



तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन

KENDRIYA VIDYALAYA SANGATHAN

RAIIPUR REGION



INTEGRATED



*Learning  
through the arts  
&  
with the arts*

Class VI to VIII



तत् त्वं पूषन् अपावृषु  
केन्द्रीय विद्यालय संगठन



**Vinod Kumar**

Deputy Commissioner  
KVS RO Raipur



**Biraja Mishra**

Asst. Commissioner  
KVS RO Raipur



**Ashok Kumar Mishra**

Asst. Commissioner  
KVS RO Raipur



Designed By :

Ravi Kumar Ahir





## *Our Artistic Members*

S.NO.	NAME OF ART TEACHER	NAME OF KV	MOBILE NO.	EMAIL ID	CLASSES ALLOTTED
1	SH. KHALEEQUE AHMAD	Bilaspur	8090776190	rskhaleeque@gmail.com	6
2	SH. ARUN KUMAR SAHU	Janjgir	8817248788	arunkumar146573@gmail.com	6
3	MR. G.K.NIRMALAKAR	MAHASAMUND	7587473629	gknirmalkar11@gmail.com	7
4	YOGESH KUMAR NETAM	Dhamtari	9009530737	yogeshnetam81@gmail.com	7
5	SHRI. PRODIP BISWAS	Kanker	8765354963	biswas.prodip77@gmail.com	8
6	TARAN GANESH THAKUR	Dantewada	9545351778	taranganesh@gmail.com	8

# INDEX

S.No.	Class	Page No.	Subject-wise page no.
1	Class – VI	01 – 26	Hindi – 1- 4 Eng – 5- 8 Math – 9- 12 Sanskrit – 13 -18 Science – 19 – 22 S.St. – 23 -26
2	Class – VII	27 – 81	Science – 27 -36 Hindi – 37 - 48 English – 49 – 55 Sanskrit – 56 -63 Math – 64 – 73 S.St. - 74 -81
3	Class – VIII	82 - 111	Sanskrit – 82 – 87 Hindi – 88 – 93 Math – 94 – 98 Science – 99 – 103 S.St. – 104 – 107 English – 108 - 111



# AIL PROJECT FOR CLASS 6TH

PREPARED BY

ARUN KUMAR SAHU.  
TGT (AE).  
KV, JANJGIR (CG).

K. A. SIDDIQUI  
TGT (AE)  
KV, BILASPUR (CG)

## CLASS - VI हिन्दी.

## वह चिड़िया जो

वह चिड़िया जो-  
चोंच मारकर  
दूध-भरे जुंडी के दाने  
रुचि से, रस से खा लेती है  
वह छोटी संतोषी चिड़िया  
नीले पंखों वाली मैं हूँ  
मुझे अन्न से बहुत प्यार है।



वह चिड़िया जो-  
कंठ खोलकर  
बूढ़े वन-बाबा की खातिर  
रस उंडेलकर गा लेती है  
वह छोटी मुंह बोली चिड़िया  
नीले पंखों वाली मैं हूँ  
मुझे विजन से बहुत प्यार है।





वह चिड़िया जो-  
चोंच मारकर  
चढ़ी नदी का दिल टटोलकर  
जल का मोती ले जाती है  
वह छोटी गरबीली चिड़िया  
नीले पंखों वाली मैं हूँ  
मुझे नदी से बहुत प्यार है।

— केदारनाथ अग्रवाल



# CLASS - VI ENGLISH. A TALE OF TWO BIRDS

THERE once lived a bird and her two new-born babies in a forest. They had a nest in a tall, shady tree and there the mother bird took care of her little ones day and night. One day, there was a big storm. There was thunder, lightning and rain, and the wind blew down many trees. The tall tree in which the birds lived also came down. A big, heavy branch hit the nest and killed the bird. Fortunately for the baby birds, the strong wind blew them away to the other side of the forest. One of them came down near a cave where a gang of robbers lived. The other landed outside a rishi's ashram a little distance away.



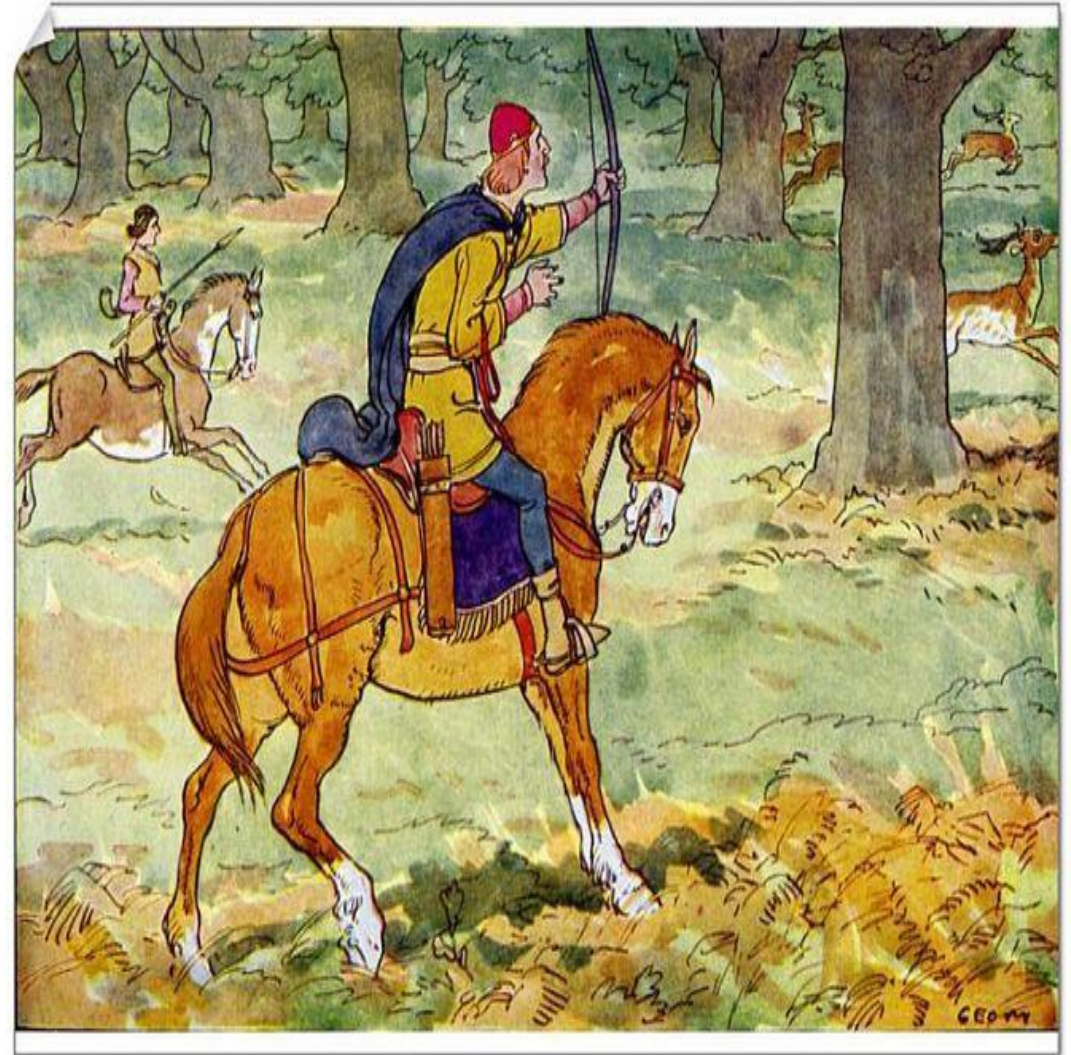
Days passed and the baby birds became big birds. One day, the king of the country came to the forest to hunt. He saw a deer and rode after it. It ran deep into the forest followed by the king. Soon the king lost his way and didn't know where he was.

He rode on for a long time till he came to the other side of the forest. Very tired by now, he got off his horse and sat down under a tree that stood near a cave. Suddenly he heard a voice cry out, "Quick! Hurry up! There's someone under the tree. Come and take his jewels and his horse. Hurry, or else he'll slip away." The king was amazed. He looked up and saw a big, brown bird on the tree under which he was sitting. He also heard faint noises issuing from the cave. He quickly got on to his horse and rode away as fast as he could.





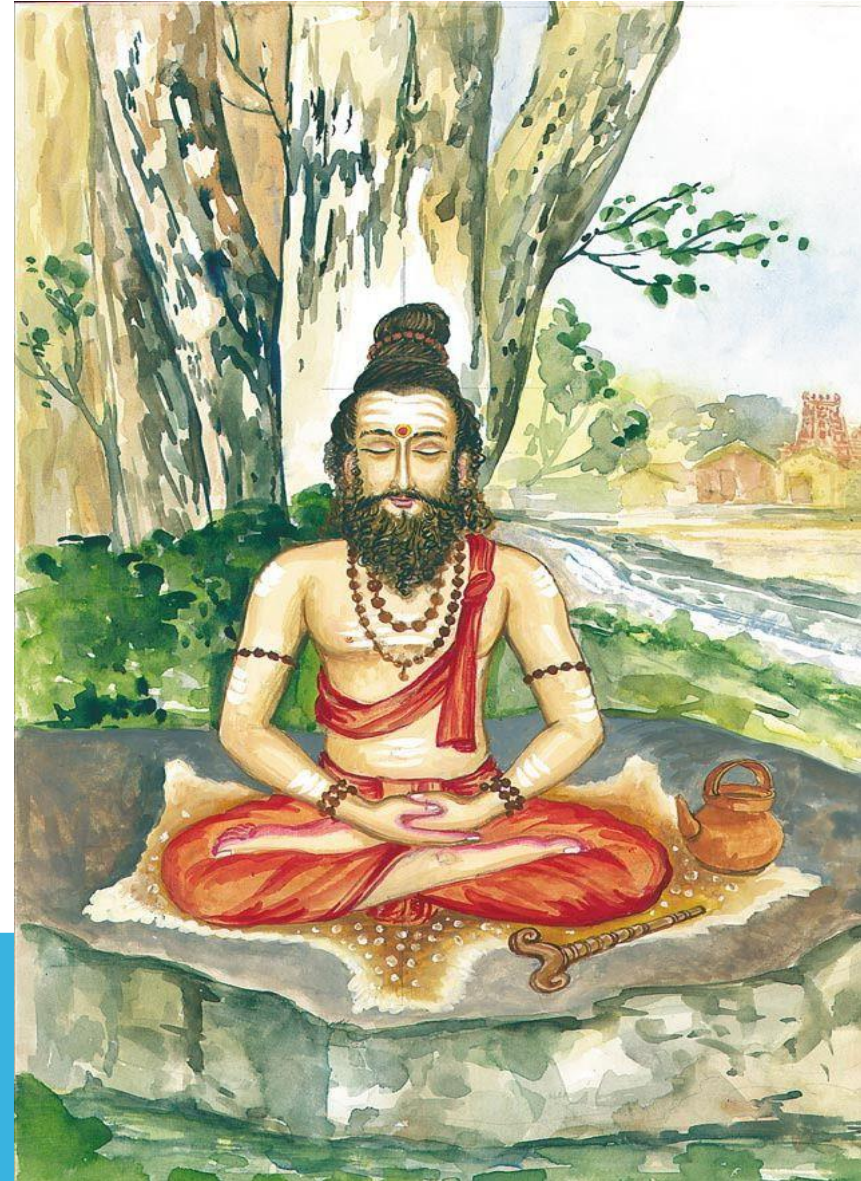
Soon, he came to a clearing which looked like an ashram. It was the rishi's ashram. The king tied his horse to a tree and sat down in its shade. Suddenly he heard a gentle voice announce, "Welcome to the ashram, Sir. Please go inside and rest. The rishi will be back soon. There's some cold water in the pot. Please make yourself comfortable." The king looked up and saw a big, brown bird in the tree. He was amazed. 'This one looks like the other bird outside the cave,' he said to himself loudly. "You are right, Sir," answered the bird. "He is my brother but he has made friends with robbers. He now talks as they do. He doesn't talk to me any more." Just then the rishi entered the ashram.





“Welcome, Sir,” he said to the king.

“Please come inside and make yourself at home. You look tired. Rest for a while. Then you can share my food.” The king told the rishi the story of the two birds and how each had behaved so differently though they looked so alike. “The forest is full of surprises”, he said. The holy man smiled and said, “After all, one is known by the company one keeps. That bird has always heard the talk of robbers. He imitates them and talks about robbing people. This one has repeated what he has always heard. He welcomes people to the ashram. Now, come inside and rest. I’ll tell you more about this place and these birds.”



