



# **Global Citizenship Education (GCED)**

## **Integration Guide and Lesson Exemplars**

**Arts Education**

*Grades IV-VI*

**Bhutan**

**2024**



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### ARTS EDUCATION

*Grades IV-VI*

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GCED Curriculum Development and Integration Project (GCED CDI) 2022-2024

Ministry of Education and Skills Development, Bhutan

&

Asia-Pacific Centre of Education for International Understanding (APCEIU)

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With Gross National Happiness as the nation's core value, Bhutan proposes a new vision for the role of education and global citizenship education balanced across spiritual, cognitive, and practical dimensions. With this shared vision and goals for quality education, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has been privileged to collaborate with the Ministry of Education, Bhutan, and its excellent educators for the last couple of decades.

To align these efforts for quality education with Sustainable Development Goals (SDGs), the APCEIU has been working on the *Global Citizenship Education (GCED) Curriculum Development and Integration (CDI) Project* with multiple countries in the world, especially in the Asia-Pacific region since 2016. With SDG Target 4.7 and global indicator 4.7.1., this initiative supports UNESCO member states to incorporate Global Citizenship Education (GCED) into the designing and implementation of their national curricula and share the project outcomes worldwide.

As a partner country for the 4th Round (2022-2024) of the GCED CDI Project, Bhutan has demonstrated significant commitment and enthusiasm to integrating GCED into its national curriculum. This has resulted in the successful completion of the Project in Bhutan, with the development of GCED materials specifically tailored to the Bhutanese context.

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We firmly believe education is the key to building a more just, peaceful, and sustainable world. The efforts and achievements of this project reaffirm our shared commitment to equipping students with the knowledge, skills, and values necessary to become responsible and engaged global citizens.

We look forward to witnessing the positive impact of these project outcomes in Bhutan and beyond. We remain dedicated to continuing and further strengthening our collaboration in advancing Global Citizenship Education (GCED) in the region and globally.

LIM Hyun Mook  
Director, APCEIU



## **Introduction**

Arts Education focuses on the creation, appreciation, and understanding of visual arts including painting, sculpture, drawing, photography, and other forms of artistic expression. It encompasses formal education offered in schools and institutions, and informal learning through workshops, museums, and community programs. As highlighted by Efland, (1990), arts education should provide all students with a sense of the arts in civilization, creativity in the artistic process, the vocabularies of artistic communication, and the critical elements necessary to making informed choices about the products of the arts

Art education integration not only supplements the recognition of concepts and elements of every discipline but also fosters understanding and appreciation for the interconnectedness (Teaching Drelwa) and diversity evident in the real world. Moreover, it empowers teachers to tap into different teaching and learning styles, facilitating a deeper understanding of complex ideas incorporating GCED competencies and encouraging creativity on various subjects.

The Global Citizenship Education (GCED) competencies are a set of skills and knowledge that learners need to develop to participate effectively in a globalized world. They are based on the three domains of learning: cognitive, socio-emotional, and behavioural. Arts Education focuses on infusing some of the global themes by contextualising them into art projects and lessons such as cultures, historical events, or contemporary global issues. The integration encourages students to reflect on how these themes relate to their own lives and the broader world. It also introduces students to a wide range of artistic traditions within our own country and from around the world. This can include visual arts, music, and dance which help students appreciate the cultural significance of different art forms and maintain identities.

The GCED Integration Guide presents the mapped GCED and Arts Education contents and identifies gaps and opportunities. It also provides suggestive GCED integration strategies and lesson exemplars for reference

## MAPPING OF GCED THEMES AND ATTRIBUTES FOR SUBJECT TOPICS

The Arts Education topics for each grade are mapped for the GCED themes. The GCED learning attributes relevant to the lesson topics are then identified for integrating them into the subject topic lessons.

The following tables show the GCED themes and attributes mapped for subject topics.

### Grade IV

Table 1. Grade IV- mapping of subject topics, GCED themes, and attributes for integration.

GCED Theme	Arts Education Topics	GCED attributes for Integration
1. Systems and power dynamics impacting interactions, connectedness, and peace.	<ul style="list-style-type: none"> <li>• Perspective</li> <li>• Still life drawing</li> <li>• Water colour painting</li> </ul>	<ul style="list-style-type: none"> <li>• Social Justice and Equity</li> <li>• Intercultural understanding</li> <li>• Critical and creative thinking</li> <li>• Respect for people and their differences</li> <li>• Intercultural understanding</li> <li>• Globalisation and Interdependence</li> <li>• Human Rights</li> </ul>
2. Life skills for efficient and harmonious living.	<ul style="list-style-type: none"> <li>• Portrait</li> <li>• Collage (Mixed Media)</li> <li>• Multicolour print</li> <li>• Pop-up cards</li> <li>• Paper box</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Self-awareness and reflection</li> <li>• Effective Communication</li> <li>• Cooperation and conflict resolution</li> <li>• Commitment to participation and inclusion</li> <li>• Concern and commitment for the sustainability of humanity and the environment.</li> </ul>
3. Issues threatening peace and sustainable development at	<ul style="list-style-type: none"> <li>• Collage (Waste paper)</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Globalisation and Interdependence</li> </ul>



local, national, and global levels.		<ul style="list-style-type: none"> <li>• Individual, social, national participation</li> <li>• Sustainable Development</li> <li>• Concern and commitment for the sustainability of humanity and the environment.</li> <li>• Commitment to participation and inclusion</li> </ul>
4. Values for harmonious co-existence and peace.	<ul style="list-style-type: none"> <li>• Traditional Drawing</li> <li>• Notan</li> <li>• Sketching (Landscape)</li> <li>• Explore water colour mixing</li> <li>• Water colour techniques</li> <li>• Traditional Painting</li> <li>• Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Identity and Diversity</li> <li>• Intercultural understanding</li> <li>• Sense of identity and self-esteem</li> <li>• Practice of etiquette, conservation, and promotion of identities</li> <li>• Globalisation and Interdependence</li> <li>• Value and cultural diversity</li> </ul>
5. Recognition of and respect for diverse levels of identities and human dignity.	<ul style="list-style-type: none"> <li>• Drawing facial Parts</li> <li>• Sketching figures</li> <li>• Drawing cartoon faces</li> <li>• Grid drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for people and their differences</li> <li>• Globalisation and Interdependence</li> <li>• Respect for people and human rights</li> </ul>
6. Moral and social responsibilities for humanity and the environment.	<ul style="list-style-type: none"> <li>• Plastic bottle toy</li> <li>• Paper flower</li> <li>• Paper bird</li> <li>• Paper star</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Self-awareness and reflection</li> <li>• Concern and commitment for the sustainability of humanity and the environment.</li> <li>• Behave and take actions with empathy and morality</li> <li>• Informed and reflective actions</li> <li>• Belief that people can bring positive change</li> </ul>
7. Behaviour and ethical actions for solidarity and harmony.		<ul style="list-style-type: none"> <li>• Practice of etiquette, conservation, and promotion of identities</li> </ul>

8. Responsibility and actions for sustainable living.	<ul style="list-style-type: none"> <li>• Theme based water colour painting.</li> <li>• Multicolour spray painting</li> <li>• Paper plate</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Behave and take actions with empathy and morality</li> </ul>
9. Engagement and contribution to sustainable development.	<ul style="list-style-type: none"> <li>• Origami paper flower</li> <li>• Paper frame</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identity and Diversity</li> <li>• Individual, social, national participation</li> <li>• Sustainable Development</li> </ul>

### Grade V

Table 2. Grade V- mapping of subject topics, GCED themes, and attributes for integration.

GCED Theme	Arts Education Topics	GCED attributes for Integration
1. Systems and power dynamics impacting interactions, connectedness, and peace.	Perspective (Landscape drawing) Water color painting (still-life).	<ul style="list-style-type: none"> <li>• Social Justice and Equity</li> <li>• Intercultural understanding</li> <li>• Critical and creative thinking</li> <li>• Intercultural understanding</li> <li>• Globalisation and Interdependence</li> <li>• Human Rights</li> </ul>
2. Life skills for efficient and harmonious living.	Shading	<ul style="list-style-type: none"> <li>• Identity and Diversity</li> <li>• Intercultural understanding</li> <li>• Self-awareness and reflection</li> <li>• Resolve differences and conflicts using effective communication and strategies</li> <li>• Build social bonding and collaborations</li> </ul>
3. Issues threatening peace and sustainable development at local, national, and global levels.	Poster designing	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Globalisation and Interdependence</li> <li>• Respect for people and human rights</li> <li>• Sustainable Development</li> </ul>

		<ul style="list-style-type: none"> <li>• Peace and Conflict</li> <li>• Resolve differences and conflicts using effective communication and strategies</li> <li>• Manage complexity and uncertainty</li> <li>• Informed and reflective actions</li> </ul>
4. Values for harmonious co- existence and peace.	Shading Technique Drawing Tashi Dagye Sketching landscape Book binding	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Practice of etiquette, conservation and promotion of identities</li> <li>• Value and cultural diversity</li> <li>• Adaptation of sustainable living and lifestyles</li> </ul>
5. Recognition of and respect for diverse levels of identities and human dignity.	Drawing human body Grid drawing	<ul style="list-style-type: none"> <li>• Respect for people and their differences</li> <li>• Respect for people and human rights</li> </ul>
6. Moral and social responsibilities for humanity and the environment.	Papier-Mache balloon mask Paper flower (Khusudama) Cardboard art	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Concern and commitment for the sustainability of humanity and the environment.</li> <li>• Belief that people can bring positive change</li> </ul>
7. Behaviour and ethical actions for solidarity and harmony.	Bubble art	<ul style="list-style-type: none"> <li>• Informed and reflective actions</li> </ul>
8. Responsibility and actions for sustainable living.	Microsoft paint	<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Behave and take actions with empathy and morality</li> </ul>
9. Engagement and contribution to sustainable development.	Pen Holder	<ul style="list-style-type: none"> <li>• Critical and creative thinking</li> <li>• Individual and collective actions</li> <li>• Sustainable Development</li> </ul>

## Grade VI

Table 3. Grade VI- mapping of subject topics, GCED themes, and attributes for integration.

