

# **STUDENT'S WORKSHEETS**

FOUNDATIONAL PROGRAMME FOR LITERACY,  
NUMERACY AND SKILLS

## **INSTRUMENTAL MUSIC**

### **GRADE 8**

**TITLE OF CARD: MUSICAL COMPOSITIONS**

**STUDENT'S CARD 8**

**MOE  
MAHATMA GANDHI INSTITUTE  
2026**

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**GRADE 8**

# **STUDENT'S WORKSHEETS**

**CARD 8**

Title of Card: **Musical Compositions**



# INSTRUMENTAL SITAR

## Introduction

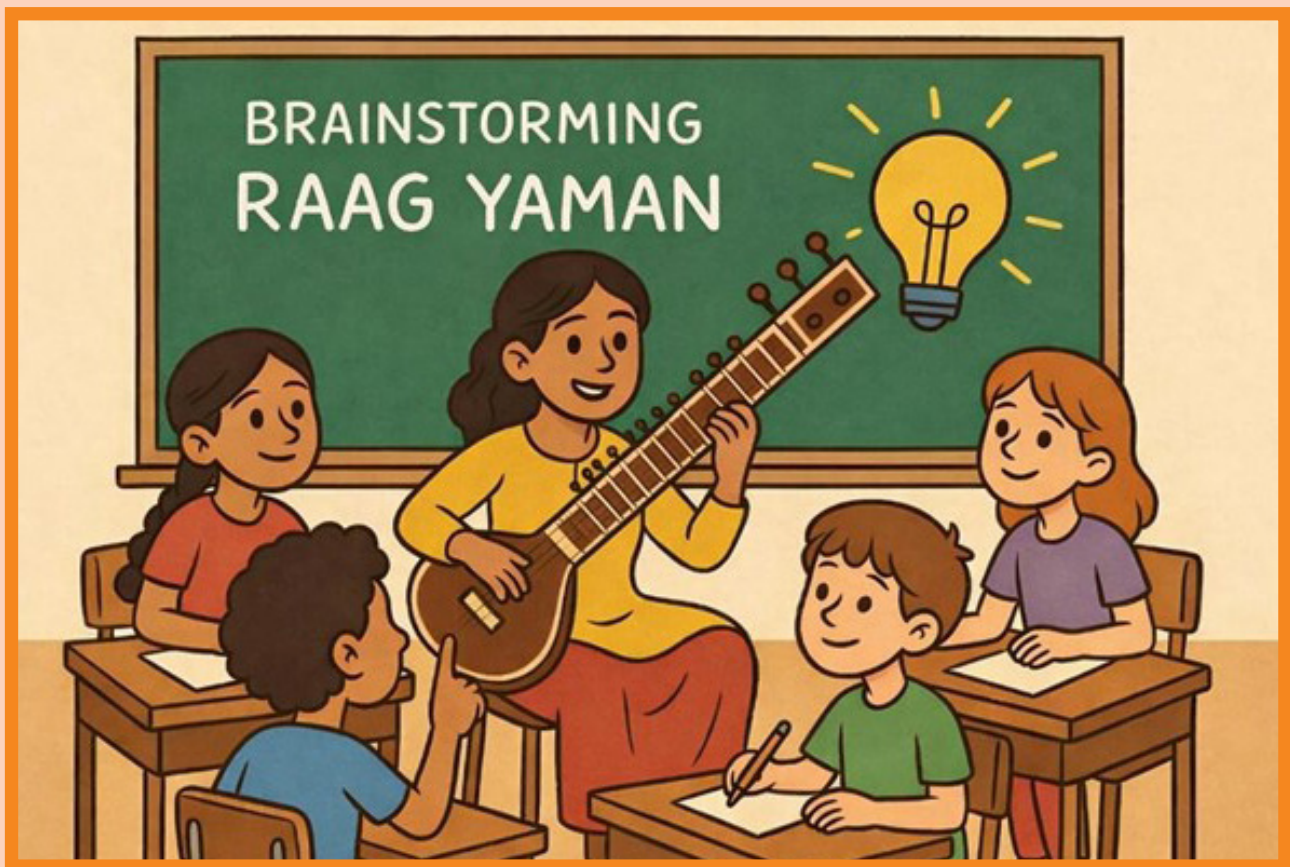
In this activity, you will get a chance to **revise** and **consolidate** what you have learnt in Lesson 6 about **Raag Yaman**, a popular evening raag in Indian classical music. It has a sweet and graceful mood that expresses beauty and emotion. You will recap its basic structure, important notes, and simple melodic phrases, and then practice playing a short composition (Antāra) on the sitar. As you play, you will sharpen your listening skills, improve your finger techniques, and feel more confident while performing.



