



# केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

**CENTRAL BOARD OF SECONDARY EDUCATION**

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



No.: CBSE/(ACAD)/DS(PV)/2023

December 18, 2023

Circular No.: Acad-137/2023

## All Heads of Institutions affiliated to CBSE

### Subject: Submission of details of Art-Integrated Project at KALASETU Portal

CBSE vide Circular no. Acad-54/2023 dated 25th April 2023, has introduced mandatory Art-Integrated Project work for classes I to X, as part of Subject-Enrichment activities under Internal Assessment. Copy of the circular mandating minimum one project work is attached at Annexure - A.

Accordingly, students from classes I –X, mandatorily undertake one project work to integrate any art form of the paired State/UT, as defined under Ek Bharat Shrestha Bharat Programme. For the details of Art-Integration, schools are again advised to refer to CBSE Guidelines on Art-Integrated Learning released on 18.04.2019 vide circular no. Acad. 22/2019, available on [www.cbseacademic.nic.in](http://www.cbseacademic.nic.in) at the link given below:

[https://cbseacademic.nic.in/web\\_material/Circulars/2019/art\\_integration.pdf](https://cbseacademic.nic.in/web_material/Circulars/2019/art_integration.pdf)

All schools are required to submit the details of Art -Integration Project (2023-24) through the KALASETU Portal available at [www.cbse.gov.in](http://www.cbse.gov.in) at the link <https://cbseit.in/cbse/web/ArtEdu/LandingPage.aspx> from 18<sup>th</sup> December 2023 to 31<sup>st</sup> January 2024.

For any query, please write to DS (Academics), at the e-mail ID: [artintegrationproject2024@gmail.com](mailto:artintegrationproject2024@gmail.com)

**Dr. Joseph Emmanuel**  
Director (Academics)

Encl: As above

**Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:**

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area,



‘शिक्षा सदन’ ,17 राऊज़ एवेन्यू ,इंस्टीटूशनल एरिया, नई दिल्ली –110002  
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Noida-201309

3. The Secretary, Eklavya Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India.
4. The Secretary, Sainik Schools Society, Room No. 101, D-1 Wing, Sena Bhawan, New Delhi-110001.
5. The Chairman, Odisha Adarsha Vidyalaya Sangathan, N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odisha-751005.
6. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054
7. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160017
8. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101
9. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111
10. The Director of Education, Govt. of A&N Islands, Port Blair – 744101
11. The Director of Education, S.I.E., CBSE Cell, VIP Road, Jungle Ghat, P.O. 744103, A&N Island
12. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector -3, Rohini, Delhi
13. The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
14. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
15. All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
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17. All Head(s)/ In-Charge(s), Centre of Excellence, CBSE
18. In charge IT Unit with the request to put this Circular on the CBSE Academic Website
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21. DS to Chairperson, CBSE
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29. SPS to Director (CTET), CBSE
30. SPS to Director (EDUSAT), CBSE
31. Record File

**Director (Academics)**



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CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation under Ministry of Education, Govt. of India)

No.CBSE/Academic/JS(PMS)/2023



Date: 25.04.2023  
Circular No: Acad-54/2023

## All the Heads of Schools affiliated to CBSE

Subject: Art-Integrated Projects from classes I to X with Pairing of States/ Union Territories

### A. Background:

#### I. Recommendations of NEP 2020:

Para 4.7 of the National Education Policy 2020 recommends that:

*“Art-integration is a cross-curricular pedagogical approach that utilizes various aspects and forms of art and culture as the basis for learning of concepts across subjects. As a part of the thrust on experiential learning, art-integrated education will be embedded in classroom transactions not only for creating joyful classrooms, but also for imbibing the Indian ethos through integration of Indian art and culture in the teaching and learning process at every level. This art-integrated approach will strengthen the linkages between education and culture.”*

#### II. Recommendations of NCFFS 2022

The National Curriculum Framework for Foundational Stage 2022 recommends in the para 1.4.3 that:

“Children express themselves, imagine, and create without any inhibition through the arts. The open-endedness and playful qualities of the arts encourage self-expression, intuition, reasoning, imagination, and communication. Children need to be supported with ideas and opportunities to draw, paint, print, create collages, construct structures with blocks. Children also love moving, dancing, exploring, and improvising with their bodies and playing musical instruments states.”