GCED Theme	Arts Education Topics	GCED attributes for Integration
1. Systems and power dynamics impacting interactions, connectedness, and peace.	Calligraphy art Perspectives <i>Lhendum</i> (Applique)	<ul style="list-style-type: none"> <li>• Social Justice and Equity</li> <li>• Intercultural understanding</li> <li>• Identity and Diversity</li> <li>• Intercultural understanding</li> <li>• Globalisation and Interdependence</li> </ul>
2. Life skills for efficient and harmonious living.	Figure drawing (using mannequins)	<ul style="list-style-type: none"> <li>• Human Rights</li> </ul>
3. Issues threatening peace and sustainable development at local, national, and global levels.	Indigenous colour Abstract Art Pottery	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Individual, social, national participation</li> <li>• Sustainable Development</li> <li>• Resolve differences and conflicts using effective communication and strategies</li> <li>• Human Rights</li> <li>• Manage complexity and uncertainty</li> <li>• Commitment to participation and inclusion</li> </ul>
4. Values for harmonious co- existence and peace.	Ngangtsho Reldri Thuenpa Puenzhi Chiaroscuro (Light and shade) Book Binding	<ul style="list-style-type: none"> <li>• Sense of identity and self-esteem</li> <li>• Practice of etiquette, conservation, and promotion of identities</li> <li>• Value and cultural diversity</li> <li>• Adaptation of sustainable living and lifestyles</li> </ul>
5. Recognition of and respect for diverse levels of identities and human dignity.	Grid drawing	<ul style="list-style-type: none"> <li>• Respect for people and their differences</li> <li>• Identity and Diversity</li> </ul>

6. Moral and social responsibilities for humanity and the environment.	Models (Papier-Mache, saw-dust, clay) Craft from waste Rag rug craft	<ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• Self-awareness and reflection</li> <li>• Behave and take actions with empathy and morality</li> <li>• Belief that people can bring positive change</li> </ul>
7. Behaviour and ethical actions for solidarity and harmony.	Stone painting	<ul style="list-style-type: none"> <li>• Individual and collective actions</li> </ul>
8. Responsibility and actions for sustainable living.	Digital art String art	<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Behave and take actions with empathy and morality</li> </ul>
9. Engagement and contribution to sustainable development.	Block printing Origami (Tulip, Iris flower, wristbands)	<ul style="list-style-type: none"> <li>• Identity and Diversity</li> <li>• Intercultural understanding</li> </ul>

## CURRICULAR GAP, OPPORTUNITIES AND GCED INTEGRATION STRATEGIES

The following tables identify gaps and opportunities in the subject topics, and strategies for GCED integration.

### Grade IV

Table 4. Grade IV- Gaps, opportunities, and Strategies for GCED integrations

GCED Competency	Subject Topics	GCED GAP	GCED Integration strategies
<ul style="list-style-type: none"> <li>● Explore family structures and roles in promoting justice and happiness in communities.</li> <li>● Identify family issues and their impacts on individual health and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>● Still life drawing</li> </ul>		
<ul style="list-style-type: none"> <li>● Explore ways to communicate and collaborate effectively with others.</li> <li>● Investigate individual habits and actions impacting social relation.</li> </ul>	<ul style="list-style-type: none"> <li>● Collage (Mixed Media)</li> </ul>	<ul style="list-style-type: none"> <li>● Communication and collaboration</li> <li>● Inclusion of possible ways to address global issues.</li> </ul>	<ul style="list-style-type: none"> <li>● Enhances creativity and innovation.</li> <li>● Economical and affordable</li> <li>● Global concept of 4Rs</li> <li>● One man's trash is another's cash.</li> <li>● Team work (collaboration and communication)</li> </ul>
<ul style="list-style-type: none"> <li>● Explore the reason behind common social issues and their impact at school level.</li> <li>● Collaborate to address common social issues respecting individual differences and contributions.</li> </ul>	<ul style="list-style-type: none"> <li>● Collage (Waste paper)</li> </ul>		<ul style="list-style-type: none"> <li>● Enhances creativity and innovation.</li> <li>● Economical and affordable</li> <li>● Focus on global concept of 4Rs</li> <li>● Advocacy on environmental conservation and waste management.</li> </ul>
<ul style="list-style-type: none"> <li>● Explore essence of self-awareness and interdependences for harmonious living.</li> <li>● Practice social etiquette to promote harmonious co- existence.</li> </ul>	<ul style="list-style-type: none"> <li>● Traditional Drawing</li> <li>● Traditional Painting.</li> </ul>	<ul style="list-style-type: none"> <li>● Aligning Bhutanese traditional drawings with international traditional drawings.</li> </ul>	<ul style="list-style-type: none"> <li>● Preservation and promotion of one's culture and tradition and relate to contemporary arts around the globe.</li> </ul>

			<ul style="list-style-type: none"> <li>● Exploring traditional arts of other countries. (Videos, books, prints etc.)</li> </ul>
<ul style="list-style-type: none"> <li>● Exhibit care and respect for feelings, emotions, and needs of diverse individuals.</li> <li>● Respect friends, team-mates and their identities and individualities</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing facial Parts</li> </ul>		<ul style="list-style-type: none"> <li>● Creating awareness and acceptance of various facial structures from different regions and respecting differences.</li> </ul>
<ul style="list-style-type: none"> <li>● Investigate how individual and group's actions impact social well-being.</li> <li>● Integrate environmentally responsible actions into daily lives.</li> </ul>	<ul style="list-style-type: none"> <li>● Paper flower</li> <li>● Paper bird</li> </ul>		<ul style="list-style-type: none"> <li>● Various ways to address the global issues.</li> <li>● Educate and encourage to minimize the waste through creative arts.</li> </ul>
<ul style="list-style-type: none"> <li>● Promote inclusive environments that celebrate differences.</li> <li>● Exhibit pleasant behaviours that are in conformity to social norms.</li> </ul>			
<ul style="list-style-type: none"> <li>● Examine individual consumption habits that impact on the immediate environment.</li> <li>● Practise consumption habits to manage environmental pollution.</li> </ul>	<ul style="list-style-type: none"> <li>● Water colour painting.</li> <li>● Plate</li> </ul>	<ul style="list-style-type: none"> <li>● Waste management issues</li> <li>● Healthy food habits.</li> </ul>	<ul style="list-style-type: none"> <li>● Activities like painting of food pyramid can be include.</li> <li>● Advocacy on healthy food habits through art.</li> </ul>
<ul style="list-style-type: none"> <li>● Engage in social activities that contributes to the sustainability of livelihood.</li> </ul>	<ul style="list-style-type: none"> <li>● Paper frame</li> <li>● Paper flower</li> </ul>		<ul style="list-style-type: none"> <li>● Concept of Trash to cash.</li> </ul>

## Grade V

Table 5. Grade V- Gaps, opportunities, and Strategies for GCED integrations

GCED Competency	Subject Topics	Subject Objectives	GCED GAP	GCED Integration strategies
<ul style="list-style-type: none"> <li>● Explore family structures and roles in promoting justice and happiness in communities.</li> <li>● Identify family issues and their impacts on individual health and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>● Water colour painting (still-life)</li> </ul>	<ul style="list-style-type: none"> <li>● Paint the outline of still life objects applying light and shadow effects.</li> </ul>		
<ul style="list-style-type: none"> <li>● Explore ways to communicate and collaborate effectively with others.</li> <li>● Investigate individual habits and actions impacting social relation.</li> </ul>	<ul style="list-style-type: none"> <li>● Shading</li> </ul>	<ul style="list-style-type: none"> <li>● Shade a drawing or object using shading skills.</li> </ul>		<ul style="list-style-type: none"> <li>● Enhances creativity and innovation.</li> <li>● Economical and affordable</li> <li>● Focus on global concept of 4Rs</li> </ul>
<ul style="list-style-type: none"> <li>● Explore the reason behind common social issues and their impact at school level.</li> <li>● Collaborate to address common social issues respecting individual differences and contributions.</li> </ul>	<ul style="list-style-type: none"> <li>● Poster designing</li> </ul>	<ul style="list-style-type: none"> <li>● Design posters for any given theme.</li> </ul>	<ul style="list-style-type: none"> <li>● Objective not specific.</li> </ul>	<ul style="list-style-type: none"> <li>● Enhances creativity and innovation.</li> <li>● Economical and affordable</li> <li>● Focus on global concept of 4Rs</li> <li>● Advocacy on environmental conservation and waste management.</li> </ul>
<ul style="list-style-type: none"> <li>● Explore essence of self-awareness and interdependences for harmonious living.</li> <li>● Practise social etiquette to promote harmonious co- existence.</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing Tashi Dagye</li> </ul>	<ul style="list-style-type: none"> <li>● Draw Tashi Dagye (eight lucky signs) using appropriate techniques.</li> </ul>		<ul style="list-style-type: none"> <li>● Preservation and promotion of one's culture and tradition and relate to contemporary arts around the globe.</li> </ul>



