

ART INTEGRATED LEARNING (AIL)

The National Curriculum Framework 2005 states, “Aesthetic sensibility and experience being the prime sites of the growing child’s creativity, **we must bring the arts squarely into the domain of the curricular**, infusing them in all areas of learning while giving them an identity of their own at relevant stages. Therefore, the need to **integrate art education in the formal schooling** of our students now requires urgent attention if we are to retain our unique cultural identity in all its diversity and richness.”

Art Integrated Learning (AIL) is a creative teaching-learning approach through which students demonstrate their understanding of a concept through various art forms.

AIL broadens the mind of the student and enables her/him to see the multi-disciplinary links between subjects/topics/real life.

The objectives of AIL are to help children:

- ▶ Experience joy and eagerness to learn.
- ▶ Discover concepts of Mathematics and Science in the world around them.
- ▶ Enhance observation, curiosity, exploration and creative and free expression.
- ▶ Explore and understand body movement and coordination.
- ▶ Foster an inquisitive attitude towards learning and knowledge.
- ▶ Understand and regulate their emotions.
- ▶ Promote teamwork and mutual appreciation.
- ▶ Enhance communication skills, language skills and problem solving skills.
- ▶ Learn inclusive practices of respect, care, empathy and compassion.
- ▶ Create awareness of rich heritage and cultural diversity.

ART INTEGRATED LEARNING ACTIVITIES

NEW LIVING PLANET 1

Chapter 1: Myself

1. **Warm Up:** Are you a boy or a girl? Colour the picture. (Page 3)
2. **Activity:** Make your identity card (I-card). (Page 4)

Chapter 2: My Body

1. **Warm Up:** Draw eyes, ears, nose and mouth on the face. (Page 5)
2. **Activity:** Learn the poem. (Page 8)
3. **Life Skills:** How to brush your teeth? (Page 8)

Chapter 3: Sense Organs

1. **Test Yourself:** B. Draw the missing sense organs. (Page 11)
2. **Activity:** Collect these things:
Lemon, chalk, bittergourd (*karela*) and chillies.
Close your eyes (tie hanky). Ask your friend to give you a thing to smell, feel or taste it.
Try and guess what it is. Which sense organ helps you to guess different things? (Page 13)

Chapter 4: Food

1. **Warm Up:** Tick (✓) the food items you should eat/drink and cross (X) the food items you should avoid eating/drinking. (Page 15)
2. **Test Yourself:** E. Write the things you had for breakfast, lunch and dinner yesterday. (Page 19)
3. **Activity:** Collect pictures of pizza, burger, sandwich and chips. Paste them in your scrapbook and put a cross (X) over these pictures. Write below them. (Page 20)

Chapter 5: Clothes

1. **Activity:** Paste your photograph in summer school uniform. (Page 23)
2. Paste your photograph in winter school uniform. (Page 23)

Chapter 6: Home, Sweet Home

1. **Warm Up:** Write your address on the lines given below. Also, colour the house. (Page 25)
2. **Test Yourself:** C. Name the parts of the house. (Page 28)
3. **Activity:** Make a house with the help of a shoebox. Paint and draw its doors and windows. Decorate it with coloured papers. (Page 28)

Chapter 7: Air

1. **Activity:** Learn this poem. (Page 31)
2. Follow these steps to make a paper aeroplane. (Page 32)

Chapter 8: Water

1. **Activity:** Take two pots A and B. Grow a plant in each pot. Water pot A every day. Do not water pot B. (Page 37)

Chapter 9: Good Habits and Good Manners

1. **Activity:** Make a 'Thank You Card' for a friend who has given you a lovely gift. (Page 42)

Chapter 10: Safety Rules

1. **Activity:** Match the safety and traffic symbols with their meanings. (Page 47)

Worksheet 2

- A. Colour the traffic lights and the meaning of each light. (Page 48)

Chapter 11: My Family

1. **Activity:** Paste the photographs of your family members. (Page 53)

Chapter 12: Helping Each Other

1. **Activity:** Write the names of your three classmates. Put a tick (✓) against each name, if he/she helps the parents at home. (Page 56)

Chapter 13: My Neighbourhood

1. Tick (✓) the boxes for the places which are in your neighbourhood. (Page 61)
2. Help these people to reach the places where they work. Draw lines to show the route they should follow. (Page 63)

Chapter 14: People Who Help Us

1. **Activity:** Collect pictures of some people who help you in your neighbourhood. Paste them in your scrapbook. (Page 67)
2. Make groups of four students each. Fill the following table with information. (Page 67)

