

Kriti

TEXTBOOK OF ARTS
FOR GRADE 8



0879

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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

0879 – Kriti

Textbook of Arts for Grade 8

ISBN 978-93-5729-570-3

First Edition

June 2025 Ashadha 1947

PD 700T BS

© **National Council of Educational
Research and Training, 2025**

₹ **65.00**

Printed on 80 GSM paper with NCERT watermark

Published at the Publication Division by the Secretary,
National Council of Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016 and printed at
Pankaj Printing Press, D-28, Industrial Area, Site-A,
Mathura (U.P.)

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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 21st 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 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 6 to Grade 8.

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 Science, Arts 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*, the textbook of Arts for Grade 8 is one of these.



The contents of *Kriti* encompass the art forms of Theatre, Music, Dance and Visual Arts. This textbook is for the learners to explore their creativity as well as express and explore themselves. *Kriti* has infused in its visuals and other components, the rich Indian Knowledge Systems, India's artistic and cultural heritage, and 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 technology integration, QR codes have been embedded throughout as additional learning resources.

For all practical purposes, *Kriti* 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 the core competencies at this stage as

envisaged in the NCF-SE 2023 for creativity, exploration and experiences of different art forms. The sections and chapters are intelligently designed to accommodate and encourage all students to experience various activities. 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.

New Delhi
June 2025

Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

ABOUT THE BOOK

The Arts form one of the fundamental subjects to be taken by all students in the Middle Stage — as recommended by the National Education Policy 2020 and the National Curriculum Framework 2023 — to widen students' horizons, expand expressive abilities, broaden cultural literacy and appreciation, and develop creative practices. Continuing the themes and concepts introduced in Grades 6 and 7, this textbook of Arts for Grade 8, *Kriti* has been developed to enrich further comprehension. It has four sections —

-  for Theatre
-  for Music
-  for Dance and Movement
-  for Visual Arts

Apart from the exercises, activities and information given in this book, there are many examples of practical and creative ideas that can be accessed by scanning the QR codes. Let it be clear that the assessment in Arts Education aims to make learners creative with critical reflection and analysis. Perfection in art is not the criterion at all, and practicing in multiple ways independently and in teams is the roadmap for an enjoyable and healthy artistic endeavour.

Here's how the textbook wishes to approach different concepts.

THEATRE

The Theatre section in Grade 8 is an amalgamation of the various skills and techniques learnt in the previous grades, along with newer insights into various aspects unexplored so far. Students develop themselves in Grade 8 by creating their own script as a team. Here, the students not only share and write stories, but also look at integrating other art forms learnt so far-like puppetry, mime, dance and music — into scripts. Once their script is ready, they decide roles, assign teams for costume, set and props, and eventually perform a full-fledged play with minimal support from the teacher. This process helps the class to immerse themselves in the process of **theatre-making**. It gives them a first-hand experience of the minor details involved in the development of a play. Finally, they are introduced to the field of theatre appreciation. Understanding the perspective of a theatre audience by writing their own review gives them a different perspective of looking at a theatrical performance. As they complete the Middle Stage with a play production, they are all set to explore more specialised details in the next stage.

MUSIC

The journey evolves by delving further into *swar*, *laya* and *shabd*, the basic components in Music. The multifaceted expressions of Music like reciting *shlokas* in Sanskrit through *swar* and

laya patterns, singing songs in various regional languages of India (folk or traditional), performing jingles or playing signature tunes used for promotion of products, and practising complicated patterns of the seven notes in different *layas*—are all pedagogies that aim to explore the vast and flexible domain of Music. Along with them, acquiring basic skills in singing and playing of musical instruments, including nuances of both Hindustani and Carnatic Music for rendition of *ragas*, and presentation methods are also a curricular focus.

Interdisciplinary concepts such as how science and music are connected, and an insight into the construction of musical instruments, are also given. While stories of some inspiring musicians are provided, students are encouraged to learn about musicians in their community and understand their contributions. A section is devoted to encouraging students to start introspecting about how to continue making music a part of their lives. There are a variety of careers associated with music today. These involve not only the knowledge and interest in music but also the connection of music to technology, design, healthcare, etc. While an introduction to careers has been given, students are now of an age where they can explore such ideas themselves, with inspiration and guidance from the teacher.

