

# bansuri - I

Textbook for Arts  
Class 3



0337

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

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

**0337 – Bansuri – I**  
Textbook for Arts (Class 3)

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## FOREWORD

The Foundational Stage in school education, as envisaged by the National Education Policy (NEP) 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, which enhances creativity and inculcates values among children that are nurtured throughout their lives.

The Preparatory Stage acts as a bridge between the Foundational and the Middle Stages, spanning three years from Class 3 to Class 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, based on the National Curriculum Framework for School Education (NCF-SE) 2023 as a follow up of the National Education Policy (NEP) 2020 encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures that children are well-prepared both at the cognitive-sensitive and physical-pranic (emotional) levels to effortlessly transit to the Middle Stage.

The textbook, *Bansuri-I* for Class 3 is for Arts — the subject which has been formally introduced as one of the curricular areas for the first time with adequate time allocation as per NCF-SE 2023. Designed on the recommendations of the NEP 2020 and the NCF for School Education 2023, it not only leads towards the creative pursuance of children, but also opens up the fifth *panchkosha*—*anandmaya kosha*.



It is expected that it will enable children to enjoy the activities of Music, Visual Arts, Drama and Dance as well as develop the basic understanding of the subject areas of Arts. It is also expected that it will help in developing the values and dispositions required to appreciate the beauty of life at this stage of development.

While designing activities, an all-inclusive classroom setup has been kept in mind. All visuals and illustrations represent and ensure participation of all children including children with special needs. There are assessment points embedded in the activities. Since all art forms are deeply rooted in Bharat's rich cultural traditions and heritage, the textbook *Bansuri* ensures children an experiential journey to different parts of the country through all art forms.

While this textbook is valuable, children will be encouraged to explore additional resources on the subject. Parents and teachers need to support their endeavours by facilitating their research in school libraries and ICT-based resources through QR Code. An effective learning environment motivates students and keeps them engaged, fostering curiosity which is vital for learning.

I recommend this textbook with confidence to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

New Delhi  
June, 2024

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



# NAMASTE! TEACHERS AND PARENTS

*Education Policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible.*

—NEP 2020, Introduction

You are holding in your hands, *Bansuri–I* the textbook for Arts for Class 3. The book has been developed on the basis of the recent policy 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 (CGs) and the competencies appropriate to this age and stage. A syllabus has been developed based on the CGs, competencies as well as the desired learning outcomes. The NCF-SE has recommended Arts as one of the compulsory subjects up to Grade 10, and also recommends that the schools give one hundred hours per academic session to Arts, which has the four following components or areas, namely, Music, Theatre, Dance and Visual Arts. Thus the textbook *Bansuri* has been divided into four units comprising 5 chapters in each unit. There are many activities in every chapter which children of this class can easily do with your intervention. You have to play a very important role in the process of discovery and creativity which every child is going to experience throughout the year.

## **Do You Know?**

This is perhaps the first time that a textbook of Arts for the Preparatory Stage has been developed for students that gives them space to draw, note down, read and comprehend other activities, individually as well as in groups. Though children start singing, dancing, mimicking, and scribbling from the toddler stage, and even before these become a formal part of the schooling process, this will be their first experience of having a meaningful Arts class consisting of Music, Theatre, Dance and Visual Arts under your able guidance—working together in groups, communicating their ideas and feelings, including the artistic journey

of all their fellow students, working in an inclusive environment, being conscious of and rooted in their national heritage.

### **How to Use *Bansuri***

The textbook is divided into four units and every unit has a different colour to make it user-friendly. Children may be made aware of the colour coding used in the book and the audio book will be available on the NCERT website for visually impaired children—

**BLUE** for Music

**YELLOW** for Visual Arts

**PURPLE** for Theatre

**PINK** for Dance

The four art forms each have a unit dedicated to them. Even though they are unique in their own stead, they have very interesting similarities, just like all the children. Each unit begins with an introduction about the art form which the learner will experience. There are plenty of hints for you to organise activities and 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 performances or invite local artists, folk musicians, dancers, and other performers to the school for interaction. Many of the 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 will need to take the children out of the classroom, in and out of the school, to look around, feel the nature, and 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 pick and choose from these activities, create more such activities and also contextualise them in terms of content, locally available materials, and other resources. It is important to keep in mind that most activities in this book can be carried out without any specialised resources, or can be adapted to be conducted with only simple and locally-available resources.

