

Visual Arts and Social Emotional Learning - 2026

Cycle 2: Art Teacher Project

Building Relationships Through Shared Artmaking



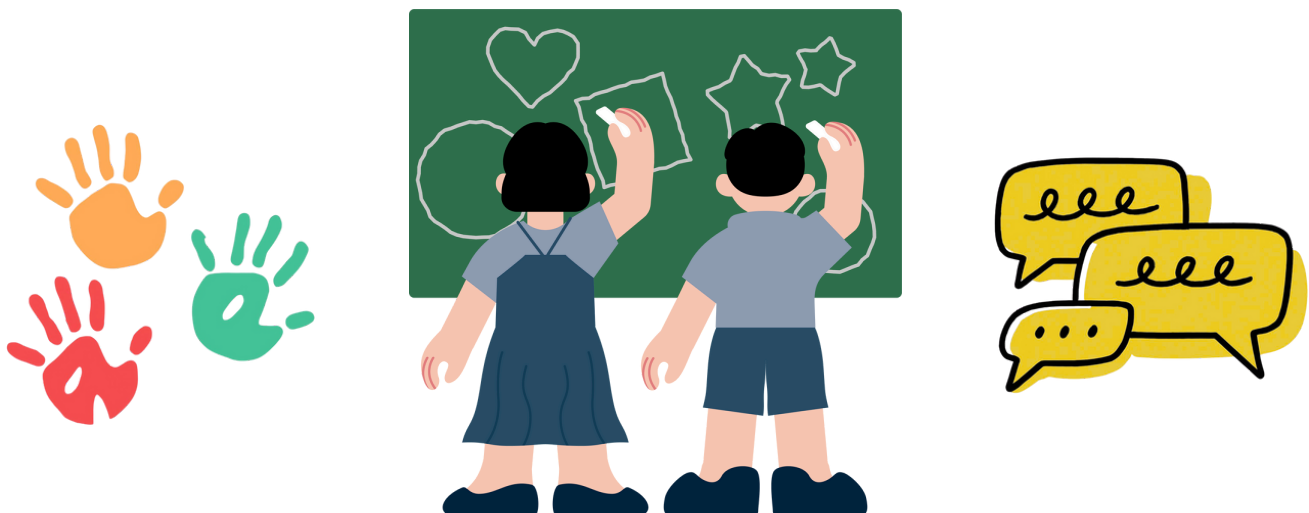
WORKING TOGETHER IN CLASSROOMS

Growing up, we often hear various ideas about how peer relationships in classrooms should look like. Have you experienced classrooms where-

- It was challenging to work in group assignments.
- You disagreed with your peers but could not verbalise your disagreement.
- Your teacher resolved student conflicts by shouting at you.
- You only worked with your peers for graded assignments.

Collaboration is a cornerstone of forming healthy engaging environments that catalyse relationship building in classrooms. Allowing students to work as a group can help them diversify their perspectives.

Through making art together, students share materials, exchange ideas, and make decisions as a group. This process encourages teamwork, listening to one another, and resolving differences in a supportive, creative environment. Let's dive into the world of shared art-making!



WHAT IS COLLABORATION?

Collaboration is the ability to work with others towards a shared goal by sharing ideas, responsibilities, and resources. It involves mutual respect and joint decision making, allowing learners to learn from one another through shared experiences.

Why is collaboration skill important?

- It helps students to value collective effort over individual outcomes.
- It encourages peer learning, where students learn from one another.
- It builds respect for different ways of thinking and develops empathy.
- It develops problem solving and responsibility as students plan, create, and reflect together across subjects.

Collaboration is imperative to holistic education, as it supports psychosocial development and prepares learners to participate in shared, real world contexts.

OBJECTIVES

- To allow students to share ideas, emotions, and perspectives through shared art making
- To strengthen collaboration through group discussion, shared reflection, and collective art based activities
- To allow students spaces where they can give and receive constructive feedback from each other
- To build confidence in contributing to a group, listening to others, and making decisions together

EXPECTED OUTCOMES

- Express ideas and emotions using shared visual elements such as lines, shapes, and objects
- Participate confidently in group art making by contributing ideas and supporting peer contributions
- Listen to peers, respect different viewpoints, and respond with empathy during collaborative activities
- Engage in sharing, turn taking, and decision making across learning situations

WAYS TO BUILD COLLABORATION IN ART CLASS



Form mixed-gender groups and clearly explain roles so everyone participates.



Encourage active listening by appreciating positive group behaviors.



Give every child a chance to share ideas and help peers during artmaking.

