

## 2.4.1.1 Secondary Stage

<b>CG-1</b> Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material)	<p>C-1.1 Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate</p> <p>C-1.2 Writes in different styles (narrative, descriptive, expository, persuasive) from their own experiences and experiences of others</p> <p>C-1.3 Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal</p> <p>C-1.4 Scripts to inform and communicate ideas effectively with the use of technology</p>
<b>CG-2</b> Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing	<p>C-2.1 Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary)</p> <p>C-2.2 Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings</p> <p>C-2.3 Composes literary texts by using appropriate literary devices</p>
<b>CG-3</b> Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material	<p>C-3.1 Analyses and evaluates the different audio and written material</p> <p>C-3.2 Argues with proper rationale by carefully evaluating premises</p>

<p><b>CG-4</b> Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages</p>	C-4.1	Recognises the multilingual nature of Indian society and richness of its literary work through reading texts and watching content of different genres
	C-4.2	Appreciates the richness of culture and heritage in the different works of regional language literature and their connections
	C-4.3	Shows an understanding of the role of language in the formation of our identities and culture
	C-4.4	Demonstrates a basic knowledge of the commonalities among some of the major Indian languages, such as their common phonetic and scientifically arranged alphabets and scripts, common grammatical structures, origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences
	C-4.5	Demonstrates a basic knowledge of which languages are spoken in which geographical areas, a sense of the nature and structure of tribal languages, and becomes familiar with a few useful words and phrases and works of literature from a few Indian languages from across the country

### 2.4.1.2 Secondary Stage

<p><b>CG-1</b> Uses language for effective communication through various oral activities (discussions, interviews, public speeches) and writing activities (essays, letters, articles), including new media (email, audio, and visual material)</p>	C-1.1	Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate
	C-1.2	Writes in different styles (narrative, descriptive, expository, persuasive) from their own experiences and experiences of others
	C-1.3	Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal.
	C-1.4	Scripts to inform and communicate ideas effectively with the use of technology
<p><b>CG-2</b> Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material</p>	C-2.1	Analyses and evaluates different audio and written material
	C-2.2	Argues with proper rationale by carefully evaluating premises
<p><b>CG-3</b> Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through an analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing</p>	C-3.1	Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary)
	C-3.2	Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings
	C-3.3	Composes literary texts using appropriate literary devices

### 2.4.1.1 Secondary Stage

<p><b>CG-1</b> Develops reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports) and uses various strategies to write for different audiences</p>	<p>C-1.1 Identifies main points, summarises after a careful reading of the text, and responds coherently</p> <p>C-1.2 Uses strategies to organise ideas and information to write for an intended purpose and audience</p>
<p><b>CG-2</b> Develops the capacity for effective oral and written communication in different situations (formal and informal)</p>	<p>C-2.1 Listens critically and reads different news articles, reports, and editorials to express opinions</p> <p>C-2.2 Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/informal, relevant to context, with sensitivity)</p> <p>C-2.3 Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form</p> <p>C-2.4 Writes different kinds of letters and essays in an appropriate language for different audiences</p>
<p><b>CG-3</b> Explores different forms of literature (samples from early to contemporary period)</p>	<p>C-3.1 Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)</p>
<p><b>CG-4</b> Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression</p>	<p>C-4.1 Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech</p>

<b>CG-5</b> Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language	C-5.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used
	C-5.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable
	C-5.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords)

## Mathematics

### 3.4.1.1 Secondary Stage

<b>CG-1</b> Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets	C-1.1	Develops understanding of numbers, including the set of real numbers and its properties
<b>CG-2</b> Builds deductive and inductive logic to prove theorems related to numbers and their relationships (such as ' $\sqrt{2}$ is an irrational number', recursion relation for <i>Virahanka</i> numbers, formula for the sum of the first $n$ square numbers)	C-2.1	Extends the understanding of powers (radical powers) and exponents
<b>CG-3</b> Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them	C-3.1	States and motivates/proves remainder theorem, factor theorem, and division algorithm
	C-3.2	Models and solves contextualised problems using equations (e.g., simultaneous linear equations in two variables or single polynomial equations) and draws conclusions about a situation being modelled
	C-3.3	Learns Brahmagupta's quadratic formula (in both symbolic and poetic form) and its derivation, and uses it to solve some of the poetic puzzles of Bhaskara as well as modern-day problems

