

1. Picture

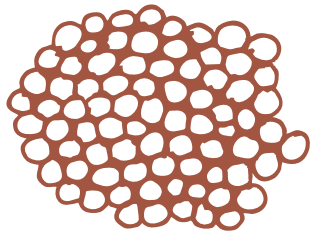
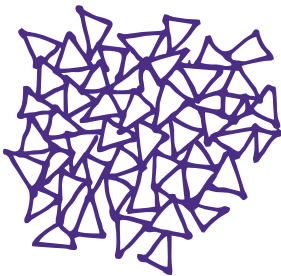
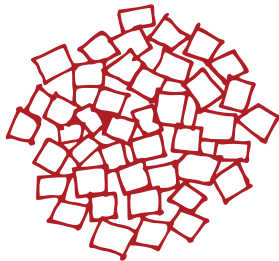
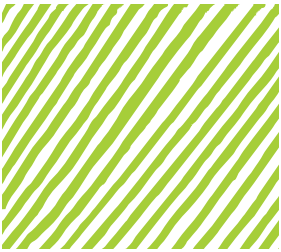
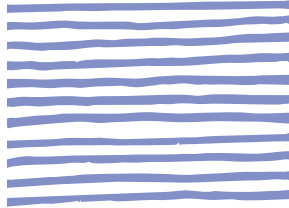
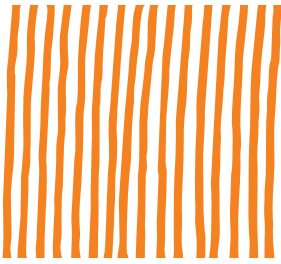


1. Picture - Craft
2. Music (Vocal, Instrumental, Dance)
3. Drama

1. Picture

- There are colourful flowers, leaves, trees and birds around us. Let's get to know them. To remember the various shapes, colours let's draw the shapes on paper. We can use coloured chalks, coloured pencils, colours to draw for this.
- Let's draw various lines, various shapes. Let's remember and draw designs. Let's draw the pictures you like and draw with the help of lines and shapes. Let's practice lines and shapes to make your handwriting beautiful.

Drawing



Drawing means to make a picture using a pencil or pen

Lines

Vertical lines, horizontal lines

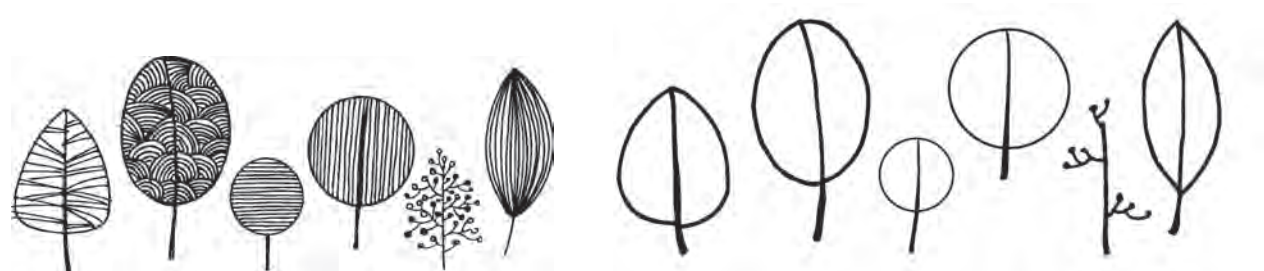
Let's draw lines.

Let's draw various shapes using those lines.

We feel like drawing nice pictures, isn't it? Then first we must learn to draw a line. In Std II we learnt to draw lines. Now we need to practice that more. Once we learn to draw a line nicely, we will be able to draw beautiful pictures.

My Activity

Draw lines as shown above and create shapes.



- ◆ Ask the students to draw any lines and shapes they like. They can use pencils, sketch pens, marker pens, crayons, coloured pencils to practice lines.



Shapes

Shapes are made of lines. So let's draw triangles, squares and circles.

One line straight

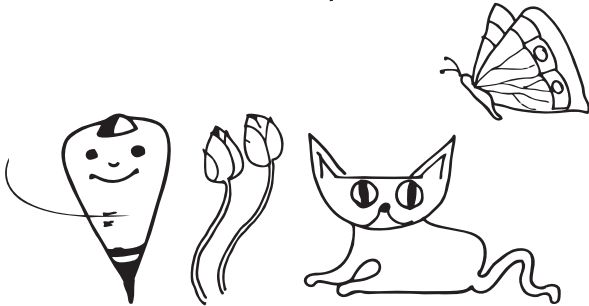
Two lines slanting

What does it make?

Yes, it's me, a **triangle**.

The shape of leaves is triangular

Can you tell me, in which other things is hidden the shape of a triangle?



Two half cups joined together

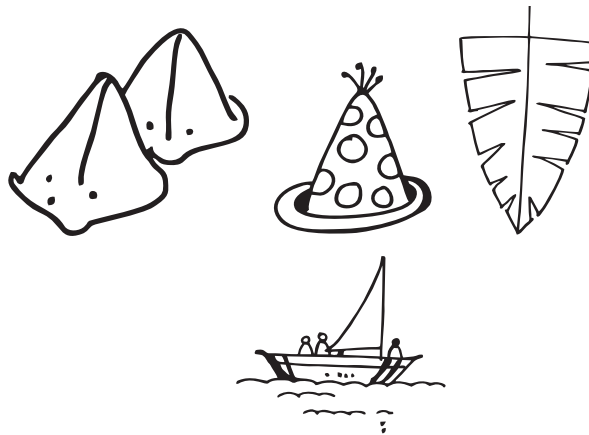
What do they make together?