## **CLASS - VI MATHEMATICS. KNOWING OUR NUMBERS**

**Counting things is easy for us now. We can count objects in large numbers, for example, the number of students in the school, and represent them through numerals. We can also communicate large numbers using suitable number names.**

**It is not as if we always knew how to convey large quantities in conversation or through symbols. Many thousands years ago, people knew only small numbers. Gradually, they learnt how to handle larger numbers. They also learnt how to express large numbers in symbols. All this came through collective efforts of human beings. Their path was not easy, they struggled all along the way. In fact, the development of whole of Mathematics can be understood this way. As human progressed, there was greater need for development of Mathematics and as a result Mathematics grew further and faster.**



Name

Date



## ORDERING NUMBERS TO 7 DIGITS SHEET 2

### ANSWERS

A)	3622714 <u>273,828</u> smallest	1087278 <u>472,719</u>	273828 <u>1,087,278</u>	472719 <u>2,147,283</u>	2147283 <u>3,622,714</u> largest
B)	862719 <u>756274</u> smallest	1726380 <u>862719</u>	756274 <u>982671</u>	982671 <u>1726380</u>	2018271 <u>2018271</u> largest
C)	5261871 <u>562,717</u> smallest	5270182 <u>5,182,837</u>	5182837 <u>5,218,273</u>	562717 <u>5,261,871</u>	5218273 <u>5,270,182</u> largest
D)	7281938 <u>362,197</u> smallest	362197 <u>592,717</u>	2838173 <u>2,838,173</u>	7728166 <u>7,281,938</u>	592717 <u>7,728,166</u> largest
E)	2038174 <u>24,958</u> smallest	2103727 <u>283,716</u>	283716 <u>2,038,174</u>	24958 <u>2,081,736</u>	2081736 <u>2,103,727</u> largest
F)	8437186 <u>634,928</u> smallest	7381934 <u>4,372,891</u>	4372891 <u>4,739,281</u>	634928 <u>7,381,934</u>	4739281 <u>8,437,186</u> largest
G)	1993828 <u>271,745</u> smallest	3280382 <u>1,738,294</u>	271745 <u>1,993,828</u>	1738294 <u>2,536,478</u>	2536478 <u>3,280,382</u> largest
H)	9382871 <u>635,217</u> smallest	635217 <u>937,274</u>	1037274 <u>1,037,274</u>	937274 <u>2,837,471</u>	2837471 <u>9,382,871</u> largest

**We use numbers and know many things about them. Numbers help us count concrete objects. They help us to say which collection of objects is bigger and arrange them in order e.g., first, second, etc. Numbers are used in many different contexts and in many ways. Think about various situations where we use numbers. List five distinct situations in which numbers are used.**

**We enjoyed working with numbers in our previous classes. We have added, subtracted, multiplied and divided them. We also looked for patterns in number sequences and done many other interesting things with numbers. In this chapter, we shall move forward on such interesting things with a bit of review and revision as well.**

Name

Date



## COMPARING 6 DIGIT NUMBERS 2 ANSWERS

1) 462715	>	378572	11) 845629	=	845629	21) 709218	>	708219
2) 179816	<	204368	12) 509871	<	510987	22) 67153	<	662038
3) 650924	>	648379	13) 43896	<	410986	23) 454261	<	456241
4) 536521	=	536521	14) 327714	>	319863	24) 710936	=	710936
5) 738291	>	89056	15) 716829	>	75869	25) 917206	>	917062
6) 427850	<	428106	16) 318094	>	318049	26) 700005	>	83129
7) 78956	<	323104	17) 520076	>	517638	27) 378816	<	387611
8) 214658	<	220153	18) 892648	=	892648	28) 802134	>	801432
9) 805731	>	697580	19) 108165	>	38274	29) 547399	>	543799
10) 56374	<	542803	20) 921534	<	925314	30) 31908	<	318009

Compare these amounts.

31)	152614	>	150000 + 2000 + 597
32)	827640	<	820000 + 7700
33)	300000 + 40000 + 814	>	34814
34)	731228	=	730000 + 1200 + 28
35)	570000 + 826	>	500000 + 7900
36)	925000 + 617	<	900000 + 25671
37)	300000 + 2578	<	310000 + 496
38)	570000 + 4900	=	500000 + 74000 + 900
39)	620000 + 1950	>	620000 + 978
40)	106000 + 497	>	10000 + 7000 + 379



संस्कृत

प्रथमः पाठः

शब्दपरिचयः-।

एषः कः?

एषः चषकः।

किम् एषः बृहत्?

न, एषः लघु।





सः कः?

सः सौचिकः।

सौचिकः किं करोति?

किं सः खेलति?

न, सः वस्त्रं सीव्यति।

एतौ कौ?  
एतौ शुनकौ स्तः।  
किम एतौ गर्जतः?  
न, एतौ उच्चैः बुक्कतः।







तौ कौ?  
तौ बलीवदौं स्तः।  
किं तौ धावतः?  
न, तौ क्षेत्रं कर्षतः।

ते के?

एते स्यूताः सन्ति।

किम एते हरितवर्णाः?

नहि, एते नीलवर्णाः सन्ति।





ते के?  
ते वृद्धाः सन्ति।  
किं ते गायन्ति?  
नहि, ते हसन्ति।



## SCIENCE. 1.FOOD:WHERE DOES IT COME FROM?

What did you eat at your home today?

Find out what Your friend ate today?

Did you eat the same kind of food yesterday and today? We all eat different kinds of food at different times. Isn't it?

There seems to be so much variety in the food that we are eat. What are these food items made of? Think about rice cooked at home. We take raw rice and boil it in water. Just two materials or ingredients are needed to prepare a dish of boiled rice.



On the other hand, some food items are made with many ingredients. To prepare vegetable curry, we need different kinds of vegetables, salt, spices, oil and so on.









# WHAT DO WE EAT?

Name of the student/friend	Food items eaten in a day	

### The Earth □ □

The earth is the third nearest Planet to the Sun. In size it is a fifth largest planet. It is slightly flattened at the poles. That is why, It's shape described as Geoid. Geoid means an earth-like shape.

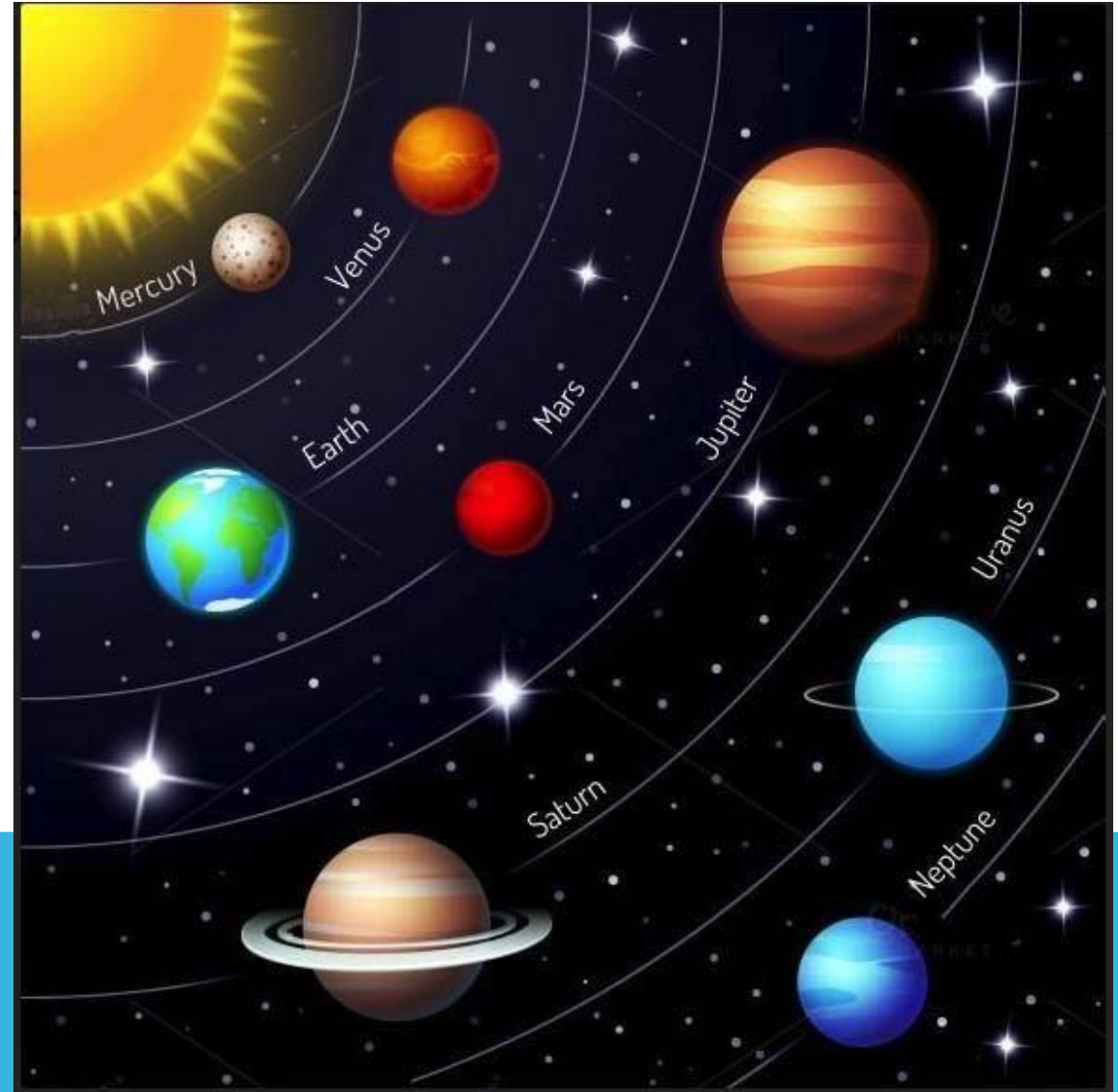
Conditions favourable to support life are probably found only on the earth. The earth is neither too hot nor too cold. It has water and air which are very essential for our survival. The air has life-supporting gases like oxygen. Because of these reasons, the earth is a unique planet in the solar system.

From the outer space, the earth appears blue because it's two-thirds surface is covered by water. I



# THE SOLAR SYSTEM

The sun, eight planets, satellites and some other celestial bodies known as asteroids and meteoroids from the solar system. We often call it a solar family, with the sun as it's head.





# UNDERSTANDING DIVERSITY

Look around you in the classroom: do you see anyone who looks exactly like you do? In this chapter you will learn that people are different from each other in many ways. Not only do they look different but they might also belong to different regional, cultural or religious back-grounds. These differences enrich our lives in many ways and also make them more fun!

All these different people, who come from all kinds of backgrounds, and belong to all kinds of religions and cultures help to make India so interesting and so diverse. What does diversity add to our lives. How did India become like this? Are all kinds of difference a part of diversity. Can diversity also be a part of unity? Read this chapter to find some answers.