<p><b>CG-4</b> Analyses characteristics and properties of two-dimensional geometric shapes and develops mathematical arguments to explain geometric relationships</p>	<p>C-4.1 Describes relationships including congruence of two-dimensional geometric shapes (such as lines, angles, triangles) to make and test conjectures and solve problems</p> <p>C-4.2 Proves theorems using Euclid's axioms and postulates for triangles and quadrilaterals, and applies them to solve geometric problems</p> <p>C-4.3 Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of <math>\pi</math></p> <p>C-4.4 Understands the irrationality of <math>\pi</math>, the best approximations to <math>\pi</math> discovered over human history, and the first exact formula (infinite series) for <math>\pi</math> given by Madhava</p> <p>C-4.5 Specifies locations and describes spatial relationships using coordinate geometry, e.g., plotting a pair of linear equations and graphically finding the solution, or finding the area of triangle with given coordinates as vertices</p> <p>C-4.6 Understands the definitions of the basic trigonometric functions, their history and motivation (including the introduction of the sin and cos functions by Aryabhata using chords), and their utility across the sciences</p>
<p><b>CG-5</b> Derives and uses formulae to calculate areas of plane figures, and surface areas and volumes of solid objects</p>	<p>C-5.1 Visualises, represents, and calculates the area of a triangle using Heron's formula and its generalisation to cyclic quadrilaterals given by Brahmagupta's formula</p> <p>C-5.2 Visualises and uses mathematical thinking to discover formulae to calculate surface areas and volumes of solid objects (cubes, cuboids, spheres, hemispheres, right circular cylinders/cones, and their combinations)</p>
<p><b>CG-6</b> Analyses and interprets data using statistical concepts (such as measures of central tendency, standard deviations) and probability</p>	<p>C-6.1 Applies measures of central tendencies such as mean, median, and mode</p> <p>C-6.2 Applies concepts from probability to solve problems on the likelihood of everyday events</p>
<p><b>CG-7</b> Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics</p>	<p>C-7.1 Proves mathematical statements and carries out geometric constructions using stated assumptions, axioms, postulates, definitions, and mathematics vocabulary</p> <p>C-7.2 Visualises and appreciates geometric proofs for algebraic identities and other 'proofs without words'</p> <p>C-7.3 Proves theorems using Euclid's axioms and postulates – for angles, triangles, quadrilaterals, circles, area-related theorems for triangles and parallelograms</p> <p>C-7.4 Constructs different geometrical shapes like bisectors of line segments, angles and their bisectors, triangles, and other polygons, satisfying given constraints</p>
<p><b>CG-8</b> Builds skills such as visualisation, optimisation, representation, and mathematical modelling along with their application in daily life</p>	<p>C-8.1 Models daily-life phenomena and uses representations such as graphs, tables, and equations to draw conclusions</p> <p>C-8.2 Uses two-dimensional representations of three-dimensional objects to visualise and solve problems such as those involving surface area and volume</p> <p>C-8.3 Employs optimisation strategies to maximise desired quantities (such as area, volume, or other output) under given constraints</p>

<p><b>CG-9</b> Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/ algorithms</p>	<p>C-9.1 Decomposes a problem into sub problems</p> <p>C-9.2 Describes and analyses a sequence of instructions being followed</p> <p>C-9.3 Analyses similarities and differences among problems to make one solution or procedure work for multiple problems</p> <p>C-9.4 Engages in algorithmic problem solving to design such solutions</p>
<p><b>CG-10</b> Knows and appreciates important contributions of mathematicians from India and around the world</p>	<p>C-10.1 Recognises the important contributions made by mathematicians (Indian and others) in the field of Mathematics (such as the evolution of numbers, geometry, algebra)</p> <p>C-10.2 Recognises modern contributions to Mathematics made in both India and abroad, and understands the next frontiers and next major open questions in the field of Mathematics</p>
<p><b>CG-11</b> Explores connections of Mathematics with other subjects</p>	<p>C-11.1 Applies mathematical knowledge and tools to analyse problems/ situations in multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports</p>