Yes, it's me, a **circle**

The ball's shape is a circle

The lemon's shape is a circle

Can you tell me, in which other things is hidden the shape of a circle?



Two lines vertical

Two lines horizontal

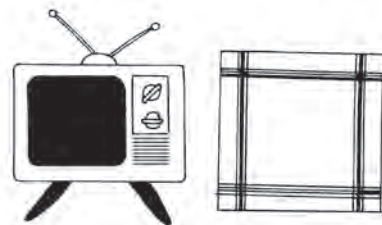
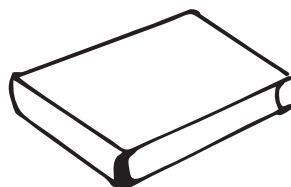
What will they make?

Yes, it's me, a **square**

A handkerchief is a square

The TV in the house is a square

Can you tell me, in which other things is hidden the shape of a square?



Memory Drawing

Let's draw from memory

A tree, the sun, a house, train, butterfly, kite, a cloud or a bird, an animal, etc.

Let's remember.

1. We will be able to draw a good picture.
2. Don't think that your picture is wrong.
3. Our picture is our own.
4. Drawing a picture will give us joy.



- ◆ Tell the students to draw other pictures from memory. Make sure that they do not copy a picture. Do not point out mistakes or faults in the picture as it is the student's own picture. Acknowledge what is expressed in the picture.



Imaginative Drawing

Let's draw any picture from our own imagination.

My doll, fairy queen, chocolate house, a rainbow, my birthday cake, etc.

- * Anybody can copy a picture. Drawing a picture from imagination is always the best!
- * Let's draw a picture on a paper, from our own imagination, very different from those of others.
- * Don't think that your picture might be wrong.
- * Creating something of one's own gives us a very special joy.

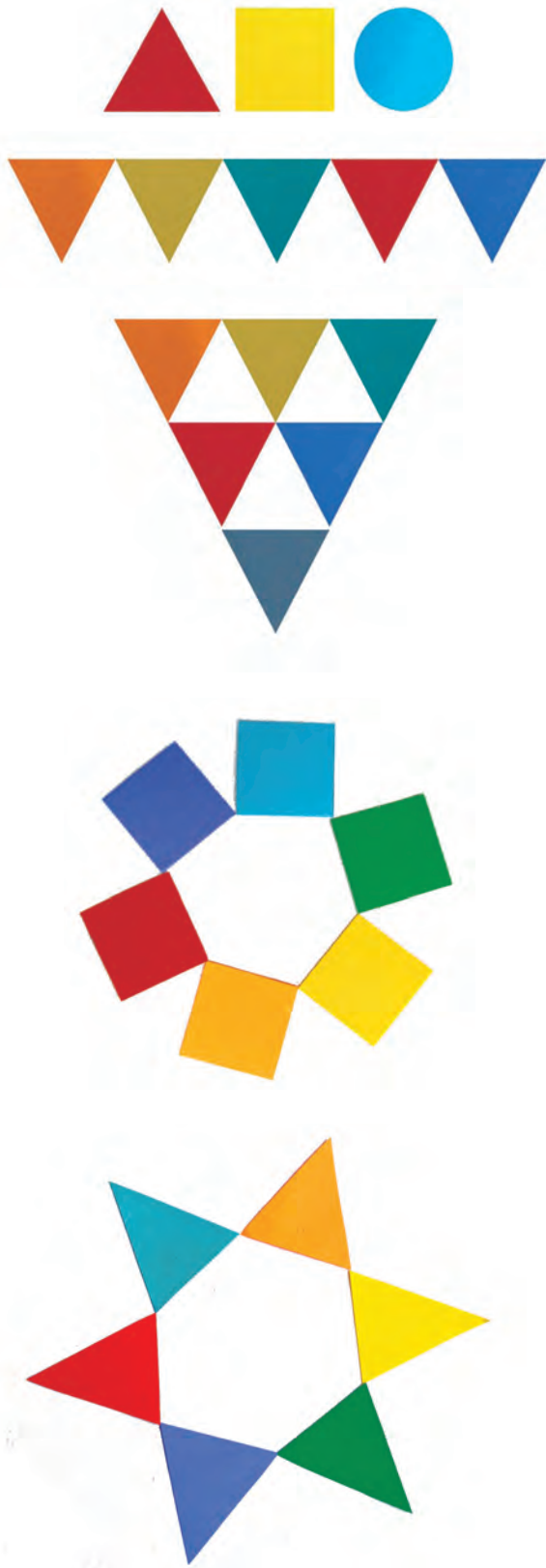
My Activity

Draw something from your own imagination.



- ◆ Ask the students to draw a picture which is not similar to this one. Explain what imagination is. Imagination means a different picture of your own.
- ◆ Don't point out mistakes because it's their own picture. Understand the emotions in that picture. Praise/Appreciate the students.

Patterns



Sai : Rucha, the pattern on your frock is so beautiful!

Rucha : Yes, it's my Tai's selection.

Sai : Very nice! There are so many different and simple shapes in it.

Tai : Hello Sai! What's the discussion about?

Rucha : We were looking at the pattern on my frock.

Tai : I will tell you how patterns are made. It's fun.

Rucha : Really, Tai?

Tai : We always see patterns on our handkerchiefs, clothes, sarees. We see the leaves, flowers, various shapes and colours on them.

Let's learn to draw such simple patterns.

Sai : Agreed! What materials will we need?

Tai : Coloured papers, pencil, ruler, scissors, etc.

Rucha : I have all this material. Let's do it!

