

The Kalla Space

Beginners Curriculum



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About The Kalla Space

When our founder Devyani Sehgal went to a local school for the underprivileged in Ludhiana and interacted with the students there, she was told 'I wish I could get the chance to learn art instead of just having to study from books because drawing makes me happy.'

This made her realise the lack of a holistic education in most underprivileged schools and NGOs which impacts the nurturing of students. Devyani says 'I cannot imagine never getting to explore art, for my art supplies have been my best friends since the age of 4, and I do not want any student to not get to explore art and explore the happiness of turning a blank canvas into a riot of scribbles or the joy derived from having clay all over your hands, stuck in your fingertips.'

At The Kalla Space, we believe in the transformative power of art to bring joy, inspiration, and growth. Founded in 2022 as a Pan-Nation, not-for-profit organization, our heartfelt goal is to brighten lives through art and nurture the holistic development of students across India.

Through our carefully designed Kalla Space curriculums, we personalize art classes to match each student's unique journey, honoring their experiences and talents. Our programs focus on creative freedom, empowering students to think imaginatively and express themselves with confidence. We work hand in hand with schools, thoughtfully studying existing art curriculums provided by Indian boards, and reimagining them into liberating, joyful, and meaningful experiences.

This curriculum is designed for the beginners level. This is for the students who have no exposure in the field of art as this curriculum will help them develop their basic skills. The affiliated educators and volunteers can use this for assistance in the classes they conduct and can further personalise it for the students.



The Kalla Space

Beginners Curriculum

Activity name	Activity description	Purpose of the activity	Materials required
Exploring lines	Teaching them about different line types, straight, curved, zigzag, thin, dotted, thick etc Extension: draw any drawing with one line type only based on the emotion they feel	Introduce variety of lines, Introduce that lines can convey emotion or motion	Paper, pencils, pens, markers, can be done in sand too
Exploring shapes	Teaching them about basic geometric vs organic shapes, making shape monsters. Note: making it with colored paper makes it more visually appealing, if they are young- cut out the shapes in advance	Express their learnings creatively	Pencil, paper, crayons, cut out shapes, colorful sheets, glue, scissors
Exploring texture part 1	Going around collecting leaves, petals, barks, etc- placing them beneath paper and coloring on top to understand their texture or dipping them in paint and then putting it onto the paper to see the different textures	To explore textures and observe details	Crayons, paper, collected nature items, paint
Exploring texture part 2	Drawing different textures on animals based on how you think they would feel- handout on pinterest	To understand textures in nature further and their role in a drawing	Pencils, paper printouts



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Beginners Curriculum

Activity Name	Activity Description	Purpose of the Activity	Materials Required
Exploring positive and negative space	Making basic drawings of objects like fruits, scissors etc and telling them to shade positive vs negative space by splitting the page into two Extension: do so in the form of collages	Understand the concept of negative vs positive space	Paper, pencil, crayons
Exploring symmetry	Give them printouts or make drawings on boards with half side of the drawing done and tell them to make the other half	Understanding of element of art of symmetry	Printouts, pencil
Final activity- my colorful world	Kids create a scene showing a world from their imagination using at least 3 elements- shapes, lines, textures, color etc- can be imaginary too	Creative self expression, application of learning	Any natural elements- leaves, barks etc; collage scraps, newspaper scraps, strings, crayons, etc- feel free to use whatever is available



LESSON *plan*

lesson topic: Exploring lines

learning objective/s:

Introduce variety of lines, making pages full of lines to develop hand control and muscle memory, Introduce that lines can convey emotion or motion

materials needed:

Paper, pencils, pens, markers, sharpeners, erasers, can be done in sand too

hook/intro:

Can you draw with just a zigzag line? What about only dots? Let's find out how lines can express different feelings!

lesson structure:

- Show different line types (straight, curved, zigzag, dotted, thick/thin).
- Let kids experiment with each line type.
- Make them fill 2-3 pages with just lines
- Teach them how different lines can convey different emotions. Here is a list for your reference:

1. Straight (horizontal): Calm, peaceful, stable
 2. Straight (vertical): Strong, tall, formal
 3. Curved: Gentle, soft, playful, relaxed
 4. Spiral: Confused, dizzy, hypnotic
 5. Jagged: Angry, aggressive, intense
 6. Thick lines: Powerful, bold, heavy
 7. Thin lines: Delicate, fragile, light
- ...and the list goes on

- Extension: Ask, "How do you feel today?" and have them draw using just one line type to express that emotion.