## Science

### 4.4.1.1 Secondary Stage

<p><b>CG-1</b> Explores the world of matter, its interactions, and properties at the atomic level</p>	<p>C-1.1 Describes classification of elements in the Periodic Table, and explains how compounds (including carbon compounds) are formed based on atomic structure (Bohr's model) and properties (valency)</p> <p>C-1.2 Investigates the nature and properties of chemical substances (distillation, crystallisation, chromatography, centrifugation, types and properties of mixtures, solutions, colloids, and suspensions)</p> <p>C-1.3 Describes and represents chemical interactions and changes using symbols and chemical equations (acid and base, metal, and non-metal, reversible, and irreversible)</p>
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## **CG-2**

Explores the physical world around them, and understands scientific principles and laws based on observations and analysis

- C-2.1 Applies Newton's laws to explain the effect of forces (change in state of motion — displacement and direction, velocity and acceleration, uniform circular motion, acceleration due to gravity) and analyses graphical and mathematical representations of motion in one dimension
- C-2.2 Explains the relationship between mass and weight using universal law of gravitation and connect it to laws of motion
- C-2.3 Manipulates the position of object and properties of lenses (focus, centre of curvature) to observe image characteristics and correspondence with a ray diagram, and extends this understanding to a combination of lenses (telescope, microscope)
- C-2.4 Manipulates and analyses different characteristics of the circuit (current, voltage, resistance) and mathematizes their relationship (Ohm's law), and applies it to everyday usage (electricity bill, short circuit, safety measures)
- C-2.5 Defines work in scientific terms, and represents the relationship between potential and kinetic energy (conservation of energy) in mathematical expressions
- C-2.6 Demonstrates the principle of mechanical advantage by constructing simple machines (system of levers and pulleys)
- C-2.7 Describes the origin and properties of sound (wavelength, frequency, amplitude) and differences in what we hear as it propagates through different instruments

<p><b>CG-3</b> Explores the structure and function of the living world at the cellular level</p>	<p>C-3.1 Explains the role of cellular components (nucleus, mitochondria, endoplasmic reticulum, vacuoles, chloroplast, cell wall), including the semi-permeability of cell membrane in making cell the structural basis of living organisms and functional basis of life processes</p> <p>C-3.2 Analyses similarities and differences in the life processes involved in nutrition (photosynthesis in plants; absorption of nutrients in fungi; digestion in animals), transport (transport of water in plants; circulation in animals), exchange of materials (respiration and excretion), and reproduction</p> <p>C-3.3 Describes mechanisms of heredity (in terms of DNA, genes, chromosomes) and variation (as changes in the sequence of DNA)</p>
<p><b>CG-4</b> Explores interconnectedness between organisms and their environment</p>	<p>C-4.1 Applies the knowledge of cellular diversity in organisms along with the ecological role organisms play (autotrophic/ heterotrophic nutrition) to classify them into five-kingdoms</p> <p>C-4.2 Illustrates different levels of organisations of living organisms (from molecules to organisms)</p> <p>C-4.3 Analyses different levels of biological organisation from organisms to ecosystems and biomes along with interactions that take place at each level</p> <p>C-4.4 Analyses patterns of inheritance of traits in terms of Mendel’s laws and its consequences at a population level (using models and/or simulations)</p> <p>C-4.5 Analyses evidences of biological evolution demonstrating the consequences of the process of natural selection in terms of changes — in allele frequency in population, structure, and function of organisms</p>
<p><b>CG-5</b> Draws linkages between scientific knowledge and knowledge across other curricular areas</p>	<p>C-5.1 Explores how literature and the arts have influenced Science</p> <p>C-5.2 Examines a case study related to the use of Science in human life from the perspective of Social Sciences and ethics (e.g., Marie Curie, Jenner, treatment of patients with mental illness, the story of the atomic bomb, green revolution and GMOs, conservation of biodiversity)</p> <p>C-5.3 Applies scientific principles to explain phenomena in other subjects (sound pitch, octave, and amplitude in music; use of muscles in dance form and sports)</p>