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Detailed Task Learning Resource



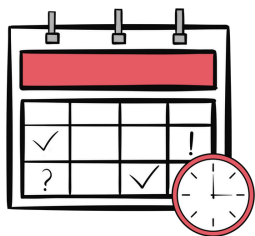
TASK 1:

PREP FOR ART CLASSES



Step 1:

Refer to digital content on DIKSHA resources.



Step 2:

Identify two classes in a month to conduct art activities.



Step 3:

Gather the required materials and keep them ready a day before the art class.



Step 4: (Based on your classroom needs)

Create a list of quick, fun activities or energisers that help develop students' collaboration skills.

TASK 2: (FOR GRADES 6 TO 8)

CONDUCT ART ACTIVITY 1

Topic: Students create mosaic art by drawing a favorite object and filling it with colorful papers while working together.

Materials: Pencil, Colour Papers, Scissors, Glue
Alternate Materials: White papers and crayons

Step 1: Show reference [Mosaic Artwork*](#) and ask students the following questions:



**The artwork is inked here. You can print it out or show the image on a phone or laptop.*

Teacher Asks	Expected Student Responses
Q. What do you see in the artwork? How do you think it is made?	I see a boat and the sea. It is made using small, colorful pieces of different sizes.
Q. Are the pieces the same size or different sizes?	The pieces are of different sizes. They look torn or broken in a random way.

Step 2: Explain Mosaic: A mosaic is a picture or pattern made from many small pieces of colored stones, glass, or tiles. People have used mosaics for a long time to decorate floors, walls, and objects. It was an easy and affordable way to make art.

TASK 2: (FOR GRADES 6 TO 8)

CONDUCT ART ACTIVITY 1

Step 1: Make the students work in **pairs** to create artwork together.

Step 2: With your partner, discuss and choose one object you both like. Draw the outline of your favourite object.

Step 3: Choose different color papers and tear them into small pieces.

Alternate: If colour paper is unavailable, use white paper and colour it.

Step 4: Apply glue either on the drawing or on the torn paper pieces, then stick the pieces onto the drawing.

Step 5: Optional: Decorate the background with colorful paper pieces too.

Reference Artwork:



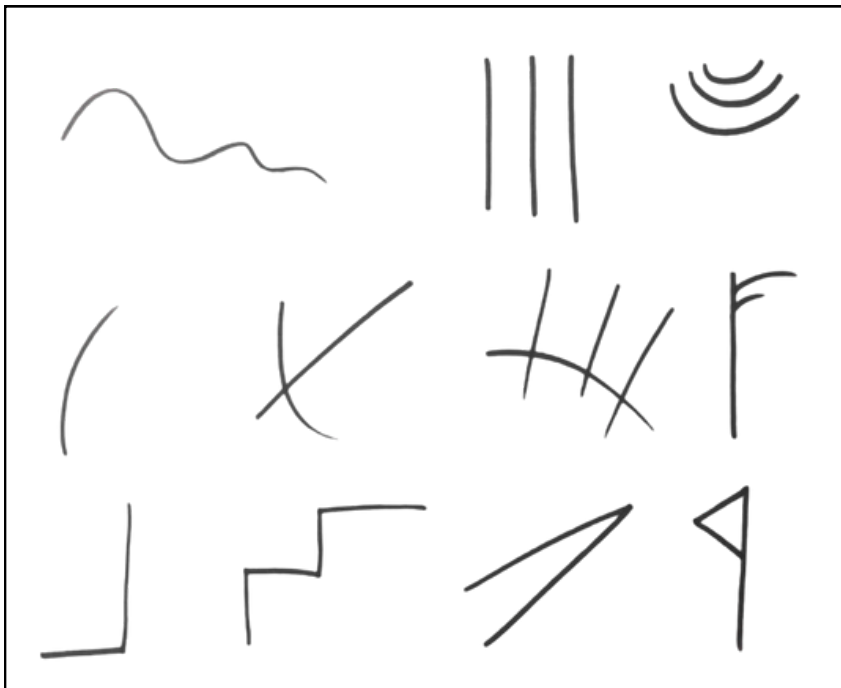
TASK 3: (FOR GRADES 6 TO 8)

CONDUCT ART ACTIVITY 2

Topic: Students create unique drawings using lines and shapes.

Materials: Paper, Pencil, Crayons/Sketch pens

Step 1: Draw **lines** on board for student's reference.