## ACTIVITY 1

### RECAP OF RAAG YAMAN

- Work in pairs or groups to brainstorm the main features of **Raag Yaman** that you learned in Lesson 6.
- Pay special attention to the note 'Ma'. Remember, this raag uses Tivra Ma instead of Shudha Ma.





## ACTIVITY 2

### WARM-UP EXERCISES

- Review and practice how to play the **Aaroha**, **Avaroha**, and **Pakad of Raag Yaman** using the correct fingering techniques.
- Observe demonstration by your teacher carefully, then **repeat** and **play continuously** as a warm-up exercise.

AR: N R G  $\dot{M}$  P D N  $\dot{S}$

AV:  $\dot{S}$  N D P  $\dot{M}$  G R S

Pakad: N R G, R S, P  $\dot{M}$  G R, N R S



## ACTIVITY 3

### PLAYING THE MUSICAL COMPOSITION

- First, your teacher will demonstrate the 1st line of Antara with appropriate strokes on the sitar, playing it slowly so you can follow each part.
- Then, you will play the 1st line of Antara on your own sitar, trying to reproduce the same notes, strokes, finger positions, hand technique, and expression.

**NOTE:** Antara starts on the 9<sup>th</sup> beat.

| X                              | 2                       | 0                      | 3                                       |
|--------------------------------|-------------------------|------------------------|---|
| 1 2 3 4                        | 5 6 7 8                 | 9 10 11 12             | 13 14 15 16                             |
| N $\dot{R}\dot{R}$ G $\dot{R}$ | N $\dot{R}$ $\dot{S}$ - | G $\dot{M}\dot{M}$ D P | $\dot{S}$ $\dot{S}$ $\dot{S}$ $\dot{S}$ |
| d dir d r                      | d r d -                 | d dir d r              | d -r d r                                |

- Repeat above steps for 2<sup>nd</sup> line of Antara

| X        |           |   |   | 2 |   |          |   | 0 |           |           |           | 3         |           |           |    |
|----------|-----------|---|---|---|---|----------|---|---|-----------|-----------|-----------|-----------|-----------|-----------|----|
| 1        | 2         | 3 | 4 | 5 | 6 | 7        | 8 | 9 | 10        | 11        | 12        | 13        | 14        | 15        | 16 |
|          |           |   |   |   |   |          |   | N | <u>RR</u> | <u>G</u>  | <u>R</u>  | <u>S</u>  | <u>NN</u> | D         | P  |
|          |           |   |   |   |   |          |   | d | dir       | d         | r         | d         | dir       | d         | r  |
| <u>M</u> | <u>GG</u> | P | N | D | P | <u>M</u> | D | P | <u>M</u>  | <u>RR</u> | <u>GG</u> | <u>R-</u> | <u>RN</u> | <u>-N</u> | R  |
| d        | dir       | d | r | d | r | d        | r | d | r         | dir       | dir       | d-        | rd        | -r        | d  |



