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)

CBSE/ACAD/JS(PD)/2025

10th July, 2025
Cir. No. Acad-43/2025

All the Heads of Schools affiliated to CBSE

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

Vide Circular no. Acad-33/2020 dated 14th May 2020, CBSE has introduced mandatory Art-Integrated Project work for classes I to X, as part of Subject- Enrichment activities under Internal Assessment. Accordingly, it is mandatory to integrate minimum one project work of students from classes I –X, in any art form of the paired State/UT mentioned in **Annexure I**.

For the details of Art-Integrated Project work, schools are again advised to refer to CBSE Guidelines on Art-Integrated Learning mentioned in **Annexure II , III and IV** and also available at www.cbseacademic.nic.in at the link https://cbseacademic.nic.in/web_material/Circulars/2019/art_integration.pdf

Like the last session, Schools need to submit the details of Art -Integration Project at the KALASETU Portal available at www.cbse.gov.in (Dates will be intimated later) before downloading the admit cards for the Board examination 2025-26.

For any query, please write to JS, Academics, at the e-mail ID: jsam.acad@gmail.com.

With best wishes !

(Dr. Praggya M. Singh)
Director (Academics)

Copy to the respective Heads of Directorates, Organizations and Institutions 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, 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 School Education, Ladakh, Room No.101-102, Ground Floor, Council Secretariat, Kurbathang, Kargil - Ladakh
12. The Director of School Education, Andhra Pradesh, 3rd Floor, B block, Anjaneya Towers, VTPS Rd, Bhimaraju Gutta, Ibrahimpatnam, Andhra Pradesh – 521 456
13. The Director, Jharkhand Education Project Council, Ranchi, Jharkhand
14. The Director, Sambhota Tibetan Schools Society (STSS), Central Tibetan Administration (CTA), Dharamshala, HP
15. The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
16. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
17. The Director, Navy Education Society, Directorate of Naval Education, Naval Headquarters, Ministry of Defence, West Block-V, RK Puram, Delhi – 110066
18. DS to Chairperson, CBSE
19. Secretary/ Controller of Examinations/ All Directors, CBSE
20. 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
21. All Joint Secretary/ Deputy Secretary/ Under Secretary/ Assistant Secretary, CBSE
22. All Head(s)/ In-Charge(s), Centre of Excellence, CBSE
23. In charge IT Unit with the request to put this Circular on the CBSE Academic Website
24. In-Charge, Library
25. Record File

Director (Academics)

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CENTRAL BOARD OF SECONDARY EDUCATION

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

Annexure – I

PAIRING OF STATES AND UNION TERRITORIES
for
CBSE Art Integrated Learning and Project Work Academic Session 2025-26
(Only for Academic Purpose)

Pairing of State / UT	
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

Annexure – II

A. Background:

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."

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 8th 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.

II. **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 NCFFS 2022, as per the following recommendations given in the section 5.3.1 of NCFFS:

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.

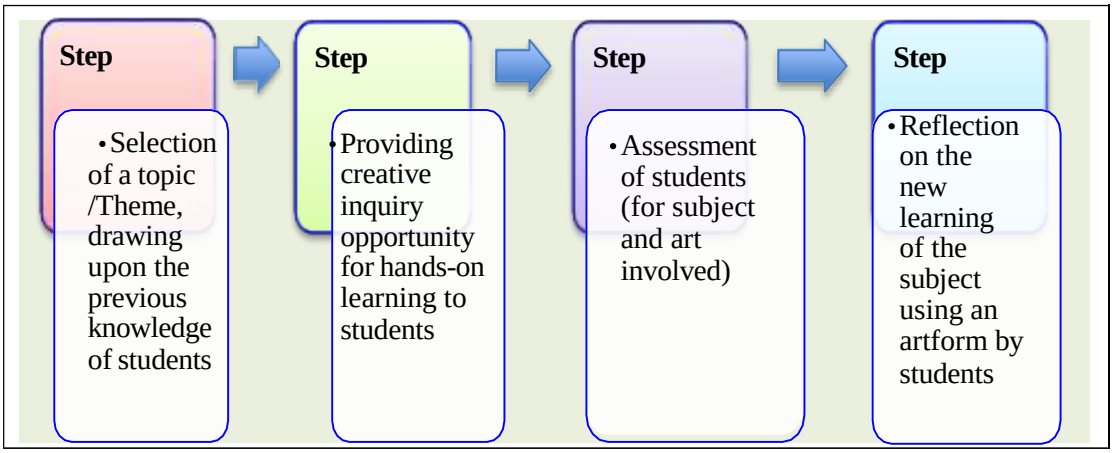
vi. In **minimum one project work** of students from classes I –X, it is mandatory to integrate any art form of the paired State/UT, the Board has prepared pairing of States and UTs for academic purpose as given in the **Annexure-I** for Art-Integrated Project work of students in the session 2025-26. 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 Art 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.