Chapter 15: My School

1. **Activity:** Colour the picture of the school and read the line given below. (Page 71)

Chapter 16: Festivals

1. **Test Yourself:** Look at the picture and name the festivals. (Page 75)

Chapter 17: Means of Transport

1. **Activity:** Follow the stepwise instructions to make an origami paperboat. (Page 82)

Chapter 18: Plants Around Us

1. **Activity:** Colour the tree. (Page 87)

Chapter 19: Animals Around Us

1. **Activity:** Imaginative use of thumb impressions can create beautiful figures. Look at the figures drawn on your left. Now what you have to do is to recreate the figures in the blank space given below. Take a colour palette and fill it with different water colours. Dip your thumb into it and put thumb impressions on different places. Create rest of the details with the help of a black sketch pen. Now onwards, you can create different figures using your own imagination. (Page 91)

Chapter 20: Food of Animals

1. **Activity:** Select and ten of your classmates and find out whether they eat meat, fish and eggs or not. **(Page 95)**

Chapter 21: Animal Homes

1. **Activity:** Colour the aquarium. **(Page 99)**
2. **Life Skills:** You have an empty wooden box. What you can do with it? Tick (✓) the right answers. **(Page 99)**

Chapter 22: Up in the Sky

1. **Activity:** Colour the rainbow. **(Page 104)**

Chapter 23: Our Earth

1. **Activity:** Colour the globe. **(Page 108)**

ART INTEGRATED LEARNING ACTIVITIES

NEW LIVING PLANET

TEACHER'S RESOURCE MANUAL – 1

Chapter 1: Myself

1. **Boost Up:** Show photographs of different sports and food items and ask the students to name their favourite ones. (Page 5)

Chapter 2: My Body

1. **Teaching Strategy:** First the teacher will show the picture given in 'Warm Up' and ask the students to draw the parts. (Page 7)
2. The teacher will then introduce the important parts of our body. To introduce or explain each part, he/she may show/do some activity related to that particular part, e.g., clap for explaining hands. (Page 7)

Chapter 3: Sense Organs

1. **Teaching Strategy:** The teacher, then, will tell about the function of the sense organs in detail with some activities, e.g., blindfolding a student, to ask him/her to read a line, thus, proving that we need eyes to see. (Page 9)
2. **Boost Up:** The teacher may show a chart paper containing labelled human sense organs. He/She may show another chart paper containing labelled sense organs of pet animals and domestic animals for comparison. (Page 9)

Chapter 4: Food

1. **Teaching Strategy:** The teacher, then, will explain what a food is. He/She may show pictures of different food items. The teacher should show the pictures of those food items which are popular among the students. (Page 13)

Chapter 5: Clothes

1. **Teaching Strategy:** Then, the teacher will tell about the sources of clothes. He/She may show pictures of different dress materials, e.g., wool, cotton, etc. (Page 17)
2. **Boost Up:** The teacher may show pictures of uniforms of people engaged in different professions. (Page 17)

Chapter 6: Home, Sweet Home

1. **Teaching Strategy:** The teacher will tell about the different types of houses. The teacher will use charts and posters having pictures of different houses. (Page 20)
2. The teacher, then, will tell about the rooms in a house. He/She can use charts, slides or any other audio-visual aids. (Page 20)

Chapter 7: Air

1. **Boost Up:** To make the lesson interesting, the teacher may use interactive ways—he/she may hold an open book standing before/under a fan to show that air blows. (Page 23)
2. The teacher may use projector or simple windvane or any other instrument like that to show that air helps a thing move. (Page 23)

Chapter 8: Water

1. **Teaching Strategy:** Show pictures of well, tubewell and handpump. (Page 25)
2. **Boost Up:** The teacher may show pictures of polluted rivers and lakes and tell the students to keep the sources of water clean. (Page 25)

Chapter 9: Good Habits and Good Manners

1. **Boost Up:** The teacher may include some common activities, e.g., throwing waste paper on the floor in the classroom in his/her discussion and can advise accordingly. (Page 27)

Chapter 10: Safety Rules

1. **Teaching Strategy:** Then explain the safety rules that should be followed while one is on the road. The teacher should show the pictures of zebra crossings, footpaths, underpasses, overbridges, etc., to the students. He/She can ask the students to identify them. (Page 30)

Chapter 11: My Family

1. **Boost Up:** The teacher should explain the terms, small family, big family and joint family. He/She may use suitable pictures for this. (Page 34)

Chapter 12: Helping Each Other

1. **Teaching Strategy:** The teacher then will tell the students about the role of the mother in a family—what the mother does for the family members. The teacher can show more pictures relevant to the topic. (Page 37)

Chapter 13: My Neighbourhood

1. **Boost Up:** To make the lesson more interesting, the teacher can show the pictures of postcard, inland letter, envelope, stamp, etc. (Page 40)

Chapter 14: People Who Help Us

1. **Boost Up:** The teacher can show the pictures of different tools used by people of different professions. (Page 43)
2. The teacher may ask the students to recite with actions the following rhyme: (Page 43)

Chop, chop, choppity chop

I am a woodcutter.