## ACTIVITY 4

| X             |           |          |   | 2 |           |          |   | 0 |          |           |           | 3         |           |           |           |   |
|---------------|-----------|----------|---|---|-----------|----------|---|---|----------|-----------|-----------|-----------|-----------|-----------|-----------|---|
| 1             | 2         | 3        | 4 | 5 | 6         | 7        | 8 | 9 | 10       | 11        | 12        | 13        | 14        | 15        | 16        |   |
| <i>Sthayi</i> |           |          |   |   |           |          |   |   |          |           |           |           |           |           |           |   |
| G             | -         | G        | R | G | <u>M</u>  | <u>M</u> | P | D | P        | <u>M</u>  | <u>RR</u> | <u>GG</u> | <u>R-</u> | <u>RN</u> | <u>-N</u> | R |
| d             | -         | d        | r | d | dir       | d        | r | d | r        | dir       | dir       | d-        | rd        | -r        | d         |   |
| <i>Manjha</i> |           |          |   |   |           |          |   |   |          |           |           |           |           |           |           |   |
| <u>N</u>      | <u>DD</u> | <u>N</u> | R | G | <u>RR</u> | <u>M</u> | G | P | <u>M</u> | <u>RR</u> | <u>GG</u> | <u>R-</u> | <u>RN</u> | <u>-N</u> | R         |   |
| d             | dir       | d        | r | d | dir       | d        | r | d | r        | dir       | dir       | d         | rd        | -r        | d         |   |

|                  |          |                         |                                 |  |  |
|------------------|----------|-------------------------|---------------------------------|--|--|
|                  |          | <i>Antara</i>           |                                 |  |  |
| N <u>RR</u> Ġ Ṙ | N Ṙ Ś - | G <u>MM</u> D P         | Ś -Ś Ś Ś                        |  |  |
| d dir d r        | d r d -  | d dir d r               | d -r d r                        |  |  |
|                  |          | N <u>RR</u> Ġ Ṙ        | Ś <u>NN</u> D P                 |  |  |
|                  |          | d dir d r               | d dir d r                       |  |  |
| Ṁ <u>GG</u> P N  | D P Ṁ D  | P Ṁ <u>RR</u> <u>GG</u> | <u>R-</u> <u>RN</u> <u>-N</u> R |  |  |
| d dir d r        | d r d r  | d r dir dir             | d rd -r d                       |  |  |

- Watch your teacher's demonstration of the full Razakhani Gat in Raag Khamāj, shown in the following sequence.




|   |  |
|---|--|
| 1 | Play <i>sthayi</i> twice               |
| 2 | Play <i>manjha</i> once                |
| 3 | Repeat <i>sthayi</i> once              |
| 4 | Play first line of <i>antara</i> twice |
| 5 | Play second line of <i>antara</i> once |
| 6 | Repeat <i>sthayi</i> once              |

- After observing, **play the entire composition from start to finish** in one go, following the guided practice.



## STUDENT SELF – ASSESSMENT

Rate yourself by ticking only one box out of the 3 options provided

| <b>PROFILLING: (Tick Appropriately)</b>  |   |  |   |
|--|---|--|---|
| <b>Lesson 6- Musical Compositions; MY PROGRESS?</b>                              |   |  |   |
|  |  |  |  |
|  | <b>Good</b>   | <b>Satisfactory</b>  | <b>Needs Improvement</b>  |
| <b>What have i learnt?</b>   | <b>Instrumental Sitar – Raag Yaman</b>  |  |   |
| Play Aroha, Avaroha and Pakad accurately   |   |  |   |
| Play Antara accurately   |   |  |   |
| Play whole Razakhani Gat accurately  |   |  |   |
| Play all musical phrases with correct strokes                                    |   |  |   |
| Use correct fingering technique  |   |  |   |
| Keep and maintain a consistent steady tempo                                      |   |  |   |
| Adopt a good sitting/holding posture and demonstrate good handling of instrument |   |  |   |



## ACTIVITY 5

### REFLECTION AND SHARING

- After playing the game, talk with your group and think about what happened.
- Compare the final rhythm with the original one.

