

# bansuri

**Textbook of Arts  
for Grade 4**



0437

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NCERT

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

**0437— Bansuri**  
Textbook of Arts for Grade 4

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## FOREWORD

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable samskaras rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory Stage acts as a bridge between the Foundational and the Middle Stages, spanning three years from Grade 3 to Grade 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way, discovery, and activity-based learning methods continue, children are also introduced to textbooks and more formal classroom settings. This introduction aims not to overwhelm, but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures that children are well-prepared at both the cognitive-sensitive and physical-pranic (emotional) levels to effortlessly transition to the Middle Stage.

The textbook, *Bansuri*, Grade 4, is meticulously designed to align with these objectives. It adheres to the recommendations of the National Education Policy 2020 and the National Curriculum Framework for School Education 2023. The textbook emphasises conceptual understanding, critical thinking, creativity, values and dispositions essential for this developmental stage.

It incorporates cross-cutting themes, such as inclusion, multilingualism, gender equality, and cultural rootedness integrating appropriate ICT and school-based assessments. The engaging content and activities are designed to captivate students and encourage peer group learning, thus enriching the educational experience for students as well as teachers.

It is crucial to remember the pedagogical focus of the textbook emphasising understanding, critical thinking, reasoning, and decision making. Children's innate curiosity at this stage should be nurtured by addressing their questions and designing activities based on core learning principles. While the play-way method continues, the nature of toys and games used for teaching evolves to enhance engagement rather than mere attraction.

While this textbook is valuable, children should also explore additional resources on the subject. School libraries should facilitate this extended learning, and parents and teachers should support their endeavours.

An effective learning environment motivates students, keeping them engaged and fostering curiosity and wonder vital for learning.

With confidence, I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, hopeful that it will meet expectations.

As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

New Delhi  
*March, 2025*

DINESH PRASAD SAKLANI  
*Director*  
National Council of Educational  
Research and Training

## ABOUT THE BOOK

We are here again handing over to you—the textbook in Arts—*Bansuri* for Grade 4. You have seen *Bansuri* for Grade 3 and you enjoyed doing a lot of activities and had fun. This year too you will have more joy and fun doing even more activities—drawing, painting, crafts, singing, playing, acting, dancing, and whatnot! The Grade 4 textbook will take you to the next level of skills and competence in different art forms.

As you know that the book has been developed based on the recent documents, National Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCF-SE) 2023. These documents aim to ensure that all children achieve the Curricular Goals (CG) and the competencies appropriate to this age and stage. A syllabus has been developed based on the CG, competencies, as well as the learning outcomes.

The NCF-SE has recommended Arts as one of the compulsory curricular subjects up to Grade 10 and also recommends that the schools give 100 hours per academic session to Arts, which has the following four components or areas: Music, Theatre, Dance, and Visual Arts. Thus, the textbook, *Bansuri* has been divided into four units comprising chapters in each unit. There are many activities in every chapter which children in this grade can easily do with your intervention.

### **Do you know?**

This textbook has a string which connects all art forms and activities—a Panchtantra Story, *The Hare and the Lion*, which you probably already know. The characters of the stories will keep appearing before you in different contexts.

The learning will be enhanced in so many interesting ways that you will not know when the year has passed and you will be ready to move to the next Grade and higher level.

The overall spirit of the textbook encourages you to work together in groups; communicate ideas, emotions, and feelings; embrace the artistic journey of all fellow students; work in an inclusive environment, becoming conscious of the rootedness of your national heritage; and so on.

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## HOW TO USE THIS TEXTBOOK (*BANSURI*)

The textbook is divided into four units and every unit has a different colour like the earlier textbook, so most students are used to the colours used for each section by now:

**Yellow** for Visual Arts

**Purple** for Theatre

**Blue** for Music

**Pink** for Dance

The four art forms each have a Unit dedicated to them. Even though they are unique in their own ways, they have very interesting similarities, just like all children. Each unit begins with an introduction about the art form that the learner will experience. There are plenty of hints for you to organise activities, look for resources, especially resources embedded in the QR code of each chapter. In case you do not have access to the internet, you can either take the children to or invite local artists, folk musicians, dancers, and other performers to the school for interaction. Many parents and other community members, who are skilled in an art form, may agree to perform for the children. Interactive sessions with the artists and performers may be organised frequently in the school, where children may be encouraged to ask questions. This will be inspiring for children. You need to take the children out of the classroom, in and out of the school to look around, to feel nature, and to observe day-to-day activities of people around them. Organising field trips to watch plays, dance performances, music concerts and art exhibitions would help in motivating children. There are a number of activities that have been suggested; you can create more such activities and also

contextualise them in terms of content, locally available materials, and other resources.

