

TEACHER'S GUIDE

FOUNDATIONAL PROGRAMME FOR LITERACY,
NUMERACY AND SKILLS

INSTRUMENTAL MUSIC

PATRIOTISM

GRADE 8

TITLE OF CARD: NATIONAL PRIDE MELODY

TEACHER'S CARD 3

MOE
MAHATMA GANDHI INSTITUTE
2025



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GUIDE TO EDUCATORS

Title of Card: National Pride Melody

Competency 3:

Creativity

Element 1:

Create simple musical instruments and compose short melodies or rhythmic patterns.

Performance Criteria:

- **Level 2:**
Compose simple melodic or rhythmic patterns with guidance.

Purpose of Activity:

This activity teaches students to express patriotism through instrumental music by interpreting the different signs and symbols of the Mauritian iconography. The different elements of the Coat of Arms (the Dodo, Sambur, Key, Ship, Sugar Cane, Star) are represented through a small instrumental pattern created by student groups. Through this, learners gain a deeper appreciation of national identity, culturally meaningful symbols, and collaborative music-making.

Resources and Materials:

- Simple percussion instruments (Triangles, Shakers, Tambourine, Bells/Chime Bars)
- Visual chart of the **Mauritius Coat of Arms**
- Sitar and Tabla

Learning Outcomes:

At the end of the lesson, students will be able to:

- Identify key symbols in the Mauritius Coat of Arms and understand their meaning.
- Represent symbolic ideas through instrumental sounds.
- Collaborate to create a National Pride Melody.
- Reflect on the role of music in expressing cultural and national identity.

Teaching Trajectories / Implementation Guidelines

Introduction

This lesson encourages learners to explore patriotism by connecting musical creativity with meaningful Mauritian symbols. Through guided listening, discussion, and group music-making, students will discover how sound can represent ideas found in national imagery such as strength, unity, heritage, and hope. By interpreting elements of the Coat of Arms using simple instrumental patterns, learners not only develop creative and collaborative skills, but also deepen their appreciation of national identity. This activity helps students understand that music is a powerful tool for expressing pride in Mauritius and celebrating its unique cultural story.



ACTIVITY 1

WARM-UP

INSTRUCTIONS:

- Start with a short listening exercise: teacher plays a simple rhythm or melody; students identify if it feels *strong*, *calm*, *majestic*, or *energetic*.
- You may use following links:
https://www.youtube.com/watch?v=-giFhknvLUk&list=RDQMuBogIzbp2uw&start_radio=1
https://www.youtube.com/watch?v=LUNm9Ns5laQ&list=RDLUNm9Ns5laQ&start_radio=1
- Brief discussion:
"How can music show pride? Strength? Unity?"
- Introduce the theme of **Patriotism in Music**.



ACTIVITY 2

INTRODUCTION TO THE COAT OF ARMS

INSTRUCTIONS:

- Explain what is a Coat of Arms
- Display the Mauritius Coat of Arms and **discuss** the meaning of its symbols:
 - ◇ **Dodo** – uniqueness and national pride

- ◇ **Sambur (deer)** – heritage and strength
- ◇ **Key** – strategic importance of Mauritius
- ◇ **Ship** – history of arrivals, multicultural roots
- ◇ **Sugar Cane** – economy and identity
- ◇ **Star** – hope
- ◇ **Motto “Stella Clavisque Maris Indici”** - Star and Key of the Indian Ocean

- Explain that today students will **represent these symbols using instruments or body percussion.**



ACTIVITY 3

COMPOSE A NATIONAL PRIDE MELODY

INSTRUCTIONS:

- Explain that the class will create a National Pride Melody inspired by elements of the Coat of Arms.
- Divide students into groups, and assign each group with one symbol; Dodo, Sambur (deer), Key, Ship, Sugar Cane, Star.
- Each group will create a short rhythmic piece (around 30 seconds) using **vocal sounds, body percussion, or sitar/tabla or any other classroom instruments/objects** to represent the sounds of the symbol they were assigned.