Tai : Let's draw a triangle on a coloured paper and cut it out with the scissors. Now cut triangles of the same size in five or six different colours. Let's try to place these triangles in a number of different ways.



Sunil : Tai, we will help you. I will try to arrange some triangles.

Rucha : Oh wow! Cool!

Sai : We will also try to place the triangles in different ways.

Tai : See, how beautiful it looks. This is called a pattern.

Rucha : Beautiful patterns!

Tai : Like the triangle, we can also make patterns using a circle or a square.

Sai : Tai, this was really fun. And besides, we understood how patterns are made.

Rucha : Tomorrow, let's show to all our classmates the secret of making patterns.

Sai : It is indeed a good thought to teach others what you have learnt.



My Activity

Prepare your own patterns using different shapes.

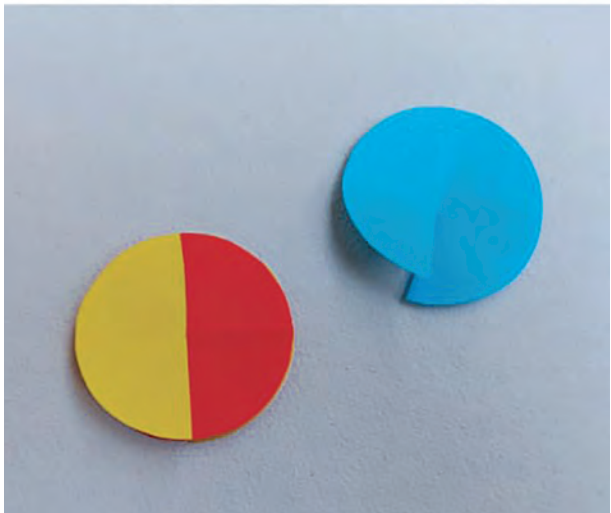
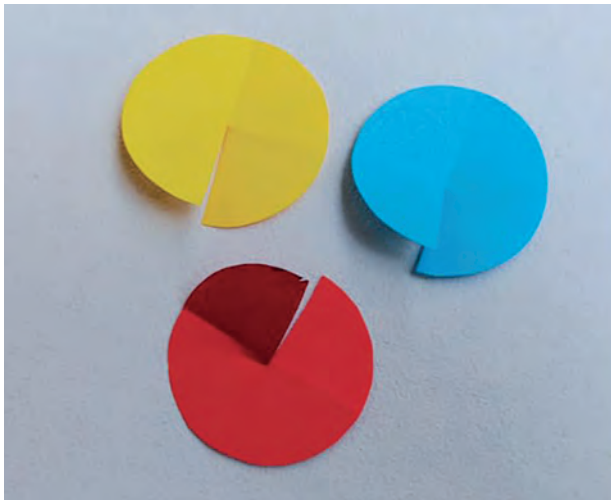
- ◆ Get various patterns made using the shapes shown in the picture or using different shapes.
- ◆ Help only when necessary. Use any object like a bangle, cap, bowl to draw a circle.

Introduction to Colours



Nature is filled with various colours for us to see. We can see so many colours of leaves, flowers, trees, birds, mountains, sky, clouds, butterflies, etc. But we can see these colours only if we carefully observe them.

Let's draw three identical circles on different coloured papers and cut them out. Holding the three circles one on top of the other, let's cut the circles from the side to the centre. Let's fix these circles one into the other, turn them, and find out what interesting things happen. Just give it a try!



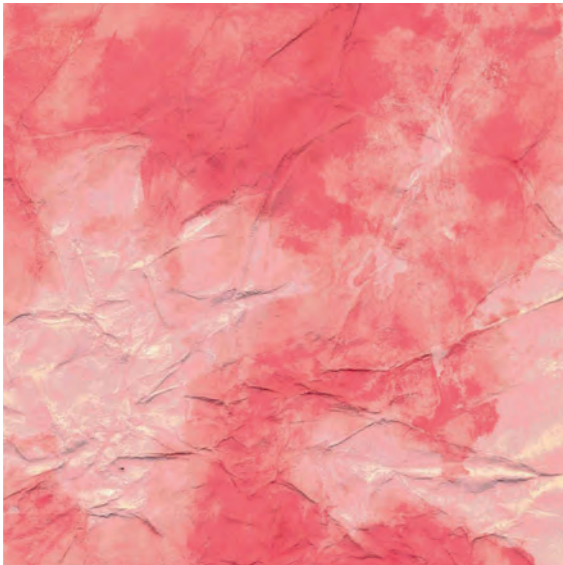
As there are different colours in nature so also clothes, things, toys, are of different colours. Even balloons are of different colours. There are some balloons in the picture. Look at their colours and identify them. Make a list of the colours you know.



- ◆ As there are different colours in nature so also clothes, things, toys, have different colours. There are balloons shown in the picture. Ask the students to look at the colours and identify them.

Block Printing / Print Making

Let's do block printing.



Ira : Ravi! Look, the colour on my hand got on the wall.

Ravi : Yes! This is called impression.

Ira : Oh yes! We can get imprints of anything.

Ravi : Correct! But we need water colours.

Madhav : My brother has gifted me a set of water colours and brush on my birthday.

Ravi : Let's do as I say. We will paint one paper. Who will do it?

Ira : I will do it. I can paint nicely with a brush.

Madhav : What shall we do after we finish colouring?

Ravi : Crumple the paper before the colour dries. The colour should be wet and it should remain inside while you crumple.

Ira : Let's open now!

Ravi : Wait, it should not be opened immediately. Let's open after ten minutes.

Madhav : Wow!...Such a beautiful picture is made.

