

**KIDS WORLD SCHOOL, NAGPUR**  
**SESSION – 2026-27**  
**CLASS -VI**  
**SUBJECT – ART EDUCATION**

UNIT		Topic	Sub-Topic	Month		Suggested Ice- Breaking Activity	Teaching Pedagogy	Curricular Goals	Competency	Expected Learning Outcome	Assessment
No.	Name			Starting	Closing						
1	Banana Tree-Realistic	Banana Tree-Realistic		July Day- 1	July Day- 1	Ask students to describe a banana tree using only shapes and lines in the air.	Observation-based learning focusing on texture, proportion, and natural detailing. Encourage close visual study before 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. .	Creates light and shade with pencils. Applies perspective while drawing everyday objects. Creates colour tints and shades with any chosen medium. Experiments with various materials and surfaces for artwork. . Creates prints using own stamps and seals	
2	Banana tree-Mithila style	Banana tree-Mithila style		July Day- 2	July Day- 2	Show simple Mithila patterns and ask students to create quick border motifs.	Introduce folk-art storytelling through patterns and symmetry. Use guided repetition and decorative line work.	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.	Compares the facial features of the Buddha in different styles. Describes material, tools and surfaces used traditionally. Recalls names of artists, art traditions and describes their work.	
3	Banana-Whole and Peeland	Banana-Whole and Peeland		July Day- 3	July Day- 3	Pass around a banana and ask students to notice curves and shadows.	Teach form, light, and texture through still-life observation. Compare outer and inner surfaces visually.	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.	Follows sequential steps while making flipbooks, paper crafts or while preparing natural colours. Modifies ideas and carries out experiments while making seals	
4	Memory Drawing: Child Praying	Memory Drawing: Child Praying		July Day- 4	July Day- 4	Students silently pose in prayer for 10 seconds and observe posture.	Build emotional expression and memory visualization. Focus on gesture drawing and body language.	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.	Creates artwork based on their everyday observations. Discusses the connection between colours and emotions. . Connects colours with moods and emotion	
5	Pieter Bruegel's-Children's Games	Pieter Bruegel's-Children's Games		August Day- 1	August Day- 1	Ask students to mimic one playful action from a game.	Encourage observation of crowded compositions and storytelling. Discuss movement and community life in art.	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.	Compares the facial features of the Buddha in different styles. Describes material, tools and surfaces used traditionally. Recalls names of artists, art traditions and describes their work.	

6	Art Inspiration: Pieter Bruegel's: Children's Game	Art Inspiration: Pieter Bruegel's: Children's Game		August Day- 2	August Day- 2	Quick discussion: "What games do children play today?"	Connect historical art with contemporary experiences. Promote narrative composition and character placement.	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	Closely observes the finer details of objects, nature and people. Depicts people of all genders and appearances in various roles. . Creates own patterns, and designs for paper crafts and seals	
7	Indian Art Style: Elephant	Indian Art Style: Elephant		August Day- 3	August Day- 3	Students imitate elephant movements using arms and trunk gestures.	Explore cultural symbolism in Indian art. Use bold outlines and decorative motifs.	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.	Compares the facial features of the Buddha in different styles. Describes material, tools and surfaces used traditionally. Recalls names of artists, art traditions and describes their work.	
8	Traditional Indian Art: Elephant	Traditional Indian Art: Elephant		August Day- 4	August Day- 4	Identify patterns found in traditional textiles or rangoli.	Integrate folk-art aesthetics with animal forms. Encourage rhythmic line and symmetry.	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.	Compares the facial features of the Buddha in different styles. Describes material, tools and surfaces used traditionally. Recalls names of artists, art traditions and describes their work.	
9	Mudras in Ajanta	Mudras in Ajanta		September Day- 1	September Day- 1	Students copy one mudra shown by the teacher.	Introduce gesture symbolism in Indian mural traditions. Focus on expressive hands and posture.	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. .	Compares the facial features of the Buddha in different styles. Describes material, tools and surfaces used traditionally. Recalls names of artists, art traditions and describes their work.	
10	Buddha-Pencil Shading	Buddha-Pencil Shading		September Day- 2	September Day- 2	Observe light falling on a simple object for shadows	Teach tonal gradation and calm facial proportions. Use slow shading techniques for depth.	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.	Creates light and shade with pencils. Applies perspective while drawing everyday objects. Creates colour tints and shades with any chosen medium. Experiments with various materials and surfaces for artwork. . Creates prints using own stamps and seals	
11	Landscape Drawing – Mountains	Landscape Drawing – Mountains		September Day- 3	September Day- 3	Ask students to draw mountain shapes in the air with fingers.	Develop perspective and layering in landscapes. Use foreground, middle ground, and background concepts.	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.	Follows sequential steps while making flipbooks, paper crafts or while preparing natural colours. Modifies ideas and carries out experiments while making seals	

