

# **TEACHER'S GUIDELINES**

FOUNDATIONAL PROGRAMME FOR LITERACY,  
NUMERACY AND SKILLS

## **INSTRUMENTAL MUSIC**

**GRADE 8**

**TITLE OF CARD: RHYTHM IN WORDS AND  
NUMBERS**

**TEACHER'S CARD 5**

**MOE  
MAHATMA GANDHI INSTITUTE  
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**GRADE 8**

# **TEACHER'S GUIDELINES**

**CARD 5**

Title of Card: Rhythm in words and numbers



# GUIDE TO EDUCATORS

## Title of Card: Rhythm in words and numbers

### Competency 5:

Understanding and Application

#### Element 1:

Demonstrate understanding of fundamental music theory concepts.

### Performance Criteria:

- **Level 2:**

Define, explain, and apply the concepts of Laya and Layakari in practical rhythmic activities.

### Purpose of Activity:

The purpose of this lesson is to introduce learners to the concept of **laya (tempo/speed)** and **layakari (rhythmic variations)** in Indian music. Through clapping, recitation (padhant), and guided rhythmic exercises, learners will understand how tempo remains constant while rhythmic subdivisions change. This lesson strengthens rhythmic awareness, coordination, and listening skills.

This activity is designed to develop

rhythmic awareness, literacy and numeracy skills through an interactive and engaging approach. By associating rhythmic values with syllables from familiar words, students can intuitively grasp musical rhythms and notation while reinforcing language and mathematical skills.

### Resources and Materials:

- Whiteboard & Musical Instruments (as per availability).
- Student's worksheet.

### Learning Outcomes:

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

- Explain the key terms: laya and layakari.
- Define Ekgun and Dugun.
- Notate numbers in Ekgun and Dugun.
- Provide a steady beat with their hands and feet.
- Count and recite some basic rhythms (Single, double - optional: triple and quadruple speeds).
- Develop rhythmic awareness and enhance literacy skills.

# TEACHING TRAJECTORIES/ IMPLEMENTATION GUIDELINES

## Introduction

Rhythm is the foundation of Indian music, and two essential concepts that shape it are **Laya** and **Layakari**. **Laya** refers to the steady flow or tempo of music — whether it is slow (Vilambit), medium (Madhya), or fast (Drut). It is the constant pulse that keeps the music structured and balanced.

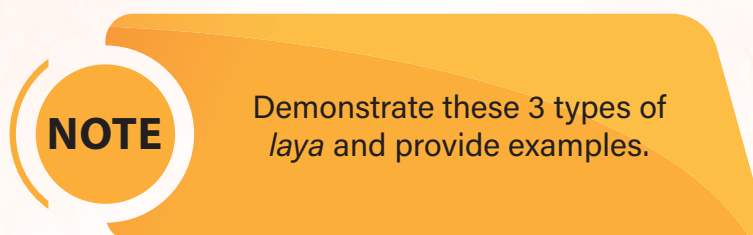
While the tempo may remain steady, musicians create interest and complexity through Layakari, which involves dividing the beats into different rhythmic groupings or subdivisions. In simple terms, the speed (laya) stays the same, but the way bols (syllables) are organised within each beat changes.

In this lesson, learners will explore how to maintain a steady tempo while performing rhythmic variations through clapping and recitation of syllables. This will strengthen their sense of timing, coordination, concentration, and overall rhythmic control.

## Part 1 - Recall of prior knowledge - LAYA and its types

Questions to students:

- What is laya?
- List the 3 types of laya



## Part 2 - Layakari

### What is Layakari?

Layakari is a combination of two words, "**laya**" and "**kari**". "Laya" means speed and "**kari**" means to work on rhythms.

Layakari is the action of doing rhythmic variations with reference to the basic laya. This is done in terms of the ratio of beats actually played to the basic beats.

Various types of laya can be adjusted to the basic laya, which are as follows:

- Ekgun - Basic laya
- Dugun - Double speed
- Tigun - Triple speed
- Chawgun - Quadruple speed.

## EXPLAIN THE CONCEPT OF EKGUN AND DUGUN

### EKGUN

It is the basic laya established by a performer.

MATRA	1	2	3	4
ACTION				

### DUGUN

It is the double speed of the basic laya (ekgun) set by the performer.

MATRA	1 2	3 4	1 2	3 4
ACTION				

- Same applies for Tigun and Chaugun.



## ACTIVITY 1

### RHYTHM AND GAMES

#### Procedures:

#### 1. Rhythmic variations

The teacher introduces rhythm and rhythmic variations (Single, double Optional: triple and quadruple speeds) to students.