References

Name: _____

Grade: _____

Elements of art line:

Types of lines:

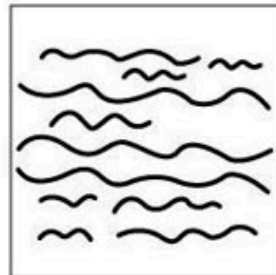
Straight	
waved	
Dotted	
Zig Zag	
Dashed	
Bumpy	
Spiral	
Loops	
Hashed	
Castle	
Clouds	
Lighting	



References



Tired



Hungry



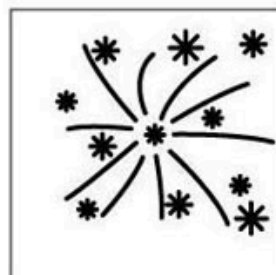
Stress



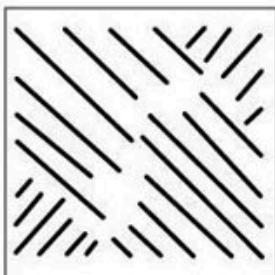
Sleepy



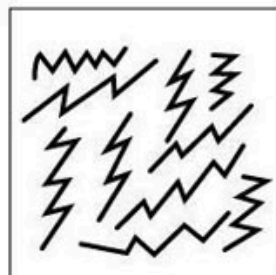
Frustrated



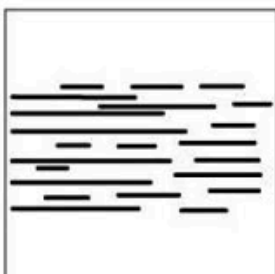
Happy



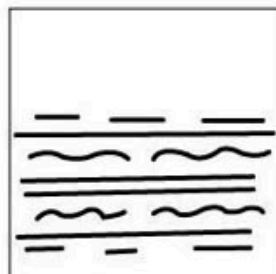
Good



Energetic



Calm



Relax



LESSON *plan*

lesson topic: Exploring Shapes

learning objective/s:

Express their learnings creatively

materials needed:

Pencil, paper, crayons, cut out shapes, colored sheets, glue, scissors

hook/intro:

"What if a triangle had eyes and a square had legs? Let's make some shape monsters!"

lesson structure:

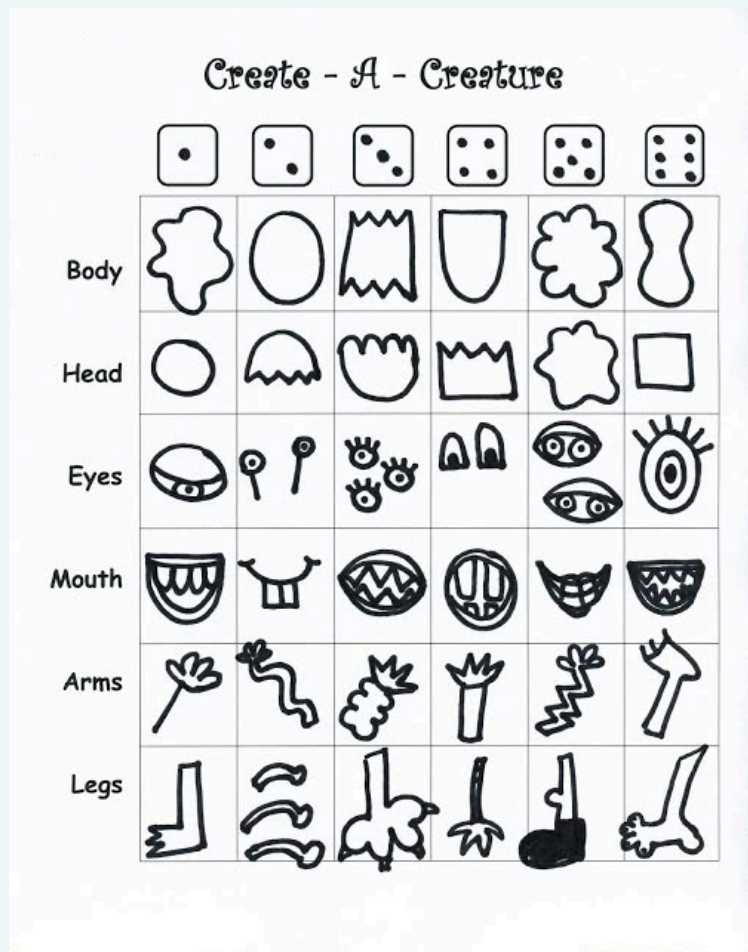
- Discuss geometric (circle, square, triangle) vs. organic (blobby, natural) shapes.
- Have the kids make shape monsters on the board first with a hand drawn layout which consists of the following: shape choice, eye design choice, mouth structure choice, nose choice, accessory choice, etc
- Kids pick shapes and combine them to make monsters.
- Add color using crayons or cut colored paper (pre-cut for young kids).
- Extension: If you get the time or as additional homework, let them create an imaginative scene where they add these shape monsters.