The timetable is to be designed in such a way that children get the opportunity to have specified periods for all four art forms allocated every week. Wherever possible, a block period or two combined periods can be kept for children to do the activities, since all the activities are quite engaging and enjoyable.

Like Grade 3, during the first few minutes of every art class, children can sit with their eyes closed and remember what they have done in the previous class. Before starting their activities, they can recite the following verse from *Abhinaya Darpana* by Nandikeshwara, based on *Natya Shastra*, an ancient Indian treatise on performing arts:

अङ्गिकं भुवनं यस्य, वाचिकं सर्ववाङ्मयम्।  
आहार्यं चन्द्रतारादि, तं वन्दे सात्त्विकं शिवम्॥

*Aangikam bhuvanam yasya  
Vaachikam sarva vaangmayam  
Aaharyam chandra taaraadi  
tam vande saatvikam Shivam*

### **Meaning**

Where the body is the universe, speech is the essence of all sound, ornamentation is the moon and the stars, I bow down to that supreme divinity.

The last 10 minutes may be kept for discussion as 'circle time'. As suggested in the Theatre section, all children, along with the teacher, sit together and express freely. But this time is informal only for the child. The teachers are required to take notes for themselves, which can be applied in their next lesson plans.

The assessment tools have also been suggested to mark the progress of the level of competency and skill development in a child. In Arts, there is no pass or fail; nothing is good or bad at this stage, there is always a scope of improvement and

children should be encouraged to complete the activities with an understanding of the concepts; rather than being discouraged, they need to be motivated—they will definitely respond. Every child is different from the other, so are their skills and expressions and this diversity is the beauty of their childhood. They or their performance should not be compared with anyone in the classroom, instead their progression needs to be assessed. They have to compete with themselves for improvement.

### **What Do You Need for an Arts Class?**

For all art activities, you need a well-lit space which may be in or out of the classroom, where children can move around freely. You will need very simple materials for props for theatre; art materials—tools and basic stationery; space for safely storing materials as well as, students' artwork in an organised manner; display boards for showcasing and sharing works of children; computer, projector, speaker for playing audio-video resources; simple musical instruments, etc. Make sure that the materials and resources are well utilised and they are locally available.

We hope that all of you, children, teachers, and wards will find this textbook to be useful, interesting, and resourceful, making every art class exciting and something to look forward to. We are open to feedback that would help in improving the structure and content of the book. It is a constant effort to make the visual arts and performing arts an integral part of every child's growing up years—developing skills in them to become confident, emotionally strong, and balanced citizens of tomorrow.

JYOTSNA TIWARI

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# CONSTITUTION OF INDIA

## Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions  
and reasonable restrictions)

guarantees these

## Fundamental Rights

### Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

### Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

### Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

### Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

### Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

### Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.



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## TIME ALLOCATION AND ASSESSMENTS

This Art Education textbook contains four sections, each focusing on a separate art form. It is important to plan the timetable in a way that distributes the learning of all art forms equally throughout the year.

As per the NCF-SE 2023, the time allocated for Art Education for the entire academic year is 100 hours (or 150 periods of 40 minutes each). This book has been written with this time allocation in mind.

It is preferable to have all four art forms distributed across the week so that progress in all sections happens simultaneously. It is better to avoid a system where, one art form is taken up only after the full completion of another.

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 minute periods	30	30	30	30	30

### The Timetable

Under the Illustrative Timetable of the NCF-SE 2023, art education has been allocated four periods during the week and one period on Saturday. The document also suggests the use of block periods, where two 40-minute periods

are combined to make enough time for activity-based classes. This would give a continuous stretch of 80 minutes (1 hour 20 minutes). Based on these options, the four art forms could be allocated the four periods on weekdays, while Saturday could be used for interdisciplinary activities or art-based field trips, such as concerts, performances, or visits to art galleries.