**SPECTRUM**  
MUMBAI  
All Images are Protected by © Copyright Act

# PEOPLE OF INDIA

CHART NO. 132  
www.spectrumchart.com

<p>ગુજરાતી ગુજરાતી</p> <p><b>GUJARATI</b></p>	<p>मराठा मराठा</p> <p><b>MARATHA</b></p>	<p>தமிழ் தமிழர்</p> <p><b>TAMIL</b></p>	<p>বঙ্গালী বঙ্গালী</p> <p><b>BENGLI</b></p>
<p>ਪੰਜਾਬੀ ਪੰਜਾਬੀ</p> <p><b>PUNJABI</b></p>	<p>પારસી પારસી</p> <p><b>PARSI</b></p>	<p>મારવાડી મારવાડી</p> <p><b>MARWARI</b></p>	<p>ખ્રીસ્તી ખ્રીસ્તી</p> <p><b>CHRISTIAN</b></p>
<p>ਸਿੱਖ ਸਿੱਖ</p> <p><b>SIKH</b></p>	<p>મુસ્લમાન મુસ્લમાન</p> <p><b>MUSLIM</b></p>	<p>બોહરી બોહરી</p> <p><b>BOHRI</b></p>	<p>કાશ્મીરી કાશ્મીરી</p> <p><b>KASHMIRI</b></p>
<p>બાહિવાસી બાહિવાસી</p> <p><b>BHIL</b></p>	<p>કાઠિવાડી કાઠિવાડી</p> <p><b>KATHIAWADI</b></p>	<p>કોલી કોલી</p> <p><b>KOLI</b></p>	<p>ગુરખા ગુરખા</p> <p><b>GORKHA</b></p>

# ART INTEGRATION WITH SCIENCE CHAPTER- 2

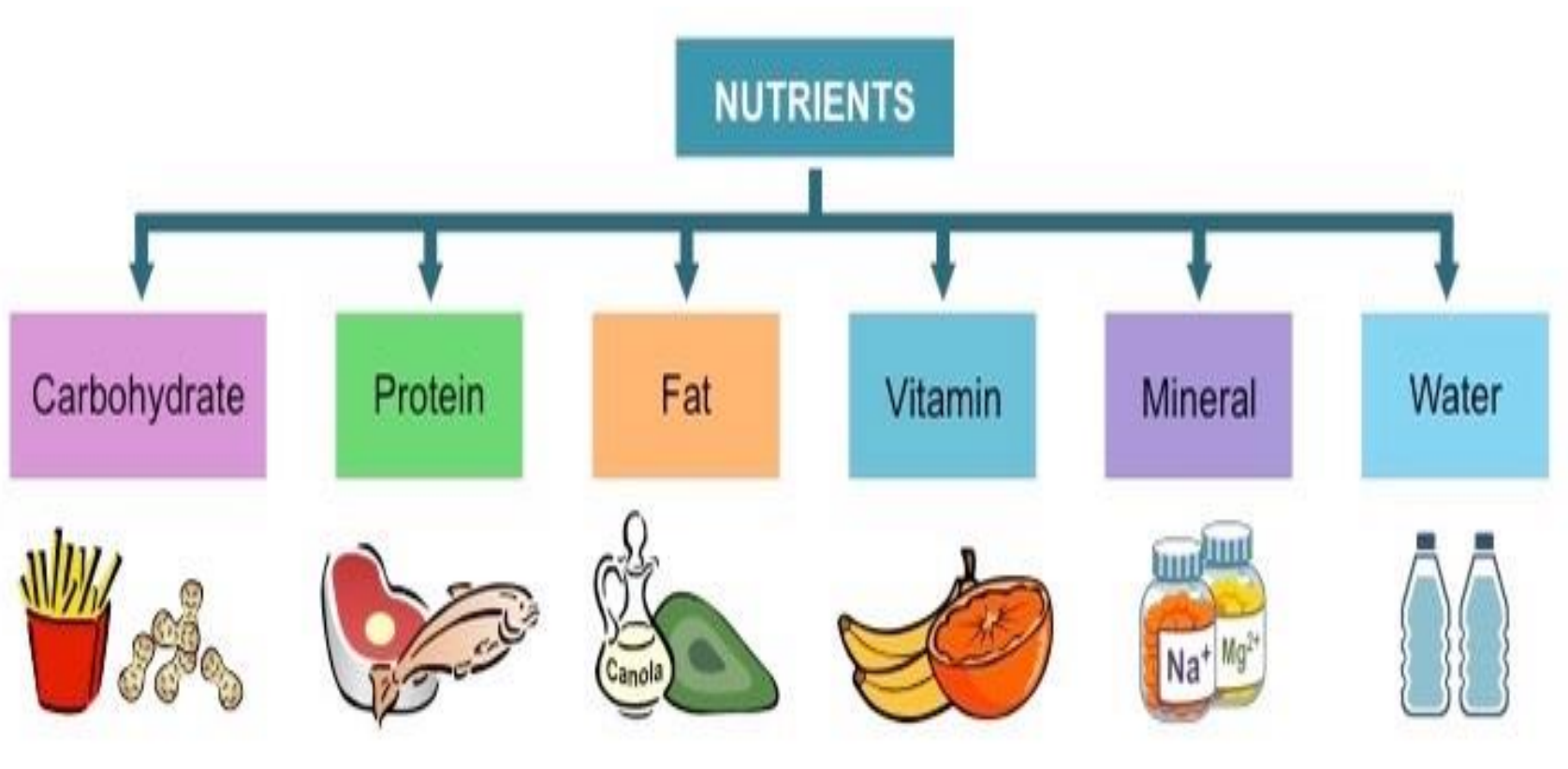
## NUTRITION IN ANIMAL

CLASS - VII - SCIENCE

Plants make their own food but animals can not make their own food. Animal get their food from plants directly by eating them or by eating other animal eating plants.

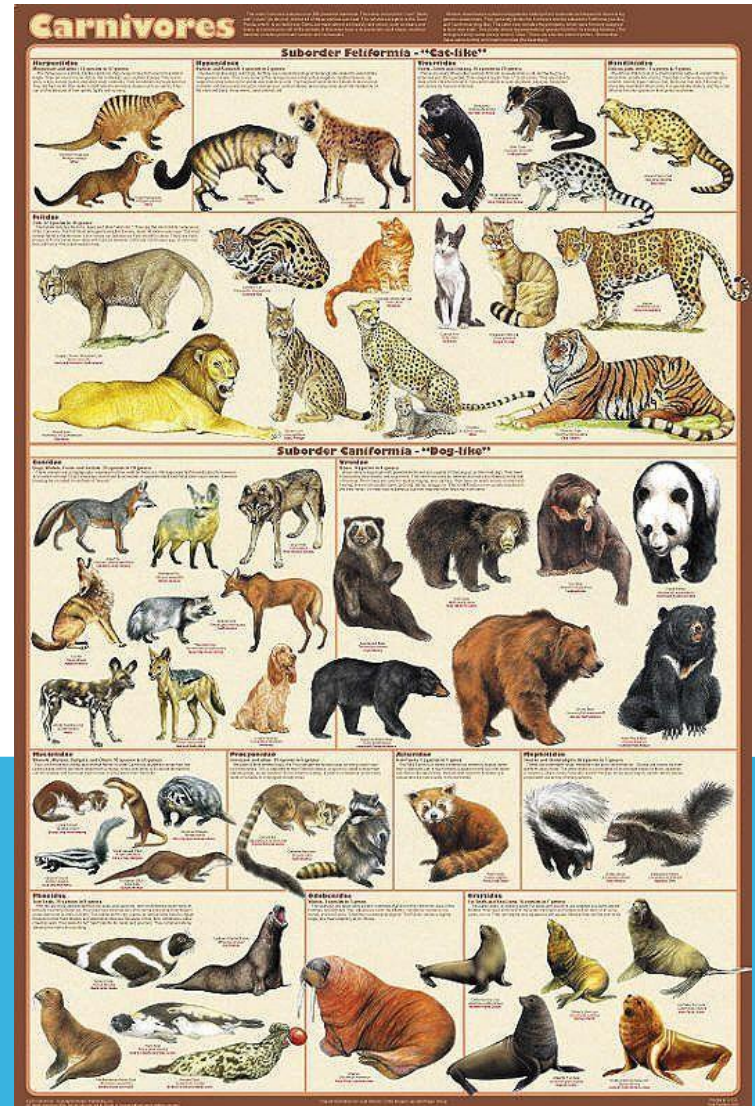
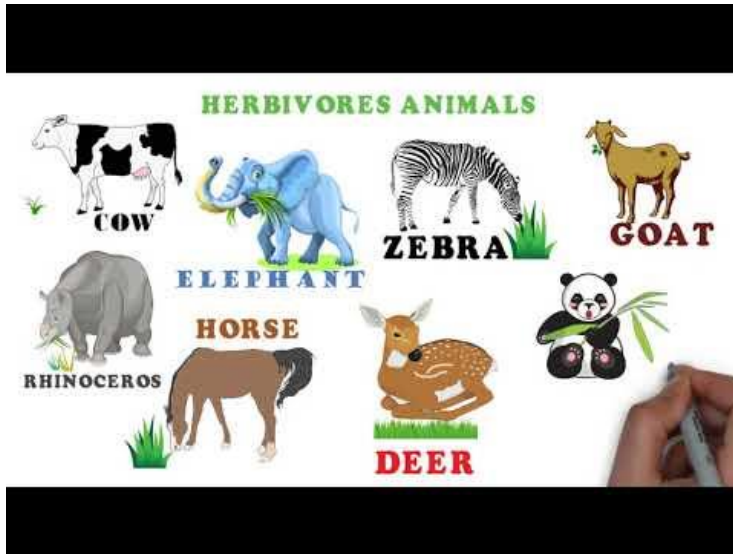