<p><b>CG-6</b> Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it</p>	<p>C-6.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner</p>
<p><b>CG-7</b> Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving, and that there are still many unanswered questions</p>	<p>C-7.1 States concepts that represent the most current understanding of the matter being studied — ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students</p> <p>C-7.2 States questions related to matters in the curriculum for which current scientific understanding is well-recognised to be inadequate</p>
<p><b>CG-8</b> Explores the nature of Science by doing Science</p>	<p>C-8.1 Develops accurate and appropriate models (including geometric, mathematical, graphical) to represent real-life events and phenomena using scientific principles and use these models to manipulate variables and predict results</p> <p>C-8.2 Designs and implements a plan for scientific inquiry (formulates hypotheses, makes predictions, identifies variables, accurately uses scientific instruments, represents data — primary and secondary — in multiple modes, draws inferences based on data and understanding of scientific concepts, theories, laws, and principles, communicates findings using scientific terminology)</p>

Social Science

### 5.4.1.1 Secondary Stage (Grades 9 and 10)

<p><b>CG-1</b> Understands and analyses the important phases in Indian history and draws insights to understand present-day India</p>	<p>C-1.1 Explains historical events and processes using different types of sources, with specific examples from Indian history</p> <p>C-1.2 Explains and analyses the chronology of human life on the Indian subcontinent, from prehistory to its civilisational beginnings and beyond, and its relations with other civilisations over time such as those in Mesopotamia, Greece, Central Asia, China, Southeast Asia, Arabia, and Eastern Africa.</p> <p>C-1.3 Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural trends, social and religious trends and reforms, and economic and political transformations)</p> <p>C-1.4 Explains the growth of new indigenous ideas across India including in Mathematics, Philosophy, Science and Technology, Medicine, Architecture, Agriculture, Literature and Art, and Social Science (such as zero and the Indian number system, <i>ahimsa</i>, the six systems of Indian philosophy, <i>Ayurveda</i>, yoga, the 22 <i>shrutis</i> of Indian music, horticulture, use of herbs and spices, etymology, meters, and grammar) and how they affected the course of Indian and world history</p>
<p><b>CG-2</b> Analyses the important phases in world history and draws insights to understand the present-day world</p>	<p>C-2.1 Explains historical events and processes with different types of sources, with specific examples from world history</p> <p>C-2.2 Explains and analyses the chronology of human life from its beginnings to nomadism to settled life and other phases of human civilisation</p> <p>C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)</p> <p>C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history</p> <p>C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds</p>
<p><b>CG-3</b> Understands the idea of a nation and the emergence of the modern Indian Nation</p>	<p>C-3.1 Analyses the meaning of nation and how the concept evolved over time across the world and in the specific context of India, including its roots in the rich civilisational history of the Indian subcontinent</p> <p>C-3.2 Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values and methods (such as <i>Swaraj</i>, <i>Swadeshi</i>, passive resistance, fight for <i>dharma</i>, self-sacrifice, <i>ahimsa</i>) that played a part in achieving Independence</p>

<p><b>CG-4</b> Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region</p>	<p>C-4.1 Locates physiographic regions of India and the climatic zones of the world on a globe/map</p> <p>C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region</p> <p>C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife</p> <p>C-4.4 Analyses and evaluates the inter-relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation</p> <p>C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them</p> <p>C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation</p>
<p><b>CG-5</b> Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government</p>	<p>C-5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds, <i>sanghas</i> and <i>ganas</i>, village councils and committees, Uthiramerur inscriptions)</p> <p>C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation</p> <p>C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties</p> <p>C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government</p> <p>C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions</p>