Ira : We can make more and different pictures.

Dada : Oh, wow! You have really done well.....

This is called 'Block Printing.'

Children : Oh really! This is Block Printing then.

Dada : You can make use of this in creating designs.

(All the children got deeply involved thinking how they could use this in various designs.)



A Little Fun

Oh, wow! How pretty are the caps of these pens! Will these be of any use to Rama? Oh yes, Rama has been given a block printing project in school! These caps can be used for it. Oh, really, I will ask Rama to do it. She will be very happy. What material will she need? Water colours, brush, water, paper, and these pen caps, white paper or coloured paper will do. She can colour the edges of these caps with a brush and take their prints on a paper. She could do the same by painting other things too, like leaves, an onion, lady fingers threads... What lovely patterns they will make! Rama will jump for joy. Rama will be lost in thought, thinking of all the patterns where she could use these block prints. She will get an excellent block print. She will be able to make several pictures like this. Rama will get to see the different pictures of her classmates today. It will be fun preparing these block prints, isn't it?

- ◆ Ask the students to take prints of several different things in various colours.

Paper Collage



Sakshi : Listen! Sir was saying that today we have to make a paper collage.

Rajeshwari : What is paper collage?

Sakshi : I too did not understand!

Pooja : I know. I will tell you. We draw pictures and colour them. Then tell me what do we use to colour them?

Rajeshwari : Crayons, sketchpens, coloured pencils.

Sakshi : We also use water colours!

Pooja : What if we don't have colours! How to colour then?

Ajay : Oh, really! That would be a problem!

Pooja : We can still colour them, friends. If we can find paper of the right colour and cut it and paste it wherever we want, with gum, the picture will look coloured, isn't it?

Rajeshwari : Yes, that's true! We really didn't know this. Then let's make a picture like this.

Pooja : Yes! And this sticking papers to make pictures is called 'collage'.

Sakshi : I have coloured papers, but which pictures can we make out of them?



Pooja : You can choose to make any picture you like which you can make easily. Like clouds, trees, sun, houses, vegetables, fruits, etc.

Rajeshwari : We can colour any picture.

Sakshi : Do we have to use new coloured papers only?

Pooja : Not necessary! We can use waste paper, trashed magazines, coloured advertisements from newspapers. Information brochures also can be used.

Rajeshwari : That's cool and cheap too!

Ajay : Ok.... Let's each one of us, make our own paper collage.

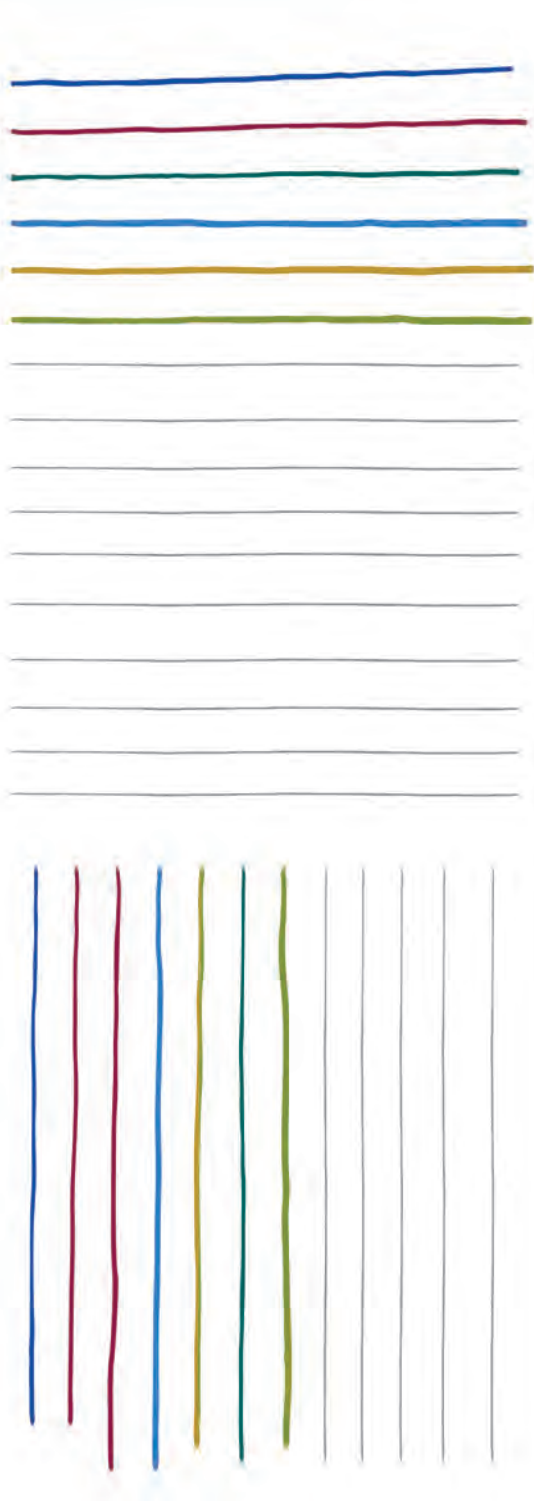
Sakshi : I will make a very different picture from all of yours!

My Activity

Make collages of different shapes and paste them.

- ◆ Explain the above conversation and ask them to prepare a collage of their choice. Ask them to draw simple shapes, cut or tear coloured papers and make a collage out of it.

Beautiful Handwriting



We all feel that we should look good.
Isn't it?