12	Abstract Mountain Composition	Abstract Mountain Composition		September Day- 4	September Day- 4	Play calming instrumental music and imagine mountain moods	Encourage emotional interpretation through abstract forms and colors. Promote experimentation over realism.	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2. Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions, and imaginations.	Closely observes the finer details of objects, nature and people. Depicts people of all genders and appearances in various roles. . Creates own patterns, and designs for paper crafts and seals	
13	Object Drawing- Pottery from Indus Valley	Object Drawing- Pottery from Indus Valley		November Day- 1	November Day- 1	Show clay pots and ask students to guess their use.	Introduce heritage crafts through shape study and motifs. Focus on contour and surface decoration.	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.	Compares the facial features of the Buddha in different styles. Describes material, tools and surfaces used traditionally. Recalls names of artists, art traditions and describes their work.	
14	Khavda Pottery	Khavda Pottery		November Day- 2	November Day- 2	Show clay pots and ask students to guess their use.	Introduce heritage crafts through shape study and motifs. Focus on contour and surface decoration.	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.	Compares the facial features of the Buddha in different styles. Describes material, tools and surfaces used traditionally. Recalls names of artists, art traditions and describes their work.	
15	Waves of Different Sizes	Waves of Different Sizes		November Day- 3	November Day- 3	Students create wave motions using hands from small to big	Teach rhythm, repetition, and flowing lines. Explore movement through curved strokes.	CG-3 Understands and applies artistic elements, processes, and techniques	C-3.1 Extends explorations and refines techniques in the visual arts through regular practice	Creates light and shade with pencils. Applies perspective while drawing everyday objects. Creates colour tints and shades with any chosen medium. Experiments with various materials and surfaces for artwork. . Creates prints using own stamps and seals	
16	Art Inspiration: The Great Wave Off Kanagawa – Hokusai	Art Inspiration: The Great Wave Off Kanagawa – Hokusai		November Day- 4	November Day- 4	Ask students to imitate ocean sounds together	Discuss Japanese printmaking and dynamic composition. Emphasize movement and contrast.	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.	Compares the facial features of the Buddha in different styles. Describes material, tools and surfaces used traditionally. Recalls names of artists, art traditions and describes their work.	
17	Delaunay Art- Circles	Delaunay Art- Circles		December Day- 1	December Day- 1	Students quickly find circular objects in the classroom	Introduce color harmony and geometric abstraction. Use overlapping circles for visual rhythm.	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. s.	Closely observes the finer details of objects, nature and people. Depicts people of all genders and appearances in various roles. . Creates own patterns, and designs for paper crafts and seals	
18	Abstract Art- Circles and Semi Circles	Abstract Art- Circles and Semi Circles		December Day- 2	December Day- 2	Draw random circles on the board and let students interpret them.	Encourage creative thinking through shape exploration. Focus on balance and color relationships.	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	Closely observes the finer details of objects, nature and people. Depicts people of all genders and appearances in various roles. . Creates own patterns, and designs for paper crafts and seals	