		<ul style="list-style-type: none"> <li>● Colour all 8 lucky signs using Sum-dang-ma techniques.</li> <li>● Explain the significance of Tashi Dagye.</li> </ul>		
<ul style="list-style-type: none"> <li>● Exhibit care and respect for feelings, emotions, and needs of diverse individuals.</li> <li>● Respect friends, team-mates and their identities and individualities</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing human body</li> <li>● Grid drawing</li> </ul>	<ul style="list-style-type: none"> <li>● Draw grid lines appropriately on the surface of the picture and the workbook.</li> <li>● Draw the image following the grid lines.</li> <li>● Add necessary details on the image drawn.</li> </ul>		<ul style="list-style-type: none"> <li>● Creating awareness and acceptance of various facial structures from different regions and respecting differences.</li> </ul>
<ul style="list-style-type: none"> <li>● Investigate how individual and group's actions impact social well-being.</li> <li>● Integrate environmentally responsible actions into daily lives.</li> </ul>	<ul style="list-style-type: none"> <li>● Paper flower (Khusudama)</li> <li>● 2. Cardboard art</li> </ul>	<ul style="list-style-type: none"> <li>● Make Khusudama by folding papers.</li> <li>● Create cardboard art using waste cardboard.</li> </ul>	<ul style="list-style-type: none"> <li>● Focused on skill.</li> <li>● Not mentioned when and where to use.</li> <li>● Kusudama itself is a Japanese art (Global concept).</li> </ul>	<ul style="list-style-type: none"> <li>● Event based creation of Kusudama (flowers).</li> <li>● Various ways to address the global issues.</li> <li>● Educate and encourage to minimize the waste through creative arts.</li> </ul>
<ul style="list-style-type: none"> <li>● Promote inclusive environments that celebrate differences.</li> </ul>	<ul style="list-style-type: none"> <li>● Bubble art</li> </ul>	<ul style="list-style-type: none"> <li>● Experiment colour</li> </ul>		<ul style="list-style-type: none"> <li>● Enhance and encourage the ethical action within the group</li> </ul>

<ul style="list-style-type: none"> <li>● Exhibit pleasant behaviours that are in conformity to social norms.</li> </ul>		<ul style="list-style-type: none"> <li>combinations to make bubble art.</li> </ul>		
<ul style="list-style-type: none"> <li>● Examine individual consumption habits that impact on the immediate environment.</li> <li>● Practise consumption habits to manage environmental pollution.</li> </ul>	<ul style="list-style-type: none"> <li>● Microsoft paint</li> </ul>	<ul style="list-style-type: none"> <li>● Create digital art in MS paint.</li> <li>● Explore different tools in MS paint.</li> </ul>		<ul style="list-style-type: none"> <li>● Activities like painting of food pyramid can be include.</li> <li>● Advocacy on healthy food habits through art.</li> </ul>
<ul style="list-style-type: none"> <li>● Engage in social activities that contributes to the sustainability of livelihood.</li> </ul>	<ul style="list-style-type: none"> <li>● Pen Holder</li> </ul>	<ul style="list-style-type: none"> <li>● Make pen holder(s) using waste materials. (Toilet paper rolls)</li> </ul>		<ul style="list-style-type: none"> <li>● Concept of Trash to cash.</li> </ul>

## Grade VI

Table 5. Grade V- Gaps, opportunities, and Strategies for GCED integrations

GCED Competency	Subject Topics	GCED GAP	GCED Integration strategies
<ul style="list-style-type: none"> <li>● Explore family structures and roles in promoting justice and happiness in communities.</li> <li>● Identify family issues and their impacts on individual health and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>● Calligraphy art</li> </ul>		
<ul style="list-style-type: none"> <li>● Explore ways to communicate and collaborate effectively with others.</li> <li>● Investigate individual habits and actions impacting social relation.</li> </ul>	<ul style="list-style-type: none"> <li>● Figure drawing (using mannequins)</li> </ul>		<ul style="list-style-type: none"> <li>● Enhances creativity and innovation.</li> <li>● Economical and affordable</li> <li>● Focus on global concept of 4Rs</li> </ul>

<ul style="list-style-type: none"> <li>● Explore the reason behind common social issues and their impact at school level.</li> <li>● Collaborate to address common social issues respecting individual differences and contributions.</li> </ul>	<ul style="list-style-type: none"> <li>● Indigenous colour</li> <li>● Abstract Art</li> <li>● Pottery</li> </ul>		<ul style="list-style-type: none"> <li>● Enhances creativity and innovation.</li> <li>● Economical and affordable</li> <li>● Focus on global concept of 4Rs</li> <li>● Advocacy on environmental conservation and waste management.</li> </ul>
<ul style="list-style-type: none"> <li>● Explore the essence of self-awareness and interdependencies for harmonious living.</li> <li>● Practice social etiquette to promote harmonious co- existence.</li> </ul>	<ul style="list-style-type: none"> <li>● Ngangtsho Reldri</li> <li>● Thuenpa Puenzhi</li> <li>● Book Binding</li> </ul>	<ul style="list-style-type: none"> <li>● There is no concept of interdependence and harmonious living</li> </ul>	<ul style="list-style-type: none"> <li>● Preservation and promotion of one's culture and tradition and relating to contemporary arts around the globe.</li> </ul>
<ul style="list-style-type: none"> <li>● Exhibit care and respect for feelings, emotions, and needs of diverse individuals.</li> <li>● Respect friends, team-mates and their identities and individualities</li> </ul>	<ul style="list-style-type: none"> <li>● Grid drawing</li> </ul>		<ul style="list-style-type: none"> <li>● Creating awareness and acceptance of various facial structures from different regions and respecting differences.</li> </ul>
<ul style="list-style-type: none"> <li>● Investigate how individual and group actions impact social well-being.</li> <li>● Integrate environmentally responsible actions into daily lives.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>● Craft from waste</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Refer to waste issues globally.</li> </ul>	<ul style="list-style-type: none"> <li>● Various ways to address global issues.</li> <li>● Educate and encourage to minimize the waste through creative arts.</li> </ul>
<ul style="list-style-type: none"> <li>● Promote inclusive environments that celebrate differences.</li> <li>● Exhibit pleasant behaviours that are in conformity to social norms.</li> </ul>	<ul style="list-style-type: none"> <li>● Stone painting</li> </ul>		<ul style="list-style-type: none"> <li>● Enhance and encourage the ethical action within the group</li> </ul>

<ul style="list-style-type: none"> <li>● Examine individual consumption habits that impact on the immediate environment.</li> <li>● Practise consumption habits to manage environmental pollution.</li> </ul>	<ul style="list-style-type: none"> <li>● Digital art</li> <li>● String art</li> </ul>		<ul style="list-style-type: none"> <li>● Activities like painting of food pyramid can be include.</li> <li>● Advocacy on healthy food habits through art.</li> </ul>
<ul style="list-style-type: none"> <li>● Engage in social activities that contributes to the sustainability of livelihood.</li> </ul>	<ul style="list-style-type: none"> <li>● Block printing</li> <li>● Origami (Tulip, Iris flower, wristbands)</li> </ul>		<ul style="list-style-type: none"> <li>● Concept of Trash to cash.</li> </ul>


## LESSON EXEMPLAR

The following are the GCED-integrated lesson exemplars for grades IV-VI. The letters in red are new incorporation into the original lessons.

