









**TAGORE INTERNATIONAL SCHOOL**  
**VASANT VIHAR, NEW DELHI**  
**CO-SCHOLASTIC SYLLABUS (2026-27)**  
**CLASS V**



MONTH	ART PURSUIT				OTHERS	
	PUBLIC SPEAKING	THEATRE	PERFORMING ART	ART	COMPUTERS	PHYSICAL EDUCATION
Apr/May	<p>Students will choose a powerful speech given by a famous personality and deliver it in their words.</p> <p>-Jawahar Lal Nehru</p> <p>-Dr APJ Abdul Kalam</p> <p>-Narendra Modi</p> <p>-Sarojini Naidu</p>	<p><i>Gestures and Facial Expression</i></p> <p>identify and compare the characteristics of different emotions expressed on the face.</p> <p>imitate, mirror, and create feelings and expressions by using the face as an expressive tool</p>	<p><b>IndianVocal-</b> Nature song-Phulon ka Khilna – Subha Savere Lekar Tera naam Prabhu</p> <p><b>Indian Dance:</b> Introduction of Kathak as a classical dance &gt;Introduce a Rabindra sangeet “Mayaboni biharini”</p> <p><b>Western music:</b> D, A, Bb major scales. Natural minor scale (A, E).</p>	<p><b>*Principle of Art and Design: Balance</b>  <b>*What is Balance in Art?</b>  <b>* 3 types of balance.</b>  <b>*Symmetrical Balance</b> (Formal Balance)  <b>*Asymmetrical Balance</b> (Informal Balance)  <b>*Radial Balance</b></p> <p><b>*Importance of Balance in Art:</b>            Visual Interest            Emotional Impact            Stability and Harmony</p>	<p><b>Robotics and AI</b>            Reading Inputs with Microcontroller            PEE CEE Electronics Kit</p> <ul style="list-style-type: none"> <li>• Introduction to sensors and input devices.</li> <li>• Reading button/sensor inputs using microcontroller.</li> <li>• Displaying input response through LED/output.</li> </ul> <p>Wheels and Axle Model            Play Dynamex Kit</p>	<p>Game- Basketball Skill- Chest Pass</p>


	<p>Various professions will be written on chits of paper and distributed to students.</p> <p>Each student will pick one chit and keep it on his forehead for others to see.</p> <p>By taking turns others will help him to guess the profession while he demonstrates it.</p>	<p>develop listening and response skills, observation, non- verbal communication skills</p> <p><u>Silent Sparks</u> Students are given situation cards and must <i>silently act out</i> how a proud and responsible Indian would respond—using only gestures and expressions, no speaking allowed.</p>	<p>Relative major/minor relationship. Song: Die with a smile( Bruno Mars)</p>	 <p><b>Clay modelling</b></p> <p><b>“My Little Desert Plant”</b> (Focus: shapes, touch, and fun with clay)</p> 	<ul style="list-style-type: none"> <li>• Introduction to wheel and axle mechanism.</li> <li>• Building a moving model using kit parts.</li> <li>• Understanding motion and rotation concepts.</li> </ul> <p>Motor Control Circuit Play Tronix Kit</p> <ul style="list-style-type: none"> <li>• Introduction to DC motor and its working.</li> <li>• Circuit creation for motor operation.</li> <li>• Controlling motor direction using switches.</li> </ul> <p>Button Controlled Rover Play Dynamex, PEE CEE, Play Tronix</p> <ul style="list-style-type: none"> <li>• Building rover structure using construction kit.</li> <li>• Integrating motor circuit with control system.</li> </ul>	
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				<p>Designing an Incense Stick Holder</p> 	<ul style="list-style-type: none"> <li>• Programming button-based movement control.</li> </ul> <p>Sound Scape with Inbuilt Buzzer PEE CEE Electronics Kit</p> <ul style="list-style-type: none"> <li>• Introduction to buzzer and sound generation.</li> <li>• Programming buzzer for different sound patterns.</li> <li>• Creating simple sound sequences.</li> </ul> <p>Gear Ratio System Play Dynamex Kit</p> <ul style="list-style-type: none"> <li>• Introduction to gears and their types.</li> <li>• Understanding gear ratio and speed relation.</li> <li>• Building gear-based moving models.</li> </ul>	
<b>Jul</b>	create a digital journey	<i>Voice Modulation</i>	<b>Indian Vocal</b> -Introduction to <b>Taal Aadha.</b>	<b>Poster Making</b>	<b>Robotics and AI</b> : Speed Control Circuit	Game-Baminton