Timetable for Separate Periods During the Week – 40-minutes Periods					
MON	TUE	WED	THU	FRI	SAT
	ART ED (Music)		ART ED (Visual Art)		ART ED (practice/ field trips)
ART ED (Theatre)		ART ED (Dance)			

Timetable for Block Period – 80-minutes Periods						
WEEK	MON	TUE	WED	THU	FRI	SAT
WEEK 1		ART ED (Music) 2 periods combined – 80 min		ART ED (Visual Art) 2 periods combined – 80 min		ART ED (practice/field trips)
WEEK 2		ART ED (Theatre) 2 periods combined – 80 min		ART ED (Dance) 2 periods combined – 80 min		ART ED (practice/field trips)

While the first plan with 40-minute 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 ensure that all art forms progress simultaneously, as this would enable the children to understand the inter-connections between them, leading to a more holistic understanding.

## **Assessment**

Assessments in art education play a crucial role in understanding and nurturing students' creative abilities and artistic growth. Unlike other subjects, art education 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.

## **Methods of Assessments**

Since assessment processes in art education are primarily skill-based, they do not rely on the 'correct' or 'wrong' answer from the child. Therefore, it is important not to structure 'tests' with question papers and written answers as this would entirely defeat the purpose of the approach used in the art education curriculum. A variety of assessment methods, such as portfolios, performance reviews, project-based evaluations, and reflective self-assessments, can provide valuable insights into each student's unique artistic journey.

## **Formative and Summative Assessments**

- Formative assessment is based on observations in every class and the child's performance in each activity. Rubrics provided at the end of each chapter help structure the scores/grades throughout the year.
- Summative assessment requires a separate day allotted for assessment. Activities conducted in class throughout the year and its variations can be used to assess the child's understanding and ability in different skills and competencies. Examples are provided at the end of each section to enable better planning. Students are to create spontaneously, based on the given task.

## Grades and Scores

Since art centred on creativity, visualisation, expression, and imagination, it does not have correct or wrong answers. Therefore scoring is based on parameters, such as the level of skill acquired and the competencies demonstrated by the child. The teachers must be completely familiar with the competencies and learning outcomes for each activity, to ensure a fair assessment.

A five-point scale is recommended for marking under criterion. This would enable teachers, parents, and students clearly understand the child's progress. The table below can be used as a reference to mark the five-point scale in the rubrics provided after each chapter.

It is essential to combine both quantitative assessment (scores/grades based on rubrics) and qualitative assessment (teacher's observations on the child'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 are based on Curricular Goals (CG) and Competencies (C) from the NCF-SE 2023.*

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

## Dear Children,



Imagine stepping into a world where colours dance, music tells stories, and you get to create characters, pictures, and movement! That's exactly what you'll experience in this book! It all begins with a wonderful Panchatantra story, a tale filled with wisdom, adventure, and fun. But this is no ordinary story—through each chapter, you'll explore it in four different ways: through visual art, theatre, music, and dance.

As you read, you'll discover that all art forms are connected. Just like the animals in the story work together, you will see how visual art, theatre, music, and dance are connected. A painting can tell a story without words, just like a play can bring emotions to life. A tune can make us want to move, just as a dance can show feelings that words cannot express. Art is all around us, and through this book, you'll learn how to see, hear, feel, and express in a whole new way.

Each chapter will guide you through exciting activities. You might paint a scene from the story, act out a funny moment with your friends, create your own rhythms inspired by the characters, or use movement to show different emotions. You'll also get a chance to work together, just like the animals in our Panchatantra story, and discover how teamwork makes art even more powerful.

But this journey is not just about learning new skills. It's about finding your own voice. Whether you love drawing, acting, singing, or dancing, this book will help you express yourself in ways you never imagined. There's no right or wrong in art—only the joy of creating and sharing.

So, get ready to explore, experiment, and express! By the time you reach the last page, you won't just have read a story—you'll have lived it through art. Let's begin this magical adventure together!



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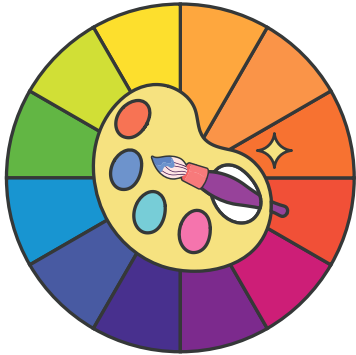
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# Constitution of India

## 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, 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 (with effect from 3 January 1977).

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