### Grade IV

#### Grade IV: Lesson Exemplar 1

<b>Subject:</b> Arts Education <i>Class: IV</i>	<b>Subject topic:</b> Craft (Collage) mixed media.	<b>Duration:</b> 80 min.
<b>Prior knowledge:</b> aware of waste management.	<b>Learning objectives:</b> <ul style="list-style-type: none"> <li>- Create a collage in groups or as a whole class using locally available materials</li> <li>- Use mixed media in an image/object of their choice and create a collage.</li> <li>- Explore possible ways in their capacity to address global issues related to waste for harmonious and healthy living.</li> </ul>	
<b>GCED theme:</b> Life skills for efficient and harmonious living.	<b>GCED competency:</b> <ul style="list-style-type: none"> <li>● Explore ways to communicate and collaborate effectively with others.</li> </ul>	

<b>Teaching Strategies:</b> Student centered	<b>Skills in focus:</b> cutting, assembling, cut and paste, <b>coordination, collaboration. effective communication,</b> <b>Values in focus:</b> Taking care of waste, <b>sustainable development</b>	
<b>Teacher/Learner Activities</b>		<b>Resources</b>
<b>Introduction</b> The teacher provides a collage sample, demonstrating the process of creating a collage, and encourages learners to follow along. <b>Students list the types of waste seen in the classroom and share to the whole class</b>		<b>Sample collage, Video tutorial.</b> <a href="https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732">https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732</a>  <a href="https://youtu.be/XPQDMoqpxk">https://youtu.be/XPQDMoqpxk</a>
<b>Main Learning</b> <b>Video lesson</b> <b>Use simulation video to create collage.</b> <i>Activity 1</i> In a group task, learners collaborate to produce a mixed media collage, which is then displayed. Subsequently, learners engage in a gallery walk to assess and evaluate the collective work.  <i>Activity 2</i> As an individual task, learners are tasked with creating a collage using mixed media. Following completion, they exchange their work with peers and provide feedback. <i>Activity 3.</i> <b>Students in a group discuss and present about the significance of creating collage to address the waste management issues.</b>	<a href="https://youtu.be/vY7K0672KJ0">https://youtu.be/vY7K0672KJ0</a>  <b>Reusable waste, papers, glue, scissors, rulers.</b>  Checklist and Rubric given below  <b>Creative collage, chart paper, pen, Projectors.</b>	

<p><b>Reflection/debriefing</b></p> <ol style="list-style-type: none"> <li>1. Outline the steps involved in creating a collage.</li> <li>2. Enumerate the materials suitable for crafting a collage.</li> <li>3. Discuss the values imparted through the process.</li> <li>4. <b>Discus how creating a collage address the waste management issues.</b></li> </ol>	
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*Assessment*

<i>Criteria → Name</i>	<i>Creativity and originality</i>	<i>Use of materials</i>	<i>Composition and design</i>	<i>Craftsmanship</i>	<i>Total</i>
<i>1. Karma Dorji</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>10</i>

<b>Criteria</b>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
Creativity and originality	Exceptional creativity and originality demonstrated.	Some creative elements are evident.	Limited creative elements evident.	Lack of creativity and originality.
Use of materials	<b>Collage created using 100% waste materials.</b>	<b>Collage created using 70% waste materials.</b>	<b>Collage created using 50% waste materials.</b>	<b>Collage created without waste materials.</b>
Composition and design	Exceptional composition and design principles demonstrated.	Thoughtful composition and design.	Limited attention to composition.	Poor composition and design.
Craftsmanship	Exceptional craftsmanship and meticulous attention to detail.	Good craftsmanship with attention to details.	Limited attention to detail.	Poor craftsmanship.

Grade IV: Lesson Exemplar 2

<b>Subject:</b> Arts Education (IV)	<b>Subject topic:</b> (Painting) Water Colour Painting	<b>Duration:</b> 80 min.
<b>Prior knowledge:</b> students can identify basic colours.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Paint pictures or objects using water colour incorporating all the watercolour techniques and skills.</li> <li>2. Produce an artwork which displays artistic skills and creativity through water colour painting.</li> <li>3. Create a food guide pyramid depicting food habits for healthy and sustainable living.</li> </ol>	
<b>GCED theme:</b> Responsibility and actions for sustainable living.	<b>GCED competency:</b> <ul style="list-style-type: none"> <li>● Examine individual consumption habits that impact the immediate environment.</li> <li>● Practise consumption habits to manage environmental pollution.</li> </ul>	
<b>Teaching Strategies:</b> Cooperative learning	<b>Skills in focus:</b> Colour mixing/ painting skills/ drawing. <b>Values in focus:</b> Healthy eating, Sustainable Development, healthy lifestyle.	
<b>Teacher/Learner Activities</b>		<b>Resources</b>
<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Introduce lessons by recollecting some of the watercolour techniques and skills gained from the previous topics.</li> <li>2. Teacher demonstrates how to paint using watercolour by incorporating all the skills such as applying colours, decreasing or increasing intensity of colours, adding tint and shade effects etc.</li> <li>3. Teacher shows tutorial videos from the given resource link.</li> </ol>		Tutorial - <a href="https://youtu.be/7ZfNQeoKDgU">https://youtu.be/7ZfNQeoKDgU</a>

## Main Learning

### Activity 1.

- Learners watch tutorial videos and observe the colouring techniques.
- Learners choose any object or pictures and paint using different techniques and skills of watercolour painting.
- Display their artworks in the class for gallery walk.

### Activity 2.

- Students work in a group to create a food guide pyramid for healthy food habits.
- Students present their food pyramid to the class and display the work in strategic places like mess/ academic building/entry points.



1. Workbook, water colour, brush/cotton, palette. Teacher guide book, sample or tutorial videos, projector, laptop.
2. Teacher Guide Book page no.22
3. DCPD Web Link – <https://rec.gov.bt/textbooks-and-manuals/#683-891-wpfd-art-education-1586090732>
4. Tutorial - <https://youtu.be/7ZfNQeoKDgU> watercolour painting tips

## Reflection/debriefing

Q. Circle the most correct answer.

1. What is water colour?
  - Is the method of mixing the colours to make it watery paint?
  - Is the method of mixing the colours resulting in other different paints that do not need water?
  - Is the method of mixing only the primary colours to result like acrylic paint?
  - Is a painting method in which the paints are made of pigments suspended in a water-based solution? Watercolour refers to both medium and resulting artwork.
2. How do you create light /dull/washed-out colours?
  - Add more water
  - Add more paints
  - Half paint, half water
3. To activate your paint, you need to add a little
  - Dry brush



- Less water
  - More water
  - water
4. Which food gives more energy?
    - Fats
    - Fruits
    - Proteins
    - Carbohydrates
  5. Where does most of my food come from?
  6. What is the proportion of plant-based versus animal-based products in my diet?
  7. How much food waste do I generate?
  8. How do I dispose of waste?
  9. What efforts do I make to reduce plastic use?
  10. What steps am I taking to educate myself about environmental issues?

*Grade IV: Lesson Exemplar 3*

<b>Subject:</b> Arts Education (IV)	<b>Subject topic:</b> Traditional motif “Doe-Yen-Na-Nga”.	<b>Duration:</b> 80 min.
<b>Prior knowledge:</b> Students can share a little about traditional symbols.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Explain the historical significance of Traditional symbols.</li> <li>2. Draw a traditional motif “Doe-Yen-Na-Nga”.</li> <li>3. Recognize the diversity of human expression through traditional arts in different regions and societies.</li> </ol>	
<b>GCED theme:</b> Values for harmonious co-	<b>GCED competency:</b>	

existence and peace.	<ul style="list-style-type: none"> <li>Care and show respect for the national symbols with the understanding of their significance for the individual and national identity.</li> </ul>
<b>Teaching Strategies:</b> Place based learning (learner centred, local to global)	<b>Skills in focus:</b> Drawing, Painting, communication <b>Values in focus:</b> Appreciation, respect,
<b>Teacher/Learner Activities</b>	
<b>Resources</b>	
<b>Introduction</b> <ul style="list-style-type: none"> <li><b>Interactive Discussions:</b> Start with interactive discussions about traditional art and link to Doe-yen-Na-Nga, use visual aids and real-life examples to engage students (Bhutanese traditional sculptures).</li> </ul>	Provide pictures of Doe-YenNa-Nga either in the classroom or through any social media platform.
<b>Main Learning</b> <b>Activity 1:</b> Explore the history behind the existence of Doe-Yen-Na-Nga and share. <b>Activity 2:</b> <ul style="list-style-type: none"> <li>Listening and taking notes.</li> <li>Compare and contrast with what they know and learned.</li> </ul> <b>Activity 3: Field Trip</b> <ul style="list-style-type: none"> <li>Visit to local monasteries, dzongs, and buildings to observe and admire the beauty of our culture and tradition. Can also visit nearby vocational institutes where wood carving courses were offered.</li> <li>Report/reflection on the field trip and share to the relevant stakeholders.</li> </ul> <b>Activity 4:</b> <ul style="list-style-type: none"> <li>Draw traditional motif Doe-Yen-NaNga by referring what they have observed, and the materials provided by the teacher.</li> </ul> <b>Extended Activity:</b>	<a href="https://www.youtube.com/watch?v=DBYKQqDSTEQ&amp;pp=ygUeVHJhZGl0aW9uYWwgZHJhd2luZ3Mgb2YgQmhl dGFu">https://www.youtube.com/watch?v=DBYKQqDSTEQ&amp;pp=ygUeVHJhZGl0aW9uYWwgZHJhd2luZ3Mgb2YgQmhl dGFu</a>  Workbook, pencil, eraser, Picture, photograph, Teacher guide book, sample or tutorial videos, projector, laptop.  <b>Collaboration with the Lams/caretakers of monitories/Dzongs/owners of buildings.</b> <b>-Guest speakers</b>  Video tutorial: <a href="https://www.youtube.com/watch?v=ReH97Nx9wzM&amp;pp=ygUORG9lXlIbi1OYS1OZ">https://www.youtube.com/watch?v=ReH97Nx9wzM&amp;pp=ygUORG9lXlIbi1OYS1OZ</a>

<ul style="list-style-type: none"> <li>Explore about the arts of a country of their choice and compare the similarities and differences with our traditional arts.</li> </ul>	<a href="#">2E%3D</a>
<p><b>Reflection/ debriefing</b></p> <ul style="list-style-type: none"> <li>What was the topic for today?</li> <li>Was it easy or hard? Why?</li> <li>What is special about Bhutan?</li> <li>choose and compare the similarities and differences with our traditional arts with that of any countries</li> </ul>	

Maintain a checklist record as given below.

