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NCERT Notes

NCERT Notes for Class 8 Arts (Kriti) (2026-27 Syllabus)

Chapter 8: Inspiration and Imagination

These revision notes explain inspiring artists, musical monuments, musical pillars, local music institutions, future-self writing and musical autobiography activities from the NCERT Arts Kriti chapter.

Also see for this chapter: [NCERT Book PDF](#) [NCERT Solutions](#) [Handwritten Notes](#)

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1 Inspiration And Imagination

Class 8 Arts (Kriti) Chapter 8.

Chapter map



1.1 Chapter map

This chapter asks students to see music as courage, memory, place and future imagination. It moves from inspiring artists to monuments, institutions, future dreams and personal music stories. The revision notes keep every activity usable. Read the idea first, then use the small checklist to plan your answer or class task.

- Artists can rise after real barriers.
- Music lives in temples, forts and public spaces.
- A music institution visit builds real observation.
- Your future self can be imagined through art.

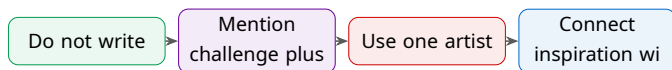
Core Idea

Artists can rise after real barriers.

2 Inspiring Artists

NCERT cue: opening reflection.

Talent and effort



2.1 Talent and effort

The chapter begins by questioning a common belief. We may think musicians are simply born lucky, but many artists work through disability, lack of access or difficult life situations. The big lesson is simple. Natural talent matters, but steady practice, family support, teachers and courage shape an artist's journey.

- Do not write only gifted by birth.
- Mention challenge plus practice.
- Use one artist example from the chapter.
- Connect inspiration with your own effort.

Revision Tip

Do not write only gifted by birth.

3 Ravindra Jain

NCERT example artist.

Composer profile



3.1 Composer profile

Ravindra Jain was a well-known music composer and songwriter. He mainly worked in Hindi films and became one of India's loved musicians. Despite being blind, he composed music for more than 200 Bollywood films. He also composed music for the popular television series Ramayan.

- Born in 1944 and died in 2015.
- Worked in films, television and live shows.
- Won Filmfare for Best Music Director.
- His life shows discipline and confidence.

Common Mistake

Born in 1944 and died in 2015.

4 Barriers And Breakthroughs

Artist research checklist.

Activity 8.1



4.1 Activity 8.1

Activity 8.1 asks students to find an artist from their community, region or state who overcame a barrier. The artist may be differently abled or may have crossed social or personal difficulties. The task is not just a biography. Students must find where the artist is from, the art form, how learning started and what challenges were crossed.

- Choose one real local or regional artist.
- Write the place and art form clearly.
- Mention the challenge respectfully.
- End with what you learnt.

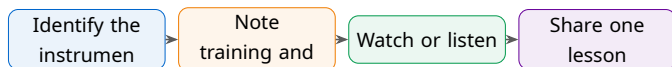
Classroom Link

Choose one real local or regional artist.

5 Ghatam Suresh Vaidyanathan

Activity 8.1 support.

Suggested research



5.1 Suggested research

The chapter names Ghatam Suresh Vaidyanathan as one artist students may learn about.

Ghatam is a percussion instrument, so the research can connect artist, instrument and performance. When writing about any artist, listen to a performance if possible. Watching the performance helps you notice posture, rhythm, expression and audience response.

- Identify the instrument or art form.
- Note training and performance journey.
- Watch or listen before writing.
- Share one lesson with classmates.

Memory Aid

Identify the instrument or art form.

6 Puttaraj Gawai

Activity 8.1 support.

Suggested research



6.1 Suggested research

The chapter also names Puttaraj Gawai. Students can study how his music, teaching and public life inspired others. The point of this activity is empathy. Write about ability, effort and contribution without using pity language.

- Use respectful words.
- Focus on learning and contribution.
- Add place, art form and challenges.
- Explain what students can learn.

Core Idea

Use respectful words.

7 Musical Monuments

NCERT monument task.

Music in heritage



7.1 Music in heritage

Many temples and historical buildings have deep connections with music. Sculptures may show instruments, dancers and musicians from an earlier time. The chapter asks students to learn about Chennakeshava Temple, Gwalior Fort and Konark Sun Temple. Each site can be studied through its music connection.

- Find the monument's location.
- Look for music-related sculpture or history.
- Check if concerts or festivals happen there.
- Write one page for each site.

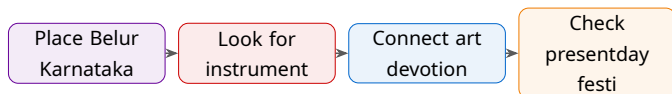
Revision Tip

Find the monument's location.

8 Chennakeshava Temple

Monument study card.

Belur music link



8.1 Belur music link

Chennakeshava Temple at Belur in Karnataka is one monument named in the chapter. Students should explore how sculpture, dance poses and instrument images connect the site with music.