### B. Implementation:

I. As a pedagogical initiative, CBSE has introduced Art- Integrated Learning in all its affiliated schools vide Circular No. Acad-12/2019 dated 8<sup>th</sup> March 2019. The Board has also issued *Guidelines on Art-Integrated Learning* vide Circular No. Acad-22/2019 dated 18.04.2019 with an aim to facilitate teachers and principals for implementing Art Integrated Learning as a pedagogical tool for experiential and joyful learning in classroom situation as well as building a joyful learning environment in the school. The Art-Integration guidelines of the Board enlists various suggestive activities, projects, assignments and lesson plans and are available at

[http://cbseacademic.nic.in/web\\_material/Manuals/Art\\_Integration.pdf](http://cbseacademic.nic.in/web_material/Manuals/Art_Integration.pdf)



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II. Vide Circular no. Acad 33/2020 dated 14<sup>th</sup> May 2020, CBSE has introduced mandatory Art- Integrated Project work for classes I to X, as part of Subject-Enrichment activities under Internal Assessment.

### III. Guidelines for the Art-Integrated Project Work:

- i. Projects taken up by students should be age-appropriate and enable them to be developed as independent thinkers and learners.
- ii. At least one Art-Integrated Project in each subject shall be taken up by all students of classes IX and X. For classes IX and X, the *art integrated project work will be assessed as part of the subject enrichment activity in all the subjects for internal assessment.*
- iii. Students of classes I to VIII will also be encouraged to take at least one age-appropriate Art-Integrated Project (inter-disciplinary project) in a given academic year. The project work can include more than one subject and this can be considered for Internal Assessment in the subjects concerned.
- iv. Projects for the students of classes 1 to 2 shall be in compliance with NCFSS 2020, as per the following recommendations given in the section 5.3.1 of NCFSS:  
*Projects, for this Stage, can be short and simple to be within the grasp of young children...By nature, projects are interdisciplinary, involving as many subjects as language arts, social studies, math, science, art, drama, dance, and health-along with any number of real-life experiences.*
- v. **Students will take up integration with any form of Indian Art - visual or performing**, as it will be helpful to students to easily understand the project that is culturally connected to them. Teachers need to facilitate learning of the chosen Indian art form and ensure that the students are able to creatively integrate the art form(s) being used in the project.
- vi. In **minimum one project work** of students from classes I –X, it is mandatory to integrate any art form of the paired State/UT, as defined under **Ek Bharat Shrestha Bharat Programme**. Since during the last 3 years' students are doing project work involving the same pair of States and UTs, the Board has prepared pairing of States and UTs for academic purpose as given in the **Annexure-I** for Art-Integrated Project work of students in the session 2023-24. This will give an opportunity to the students of CBSE Schools to familiarize with culture, tradition and geography of more States and UTs as envisaged in the Ek Bharat Shrestha Bharat Programme (EBSB).
- vii. Subject teachers along with Arts teachers must plan and discuss the projects in advance at the beginning of the academic session so that students can be given proper guidance to undertake various projects.
- viii. The focus should be given on research of new topics that are not yet taken up in the classroom. Teachers must facilitate exploration of research on the topics to give students hands-on experience.