References



References



LESSON *plan*

lesson topic: Exploring textures part 1

learning objective/s:

To explore textures and observe details

materials needed:

Crayons, paper, collected nature items, poster or acrylic paints, brushes, water containers

hook/intro:

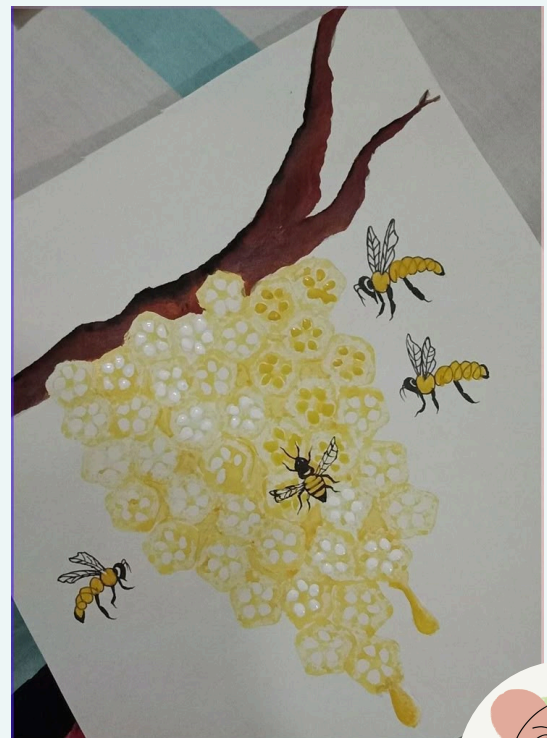
""What does a leaf feel like? What would happen if we put it under paper and colored it?"

lesson structure:

1. Warm-Up (5 mins)
 - Pass around a leaf or bark—ask how it feels (rough, smooth, bumpy).
 - "Can we draw a texture without looking at it?"
2. Nature Texture Hunt (10 mins)
 - Kids go around collecting leaves, bark, flowers (or pre-gathered items).
3. Texture Exploration (15 mins)
 - Place leaves/bark/flower petals/etc under paper, rub with crayon.
 - Option: dip leaves/bark/flowers/etc in paint and press onto paper.
4. Extension:



References



LESSON *plan*

lesson topic: Exploring Texture – Part 2

learning objective/s:

To understand textures in nature further and their role in art

materials needed:

Pencils, paper, printouts(or can be hand-drawn), erasers, colors(optional)

hook/intro:

"If a rabbit feels soft and a crocodile feels rough—how would that look in a drawing?"

lesson structure:

1. Warm-Up (5 mins)
 - Show animal photos—ask: "How do you think this animal feels to touch?" (give them keywords if they cannot answer)
2. Texture Drawing (15–20 mins)
 - Hand out animal outlines or let them draw.
 - Ask: "Draw what the animal would feel like using only pencil lines or textures."
 - Guide with ideas: "Spiky, furry, bumpy?"
 - Worksheet for this is in the next slide
3. Sharing & Discussion (5 mins)
 - Let kids explain their texture choices.



References

Elements of Art TEXTURE

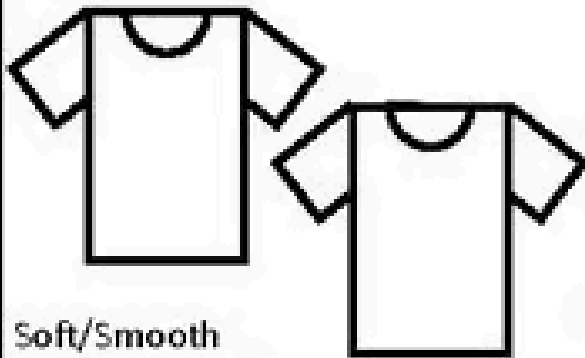
Name: _____

Teacher: _____

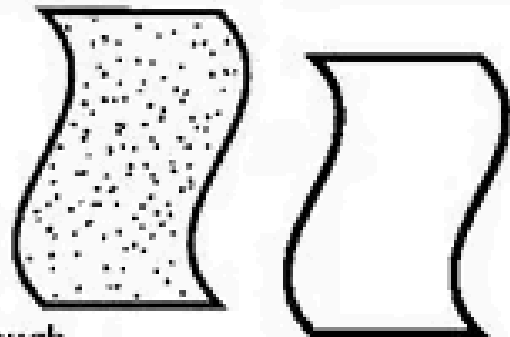
Implied/Visual Texture is created by an artist to describe:

- how something looks
- how something looks like it would feel

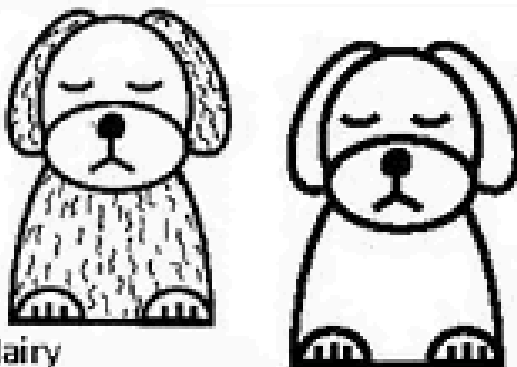
In the objects below, create the implied texture by **repeating** lines and/or shapes!



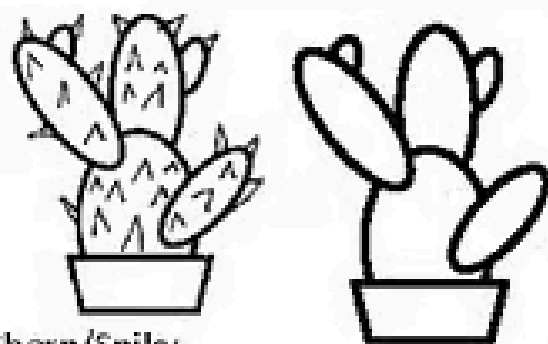
Soft/Smooth



Rough



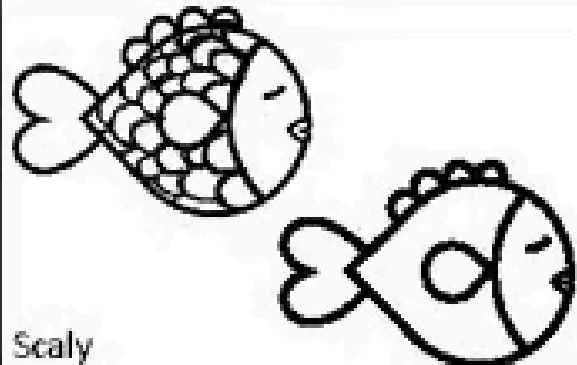
Hairy



Sharp/Spiky



Bumpy/Lumpy



Scaly

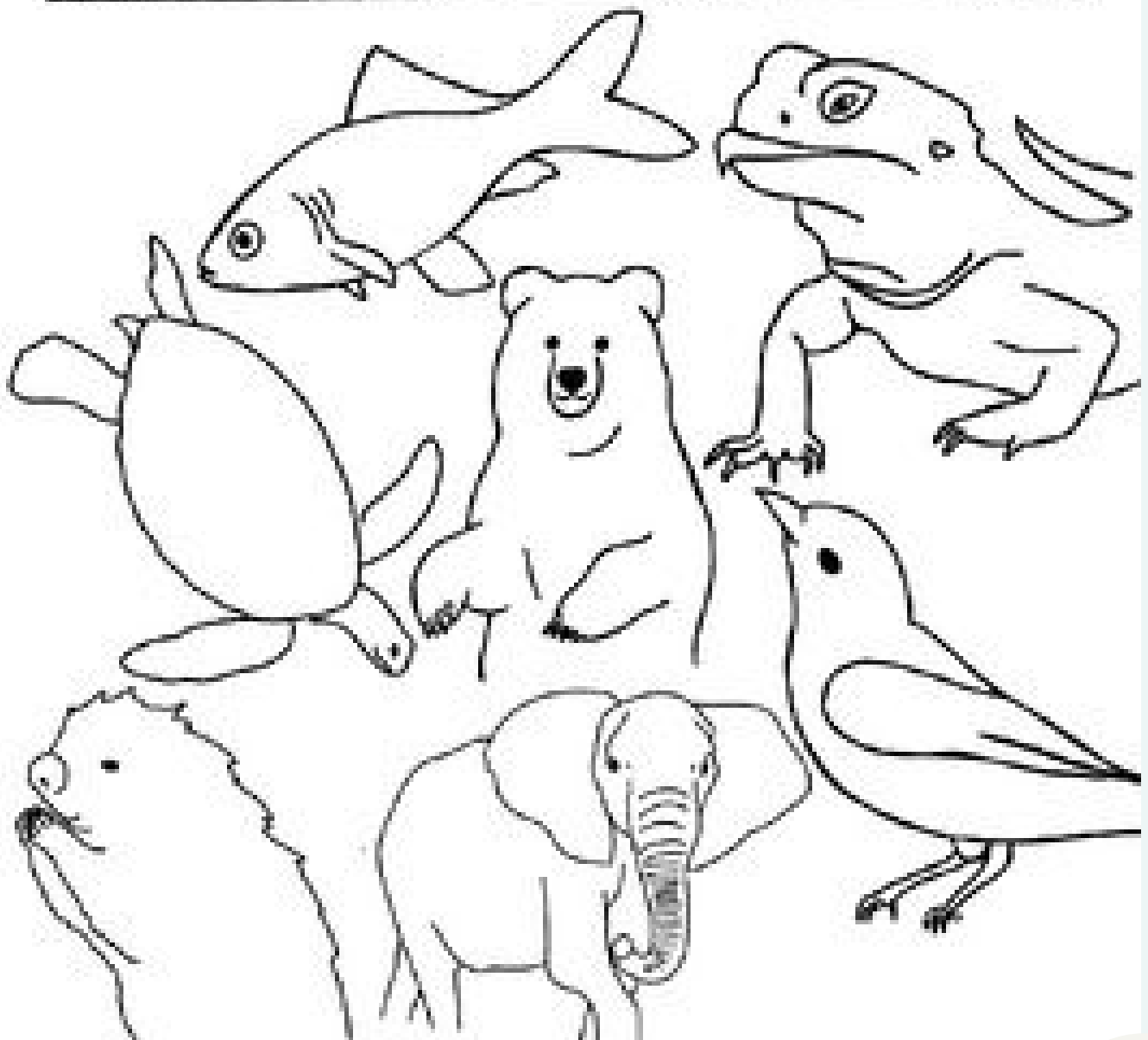
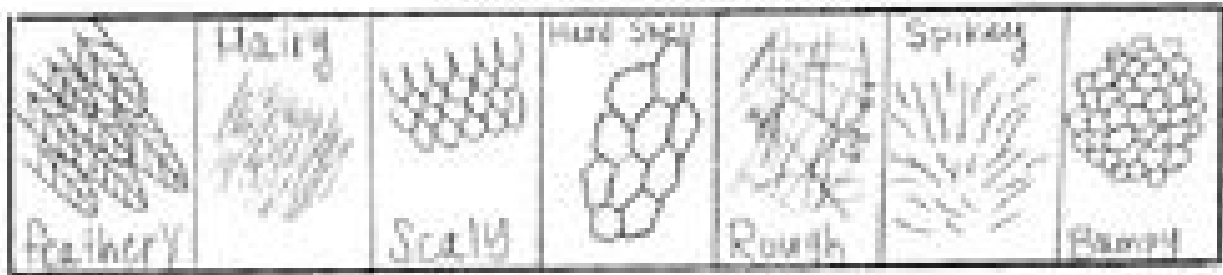


References

Name: _____

TEXTURE

Draw different textures on each animal based on how you think they would feel.



LESSON *plan*

lesson topic: Exploring Positive and Negative Space

learning objective/s:

Understand the concept of negative vs positive space

materials needed:

Paper, pencil, crayons, erasers, sharpeners

hook/intro:

"The empty space around things is called negative space!"

lesson structure:

1. Making basic drawings of objects like fruits, scissors, etc on the board and give them a demonstration of which is the positive vs negative space- can be done by splitting the drawing into half wherein on one side you shade negative space and on the other you shade the positive space
2. tell them to come up on the board and shade positive vs negative space for another set of objects- can do this in the form of competitions with tiny prizes to make it exciting by giving each kid one object and see who finishes fastest(can be done in groups of 2 or 3 on the board)
3. Make them make collages with paper cut outs or colored drawings of negative versus positive spaces for more complex objects or with a multi-object composition