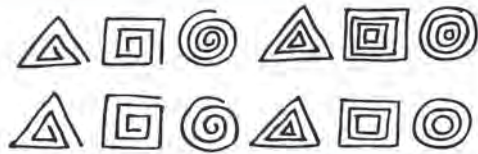
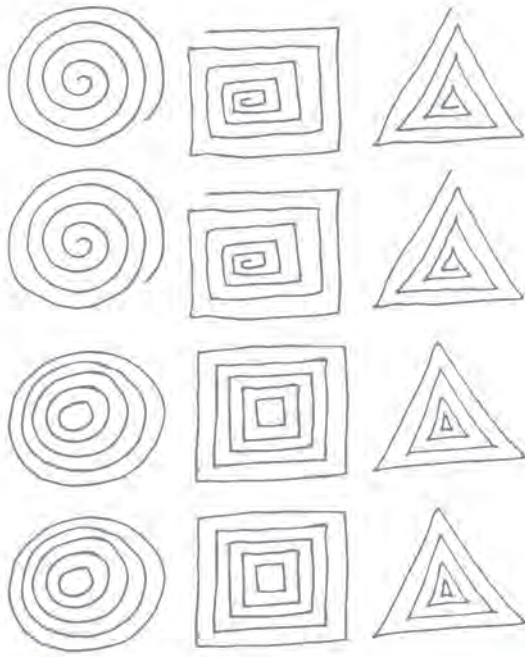
Like nice clothes, shoes, bag, our
handwriting should also be good.

Let's learn this.

- Neat writing means beautiful handwriting.
- To write beautifully you should be able to draw good lines and good shapes.
- Neatness is necessary while drawing lines or shapes.

First take a pencil and draw a horizontal line with the help of a ruler. Then with a sketchpen without the help of a ruler, trace over the line drawn with a pencil. In the same way let's draw a vertical line and a slanting line. Let's practice drawing lines as much as we can so that the line will be perfect and your handwriting will be beautiful.

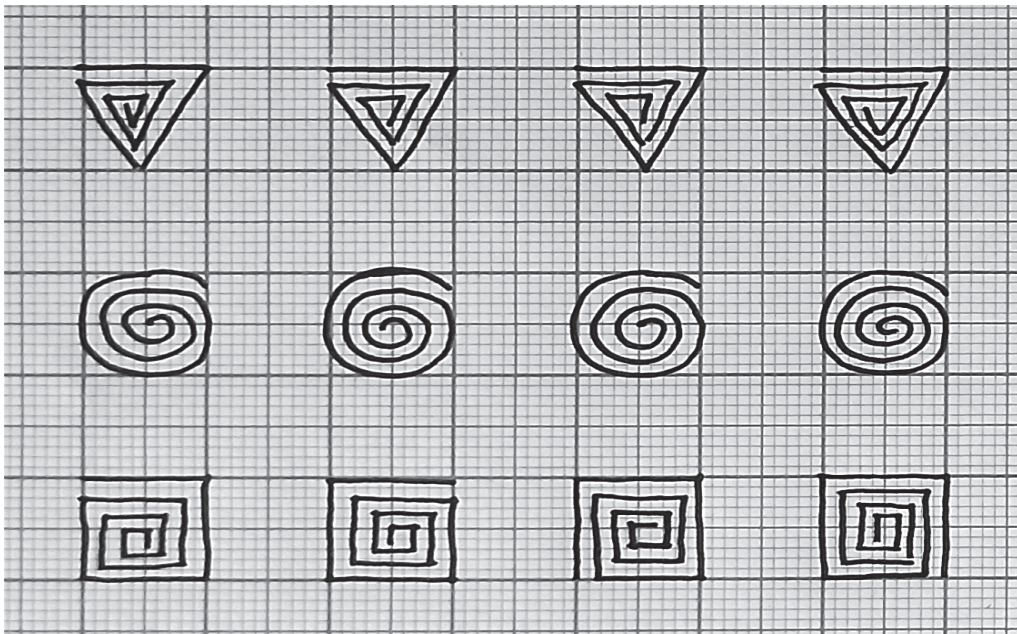
◆ For handwriting to be beautiful, you need to practice from childhood. One must practice drawing lines as explained.



- Some shapes are given alongside. Trace these shapes with a sketchpen.
- Also try to draw such shapes on your own.
- For drawing these shapes, make use of graph paper.

For good handwriting let's remember this.

1. We can improve our handwriting by practising a lot.
2. For beautiful handwriting we must practice drawing lines and shapes well.
3. We must use a pencil with a good point.
4. We must practice writing in a double line notebook.



◆ Give the students practice of some more shapes as given above.

2. Sculpture

Paper Work

We enjoy cutting, tearing, crumpling, folding, rolling and pasting paper!

So then, let's make beautiful things from paper. We will need material like coloured paper, scissors, gum, etc.

Let's make paper flowers

- Take a strip of paper (20 × 2 cm).
- Fold the paper twice and draw a line over the folds.
- With the help of scissors make many cuts from the bottom edge of the paper strip to the line. (See the picture.)
- Now roll the paper strip and fold it from top to bottom outwards.
- Attach a stick and leaves to the flower you have made.

The flower which you have made can also be stuck on a greeting card. Make flowers of various colours like this.





Clay Modelling

We enjoy playing in the mud, collecting mud, sifting it, soaking it, and kneading it! So, let's make some nice things with clay. For that we will need material like mud, sieve, water, etc.