# ESSENTIAL FOOD COMPONENTS

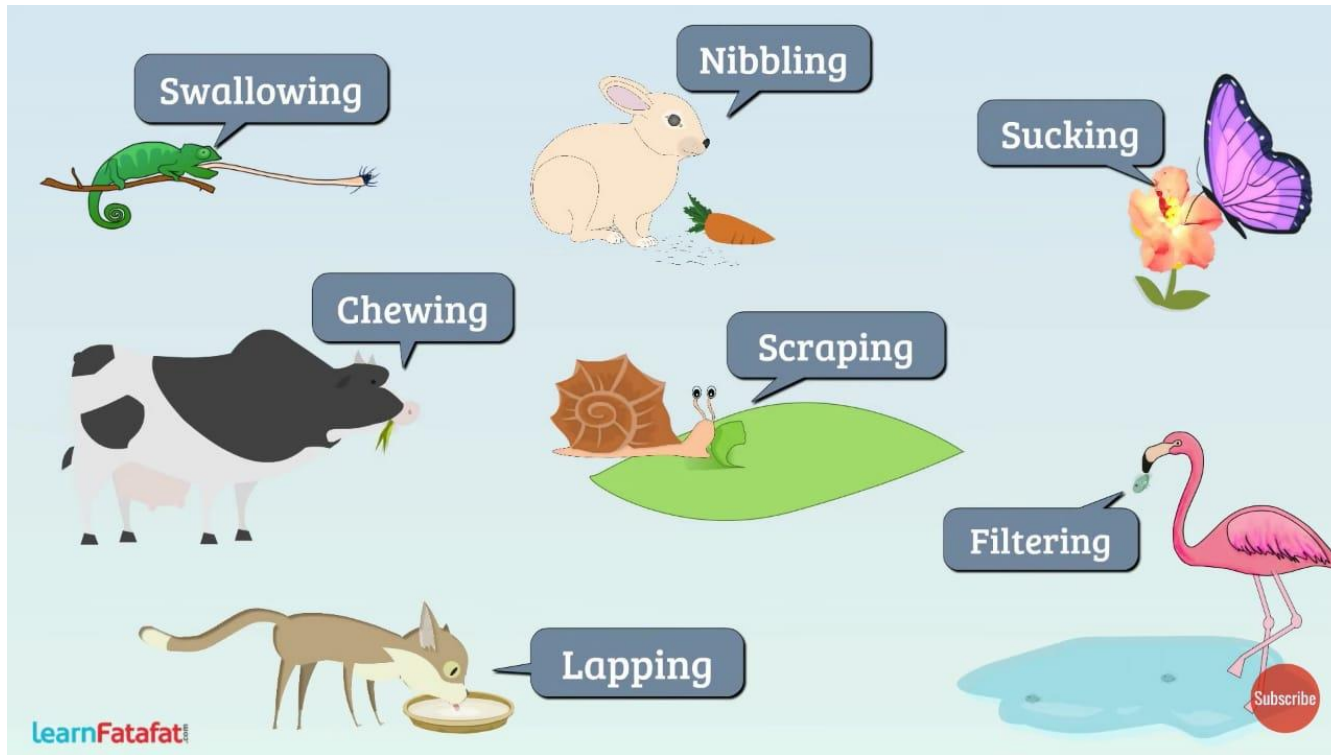


# NUTRITION IN ANIMAL

According to eating materials for animal they are divided into 3 categories



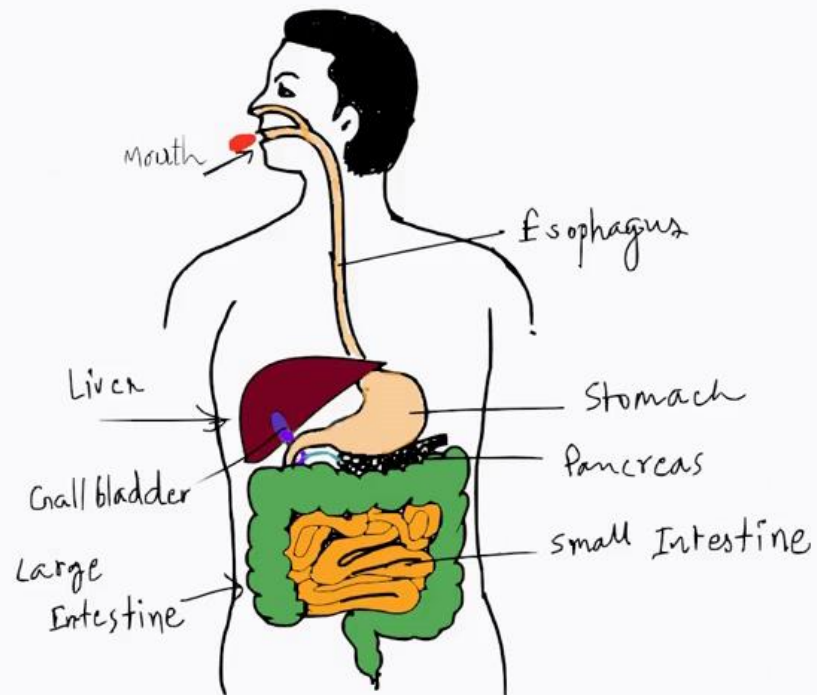
# DIFFERENT MODE OF NUTRITION





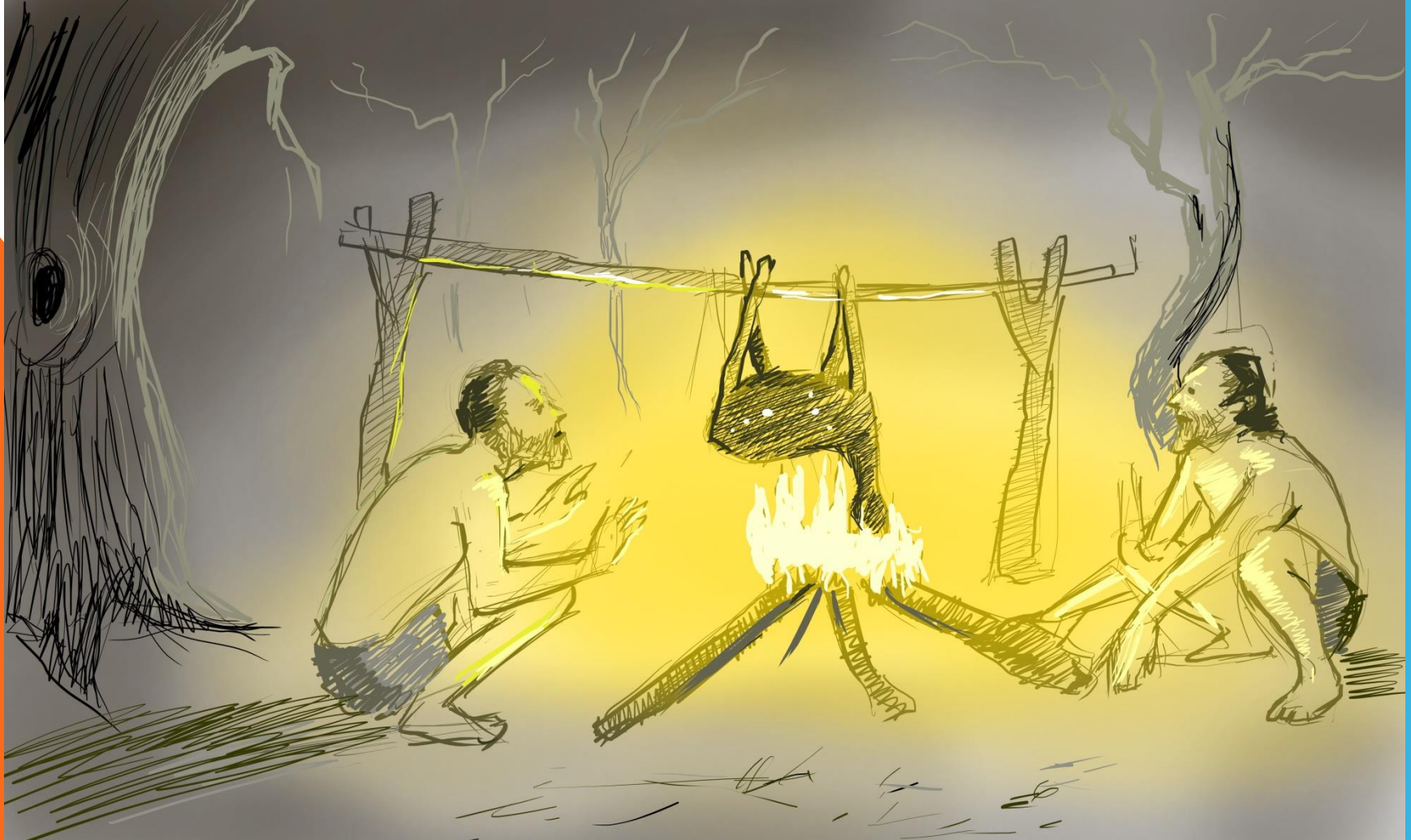
# DIGESTION IN HUMAN

Digestion human starts in mouth. The food passes through a continuous canal which begins at buccal cavity and ends at the anus.