Name	Checklist Criteria for Portrait			
	Completion	Progression	Participation	Skilful

*Assessment*

*Rubrics for Traditional Art (Drawing)*

Criteria	Exceeding	Advancing	Meeting	Approaching	Beginning
<i>Technical Skill</i>	<ul style="list-style-type: none"> <li>Demonstrates exceptional technical skill, with precise and accurate rendering of details.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates good technical skill, with mostly precise and accurate rendering of details.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates basic technical skills, with many inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited technical skills, with many inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited or no technical skills, with lots of inaccuracies.</li> </ul>
<i>Creativity and Originality</i>	<ul style="list-style-type: none"> <li>Shows exceptional creativity and</li> </ul>	<ul style="list-style-type: none"> <li>Shows good</li> </ul>	<ul style="list-style-type: none"> <li>Shows less creativity and maintains</li> </ul>	<ul style="list-style-type: none"> <li>Shows limited creativity and</li> </ul>	<ul style="list-style-type: none"> <li>Shows no</li> </ul>

	maintains originality in the composition and execution of the drawing.	<ul style="list-style-type: none"> <li>● creativity and maintains originality in the composition and execution of the drawing.</li> </ul>	originality in the composition and execution of the drawing.	maintains originality in the composition and execution of the drawing.	<ul style="list-style-type: none"> <li>● creativity and maintains originality in the composition and execution of the drawing.</li> </ul>
<i>Designs and composition</i>	<ul style="list-style-type: none"> <li>● Demonstrates exceptional composition and design, with a strong sense of balance, and visual interest</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates good composition and design, with a clear sense of balance, and visual interest</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates less composition and design, but with areas that lack balance or visual interest</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates limited composition and design, with a little sense of balance or visual interest</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates no composition and design, with no sense of balance or visual interest</li> </ul>
<i>Presentation and craftsmanship</i>	<ul style="list-style-type: none"> <li>● Presents the drawing with exceptional craftsmanship and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>● Presents the drawing with good craftsmanship and attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>● Presents the drawing with adequate craftsmanship, but with some areas that need refinement.</li> </ul>	<ul style="list-style-type: none"> <li>● Presents the drawing with poor craftsmanship and little attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>● Presents the drawing with poor craftsmanship and no attention to detail.</li> </ul>

*Sample rubrics (Can be used for Fieldtrip)*

<b>Criteria</b>	<b>Exceeding</b>	<b>Advancing</b>	<b>Meeting</b>	<b>Approaching</b>	<b>Beginning</b>
<b>Engagement</b>	Actively engaged in observing and participating in discussion with lots of curiosity	Actively engaged in observing and participating in discussion with some curiosity	Engaged in observing and participating in discussion with little curiosity	Engaged in observing and participating in discussion with little curiosity	Engaged in observing and participating in discussion with no curiosity

<b>Knowledge of traditional Arts</b>	Demonstrates deep understanding of cultural significance and appreciations	Demonstrates some understanding of cultural significance and appreciations	Demonstrates little understanding of cultural significance and appreciations	Demonstrates no understanding of cultural significance and appreciations	Demonstrates no understanding of cultural significance / appreciations
<b>Respects for Traditional arts</b>	Shows respect for the traditions, ask thoughtful questions and interacts with others respectfully	Shows respect for the traditions, ask questions and is generally respectful and polite	Shows respect for the traditions, ask questions and is respectful	Shows little respect for the traditions, and gets distracted often	Shows no respect for the traditions, and gets distracted

*Grade IV: Lesson Exemplar 4*

<b>Subject:</b> Arts Education (IV)	<b>Subject topic:</b> Create Paper flower using mixed media	<b>Duration:</b> 80 min.
<b>Prior knowledge:</b> Students already have ideas on waste management.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Investigate to understand how colour combinations can be effectively utilized in the creation of paper flowers</li> <li>2. Make paper flowers out of waste to enhance motor skill development.</li> <li>3. Cultivate the practice of creatively utilizing wastepaper, fostering its value.</li> <li>4. Take care of the wastes</li> </ol>	
<b>GCED theme:</b> Moral and social responsibilities for humanity and the environment.	<b>GCED competency:</b> Care for the environment in everyday life realizing the importance of maintaining a clean environment for healthy living.	
<b>Teaching Strategies:</b> Event Based Learning (EBL) – any events	<b>Skills in focus:</b> (folding, cutting, coiling, and assembling) <b>Values in focus:</b> taking care of the waste, interpersonal relation- communication, collaboration-	

that provide and enhance skills learnt.	team building).	
Teacher/Learner Activities		Resources
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Explore the various types of waste commonly found in and around their environment and its implications.</li> <li>• Engage in a conversation about reusing paper waste through diverse paper craft activities.</li> </ul>		<p>Short videos, pictures, reusable waste, origami papers, glue, scissors, and rulers.</p> <p><a href="http://tinyurl.com/44fc2vfm">http://tinyurl.com/44fc2vfm</a>  <a href="https://youtu.be/M0va-Bt488">https://youtu.be/M0va-Bt488</a></p>
<p><b>Main Learning</b></p> <p><b>Activity 1: Identifying Waste</b></p> <ol style="list-style-type: none"> <li>1. List down the types of waste seen in and around their environment and share to the whole class.</li> </ol> <p><b>Environmental Impact</b></p> <ol style="list-style-type: none"> <li>1. Engage students in team discussion about how the waste they see around impacts the environment.</li> <li>2. Discuss the importance of waste</li> <li>3. management. (5 minutes)</li> </ol> <p><b>Activity 2:</b></p> <ol style="list-style-type: none"> <li>1. Creating waste into craft.</li> <li>2. Discuss in teams how to reuse the waste (paper) and share.</li> <li>3. Creating paper flower: Use any paper waste to create flower following the instructions provided through demonstration. Let them practice creating as many flowers as they can.</li> </ol> <p><b>Extended activity:</b></p> <ol style="list-style-type: none"> <li>1. Design various craft using waste and display in the classroom or an exhibition to display the creativity to promote environmental awareness.</li> </ol>		<p><b>Pictures, reusable waste, origami papers, glue, scissors, and rulers.</b></p> <p>Video tutorial:  <a href="https://www.youtube.com/watch?v=vjdLvsOq7rg&amp;pp=ygUaY3JlYXRpbmcgZmxvd2VyIGZyb20gd2FzdGU%3D">https://www.youtube.com/watch?v=vjdLvsOq7rg&amp;pp=ygUaY3JlYXRpbmcgZmxvd2VyIGZyb20gd2FzdGU%3D</a></p>

**Reflection/debriefing**

1. What will you do with the paper flower?
2. Tell me the procedure for making the paper flower.
3. **Discuss on taking care of the wastes and its importance**

*Sample Assessment (Checklist)*

Criteria	Yes/ No	Remarks
● Identified types of paper waste (printed paper, used notebook, crumpled paper, or torn worksheets)		
● Able to determine where the paper waste is coming from? (assignments, hand-outs, or discarded drafts)		
● Could consider the environmental impact of the paper waste. (How much paper is being wasted and what are the consequences of this waste in terms of deforestation and resource depletion)		
● Educational efforts to raise awareness about paper waste among students.		
● Understands the methods of paper waste disposal.		
● Can recycle paper waste into paper craft		

**Grade V***Grade V: Lesson Exemplar 1*

<b>Subject:</b> Arts Education (V)	<b>Subject topic:</b> Paintings (Poster Designing)	<b>Duration:</b> 80 min.
<b>Prior knowledge:</b> <b>students already know the importance of poster designing.</b>	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Design a poster for any given themes</li> <li>2. <b>Create a poster that advocates sustainable practice and environmental conservation.</b></li> </ol>	

<p><b>GCED theme:</b> Issues threatening peace and sustainable development at local, national, and global levels.</p>	<p><b>GCED competency:</b></p> <ul style="list-style-type: none"> <li>● Explore the reason behind common social issues and their impact at school level.</li> <li>● Collaborate to address common social issues respecting individual differences and contributions.</li> </ul>
<p><b>Teaching Strategies:</b> Student centered</p>	<p><b>Skills in focus:</b> Effective communication, decision making, critical and creative thinking. <b>Values in focus:</b> Awareness, Advocacy, Collaboration, respect</p>
<p><b>Teacher/Learner Activities</b></p>	<p><b>Resources</b></p>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>● Teacher explains and demonstrates how to make posters.</li> <li>● Show the sample poster to the learners.</li> <li>● <b>Brainstorming on poster design and sharing their understanding.</b></li> </ul>	<p><a href="https://youtu.be/u8ovqhjpRKA">https://youtu.be/u8ovqhjpRKA</a> <a href="https://youtu.be/0JZAb7lJd8I">https://youtu.be/0JZAb7lJd8I</a></p>
<p><b>Main Learning</b></p> <p><b>Activity 1.</b></p> <ul style="list-style-type: none"> <li>● Assigns learners to design their own poster on given themes.</li> <li>● Let learners present their posters to the class and display.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>● <b>Assign students to create a poster on the theme ‘sustainability and environmental conservation.</b></li> </ul> <p><b>Activity 2</b> <b>Students present their posters to the class and display the best in the strategic area within the campus.</b></p>	<p>Tutorial - <a href="https://youtu.be/u8ovqhjpRKA">https://youtu.be/u8ovqhjpRKA</a></p> <p>Chart papers/cloth, colour, pencils, glue, scissors, brushes, laptop, projector,</p>
<p><b>Reflection/debriefing</b></p> <ol style="list-style-type: none"> <li>1. Gallery walks</li> <li>2. Display their posters and talk about it.</li> </ol>	<p>Checklist and Rubric</p>