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 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-III**. 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 arts 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 for enabling students of class X and XII to appear in Board exam.

Schools may follow the below mentioned steps for uploading the data in the AE & AIL portal:

- The required data regarding (i) implementation of Art- Education up to class X, (ii) Art Integrated Project up to class X, and (iii) implementation of Art- Integrated Learning up to class XII are to be uploaded by the school on Kalasetu portal(The link to upload AE & AIL data) available at www.cbse.nic.in

- The schools may use the same Username and Password that they have used for registration and filling up of LOC of candidates to access AE& AIL portal meant for data submission.
- After successful uploading of the AE & AIL data, an 'AE & AIL Confirmation Number' will be generated.
- The printout of AE & AIL report submitted is not required to be sent to either Regional Office or CBSE Headquarters. The schools may preserve a printout of the same for at least 01- year period for record and reference.

Annexure III

ART-ACTIVITIES

1. Visual Arts

1.1. Two-dimensional or Pictorial Activities		
S. No.	**Activity**	**Subjects/ Topics Integrated(Suggestive)**
1.1.1.	Study of visual resources as 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 vermillion, yellow and red earth, rice flour, and tools like 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-made stencil, etc.	Home Science, History, Mathematics
1.1.12.	Basic knowledge of computer graphics.	Computer Application, Design, Arts, Home Science, Political Science, Economics, Geography
1.1.13.	Study of folk art and its various forms, motifs, use of colours, etc.	History, Arts, Geography, Economics,

1.2. Three-dimensional or sculptural activities		
S. No.	**Art Activity**	**Subjects/ Topics Integrated(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. 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.	**Art Activity**	**Subjects/ Topics Integrated(Suggestiv)**
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, applique, 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.	**Art Activity**	**Subjects/ Topics Integrated (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.	**Art Activity**	**Subjects Integrated**
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.	**Art Activity**	**Subjects/ Topics Integrated(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 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.	**Art Activity**	**Subjects/ Topics Integrated(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.	**Art Activity**	**Subjects/ Topics Integrated (Suggestive)**
2.2.1.	Patriotic Songs	Social Studies, Language, Music production, General knowledge
2.2.2.	Songs for community singing	Languages, Social Studies

2.2.3.	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	History, Geography, Languages
2.2.4.	Five devotional songs (Bhajans, Shlokas, Hymns, Sufiana Kalam and Shabad Kirtan)	Social Studies
2.2.5.	Three songs in regional languages other than mother tongue	Social Studies
2.2.6.	Three patriotic songs on the theme of universal love and amity	Social Studies, Languages
2.2.7.	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). The Teacher should communicate the characteristic features of the raga and its swaras pattern. The teacher may use references of popular songs for Raga association.	Social Studies, Languages
2.2.8.	The following tals and their thekas: Kaharva, Dadra, Trital, Jhaptal & Aditala, Alankar Talas.	Languages
2.2.9.	Learning the folk music –vocal – of the region, and of different regions, their context, etc.	History, Languages, Media

2.3. Project Work		
S. No.	**Art Activity**	**Subjects/ Topics Integrated(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.	**Art Activity**	**Subjects/ Topics Integrated (Suggestive)**
3.1.1.	Knowledge of the terms: Sangeet, Dhwani, Nad, Swar (Shudha, Komal, Teevra) Saptak (Mandra, Madhya, Tar) Aroha, Avaroha, Raga, Gat, Laya Marta, 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
3.1.3.	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.	**Art Activity**	**Subjects/ Topics Integrated(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
3.2.2.	community singing or instrumental assemble based either on the ragas from the syllabus or light and folk dhun (Melodies)	Music production, Languages, Geography, History
3.2.3.	To create proper sense of swaras and layas through Talabadh Alankaras	Music production.
3.2.4.	The following ragas with descriptive details: Bilawal, Yaman, Kafi, Bhairav, Sharkarbharanam, Kalyani, Mayamalav gaud, Todi, Saveri (accompaniment of Tanpura and Tabla).	Social Studies, Music production
3.2.5.	The following five talas and their thekas : Kaharva, Dadra, Trital, Jhaptal, Adi Tala, Alankar Tala	Geography, Languages, History,
3.2.6.	Study of folk instruments of the region, and of other regions of India	History, Geography, Political Science, Languages

