



**Arts Integrated Sessions – Nali Kali (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>)**

Subject – Mathematics

Chapter – Spatial Relationships, Basic shapes and lines, Mapping

Art Medium – Collage





## Session Plan –

### Session 1 – Paper Exploration (2D)



*(This session will be conducted for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade students.  
For 3<sup>rd</sup> std students this will be a revision session  
For 2<sup>nd</sup> std students this will be familiar  
For 1<sup>st</sup> std students this will be new concept.)*



**Academic Goals for this session –**

- Students will begin to develop their understanding about spatial relationships.
- Students will begin to build knowledge about basic lines and shapes.

**Art Goals for this session –**

- Students will develop their close observation skills by observing lines and shapes around them and in the images of artworks.
- Students will develop their investigation skills through manipulation of papers.
- Students will develop their fine motor skills by tearing and cutting the papers.

**Materials**

- Different types of paper (collage/colour paper, newspaper etc.)
- Fevicol
- Scissors
- A4 white paper (to paste the colour papers on)
- Images of artworks that used lines and shapes.

**Activity –**

**Introduction**

**Time – 5 minutes**

- Start a conversation with students about lines.  
*(Some questions to consider –  
What are lines? Do you see any lines on yourself/ your clothes/around you? Are they all similar? Give them couple of minutes to observe and then answer these questions, encourage them to elaborate.)*
- Start a similar conversation with students on shapes.
- Pick one image from the artworks and ask your students to silently observe the various lines and shapes they notice.
- Encourage your students to name the lines and shapes they have observed.
- Do this with a couple of more images.

**Demonstration**

**Time – 15 minutes**

- Hold a paper in your hand and ask students how you could tear it.  
*(Try their responses)*
- Similarly, ask your students how you could hold the scissors and cut the paper.
- Ask them to guide you in tearing some lines and shapes from the paper.
- Ask them to guide you in cutting some lines and shapes from the paper.



- Make a free form shape and explain what it means, also explain the difference between a geometric shape and a free form shape.
- After making a few lines and shapes ask your students to guide you in placing them on the A4 white base paper.
- Show them how you are arranging all the lines and shapes first and then carefully applying drops of fevicol for sticking it onto the paper.  
*(Some questions to consider –  
Take a shape and ask students where that should be placed on the paper, ask them if they place the shapes on or under, top or bottom, near or far, etc.  
This will ensure that students are not placing everything one next to another.)*

### **Working Period**

**Time – 30 minutes**

- Divide the students into groups of four.
- Distribute the papers and encourage them to tear some lines and shapes of their choice.
- After they have torn some lines and shapes hand them the scissors for continuing the explorations.  
*(If your students are stuck at some point, encourage them to look around the room/outside the window/door to observe more lines and shapes)*
- When the students have manipulated the papers and created their lines and shapes give them the A4 base paper and fevicol.  
*(Remind them about how fevicol needs to be used.)*

### **Reflection**

**Time – 10 minutes**

- Arrange all the artworks in the centre of the circle and give students two minutes to observe their classmates' artworks.
- Pick one student artwork and ask other students to observe and tell the various lines and shapes the child has used.  
*(Ask them how do they think the child has got this line or shape? How would they have manipulated the paper?  
How have they placed the various shapes and lines?)*
- Do the same with a couple of more artworks.

*Note – Teachers can create a word wall with the important words that students have learnt in today's session.*



**Session 2 – Paper Exploration (3D)**





**Academic Goals for this session –**

- Students will understand the difference between 2D and 3D shapes.
- Students will continue to develop their understanding of lines and shapes.
- Students will continue to develop their understanding of spatial relationships.

**Art Goals for this session –**

- Students will continue to develop and apply close observation skills.
- Students will continue to develop and apply investigation skills through manipulation of paper.
- Students will develop problem solving through manipulation of paper.