	<p>*explain through creative words and emotions</p> <p>*think creatively to build the story</p> <p>*use rich vocabulary</p> <p>*incorporate facial expressions and voice modulation</p>	<p>practice speaking with the correct modulations</p> <p>develop active listening, articulation and spontaneous creativity , communication skills</p> <p>lay emphasis on speed, clarity, projection and diction</p> <p>develop proper accent while delivering a monologue</p> <p><u>Pride Voice Circle</u>  </p> <p>Students sit in a circle. The teacher begins with a simple moment of pride. Each student continues</p>	<p><b>Indian Dance:</b> Revision &gt;Introduction of fusion on 'Believer' by Kumar sharma</p> <p><b>Western music:</b> Solfège (all 7 syllables). Sight-singing simple melodies. Interval recognition (2nd–6th). Song: You raise me up(Westlife)</p>	<p><b>Theme: Awareness</b> (Save Water, Global Warming, Clean India, Say No to Plastic, Save Trees, Health &amp; Hygiene, Road Safety, Save Animals)</p>  <p><b>Clay modelling</b> Creating Clay Tribal Face</p>  <p>Konik mask H. 24 cm</p>	<p>Regulate motor speed using resistance and logic</p>	<p>Skill- High Serve</p>
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	<p>*speak on the given topic for one minute</p> <p>*follow the correct sentence order</p>	<p>the story using a different voice style—proud, serious, emotional, confident, leader-like, or caring.</p> <p>As the story travels, the changing voices show how one small action can grow powerful.</p> <p>At the end, students reflect: <i>Which voice felt the most powerful and why?</i></p>				
<b>Aug</b>	<p>recite a hilarious poem</p> <p>*know the humour elements in a poem</p> <p>*use actions, props</p>	<p><i>Body language</i></p> <p>develop concentration skills, instant communication, and observation skills, adaptability and creativity skills</p> <p>physical expression, and</p>	<p><b>IndianVocal-</b> Introduction of Raag Shankrabharnam Bhajan- Makhan Chora with Taal Aadha. <b>Indian Dance:</b> Independence Day Song “fusion mix”</p> <p><b>Western music:</b></p>	<p><b>Aboriginal art: traditional art of Indigenous people of Australia</b> Connection to storytelling (Dreamtime – explained simply as “old stories about how the world began”)</p> <p><b>Common symbols:</b> *Circle →</p>	<p><b>Robotics and AI</b> : Traffic Light Circuit</p> <p>Regulate motor speed using resistance and logic</p>	<p>Game- TT Skill- Backhand Serve</p>





	<p>*think critically</p> <p>*speak on the given topic coherently</p> <p>*deliver a structured speech with confidence, using a clear introduction, body, and conclusion.</p>	<p>creating impactful visual representations</p> <p>enact any given situations using body postures</p> <p><i>Picture It!</i> Get into groups of four. Devise three separate freeze frames which should show 4 people in a particular situation. Others must try and interpret the characters they have chosen and situations.</p>	<p>Solfège (all 7 syllables). Sight-singing simple melodies. Interval recognition (2nd–6th). Song: You raise me up(Westlife)</p>	<p>waterhole/place</p> <p>*Lines → journey/path</p> <p>*Dots → decoration &amp; storytelling</p> <p><b>Dot painting</b> technique</p> <p>Importance of respecting culture</p>  <p><b>Clay modelling</b> “Identity and Self-Expression”</p> 		
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<p><b>Sep-Oct</b></p>	<p><b>Assessment</b></p> <p>*speak for one minute</p> <p>giving a persuasive reply</p>	<p><i>Dialogue delivery and Characterization</i></p> <p>deliver monologues and dialogues effectively</p> <p>improve vocal clarity and projection.</p> <p>create own dialogues and experiment with known language, interpret and narrate effectively,</p> <p>enhance different ways of speaking for different audiences and stage presence.</p> <p><i>Observation and Character Portrayal</i></p> <p>present a role confidently through character</p>	<p><b>Indian Vocal-Bhajan-Ram Aayenge</b></p> <p><b>Indian Dance:</b> Preparation for Sanchayan</p> <p><b>Western music:</b> Playing in a group. Listening to others. Balance &amp; blend. Simple two-part arrangement. Song: We will rock you(Queens)</p>	<p><b>Introduction to Lal Prasad Shaw — Indian painter and printmaker.</b></p> <p><b>His style:</b> stylised portraits inspired by traditional Indian art forms like Kalighat Pat and Ajanta murals.</p> <p><b>Use of colour, line, and expression</b> in his artwork.</p> <p>Understanding how everyday life and cultural surroundings influence art.</p> 	<p><b>Robotics and AI</b></p> <p>: Door Bell System</p> <p>Integrate Switch Buzzer and Power Source</p>	<p>Game- Volleyball</p> <p>Skill- Receiving</p>
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		<p>enactment, developing observation, communication, collaborative and confidence-building skills.</p> <p><u>Twisted Tales:</u> Students will change the characters of any Indian folk tale of their choice and write the same story with a twist. After writing they will narrate and enact the story with expressions as a group.</p>		<p><b>Clay modelling</b> Clay VASE</p>  <p>Clay PAINTING BRUSH HOLDER</p> 		
Nov	*perform in groups/chorus	<p><i>Sanchayan practice</i></p> <p><i>Auditions</i> <i>Script distribution</i> <i>&amp; Stage Practice</i></p>	<p><b>Indian Vocal:</b> Preparation for Sanchayan</p> <p><b>Indian Dance:</b> Preparation for Sanchayan</p> <p><b>Western music:</b></p>	<p>*Study of Indian art-<b>Kalighat Paintings.</b></p> <p>*Discussion q1*Research *Layout <b>*Linear treatment of form</b></p>	<p><b>Robotics and AI</b> : LED Flasher</p> <p>Create blinking patterns using control logic</p>	<p>Game- Football Skill- Kicking</p>

