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Unit 1: The World of Art

The Magic Paintbrush

LEARNING OUTCOMES

- ▶ Making the school and home fun and inviting through creative study and art-related and social activities
- ▶ Understanding the need for appreciating art in every form – painting, sculpture, writing, storytelling, magic, everything - through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate the magic of imagination and creativity and interacting with it in a harmonious manner
- ▶ Learning to be creative and make things of utility and value, while treating art with respect
- ▶ In today's world, we are living in metros, cities and towns. We see art in various forms around us – beauty of natural phenomena to man-made creations – painting, sculpture, architecture, music, dance, jewellery, design, etc.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Future tense [Simple, Progressive/Continuous, Perfect], modals [can/could/may/might] – usage and application
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, meaning, synonyms, finding words, acrostics

Warm Up	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise. Students can do this on their own. ✧ Exercise B: Discuss the question in class. Magic can be about sleight of hand or about creating illusions. The actual 'tricks of the trade' are guarded as 'professional secrets' by each magician.
Read and Enjoy	<ul style="list-style-type: none"> ✧ This is a Chinese folk tale. Folk tales come from all over the world. They tell us about the culture from which they are derived. Also, folk tales usually carry a moral. They teach us wisdom about how to handle worldly matters and they also teach us good values, like honesty, generosity, unselfishness, etc. The 'Panchatantra', 'Jataka Tales', etc. are all folk tales. ✧ Read aloud the story or ask the students to take turns reading it. Explain it as it is read, and ask small questions to check listening skills. [For example: Who was Ma Liang? What did he do? What was his special interest? What did he dream?]
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B and C: Do the exercises orally first and then ask the students to write the answers in their books/notebooks. It is advisable to check and assess their work individually.

Think and Answer	<ul style="list-style-type: none"> ✧ Exercises A and B: Do the exercises orally first and then ask the students to write the answers in their books/notebooks. It is advisable to check and assess their work individually.
Grammar Spot	<ul style="list-style-type: none"> ✧ Explain what the future tense is, using a timeline on the blackboard. Brush up what has been learnt about Simple Future Tense [will/shall/going to – used for future action]; Future Progressive Tense [will/shall + be + verb + ing – for action that will continue at some future time]; Future Perfect Tense [will have/shall have + past participle – for action that will be completed by a certain time in future] ✧ Exercise A: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs. ✧ Explain what modals are – auxiliary or helping verbs that express a possibility, probability, ability or capacity to do something: [May/Might: to seek permission formally. May: greater possibility. Might: lesser possibility. Can/Could: to seek permission informally. Could is more polite; more probable, both present and past.] ✧ Exercises B and C: Do the exercises orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs.
Word Wise	<ul style="list-style-type: none"> ✧ Exercise A: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs.
Spell Well	<ul style="list-style-type: none"> ✧ Exercise A: Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs. ✧ Exercise B: Words spelt with ‘u’ or ‘oo’, both pronounced differently not only from each other but also from words spelt with the same letters. Do the exercise orally first. Then ask the students to write the answers. Announce the answers aloud and let them check their work in pairs.
Listen and Learn	<ul style="list-style-type: none"> ✧ Exercise A: Read the passage aloud at least twice or have the students read it out. Then ask the questions and assess the answers.
Converse and Connect	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to discuss this with their partners. Check and assess their discussions.
Speak and Express	<ul style="list-style-type: none"> ✧ Exercise A: Explain the exercise and ask the students to use their imagination to describe the scene. Check, guide and assess their speech.
Pronunciation Practice	<ul style="list-style-type: none"> ✧ Exercise A: Use the instructions and examples given to explain what are syllables – a unit of vowel sound in a word. There can be words with one, two, three or more syllables. [e.g. cat (monosyllabic word)/ca-ter (disyllabic word)/ca-ter-ing (trisyllabic word)]
Punctuation	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to do the exercise on their own. Then write the correct version on the board and let the students check their own work in pairs.
Write Well	<ul style="list-style-type: none"> ✧ Exercise A: Explain and discuss the exercise. Ask the students to write the answer on their own. It is advisable to check and assess their work individually.
AIL Activity	<ul style="list-style-type: none"> ✧ Exercise A: Make groups of ten. Explain the exercise. Ask the groups to enact the scene as instructed. Give them about 10 minutes to prepare and then have a mini-competition in class.
Values and Life Skills	<ul style="list-style-type: none"> ✧ Exercises A, B and C: Explain what the exercises are about. The students should be able to identify qualities that are admirable and those that are not. Which would we like to emulate and follow? Why? Discuss in class and ask the students to write the qualities and then discuss Exercise C.