<p><b>CG-6</b> Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them</p>	<p>C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India’s great strengths by promoting peaceful coexistence</p> <p>C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success</p> <p>C-6.3 Analyses aspects of differential treatment or discrimination that may exist in Indian society, based on, e.g., socio-cultural background, region, language spoken, and what individuals and societies can do to eradicate such differential treatment</p> <p>C-6.4 Understands that a progressive society and nation such as India is one that recognises not only its civilisational strengths but also its socio-economic, cultural, and political challenges and continuously makes efforts to address those challenges to become ever more prosperous, inclusive, just, and harmonious</p>
<p><b>CG-7</b> Develops an understanding of the economy of a nation, with specific reference to India</p>	<p>C-7.1 Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology)</p> <p>C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country’s economy, especially India</p> <p>C-7.3 Distinguishes between ‘unorganised’ and ‘organised’ sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called ‘unorganised’ sector in Indian economy and its connections with the self-organising features of Indian society</p> <p>C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key items of trade in the beginning, and the changes from time to time</p>
<p><b>CG-8</b> Evaluates the economic development of a country in terms of its impact on the lives of its people and nature</p>	<p>C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one’s locality, region and at the national level</p> <p>C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state-controlled markets</p> <p>C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world’s leading economies up to the colonial period</p> <p>C-8.4 Describes India’s recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress</p> <p>C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal well-being beyond GDP growth and income</p>

<p><b>CG-9</b> Understands and appreciates the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it</p>	<p>C-9.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner</p>
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## 6.5.1 Secondary Stage

### 6.5.1.1 Learning Standards-1

Visual Arts	<p><b>CG-1</b> Develops an understanding of their interest and aptitude in the Arts</p>	<p>C-1.1 Evaluates own interest in Visual Art forms by considering its scope of practice and application (Fine Arts, crafts, applied art/design, Art research and management)</p> <p>C-1.2 Initiates discussions and takes steps to find more information and resources to pursue their interest in the Visual Arts</p>
	<p><b>CG-2</b> Extends creative practices and artistic expression in different aspects of their life</p>	<p>C-2.1 Applies the elements and principles of Visual Arts into their artwork and incorporates these into their routine life</p> <p>C-2.2 Analyses the development of visual expression across a series of works</p>
	<p><b>CG-3</b> Develops their Art practice through the knowledge of a wide range of Indian art forms</p>	<p>C-3.1 Extends explorations and refines techniques in the Visual Arts through regular practice</p> <p>C-3.2 Incorporates ideas and elements from various genres of Indian Visual Arts (traditional, popular, contemporary) into their artwork</p>

Visual Arts	<p><b>CG-4</b> Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures</p>	<p>C-4.1 Analyses commonalities and differences among diverse forms of Visual Arts, cultures, and aesthetic sensibilities in India and the rest of the world</p> <p>C-4.2 Evaluates artwork based on creative expression, artistry, and social context</p>
	<p><b>CG-1</b> Develops an understanding of their interest and aptitude in the Arts</p>	<p>C-1.1 Evaluates own interest in Dramatic Arts by considering its scope of practice and application (acting, direction and design, story/playwriting, backstage, research and stage management)</p> <p>C-1.2 Initiates discussions and takes steps to find more information and resources for pursuing their interest in Dramatic Arts</p>
Theatre	<p><b>CG-2</b> Extends creative practices and artistic expression in different aspects of their life</p>	<p>C-2.1 Applies the elements and principles of Drama into their performance practices and incorporates these into their routine life</p> <p>C-2.2 Analyses the development of Drama process and performance across a series of work</p>
	<p><b>CG-3</b> Develops their art practice through the knowledge of a wide range of Indian art forms</p>	<p>C-3.1 Extends explorations and refines techniques in Drama through regular practice and rehearsals</p> <p>C-3.2 Incorporates ideas and elements from various genres of Indian Dramatic Arts (traditional, popular, contemporary) into their own Drama work</p>
	<p><b>CG-4</b> Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures</p>	<p>C-4.1 Analyses commonalities and differences among diverse forms of Theatre, cultures, and aesthetic sensibilities in India and the rest of the world</p> <p>C-4.2 Evaluates Drama and Theatre performances based on creative expression, artistry, and social context</p>
Music	<p><b>CG-1</b> Develops an understanding of their interest and aptitude in the Arts</p>	<p>C-1.1 Evaluates own interest in Music by considering its scope of practice and application (performance, composing, production, sound arts and design, recording, Music research and management)</p> <p>C-1.2 Initiates discussions and takes steps to find more information and resources to pursue their interest in Music</p>