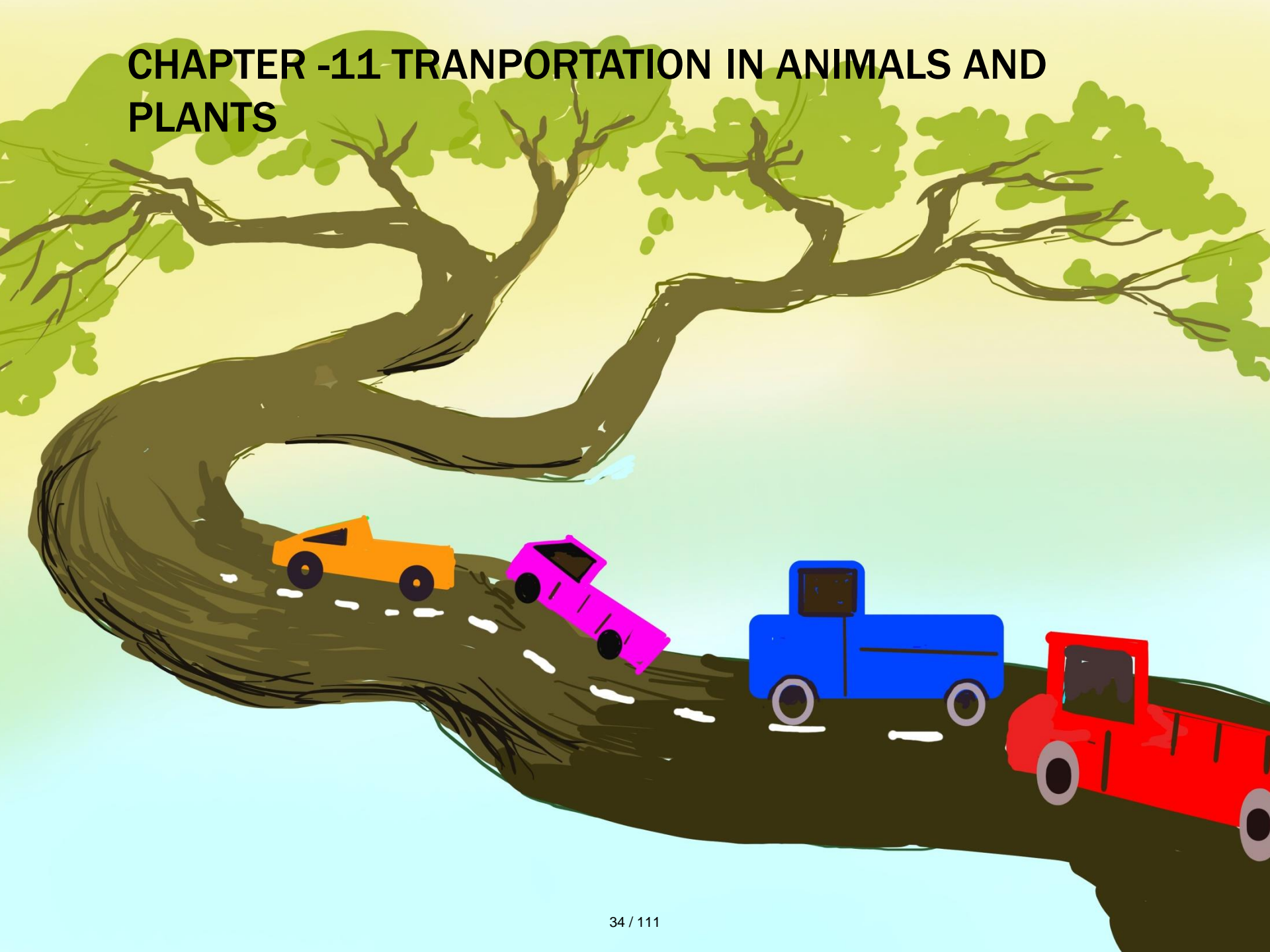
# CHAPTER -4

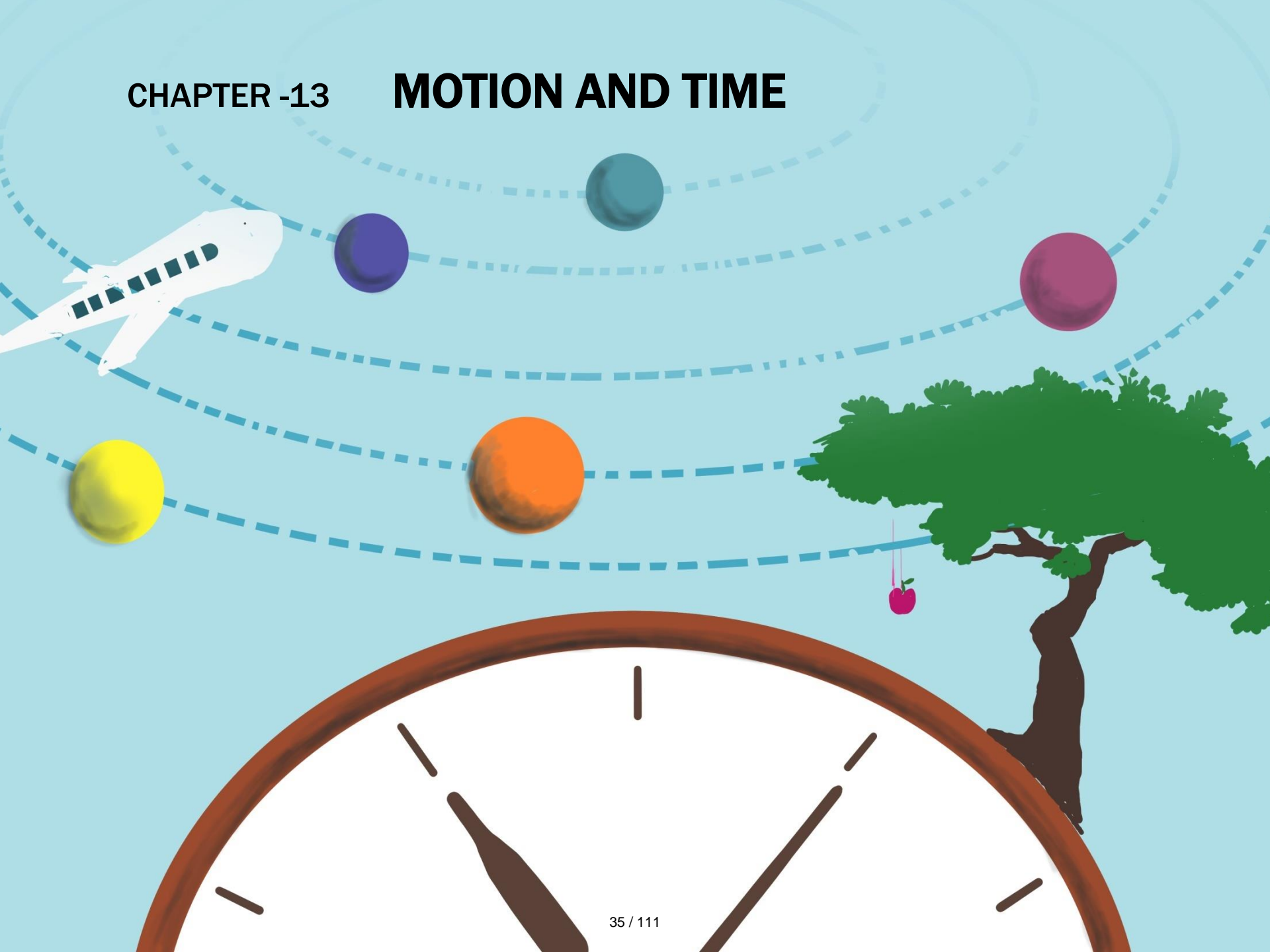
## HEAT



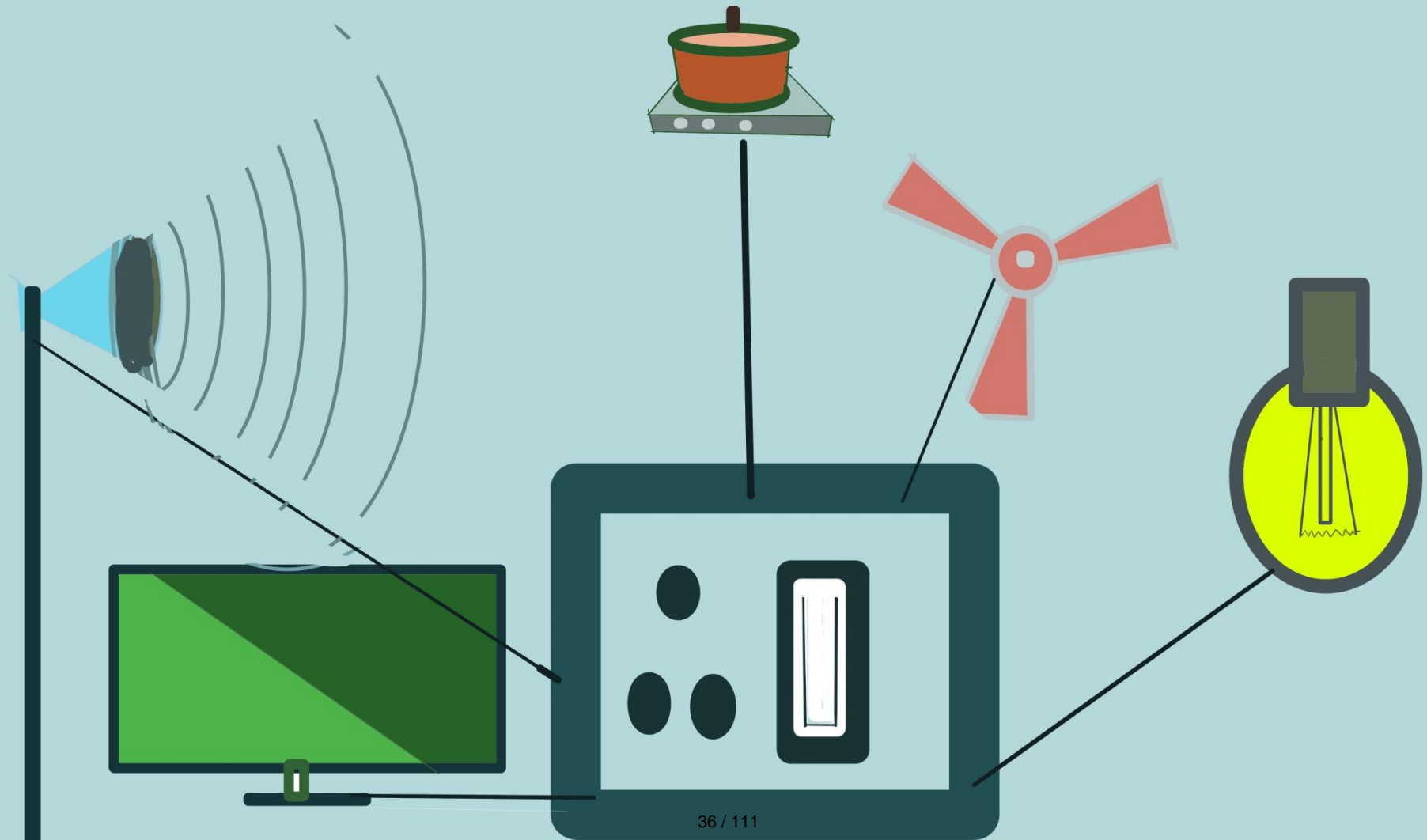


# CHAPTER -11 TRANSPORTATION IN ANIMALS AND PLANTS





# CHAPTER 14 -ELECTRIC CURRENT AND ITS EFFECTS





CLASS - VII - HINDI

# कला समेकित शिक्षा

## हिंदी

द्वारा - योगेश कुमार नेताम  
कला शिक्षक  
के.वि धमतरी



कला समेकित शिक्षा में उपयोग होने वाले विविध कला  
के रूप

चित्रकला

मूर्तिकला

फोटोग्राफी

कठपुतली

विडियो

पीपीटी

क्राफ्ट

नाट्यकला

नृत्यकला



# हिमालय की बेटियाँ

यह पाठ हिमालय को एक पिता और वहाँ से निकलने वाली नदियों को उसकी बेटियों की तरह दिखाता है। पूरा पाठ नदी के हिमालय से लेकर समुद्र तक के यात्रा में साथ साथ घूमता है। यहाँ हम देखते हैं की लेखक नदी की कल्पना अलग अलग स्थानों में उसकी स्थिति के अनुसार अलग अलग रूपों में करता है , कभी वो इसे बेटी के तो कभी बहन के तो कभी माँ रूप में देखता है। नदियाँ अंततः समुद्र में जाकर मिलती हैं इसलिए समुद्र को हिमालय के दामाद के रूप में लेखक ने देखा है।



## नदियों का सागर में मिलन-

अपने साथ समेटी हुई सारी रेत मिट्टी सागर में समर्पित कर देती है मनो अपने साथ दहेज़ में लेकर आर्यो हो ।

नदिया जब सागर में जाकर मिलती है

अपने साथ समेटी हुई सारी रेत मिट्टी सागर में समर्पित कर देती है मनो अपने साथ दहेज़ में

लेकर आर्यो हो ।



# पाठ 1 - हम पंछी उन्मुक्त गगन के

विद्यार्थियों का विषय के साथ बेह  
के लिए क्राफ्ट आर्ट एक बहुत ही



# ‘हम पंछी उन्मुक्त गगन के’

कविता के बेहतर समझ के लिए खले मैदान में विद्यार्थियों द्वारा पंछियों का नाट्य भी किया जा स

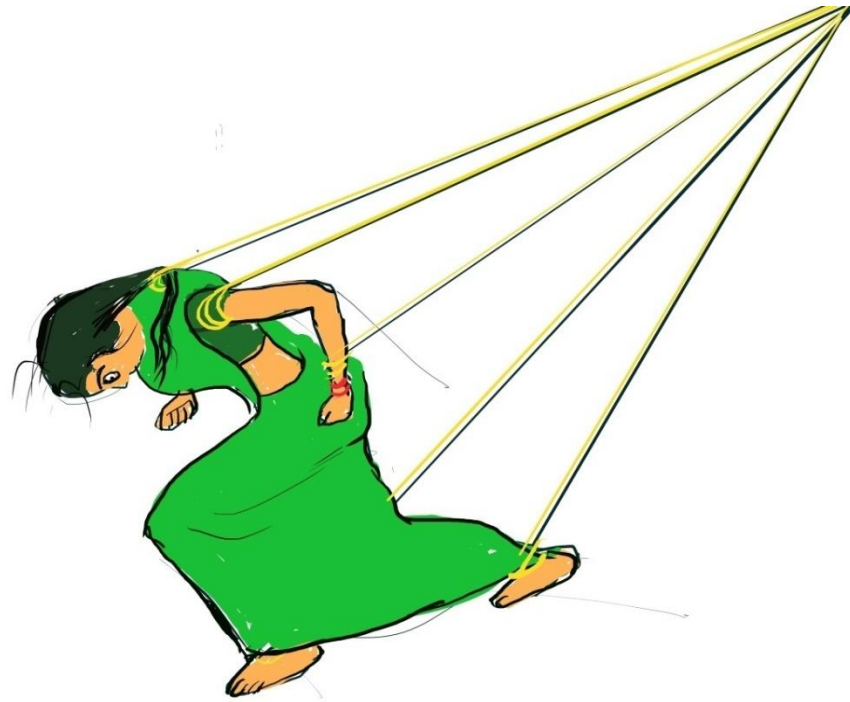


# पाठ- 4 कठपुतली





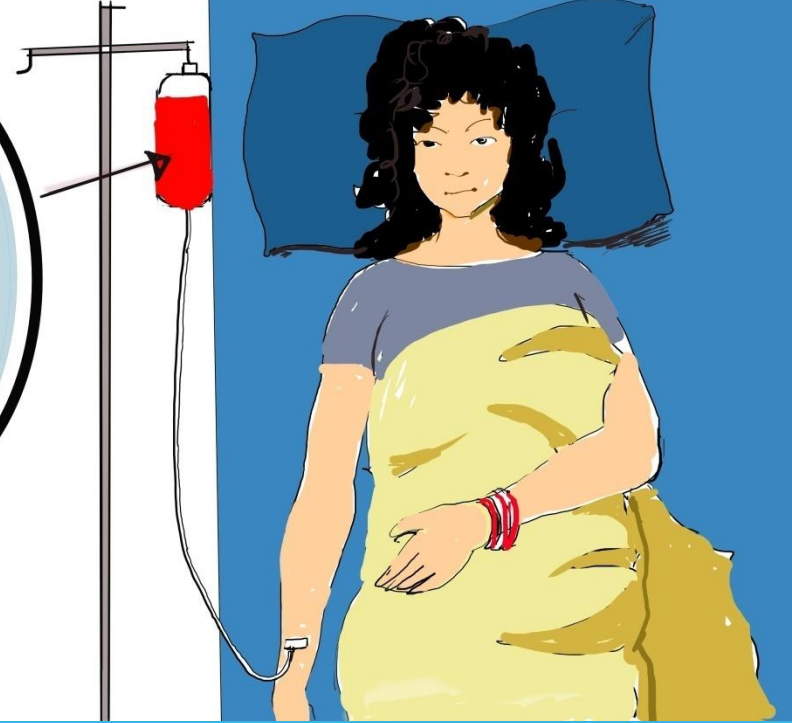
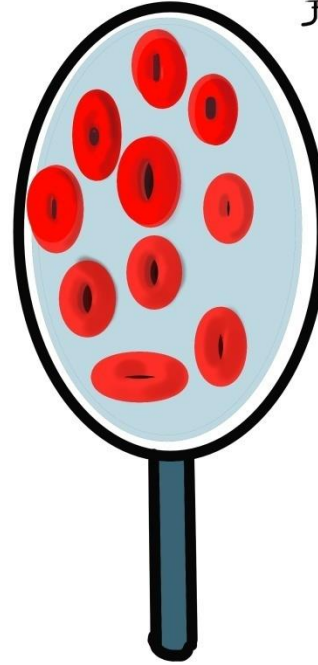
# कठपुतली की दशा व्यक्त करती चित्र



# पाठ- 6 रक्त और हमारा शरीर



खून बढ़ाने वाले



पाठ -16  
भोर और बरखा



**CLASS - VII - ENGLISH**

**CLASS VII**  
**ART INTEGRATED LEARNING IN**  
**ENGLISH**

BY

YOGESH KUMAR NETAM



# THE STORY OF CRICKET

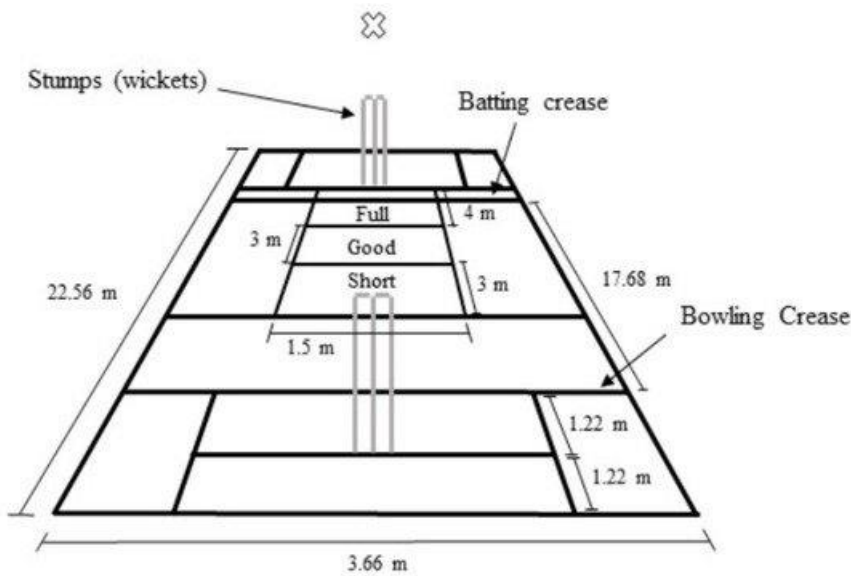
Cricket grew out of many stick and ball games played in England 500 years ago. Cricket bat and ball size and shape have been changed with time