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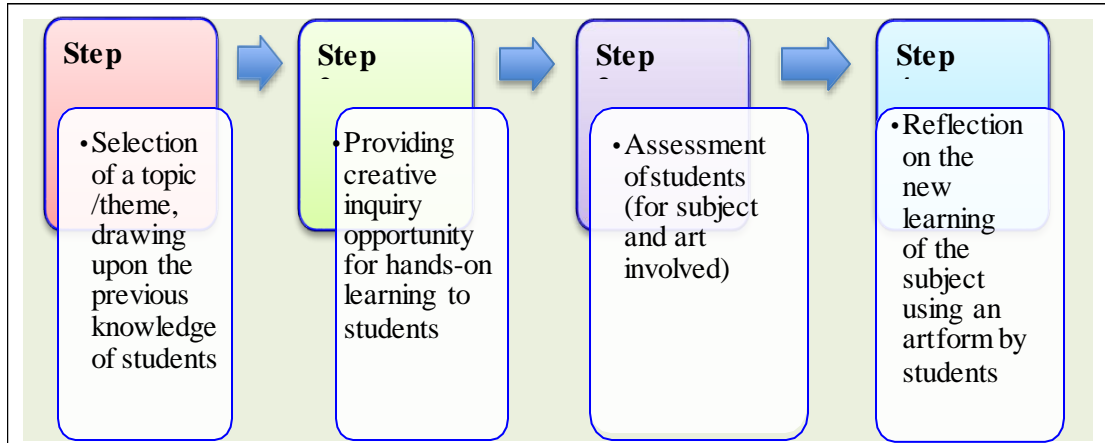
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- ix. The project should be taken up in an eco-friendly manner, using readily available local resources without any financial burden on parents or guardians.
- x. The teachers may follow the following process of embedding arts with other subjects for carrying out the project work:



- xi. The Project should be done by students in groups with up to 4-5 students in each group.
- xii. While creating projects, it may also be seen that it should not be so pro-art that it becomes difficult for the subject teacher to take it forward and guide the students. The projects should be simple and doable for the subject teachers and students without the assistance of art teachers/artists or others.
- xiii. Assessment techniques should be relevant and age appropriate. Criteria along with rubrics for assessment can be devised collectively by teachers and students while planning the projects. Students must be informed about the criteria decided for assessment along with maximum marks before commencement of work on the project.
- xiv. Schools and teachers may prepare their calendar by assigning dates and months for the execution of project work by the students and the records of assessment of these project works should be maintained at the schools.
- xv. The Art integrated project work shall also be an integral part of assessing the student's participation in art related activities and attainment of learning outcomes for the subject/s.
- xvi. The marks awarded for these projects, as part of subject-enrichment activities of class X, will be collected by the Board at the time of uploading of marks of internal assessment

## C. Art-Integrated Learning (AIL) as a Pedagogical Tool from classes I to XII

- As stated under *para B. I* above, AIL will continue as a pedagogical tool for classes I to XII.
- The objective of AIL is not to promote arts and skills of arts but to use art as a tool to teach other subjects. The focus here should be to accept arts as medium



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of the learning process. So, the subject teachers may make use of simple art forms in the classrooms; and give opportunities to students to enjoy planned art activities and while they are experiencing beauty of arts, they also learn and articulate the core concept of different subjects and apply it in daily life. Art activities which can be integrated with different subjects to aid learning are given in **Annexure-II**. The activities given in the annexure are only suggestive.

- Correlation of activities, is to be seen broadly and should not restrict to one or the other kind of subjects. For example, what helps us in Agriculture as a subject can also connect to Mathematics and Science subjects. Therefore, the teachers and learners should not limit themselves in the rigid boundaries as suggested in the said annexure.
- In AIL activities, teachers and students may go for integration of visual and performing art too. Since skill of making art is not the criteria of evaluation, children can explore and might come out with very creative expressions that enable achievement of the learning outcomes.

## D. Reporting of Implementation of Art-Integrated Project:

The Board has prepared the Art Education (AE) and Art Integrated Learning (AIL)- AE & AIL portal KALASETU for reporting of the implementation of Art-Education (AE) and Art-Integrated Learning (AIL). The schools are required to upload data of the Art-Education and Art-Integrated Learning projects of students in **the KALASETU AE & AIL portal at [www.cbse.gov.in](http://www.cbse.gov.in)** for enabling students of class X and XII to appear in Board exam. **(Annexure-III) The dates for uploading the details shall be notified in due course.**

For any query in this regard, please write to JS, (Academics), at the e-mail ID: [artintegrationproject24@gmail.com](mailto:artintegrationproject24@gmail.com)

Dr. Joseph Emmanuel  
Director (Academics)

