

TEACHER'S GUIDE

FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS

INSTRUMENTAL MUSIC

GRADE 7

TITLE :

**NATURE'S ORCHESTRA:
CREATING MUSIC FROM THE ENVIRONMENT**

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MAHATMA GANDHI INSTITUTE
2026**

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GRADE 7

GUIDE TO EDUCATORS

TITLE :

**NATURE'S ORCHESTRA : CREATING
MUSIC FROM THE ENVIRONMENT**



Competency

C5 : Connecting

Element 1

Express emotions and themes through music

Performance Criteria

Level 2 : Expresses nuanced emotions and themes musically

Purpose of Activity

The purpose of this activity is to develop students' awareness and understanding of *Nāda* and Shruti through active listening and creative engagement with environmental sounds. By exploring both natural and man-made sounds, students learn to distinguish between musical and unmusical sounds and understand the concepts of *āhata* and *anāhata naad*. Through group-based soundscape creation and performance, the activity fosters auditory sensitivity, rhythmic creativity, collaboration, and critical reflection on noise pollution and environmental sustainability.

Learning Outcomes

By the end of the lesson, students should be able to:

- Define the terms *Naad* and *Shruti*
- Differentiate between *āhata naad* (struck sound) and *anāhata naad* (unstruck sound).
- Identify and classify **natural and man-made sounds** from the environment.
- Distinguish between **musical and unmusical sounds**, including sounds that contribute to noise pollution.
- Create and perform a simple **environment-inspired soundscape** using vocal sounds, body percussion, or objects.
- Reflect on the impact of environmental sounds on **human well-being and sustainability**.

Resources & Materials

- Scissors and Glue
- Access to a schoolyard or garden
- Simple percussion instruments (optional)
- Classroom objects (desks, pens, rulers, etc.)

Teaching Trajectories / Implementation Guidelines

INTRODUCTION

This lesson situates sound as a central element of musical understanding by introducing students to the Indian music concepts of *Naad* and *Shruti*. It guides teachers in facilitating listening-based and exploratory learning experiences that connect theoretical ideas with real-world sound environments. Through structured activities, students are supported in developing awareness of sound quality, pitch, and perception, while making meaningful links between music, environmental awareness, and everyday life.

Activity 1

Sound Exploration Walk

Instructions:

- Take students for a short walk in the school compound (yard, garden, playground, parking area, etc.).
- Ask them to listen carefully and **note down** different sounds they hear.



Examples: rustling of leaves, bird chirps, car engines, footsteps, wind, construction noise.

- Back in class, ask the students to fill in the following table to classify their recorded sounds into:
 - **Natural Sounds** (e.g., rain, birds, wind, waves)
 - **Man-made Sounds** (e.g., laughing, coughing, snapping, footsteps, snoring, clapping, screaming, humming, whistling, sneezing, whispering, sniffing, burping, yawning, honking, loudspeakers, drilling machine)

| Sounds I heard | Source | | Sound Characteristics | |
|----------------|---------|------------|-----------------------|------------|
| | Natural | Human-made | Pleasant | Unpleasant |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