A strong answer does not copy only facts. It explains how a heritage place can record musical life through stone, design and ritual practice.

- Place: Belur, Karnataka.
- Look for instrument and dance sculptures.
- Connect art, devotion and music.
- Check present-day festival links.

Common Mistake

Place: Belur, Karnataka.

9 Gwalior Fort

Monument study card.

Music memory



9.1 Music memory

Gwalior Fort in Madhya Pradesh is another site named in the chapter. Gwalior has a strong place in Indian music history, so students can connect fort, city and musical tradition. The chapter prompt asks students to find how heritage sites are connected to music. Use this as a research question, not just a caption.

- Place: Gwalior, Madhya Pradesh.
- Ask what music history is linked to the site.
- Find if concerts or festivals happen now.
- Write in your own words.

Classroom Link

Place: Gwalior, Madhya Pradesh.

10 Konark Sun Temple

Monument study card.

Sculpture and music



10.1 Sculpture and music

Konark Sun Temple in Odisha is shown as a monument with art and music connections. Students can look for sculptures, performance traditions and festival links. This section reminds us that Indian music is not only heard. It is also seen in carvings, dance postures, instruments and community celebrations.

- Place: Konark, Odisha.
- Look for music and dance sculptures.
- Connect visual art with sound memory.
- Mention present-day cultural events if found.

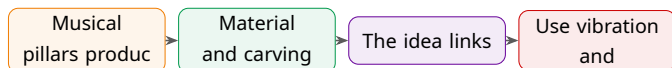
Memory Aid

Place: Konark, Odisha.

11 Musical Pillars

NCERT concept.

Science and sculpture



11.1 Science and sculpture

Indian temples have a tradition of musical pillars. Because of the stone material and precise carving, some pillars produce musical notes when struck. This is a strong example of music, science and sculpture working together. The stone vibrates, and the shape helps produce an audible frequency.

- Musical pillars produce notes when tapped.
- Material and carving both matter.
- The idea links sound science with art.
- Use vibration and frequency in answers.

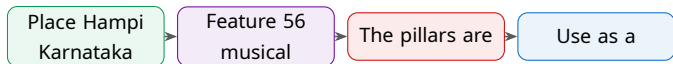
Core Idea

Musical pillars produce notes when tapped.

12 Vijaya Vittala Temple

Temple example.

Hampi example



12.1 Hampi example

Vijaya Vittala Temple at Hampi in Karnataka is listed for its musical pillars. The chapter notes that it has 56 pillars that produce musical notes. For revision, remember this as the biggest number fact on the page. Use it to explain how architecture can also become a sound source.

- Place: Hampi, Karnataka.
- Feature: 56 musical pillars.
- The pillars are linked with sound and stone.
- Use as a clear example in answers.

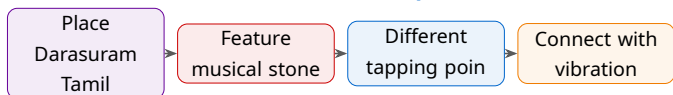
Revision Tip

Place: Hampi, Karnataka.

13 Airavateshwara Temple

Temple example.

Darasuram example



13.1 Darasuram example

Airavateshwara Temple at Darasuram in Tamil Nadu is another musical-pillar example. The chapter mentions a stone staircase that produces different notes when tapped. The important point is variation. Different shapes and structures can vibrate differently, creating different notes.

- Place: Darasuram, Tamil Nadu.
- Feature: musical stone staircase.
- Different tapping points create different notes.
- Connect with vibration and carving.

Common Mistake

Place: Darasuram, Tamil Nadu.

14 Padmanabha Swamy Temple

Temple example.

Kerala pillars



14.1 Kerala pillars

Padmanabha Swamy Temple at Thiruvananthapuram in Kerala is listed for carved stone pillars. These pillars produce musical notes when struck. The chapter asks, how do these pillars work? A short answer can mention resonant stone, vibration, hollow spaces and different densities.

- Place: Thiruvananthapuram, Kerala.
- Feature: carved musical stone pillars.
- Resonance makes the sound clearer.
- Density affects frequency.

Classroom Link

Place: Thiruvananthapuram, Kerala.

15 Explore A Music Institution

Field activity.

Activity 8.2



15.1 Activity 8.2

Activity 8.2 asks students to find a local music school, music venue or institution. If none is known, students can search online or ask family and friends. The task asks what the institution does. It may run classes, organise concerts, train students or create a music community.

- Search or ask for a local institution.
- Find classes, concerts and activities.
- Visit if possible with permission.
- Discuss joining a class if interested.

Memory Aid

Search or ask for a local institution.

16 Field Visit Notes

Observation checklist.