19	Realistic Vase	Realistic Vase		December Day- 3	December Day- 3	Observe symmetry by folding hands like mirror halves.	Teach proportion, highlights, and reflective surfaces. Use observation for realistic rendering.	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.	Creates light and shade with pencils. Applies perspective while drawing everyday objects. Creates colour tints and shades with any chosen medium. Experiments with various materials and surfaces for artwork. . Creates prints using own stamps and seals	
20	Geometric Vase	Geometric Vase		December Day- 4	December Day- 4	Create vase shapes using only triangles and rectangles	Combine geometry with design thinking. Encourage structured composition and patterning.	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	Follows sequential steps while making flipbooks, paper crafts or while preparing natural colours. Modifies ideas and carries out experiments while making seals	
21	Letter Transformation	Letter Transformation		January Day- 1	January Day- 1	Pick one alphabet and turn it into an object verbally.	Promote imagination and visual literacy. Blend typography with illustration skills.	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 stereotypical forms used to depict nature. Recognises gender stereotypes in the portrayal of people.	
22	Collage Of Transformed Letter	Collage Of Transformed Letter		January Day- 2	January Day- 2	Students tear paper into shapes within one minute.	Use mixed-media exploration to develop composition. Encourage experimentation with texture and layering.	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 stereotypical forms used to depict nature. Recognises gender stereotypes in the portrayal of people	
23	Geometric Reflection of Varanasi Ghats	Geometric Reflection of Varanasi Ghats		January Day- 3	January Day- 3	Fold paper to explore reflection symmetry.	Introduce architecture through geometric simplification. Focus on reflection and balance in composition	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.	Compares the facial features of the Buddha in different styles. Describes material, tools and surfaces used traditionally. Recalls names of artists, art traditions and describes their work.	
24	Memory Drawing- Village Scene	Memory Drawing- Village Scene		January Day- 4	January Day- 4	Ask students to describe sounds heard in a village	Build visual memory and environmental storytelling. Encourage inclusion of daily life details	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	Creates artwork based on their everyday observations. Discusses the connection between colours and emotions. . Connects colours with moods and emotion	
25	Gond Art	Gond Art		February Day- 1	February Day- 1	Students create quick dot-and-line animal patterns.	Introduce tribal storytelling through repeated motifs. Use pattern filling and symbolic imagery	CG-4 Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	C-4. Demonstrates familiarity with various local and regional forms of art.	Compares the facial features of the Buddha in different styles. Describes material, tools and surfaces used traditionally. Recalls names of artists, art traditions and describes their work.	

26	Aboriginal Art	Aboriginal Art		February Day- 2	February Day- 2	Students make imaginary journey paths using dots.	Explore indigenous storytelling and earth-tone palettes. Encourage symbolic and rhythmic mark-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.	Compares the facial features of the Buddha in different styles. Describes material, tools and surfaces used traditionally. Recalls names of artists, art traditions and describes their work.	
27	Solar Explosion with Watercolours	Solar Explosion with Watercolours		February Day- 3	February Day- 3	Splash water on paper and predict color movement.	Teach watercolor blending and energy through color bursts. Focus on wet-on-wet 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.	Creates light and shade with pencils. Applies perspective while drawing everyday objects. Creates colour tints and shades with any chosen medium. Experiments with various materials and surfaces for artwork. . Creates prints using own stamps and seals	
28	Mandala sun	Mandala sun		February Day- 4	February Day- 4	Students draw a tiny sun pattern starting from a center dot.	Encourage concentration and radial symmetry. Use repetitive patterns for mindful creativity.	CG-2 Applies their imagination and creativity to explore alternative ideas through the arts	C-2. Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process..	Closely observes the finer details of objects, nature and people. Depicts people of all genders and appearances in various roles. . Creates own patterns, and designs for paper crafts and seals	
29	Memeory Drawing- Chipko Movement	Memeory Drawing- Chipko Movement		March Day- 1	March Day - 1	Quick roleplay: hugging an imaginary tree.	Connect art with environmental awareness and social history. Promote expressive storytelling through scenes.	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	Creates artwork based on their everyday observations. Discusses the connection between colours and emotions. . Connects colours with moods and emotion	
30	Movement Illustration -I	Movement Illustration -I		March Day- 2	March Day - 2	Students freeze in an action pose for classmates to observe.	Teach body balance and action lines. Focus on capturing motion quickly.	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..	Follows sequential steps while making flipbooks, paper crafts or while preparing natural colours. Modifies ideas and carries out experiments while making seals	
31	Movement Illustration - II	Movement Illustration - II		March Day- 3	March Day - 3	Walk slowly and quickly to observe body movement changes.	Explore sequential motion and dynamic posture. Encourage simplified gesture sketches.	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.	Follows sequential steps while making flipbooks, paper crafts or while preparing natural colours. Modifies ideas and carries out experiments while making seals	

32	Self Exploration	Self Exploration		March Day- 4	March Day - 4	Students share one word describing themselves.	Promote personal expression and reflective artmaking. Encourage use of symbols and colors linked to identity.	CG-1 Develops openness to explore and express themselves through various art forms	C-1.1 Demonstrates care and makes informed choices while using various materials, tools, and techniques in the visual arts..	Creates artwork based on their everyday observations. Discusses the connection between colours and emotions. . Connects colours with moods and emotion	
33	Movement Illustration	Movement Illustration		March Day- 5	March Day - 5	Draw stick figures in different sports poses rapidly	Develop observation of movement and rhythm. Use quick sketching to improve confidence.	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.	Creates light and shade with pencils. Applies perspective while drawing everyday objects. Creates colour tints and shades with any chosen medium. Experiments with various materials and surfaces for artwork. . Creates prints using own stamps and seals	