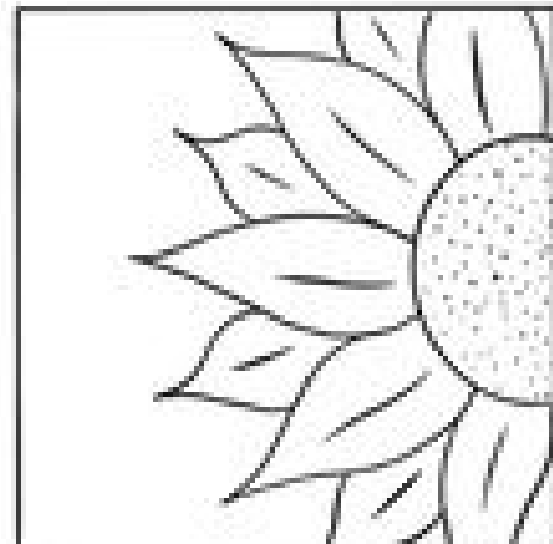
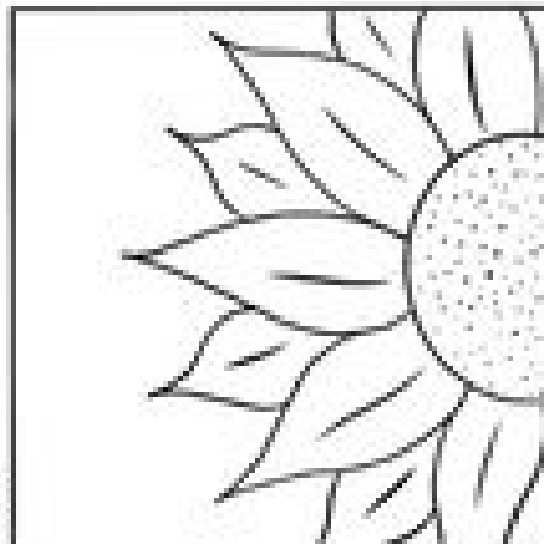
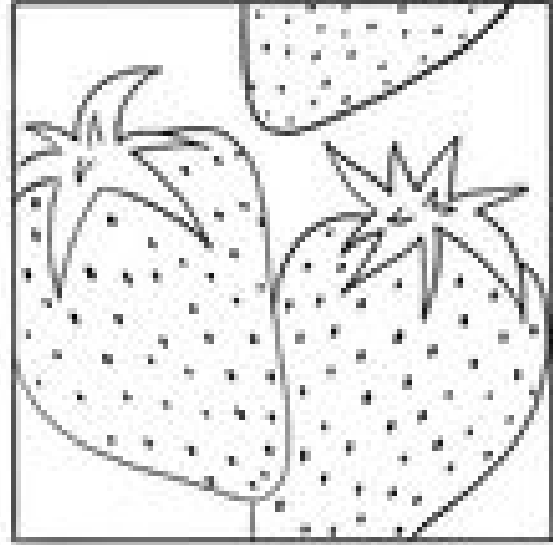
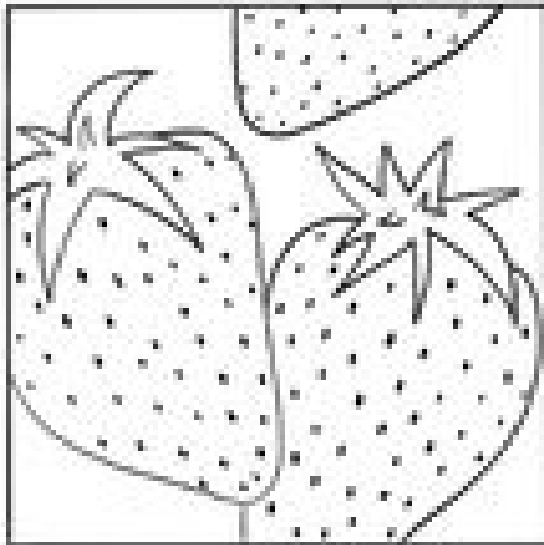


References

Name: _____

Positive/Negative Space

In the boxes on the LEFT side, color in the **POSITIVE** space. In the boxes on the RIGHT side, color in the **NEGATIVE** space.



Remember- positive space is the subject/focus of the artwork while the negative space is the background or the area around the main subject.



