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ACTIVITY-1

Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread the message in public.

The story of IKAT: Bell rang for the next class.

The small break before the next class was enough for the children. They moved around and started chatting. The mandatory five minutes, was over and the teacher did not come. The children started wondering "Ramya! do you think Tanaki teacher is absent? Ramya looking out of the classroom said "how do I know?". a few students were grinning. Everyone knew Ramya loved Tanaki teacher who taught them social studies.

Suddenly they noticed the teacher carrying bundles of cloth walking towards the class. A few of them dashed to help her. They all liked her as she was fair to everyone and was never partial to one student. The brilliant red and black checked saris, shawls and with black and blue geometric patterns caught the attention of the class as the teacher handed over the material to the eager helpers.

She pinned them neatly on the soft





board and the drab class suddenly looked vibrant. "Teacher! what are these fabrics? why did you bring them?" children pelted her with questions she smiled and wrote on the blackboard "Textiles of India - "Ikat" of Andhrapradesh. No one could spell "Ikat" someone yelled "Ikat" and few children giggled. Tanaki teacher said it is pronounced as "ɪ", "ka" as in "kamala" and "t". "Ikat is an Indonesian term meaning "to bind" or "knot". The class fell silent.

"Ramya asked "Teacher! Are these fabrics from Indonesia?" Teacher shook her head and said, "children! can anyone remember seeing designs like this?" Raghav said, "Teacher. the pattern on the surnal is similar to the one on my mother's Sari, though the colors are not the same." Tanaki was pleased.

She persisted "Can anyone tell me the name of the place? It is close to our state capital. There! I gave you a clue." the children started shouting names of all the towns in the state. In the midst of the babble, someone said "Nalgonda" and the teacher said "Correct! It is "pochampally Village in Nalgonda district." Everyone immediately connected to the name, Teacher said, "let me tell you the





story of Ikat, It is a story of our handlooms".

Teacher gazed around the class and said "A hand operated loom which weaves and has been weaving fabrics for centuries. In the race with the machine, we have forgotten our heritage".

The teacher said, "Are you thinking about the word 'Ikat' or 'tie and dye', while you are looking at the fabrics? Janaki said, "In Ikat' the threads are carefully sorted, warp and weft divided into bundles, then tied with locally available waterproof materials like plastic sheets, rubber strips from car and bicycle tyres, then dropped into colour, once you untie the knot's, you can see white threads dotted with colour at intervals. Ravi looked puzzled, it did not seem simple.

"Teacher, it seems like difficult maths," Ramya said.

"Correct, weavers may not be formally educated but have complex calculations at their finger prints.

They draw patterns on the graphs and copy them on the threads." Janaki continued "Just close your eyes and imagine! Threads stretched out long with dots of different colours shining.

Teacher asked, "children, when you have to measure a small quantity of a material you use a specific word in Telugu" this time Ramya said





"chitkedu," and before she completed, Comprehension was written large on every child's face.

"For raksha bandhan, the tying of the knot was done by yellow and red Ikat dyed threads. In our tradition, tying the knot is sacred. Maybe this has a relation to tying and dyeing process. But in parts of Gujarat, Maharashtra and Deccan, designs in Ikat were very much influenced by muslim culture." The bell was ringing but the class was lost in a period where vibrant colours and compelling stories were woven into beautiful fabrics

CONCLUSION: As per the above lesson people should help other people and teach them. So, the development will come in people. In Schools also this type of teaching should be given. weekly once in schools should have other activity periods. So, children also get more development skills in schools.

this can be told in the society as the form of Drama, Burra katha, Hari katha, Speeches, Teachings and trainings.

Weaving with different age groups helps people to work alongside and accommodate different capabilities and skill sets.





ACTIVITY-2

Identify a local form art and integrate it in teaching an appropriate lesson from school curriculum - Prepare a lesson plan?