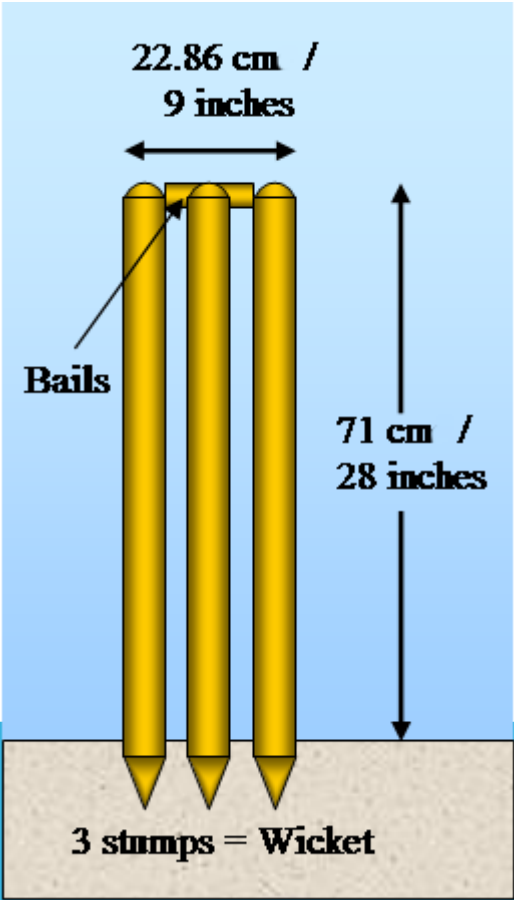
# EVOLUTION OF BAT



# CRICKET GROUND DIAGRAMME



Legend  
⊗ = Radar gun



# MODERN TIME CRICKET KIT

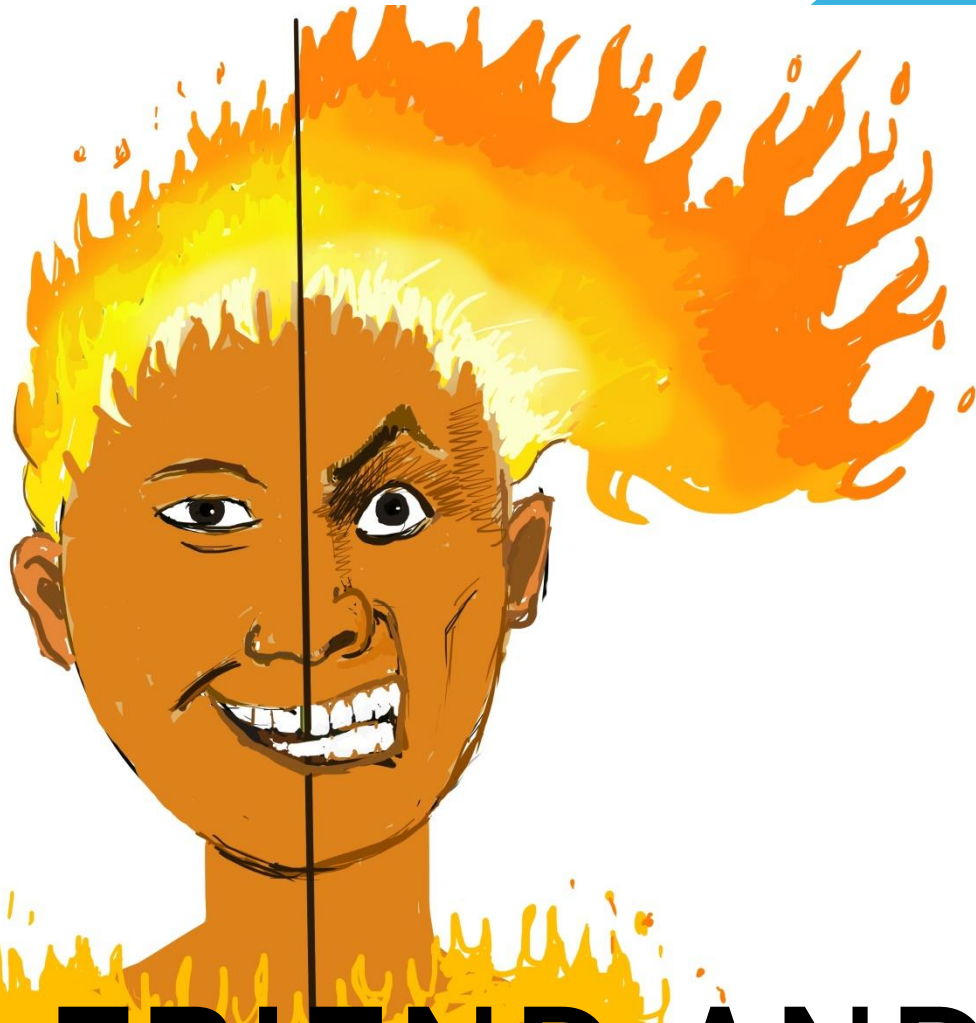




# PRESENTATION ,DOCUMENTARY AND LECTURES

Student can prepare presentation and deliver lecture on topics of their intrest.

## CHAPTER- 4



# FIRE: FRIEND AND FOE

# केंद्रीय विद्यालय महासमुन्द

## कला एकीकृत परियोजना

CLASS - VII

ART INTEGRATED PROJECT  
SUBJECT:- SANSKRIT

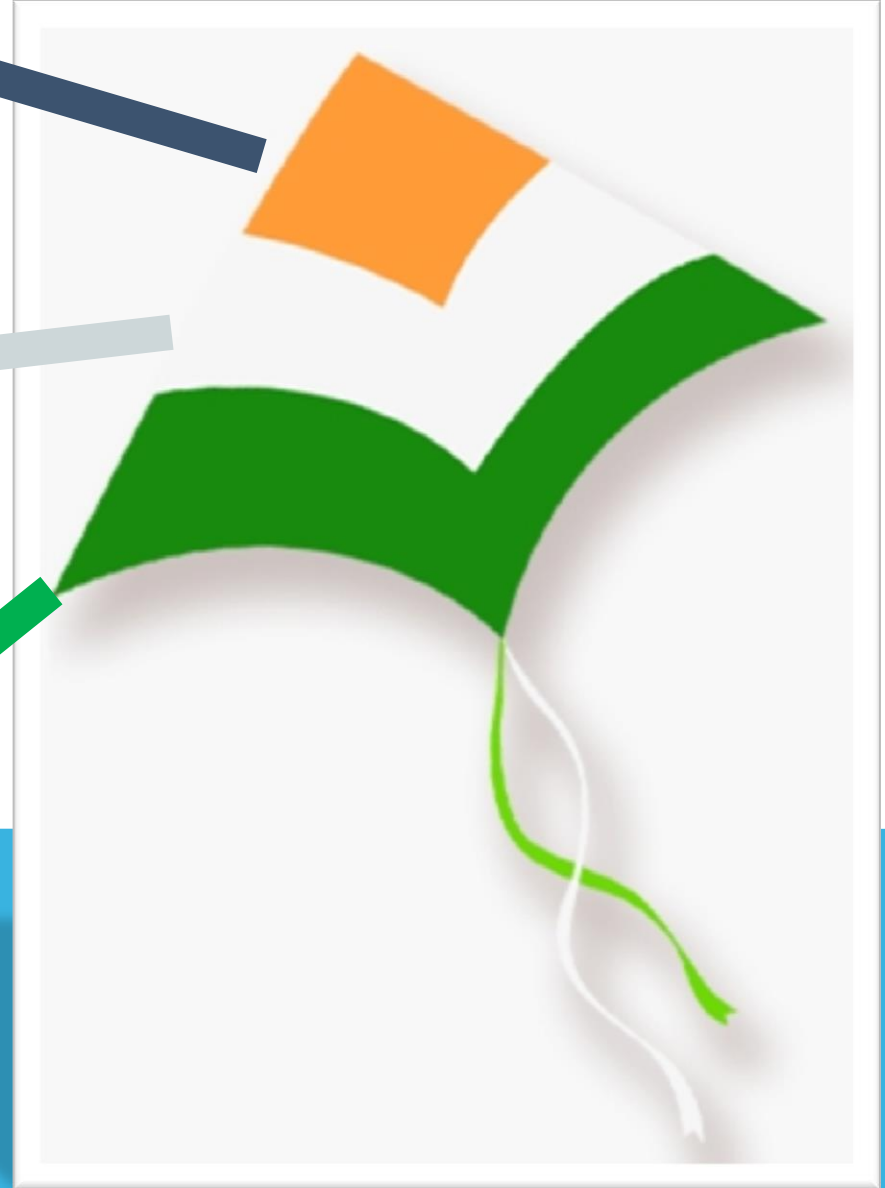
विषय वस्तु:- त्रिवर्णः ध्वजः

योगेश कुमार नेताम (कला शिक्षक )  
के.वि. धमतरी & जी.के. निर्मलकर ( कला शिक्षक )  
के. वि. महासमुन्द

नारंगी रंग  
(Orange Colour)

सफ़ेद रंग  
(White Colour)

हरा रंग  
(Green Colour)



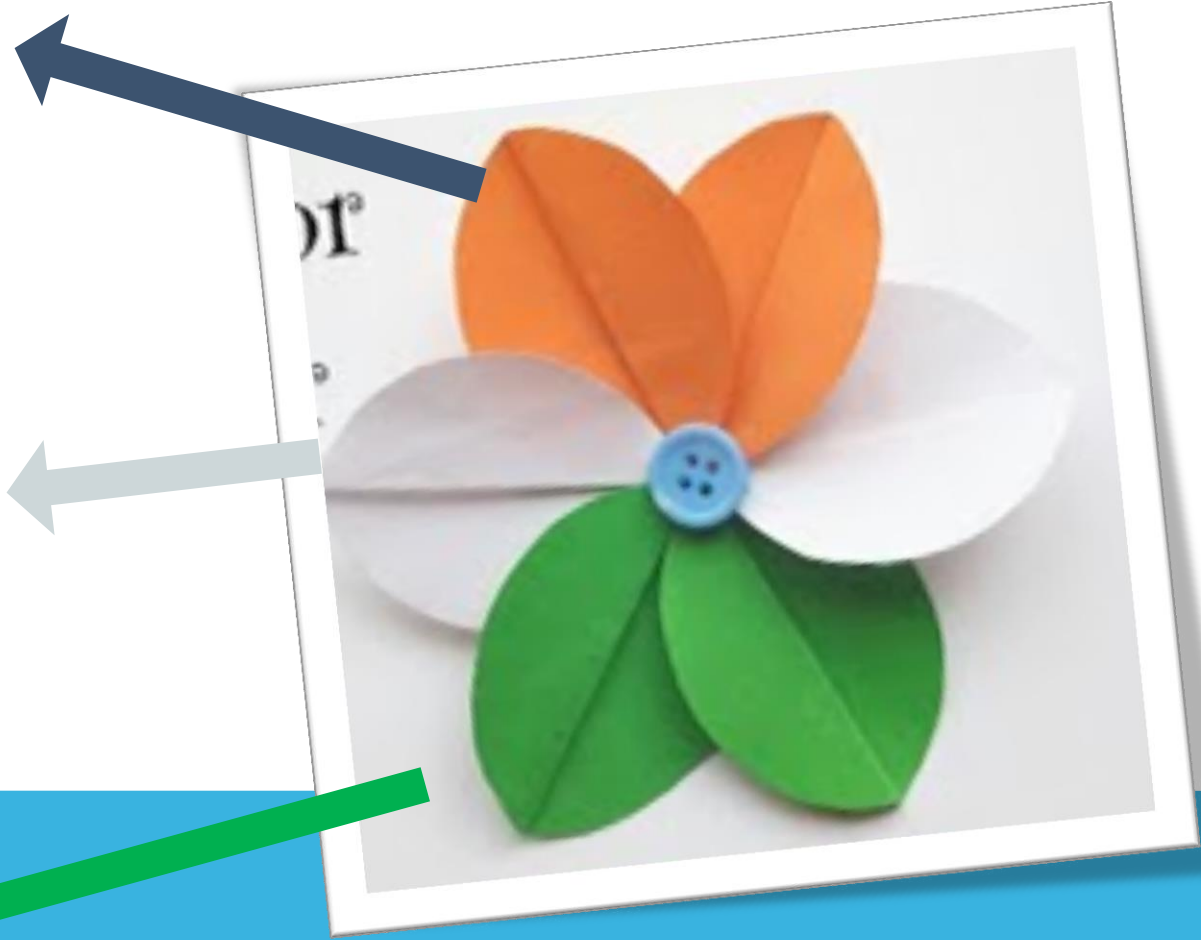




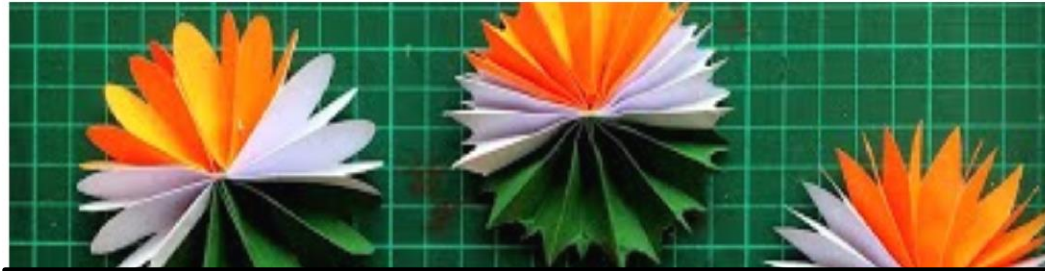
**नारंगी रंग**  
(Orange Colour)  
यह रंग शौर्य (Bravery)  
दर्शाता है ।

