

# KRITI-I

Textbook for Arts  
Grade 6



0680

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NCERT

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**0680 – Kriti-I**  
Textbook for Arts Grade 6

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# FOREWORD

The National Education Policy (NEP) 2020 envisages an education system that is rooted in Indian ethos and its civilisational accomplishments in all domains of human endeavour and knowledge while simultaneously preparing the students to constructively engage with the prospects and challenges of the twenty-first century. The basis for this aspirational vision has been well laid out by the National Curriculum Framework for School Education (NCF-SE) 2023 across curricular areas at all stages. Having nurtured the students' inherent abilities (touching upon all the five planes of human existence, the *panchkoshas*), in the Foundational and the Preparatory Stages it has paved the way for the progression of their learning, further at the Middle Stage. Thus, the Middle Stage acts as a bridge between the Preparatory and the Secondary Stages, spanning three years from Grade VI to Grade VIII.

At the Middle Stage, the NCF-SE 2023 aims to equip students with the skills that are needed to grow, as they advance in their lives. It endeavours to enhance their analytical, descriptive and narrative capabilities, and to prepare them for the challenges and opportunities that await them. A diverse curriculum, covering nine subjects, namely three languages—out of which at least two languages native to India, Science, Mathematics, Social Sciences, Art Education, Physical Education, Yoga and Well-being, and Vocational Education will promote their holistic development.

Such a transformative learning culture requires certain essential conditions. One of them is to have appropriate and interactive textbooks in different curricular areas which will play a central role in mediating between content and pedagogy—a role that will strike a judicious balance between direct instruction and opportunities for exploration and inquiry. Among the other conditions—classroom arrangement, technology integration and teacher preparation are crucial to establish conceptual connections both within and across curricular areas. The National Council of Educational Research and Training (NCERT), on its part, is

committed for providing students with such high-quality textbooks. The various Curricular Area Groups (CAGs), which have been constituted for this purpose, comprising notable subject-experts, pedagogues, artists and practising teachers as their members, have made all possible efforts to develop such textbooks. *Kriti-I*, the textbook of Arts for Grade VI is one of these.

The contents of *Kriti-I* encompass the art forms of Visual Arts, Dance, Theatre and Music. This textbook is for the learners to explore their creativity as well as express and explore themselves. *Kriti-I* has infused in its contents, visuals and other components, the rich Indian Knowledge Systems, India's artistic and cultural heritage, values — all deeply rooted in Bharat. Inclusivity of all genders and students with special abilities is inherent to arts giving equal opportunity to all students. Making optimum use of the technology integration, QR codes have been embedded throughout, as additional learning resources.

For all practical purposes, *Kriti-I* has, to my mind, succeeded in its curricular goals — to foster natural curiosity among students through a proper selection of theme and content, and develop among them the core competencies at this stage as envisaged in the NCF-SE for creativity, exploration and experiences of different art forms. The sections and chapters are intelligently designed to accommodate all students in various activities, bringing out their creativity and expression. Each activity suggested here will take the students to a journey to discover more such learning resources, be it their natural surroundings, day-to-day chores or human interventions. Besides, the role of parents and teachers will also be invaluable in guiding and encouraging students to do so. With this, I express my gratitude to all those who have been involved in the development of this textbook and hope that it will meet the expectations of all stakeholders. At the same time, I also invite suggestions and feedback from all its users for further improvement in the coming years.

DINESH PRASAD SAKLANI

*Director*

National Council of Educational  
Research and Training

July 2024  
New Delhi

## ABOUT THE BOOK

*Kriti-I* is the textbook which will take you to the world of art, exploring and discovering the vast, and exciting universe of visual and performing arts, aiming to ignite creativity, enhance appreciation for different art forms, and develop the artistic skills of students. Designed for Grade VI, this book has a variety of artistic disciplines, included in visual arts, music, dance and theatre.

Based on the spirit of National Education Policy (NEP) 2020 and on curricular goals, competencies and learning outcomes laid out in the National Curriculum Framework for School Education (NCF-SE) 2023 for Arts Education, *Kriti-I* is a book for creation in different art forms. It has numerous engaging hands-on activities and inspiring projects that will help in understanding and appreciating the role of art in life and the world around us. Students will also learn about famous artists and their works, explore different techniques and styles, and even create on their own. Each of the activity will give a unique experience to the learners!