<i>Criteria → Name</i>	<i>Information</i>	<i>Graphics</i>	<i>Presentation</i>	<i>Grammar</i>	<i>Total</i>
1. Karma Dorji	4	3	2	1	10

Sl.no	Criteria	4	3	2	1
1	Captions /information	All Captions /information are related to sustainability and environmental conservation. Intended messages are clear.	All Captions /information are related to sustainability and environmental conservation but intended messages are not clear.	All Captions /information are partially related to sustainability and environmental conservation with no clear message.	All Captions /information are not related to sustainability and environmental conservation.
2	Graphics	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics related to the topic but creates confusion.	Graphics do not relate to the topic
3	Presentation	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout but looks messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
4	Grammar	Grammatically error free	Less than three grammatical errors	Less than five grammatical errors	More than five grammatical errors.

Grade V: Lesson Exemplar 2

<b>Subject:</b> Arts Education (V)	<b>Subject topic:</b> Crafts (Paper flower) Kusudama)	<b>Duration:</b> 80 mins
<b>Prior knowledge:</b> Already have ideas on craft out of waste	<b>Learning objectives:</b> 1. Make kusudama flowers by folding papers. 2. Apply appropriate use of colour combination while crafting Kusudama for the events (Decoratives).	
<b>GCED theme:</b> Moral and social responsibilities for humanity and the environment	<b>GCED competency:</b> <ul style="list-style-type: none"> <li>Investigate how individual and group actions impact social well-being.</li> <li>Integrate environmentally responsible actions into daily lives.</li> </ul>	
<b>Teaching Strategies:</b> Student cantered	<b>Skills in focus:</b> Folding, cutting, Coiling, and assembling. <b>Values in focus:</b> Collaboration and respect	
<b>Teacher/Learner Activities</b>		<b>Resources</b>
<b>Introduction</b> <ul style="list-style-type: none"> <li>Teacher demonstrates how to make Kusudama flower</li> <li>Shows the video tutorial to the learners.</li> </ul>		Tutorial: <a href="https://youtu.be/PR7ioZnEboU">https://youtu.be/PR7ioZnEboU</a>
<b>Main Learning</b> <b>Activity 1.</b> Learners watch the video tutorial and follow the steps to make Kusudama flower. <b>Activity 2.</b> <ul style="list-style-type: none"> <li>Students create kusudama using different colour papers and decorate their own class.</li> <li>Students are encouraged to create rooms/ halls attractive using kusudama.</li> </ul>		1. origami paper, scrapbook paper, calendar papers, glue, scissors. 2. supplementary <a href="https://youtu.be/RtpNKGaxdO8">https://youtu.be/RtpNKGaxdO8</a>

<p><b>Reflection/debriefing</b></p> <ol style="list-style-type: none"> <li>1. Identify other events/places where you can use kusudama (flower).</li> <li>2. Can you make other flowers using the same materials?</li> <li>3. Share how one can integrate environmentally responsible actions into daily <b>lives</b>.</li> </ol>	
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**Assessment (rubrics)**

<b>Criteria</b>	<b>Good</b>	<b>Very Good</b>	<b>Outstanding</b>
<i>Creativity and originality</i>	Demonstrates originality in design, shape, or arrangement of paper waste flowers	Uses unique and creative techniques for transforming paper waste into flowers (e.g., origami, paper quilling)	Incorporates innovative elements or materials in the flower craft (e.g., using recycled materials, combining paper waste with other art mediums)
<i>Quality of craftsmanship</i>	Precise and accurate cutting, folding, or shredding of paper waste to create flower shapes	Attention to detail in assembling and arranging the paper waste flowers	Incorporates innovative elements or materials in the flower craft (e.g., using recycled materials, combining paper waste with other art mediums)
<i>Use of materials</i>	Appropriate selection and utilization of various types and sizes of paper waste	Creative incorporation of other materials (e.g., glue, wire, fabric) to enhance the quality and appearance of the crafts	Efficient use of paper waste resources, minimizing unnecessary waste or scraps
<i>Presentation and aesthetic appeal</i>	Overall visual appeal of the flower craft	Effective use of colour, texture, and patterns in the paper waste flowers	Attention to composition and balance in the arrangement of paper waste flower and the ability to make the paper waste flowers look realistic or visually pleasing
<i>Skill and technique</i>	Demonstration of proficiency in various paper crafting techniques such as folding, rolling, pleating, or weaving	Controlled use of tools and materials to achieve desired results	Ability to execute more complex or intricate patterns or designs using paper waste

<i>Overall impact and effectiveness</i>	Overall visual appeal and impression of the paper waste flower craft	Ability to effectively transform paper waste into aesthetically pleasing flowers	Presentation of an innovative and environmentally friendly approach to crafting using paper waste
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*Grade V: Lesson Exemplar 3*

<b>Subject:</b> Arts Education (V)	<b>Subject topic:</b> Traditional drawing and painting (Tashi Dagye)	<b>Duration:</b> 80 min.
<b>Prior knowledge:</b> Students already know basics about traditional drawing and painting.	<b>Learning objectives:</b> Share the significance of <i>Tashi Dagye</i> (Eight auspicious sign) Draw and paint <i>Tashi Dagye</i> referring the sample Express the importance of traditional arts in nation's security	
<b>GCED theme:</b> Values for harmonious co-existence and peace.	<b>GCED competency:</b> <ul style="list-style-type: none"> <li>● Explore essence of self-awareness and interdependences for harmonious living.</li> <li>● Practice social etiquette to promote harmonious co- existence.</li> </ul>	
<b>Teaching Strategies:</b> Lecture cum demonstration and project-based learning.	<b>Skills in focus:</b> (Gripping, hand movement, drawing contours, observation, and creativity) <b>Values in focus:</b> (visual and critical thinking, endurance, diligence, embracing the significance of diverse traditional art)	
<b>Teacher/Learner Activities</b>		<b>Resources</b>
<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Explain each eight lucky signs</li> <li>2. Share the significant associated to eight lucky signs</li> <li>3. Share the materials require and prepare the students for the task</li> </ol>		-Projector, eight lucky signs, drawing books, papers, pencils, erasers, colours, brushes, and palettes

**Main Learning**

**Activity 1:**

- Carefully watch the tutorial video of eight auspicious signs
- Actively take note of the significance of eight auspicious signs and ask for clarification if any.
- -Discuss among the peers on some of the place where eight auspicious signs are found.

**Activity 2:**

- Use the tutorial video and readily available eight auspicious signs to practice drawing
- Refer the readily available eight auspicious signs and paint it

-Tutorial video,  
<https://images.app.goo.gl/2eNLjLe4dawytRzk6>  
<https://www.youtube.com/watch?v=Zz7VEauPG9I&pp=ygUgdHV0b3JpYWwgb24gZHJhd2luZyB0YXNoaSB0YSBneWU%3D>

Video link (Suggestive video)  
Palbheu (Endless knot) and  
Dungkar (Couch shell)  
1. <http://tinyurl.com/3fu5wrtd>  
Bumpa (Treasure vase) and Meto  
Pema (Lotus)  
2. <http://tinyurl.com/bddwxep> Dug (Parasol)  
and Sernya (Golden fish)  
3. <http://tinyurl.com/379fped3>  
Gyeltshen (Victory banner) and  
Khorlo (Dharma wheel)  
4. <http://tinyurl.com/4bcvcxfj>

**Reflection/debriefing**

1. How did you feel about today’s lesson?
2. Explain the significance of each symbol in *Tashi Dagye*.
3. Where do we see these signs?
4. **Explore similar traditional arts prevailing in other nations and compare its significance.**

Sample Assessment (Rubrics)