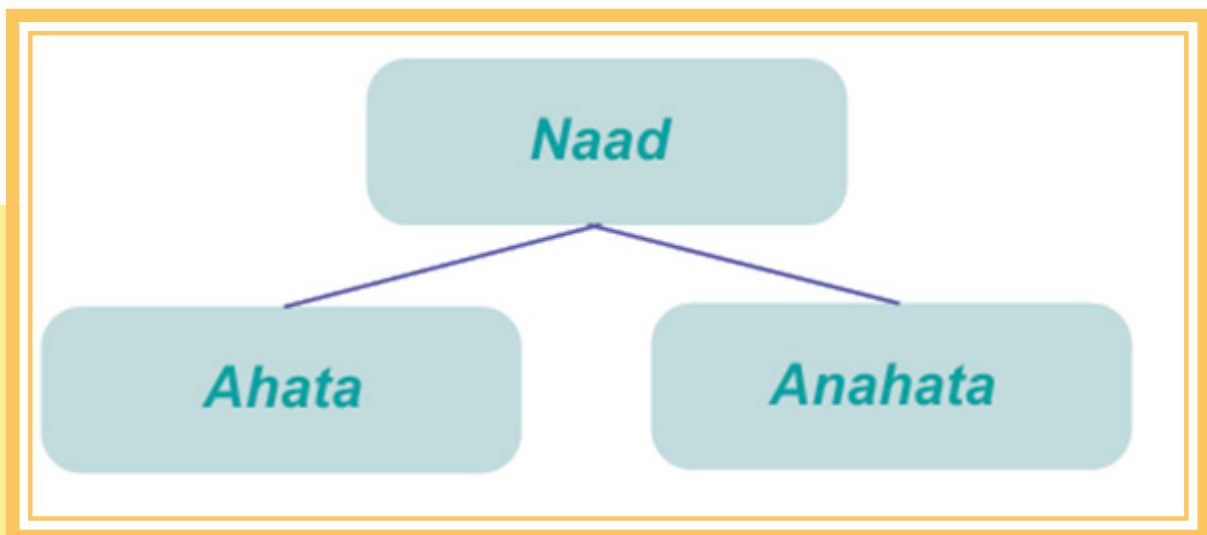
Activity 2

Naad

Naad is the essence of music and is related to vibration and sound. *Naad* is referred to as the divine sound on which the whole universe is based.

In the Indian tradition, *naad* or sound is considered to be a manifestation of God and is referred to as "***Naad Brahma***".

There are two types of *naad* namely ***ahata*** and ***anahata***.



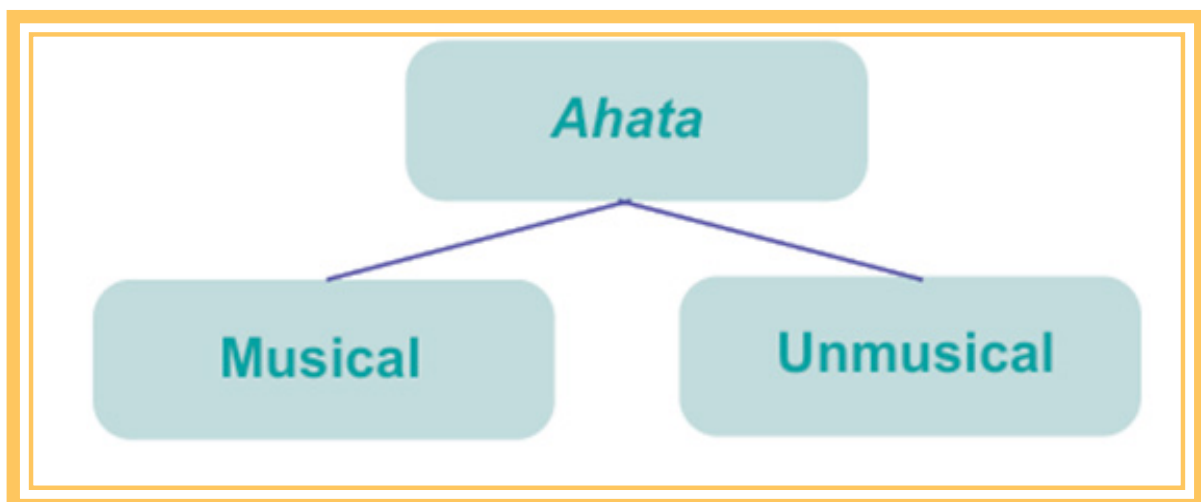
2.1 Ahata Naad

Also known as 'struck sound', *ahata naad* is caused by the vibrations formed by the impact / friction of two or more objects. Therefore, this is a physical sound which is transmitted through a medium and is perceived by the human ears.

