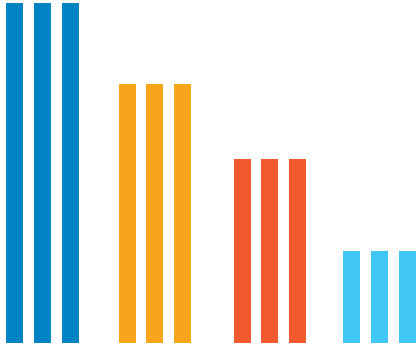




# ART INTEGRATION





## ART INTEGRATION ACTIVITY: PHOTO JOURNAL

### The Glimpses of India

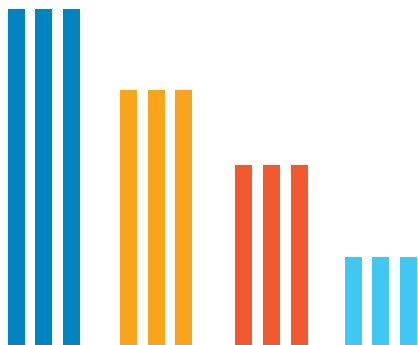
Class 10

(First Flight)


Chapter	The Glimpses of India
Name of the book	First Flight
Subjects & Art Integrated	Integration of Art & Craft, Social Science, Tourism with teaching of English
Objectives	<ol style="list-style-type: none"> <li>1. To promote experiential learning</li> <li>2. To connect knowledge of curriculum to understanding of the external world</li> <li>3. To appreciate rich diversity of our heritage</li> <li>4. To use artistic and aesthetic sensibility in day to day life situation</li> </ol>
Material required	Pen, paper, colours, computer (optional)
Introduction	Photo journals are an awesome combination of a photo album with a diary. It is a record (usually done daily) of what you have experienced over a period of time. You can use both words and photos to document life events.
	<p>Just as in regular journals, the entries depict both routine and extraordinary occurrences. They can include not only what happened, when and where, but also opinions and emotions.</p> <p>The difference between a photo journal and a normal journal is that your written entries also have relevant photos.</p> <p>How much to write versus how many photos to put in your photo journal is very much up to you. The distribution is more or less mixed, with a few sentences or a paragraph per photo or two.</p> <p>Photo journals are very relatable and informative for the viewer/reader. They give both visual input and verbal descriptions that provide context.</p> <p>Taking photos as part of your record helps not only the future reader but also to you as the writer. Writing about an event takes time and requires attention. The actual process will normally take place after the event has ended.</p> <p>Having photos from the event to look at while writing about it can help with specific details.</p>
Methodology	Read "The Glimpses of India". Create a 'Photo Journal' describing your visit to either Coorg or Assam. You can create the 'Photo Journal' using a diary/ notebook/ scrap book or using a Word document or PowerPoint Presentation.
Learning Outcomes	<ol style="list-style-type: none"> <li>1. The students are able to make connections with the understanding of the places</li> <li>2. They learn to bring their ideas concretely and constructively</li> </ol>
Resources	1. NCERT textbook Art Integrated Project  Photo Journal 



# ART INTEGRATION

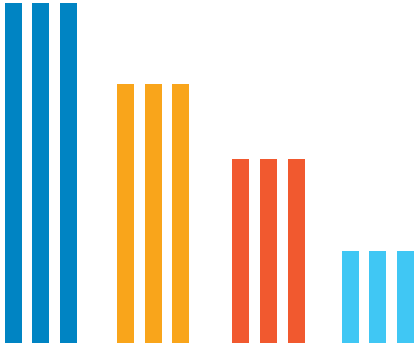


## Art Integration: The Making of a Scientist



Chapter	The Making of a Scientist
Name of the book	Footprints without Feet
Subjects & Art Integrated	Integration of Art & Craft, Science with teaching of English
Objectives	<ol style="list-style-type: none"> <li>1. To promote experiential learning</li> <li>2. To connect knowledge of curriculum to understanding of the external world</li> <li>3. To develop critical thinking skills and inquisitive attitude</li> <li>4. To use artistic and aesthetic sensibility in day to day life situation</li> </ol>
Material required	Pen, paper, colours, computer
Introduction	Notable biologists: zoologists, botanists, biochemists, ornithologists, entomologists, malacologists, naturalists and other specialities.
Methodology	Research and find the life details of a few scientists from the above mentioned list and create a PowerPoint Presentation to display information.
Learning Outcomes	<ol style="list-style-type: none"> <li>1. The students are able to make connections with the understanding of people and their field of expertise</li> <li>2. They learn to bring their ideas concretely and constructively</li> </ol>
Resources	1. NCERT textbook 