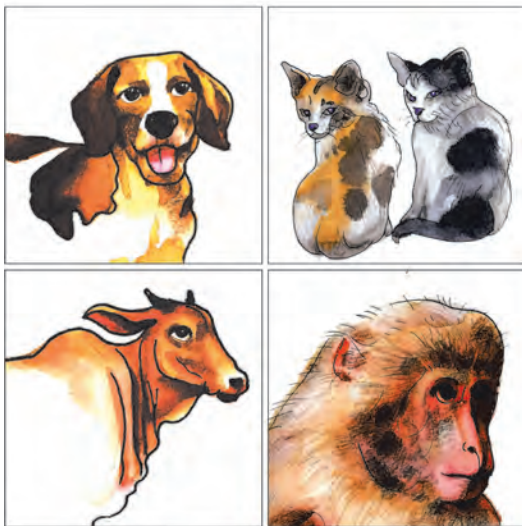
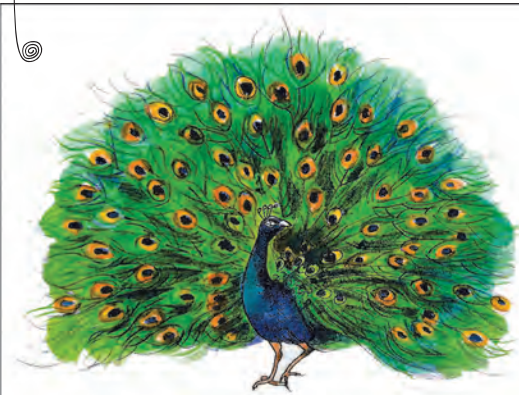


◆ Some samples of clay articles and some of plasticine articles are given above. Ask the students to make things of their choice.

3. Singing

Nursery Rhyme

The sparrow came chirping *chiv chiv*
The Koel/cuckoo started singing *kuhu kuhu*
The parrot entered saying *mithu mithu*
The crow started calling *caw caw*
Everyone started singing and swaying
and dancing merrily.
The wind came blowing strongly.
The clouds poured streams of rain.
Everyone was happy and gay.
The peacock began to dance and sway.



Choral Singing

Who's doing *meow meow*
Who else, but the kittens new
Who's doing *bhu bhu*
Who else but the dog, Khandu
Who's doing *hoop hoop*
Who else but the monkeys' group
Who's doing *croak, croak*
Who else but the frog, you know
Who's doing *moo moo*
Who else but Kapila cow.

- ◆ Make the students sing the above nursery rhymes in tune and to a good beat. Make them sing more such songs.
- ◆ Make a collection of such songs.

Folk Song

I was awakened by the *ghar-ghar* sound of the grindstone. I came out and saw my granny sitting in the verandah singing along while grinding grain on the grindstone. Such a melodious voice, my granny has! I looked out of the window. The sun had not yet risen but the chirping of the birds could be heard already. I went to granny and asked her what song she was singing. Granny said, These are grindmill songs or *jatyavarchya ovy* which women usually sang while grinding. And Granny continued to sing.



दळनाच्या मिसे, मी जात्यावर बसे
रामरायाला गं माझ्या, ओवी गाईन उल्हासे
पहाटेच्या प्रहरामध्ये, वासुदेवाच्या आल्या झुंडी
बापाजीच्या माझ्या, वाडा बळियाचा धुंडी
एकलीचं नातं, दोघींचा येतो गळा
जनीला दळू लागे, देव विठ्ठल सावळा

शीवेली केलं शेत, गावंदरीला केला मळा
बयाच्या बाळाचा, मोटकऱ्याचा एका गळा
माळ्याच्या मळ्यामंथी, कोण हौशा गाणी गातो
सख्या पंढरीराया माझ्या, फुलझाडांना पाणी देतो
सरलं दळण, सुरत्या सुपात पाच गहू
आम्हां देवाने दिले भाऊ,
आम्ही बहिणी ओव्या गाऊ.

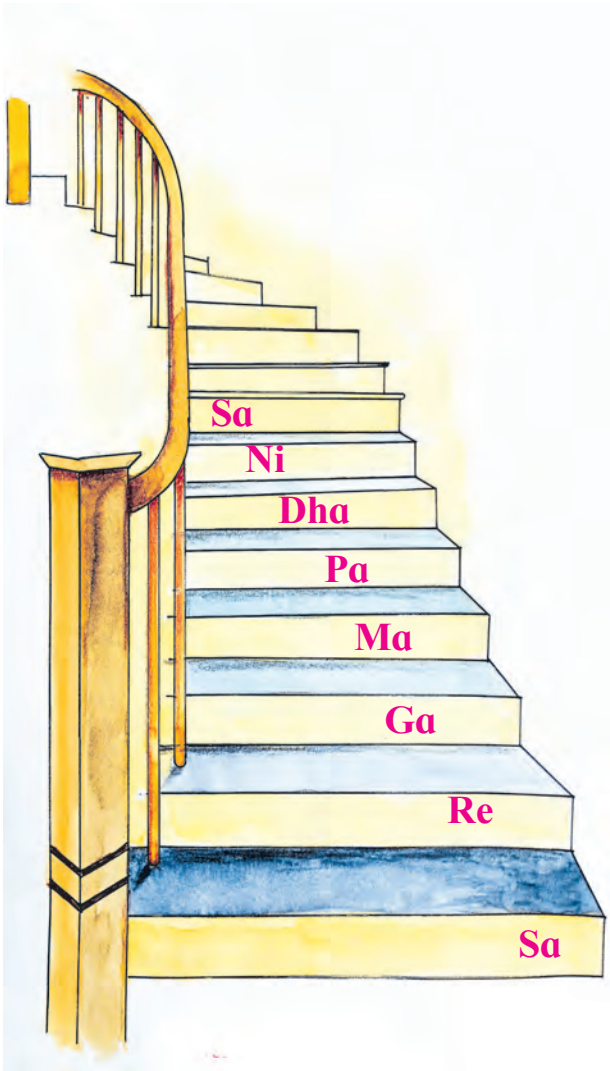
“Where did you learn these verses, these songs, Granny?” “O” my child, these are the **traditional folk songs** of our culture. My mother use to sing them when she did her pounding and grinding. I have learnt from her.” I loved these folk songs very much.