Academic standards:

1. Conceptual understanding: children are able to explain, cite examples, give comparison and differences, explain the process of given concepts in textbook.
2. Asking questions and making hypothesis: children are able to ask questions to understand, to clarify the concepts and to participate in discussion.
3. Experimentation and field investigation: To understand given concepts on the textbook children are able to do experiments on their own.
4. Information skills and projects: children are able to collect information (by using interviews).
5. Communication through drawing and model making: children are able to explain their conceptual understanding by drawing figures and making models.
6. Appreciation and aesthetic sense and values: children are able to appreciate man power and nature, and have aesthetic sense towards nature.
7. Application to daily life and concern to bio-diversity: children are able to utilize scientific concept to face their daily life situations.





Teaching-learning Materials :-

SL NO	Teaching concepts	Academic standards	Teacher Activity	Student Activity	Reasons for teaching
1 (a)			Good morning children's" what you ate today in the morning .		
(b)	Mind mapping				
(c)	Probing questions	Conceptual understanding			
(d)	Announcement of the topic				
II (a)	Reading recognising key words	Conceptual understanding			Text book.
(b)	Group discussion				
(c)	Explain key words	Asking questions and making hypothesis			Text book.
III	Activities	Experimentation and field investigation			
IV	Demonstration- Discussion	Conceptual understanding Information skills & projects			Text book, Note book, Diary
V	Conclusion- Evaluation	Conceptual understanding			
VI	Home work	Information Skills.			





Sl. NO	Teaching concepts	Academic standards	Teacher Activity	student Activity	Black board work	Reasons for teaching
I(a)	Greetings		"Good morning, children		chitki	
(b)	Mind Mapping		Take a lesson and write the main sentence	Answers should be write on Black board		
(c)	Probing questions	Conceptual understanding	Teacher should ask thinking questions to children		Ikot cloth pieces Patola	
(d)	Announcement of the topic		Teacher should write lesson name on the black board		"The story of IKAT"	
II(a)	Reading - Recognising keywords	conceptual understanding	Students take your text books underline hardwords with pencil	Tie and dye Warp and weft		Text book
(b)	Group discussion		Students underlined words discuss			
(c)	Explain key words	Asking questions and making hypothesis information	Students tell the words still you don't know?	word told by children should write on black board	Tie and dye	Textbook





			<p><u>Explanation:</u> Tie and dye: For dyeing, the silk yarn is taken off, but when dried, it is again stretched, partly opened, and tied again for dyeing this process repeated several times</p>			Text book
III	Activities	Experimentation and field investigation skills.	Read the paragraph of urban slum and write comment on it.		Warp and weft. photos of Ikat cloth.	
IV	Demonstration Discussion	Conceptual understanding	<p>Answer wrote by children for the questions are to be discussed?</p> <ol style="list-style-type: none"> 1. which subject teach is loved by Ramya? 2. what is the language of Ikat word. 3. which dyed colour threads are used in Raksha Bandhan Tying? 		social Teacher. social teachers Orniya Red and yellow colour threads	Text book Note book.
V	Conclusion	Conceptual understanding	<p>Teacher or student should give response on conclusion:- "when trade was vigorous with other nations in South-East Asia, tie and dye" or chitri</p>			





VI	Home work	Information Skills	<p>Different regions fight about its origin, did it travel from Gujarat to South or vice versa Vibrant colours & wondrous stories woven into beautiful fabrics.</p> <p>1. Read the story of Ikat and write the story in your own words?</p>	students should note the Questions		
Sl. NO	Teaching Concepts	Academic standards	Teacher Activity	Student Activity	Black board	Reason for TLM
I(a)	Greetings		"Good morning children" How you all have been?"		wooden Loom	
(b)	Mind mapping		Take a lesson and write the main sentence or word	Answers should be write on blackboard by child.	Tools for weaving	Small knives
(c)	Probing questions	Conceptual understanding	<p>Teacher should ask thinking questions to children</p> <p>1. How can Muggam can be used?</p> <p>2. For which purpose small knives</p>		Bobbin Making sarees For cutting sticks	
(d)	Announcements of the topic		Teacher should write the lesson name of the blackboard		Handicrafts and Hand looms	