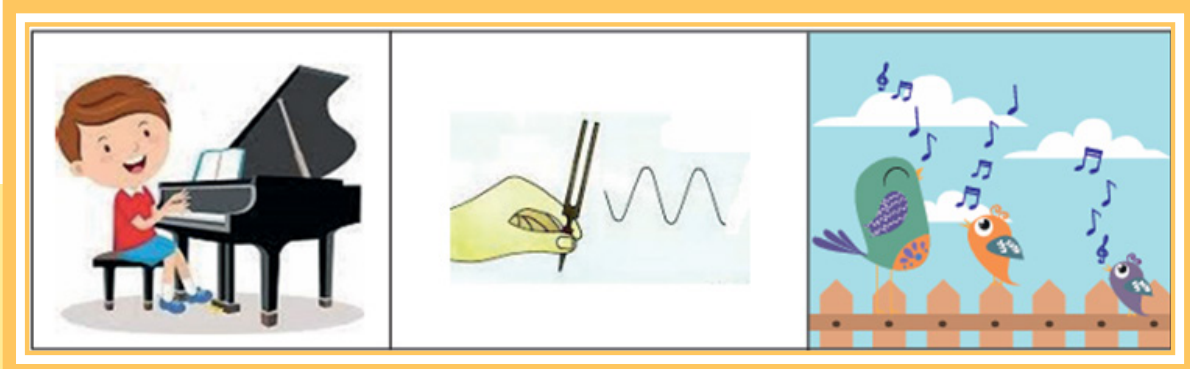


Examples of Ahata Naad

Ahata naad is of 2 types - the musical and unmusical.

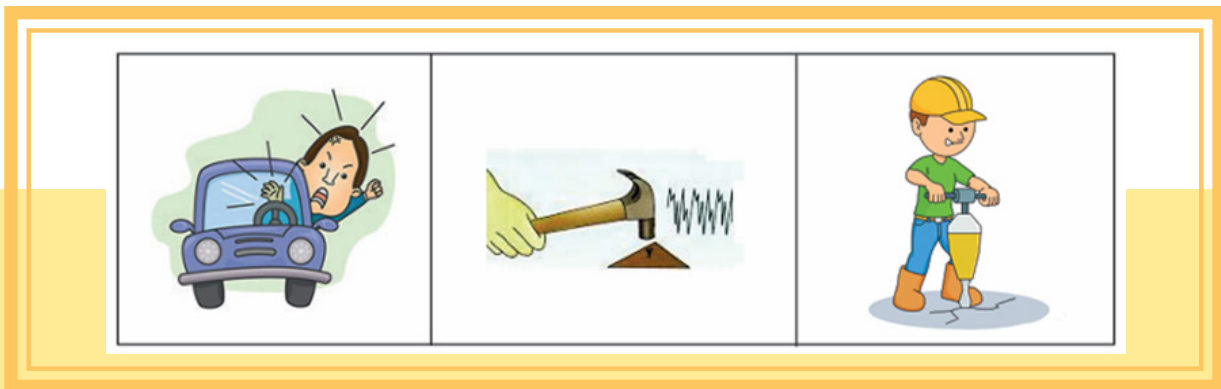


Sound which is produced by regular vibrations and is pleasant to the ears is called **musical sound**. For example, sounds produced by musical instruments have a soothing and pleasing effect on the human mind.



Examples of Musical sounds

Unwanted and unpleasant sounds which are produced by irregular vibrations is called **unmusical sounds**. Car horns and drilling machines produce noise which can be perceived as health hazards.



Examples of Unmusical sounds

2.2 Anahata Naad

Also known as 'unstruck sound,' *anahata naad* prevails in the universe and cannot be perceived by the human ears. It is a metaphysical sound that can be attained only by saints who are in deep meditation.



Metaphysical sound present when saints are in deep meditation.

2.3 Shruti

The musical term shruti is derived from the Sanskrit word '*shru*' which means hearable. Shruti is the minimal sound which can be heard by the human ears.

