



Arts Integrated Sessions – 5th Std.

Subject – EVS/Science

Chapter – Living World

Medium – Puppet





Session Plan

Session 1 – Close Observation Drawing of Animals





Academic goals for this session –

- Students will begin to understand the difference between different types of animals – herbivores, omnivores, and carnivores.

Art goals for this session –

- Students will develop close observation skills by carefully observing the animal picture.

Materials

- A4 white sheet for drawing
- Pencil
- Images of animals

Activity –

Introduction

Time - 10 minutes

- Begin a conversation with students about animals. Discuss the various kinds of animals that they see around them, in the forest, at farms etc.
- Look at the images and help student identify the animals.

Demonstration

Time – 10 minutes

- Look at an image of an animal with the students.
- Ask them what animal they looking at?
- Tell students that all animals are made up of simple lines and shapes.
- Tell students that today they will be using their eyes to look closely at animal images. They will be focusing on the different shapes in the animal and using these shapes to create a simple sketch of the animal.
- Pointing to different shapes in the animal, ask students, “What shape is the head of this animal? What shape is the body? What shape is the leg?”
- As the students point out to different shapes, start sketching out the shapes on your A4 paper.



- Once you have all the shapes on your paper, demonstrate adding details to your animal to make it look more like an animal.
- Pick an image of the offspring and demonstrate drawing it on the same sheet next to the animal using the same process.

Working Period

Time – 45 minutes

- At the start of the working period distribute only the animal images. Give students a few minutes to observe the photo and look at the shapes that make up the animals.
- Now distribute the A4 sheets and pencils.
- Ask them to start with a sketch using shapes, and then add details to create a detailed drawing.
- After completing the animal image, provide the children with its offspring image as well.
- Let them repeat the same process for completing the drawing of this image.

Reflection

Time – 10 minutes

- Place students' observation drawings in the centre for them to observe.
- Pick one child's artwork and ask other students to identify some of the shapes that are used and the details that are added.
- Ask students to observe similarities and differences between the animal and its offspring.

Session 2 – Close Observation Drawing of Plants





Academic goals for this session –

- Students will continue to develop their understanding of the difference between a living and non-living thing.
- Students will continue to understand the characteristics of living things.

Art goals for this session –

- Students will develop close observation skills by carefully observing the plants.

Materials

- A4 white sheet for drawing
- Pencil
- Images of plants (Annual, Biennial, Perennial)

Activity –

Introduction

Time – 5 minutes

- Recap the previous session with your students.
- Show an image of a plant. Ask students to help you identify the simple shapes in the flower. Ask students to identify the details they see in the flower.

Demonstration

Time – 10 minutes

- As they share, take the A4 sheet and get the students help to break down the shape of the plant by asking them questions like, “What shape is the stem? What shape is the leaf? What shape is the centre of the flower? Etc.
- Add in the details and complete the drawing.

Working Period

Time – 45 minutes

- At the start of the working period distribute only the plant images. Give students a few minutes to observe the photo and look at the shapes that make up the plant.
- Now distribute the A4 sheets and pencils.
- Ask them to start with a sketch using shapes, and then add details to create a detailed drawing.



Reflection

Time – 10 minutes

- Place students' observation drawings in the centre for them to observe.
- Pick one child's artwork and ask other students to identify some of the shapes that are used and the details that are added.
- Ask students to observe similarities and differences between the plants. Take this space to explain to students about Annual, Biennial and Perennial plants.
- Ask students to notice the similarities and differences between the inanimate objects in their classroom, the animal and offspring images, and the plants.

Note – Post the reflection use these drawings to discuss characteristics of plants such as – photosynthesis, respiration, response to stimuli.



Session 3 – Outline Drawing, cutting, and creating the puppet.





Academic goals in this session –

- Students will continue to develop their understanding of living-things.
- Students will continue to develop their understanding of the characteristics of living-things, specifically, movement.

Art goals in this session –

- Students will exercise and develop their motor skills.
- Students will develop perseverance by working on a multi-step project.
- Students will develop problem-solving skills while cutting and creating puppet.

Materials

- Student drawings from session 1 and 2
- Black Chart Paper (1/student)
- Oil Pastel
- Scissors
- Fevicol
- Hole Puncher
- Rivet/Similar material to join the puppet parts.
- Long stick/Ice cream sticks

Activity -

Introduction

Time – 5 minutes

- Recap of sessions 1 and 2, provide a space for students to share their questions of what has been taught till this point.
- Ask students if they know what a puppet is?
- Let them know that they would be making their own puppets today.

Demonstration

Time – 10 minutes

- Select a student drawing from the previous session and with the help of the students draw the same on the black chart paper with oil pastel.
- Show students how you are carefully cutting the outline.



- Demonstrate cutting one limb and then attaching it with a rivet/similar material.
- Let them know they will be divided into three groups now – one for animals, offspring, and plants.

Working Period

Time – 20 minutes

- Let students settle down in their groups, provide them with their artworks based on their grouping.
- Distribute the chart paper and the oil pastel for the students to do the outline.
- After they have completed the outline provide them with scissors to cut the outline and one limb, and a leaf or flower for the plant.

Reflection

Time – 10 minutes

- Place all students in the centre for all students to observe.
- Encourage students to share their experiences while creating the puppet.
- Let them share any challenges they faced and what did they enjoy the most.

Session 4 – Oil Pastel Exploration (Optional)





Art Goals in this session –

- For students to develop investigation skills through exploration and experimentation of oil pastels

Materials –

- Oil Pastel (1 box shared by 4 students)
- Black construction paper (1/4)

Activity –

Introduction

Time – 5 minutes

- Tell the students we are going to be working with oil pastels today,
- Talk to them about the difference between oil pastel and crayons.

Demonstration

Time – 10 minutes

- Demonstrate for the students exploring the medium of oil pastels through blending colour together and discovering new colours, by making various kinds of marks, experimenting with different types of lines.
- Demonstrate for student using various sharp objects for exploring marks and textured surfaces.
- Tell students they are free to test all the techniques and encourage them to come up with something new too.

Working Period

Time – 20 minutes

- Distribute all materials required for students to begin their explorations.
- Go around the class and encourage them to use the material in various ways.

Reflection

Time – 10 minutes

- Place the artworks in the centre for everyone to observe.
- Share some of the students' explorations with the class.
- Let your students know that they use these explorations on the animal puppet.



Session 5 – Create a Story





Academic goals in this session –

- Students will continue to develop their understanding of living-things.
- Students will continue to develop their understanding of the characteristics of living-things.

Art goals in this session –

- For students to develop their collaboration and communication skills through creating a story for their puppets while working with the group.

Materials

- Storyboard sheets
- Pencil

Activity

Introduction

Time – 5 minutes

- Look at some samples of the student puppets from session 3.
- Tell students they will be creating a story for their puppets today.

Demonstration

Time – 10 minutes

- Using one of the student puppets as an example, as students:
 - What is the name of the puppet?
 - Where does it live?
- Get a few suggestions of sample stories from the children.
- Introduce the storyboard (using simple image and text to tell a story).
- Use one of the story examples shared to show how to create a storyboard.
- Let students know that they will be divided into groups of four. These groups will include various living beings and they need to work as a group to create a story that includes all the puppets from the group.



Working Period

Time – 20 minutes

- Give students about 10 minutes to plan and then distribute the storyboard sheets and pencil.
- Encourage students to take a few minutes to think of a story for their puppets, and then use storyboard to tell their stories.

Reflection

Time – 20 minutes

- Encourage groups to share their stories with the class.
- Conclude the session with discussion about living things, and its characteristics.