Tap, tap, tappity tap

I am a cobbler.

Wash, wash, washity wash

I am washerman.

Snip, snip, snippity snip

I am a tailor

Dance, dance, dancity dance

I am a dancer.

March, march, marchity march

I am a soldier.

Left-right, left-right
Off we go.

Chapter 15: My School

1. **Teaching Strategy:** The teacher will tell about the different rooms that are there in a school. He/She may take the students to these rooms to give them a first-hand experience. **(Page 46)**
2. **Boost Up:** The teacher may show photographs or tell about such schools which are historically important, i.e., established by any social reformer or any freedom fighter, etc. **(Page 46)**

Chapter 16: Festivals

1. **Teaching Aids:** A chart containing pictures of different festivals, models, flashcards, posters, blackboard, chalk, duster, projector, pointer, etc. **(Page 50)**
2. **Boost Up:** To make the lesson more interesting, the teacher may tell related stories and legends. **(Page 51)**

Chapter 17: Means of Transport

1. **Boost Up:** The teacher may show pictures of old and modern cars to inculcate a sense of gradual change (modernisation) of transport system. **(Page 54)**
2. The teacher may show pictures of different trains running in different countries. **(Page 54)**
3. The teacher may show pictures of ports, airports, railway stations, motor vehicle manufacturing units, aeroplane manufacturing units, etc. **(Page 54)**

Chapter 18: Plants Around Us

1. **Teaching Strategy:** The teacher will start the lesson with 'Warm Up'. He/She may ask the students to identify the trees given in the pictures. He/She may also show the students pictures of different plants and trees and may ask their names. **(Page 58)**
2. **Boost Up:** To make the lesson more interesting, the teacher may take the class to the garden. He/She may show and make them feel what a tree is and how a climber is different from a tree, etc. **(Page 58)**
3. He teacher may show leaves, flowers and fruits of different plants. He/She should tell that the same type of plants have the same type of leaves, flowers, fruits, etc. **(Page 58)**
4. The teacher may use the following diagram to show the life cycle of a plant. He/She may do it practically with a seed and a tub with soil. **(Page 58)**

Chapter 19: Animals Around Us

1. **Boost Up:** The teacher may show flashcards having pictures of different animals and birds and may ask the students where each animal lives. **(Page 62)**
2. The teacher may advise the students to watch Animal Planet to know unknown facts about animals. **(Page 62)**
3. The teacher may use an audio-visual device to show the animals with their sounds. **(Page 62)**

Chapter 20: Food of Animals

- 1. Teaching Strategy:** Then, the teacher will tell about grain-eaters. The teacher may spread some grains on the terrace/ground and ask the students to observe quietly. The teacher may ask the students to note down the names of animals and birds that come to eat the grains. **(Page 65)**
- 2.** Then, the teacher will tell about insect-eaters. He/She may show some video clippings from Animal Planet. **(Page 65)**
- 3.** The teacher, then, will tell about flesh-eaters. He/She may name a few more animals. **(Page 65)**
- 4.** The teacher, then, tells about omnivorous animals. He/She may show labelled pictures related to the topic. **(Page 65)**

Chapter 21: Animal Homes

- 1. Boost Up:** The teacher may show a slideshow. **(Page 67)**
- 2.** The teacher may show some video clippings from Animal Planet. **(Page 67)**

Chapter 22: Up in the Sky

- 1. Boost Up:** To make the lesson interesting and attractive, the teacher may use a slide show. **(Page 70)**
- 2.** He/She may show video clippings from Discovery Channel, NASA, ISRO, etc. **(Page 70)**
- 3.** The teacher may ask the students to draw different shapes of the Moon based on their observation. **(Page 70)**
- 4.** The teacher may tell stories/legends related to the Sun and the Moon. **(Page 70)**

Chapter 23: Our Earth

- 1. Boost Up:** The teacher may use flashcards to show different land shapes. **(Page 73)**
- 2.** He/She may show a globe to the students. **(Page 73)**