		<p>effectively communicate and use props.</p> <p>develop creativity, concentration, and group cooperation</p> <p>character development.</p> <p>costume designing.</p> <p>use the props with ease.</p>	Preparation for Sanchayan	<p><b>*Teacher's day card</b></p>  <p><b>Clay Modelling</b> FLOWER TEA-LIGHT / DIYA HOLDER "Light, Festivals and Decorative Art"</p> 		
<b>Dec</b>	Sanchayan practice	<p><b>Sanchayan</b></p> <p>speak dialogues, without script exhibit stage presence</p>	<p><b>Indian Vocal:</b> Preparation for Sanchayan</p> <p><b>Indian Dance:</b> Preparation for Sanchayan</p>	<p><b>"Paper Mosaic"</b></p> <p><b>*Introduction to Mosaic art</b></p> <p>* what is mosaic *Technique of Mosaic Art</p>	<p><b>Robotics and AI</b> : Alarm System</p> <p>Design security focused circuits</p>	Game- Cricket Skill- Bowling

		<p>observe &amp; emulate the teacher</p> <p>prompt entry &amp; exit, coordination and timing</p> <p>technical elements such as lighting, sound, set changes, and special effects into the production</p>	<p><b>Western music:</b> Classical period (1750–1820). Mozart, Haydn, Beethoven. Sonata form introduction.</p> <p>Songs: Angels we have heard on high/ Carol of the bells</p>	<p>* Technique of Mosaic Art with paper .</p> <p>*discussion * layout *</p>  <p>preparations for the artwork * final work</p> <p><b>Clay Modelling FAIRY HOUSE</b></p>  <p>Clay LAMPS</p>		
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<b>Jan-Feb</b>	<p>*compose short poems together</p> <p>*recite musically</p> <p>Assessment Reflection</p>	<p><i>Reflection and Evaluation</i></p> <p>make observations</p> <p>cultivate ensemble thinking</p> <p>enhance observation skill, creativity and reflect skills of voice modulation.</p> <p>build teamwork and collaborative skills.</p> <p>reflect on successes, identify areas for improvement, and note key takeaways for future projects.</p>	<p><b>Indian Vocal:</b> Preparation for Sanchayan</p> <p><b>Indian Dance:</b> Preparation for Sanchayan</p> <p><b>Western music:</b> I-IV-V-I chord progressions. Broken chord patterns. Simple accompaniment creation. Songs: Let it go(Artist: De mi Lavato)</p>	<p><b>Vincent van Gogh</b> <b>*Introduction</b></p> <p>* Art style and famous artworks. *discussion * final artwork * starry night using oil pastel colours on black sheet</p> <p> </p> <p>*Sunflowers inspired by van gogh</p> <p></p> <p>Clay modelling</p>	<p><b>Robotics and AI</b> : Circuit Debugging</p> <p>Identify and correct circuit faults</p>	<p>Athletics Event- Triple Jump</p>

				<p>Warli Clay Wall Art</p> 		
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