<b>Indicators</b>	<b>Exceeding</b>	<b>Advancing</b>	<b>Meeting</b>	<b>Approaching</b>	<b>Beginning</b>
<i>Shading</i>	Drawing and shading is smooth and strictly follows the principle of light. Effort and excellence are seen in the output arts	Drawing and shading follows the principles of light and has fairly completed shading the art work	Drawn and shaded the art work and tried applying the principles of light. Shading is acceptable and nice	Violated the principles of light and has bad blending of shades	Violated the principles of light and has a bad pencil shading
<i>Space</i>	The drawing occupied the best proportions and sizes of objects drawn.	The drawing occupied a good position in the drawing space	The drawing is in good size but has not occupied the best fit.	The drawing is small and not in the proper side/area of the paper	Drawing is so small that spaces are wasted/ so wide that drawing paper seemed not enough to the paper
<i>Lines</i>	Lines are fine and bold, clean and fair. The lines portrayed greatly the image drawn	Lines are clean and fair. Lines shows the object drawn	Lines are acceptably visible and expressive though unclean	Lines are unclean and overlapping	Lines are vague and dirty
<i>Visual impact</i>	Portrayed a masterpiece in making the artwork. All lines and details are complete and nicely done.	Shown excellence in making the artwork and details are all present and visible.	The image tried to portray is seen and the student was able to make a satisfactory artwork.	Art work does not meet the expectation	Art work is not pleasant to the eye and has an unacceptable appearance.
Intercultural understanding	Depicted and articulated the embracing of	Demonstrate understanding of diverse traditional arts	The drawing tried to portray only limited culture	The art piece lacks the component of	The art piece is not presentable and vague

	diversity beyond the community			artistic skills and provide no information	
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*Grade V: Lesson Exemplar 4*

<b>Subject:</b> Arts Education (V)	<b>Subject topic: Craft-</b> Make simple pen/pencil holder using waste materials.	<b>Duration:</b> 80 min.
<b>Prior knowledge:</b> Students know about the waste management and environmental conservation.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Tell the importance of protecting environment.</li> <li>2. List the types of waste that can be reused.</li> <li>3. Design pencil holder using the waste and replicate.</li> </ol>	
<b>GCED theme:</b> Engagement and contribution to sustainable development.	<b>GCED competency:</b> <ul style="list-style-type: none"> <li>● Engage in social activities that contributes to the sustainability of livelihood.</li> </ul>	
<b>Teaching Strategies:</b> Hands on learning and project-based learning.	<b>Skills in focus:</b> cutting, folding, measurement, observation, and creativity <b>Values in focus:</b> Respecting the coexistence of ecosystem, adopting sustainable practices, and valuing the role in the community	
	<b>Teacher/Learner Activities</b>	<b>Resources</b>
<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Discuss the importance and the role of environment in the ecosystems</li> <li>2. Explain the role of individuals in building harmonious world</li> <li>3. Show the video of recycling the waste materials</li> </ol>		- Importance of environment <a href="http://tinyurl.com/3ps6rn3t">http://tinyurl.com/3ps6rn3t</a> - Recycling the waste <a href="http://tinyurl.com/5a7uerea">http://tinyurl.com/5a7uerea</a>

<p><b>Main Learning</b></p> <p><b>Activity 1:</b></p> <ol style="list-style-type: none"> <li>1. Take note of the importance of environment conservations and the role of an individual for peaceful world.</li> <li>2. Watch the clip and list down the waste recycled and the products. <ul style="list-style-type: none"> <li>● Prepare the students with require materials</li> <li>● Assist the students in making pencil holders</li> </ul> </li> </ol> <p><b>Activity 2:</b></p> <ol style="list-style-type: none"> <li>1. Use the available waste and design pencil holders</li> </ol>	<p>-Tutorial video, Making pencil holders <a href="http://tinyurl.com/7d485ued">http://tinyurl.com/7d485ued</a></p> <hr/> <p>-waste materials, Toilet paper rolls, glue, papers, scissors, colours, laptop, projector</p>
<p><b>Reflection/ debriefing</b></p> <ol style="list-style-type: none"> <li>1. What other waste materials can you use to make pen holders?</li> <li>2. What challenges did you face while making the pen holder? How did you resolve those challenges?</li> <li>3. Is it necessary to buy penholders?</li> <li>4. Discuss how can we adopt sustainable practices using wastes in the community.</li> </ol>	

*Sample Assessment (Checklist)*

<i>Name</i>	<i>Indicators</i>			Remarks
	<i>List waste materials</i>	<i>Design pencil holder</i>	<i>Share the practices to sustainable environment</i>	

*Assessment tool: Self-Assessment*

<b>Focus</b>	<b>Not so much-1</b>	<b>I tried a bit-2</b>	<b>I did a good job-3</b>	<b>I did my best-4</b>
I used my time well				
My art includes my own idea				
I used the materials judiciously				
My craft is complete and made well				



I took care of the waste from my work				
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## Grade VI

### Grade VI: Lesson Exemplar 1

<b>Subject:</b> Arts Education (VI)	<b>Subject topic:</b> Paintings ( <i>Thuenpa Puenzhi</i> )	<b>Duration:</b> 80 min.
<b>Prior knowledge:</b> Students already know about friendship.	<b>Learning objectives:</b> 1. Draw the outline of Thuenpa Puenzhi 2. Paint Thuenpa Puenzhi using colour mixing skills. 3. Explain the concept of interdependence and harmonious living through their art. 4. Compare and relate traditional art with contemporary arts around the globe.	
<b>GCED theme:</b> Values for harmonious co-existence and peace.	<b>GCED competency:</b> <ul style="list-style-type: none"> <li>Explore the essence of self-awareness and interdependences for harmonious living.</li> <li>Practice social etiquette to promote harmonious co-existence.</li> </ul>	
<b>Teaching Strategies:</b> Student centered learning.	<b>Skills in focus:</b> Effective communication, decision making, critical and creative thinking. <b>Values in focus:</b> Awareness, Advocacy, Collaboration, respect, friendship, peace,	
	<b>Teacher/Learner Activities</b>	<b>Resources</b>
<b>Introduction</b> Teacher shows the video about the four harmonious friends and allows students in a group to discuss their understanding.		1. Story of Four Harmonious Friend <a href="https://youtu.be/L18FnW4sMdc">https://youtu.be/L18FnW4sMdc</a>
<b>Main Learning</b>		Sample on Thuenpa Puenzhi, Video tutorial

**Activity 1.**

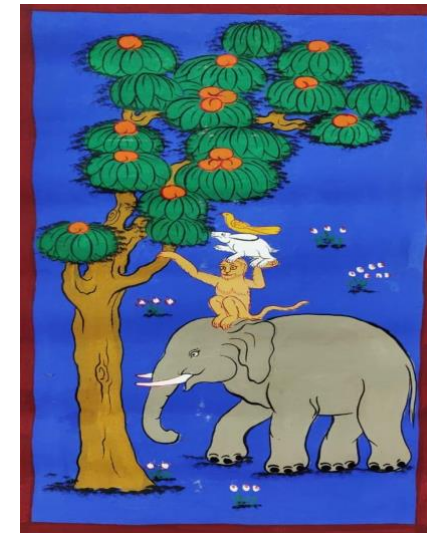
1. Learners draw the outline of Thuenpa Puenzhi and paint according to traditional rules.
2. Share the significance of each friend in harmonious living.

**Activity 2.**

1. Learners explore global art on harmonious living.
2. Learners present their findings on interdependence and harmonious living

**Activity 3.**

1. Learners compare Thuenpa Puenzhi with Global arts.
2. Let them share their findings.



(Assessment-Rubric 1)

Internet/Library

Chart, Marker, cello tape, Pencil, eraser.

Chart, Marker, cello tape, Pencil, eraser.

<p><b>Reflection/debriefing</b></p> <ol style="list-style-type: none"> <li>1. What did you learn from the above story?</li> <li>2. Will you be able to carry out the roles of those animals?</li> <li>3. How did you feel when you <b>heard</b> those animals helping each other?</li> <li>4. What are the similarities and differences between traditional art and contemporary arts?</li> <li>5. <b>Explore and compare to relate similar traditional art with contemporary arts around the globe.</b></li> </ol>	<p>Checklist and Rubric</p>
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*Assessment (Rubric)*

Criteria → Name	Completion	Accuracy	Presentation
Karma Dorji	4	3	2

*Rubrics*

Sl.no	Criteria	4	3	2	1
1.	Completion	Draw all the characters correctly.	Draw three characters correctly.	Draw two characters correctly.	Draw one character correctly.
2.	Accuracy (Traditional norm)	<b>All the characters are drawn according to traditional norms.</b>	<b>Three characters are drawn according to traditional norms.</b>	<b>Two characters are drawn according to traditional norms.</b>	<b>One character is drawn according to traditional norms.</b>
3.	Presentation (significance of <i>Thuenpa Puenzhi</i> )	Learner explains the significance of all four characters.	Learner explains significance of three characters	Learner explains significance of two characters	Learner explains the significance of one character.