♦ अहिराणी लोकगीत

जात्या ईश्वरा, तुले वढून पाहिलं
माऊलीनं दूध, कारने लावीलं
पहिली ववी गावू, ईठ्ठल चांगलाले
खोंग खोंग मोती, जनाबाईना पदरले

डॉ. उषा सावंत

- ♦ The verses given above are some examples of 'ovis'. The teacher may read them out/sing them to the children. They too can repeat the lines after the teacher in tune.
- ♦ Make a collection of local folk songs and give students the opportunity to perform them.
- ♦ Give more information about 'ovis'. Get students to sing 'ovis' in other dialects also.



Swaralankar

Sa re ga ma pa dha ni these are the seven notes of music you are already familiar with.

Sa re ga ma pa dha ni when sung in the ascending order of the notes is called 'aaro^{ha}'.

And when sung in the descending order **sa ni dha pa ma ga re**, of the notes is called 'avro^{ha}'.

(1)

sarega regama gamapa mapadha
padhani dhanisa
sanidha nidhapa dhapama, pamaga
magare garesa

(2)

Saregama regamapa gamapadha
mapadhani padhanisa
sanidhapa nidhapama dhapamaga
pamagare magaresa

(3)

sa^{re}sarega regaregama gamagamapa
mapamapadha padhapadhani
dhanidhanisa
sanisanidha nidhanidhapa
dhapadhapama pamapamaga
magamagare garegaresa

Rhythm

Giving the beat with the hand

1 - 2 - 3 - 4, 1 - 2 - 3 - 4

We will clap with our hands according to this. And we will take any percussion instrument or available object to give the beat and keep the rhythm.

- ◆ Ask the students to sing these *swaralankars* (seven notes) in proper pitch and rhythm. They should give the beat on any available instrument, or with their hands on any object, and actually do this activity themselves. They should practice the clapping rhythm taught last year. They should be made to actually do this.

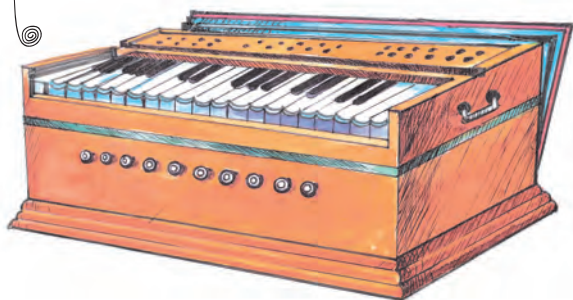
4. Instrumental Music

Introduction to Instrumental Music

Geeta, a sweet and good girl, was always quiet. She did not talk much to anyone. Did not play. Always sat pondering over something. She liked to listen to the rustling of the leaves. Whether it was the drip drop of falling water drops or the sound of the weaver bird knocking on the bark of a tree, she would be engrossed listening to these with her heart and soul. She would think about how the tinkling sound of small bells in our temple at home and the loud ding-dong sound of the school or temple bell were produced. She could not understand how when different things clashed or when two things were banged on each other, different sounds were generated.

With these questions in mind she went to her music teacher in school. The music teacher explained to her very nicely. “Look Geeta,

- The instruments which are played with the help of wind are **wind instruments**.
- The leather clad instruments are **percussion instruments**.
- The instruments which have strings are called **string instruments**.
- When some solid instruments are played by clashing on each other they are called solid or non-membranous **percussion instruments**.



These include cymbals (*zaanj*), *taal*, castanets (*chiplya*), *lezium*, *tiprya*, bell, triangle, tambourine (*khanjiri*), etc.

When you drop a pebble in still water, small waves are created. In the same way, sound waves are produced by these instruments. Therefore, we are able to hear the sounds of the instruments. The speciality of these instruments is that sound is created when they are struck. These instruments are used to play accompaniments.

While telling her about the instruments the teacher took her to the music classroom. The whole room was filled with instruments and she could see various types of instruments there. *Tabla*, harmonium, *dholki*, *sitar*, flute, *taal*, cymbals (*zaanj*), *tiprya*, tambourine (*khanjiri*) *lezium*, violin, bugle, conch, clarion (*sanai*), sarangi,... Oh my God! Will I remember the names of so many instruments? Friends, let's see if you can tell the names of the instruments you see in the pictures.



- ◆ Tell the names of the instruments after the students have carefully observed them. If possible, let them handle the instruments. They should be introduced to the instruments available in school.

5. Dance

Introduction of the Fingers of the Hand

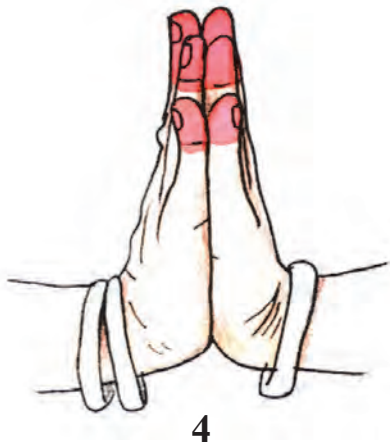


1. Thumb
2. Index finger
3. Middle finger
4. Ring finger
5. Little Finger

Hand Gestures (*Hasta Mudras*)

1. Flag
2. Trident
3. Peak
4. Offering
5. Fish





Action Song



What does Granny do?
 Granny roasts groundnuts.
 What does Tai do?
 Tai shells the groundnuts.
 What does mother do?
 Mother pounds the groundnuts.
 Pound, dear, pound,
 The groundnuts pound.
 Along with groundnuts
 The jaggery pound.
 Groundnuts and jaggery
 We'll knead together
 Come, let's all make *laddoos*.
 And eat together!