How to observe



16.1 How to observe

A field visit should be recorded carefully. Notice the rooms, instruments, teachers, students, practice time, notice board and performance space. If a visit is not possible, online research can still answer basic questions. Write what you found and what you still want to know.

- Write the institution name and location.
- Note what activities take place.
- Record one thing that surprised you.
- Add one question for the teacher.

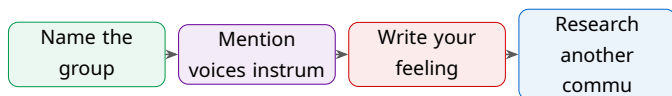
Core Idea

Write the institution name and location.

17 Listening Task

Teacher-note cue.

Choirs and bands



17.1 Choirs and bands

The teacher note asks students to listen to examples such as Shillong Chamber Choir and Bastar Band, or another traditional indigenous band in India. After listening, students should record how they felt. This makes the activity personal, not just factual.

- Name the group or band.
- Mention voices, instruments or rhythm.
- Write your feeling honestly.
- Research another community music group.

Revision Tip

Name the group or band.

18 Imagining My Future

Reflection section.

Chapter reflection



18.1 Chapter reflection

The chapter then shifts from artists to the student's future. After learning about musicians, legends and emotions, students imagine what they may become with focus and dedication. This section connects art with nation-building. The idea is that personal dreams can also help society.

- Think about a future career.
- Connect your present interests with future goals.
- Mention how art supports personal life.
- Write with hope and responsibility.

Common Mistake

Think about a future career.

19 Report On Your Future Self

Newspaper article task.

Activity 8.3



19.1 Activity 8.3

Activity 8.3 asks students to write a newspaper article about themselves twenty years from now. It must be written in third person point of view. Before writing, students note career, major accomplishments, contribution of music or art, milestone event, present likes and future dreams.

- Use third person point of view.
- Plan points before writing.
- Create an eye-catching headline.
- Write 400 to 500 words.

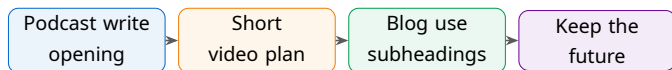
Classroom Link

Use third person point of view.

20 Future Media Extension

Extension activity.

Beyond newspaper



20.1 Beyond newspaper

The extension asks students to think about how media and reporting may change. If a newspaper article does not feel right, a podcast, short video or blog can be tried. This is still a writing and planning task. The format changes, but the story must have a clear headline, sequence and message.

- Podcast: write opening lines first.
- Short video: plan scenes and captions.
- Blog: use subheadings and images.
- Keep the future self believable.

Memory Aid

Podcast: write opening lines first.

21 Musical Autobiography

Personal music story.

Activity 8.4



21.1 Activity 8.4

A musical autobiography uses music to tell the story of one's life. Students first note important details such as birthplace, family, hobbies and interesting experiences. Then students choose a piece of music for each detail. They write why the song or music fits that part of life and share the selection with the class.

- List important life details.
- Choose one music piece for each detail.
- Explain why the music fits.
- Share songs and descriptions respectfully.

Core Idea

List important life details.

22 Autobiography Extension

Creative task.

Write your own song



22.1 Write your own song

The extension asks students to take events from personal history and write a song for the musical autobiography. Students must think about lyrics, melody, arrangement and how these choices support the story. This connects memory with creative composition.

- Choose one event first.
- Write simple lyrics.
- Pick a mood for melody.
- Arrange voice, rhythm or instruments.

Revision Tip

Choose one event first.

23 Assessment Cues

Chapter 8 assessment.

What the teacher checks



23.1 What the teacher checks

The assessment table lists learning outcomes. Students should use music to tell a personal story, reflect on performance or institution visits and engage with contemporary artists. This is why the chapter includes research, field observation, future writing and autobiography. Each activity checks a different skill.

- CG 2.2: personal story through music.
- CG 3.2: reflection on visit or performance.
- CG 4.1: engagement with artists.
- Add teacher and self observations.

Common Mistake

CG 2.2: personal story through music.

24 Quick Revision

Final checklist.

One-page recall



24.1 One-page recall

Remember Chapter 8 as a chain. Artists inspire us, monuments preserve music, pillars show science, institutions show learning spaces and imagination helps us plan a future. Before class, revise the artist examples, three monuments, three musical-pillar sites and the four activities.

- Activity 8.1: artist who overcame barriers.
- Activity 8.2: music institution visit.
- Activity 8.3: future self newspaper article.
- Activity 8.4: musical autobiography.

Classroom Link

Activity 8.1: artist who overcame barriers.

Related Collegedunia Resources

Same chapter, other resources:

- [NCERT Book PDF](#)
- [NCERT Solutions](#)
- [Handwritten Notes](#)

Continue learning:

- [Chapter 7: Indian Classical Music](#)
- [Chapter 9: My World of Music](#)
- [Class 8 Arts Kriti All Chapters](#)