DANCE AND MOVEMENT

Dance continues to build on learning from previous classes, focusing on the principles of rhythm and movement. This year, students are introduced to the concept of breath or *prana*

in dance, the principles of *stithi* and *gati*, and the building of dance phrases to be strung into a complete performance. They are introduced to the eight major dance forms of India, while continuing to learn about other traditional dances and the important personalities of dance. Importantly, they focus on understanding and expressing their emotions as a cathartic experience. They also learn about the Indian martial arts and their incorporation in dance. The textbook also maintains a focus on inclusivity and social change through dance. In the final chapter, they present a performance integrating all their learnings in the arts, with focus on interdisciplinarity.

VISUAL ARTS

This section aims to strengthen and extend fundamental knowledge and skills in the Visual Arts.

The first chapter deepens the learners' understanding of elements and principles of visual art and design. The second chapter enables them to envision a still life composition in colour. They are able to find objects meaningful to them and arrange them appropriately. The third chapter focuses on the techniques of perspective drawing as well as ratio and proportion of the human body to increase their abilities and confidence in drawing. The fourth chapter draws attention to art in their everyday life and the practices that have been continuing over many generations. This chapter also gives opportunity to reflect on sustainable practices by working with everyday materials like fibres, cloth and paper to create beautiful artworks. The

fifth chapter urges them to reflect on their own knowledge in using basic design skills and creating a campaign to raise awareness about art and its practices.

A variety of activities are designed in each chapter to help students experience and learn skills in Visual Arts that will be of use to them in their journey ahead.

INTEGRATION OF ALL ART FORMS WITH OTHER DISCIPLINES

The pedagogy in Arts Education for the four art forms in Grade 8 ensures that *Kriti* will educate about the basic concepts in different art forms and also open a world for learners

to celebrate the incredible artistic legacy of India. It will be interesting for students to see how activities in each art form integrate with other disciplines like Science, Mathematics, Language, and Social Science, offering a holistic approach to education. Thus students will explore an interesting and engaging world of arts in Grade 8.

Sharbari Banerjee
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National Council of Educational
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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, and 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 S.11 (with effect from 3 January 1977).

* (k) was inserted by the Constitution (86th Amendment) Act, 2002 S.4 (with effect from 1 April 2010).

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ACKNOWLEDGEMENTS

The National Council of Educational Research and Training (NCERT) acknowledges the guidance and support of esteemed Chairperson, and Members of the National Curriculum Frameworks Oversight Committee, Chairperson and Curricular Area Group (CAG) Arts, and other concerned CAGs for their guidelines on cross-cutting themes along with the members of Programme Office for their constant support in developing this textbook. We extend our gratitude to all the Heads of Department and faculty members of the NCERT for giving valuable suggestions to enrich the textbook.

We are grateful to the following institutions and individuals for allowing us to use their resources in the form of written materials, illustrations, photographs and audio-video material — Sangeet Natak Akademi; Kala Utsav Archives, NCERT; Priyadarshini Arts, Kolkata; Manipuri Nartanalay, Kolkata; Nithya Chaithanya Kalari; Sarfojiraje Bhosale Centre, Mumbai; Centre for Cultural Resources and Training, Delhi; Children's Little Theatre, Kolkata; Vyoma Artspace and Studio Theatre, Bengaluru; Aksharam, Bangalore; Subramaniam Academy of Performing Arts (SaPa), Bengaluru; National Gallery of Modern Art, New Delhi; Azim Premji Foundation; Kendriya Vidyalaya, Dogra lines, Meerut; Kendriya Vidyalaya Sector 2, R. K. Puram; Modern School, New Delhi; Birla High School, Kolkata; Jyoti Public School, New Delhi; Global Knowledge Network Society (GKNS); The Smithsonian Institutions (Open Access images); The Cleveland Museum of Art (Public Domain images); The Metropolitan Museum of Art (Open Access images); Indian Textiles and Costume Gallery, Chhatrapati Shivaji Maharaj Vastu Sangrahalaya, Mumbai; PM SHRI school, Jawahar Navodaya Vidyalaya Changlang, Arunachal Pradesh; PM SHRI School