**सफ़ेद रंग**  
(White Colour)  
सफ़ेद रंग शांति (Peace)  
दर्शाता है ।

**हरा रंग**  
(Green Colour)  
यह रंग समृद्धि (Prosperity) दर्शाता  
है ।



**नारंगी रंग**  
(Orange Colour)  
नारंगी रंग-त्याग एवं उत्साह का प्रतीक है



**सफ़ेद रंग**  
(White Colour)  
सफ़ेद रंग सात्विक एवं शुचिता का प्रतीक है।



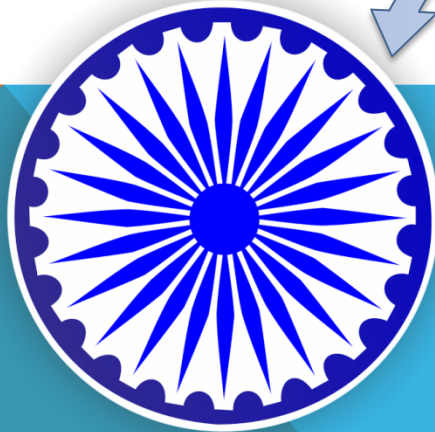
**हरा रंग**  
(Green Colour)  
हरा रंग उर्वरता और ऊर्जा का प्रतीक है

# भारतीय ध्वज



# सारनाथ स्थित अशोक स्तम्भ

जिससे अशोक चक्र को लिया  
गया है।





# अशोक स्तम्भ



दिनांक 22 जुलाई 1947 को भारत के संविधानसभा में इसे राष्ट्रीय ध्वज के रूप में स्वीकार किया गया ।



हमारा तिरंगा ध्वज स्वाधीनता एवं राष्ट्र की गौरव का प्रतीक है ।

जयतु त्रिवर्णः ध्वजः, जयतु भारतम् ।

# LINES

## CLASS - VII - MATHS

the shortest distance between any two points..

A line segment is only a part of a line.



HERE, A AND B ARE POINTS ON THE LINE.

A **line** is a one-dimensional figure, which has length but no width. A **line** is made of a set of points which is extended in opposite directions infinitely.

# TYPES OF LINES

A line has length but no width. A line is a type of geometric figure that can move in both directions. A line is made up of an endless number of points. It is infinite and has no ends on both sides. A line is one dimensional.

We can understand the lines and recognize the lines better through the nature and our environment.



# VERTICAL LINE



In this picture the stems of trees are shows vertical lines

# HORIZONTAL LINE



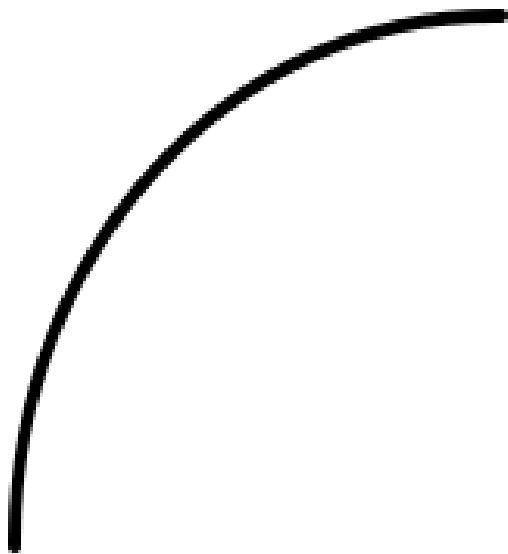
We understand horizontal line through these stairs properly

# SLANTING LINE



In this picture the rain drops shows slanting line

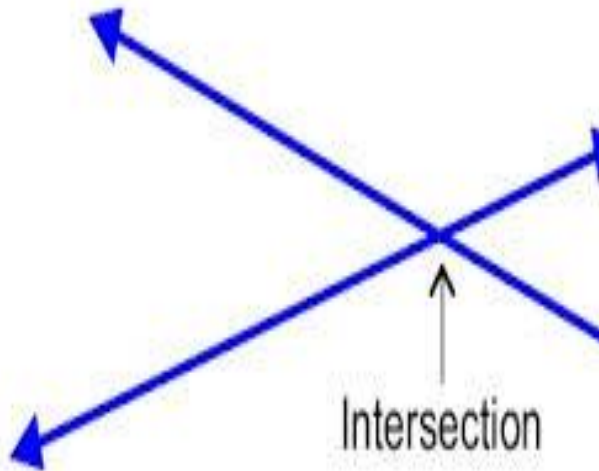
# CURVE LINE



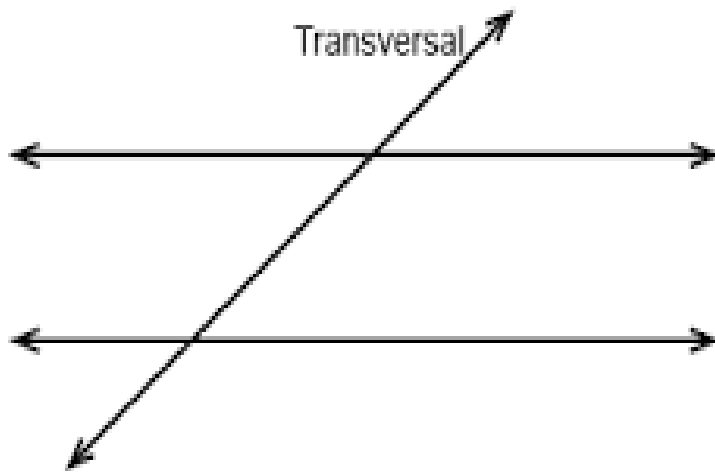
In this picture waves are made of Curve lines



# INTERSECTING LINE



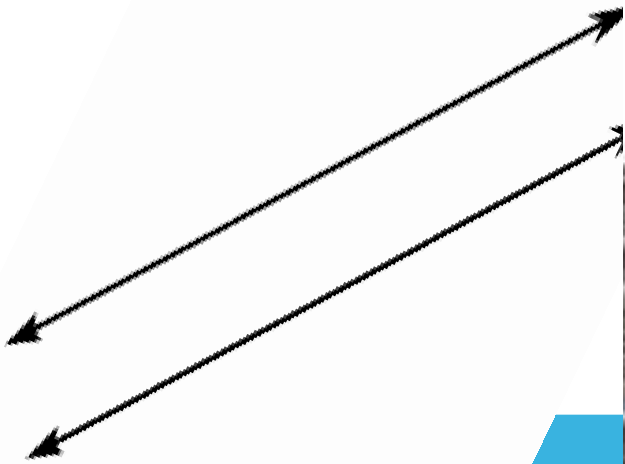
# TRANSVERSAL LINE



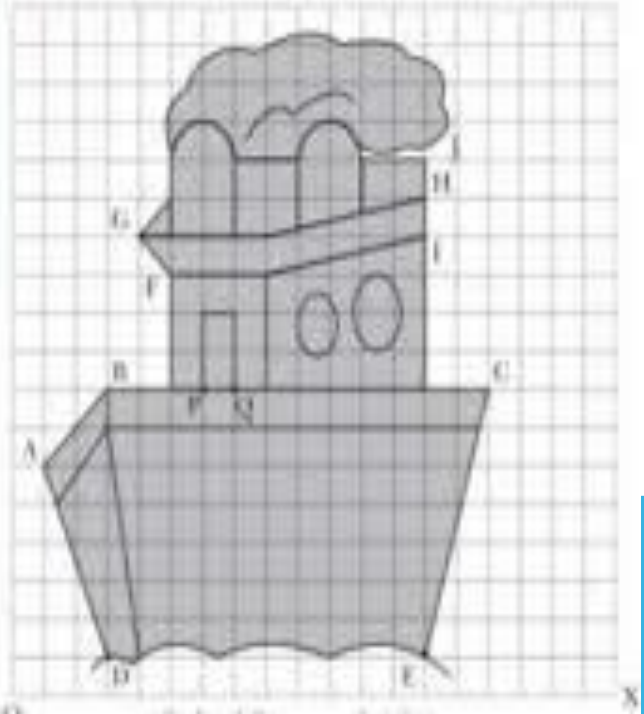
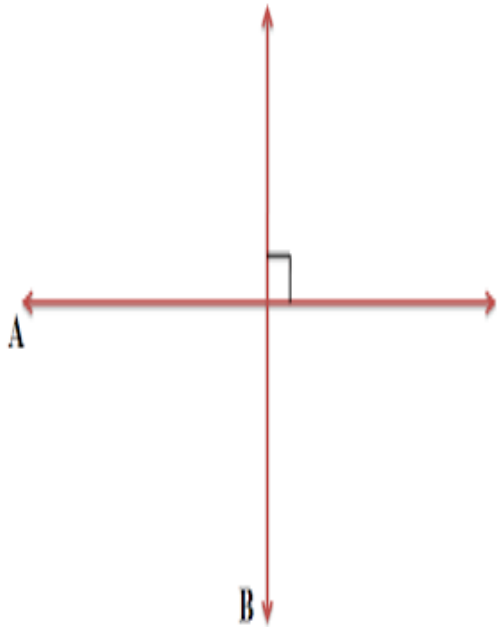
When any slanting line comes over the parallel line ,it shows transversal line

In this picture steel railing shows transversal line.

# PARALELL LINE



# PERPENDICULAR LINE



when vertical line comes over the horizontal line it makes perpendicular line.



# केंद्रीय विद्यालय महासमुन्द

## कला एकीकृत परियोजना

CLASS - VII

ART INTEGRATED PROJECT

SUBJECT:-SOCIAL SCIENCE

विषय वस्तु:- मुगल राजा

जी.के. निर्मलकर

केंद्रीय विद्यालय महासमुन्द

# वास्तुकला-मुग़ल साम्राज्य



# मुग़ल राजा

बाबर (1526-1530)



हुमायूँ (1530-1540, 1555-1556)



अकबर (1556-1605)



जहाँगीर (1605-1627)



शाहजहाँ (1627-1658)



औरंगजेब (1658-1707)