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17. The Director of School Education, Andhra Pradesh, 3rd Floor, B block, Anjaneya Towers, VTPS Rd, Bhimaraju Gutta, Ibrahimpatnam, Andhra Pradesh PIN : 521456
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**PAIRING OF STATES AND UNION TERRITORIES  
FOR  
CBSE Art Integrated Learning and Project Work  
Academic Session 2023-24**

<b>Pairing of State / UT</b>	
Jammu & Kashmir	Gujarat
West Bengal	Tamil Nadu
Chhattisgarh	Kerala
Himachal Pradesh	Dadra & Nagar Haveli, Daman & Diu
Uttarakhand	Puducherry
Telangana	Jharkhand
Rajasthan	Nagaland
Maharashtra	Sikkim
Goa	Meghalaya
Delhi	Lakshadweep, Andaman & Nicobar Islands
Madhya Pradesh	Bihar
Chandigarh	Tripura & Mizoram
Assam	Andhra Pradesh
Uttar Pradesh	Arunachal Pradesh
Haryana	Manipur
Karnataka	Ladakh
Odisha	Punjab



## ART-ACTIVITIES

1. Visual Arts

1.1. Two-dimensional or Pictorial Activities		
S. No.	Suggested Activities	Subject(s) / Topic(s) Integration (Suggestive)
1.1.1	Study of visual resources (at home and in the surroundings) and means of creative expression	Environment Studies, Science, Languages, Social Studies, Chemistry, Biology, Physics
1.1.2	Study of lines, strokes, colours, shades, tones, textures, etc. while organizing two-dimensional space with two-dimensional and three-dimensional shapes and forms	Mathematics, Physics, Textile Design, Fashion Studies
1.1.3	Sketching from nature and surrounding	Architecture, Mathematics, Science, Social Studies, Languages, Accountancy, Economics, Biology, Home Science, Geography, Political Science, Environment Studies
1.1.4	Creative use of colours to show space, atmosphere, subjective moods	Science, Geography, Languages, Environment studies
1.1.5	Creative use of perspective in spatial relationship	Mathematics, Languages
1.1.6	Study of calligraphic strokes of Devnagari and Roman alphabet (Scripts)	Language, Mathematics, History
1.1.7	Use of contrast as an expressive element of art	Mathematics, Languages, Biology, Geography, Economics, Entrepreneurship
1.1.8	Study and use of various media and techniques to the extent of their availability.	Biology, Chemistry, Accountancy, Physics, Economics, Business studies, Mathematics, Languages, Home Science, Political Science, Geography, History, Entrepreneurship, Media

1.1.9	Pencil, charcoal, water colour, crayon, oil colours, poster colour and gouache, acrylic colour and other unconventional sources of colours such as vermilion, yellow and red earth, rice flour, and toolslike painting brushes for water colours and oil colours, Painting surfaces such as papers of various kinds and quality, like smooth, rough, thick, thin, etc., canvas, hardboard, simple marking cloth pasted on paper, etc.	Home Science, History, Science, Languages, Economics, Accountancy, Mathematics, Business Studies, Geography, Textile Design
1.1.10	Collage and mosaic work with a variety of coloured papers and coloured printed pictures/photographs from magazines and newspapers.	Business Studies, Geography, Economics, Home Science, Political Science
1.1.11	Printing: Mono printing, Printing with wood-cut blocks, lino-cut and metal foil; serigraphy (silk screen), self-madestencil, etc.	Home Science, History, Mathematics
1.1.12	Basic knowledge of computer graphics.	Computer Application, Design, Arts, Home Science, Political Science, Economics, Geography

### 1.2. Three-Dimensional or Sculptural Activities

S. No.	Art Activity	Subjects/ Topics Integration (Suggestive)
1.2.1	Study of basic forms in clay	Mathematics, Biology, Geography, Languages, Science
1.2.2	Study of various materials such as clay, plaster of paris, soft-stone, wood (blocks, twigs and branches, roots, etc.), metal scraps, plastic sheets, bamboo, wire thread, papers and cardboards, vegetables and other throw-away available materials.	Physics, Mathematics, Home Science, Science, History, Geography, Environmental Studies, Horticulture
1.2.3	Study of natural and man-made forms, human figures, birds, animals, vegetation and other objects like household items, buildings or as desired by the students.	Science, Geography, Social Studies, Home Science, Accountancy, Biology, Mathematics, Agriculture, Environment Studies, Horticulture
1.2.4	Objects of day-to-day use in groups and in different settings and arrangements.	Science, Geography, Social Studies, Home Science, Accountancy, Biology, Mathematics, Agriculture, Environment Studies, Horticulture