Jawahar Navodaya Vidyalaya Longleng, Nagaland; PM SHRI Jawahar Navodaya Vidyalaya, Chennithala P.O., Alappuzha, Kerala; Government Girls Senior Secondary School, J. J. Colony, Nangoli, Delhi; Modern School, Barakhamba Road, New Delhi; Sri Janardhan Hegde, Samskrita Bharati; Sri Satyanarayana Bhat, Samskrita Bharati; Danish Abbas, New Delhi; Sahel Nizam, Noida; Photographer Krishnan Chakraborty, New Delhi.

We are grateful to the following people for providing relevant pictures related to content: Principal of Kendriya Vidyalaya, Sector 2, R. K. Puram, New Delhi; Proloy Sarkar, Kolkata; P.V. Madhusudanan, Kerala; Paromita Bandhopadhyay, Kolkata; Debopom Das, Kolkata; Th. Imocha Singh and L. Rishikanta Singh, Manipur; Ranjumoni Saikia, Guwahati.

The NCERT acknowledges the support of these individuals whose contributions have been very valuable — Nidhi M. Shastri for language editing and reviewing the textbook; and Siddhartha A. Bhargava, Chief Consultant, NSTC Programme Office (IKS and Sanskrit Language).

The Council acknowledges the efforts of Ilma Nasir, Editor (contractual), Publication Division, NCERT, for editing this textbook. The efforts of Adiba Tasneem, Ariba Usman, Praveen Kumar and Talha Faisal Khan, *Proofreaders* (contractual), Publication Division, NCERT are also appreciated. The Council expresses gratitude to Publication Division, NCERT. The efforts and hard work of Pawan Kumar Barriar, *In-charge*, DTP Cell; Poonam, Upasana, Vivek Rajpoot and Mohan Singh, *DTP Operators* (contractual), Publication Division, NCERT are appreciated for giving this document its final shape.



TIME ALLOCATION AND ASSESSMENTS

The Arts textbook contains four sections, each dealing with a separate art form. It is important to plan the timetable in a way that distributes the learning of all art forms equally across the year.

As per the NCF-SE 2023, the time allocated for Arts for the entire academic year is—100 hours (or 150 periods of 40 minutes each).

This book has been written keeping in mind this time allocation.

It is preferable to have all four art forms distributed across the week as the progress of all sections would happen simultaneously. It is better to avoid a system where one art form is taken up after the full completion of the other.

Under the Illustrative Timetable of the NCF-SE, Arts has been allocated 4 periods during the week and 1 period on Saturday. The document also suggests the use of block periods, where two periods (40 minutes) are combined to make enough time for activity-based classes. This would give a continuous stretch of time (80 minutes, i.e., 1 hour 20 minutes).

Based on these options the four art forms could be allocated the four periods on weekdays, and Saturday could be used for activities that are interdisciplinary or for taking students on art-based field trips, like concerts, performances or art galleries.

TIME DISTRIBUTION AS PER THE NATIONAL CURRICULUM FRAMEWORK

Art Form	Visual Arts	Music	Dance	Theatre	Multidisciplinary / Experiential Work
Time in hours	20	20	20	20	20
No. of 40 minutes periods	30	30	30	30	30

TIMETABLE

TIMETABLE FOR SEPARATE PERIODS DURING THE WEEK — 40 MINUTES PERIODS

MON	TUE	WED	THU	FRI	SAT
	Arts Education (Music)		Arts Education (Visual Art)		Arts Education (Practice Field Trips)
Arts Education (Theatre)					
		Arts Education (Dance)			

TIMETABLE FOR BLOCK PERIODS — 80 MINUTES PERIODS

WEEK	MON	TUE	WED	THU	FRI	SAT
Week 1		Arts Education (Music) 2 periods combined 80 minutes		Arts Education (Visual Art) 2 periods combined 80 minutes		Arts Education (Practice/Field Trips)
Week 2		Arts Education (Theatre) 2 periods combined 80 minutes		Arts Education (Dance) 2 periods combined 80 minutes		Arts Education (Practice/Field Trips)



While the first plan with 40 periods will have classes for all four art forms every week, the second plan will have only two art forms per week. Every individual art form would have classes every alternative week. It is important to have all art forms

progressing simultaneously as it would enable the students to understand the inter-connections between the art forms in order to get a holistic understanding.