# वास्तुकला-मुग़ल साम्राज्य

Kids Friendly Drawing





# वास्तुकला-मुग़ल साम्राज्य



# मुद्रा (मुग़ल साम्रज्य)

सोने के सिक्के

चांदी के सिक्के



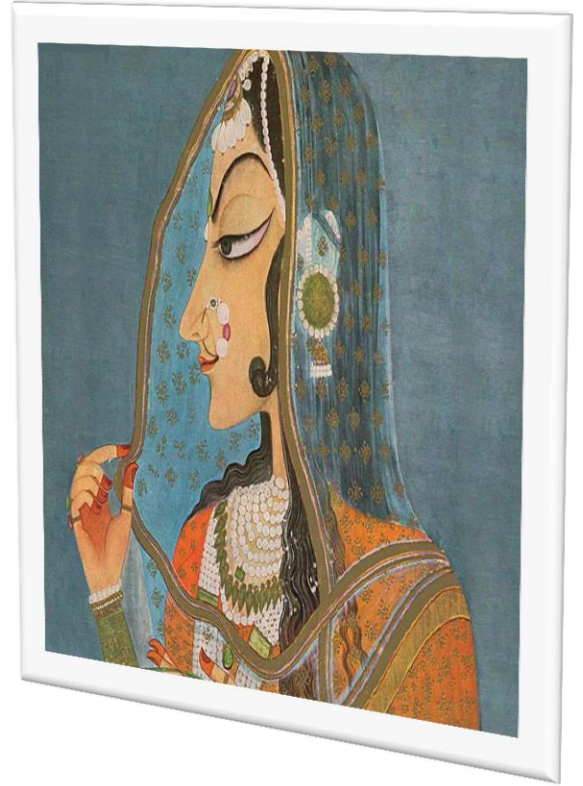
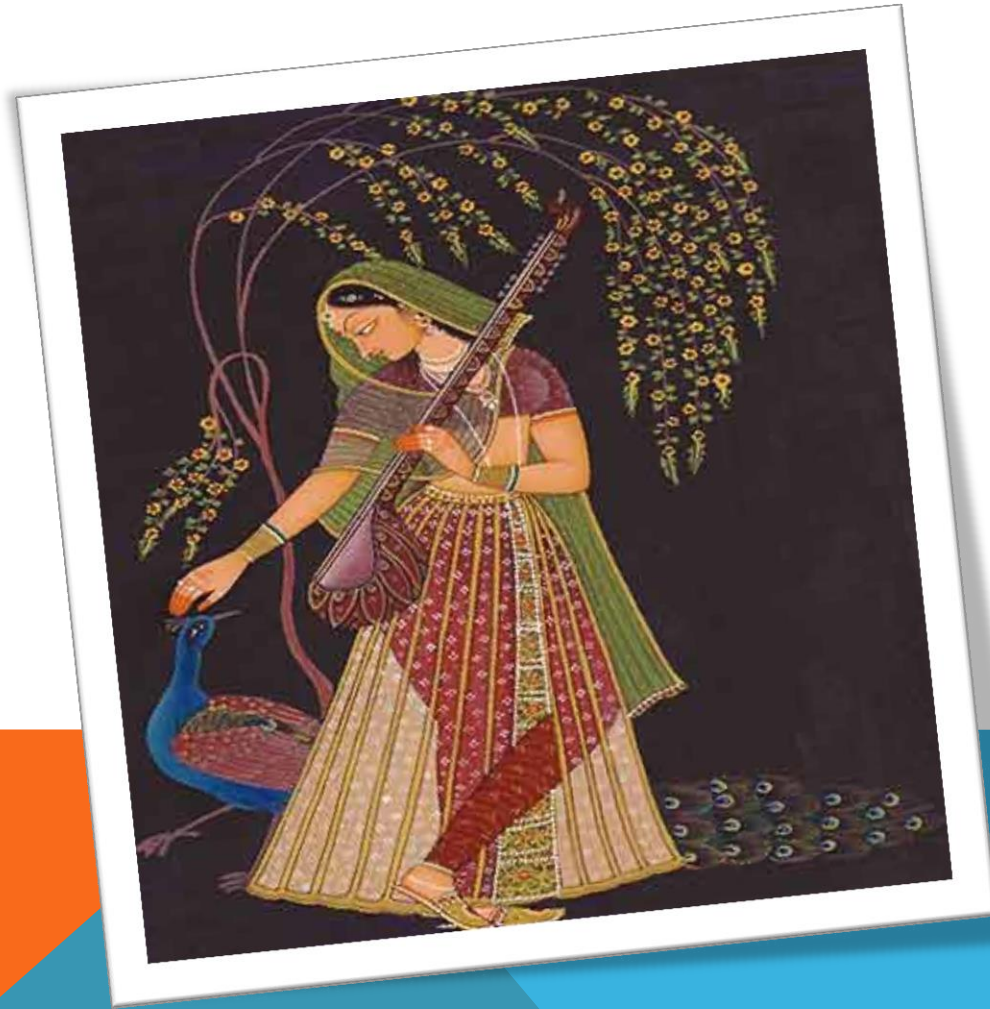
कास्य के सिक्के

# युद्ध (मुग़ल साम्रज्य)





# चित्रकला (मुग़ल साम्रज्य)





**CLASS VIII**

**ART INTEGRATED**

**LEARNING IN SANSKRIT**

**BY**

**TARAN GANESH THAKUR (AE), TGT (ART EDUCATION)**  
**K V DANTEWADA**

# DIGIBHARATAM



# HOW TO PREPARE ART PROJECT USED TO MATERIAL

*Chart Paper*

*Colour (any medium like water colour, poster colour, fabric colour,  
oil colour, oil pastel, etc)*

*Brushes*

*Mixing palette*

# **VARIOUS ART FORMS USED IN AIL**

## **1-VISUAL ART-PAINTING.**

- PHOTOGRAPHY .COLLAGE MAKING.  
SCULPTURE .**
- APPLIED ART AND CRAFT ETC.**

## **2-PERFORMING ART – DANCE , MUSIC .THEATRE . PUPPETRY, STORY TELLING ECT .**



# PRESENTATIONS , DOCUMENTARY AND LECTURES

- **STUDENTS CAN PREPARE PRESENTATION AND DELIVER LECTURE ON TOPICS OF THEIR INTEREST .**

## CONCLUSION

THIS CHAPTER IS DIGIBHARATAM OF THE CLASS VIII LESSON .IN THIS CHAPTER WE HAVE LEARN ABOUT DIGITAL INDIA DIGITAL INDIA IS A MASSIVE CAMPAIGN THAT THE GOVERNMENT OF INDIA LAUNCHED IN THE YEAR 2015. THE IMPLEMENTATION OF THIS WOULD GIVE EASY ACCESS TO GOVERNMENT SERVICES IN DIFFERENT REGIONS OF THE COUNTRY. THE AWARENESS OF THE IMPORTANCE OF TECHNOLOGY HAS BEEN SUCCESSFULLY CREATED AMONG THE MASSES OF INDIA BY THE DIGITAL INDIA CAMPAIGN. THERE HAS BEEN A VAST GROWTH IN THE USAGE OF THE INTERNET AND TECHNOLOGY IN PAST FEW YEARS.

IN THE ART INTEGRATED PROJECT, I HAVE USED THE WARLI STYLE, THE OLDEST FOLK PAINTING STYLE OF BIHAR, WHERE TWO DIMENSIONAL BRIGHT COLORS ARE USED AND THE FORMS ARE CLARIFIED THROUGH LINES. HIS STYLE IS SO SIMPLE AND EASY THAT ANY STUDENT CAN DRAW MANY FORMS WITH HIS KNOWLEDGE. WHILE MADHUBANI IS SETTING NATIONAL AND INTERNATIONAL LEVEL RECORDS, WE CAN DO THIS ART BY PRACTICING THIS FOLK ART WHICH IS SETTLED IN THE VILLAGES OF INDIA. WE CAN LEARN THIS ART AND CAN SHOW THE DIMENSIONS OF THIS ART IN OUR DAILY LIFE .

**CLASS VIII**

**ART INTEGRATED**

**LEARNING IN HINDI**

**BY**

**PRODIP BISWAS TGT (AE), TGT (ART EDUCATION)**

**KV KANKER**

# ART INTEGRATED LEARNING

## **Art form MADHUBANI PAINTING ( BIHAR)**

**Class 8**

**SUBJECT- HINDI**

**Chapter 6 – भगवान के डाकिए**

रामधारी सिंह दिनकर



# भगवान के डाकिए



# HOW TO PREPARE ART PROJECT USED TO MATERIAL

*Chart Paper*

*Colour (any medium like water colour, poster colour, fabric colour,  
oil colour, oil pastel, etc)*

*Brushes*

*Mixing palette*

# HOW WE CAN INTEGRATE ARTS WITH HINDI ?

**IN FOLLOWING WAYS WE CAN INTEGRATED ART WITH HINDI AS PER INTEREST OF STUDENTS**

PAPER CRAFT

PAINTING

SKETCHES

CLAY MODELING

PHOTOGRAPHY

INFO GRAPHS VARIOUS APP

BEST OUT OF WASTE

LECTURES AND PRESENTATION

CARTOON MAKING

COMIC MAKING

CREATIVE WRITING

AND MANY MORE

# PRESENTATIONS , DOCUMENTARY AND LECTURES

- STUDENTS CAN PREPARE  
PRESENTATION AND DELIVER LECTURE  
ON TOPICS OF THEIR INTEREST .



# ART INTEGRATED LEARNING

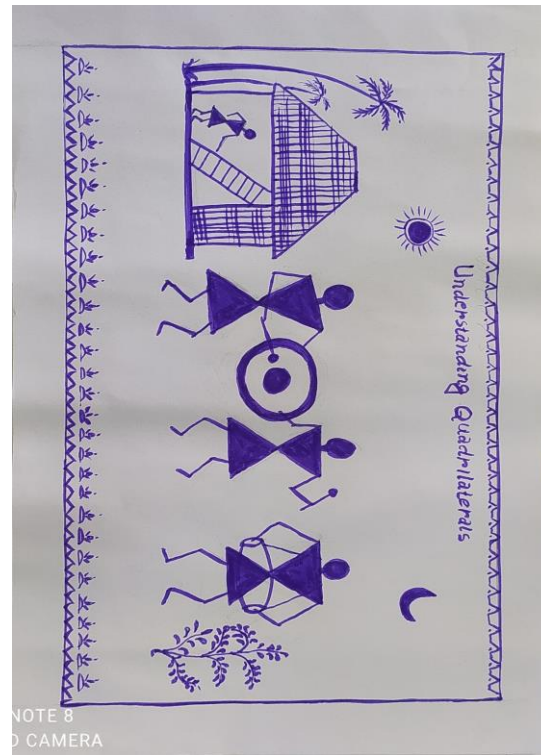
## **Art form WARLI PAINTING ( MAHARASHTRA)**

**Class 8**

**SUBJECT- MATHS**

**Chapter – 3 UNDERSTANDING  
QUADRILATERALS**

# UNDARSTANDING QUADRILATERALS



# HOW TO PREPARE ART PROJECT USED TO MATERIAL

Chart Paper

Colour (any medium like water colour, poster colour, fabric colour, oil colour, oil pastel, etc)

Brushes

Mixing palette

# HOW WE CAN INTEGRATE ARTS WITH MATHS ?

**IN FOLLOWING WAYS WE CAN INTEGRATED ART WITH MATHS AS PER INTEREST OF STUDENTS**

PAPER CRAFT

PAINTING

SKETCHES

CLAY MODELING

PHOTOGRAPHY

INFO GRAPHS VARIOUS APP

BEST OUT OF WASTE

LECTURES AND PRESENTATION

CARTOON MAKING

COMIC MAKING

CREATIVE WRITING

AND MANY MORE



# PRESENTATIONS , DOCUMENTARY AND LECTURES

- STUDENTS CAN PREPARE PRESENTATION AND DELIVER LECTURE ON TOPICS OF THEIR INTEREST .

# ART INTEGRATED LEARNING

## **Art form -Warli Painting ( maharashtra)**

**Class -VIII**

**SUBJECT-SCIENCE**

**Chapter 1 - CROP PRODUCTION & MANAGEMENT**

# CROP PRODUCTION & MANAGEMENT



# HOW TO PREPARE ART PROJECT USED TO MATERIAL

*Chart Paper*

*Colour (any medium like water colour, poster colour, fabric colour, oil colour, oil pastel, etc)*

*Brushes*

*Mixing palette*



# HOW WE CAN INTEGRATE ARTS WITH SCIENCE ?

**In following ways we can integrated art with science as per interest of students**

PAPER CRAFT

PAINTING

SKETCHES

CLAY MODELING

PHOTOGRAPHY

INFO GRAPHS VARIOUS APP

BEST OUT OF WASTE

LECTURES AND PRESENTATION

CARTOON MAKING

COMIC MAKING

CREATIVE WRITING

AND MANY MORE

# **PRESENTATIONS , DOCUMENTARY AND LECTURES**

- **STUDENTS CAN PREPARE  
PRESENTATION AND DELIVER  
LECTURE ON TOPICS OF THEIR  
INTEREST .**

# ART INTEGRATED LEARNING

**Art form WARLI (Maharashtra)**

**Class 8**

**SUBJECT- SOCIAL SCIENCE** (Resource and development )

**Chapter - RESOURCE**

# WARLI ART(MAHARASTRA)



# HOW TO MAKE ART PROJECT BY USING MATERIALS

*Chart Paper*

*Colour (any medium like water colour, poster colour, fabric colour, oil colour, oil pastel, etc)*

*brushes*

*MIXING PLATE*

*ETC*



# **PRESENTATIONS , DOCUMENTARY AND LECTURES**

- **STUDENTS CAN PREPARE PRESENTATION AND DELIVER LECTURE ON TOPICS OF THEIR INTEREST .**

# ART INTEGRATED LEARNING

## **Art form Madhubani ( Bihar)**

**Class 8**

**SUBJECT- ENGLISH**

**Chaper -2 THE TUSNAMI**

# GOND ART (MADHYAPRADESH)



# HOW WE CAN INTEGRATE ARTS WITH ENGLISH?

**IN FOLLOWING WAYS WE CAN INTEGRATED ART WITH ENGLISH AS PER INTEREST OF STUDENTS**

PAPER CRAFT

PAINTING

SKETCHES

CLAY MODELING

PHOTOGRAPHY

INFO GRAPHS VARIOUS APP

BEST OUT OF WASTE

LECTURES AND PRESENTATION

CARTOON MAKING

COMIC MAKING

CREATIVE WRITING

AND MANY MORE

# PRESENTATIONS , DOCUMENTARY AND LECTURES

- STUDENTS CAN PREPARE PRESENTATION AND DELIVER LECTURE ON TOPICS OF THEIR INTEREST .