### 1.3. Assignments

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
1.3.1	Assignments in two and three-dimensional subjective forms could include among others: Paintings, murals, graphics, clay modelling, wood-carving, soft-stone, plaster of paris, block of brick constructions, collage mobiles, appliqué, pottery and ceramics, masks, and puppets, textile designing (including tie-dye and batik, and block printing) poster designing, lay-out illustrations and photography, etc.	Science, History, Geography, Home Science, Languages

### 1.4. Correlating Art Activities with Other School Activities

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
1.4.1	Construction of puppets and their costumes and improvised puppet stage or theatre, correlation with Home Science and Arts (Drama) subjects.	History, Social Studies, Arts, Home Science, Political Science, Geography, Entrepreneurship, Business Studies, Languages
1.4.2	Aesthetic organization of the physical environment by enhancing the surrounding area, i.e., landscaping including plantation of trees and other flowering plants and vegetables, etc.	Agriculture, Home Science, Environment Studies, Science, Arts, Geography, horticulture
1.4.3	Constructing stage setting props such as curtain, backdrops, stage lighting, improvised furniture sets, etc., designing utility (crafts) items; correlating with Work Education activities.	Arts, Home Science, General Knowledge
1.4.4	Designing the school magazine, wall magazine, and bulletin boards, making posters for school functions, and greeting/invitation cards, stage scenes for music, dance, drama performances, making brochures for a time in history (say, for the Chandra Gupta Maurya Period), geography and physics (say a tourist brochure of the Milky Way) etc., correlating with applied Art activities.	History, Geography, Physics, Arts, Dance, Mathematics, Media

### 1.5. Group Activities

S. No.	Suggested Art Activities	Subjects Integration (Suggestive)
1.5.1	Organization, display and exhibitions of students' periodical and sessional work.	Science, Languages, Mathematics
1.5.2	Organizing inter school art exhibitions to widen their interaction and horizon.	Languages
1.5.3	Planning and organizing festivals and celebrations of the community, cultural evenings, musical concerts, film shows and other performances including regional and folk (traditional art forms).	History, Geography, Languages, General Knowledge, Media
1.5.4	Participating in study visits to museums, botanical gardens, zoological garden, art galleries and art institutions, etc., for greater awareness of the environment and cultural variations.	Environment Studies, Science, Agriculture, History, Geography, Social Studies, Languages

### 1.6. Theoretical Understanding of Art and Culture

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
1.6.1	Short notes on important aspects of Indian art and culture based on Social Science. Such writing may be based on reproduction of art work printed in Textbooks	History, Languages
1.6.2	Contribution made by any one Tal contemporary artist	History, General knowledge
1.6.3	Knowledge of terms: Contour, texture, graphic, form, volume, space, tone, printmaking, collage, amateur, modelling in relief, Mobile construction, applique, calligraphy, layout, poster and composition	Textile Design, Computer Application, Design

### 2. Performing Arts – Music: Vocal

#### 2.1. Theory

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
2.1.1	Knowledge of the terms: Sangeet, Nad, Swar, Shudh, Komal, Teevra, Saptak, Mandra, Madhya Tar, Aroha Avaroha, Raga, Laya, Matra, Tal, Avartan, Sam Tal.	Music, Arts, Social Studies, Languages
2.1.2	Basics knowledge of notation systems	Music Production
2.1.3	A brief introduction of Indian music	Music Production, Social Studies

#### 2.2. Practical Activities

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
2.2.1	National Anthem	Social Studies, Language, Music production, General knowledge
2.2.2	<p>Songs for community singing</p> <p>a) Five folk or tribal songs of different regions, indicating time of the year, occasion and the function with which they related. Writing down the same with its meaning and knowledge of its rhythm</p> <p>b) Five devotional songs (Bhajans, Shlokas,</p>	Languages, Social Studies