Step 2: Ask the students following questions:

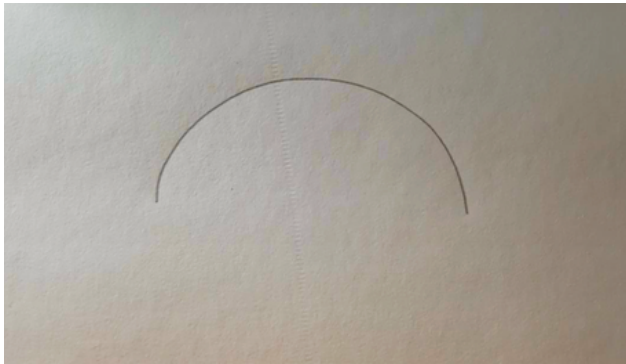
Teacher Asks	Expected Student Responses
Q. Point at a line and ask: Does this line remind you of any object or place?	First line reminds me of sea/waves.

TASK 3: (FOR GRADES 6 TO 8)

CONDUCT ART ACTIVITY 2

Step 1: Make the students work in **pairs** to create artwork together.

Step 2: In your partner's paper, draw a line of your choice anywhere. Exchange back the papers.



Step 3: Use the line you received to start a drawing. Imagine and draw whatever comes to your mind—like a place, object, animal, or food. Be creative; there's no right or wrong!

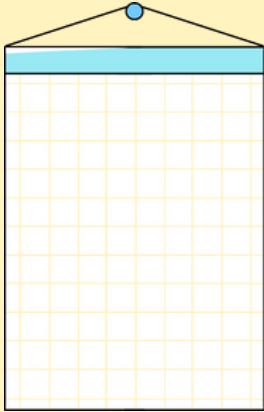
Step 3: Colour the imaginary drawing!

Reference Artwork:



TASK 4:

OBSERVE & TRACK STUDENT PROGRESS



Step 1:

Design a simple chart to track students' ability to engage in the activity 1 & 2.



Step 2:

Observe students while they are engaged in the activity and update the chart after each activity.

TASK 4:

PROGRESS TRACKER SAMPLE

While students create mosaic art and lines and shapes drawing, observe their progress. Use these symbols to mark the level that fits each child best:

- ★ = Good: The student does the task easily and stays focused.
- ✓ = Developing: The student can do it but needs more time or practice.
- = Needs Improvement: The student finds the task difficult and needs a lot of support.

Student Name	Discusses Ideas with Friend (Suggests an object, line, or colour)		Works Together (Takes turns drawing, tearing, pasting, or colouring)		Listens Respectfully (Listens and uses friend's ideas or suggestions)	
	Activity 1	Activity 2	Activity 1	Activity 2	Activity 1	Activity 2
Example: Nune	★	★	★	✓	✓	○
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						

TASK 5:

REFLECTION

Please tick (✓) the responses that best describes your experience during the mosaic art and lines and shapes drawing activities.

How comfortable were students working in pairs during the activity?

Select only one option

()	()	()	()
Very Comfortable	Somewhat Comfortable	Little Comfortable	Not Comfortable
All students were comfortable	Most students were comfortable	Few students were comfortable	None of the students were comfortable

How did students work in pairs during the activity?

Select only one option

()	()	()
Divided work equally	Mostly balanced	Not collaborative
Both students shared ideas and worked together	Both students worked, but one led more	Only one student gave ideas or did most of the work

What was most challenging for students while working in pairs?

Can select more than one

()	()	()	()
Communication	Decision-making	Dividing work	Conflict
Sharing ideas	Agreeing on what to make	Taking turns or dividing work equally	Students not getting along

TASK 5:

REFLECTION

Please tick (✓) the responses that best describes your experience during the mosaic art and lines and shapes drawing activities.

How did students overcome challenges while working in pairs?

Select only one option

()	()	()	()
Among themselves	With teacher support	One student led	Challenges remained
Students discussed and solved problems together	Students needed guidance to solve problems	One student took charge to resolve problems	Students found it hard to overcome problems

What kind of support did you provide to help students work in pairs?

Can select more than one

()	()	()	()
Resolving challenges between students	Encouraging students to listen to each other's ideas	Helping students divide tasks and share materials	Very little support was needed

Did the learning resource provide enough support to conduct the activity?

Select only one option

()	()	()
Very sufficient	Sufficient	Not sufficient
Instructions were clear and easy to follow	Instructions were clear, but more tips were needed to help students work in pairs	Instructions were unclear and no tips were given to help students work in pairs

TASK 6:

END OF ART CLASSES



Collect Student Artworks

Gather artworks from students to archive their creative progress. You can also display a few artworks on the art wall in your classroom.



Create an Art Wall in the Classroom

Set up a dedicated space in the classroom to display students' artworks. Update the wall with new artworks to celebrate creativity.



Take photos and upload on DIKSHA

- Students' artworks
- Students creating their art
- Classroom art wall