EXAMPLE:

- ◇ **The Ship** - slow, rocking xylophone pattern
- ◇ **The Key** - triangle strikes (clear, metallic sounds)
- ◇ **The Dodo** - gentle drum beats (representing grounded, strong steps)
- ◇ **The Star** - bell/chime sparkles



ACTIVITY 4

ASSEMBLE AND PERFORM

INSTRUCTIONS:

Listen to each group's short presentation and then organise them in the order you consider best for leading the full ensemble. Following points may be considered:

- ◇ Groups enter **one at a time** starting with Dodo - Sambur - Key- Ship - Sugar Cane - Star.
- ◇ Each group plays its sequence **four times**, adding layers of sound.
- ◇ Once all motifs are combined, class performs a **final patriotic crescendo**.
- ◇ Signal the fade-out in reverse order (starting from the last group back to the first).

The result is a powerful, symbolic musical tribute to Mauritius.



ACTIVITY 5

REFLECTION AND SHARING

INSTRUCTIONS:

Guide students to discuss:

- ◇ *Which symbol was easiest to represent musically? Why?*
- ◇ *How did your sequence show patriotism?*
- ◇ *What did you learn about Mauritius from this activity?*
- ◇ *How can music express identity and pride?*

Encourage each group to share their creative choices.



ASSESSMENT

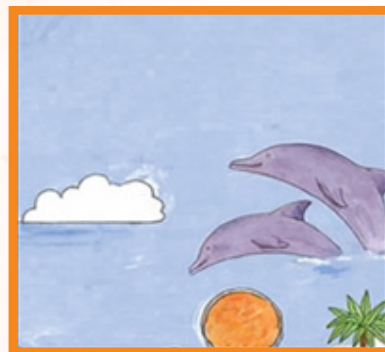
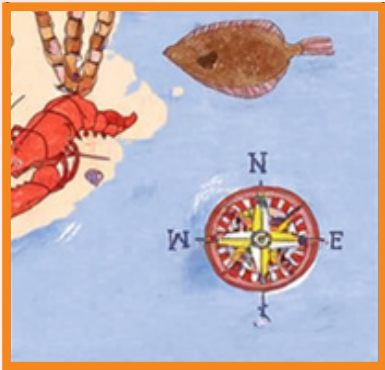
Through group performance, observation, and reflection activities, learners will be assessed on their ability to:

ASSESSMENT CRITERIA

Criteria	Indicators of Achievement
1. Understanding of Symbols & Meaning	<ul style="list-style-type: none">Identify and explain the meaning of the six Coat of Arms symbols (Dodo, Sambur, Key, Ship, Sugar Cane, Star).Demonstrate understanding of how musical ideas can represent identity and patriotism.
2. Creative Representation Through Sound	<ul style="list-style-type: none">Select appropriate instruments, vocal effects, or body percussion to symbolically represent the assigned Coat of Arms element.Show creativity in constructing a short 20-30 sec) melodic or rhythmic motif.
3. Group Performance & Coordination	<ul style="list-style-type: none">Perform the created motif accurately, maintaining tempo and cohesion with group members.Enter, layer, and fade-out according to the teacher's cues during ensemble performance.
4. Collaboration & Contribution	<ul style="list-style-type: none">Participate actively in group discussions and planning.Respectfully share ideas and assist peers in refining the musical representation.
4. Reflection & Expression of Patriotism	<ul style="list-style-type: none">Reflect on how music conveys patriotic themes.Explain choices made during composition and what they reveal about Mauritian identity.

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Understanding of Coat of Arms Symbols	Identifies only a few symbols; shows limited understanding of meaning.	Identifies most symbols with partial explanation of meaning.	Clearly identifies all symbols and confidently explains their cultural significance.
Creative Musical Representation	Sound choices do not clearly relate to assigned symbol; idea is underdeveloped.	Representation is somewhat symbolic; musical idea shows emerging creativity.	Sound choices strongly represent symbol; motif is imaginative, meaningful, and expressive.
Performance Accuracy & Coordination	Often loses tempo; struggles to follow cues or maintain rhythm with group.	Performs with minor inconsistencies; generally, follows cues.	Plays confidently with steady tempo; responds accurately to ensemble cues and maintains group cohesion.
Group Collaboration	Limited participation; relies on others; minimal contribution to planning.	Participates occasionally; contributes some ideas; works cooperatively.	Actively engages in teamwork; contributes useful ideas; encourages group cohesion.
Reflection on Patriotism & Identity	Gives simple or unclear reflection with limited connection to patriotism.	Shares some insights; reflects partially on musical symbolism.	Reflects deeply and clearly; explains how their music expresses patriotism and national identity.





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