	Hymns, Sufiana Kalam and Shabad Kirtan) c) Three songs in regional languages other than mother tongue Three patriotic songs on the theme of universal love and amity	
2.2.3	To create proper sense of swara and laya through Talabadh and Alankaras: Introduction to the structure of any four of the following Ragas: Bilawal, Yaman, Kafi, Bhairav, Shankarabharan, Kalyani, Mayamalav gaud, Todi (accompaniment of Tanpura and Tabla or Mrudang).	Social Studies, Languages
2.2.4	The following talas and their thekas: Kaharva, Dadra, Trital, Jhaptal & Aditala, Alankar Talas.	Languages

### 2.3. Project Work

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
2.3.1	To collect photographs of great musicians, with a write-up on their introduction, and all types of musical instruments (photographs/ illustrations) and the artists who play them. (To be pasted in the scrap-book).	General Knowledge, Languages, Social Studies
2.3.2	To listen to music programme on Radio or T.V. and to write short description of the performances (To be written in the scrap-book).	Media, General Knowledge, History, Languages, Social Studies

### 3. Performing Arts – Music: Melodic Instrument

#### 3.1. Theory

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
3.1.1	Knowledge of the terms: Sangeet, Dhvani, Nad, Swar (Shudha, Komal, Teevra) Saptak (Mandra, Madhya, Tar) Aroha, Avaroha, Raga, Gat, Laya Matra, Tal, Avartan, Sam Tal, Khali, Laghu Dhrutham, Anu Dhrutham	Music Production, Languages, General Knowledge
3.1.2	Basic Knowledge of notation systems	Languages, Music, History
3.3.3	Short notes on at least four musical instruments, their main components and the characteristics of the sound (music) they produce	Music Production, History, General Knowledge

### 3.2. Practical Activities

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
3.2.1	Tuning and playing of any one of the following instruments: Sitar, Sarod, Violin, Flute, Veena, Mandolin, Guitar (accompaniment of Tabla).	General knowledge, Social Studies, Political science Music production, Languages, Geography, History
3.2.2	Candidates playing musical instruments may opt for community singing or instrumental assemble based either on the ragas from the syllabus or light and folk dhun (Melodies)	Music Production, Languages, History, Geography
3.2.3	To create proper sense of swaras and layas through Talabadh Alankaras <ul style="list-style-type: none"> <li>• The following ragas with descriptive details: Bilawal, Yaman, Kafi, Bhairav, Sharkar bharanam, Kalyani, Mayamalav gaud, Todi, Saveri (accompaniment of Tanpura and Tabla).</li> </ul> The following five talas and their thekas: Kaharva, Dadra, Trital, Jhaptal, Adi Tala, Alankar Tala	Music Production, Social Sciences, Languages

### 4. Creative Drama

#### 4.1. Theory

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
4.1.1	Knowledge of the terms: Mime, play script, movement, characterization, stage, stage props, stage costumes, stage movements, stage lighting, one-act play, etc.	Languages, History, Geography

#### 4.2. Practical Activities

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
4.2.1	Warming-up freeing activity in rhythmic movement and pantomime	Physical Education
4.2.2	Exercises in characterization	All subjects wherever applicable
4.2.3	Exercises in speech dialogue delivery	Languages
4.2.4	Exercises in creation of plot and conflict based on: (i) episodes and happenings in day-to-day life situations: (ii) episodes from stories from	Economics, Mathematics, entrepreneurship, Languages, Drama, Business Studies, Accountancy

	textbooks or story books; (iii) short scenes from classical dramas	
4.2.5	Stage Craft: Planning a stage with props and lighting placement, movement of character of a given play in drawing form or model form	Arts, Mathematics
4.2.6	Designing of costumes for the characters of the play	Fashion Studies, Arts
4.2.7	Play-writing: unscripted play to be written down in the form of a script to be acted.	Languages