4. Creative Drama

4.1. Theory		
S. No.	**Art Activity**	**Subjects/ Topics Integrated(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.	**Art Activity**	**Subjects/ Topics Integrated(Suggestive)**
4.2.1.	Warming-up freeing activity in rhythmic movement and pantomime	Physical Education
4.2.2.	Exercises in characterization.	
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 textbooks or story books; (iii) short scenes from classical dramas.	Economics, Mathematics, entrepreneurship, Languages, Drama, Business Studies, Accountancy
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
4.2.8.	Exploring other forms of creative writing, including poetry, fiction, etc.	Languages, Arts, Drama
4.2.8.	Exploring other forms of creative writing, including poetry, fiction, etc.	Languages, Arts, Drama

5. Dance & Movement

5.1. Theory		
S. No.	**Art Activity**	**Subjects/ Topics Integrated(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.	Forms of movement and dance	History
5.1.3.	Formal, exhibitionistic dance with trained dancers (Classical traditions)	
5.1.4.	Reflections of or challenge to the social, cultural, religious traditions and values (Folk or semi-classical or dance drama formats)	History, Geography, Political Science, Yoga, Languages
5.1.5.	Various forms now seen in a theatrical context that have their roots in ancient temple dances (Ritualistic or festive dancing)	History
5.1.6.	Entertainment (Cinematic/social)	Music production

5.1.7.	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,
5.1.8.	Dance as a means of communication: elements of dance (content, vocabulary, skills and technique)	Languages, History, Geography,
5.1.9.	Brief history of the evolution of dance (Indian/Western, Mythology/ History, regional differences, major exponents)	History, Geography, Languages

5.2. Practical		
S. No.	**Art Activity**	**Subjects/ Topics Integrated(Suggestive)**
5.2.1.	Major styles of classical dance - Bharatnatyam,Kathakali, Kuchipudi, Kathak, Mohiniattam, Manipuri, Odissi, chhau and Sattriya.	Yoga, Physical education, History, Geography
5.2.2.	Tribal and folk dances of India: region-wise samples (need not to be exhaustive)	Geography, History
5.2.3.	Modern experimental dance (Indian and Western)	History, general knowledge
5.2.4.	Western styles: Ballet, Jazz, Salsa, Street, Funk	History, Geography, Political Science, General Knowledge, Languages

5.3. Assignments		
S. No.	**Art Activity**	**Subjects/ Topics Integrated(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,
5.3.5.	Correlating Dance Activities with other school subjects	Languages, Mathematics, history
.5.3.6.	Value education Understanding dance and its elements helps develop cultural sensitivity in students	History, Languages
5.3.7.	Appreciation of the traditional forms of dance, including folk dance and movement, enhance the capacity of preserving heritage (Heritage and Culture).	History, Languages, Geography
5.3.8.	Delving into Dance history helps understand the period and context of society related to the art form (Social Sciences).	History, Geography

Annexure-IV

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

School's Name	Affiliation Number

1. **Name of the Art Teacher/s (maximum 12)**
2. **Arts Teacher/s Mobile Number (maximum 12)**
3. **Upload Arts Periods Information (Per Week)**

Class (Dropdown)	Days (Select)	Time Duration (Fill)
1	**Dropdown**	
2	**Monday**	
3	**Tuesday**	
4	**Wednesday**	
5	**Thursday**	
6	**Friday**	
7	**Saturday**	
8		
9		
10		

4. **Arts Activity as per Syllabus Performed _____(Fill the code as given in Annexure-III)**
5. **No. of Students Participated _____ and their class_____**
6. **Arts Integrated Activity for classes 1 to 12th (Select/ Fill Appropriate option)**

Class (Dropdown)	Art Activity (Dropdown)	Subject/s(Dropdown)	Topic (Fill)
	Role play		
	Arts Exhibition		
	Video /Film Making		
	Photography		
	Slideshow/ PPTs		
	Paper Quilling/ Papier Mache/ Beads/ Grains etc.		
	Designing through Photoshop / and other Apps		
	Visit to Historical places / monuments and to make documentaries		
	Sketching		
	Sculpture / Clay Modeling		
	Dance Performance		
	Creating Art Reservoir using waste material		
	Jewellery Making		
	Beautifying room/ space/ building		
	Choreography		
	Brochure/Flyer /Document Making		
	Musical Presentation of any form		
	Theatre/ Drama/ Nukkad Natak		
	Culinary Art		
	Textile Designing		
	Block Printing		
	Painting		
	Researching on Art Forms		
	Organising Art Events		
	Cartooning		
	Murals		
	Wood Carving		

	Infographic Making		
	Talks/ Lectures on Art		
	Any Other form not listed above Please Specify		

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

Topic of the Project:

Class(Dropdown):

Subject/s(Dropdown):

Duration of Project: (Dropdown)

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

Project Beginning date:

Project End date:

Number of students participated:

Summary in maximum 2000 characters: