

LESSON PLAN

NAME OF THE TEACHER	
CLASS	12 th
SUBJECT	KTPI
UNIT / CHAPTER	Module 9 - Painting
DATE	FROM: TO:
NO. OF PERIODS	
CONTENT	<ul style="list-style-type: none"> • Evidence of the earliest paintings – Paintings classified under different periods. • Classical texts – Vishnudharmottara purana, Vatsyayana’s Kamasutra, Shadanga-six limbs of painting. • Mural painting – Ajanta caves, Satavahana caves, Vakaataka period caves, Bagh cave paintings, kingdoms of Karnataka and Tamilnadu. • Miniature Painting – Palas of Bengal as pioneers, Raagamala paintings, Buddhist yantras and dharanis, Gujarat miniature paintings, Jain paintings, Mughal paintings, Rajput school and Krishna cult, Pahari school. • Tanjavur and Mysore painting. • Folk paintings – Madhubani, Pattachitra, Kalamkari, Gond art, Worli painting.
EXPECTED LEARNING OUTCOMES (ELO) <i>(Objectives should enhance knowledge (knowing), emotions (feelings) and actions (doing) using Blooms Taxonomy)</i>	<p>Students will be able to –</p> <ol style="list-style-type: none"> Locate the places of evidence of the earliest paintings. Name a few texts on paintings giving an outline of the contents in it. Define mural paintings, compare, and differentiate these paintings belonging to different regions and periods. Discuss about the making of miniature paintings among their peers and investigate on the Raagamala paintings and its unique features to know more about them. Examine the variety of paintings they come across and identify the region from where it belongs to. Infer the best paintings come out of calm and inspired mind as all these artists bear that greatness in them.
ACTIVITIES	<p>Activity 1: Painting in action.</p> <p>Instruction – It is dumb charades game to guess the painting. This can be played only when all the members know about the chapter well. This will be an incentive to know the details of the chapter.</p>

	<p>Activity 2: Churn the colours. Instruction - In the year 2006, M F Hussain, a very well-known and so-called reverential painter of India had painted Gods and Goddess like Saraswati in a very dirty and vulgar manner. Is painting meant for that? Can it come under ‘rights to expression’? What is the purpose of painting? Brain storming discussion can be encouraged among the students and come up with a conclusion.</p> <p>Activity 3: Bring out the uniqueness. Instruction – (This can be done at the beginning of the chapter, just to orient the students) Every style of painting has a signature aspect of its own. Collaborating all those aspects, let the students come up with a unique piece of painting. A suitable name can be given.</p>			
<p>PRIOR KNOWLEDGE / PRE-REQUISITES</p>	<ul style="list-style-type: none"> • Basic History and Geography of India. 			
<p>21ST CENTURY SKILLS</p>	<p>Communication</p> <ul style="list-style-type: none"> • Effective methods of nonverbal communication is developed while playing dumb charades. 	<p>Collaboration</p> <ul style="list-style-type: none"> • Interaction with peers while discussing the topic. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • If expression is the purpose of painting, why do humans need to express at all? 	<p>Creativity</p> <ul style="list-style-type: none"> • Combining all the styles of paintings of India, come up with a piece which boosts the glory of Bharat.

	<ul style="list-style-type: none"> ❖ Emotional Development: Expression through painting is a tool to education in emotional expansion. ❖ Intellectual Development: More than even colours, observation, creativity and imagination are required for painting to be made effective.
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<p>CHINMAYA VISION PROGRAMME (CVP) LINKAGE <i>(Integrate one or more aspect of CVP & explain how these aspects will be brought out)</i></p>	<ul style="list-style-type: none"> ❖ Spiritual Development: All the ancient caves with paintings like Ajanta caves were all monasteries where monks lived. Paintings expressed from a calm and serene mind trained by various spiritual techniques become the masterpieces for ever. ❖ Indian Culture: These paintings even till date are part of festivals and rituals during marriage and other such ceremonies, which gives cultural exposure to the people of society and help in the preservation of the art form. ❖ Patriotism: Responsibility and accountability towards maintaining these ancient caves with paintings as they are our country's pride. ❖ Universal Outlook: Painters transcend the borders as they are one community as they recognise the commonalities as opposed to difference. 																																								
<p>INTERDISCIPLINARY CONNECTION <i>(Explain the connection to other discipline / subjects)</i></p>	<ul style="list-style-type: none"> ✓ Music – Ragamala paintings ✓ Geography – location of different caves with paintings in India. ✓ History – To understand the different periods of time and about different kings who patronaged painting. 																																								
<p>RESOURCES <i>(Specify the resources used: Website, video links, and books etc.)</i></p>	<p>https://www.youtube.com/watch?v=rJ2RpO4UK1w Emotion & Devotion: Ragamala Paintings in Princely India</p> <p>https://www.youtube.com/watch?v=l4KV_qCZsyQ Indian Painting types Cave Painting, Miniature Painting, Indian Paintings</p>																																								
<p>MICROPLAN <i>(component wise planning of a 40minute class)</i></p>		<table border="1"> <thead> <tr> <th>Sr. No.</th> <th>Component - Concepts covered (Folk painting)</th> <th>Time Required</th> <th>Name of the Facilitator</th> <th>Expected Learning Outcome</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Recap/Revise/Refresh</td> <td>05 minutes</td> <td></td> <td>iii), v)</td> </tr> <tr> <td>2.</td> <td>Talk/ Lecture/Initiate or introduce the activity.</td> <td>05 minutes</td> <td></td> <td>-</td> </tr> <tr> <td>3.</td> <td>Q&A/Doubt clearing</td> <td>05 minutes</td> <td></td> <td>21st century skill – critical thinking.</td> </tr> <tr> <td>4.</td> <td>Activity – activity 3 can be done here.</td> <td>10 minutes</td> <td></td> <td>21st century skills– communication and collaboration</td> </tr> <tr> <td>5.</td> <td>Presentation by students</td> <td>10 minutes</td> <td></td> <td>21st century skill - communication</td> </tr> <tr> <td>6.</td> <td>Wrapping up</td> <td>05 minutes</td> <td></td> <td>-</td> </tr> </tbody> </table>	Sr. No.	Component - Concepts covered (Folk painting)	Time Required	Name of the Facilitator	Expected Learning Outcome	1.	Recap/Revise/Refresh	05 minutes		iii), v)	2.	Talk/ Lecture/Initiate or introduce the activity.	05 minutes		-	3.	Q&A/Doubt clearing	05 minutes		21 st century skill – critical thinking.	4.	Activity – activity 3 can be done here.	10 minutes		21 st century skills– communication and collaboration	5.	Presentation by students	10 minutes		21 st century skill - communication	6.	Wrapping up	05 minutes		-				
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<p>REFLECTION <i>(On completion of lesson, mention whether learning objectives were met, time allocated was sufficient, method and resources used were appropriate or requires modifications)</i></p>	<p>WHAT WORKED WELL?</p>
	<p>WHAT DIDN'T WORK WELL?</p>
	<p>NOTES / CHANGES / SUGGESTIONS</p>