Activity 3

Nature's Orchestra; create a soundscape

- Begin by introducing the concepts of *Naad* (sound) and *Shruti* (subtle pitch variations), guiding students to listen carefully to the quality, pitch, and intensity of sounds found in their environment.
- Organise students into groups of 4-5.
- Explain that each group should create a **short rhythmic soundscape** (approximately 1-2 minutes) inspired by the environmental sounds they have observed in Activity 1.
- Guide students to represent **natural and man-made sounds** using **vocal sounds, body percussion, or safe classroom objects**.
- Support understanding by giving examples such as:
 - Leaves represented through **soft finger rubbing**
 - Birds represented through **high-pitched whistling**
 - Cars represented through a **low vocal hum**
 - Noise pollution represented through a **sudden clap or bang**
- Monitor group work to ensure appropriate sound levels, active participation, and cooperation.
- Allow time for rehearsal before each group presents its soundscape.



Activity 4

Performance and Reflection

- Invite each group to perform their soundscape in front of the class.
- After each performance, prompt the group to explain the **meaning of each sound** used and how it represents elements of the environment.
- Guide students to discuss which sounds are **pleasant** and which are **unpleasant** and Encourage them to identify sounds that contribute to **noise pollution** and should be reduced.
- Facilitate a whole-class reflection on **environmental sustainability**, focusing on the impact of noise on human well-being, nature, and everyday life.
- Encourage learners to suggest **practical actions** that individuals and communities can take to reduce harmful noise and promote a healthier sound environment.

Exercise 1

Instructions to Students: Cut the images below and paste them in the correct column in the table given.



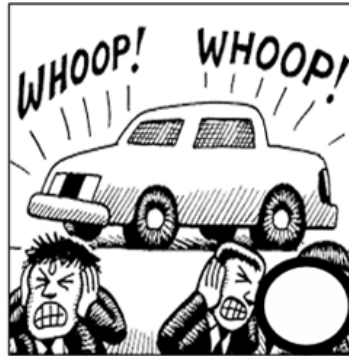


| Natural Sounds | Man-made Sounds | Noise Pollution |
|-----------------------|------------------------|------------------------|
| | | |

Exercise 2

Instructions to Students:

Put a tick (✓) in the circle provided to indicate a musical sound and a cross (X) to indicate an unmusical sound.



Exercise 3

Instructions to Students

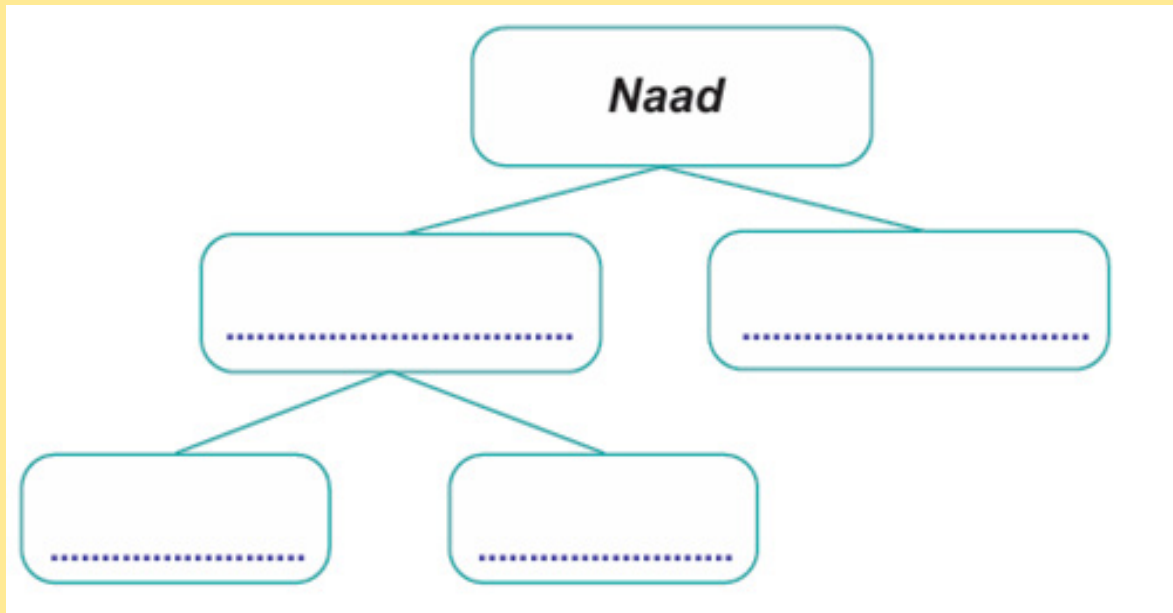
Complete the following diagram with the appropriate words from the list given below.