**Materials**

- Different types of paper strips (collage/colour paper, newspaper, etc.)
- Fevicol
- Scissors
- A4 white paper (to paste the colour papers on)

**Activity –**

**Introduction**

**Time – 5 minutes**

- Recap the previous session, ask students to remind you of the various lines and shapes explored and the various ways in which they have arranged their explorations.
- Now point at a rectangular shape on the artwork and point towards the cupboard and ask students to observe and tell the difference that they notice.  
*(Rectangular shape is 2D and the cupboard is 3D. Explain to your students the meaning and difference between 2D and 3D.  
Let your students observe and understand the difference with multiple objects and shapes around them.)*

**Demonstration**

**Time – 15 minutes**

- Now showing a paper strip (2D) ask your students how to make it stand.  
*(Let your students provide multiple solutions and you can demonstrate them.  
You may also demonstrate creating legs for supporting the paper to stand.)*
- Explore with students the various ways of manipulating the paper by twisting, curling, waving, and exploring various shapes.
- Ask students where each shape/ exploration should be placed on the sheet.



- Show students how you are carefully applying fevicol and placing them on the A4 white base paper.
- Let your students know that they will now be divided into groups to work on their explorations.

### **Working Period**

**Time – 30 minutes**

- Divide the students into groups of four.
- Distribute the papers and encourage them to explore multiple ways of making paper stand and explore multiple shapes and lines.  
*(If your students are stuck at some point, encourage them to look around the room/outside the window/door to observe more lines and shapes)*
- Provide your students with fevicol for them create their artwork.

### **Reflection**

**Time – 10 minutes**

- Arrange all the artworks in the centre of the circle and give students two minutes to observe their classmates' artworks.
- Pick one student artwork and ask other students to observe and tell the various lines and shapes the child has used.  
*(Ask them how do they think the child has got this line or shape? How would they have manipulated the paper?  
How have they placed the various shapes and lines?)*
- Do the same with a couple of more artworks.

*Note – Teachers can create a word wall with the important words that students have learnt in today's session.*

*Also request students to observe the buildings and important places they see on their way back home from school.*



**Session 3 – Creating Community Collage (2D)**







**Academic Goals for this session –**

- Students will continue to strengthen their understanding of 2D and 3D shapes.
- Students will continue to strengthen their understanding of lines.
- Students will continue to strengthen their understanding of spatial relationships.
- Students will begin to develop the concept of map reading.

**Art Goals for this session –**

- Students will apply their close observation skills while creating their community.
- Students will develop their collaboration and communication skills while working in the group.
- Students will continue to develop their fine motor skills by manipulating paper.

**Materials**

- White Chart Paper (1 full sheet)
- Different types of papers (colour/collage paper, newspaper, paper waste from the previous two sessions.)
- Fevicol
- Scissors
- A4 sheet for the teacher to write.
- Pencil

*Note – the pencil will only be used by the teacher for writing on A4. The use of pencil to draw details on the colour papers for creating community should not be encouraged.*

**Activity**

**Introduction**

**Time – 5 minutes**

- Recap with students Session 1 and 2, lines and shapes explored, and spatial relationships.
- Start a discussion on what the word community means.
- Discuss the various things that they see within their community. (like buildings, landmarks, facilities, vehicles, etc.)
- As the students are saying these make a list of them.



### **Demonstration**

**Time – 10 minutes**

- Using students' suggestions demonstrate using the paper to create one thing from the list created.
- Ask them to guide you with the shapes and lines and details for creating the same.
- Remind students the use of fevicol and sticking them together to create that one element.
- Let students know that they will also be divided into groups of three (each group will have 1 student from each grade.)
- They will select one thing from the list and discuss how they will work on it.

### **Working Period**

**Time – 30 minutes**

- Let students form their groups and start their discussion.
- Provide them with papers and other materials.
- Encourage them to use their understanding of shapes, lines and spatial relationships while creating.
- Once all your students have created the community parts, teacher will place them on the large chart sheet.
- Remember to keep the school at the centre and place the other part on the north, south, east, and west.

### **Reflection**

**Time – 20 minutes**

- Based on the community created ask students to identify the buildings and various landmarks.
  - *(Some questions to consider –*
  - *How do they identify a police station, hospital, school, or bus stop?*
  - *What are the buildings that come on the north of the school? Etc.)*
- Also ask students their experiences while working with paper to create their community.
- What were some of the challenges they faced?
- What did they enjoy doing the most?

### **General Points to Consider –**

- Ensure to supervise your 1<sup>st</sup> std and 2<sup>nd</sup> std students when they are using scissors.
- Discuss the importance of good collaboration in each session during their working period.