References



LESSON *plan*

lesson topic: Exploring symmetry

learning objective/s:

Understanding of symmetry for compositional purposes and to enhance drawing skills

materials needed:

Printouts, pencils, crayons(optional),
erasers, sharpeners

For extension: paint, paper, pens,
brushes, water container

hook/intro:

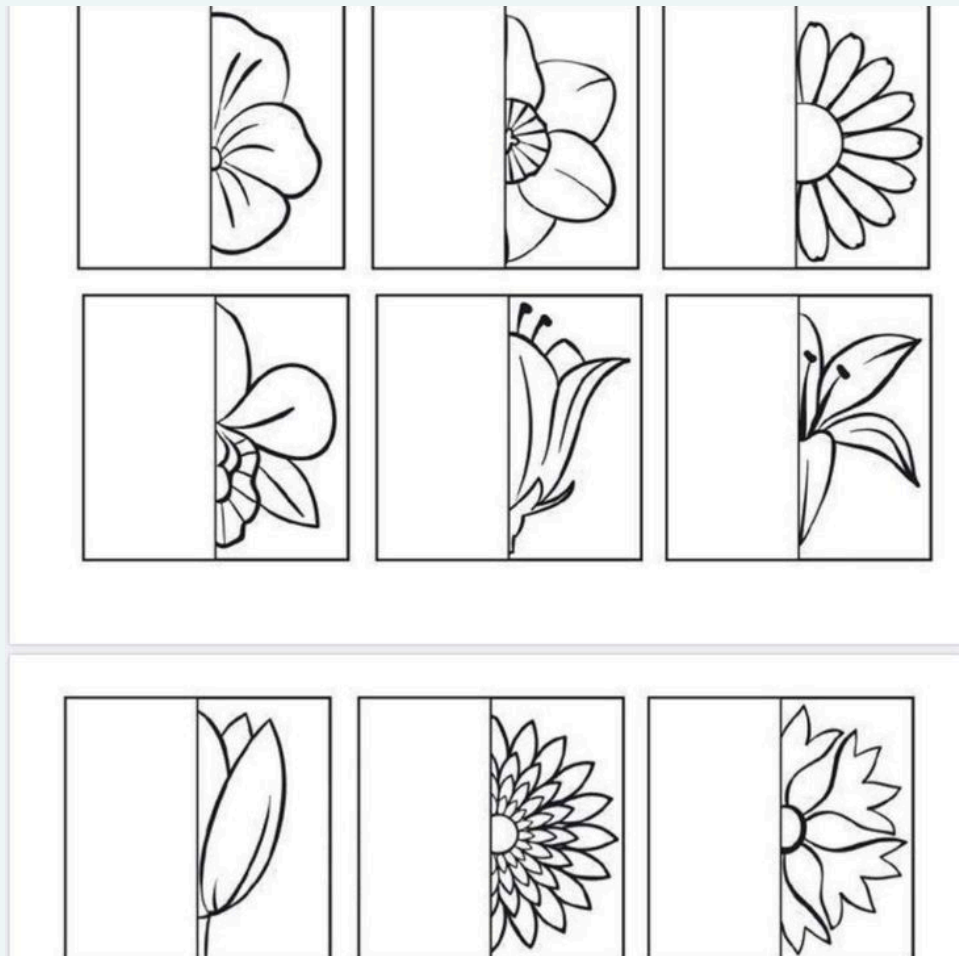
Symmetry is like a secret mirror hiding
in shapes—can you find it?

lesson structure:

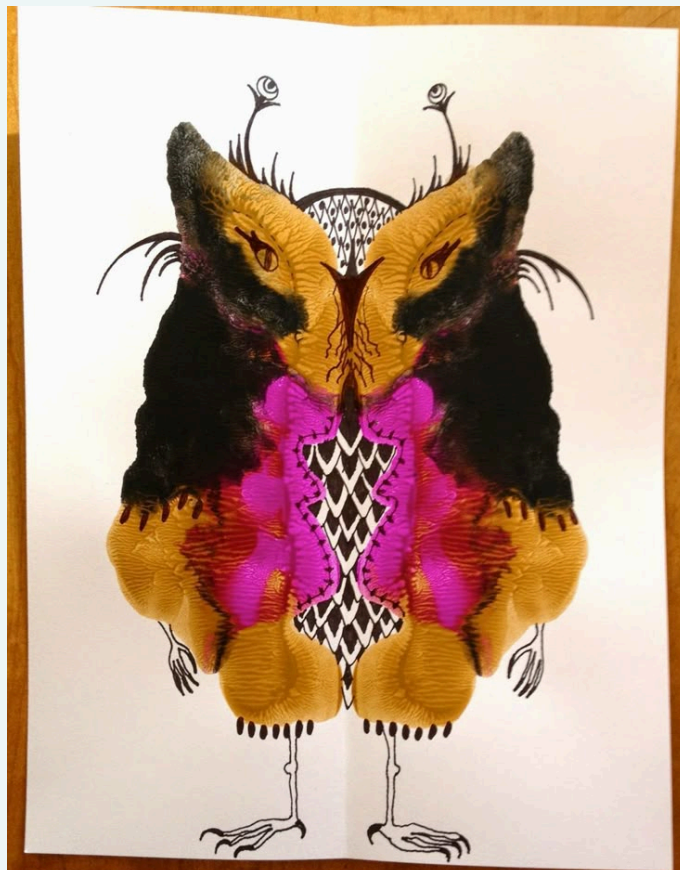
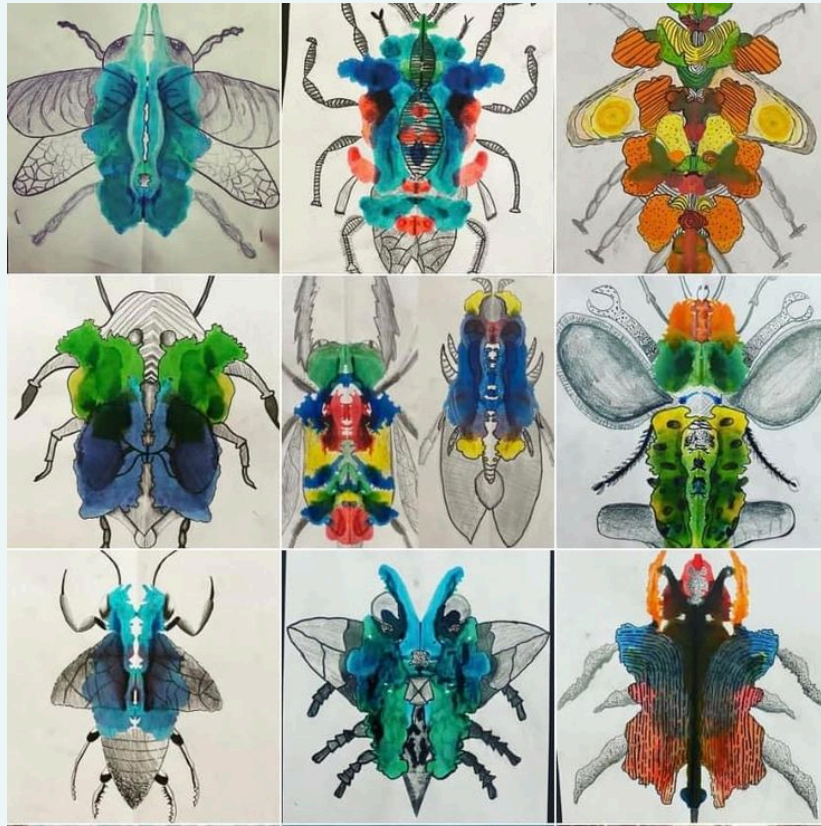
1. Introduction (5 mins)
 - Show symmetrical examples: butterflies, faces, buildings.
2. Activity (15–20 mins)
 - Give half-drawn images or ask kids to draw one half of an object.
 - Kids complete the other half, mirroring shapes and patterns.
3. Extension:
 - Start with a folded sheet of paper (already creased vertically).
 - Kids paint a design only on one half—a butterfly, abstract shapes, flower petals, or even a monster!
 - While the paint is wet, they fold the paper and press gently to transfer the design.
 - Unfold to reveal a symmetrical print.



References



References



LESSON *plan*

lesson topic: Final Activity – My Colorful World

learning objective/s:

Creative self expression, application of learning

materials needed:

Any natural elements- leafs, barks etc;
collage scraps, newspaper scraps,
strings, crayons, etc- feel free to use
whatever is available

hook/intro:

"What if you could create your own
world? What lines, colors, textures or
shape monsters would you use?"

lesson structure:

- .1. Brainstorm (5–10 mins)
 - Ask: "What kind of world would you love to live in? What animals, buildings, colors would it have?"
2. Creation Time (20–30 mins)
 - Kids use a mix of at least 3 elements: shapes, lines, colors, textures, symmetry, negative/positive space, etc.
 - They can add shape monsters
 - Can use any materials: paper scraps, leaves, crayons, string, newspaper.
3. Storytelling (5–10 mins)
 - Ask: "Tell me about your world. What makes it special?"



References



Contact Us



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