawing Quadrilaterals	Drawing Quadrilaterals		September Day- 2	September Day- 2	Students describe a “mysterious character” in three word	Use activity-based geometry learning with drawing integration. Promote accuracy through hands-on construction.	CG-3 Understands and applies artistic elements, processes, and techniques	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	
11	Quadrilateral Art	Quadrilateral Art		September Day- 3	September Day- 3	Students create shapes using fingers in the air	Blend mathematics with creativity using pattern-making. Encourage visual reasoning and symmetry recognition	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.	Identifies and applies visual principles in artworks	
12	Setting up a Grid	Setting up a Grid		September Day- 4	September Day- 4	Students count floor tiles or window panes as grids.	Introduce proportional drawing through structured observation. Develop accuracy and organization skills	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process.	Takes informed decisions from choosing objects, arranging them and creating the still life	
13	Transforming Grid: Art Inspiration S H Raza	Transforming Grid: Art Inspiration S H Raza		November Day- 1	November Day- 1	Show simple dot patterns and ask students what they notice	Connect modern Indian art with geometry and abstraction. Encourage interpretation through color and pattern exploration	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	
14	Apple Perspective Drawing	Apple Perspective Drawing		November Day- 2	November Day- 2	Place an apple/object and ask students how it looks from different angles	Teach perspective through observation and guided sketching. Develop depth perception and spatial awareness	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process	Takes informed decisions from choosing objects, arranging them and creating the still life	
15	Apple: Cross- Section & Geometric View	Apple: Cross- Section & Geometric View		November Day- 3	November Day- 3	Ask students to imagine what is inside a fruit before cutting it	Use inquiry-based learning linking biology and art. Encourage analytical observation through sectional drawing	CG-3 Understands and applies artistic elements, processes, and techniques	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	The Square Grid Pattern	The Square Grid Pattern		November Day- 4	November Day- 4	Students clap in square-number patterns (2x2,	Reinforce mathematical concepts through visual repetition. Promote precision and design thinking3x3	CG-3 Understands and applies artistic elements, processes, and techniques	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	
17	Square Roots Mandala	Square Roots Mandala		December Day- 1	December Day- 1	Ask students to identify repeating patterns in nature	Integrate mathematics and mindfulness through mandala art. Encourage symmetry and pattern exploration	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.	Identifies and applies visual principles in artworks	

18	Botanical Survey- Plant Study	Botanical Survey- Plant Study		December Day- 2	December Day- 2	Pass around a leaf and ask students to observe veins/shapes	Use nature observation to improve detailing skills. Encourage scientific drawing and careful observation	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process	Takes informed decisions from choosing objects, arranging them and creating the still life	
19	A Zoological Survey: Animal study	A Zoological Survey: Animal study		December Day- 3	December Day- 3	Students mimic an animal movement for classmates to guess	Promote observation of anatomy and movement in animals. Use interactive learning for engagement	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process	Takes informed decisions from choosing objects, arranging them and creating the still life	
20	Timeline illustrations (1757-1857)	Timeline illustrations (1757-1857)		December Day- 4	December Day- 4	Students guess which historical event came first.	Combine history with visual chronology. Encourage collaborative learning through timeline creation.	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.	Identifies and applies visual principles in artworks	
21	The Flames of Revolt	The Flames of Revolt		January Day- 1	January Day- 1	Ask students what "revolt" means in one word.	Use storytelling and visuals to explain historical emotions. Encourage expressive art linked with history.	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	Identifies and applies visual principles in artworks	
22	Anandi Gopal Joshi Doodle	Anandi Gopal Joshi Doodle		January Day- 2	January Day- 2	Show a symbol of education and ask what it represents.	Integrate doodling with biographical learning. Encourage respect for pioneering personalities through creative representation.	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	
23	Women Scientist	Women Scientist		January Day- 3	January Day- 3	Students name any woman scientist they know.	Promote gender inclusivity and role-model learning. Encourage research-based creative expression.	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).	Addresses stereotypes while thinking about and making the artwork	
24	Colonial- Style Portrait Drawing	Colonial- Style Portrait Drawing		January Day- 4	January Day- 4	Ask students to observe old photographs or poses.	Introduce historical art styles through portrait study. Develop facial proportion and observation skills.	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 art and its connection with everyday experiences	
25	Paint Your Own "Bharat Mata"	Paint Your Own "Bharat Mata"		February Day- 1	February Day- 1	Students discuss symbols associated with India.	Encourage cultural understanding through symbolic art. Promote respectful interpretation and creativity.	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 art and its connection with everyday experiences	
26	Lustre of Metals vs. Non-Metals	Lustre of Metals vs. Non-Metals		February Day- 2	February Day- 2	Pass around shiny and dull objects for comparison.	Use tactile and visual learning for science-art integration. Encourage observational sketching and classification.	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 art and its connection with everyday experiences	
27	The Blacksmith- Art in the style of patna kalam / Jamini roy / Nandalal Bose	The Blacksmith- Art in the style of patna kalam / Jamini roy / Nandalal Bose		February Day- 3	February Day- 3	Students imitate hammering motions rhythmically	Introduce Indian art styles through thematic interpretation. Encourage appreciation of traditional artistic techniques.	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.1 Demonstrates care and makes informed choices while using various materials, tools, and	Carefully uses, cleans and stores art materials in an organised way	

									techniques in the visual arts.		
28	Plant Cells	Plant Cells		February Day- 4	February Day- 4	Students form a "cell" circle and act as organelles.	Use kinesthetic learning to explain cell structure. Reinforce concepts with labeled diagrams and colouring.	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	
29	Animal Cells	Animal Cells		March Day- 1	March Day - 1	Ask students to compare plant and animal cells quickly	Promote comparative learning using visual aids. Encourage concept retention through drawing activities	CG-3 Understands and applies artistic elements, processes, and techniques	C-1.2 Demonstrates flexibility in the process of collaboratively developing visual arts practice.	Cooperates and contributes in decision-making processes	
30	Good Flames	Good Flames		March Day- 2	March Day - 2	Students list uses of fire in daily life.	Connect science concepts with real-life applications. Encourage safety awareness alongside visual representation.	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	Identifies and applies visual principles in artworks	
31	Harmful flames	Harmful flames		March Day- 3	March Day - 3	Ask students about fire safety rules they know.	Use discussion-based learning for awareness building. Integrate poster-making for safety education.	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).	Addresses stereotypes while thinking about and making the artwork	
32	Reflections In a Kaleidoscope	Reflections In a Kaleidoscope		March Day- 4	March Day - 4	Show mirror reflections using a shiny object	Encourage exploration of symmetry and light patterns. Use experiential learning through observation.	CG-3 Understands and applies artistic elements, processes, and techniques	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	
33	Regular & Irregular Reflections	Regular & Irregular Reflections		March Day- 5	March Day - 5	Students identify reflective surfaces in the classroom.	Teach reflection concepts through demonstration and drawing. Encourage inquiry and comparison skills.	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.2 Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process.	Takes informed decisions from choosing objects, arranging them and creating the still life	