# ART INTEGRATION

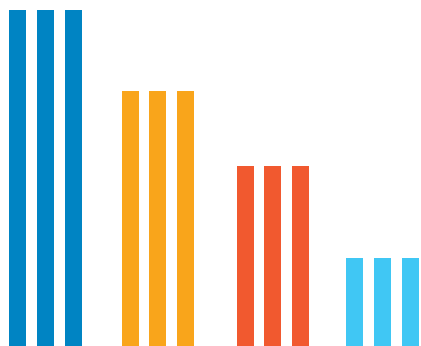


## Art Integration: Madam Rides the Bus


Chapter	Madam Rides the Bus
Name of the book	First Flight
Subjects & Art Integrated	Integration of Art & Craft, Social Science, Tourism, Theatre & Drama with teaching of English
Objectives	<ol style="list-style-type: none"> <li>1. To promote experiential learning</li> <li>2. To connect knowledge of curriculum to understanding of the external world</li> <li>3. To develop critical thinking skills and inquisitive attitude</li> <li>4. To use artistic and aesthetic sensibility in day to day life situation</li> </ol>
Material required	Pen, paper, colours, computer (optional)
Introduction	Role-playing is a classic method for teaching communication skills. To use this technique, students act out skills after discussing them. For example, appropriate posture or body language. Role-playing should always focus on full group participation and mutual respect.
Methodology	<p>There are many conversations between Valli, the conductor, and some elderly people in the bus. Analyse the tone of these people and create a One Act Play to make these characters come alive on stage.</p> <p>Create a Travel Brochure with an itinerary to visit your dream destination and explain your modus-operandi.</p> <p>You can create the 'Travel Brochure' using a scrap book or a PowerPoint Presentation.</p>
Learning Outcomes	<ol style="list-style-type: none"> <li>1. The students are able to make connections with the understanding of people and places</li> <li>2. They learn to bring their ideas concretely and constructively</li> </ol>
Resources	<ol style="list-style-type: none"> <li>1. New to make school travel brochure</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>



# ART INTEGRATION

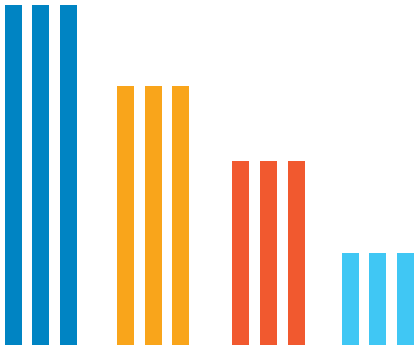


## Art Integration: The Sermon at Benares


Chapter	The Sermon at Benares
Name of the book	First Flight
Subjects & Art Integrated	Integration of Social Science with teaching of English
Objectives	<ol style="list-style-type: none"> <li>1. To promote experiential learning</li> <li>2. To connect knowledge of curriculum to understanding of the external world</li> <li>3. To develop critical thinking skills and inquisitive attitude</li> <li>4. To use artistic and aesthetic sensibility in day to day life situation</li> </ol>
Material required	Computer/ Speaker
Introduction	A sermon is a special type of discourse with a religious content, normally referring to a biblical text and usually delivered during church services. Sermons are a highly institutionalized form of discourse and have a long history of study.
Methodology	Listen to a religious/ aesthetic/ inspirational discourse of any motivational speaker and conduct a symposium about the same
Learning Outcomes	<ol style="list-style-type: none"> <li>1. The students are able to make connections with the understanding of people and their ethics</li> <li>2. They learn to bring their ideas concretely and constructively</li> </ol>
Resources	 Chicago Speech of Swami Vivekananda