- ◆ Ask the students to name the fingers. Give practice of the hand gestures or *hasta mudras*.
- ◆ In the action song ask them to visualize each activity. Then they should enact those activities.

Action Song based on Nature



Come girls come, Come girls come,
Under the *Prajakta* tree
Let's pick flowers.



Come girls come, Come girls come,
Along with the Cuckoo (*Koel*),
Let's sing songs.

Come girls come, Come girls come,
Along with the blue peacock
Let's do a dance.



Come girls come, Come girls come,
Along with the frog and rabbit
Let's leap and hop.

Come girls come, Come girls come,
Under this mango tree
Let's go to sleep.



6. Drama

Basic Movements

Let's do the activities given below without using any props.

1. Let's get the box from the shelf.
2. Let's fly a kite.
3. Let's make a garland.



Elocution

We were going home from school. It was winter and it was getting dark. My friends went their own ways. My house is far. I had to walk alone. I heard a *koon koon* sound. I started looking here and there. A small puppy had fallen in a ditch on the side of the road. It was covered with mud. I felt sorry for it. I bent down and took out the puppy from the ditch. It was shivering with cold and fear.

I dusted away the soil from its body. I brought the puppy home. Mother was waiting for me. I thought she would scold me now. But she said, "Oh! This puppy is so small! Come, let's give it milk." We gave the puppy some milk in a saucer. It drank it hastily and started wagging its tail. I got an empty carton. I spread an old bedsheet inside. The moment I put the puppy in the box, it fell asleep! I got a friend to play with.

- ◆ Get the actions done according to the description given in song. Ask the students to act out and present various activities. Introduce the activity to them.
- ◆ Ask them to modulate their voices according to the context. Encourage them to tell a story with expressive intonation.

Use of the Available Material



We can get many things from our surroundings, our house and from friends and use them for drama, dance and song, such as small branches of trees, leaves and flowers, newspapers, cardboards, sticks, etc. The elders in our house— our grandmother, sister, brother and others would help us with the costume according to the scene and content. We can make several things with newspaper like hats, cardboard crown, sword or spear made from a stick, etc. These are called properties or props.

Let's enact a skit.

We'll Remove Plastic! We'll Save the Environment!

(Vasant, Raghav and Suman are sitting in the playground of the school and chatting.)



Raghav : What are you thinking Vasant?

Vasant : We will not be able to survive for a long time without a clean environment.

Raghav : You're right! If we look around, what do we see?

Suman : Plastic bottles, bags, papers..... and most of it is paper wrappers of chocolates, and other eatables.

- ◆ Give the students information about how the natural things available in the environment can be used in the play. Show them some examples.
- ◆ Ask them to use the appropriate things available in the surrounding to perform the scenes of the play.



Suman : Yes , we can see this plastic waste on both the sides of the road, on the sides of the ground, in the garden, everywhere.

Vasant : We should find a solution for it.

Suman : What shall we do?.....

Raghav : I believe that the pollution in the environment is mostly due to plastic waste.

Suman : If plastic is recycled many articles can be made from it.

Vasant : But they will still be plastic after all?

Suman : I say that we should drive this demon of plastic away.

Raghav : And, we should start with ourselves.

Suman : First we should separate the wet and dry waste.

Vasant : We will keep our surroundings clean. We will put the waste in the dustbins only.

Raghav : We will use cloth bags instead of plastic bags.

Vasant : We will use stainless steel waterbottles and tiffins.

Raghav : And yes! We will not bring anything covered or coated with plastic to school. Only then will this mission be successful.

Suman : For this mission to be successful our mother, father, teachers, and all friends must also be with us.

Everyone : Let's make our school and home plastic free. We'll remove plastic! We'll save the environment!

- ◆ In this play the children are thinking about the present state of their surroundings. This is given as an example. Children should be given freedom to choose the topic.
- ◆ Ask the students to present the scenes of the play according to the context and use pictures wherever necessary.

किशोर



किंमत प्रत्येकी
₹ १६३/-
(३०% सूट)

वरील खंड पाठ्यपुस्तक मंडळाच्या सर्व भांडारांत विक्रीसाठी उपलब्ध आहेत. १४ खंडांची एकूण किंमत ₹ १६००/-



किशोर

वरील खंडांच्या खरेदीसाठी मंडळाच्या पुढील विभागीय भांडारांशी संपर्क साधा.

पुणे (०२०- २५६५९४६५), मुंबई (गोरेगाव) (०२२-२८७७९८४२), औरंगाबाद (०२४०- २३३२९७९),
नागपूर (०७९२-२५२३०७८/ २५४७७९६), नाशिक (०२५३- २३९९५९९), लातूर (०२३८२- २२०९३०),
कोल्हापूर (०२३०- २४६८५७६), अमरावती (०७२९-२५३०९६५), पनवेल (०२२- २७४६२६४५)



**MAHARASHTRA STATE BUREAU OF TEXTBOOK PRODUCTION
AND CURRICULUM RESEARCH, PUNE.**

खेळू, करू, शिकू - इयत्ता तिसरी (इंग्रजी माध्यम)

₹ 58.00