Apart from the activities and information given in this book, there are more such activities and creative ideas given in digital form, that can be accessed by scanning the QR code in the beginning of the textbook and every chapter as well as where ever the need has been felt. The beauty of art is that it can connect to people of varied interests and tastes. Each one can find their unique connection to the arts. In our country, there has been a long history of heritage, culture and tradition where all art forms were practiced.

“The Arts are about human aesthetic sensibility. Aesthetic sensibility refers to our ability to perceive beauty, arrive at considered judgements regarding the good and beautiful, and strive towards a sense of refinement in the art-making process. Art is a personal form of understanding beauty, shape, symmetry, pattern and movement blended in expression to evoke feelings. Artistic work covers both conceptual and procedural knowledge, and deals with the ‘embodied’ sensory and emotional experiences of human beings.” (NCF-SE, page 294). Thus, the core idea behind creating this book has been to make sure learners enjoy the entire process

of exploration into the world of different art forms. The fact that it should nowhere become stressful for the child to learn or try something new has been kept in mind while developing the textbook. As each learner finds their connection to the art form in their own way, it would be fruitful if the teachers also actively participate in activities to support the learner into this journey of arts, rather than forcing information.

*Kriti-I* has four sections, which are represented by specific colours, throughout the book;

**YELLOW** for Visual Arts

**BLUE** for Music

**PINK** for Dance and Movements

**PURPLE** for Theatre

Each of the above section is uniquely designed to create an enjoyable experience.

The 'Visual Arts' section is designed to empower students in visualising and expressing their ideas, and emotions from everyday experiences and observations around them. The activities in this unit introduce them to fundamental skills of two-dimensional and three-dimensional techniques and explore different media and material in the Visual Arts. Across all chapters, students are introduced to a range of materials, surfaces and techniques that have been used in last hundreds of years, whereas, there are plenty of occasions where they are left to explore and discover them on their own.

The first three chapters give importance to sharpening each student's observation through a variety of drawing exercises. Through engaging activities—techniques for making natural colours, colour mixing, and creating tints and shades are introduced. The processes involved in creating their own seals, portraits, paper crafts and flipbooks would spark many new inquiries and experiences for each student.

This unit also includes a preliminary glimpse of Indian artists and art traditions, which must be extended beyond the examples mentioned in the book. Students must explore, celebrate and study about the various art practices, traditions and artists

they find in their own region or state. The knowledge gained from such exposure would enhance their aesthetic sensibilities, creative imagination and their critical thinking skills in all the work they do.

In the section of 'Music' in this textbook there is a wealth to explore the knowledge, giving opportunities to the students to experience many concepts during this journey of discovery. While some elements may feel familiar and comforting, some ideas can be entirely new.

This textbook intends to fascinate everyone with the treasure of various types of music that is scattered across regions in our country, where multiple art forms are being practiced by people. Music holds a very significant place in our lives. Music is a part of all the celebrations throughout the year, whether it is national festivals, social gatherings, religious festivals or songs sung, and instruments played for dance during a ceremony, harvest or any other season. Music connects everyone in their beliefs, practices, rituals, etc., in day-to-day life.

Everyone loves singing songs and dancing to music. Apart from this textbook, in this endeavour to learn music, grandparents, parents, and community members are wonderful resources — to enhance the musical experience making it more vibrant and dynamic. The lyrics and rhythm of music, sound of instruments, physical movements, gestures accompanying the songs, the dance steps on the music played, will enhance gross and fine motor movements. The joy of music will lead students to a stress-free environment. The soul of music incorporates listening to lullabies, humming of grandmothers, farmers singing in the field, buzzing of the birds and bees or rain pattering on a window. Let us embark this journey of exploration together to find the jewels scattered all around the country in music.

The unit of 'Dance' has been designed to give the learner further glimpse of the varied form of dance forms of India. Furthering the knowledge of folk dance forms of India, this section will introduce the students to traditional forms like *Chhau* and *Yakshagana*. The section also gently leads them to try the basics of the classical dances and becoming familiar with some technical terms. The chapters also introduce the emotive content in performance with the *Navarasa*, while allowing the children to get comfortable with their emotions and express them. Hand gestures are also introduced with an idea of it being a repository for sign language. Moreover, the



unit focuses on the gender neutrality of dance by portraying dance forms with such features. It incorporates cross-curricular aspects and encourages them to find out more information on their own.