Music	<p><b>CG-2</b> Extends creative practices and artistic expression in different aspects of their life</p>	<p>C-2.1 Applies the elements and principles of Music into their musical works and incorporates these into their routine life</p> <p>C-2.2 Analyses the development of musical expression across a series of musical projects</p>
	<p><b>CG-3</b> Develops their Art practice through the knowledge of a wide range of Indian Art forms</p>	<p>C-3.1 Extends explorations and refines techniques in Music through regular practice and rehearsals</p> <p>C-3.2 Incorporates ideas and elements from various genres of Indian Music (traditional, popular, contemporary) into their own musical work</p>
	<p><b>CG-4</b> Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures</p>	<p>C-4.1 Analyses commonalities and differences among diverse forms of Music, cultures, and their aesthetic sensibilities in India and the rest of the world</p> <p>C-4.2 Evaluates musical work based on creative expression, artistry, and social context</p>
Dance and Movement	<p><b>CG-1</b> Develops an understanding of their interest and aptitude in the Arts</p>	<p>C-1.1 Evaluates their interest in forms of Dance and Movement by considering its scope of practice and application (performance, choreography, production, recording, Dance and Movement research and management)</p> <p>C-1.2 Initiates discussions and takes steps to find more information and resources to pursue their interest in Dance and Movement</p>
	<p><b>CG-2</b> Extends creative practices and artistic expression in different aspects of their life</p>	<p>C-2.1 Applies the elements and principles of Dance and Movement into their performance work, and incorporates these into their routine life</p> <p>C-2.2 Analyses the development of expression in Dance and Movement work across a series of Movement projects</p>
	<p><b>CG-3</b> Develops their Art practice through the knowledge of a wide range of Indian Art forms</p>	<p>C-3.1 Extends explorations and refines techniques in Dance and Movement through regular practice and rehearsals</p> <p>C-3.2 Incorporates ideas and elements from various genres of Indian Dance and Movement (traditional, popular, contemporary) into their own artwork</p>

<b>Dance and Movement</b>	<p><b>CG-4</b> Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures</p>	<p>C-4.1 Analyses commonalities and differences among diverse forms of Indian Dance and Movement, cultures, and their aesthetic sensibilities</p> <p>C-4.2 Evaluates dance/movement work based on creative expression, artistry and social context</p>
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### 6.5.1.2 Learning Standards-2

<p><b>CG-1</b> Develops capacities in any one form of Visual or Performing Arts and develops an appreciation for diverse Art practices and traditions in India</p>	<p>C-1.1 Demonstrates rigour and regularity in art-making processes, rehearsals, and performance/displays at the school level and inter-school events (e.g., regularly practises Drama or Music and rehearses specific pieces for performance at an event, allocates a few hours a week to practise vocal/instrumental techniques, and rehearses group song with peers)</p> <p>C-1.2 Imaginatively applies artistic techniques, tools, and materials to express their ideas and feelings while working in the Visual or Performing Arts (e.g., experiments with a variety of threads, needles, and stitch patterns in embroidery; experiments with found materials to create musical instruments)</p> <p>C-1.3 Appreciates diverse forms of artistic expression on the basis of artistic qualities and social context (e.g., appreciates the different forms of classical dance practised in India)</p>
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