### **5.Dance and Movement**

5.1. Theory		
S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
5.1.1	Dance as a form of nonverbal communication, exhibited through Gymnastics, figure skating, synchronized swimming and martial arts as well.	Dance, Physical Education, Yoga
5.1.2	Reasons for people to move and Dance: (include visual references) <ul style="list-style-type: none"> <li>a. For personal expression and social connection</li> <li>b. As a medium for sensing, understanding and communicating ideas, feelings and experiences</li> <li>c. A means to mourn, to celebrate, to heal, to give thanks</li> <li>d. To preserve cultural heritage and treasured legends</li> <li>e. Demonstrate physical prowess, to assert individuality, to provoke and to entertain</li> </ul>	Dance, History, Languages, Drama
5.1.3	Forms of movement and dance <ul style="list-style-type: none"> <li>a. Formal, exhibitionistic dance with trained dancers (Classical traditions)</li> <li>b. Reflections of or challenge to the social, cultural, religious traditions and values (Folk or semi-classical or dance drama formats)</li> <li>c. Various forms now seen in a theatrical context that have their roots in ancient temple dances (Ritualistic or festive dancing)</li> <li>d. Entertainment (Cinematic/social)</li> </ul>	All subjects wherever applicable



5.1.4	Definitions of dance through social, cultural, aesthetic, artistic and moral contexts. (participatory, social, performed for an audience, ceremonial, competitive or erotic, classical, folk or experimental)	History, Languages, Geography
5.1.5	Dance as a means of communication: elements of dance (content, vocabulary, skills and technique)	Languages, History, Geography
5.1.6	Brief history of the evolution of dance (Indian/Western, Mythology / History, regional differences, major exponents)	History, Geography, Languages

### 5.2. Practical

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
5.2.1	<p>Introduction to the elements of costume, music form, instruments, distinguishing features, region and language of the following:</p> <ul style="list-style-type: none"> <li>i. Major styles of classical dance - Bharatnatyam, Kathakali, Kuchipudi, Kathak, Mohiniattam, Manipuri, Odissi, chhau and Sattriya.</li> <li>ii. Tribal and folk dances of India: region-wise samples (need not to be exhaustive)</li> <li>iii. Modern experimental dance (Indian and Western)</li> </ul> <p>Western styles: Ballet, Jazz, Salsa, Street, Funk</p>	Yoga, Physical education, History, Geography, History, General Knowledge, Political Science, Languages

### 5.3. Assignments

S. No.	Suggested Art Activities	Subjects/ Topics Integration (Suggestive)
5.3.1	Creation of a scrap book that documents the different dance styles	History
5.3.2	Chart tabulation of music, costume, region, language association	Languages, History, Geography, Mathematics, Statistics
5.3.3	Identification of dance styles/exponents in quiz format	History
5.3.4	Writing creative pieces (prose / poetry / drama) on dance	Languages, History



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**Art- Education and Art Integrated Learning (AE & AIL)**  
**Online Report by Schools**

School's Name		Affiliation Number	
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1. Name of the Art Teacher/s (maximum 12)

2. Upload Arts Periods Information (Per Week):

(a) Class  
(Select)

Dropdown
1
2
3
4
5
6
7
8
9
10

(b) Days  
(Select)

Dropdown
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

(c) Time Slot:-----  
(Fill)

Dropdown

3. Arts Activity as per Syllabus Performed \_\_\_\_\_(Fill the code/S.No. as given in Annexure-II)

4. Arts Integrated Activity for classes 1 to 12<sup>th</sup> (Select/ Fill Appropriate option)

(a) Class  
(Select)

(b) Art Activity  
(Select)

(c) Subject/s  
(Fill)

Dropdown





**5. Details of Arts Integrated Project (Select/ Fill Appropriate Option)**

**(a) Class**

**Subject/s  
(Max. 5)**

**Duration of Project**

Dropdown
1
2
3
4
5
6
7
8
9
10

Dropdown

Dropdown
Less than 01 month
02 months
03 months
04 months
05 months
06 months

**Project Beginning date: dd/mm/yyyy**

**Project End date: dd/mm/yyyy**

(b) Total Number of Students participated \_\_\_\_\_