The timetable is to be designed in a way that children get the opportunity to have specified periods for all the 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. The NEP 2020 gives equal weightage to all subjects including arts. Thus, there is a humble request to the parents not to discourage their children for doing art activities at home. The teachers and schools have to ensure that the periods allotted for arts are not used for other subjects.

During the first few minutes of every art class, children can just sit with their eyes closed and remember what they have done in the previous class.

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 talk freely. But this time, it is informal only for the child. The teachers are required to take notes for themselves that can be applied in their next lesson plans.

This spirit of a holistic learning environment for the child to understand the concepts is fully reflected in the textbook and pedagogy. The teacher should support and help them to work in groups or

individually, enabling the child to develop various skills. This is true for all the four art forms in this book. Children may be encouraged to further look around to explore and observe, continue to do art work, and practice at home as well as what they do in the classroom.

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 scope for improvement and children should be encouraged to complete the activities with an understanding of the concepts, rather than being discouraged. Education is a long journey for them and just as every child is different, so are their skills and expressions, and this diversity is the beauty of their childhood. They or their performances should not be compared with anyone in the classroom; instead, their individual 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 material for props for theatre: art material — tools and basic stationery; space for safely storing material as well as students' artwork in an organised manner; display boards for showcasing and sharing works of children; computer, projector, and speaker for playing audio-video resources; simple musical instruments; etc. Make sure that the material and resources are well utilised and they are locally available.

We hope that every teacher and parent will find this book 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



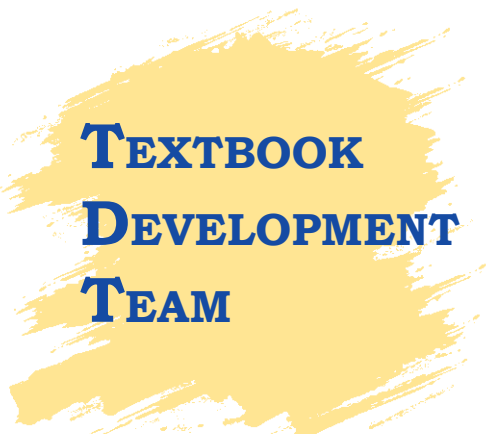
in improving the structure and content of the book. It is a constant effort to make the visual arts and performing arts an integral part of every child's growing-up years — developing skills in them to become confident, emotionally strong, and balanced citizens of tomorrow.

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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).

## DEAR CHILDREN,

You are holding in your hands, *Bansuri - I* which is your textbook of Arts that we hope you will enjoy a lot! This will take you on an interesting journey of creativity and re-introduce you to your surroundings in a novel way.

We know that most of you are already involved in some sort of art form. You may not identify them as art forms, but they are what you have been doing—dancing, playing instruments, doodling, drawing, painting, making models with clay and paper, and of course singing, mimicking, and acting. Those who do art activities truly enjoy their daily life.

Whether you are in school or at home, or wherever you go, it is interesting to observe the simple things, from birds flying around us to people in action. We also live in or near nature, which is the biggest source of inspiration for our arts.

So, children, look around yourselves—at home, school, playground or while travelling. Wherever you go, you will find arts ... sometimes created by nature and at times created by humans. You will find it very interesting to observe and learn from these!

Do you know that humans have been creative from the very beginning? Before humans started to speak or write, they drew on walls, sang and danced. India, in particular, has an extremely rich tradition in the arts—from the visual arts, to poetry and





music, to dance, to theatre—going back thousands of years, and with deep connections to many other subjects. Art is all around us in one form or the other and we all enjoy creating, performing, watching, and experiencing. Art makes our lives beautiful and gives us joy. Moreover, there is always a little artist within you, who is eager to create, experience, or perform.

In *Bansuri*, you will explore and experience four art forms through a number of fun activities—

1. In **VISUAL ARTS**, you will have fun drawing, painting, cutting, pasting, and playing with materials like clay, colours, natural objects, etc.
2. In **MUSIC**, you will explore songs from various parts of the country, sing them in several languages and learn to play and know about a number of musical instruments.
3. In **DANCE**, you will learn to move freely and enjoy movements to beats and songs, get to know about different hand and feet *mudras* (gestures), and much more.
4. And of course, in **THEATRE**, you will love *Vidushaka* who will take you on a the journey involving story telling, acting, stage performance, improvisation and so on.

So, children, get ready to explore the arts, have a lot of fun and maybe create something new everyday with your teachers, friends and families!

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