# ART INTEGRATION

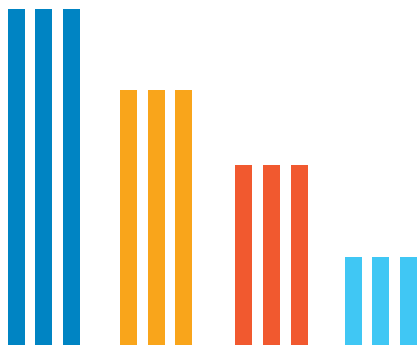


## Art Integration: The Proposal (Play)

Chapter	The Proposal (Play)
Name of the book	First Flight
Subjects & Art Integrated	Integration of Art & Craft, Theatre & Drama with teaching of English
Objectives	<ol style="list-style-type: none"> <li>1. To promote experiential learning</li> <li>2. To connect knowledge of curriculum to understanding of the external world</li> <li>3. To develop critical thinking skills and inquisitive attitude</li> <li>4. To use artistic and aesthetic sensibility in day to day life situation</li> </ol>
Material required	Pen, paper, colours, computer (optional)
Introduction	A comic strip is a sequence of drawings, often cartoons, arranged in interrelated panels to display brief humour or form a narrative, often serialized, with text in balloons and captions.
Methodology	<p>Devise more situations where Lomov and Natalya could further break into a quarrel. Create a comic strip depicting those situations.</p> <p>Enact the play in the class. Keep in mind— dialogue delivery— tone, voice modulation; non-verbal communications— facial expressions, gestures, movements, etc. Many things are communicated through these non-verbal tools.</p>
Learning Outcomes	<ol style="list-style-type: none"> <li>1. The students are able to make connections with the understanding of people and their behaviour</li> <li>2. They learn to bring their ideas concretely and constructively</li> </ol>
Resources	<ol style="list-style-type: none"> <li>1. New to make my Comic Strips</li> </ol> 



# ART INTEGRATION



## Art Integration: Amanda

Chapter	Amanda
Name of the book	First Flight
Subjects & Art Integrated	Integration of Art & Craft, Theatre & Drama with teaching of English
Objectives	<ol style="list-style-type: none"> <li>1. To promote experiential learning</li> <li>2. To connect knowledge of curriculum to understanding of the external world</li> <li>3. To develop critical thinking skills and inquisitive attitude</li> <li>4. To use artistic and aesthetic sensibility in day to day life situation</li> </ol>
Material required	Pen, paper, colours, computer (optional)
Introduction	Nagging vs Constructive Criticism
Methodology	<p>Unhealthy criticism is blaming and shaming, or communicating what is incorrect or what not to do. Constructive feedback (a suggestion) offers guidance for the future or identifying where there's room for growth. Unhealthy criticism tells someone how they are wrong, bad, and inadequate, whereas constructive criticism offers support, belief, and encouragement. Unhealthy criticism is character-attacking and often repetitive, and the cumulative effect is overwhelming negativity.</p> <p>Create a 'Fairy Tale with a Twist' where Amanda is empowered and transformed into a responsible girl with the help of a few Fairy Tale characters.</p>
Learning Outcomes	<ol style="list-style-type: none"> <li>1. The students are able to make connections with the understanding of people and their behaviour</li> <li>2. They learn to bring their ideas concretely and constructively</li> </ol>

## Art Integration: Animals


Chapter	Animals
Name of the book	First Flight
Subjects & Art Integrated	Integration of Art & Craft, Social Science with teaching of English
Objectives	<ol style="list-style-type: none"> <li>1. To promote experiential learning</li> <li>2. To connect knowledge of curriculum to understanding of the external world</li> <li>3. To develop critical thinking skills and inquisitive attitude</li> <li>4. To use artistic and aesthetic sensibility in day to day life situation</li> </ol>





# ART INTEGRATION



Material required	Pen, paper, colours, computer (optional)
Introduction	Web Chart is a graphical visual management tool that displays multiple measurables in a spider “web” like chart allowing quick analysis among and comparisons between data streams.
Methodology	Create a web chart to identify differences between humans and animals. Strike similarities among the two starting from the primitive time and evolution over series of timelines.
Learning Outcomes	1. The students are able to make connections with the understanding of animals and humans and their behavioural pattern. 2. They learn to bring their ideas concretely and constructively
Resources	

## Art Integration: The Tale of Custard the Dragon

Chapter	The Tale of Custard the Dragon
Name of the book	First Flight
Subjects & Art Integrated	Integration of Art & Craft, Social Science, Science, Theatre & Drama with teaching of English
Objectives	1. To promote experiential learning 2. To connect knowledge of curriculum to understanding of the external world 3. To develop critical thinking skills and inquisitive attitude 4. To use artistic and aesthetic sensibility in day to day life situation
Material required	Pen, paper, colours, computer (optional)
Introduction	A jingle is a short song or tune used in advertising and for other commercial uses. Jingles are a form of sound branding. A jingle contains one or more hooks and meaning that explicitly promote the product or service being advertised, usually through the use of one or more advertising slogans.
Methodology	Create a jingle to offer services of Custard the Dragon. He could serve as a guard to prevent the pirate attack.  Belinda plans to associate with more pets. Identify the striking features of various animals and make a strong team of Belinda and her pets. Enact a short skit after giving dialogues to each animal.
Learning Outcomes	1. The students are able to make connections with the understanding of animals and humans and their behavioural pattern. 2. They learn to bring their ideas concretely and constructively
Resources	