ASSESSMENT

Assessments in Arts play a crucial role in understanding, and nurturing students' creative abilities and artistic growth. Unlike other subjects, Arts assessments focus on evaluating a wide range of skills, including creativity, critical thinking, technical proficiency and expressive capabilities. These assessments are designed not only to measure progress and mastery but also to encourage exploration, self-expression, and a deeper appreciation for the arts.

- ❖ Summative assessment is to have a separate day allotted for assessment. Activities conducted in class during the year and its variations can be used to assess the understanding, and ability of the student in the skills and competencies. Examples are given at the end of each section to enable better planning. Whatever is suggested spontaneous creation by students is a merit to be rewarded.

METHODS OF ASSESSMENTS

As the assessment processes are primarily skill-based, it is not dependent on the 'correct or wrong answer' given by the students. It is, therefore, important not to structure 'tests' with question papers and written answers. This would entirely defeat the purpose of the approach used in the Arts curriculum. A variety of assessment methods such as portfolios, performance reviews, project-based evaluations and reflective self-assessments can give insights into each student's unique artistic journey.

FORMATIVE AND SUMMATIVE ASSESSMENTS

- ❖ Formative assessment is based on observations in every class and the performance of the student in each activity. Rubrics provided at the end of each chapter help in structuring the scores or grades through the year.

GRADES AND SCORES

Since, art is about creativity, visualisation, expression and imagination, it cannot have correct or wrong answers. Scoring here, is therefore, based on parameters of the level of skill acquired and the competencies acquired by the students. The teacher is to be completely familiar with the competencies and learning outcomes for each activity in order to have a fair assessment through scores.

A 5-point scale is suggested for marking in every criterion. This would enable teachers, parents and students to get clarity on how they are progressing. The table below can be used as a reference to mark the 5-point scale in the rubrics that are provided after each chapter.

It is important to combine both quantitative assessment (scores or grades based on rubrics) and qualitative assessment (teacher's observations on the student's behaviour, interest, progress and other aspects that may not be mentioned in the rubrics).

Learning Level of Student	Numerical Scale	Grades
Beginning	1	E
Developing	2	D
Promising	3	C
Proficient	4	B
Excellent	5	A

Assessment criteria is based on Curricular Goals (CG) and Competencies (C) from the *National Curriculum Framework 2023*.

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WELCOME TO YOUR ARTS ADVENTURE!

Dear Young Artists,

Are you ready for an exciting journey through the world of arts—where colours, rhythms, stories and movements come together to create magic? This book is not just about learning

but about exploring, experimenting, and expressing yourself through Theatre, Music, Dance and Visual Arts—all rooted in the rich traditions of our cultural heritage. Create, Express, Inspire!

Through this book, you'll see how all these art forms are interconnected by an interesting concept of ancient architecture, and how inclusivity and social change are a part of all art forms. After reading this book, you will never see the ancient buildings in the same way! With new perspectives and new ideas, are you ready to think, create, and bring your ideas to life? Let's begin this exciting adventure together!

Dance will take you on a journey through diverse dance forms. You'll learn about *hastas* and *mudras*, explore the richness of movement, and even try your hand at choreographing your own dance pieces!



In Theatre, you'll step into different characters, discover the power of mime, master backstage skills, and dive into the magic of folk storytelling. More than just performing, theatre will help you understand and build your emotional intelligence.



Music will introduce you to the beauty of Hindustani and Carnatic compositions, while you explore beats, rhythm, and creative expression through practical activities. You will experience how music connects us to our culture and emotions.



Visual Art will open up a world of art that is for the people, of the people, by the people. You'll learn to use elements, and the principles of art in 2D and 3D surfaces, to tell stories, preserve traditions, and create something truly unique!



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