- Notate numbers in Ekgun and Dugun

#### For example:

<b>Double speed:</b>	<b>Beats</b>	1	2	3	4
	<b>Syllables</b>	12	34	12	34

#### For example:

<b>Ekgun (Single speed):</b>	<b>Beats</b>	1	2	3	4
	<b>Syllables</b>	1	2	3	4

<b>Dugun (Double speed):</b>	<b>Beats</b>	1	2	3	4
	<b>Syllables</b>	12	34	12	34

#### OPTIONAL

Same principle applies for triple and quadruple speeds (NUMERACY).

## 2. Connecting rhythm to words

Students brainstorm theme-based words (e.g. fruits). Words are broken into syllables to match rhythmic values.

### For example, with the use of names of Fruits: (LITERACY)

- One syllable (Pear, Grapes...)
- Two syllables (Ap-ple, Me-lon...)
- Three syllables (Ba-na-na, Pine-ap-ple, Blue-be-rry...)
- Four syllables (Wa-ter-me-lon, Av-o-ca-do...)

### 3. Notation of these fruit names into rhythmic patterns:

<b>Single speed:</b>	<b>Beats</b>	1	2	3	4
	<b>Syllables</b>	1	2	3	4
	<b>Fruit Names</b>	Pear	Pear	Pear	Pear

<b>Double speed:</b>	<b>Beats</b>	1	2	3	4
	<b>Syllables</b>	12	34	12	34
	<b>Fruit Names</b>	Ap-ple	Ap-ple	Ap-ple	Ap-ple

### OPTIONAL

<b>Triple speed:</b>	<b>Beats</b>	1	2	3	4
	<b>Syllables</b>	123	412	341	234
	<b>Fruit Names</b>	Ba-na-na	Ba-na-na	Ba-na-na	Ba-na-na

Quadruple speed:	Beats	1	2	3	4
	Syllables	1234	1234	1234	1234
	Fruit Names	Avo-ca-do	Avo-ca-do	Avo-ca-do	Avo-ca-do

4. You will be divided into groups of 4, each assigned one rhythmic variety. Each group shall combine and recite these words to create a rhythmic sequence as shown in the notation.
5. You will be required to clap, tap, or play rhythmic patterns using body percussion or musical instruments. (SKILLS)

## **ASSESSMENT CRITERIA**

Learners will be assessed through observation, questioning, clapping exercises, group work, and worksheet completion.

### **1. Understanding of Key Concepts**

- Defines Laya and Layakari correctly.
- Identifies types of Laya (Vilambit, Madhya, Drut).
- Explains Ekgun and Dugun.

### **2. Maintaining beats and Coordination**

- Maintains a steady basic laya through clapping or tapping.
- Demonstrates coordination between counting and clapping.

### **3. Application of Layakari (Subdivisions)**

- Performs single, double, triple, and quadruple speeds accurately.
- Maintains constant tempo while changing subdivisions.

### **4. Rhythm-Word Connection (Literacy & Numeracy)**

- Correctly matches syllables of words to rhythmic values.
- Converts words into accurate rhythmic notation.

### **5. Participation and Group Collaboration**

- Contributes actively in group rhythmic tasks.
- Listens attentively and follows instructions.

## Assessment Rubric

Criteria	Basic	Intermediate	Proficient
<b>Understanding of Concepts</b>	Gives partial or unclear definitions.	Defines most terms correctly.	Clearly defines and explains all key terms with examples.
<b>Maintaining beats</b>	Struggles to keep steady beat.	Maintains beat with minor errors.	Maintains steady and consistent laya confidently.
<b>Application of Layakari</b>	Difficulty performing subdivisions.	Performs most subdivisions with guidance.	Accurately performs all subdivisions while maintaining tempo.
<b>Rhythm-Word Connection</b>	Limited accuracy in matching syllables.	Mostly accurate with minor mistakes.	Accurately converts words into rhythmic patterns.
<b>Participation &amp; Collaboration</b>	Needs prompting to engage.	Participates with some guidance.	Actively participates and supports group work.

## Worksheet

### Instructions for Students

- Identify the syllables in spelling your name and your friend's name.
- Figure out the rhythm that matches the names.
- Fit the syllables in a time cycle of 4 beats.
- An example has been worked out for you.

Example				
<b>Name:</b> <i>Christopher</i>				
<b>Syllables:</b> <i>Chris-to-pher (1-2-3)</i>				
<b>No of beats</b>	1	2	3	4
<b>Syllables</b>	<i>123</i>	<i>123</i>	<i>123</i>	<i>123</i>
<b>Name</b>	<i>Chris-to-pher</i>	<i>Chris-to-pher</i>	<i>Chris-to-pher</i>	<i>Chris-to-pher</i>

Your Name				
<b>Name:</b>				
<b>Syllables:</b>				
<b>No of beats</b>	1	2	3	4
<b>Syllables</b>				
<b>Name</b>				

Your Friend's Name				
<b>Name:</b>				
<b>Syllables:</b>				
<b>No of beats</b>	1	2	3	4
<b>Syllables</b>				
<b>Name</b>				



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