#### Question Time:

- o How close was the final rhythm to the original?
- o Discuss what made the rhythm easy or difficult to remember.
- o Think about how listening carefully helped you during the game.
- o Share your ideas with the class and talk about what you would do differently next time to keep the rhythm more accurate.

#### Exercise 1: Create and Share

Create a 4-beat rhythm using word syllables and body percussion such as snapping, foot stomps, clapping, tapping amongst others.

| Beat 1 | Beat 2 | Beat 3 | Beat 4 |
|--------|--------|--------|--------|
|        |        |        |        |

#### Exercise 2: Compare the Final Rhythm

Original Pattern (Created in Exercise 1):

.....

Your group's final version (After the Musical Whispers Game):

.....

## Questions:

- Was it accurate? Yes / No
- What changed? \_\_\_\_\_
- Why do you think it changed? \_\_\_\_\_



## SELF-ASSESSMENT CHECKLIST




### Exercise 3: Tick if you did it during the activity:

- I listened carefully to the rhythm before passing it.
- I performed the rhythm clearly.
- I helped my group stay on beat.
- I remembered the rhythm correctly.
- I enjoyed playing the game!



## STUDENT SELF – ASSESSMENT

Rate yourself by ticking only one box out of the 3 options provided.

| Profiling: : (Tick Appropriately)                        |   |  |   |
|--|---|--|---|
| Lesson 7- Musical Whispers; MY PROGRESS?                 |   |  |   |
|  |  |  |  |
|  | Good  | Satisfactory   | Needs Improvement   |
| <b>What have i learnt?</b>                               |   |  |   |
| Listen carefully to the rhythm before passing it on.     |   |  |   |
| Remember the rhythm and perform it in the correct order. |   |  |   |
| Keep a steady beat while clapping, tapping or playing.   |   |  |   |
| Work well with my group and took turns respectfully.     |   |  |   |
| Try my best to keep the rhythm clear and accurate.       |   |  |   |

# INSTRUMENTAL TABLA

## Introduction

In this lesson you will learn about **Ekgun and Dugun**, two important forms of layakari (tempo variation) in Indian music.

You will understand that **Ekgun** means playing or reciting **one bol (syllable) per matra** (single speed), where the rhythm flows steadily according to the basic structure of the taal.

You will also learn that **Dugun** means playing or reciting two bols (**syllables**) **per matra** (double speed). In Dugun, the number of syllables doubles, but the total number of beats (matras) in the rhythmic cycle remains the same.

**By the end of the lesson, you will be able to:**

- Recite (padhant) the theka in Ekgun and Dugun
- Maintain a steady laya while changing speed
- Play the theka in both single and double speed with confidence



## ACTIVITY 1

### TALA-S, EKGUN, DUGUN AND PADHANT

1. Answer the following questions asked by the Teacher:

- What is Ekgun?
- What is Dugun?
- Can you notate Ekgun and Dugun in terms of numbers?
- Can you recite Ekgun and Dugun in numbers?

2. You will be required to notate, recite, count and play the theka-s of Dadra Taal, Roopak Taal, Kaherwa taal and Teentaal.



## ACTIVITY 2

- Listen carefully as your teacher explains how to notate Dadra Taal in Ekgun and Dugun.
- Listen carefully and watch closely as your teacher demonstrates the **padhant** (recitation) of the theka in **Ekgun** and **Dugun**.

After the demonstration, you will be asked to recite the theka yourself in both speeds.

- Your teacher will play the theka in **Ekgun** and **Dugun**.

Listen carefully and then follow by playing the theka in both speeds. Maintain a steady laya, keep the correct bols, and perform confidently as demonstrated.

| Matra            | 1                   | 2    | 3  | 4                   | 5   | 6  |
|------------------|---------------------|------|----|---------------------|-----|----|
| THEKA<br>(EKGUN) | Dha                 | Dhin | Na | Dha                 | Tin | Na |
| Taal Signs       | X                   |      |    | 0                   |     |    |
| DUGUN            | DhaDhin NaDha TinNa |      |    | DhaDhin NaDha TinNa |     |    |
| Taal Signs       | X                   |      |    | 0                   |     |    |
|                  | Dha                 |      |    |                     |     |    |



### ACTIVITY 3

#### EKGUN AND DUGUN OF ROOPAK TAAL

- Listen carefully as your teacher explains how to notate Roopak Taal in Ekgun and Dugun.
- Listen carefully and watch closely as your teacher demonstrates the padhant (recitation) of the theka in **Ekgun** and **Dugun**.