Musical Sound

Ahata Naad

Anahata Naad

Unmusical Sound



Assessment

Students will be assessed through observation during class activities, completion of workbook exercises, participation in group soundscape creation and performance, and brief oral reflections. Assessment will consider understanding, participation, and practical application of learning.

Learners are assessed on their ability to:

1. Conceptual Understanding

- o Demonstrate understanding of the terms *Naad* and *Shruti*.
- o Identify and differentiate between *āhata naad* and *anāhata naad*.

2. Sound Identification and Classification

- o Identify natural and Man-made sounds from the environment.
- o Distinguish between musical and unmusical sounds, including those contributing to noise pollution.

3. Creative Application

- o Create a simple soundscape inspired by environmental sounds using voice, body percussion, or any other objects.
- o Represent sounds meaningfully and appropriately.

4. Performance and Collaboration

- o Participate actively and cooperatively in group work.
- o Perform the soundscape with coordination and appropriate sound control.


5. Reflection and Awareness

- o Reflect on the impact of sounds on human well-being and the environment.
- o Show awareness of noise pollution and sustainability through discussion or explanation.

**Rubric
Assessment**

| Criteria | Basic | Intermediate | Proficient |
|---|---|---|--|
| Understanding of Naad and Shruti | Shows limited understanding of <i>Naad</i> and <i>Shruti</i> ; definitions are partially correct or unclear. | Correctly defines <i>Naad</i> and <i>Shruti</i> with some explanation and examples. | Clearly and confidently explains <i>Naad</i> and <i>Shruti</i> using accurate terminology and relevant examples. |
| Identification of Ahata and Anahata Naad | Identifies <i>āhata</i> and <i>anāhata naad</i> with support; may confuse the two. | Correctly differentiates between <i>āhata</i> and <i>anāhata naad</i> with simple explanations. | Accurately distinguishes and explains both types with clarity and strong understanding. |
| Classification of Sounds | Classifies some sounds correctly but shows inconsistency between natural/ human-made or musical / unmusical sounds. | Correctly classifies most sounds and identifies basic noise pollution examples. | Accurately classifies all sounds and clearly identifies and explains noise pollution. |

| | | | |
|---|---|---|---|
| Soundscape Creation | Contributes minimally to the soundscape; sounds used may lack clarity or relevance. | Creates a soundscape with relevant sounds that represent the environment clearly. | Creatively and effectively designs a soundscape with clear, expressive, and well-chosen sounds. |
| Performance and Group Work | Participates with limited coordination or focus; requires guidance. | Participates cooperatively and performs with reasonable coordination. | Demonstrates excellent teamwork, coordination, and confident performance. |
| Reflection and Environmental Awareness | Gives simple or limited responses about sound and its impact. | Explains how sounds affect people and the environment with some insight. | Thoughtfully reflects on sound, noise pollution, and sustainability with clear connections and ideas. |



Extension Activity

Create a short story or scene inspired by nature (e.g., “A Day in the Forest” or “A Rainy Morning”) and perform it using only sounds—no spoken words.



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