Grade VI: Lesson Exemplar 2

<b>Subject:</b> Arts Education (VI)	<b>Subject topic:</b> Craft (Craft from waste)	<b>Duration:</b> 80 min.
<b>Prior knowledge:</b> Children already know waste management.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Make craft products such as containers, baskets, and bins from wastes.</li> <li>2. Talk/narrate about their products to the whole class.</li> <li>3. Explore craft products made globally from waste and its contribution to waste management.</li> </ol>	
<b>GCED theme:</b> Moral and social responsibilities for humanity and the environment.	<b>GCED competency:</b> <ul style="list-style-type: none"> <li>● Investigate how individual and group actions impact social well-being.</li> <li>● Integrate environmentally responsible actions into daily lives.</li> </ul>	
<b>Teaching Strategies:</b> Student centered	<b>Skills in focus:</b> Effective communication, decision making, critical and creative thinking, cutting. <b>Values in focus:</b> Awareness, Advocacy, Collaboration, respect, friendship, conservation, waste management.	
<b>Teacher/Learner Activities</b>		<b>Resources</b>
<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Teacher explains to learners that using waste for crafts will help in recycling, transforming discarded materials into something new and valuable. <i>Concept of somebody's waste can be turned into another's cash.</i></li> <li>3. Discuss on how this type of activity will benefit our community and environment.</li> </ol>		<ul style="list-style-type: none"> <li>● Empty milk packets, old newspapers, old magazines, plastic bottles, scissors, glue, colours, brushes, cello tape etc.</li> <li>● Making a basket using an old magazine -</li> </ul>

<p><b>Main Learning</b></p> <p><b>Activity 1.</b></p> <ol style="list-style-type: none"> <li>Both the teacher and the students collect the waste materials beforehand.</li> <li>Teacher shows the tutorial video and lets learners observe the process carefully.</li> </ol> <p><b>Activity 2.</b></p> <ol style="list-style-type: none"> <li>Learners then work in groups to create crafts of their choice using any waste materials.</li> </ol> <p><b>Activity 3.</b></p> <ol style="list-style-type: none"> <li>Students present their creative crafts to the class.</li> </ol>	<ol style="list-style-type: none"> <li><a href="https://youtu.be/1hdXeYmYHqI?si=IOSOd0naCwE7Lv5e">https://youtu.be/1hdXeYmYHqI?si=IOSOd0naCwE7Lv5e</a></li> </ol>
	<ol style="list-style-type: none"> <li>Supplementary - Making of plastic bottle basket- <a href="https://youtu.be/4ZrWYm4n9UI?si=B9enKXQh9otfJaxq">https://youtu.be/4ZrWYm4n9UI?si=B9enKXQh9otfJaxq</a></li> </ol>
	<p>Sample rubrics attached below.</p>
<p><b>Reflection/debriefing</b></p> <ol style="list-style-type: none"> <li>Did the activity help you to learn new skills?</li> <li>What aspects of the process did you like?</li> <li>What else can you make with waste materials?</li> <li>How craft designed from the waste can help in environmental conservation and waste management?</li> </ol>	

*Assessment: Rubrics*

<i>Criteria → Name</i>	<i>Materials</i>	<i>Creativity</i>	<i>Attractiveness</i>	<i>Skills</i>	<i>Total</i>
2. Karma Dorji	4	3	2	1	10

Criteria	4	3	2	1
<i>Materials</i>	At-least five waste materials used in creating craft.	At-least four waste materials used in creating craft.	At-least three waste materials used in creating craft.	Less than two waste materials used in creating craft.
<i>Creativity</i>	Demonstrates exceptional creativity in repurposing waste materials.	Shows creativity in repurposing waste materials.	Offers somewhat creative ideas for repurposing.	Lacks creativity in repurposing waste materials.
<i>Attractiveness</i>	The model is exceptionally attractive in terms of design, layout, and neatness.	The model is attractive in terms of design, layout, and neatness.	The model is acceptably attractive in terms of design, layout, and neatness.	The model is poorly designed. It is not attractive.
<i>Skills</i>	Displays exceptional skill in crafting techniques	Displays proficiency in crafting techniques	Demonstrates basic crafting techniques	Struggles with crafting techniques

*Grade VI: Lesson Exemplar 3*

<b>Subject:</b> Arts Education (VI)	<b>Subject topic:</b> Make simple pottery using soil/mud/clay/paper mashes	<b>Duration:</b> 80 min.
<b>Prior knowledge:</b> Students has ideas of pottery making.	<b>Learning objectives:</b> <ol style="list-style-type: none"> <li>1. Share insights on the historical and cultural importance of pottery across societies.</li> <li>2. Cultivate pottery-making abilities, nurturing creativity, and craftsmanship.</li> <li>3. Encourage collaboration, responsibility, and emphasize the impact of individual contributions in strengthening families, societies, and nations.</li> </ol>	
<b>GCED theme:</b> Issues threatening peace and sustainable development at local, national, and global levels.	<b>GCED competency:</b> <ul style="list-style-type: none"> <li>• Explore the reason behind common social issues and their impact at school level.</li> <li>• Collaborate to address common social issues respecting individual differences and contributions.</li> </ul>	

<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>● Demonstrations</li> <li>● Hands on Practice</li> <li>● Projects and Assignments</li> <li>● Reflection and Discussion</li> <li>● Exhibitions and Celebrations</li> </ul>	<p><b>Skills in focus:</b> Creativity, Cultural awareness, Collaboration, Communication, Critical Thinking, and Problem Solving</p> <p><b>Values in focus:</b> Cultural Respect, Community Engagement, Empathy, Responsibility, Global Awareness and Appreciation of diversity.</p>
<p><b>Teacher/Learner Activities</b></p>	<p><b>Resources</b></p>
<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1. Begin with a discussion about what pottery is and its role in various cultures.</li> <li>2. Explain that pottery has been an integral part of human history for both functional and artistic purposes.</li> </ol>	<p>Let learners watch the video  <a href="http://tinyurl.com/ym6z97ps">http://tinyurl.com/ym6z97ps</a></p>
<p><b>Main Learning</b></p> <p><b>Activity 1.</b></p> <ol style="list-style-type: none"> <li>1. Discuss Historical and Cultural Significance:</li> <li>2. Show images and artifacts of pottery from different societies, discussing their cultural significance.</li> <li>3. Highlight how pottery often reflects the values and traditions of a community.</li> <li>4. <i>Discussion on Contribution:</i> Discuss the idea that each piece of pottery contributes to the larger culture of a society.</li> <li>5. Explain that individual contributions in pottery-making can be symbolic of contributions in building communities.</li> </ol> <p><b>Activity 2.</b></p> <ol style="list-style-type: none"> <li>1. Explain the basic hand-building techniques of pottery: pinching, coiling, and slab construction.</li> <li>2. Show students' examples of pottery made using these techniques.</li> </ol>	<p>Students read the handouts about the history of pottery in Bhutan  <a href="http://tinyurl.com/42xefnjs">http://tinyurl.com/42xefnjs</a>  Learners also watch the images  <a href="http://tinyurl.com/456xw6h4">http://tinyurl.com/456xw6h4</a></p> <p>Learners can watch the video on soil preparation  <a href="https://youtu.be/FIdMq8-7dSI">https://youtu.be/FIdMq8-7dSI</a>  <a href="http://tinyurl.com/4aevtuhr">http://tinyurl.com/4aevtuhr</a>  Watch the later part of this video  <a href="http://tinyurl.com/2txf63s7">http://tinyurl.com/2txf63s7</a>  Clay, Pottery tools – rolling</p>



<p>3. <i>Hands-On Pottery Work</i> Provide each student with a small amount of clay and basic tools.</p> <p>4. Instruct students to practice these techniques, creating simple pottery pieces.</p> <p>5. Learners then start the art of pottery by using the materials gathered.</p> <p><b>Activity 3.</b> <i>Reflection on Contribution</i></p> <ol style="list-style-type: none"> <li>1. Discuss how their individual pottery pieces, though small, can represent contributions to a larger community.</li> <li>2. Emphasize the idea that individual creativity and effort matter in building strong families, societies, and nations.</li> </ol> <p><b>Display and Sharing</b></p> <ul style="list-style-type: none"> <li>• Display the students' pottery pieces in a designated area of the school most probably in the art rooms.</li> </ul>	<p>pins, brushes, pictures of pottery, videos</p> <p>Soil, Water, color, brush, glue, fiber, projector, laptop, hoe, sieve, bowl, knife</p>
<p><b>Reflection (if needed):</b></p> <ol style="list-style-type: none"> <li>1. How did you feel about the whole process of making your pottery?</li> <li>2. Which type of soil is appropriate for making the best pottery?</li> <li>3. <i>Explore and compare the similar pottery making in other parts of the world.</i></li> </ol>	



*Sample Assessment (Rubrics)*

Standard	Exceeding	Advancing	Meeting	Approaching	Beginning	Comments
How well were the directions followed	Every direction was followed correctly.	Many directions followed	Some directions followed	Few directions followed	Directions not followed.	



Design/Making coils with clay/ball shapes. Appropriate use of tools	All shapes are created well and correctly with an excellent design. Excellent ball and coil shapes made with tools.	Very good shaping. Instructions followed accurately.	Some examples of clay shaping. More design ideas needed.	Completed or near completed art work, but could add more shapes to their design.	No shapes were created, and artwork is incomplete.	
Making shapes and flattening clay shapes as base and pot shaping	Has shown excellent examples of correctly shaped pot.	Good shaping of the clay pot	Some examples of shaping but could use more.	Little to no shaping and use of tools.	No proper shape and no sign of tools used.	
Smoothing and refining the pot to stop cracking when drying	Has completed their pot to excellent standards.	Well smoothing of the clay to stop cacking.	Some examples of smoothing and refining.	Few signs of smoothing and refining.	No sign of clay smoothing or refining.	

*Self-Assessment*

1. Did I consider the perspectives, experiences, and cultural backgrounds of others when designing and creating pottery?
2. How did I incorporate diverse cultural elements, symbols, or inspirations into my pottery design?
3. Did I work collaboratively with my peers or seek input from others during the process of making pottery?
4. Does my pottery connect to global issues and themes?