The 'Theatre' section has been structured to cover a wide range of theatrical disciplines. Each chapter aims to develop the creative skills, enhance artistic expression and deepen the appreciation for arts. Understanding and expressing emotions is not just fundamental to art forms but is also crucial in building the right emotional balance in the learner. The chapters also introduce technical elements of make-up, costume design, stage, script writing and puppetry in a practical activity-based process, that will enable each child to explore their potential and find an area of interest that they can excel in. A chapter on the traditional company theatres of India is sure to fascinate the children in the way it worked in the last few decades.

The 'Theatre' section is designed to provide a well-rounded approach to theatre, encouraging students to explore, create and express better. Through engaging lessons and hands-on activities, they are sure to gain valuable skills and a deeper appreciation for the diverse world of theatre.

The last chapter of *Kriti-I* is on the integration of all art forms with *panchtatvas* being the theme of the activities suggested so that students get an experience of inter-disciplinary approach within the art forms. In the end of the book, the section on assessment provides a template for recording assessment of all art forms as well as a common rubric which can be used for reporting.

### **Structure of the Arts Class**

It would be ideal if the classroom is free of any obstruction allowing the child to move around freely for dance, and theatre or sit down in the way they want to make a painting that they have imagined. This element of 'freeness and openness' in the physical environment subconsciously translates to 'freeness and openness in thinking'. The art room should be well-equipped and visually enriching with informative display material. There will have to be a lot of interaction between the teacher and learner as well as among the peer.



### **The Class Timetable**

In order to keep a balanced progression of learning all the four art forms together through the academic year, five periods per week for arts may be allotted. They can either be separate periods of 40 minutes each or block periods of two 40 minutes periods combined.

JYOTSNA TIWARI

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# Constitution of India

## Part IV A (Article 51 A)

### Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- \*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

**Note:** The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

\*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

## DEAR STUDENTS

You are holding '*Kriti-I*', textbook of Arts, for Grade VI, full of fun and activities. An urge for *Kriti-I* or creation is within you all and you have been creative in these years of your early life, now you are entering into another phase of your schooling where there is much more to explore and experiment. The book will make you more sensitive towards your surroundings, environment, people and society.

As you have experienced in the previous classes, there are so many art forms and you always enjoyed creating—doing or watching or listening or dancing, playing instruments, scribbling, drawing, painting, making models with clay, paper, and of course, singing, mimicking, drama, animation, etc. You love them in your day to day life, in school, at home or while travelling. You observe so many things around you that make you think—how people work, changes that happens with nature in different seasons, animals make sounds, birds fly, leaves rustle, flowers have so many colours and textures, bees buzz, colourful butterflies go around in the garden, daily chores are conducted in your home, trains chuck, planes fly and so forth and so on. These are the fascinating phenomenons that inspire us to create and express ourselves. They make us wonder—how, why, when and what!

The land of Bharat has witness thousands of years of human civilisation and evolution. Art is all around us and gives joy, whether we are creating or experiencing and at the same time makes lives beautiful. All of you have an artist within you, which is eager to come out and create something. To be creative, to make a work of art, make movements, you have to be a good observer, have good imagination and visualisation.

*Kriti-I* has four art forms full of fun and joy through which you will explore and learn these art forms—create something new daily with your friends, teachers and family.

# PRAYER BEFORE YOU START ART CLASS

Usually, artists recite this before starting their performances. You can also recite this loudly with action before starting every art class —

आङ्गिकं भुवनं यस्य, वाचिकं सर्व वाङ्मयम्।  
आहार्यं चन्द्र तारादि, तं वन्दे सात्त्विकं शिवम्॥

*Aangikam bhuvanam yasya,  
Vaachikam sarva vangmayam.  
Aaharyam chandra taradi  
Tam vande saattvikam Shivam.*

## Meaning

Where the physical body is the universe,  
speech or song is the essence of all sounds,  
ornamentation is the Moon and the stars.  
I bow down to that supreme divinity.

It brings together all the four art forms you are learning —

**Angika:** Physical performance with movement, action and expression.

**Vaachika:** Speech, dialogue, songs and lyrics.

**Aahaarya:** Costumes, jewellery, sculpture and painting.

**Saatvika:** The deepest emotional spiritual experience for the artiste and audience.

This is an example of the verse written in Sanskrit by Nandikeshwara in *Abhinaya Darpana* around a thousand years ago. You can also refer to the videos by scanning the QR code.

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