<p>II a)</p>	<p>Reading Recognizing Key words</p>	<p>Conceptual Understanding</p>	<p>Students take your text books and underline hard words with pencil</p>	<p>Raw Material Yerucula</p>		<p>Text book.</p>
<p>III b)</p>	<p>Group discussion</p>		<p>Students underlined words discuss in groups</p>			
<p>IV c)</p>	<p>Explain Key words</p>	<p>Asking questions and making hypothesis</p>	<p>Students tell the words till you don't know? Explanation - Raw material: Substance used to make things Yerucula - people of Yerucula tribe</p>	<p>Word told by children should write on Black board</p>	<p>Raw-material Yerucula</p>	<p>text book.</p>
<p>V</p>	<p>Demonstration Discussion</p>	<p>Conceptual Understanding, Asking questions</p>	<p>Answer wrote by children for the questions are to be discussed. 1. what is the work by polaiab? 2. what is used to Shaves off the leaves?</p>	<p>Basket maker</p>	<p>Basket maker Knife.</p>	<p>Text book</p>
<p>VI</p>	<p>Home work</p>	<p>Information Skills</p>	<p>1. what are the tools used by the Basket makers</p>	<p>student should note the questions in note book</p>		





ACTIVITY-3

Select an appropriate lesson from the school curriculum and rewrite it in the form of drama ?

INTRODUCTION: Drama is a potentially powerful tool for connecting students with learning and content. We know that learning is an active, constructive process of coming to know, and through our classroom involvement with students, we have found that drama can provide a process for learning by living through or experiencing an event. Drama by its very nature involves students in social contexts where they are required to think, talk, manipulate concrete materials and share viewpoints in order to arrive at decisions (Sims 1983). Thus, through drama, students explore both factual knowledge and content concept while "trying on" social experiences. Heathcote (cited in Johnson and O'Neill, 1984) believes that drama confronts students with situations that may change them because of the issues and challenges they must face in the dramatic playing.

DRAMA OF THE SELFISH GIANT - II

Characters: The Giant, old Giant, Tall girl, short-boy, Square Girl, Graceful Girl, Round boy, child.





Old Giant : One morning I was lying awake in bed when I heard some lovely music it sounded so sweet that I thought it must be the King's musicians passing by, but it was really only a little dinner bird singing outside my window. It was so long since I had heard a bird sing in my garden that it seemed to me to be the most beautiful music in the world.

The Giant : How selfish I have been! Now I know why the spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, my garden shall be the children's playground for ever and ever.

Old Giant : I was really very sorry for what I had done. So I crept downstairs and opened the front door quite softly, and went out into the garden. But when the children saw me, they were so frightened that they all ran away and the garden became winter again. Only the little boy did not run, for his eyes were so full of tears that he did not see me coming. So I stole up behind him and took him gently in my hand, and put him up into the tree. And





and put him into the tree. And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them round my neck, and kissed me. When the other child saw that they came running back, and with them came the Spring.

The Giant: It is your garden now, little children
Old Giant: I took a great axe and knocked down the wall. And when the people were going to market at twelve o'clock they found me, yes me, playing with the children in the most beautiful garden.

Tall Girl: Now we have somewhere to play.

Short Boy: This is much better than the road.

Square Girl: Yes, the road is so dusty,

Graceful Girl: And the grass is so much nicer

Round Boy: I like all the flowers

Tall Girl: And the trees.

Round Boy: How happy we are all here!

Thankyou, Mr. Giant

The Giant: But where is your little companion

The boy I put into the tree.

Graceful Girl: I don't know.





Round Boy: He had gone away

The Giant: You must tell him to be sure to
Come here tomorrow.

Tall Girl: I don't know where he lives.

Square Girl: I have never seen him before

The Giant: But I wanted to thank him. when he
kissed me on the cheek. I felt as though

Short Boy: a great weight had been lifted.

I am sorry, but I don't think he lives
around here.

old Giant: Every afternoon, when school was over,
the children came and played with me. But I
never saw again the little boy who loved. oh,
I would like to see him again! I've grown old
and feeble, waiting. I cannot play about with
the children anymore, so I sit here in my
armchair, and watch the children at their games.

old Giant: who? who hath dared to wound thee?
your hands. your feet. who hath dared to
wound thee? Tell me, that I may take out
my big sword and slay him.

child: Nay! But these are the wounds of love.

old Giant: little child, who art thou?

child: (smiling) you let me play once in your
garden, today you shall come with me to
live in my garden.