After the demonstration, you will be asked to recite the theka yourself in both speeds.

- Your teacher will play the theka in **Ekgun** and **Dugun**.

Listen carefully and then follow by playing the theka in both speeds. Maintain a steady laya, keep the correct bols, and perform confidently as demonstrated.

| Matra         | 1          | 2      | 3  | 4     | 5     | 6      | 7      |
|---------------|------------|--------|----|-------|-------|--------|--------|
| Theka (Ekgun) | Tin        | Tin    | Na | Dhin  | Na    | Dhin   | Na     |
| Taal Signs    | (X)        |        |    | 2     |       | 3      |        |
| Dugun         | TinTin     | NaDhin |    | NaTin | TinNa | DhinNa | DhinNa |
| Taal Signs    | TinTin     | NaDhin |    | NaTin | TinNa | DhinNa | DhinNa |
| Taal Signs    | (X)<br>Tin |        |    | 2     |       | 3      |        |



## ACTIVITY 4

### EKGUN AND DUGUN OF KAHERWA TAAL

- Listen carefully as your teacher explains how to notate Kaherwa Taal in Ekgun and Dugun.
- Listen carefully and watch closely as your teacher demonstrates the **padhant** (recitation) of the theka in **Ekgun** and **Dugun**.

After the demonstration, you will be asked to recite the theka yourself in both speeds.

- Your teacher will play the theka in **Ekgun** and **Dugun**.

Listen carefully and then follow by playing the theka in both speeds. Maintain a steady laya, keep the correct bols, and perform confidently as demonstrated.

| Matra      | 1     | 2    | 3    | 4     | 5     | 6    | 7    | 8     |
|------------|-------|------|------|-------|-------|------|------|-------|
| Theka      | Dha   | Ge   | Na   | Ti    | Na    | Ka   | Dhi  | na    |
| Taal Signs | X     |      |      |       | 0     |      |      |       |
| Dugun      | DhaGe | NaTi | NaKa | Dhina | DhaGe | NaTi | NaKa | Dhina |
|            | Dha   |      |      |       |       |      |      |       |
| Taal Signs | X     |      |      |       | 0     |      |      |       |



## ACTIVITY 5

### EKGUN AND DUGUN OF TEENTAAL

- Listen carefully as your teacher explains how to notate Teentaal in Ekgun and Dugun.
- Listen carefully and watch closely as your teacher demonstrates the **padhant** (recitation) of the theka in **Ekgun** and **Dugun**.

After the demonstration, you will be asked to recite the theka yourself in both speeds.

- Your teacher will play the theka in **Ekgun** and **Dugun**.

Listen carefully and then follow by playing the theka in both speeds. Maintain a steady laya, keep the correct bols, and perform confidently as demonstrated.

| Matra         | 1                               | 2    | 3    | 4   | 5                           | 6    | 7    | 8   | 9                               | 10  | 11  | 12 | 13                          | 14   | 15   | 16  |
|---------------|---------------------------------|------|------|-----|-----------------------------|------|------|-----|---------------------------------|-----|-----|----|-----------------------------|------|------|-----|
| Theka (Ekgun) | Dha                             | Dhin | Dhin | Dha | Dha                         | Dhin | Dhin | Dha | Dha                             | Tin | Tin | Ta | Ta                          | Dhin | Dhin | Dha |
| Dugun         | DhaDhin DhinDha DhaDhin DhinDha |      |      |     | DhaTin TinTa TaDhin DhinDha |      |      |     | DhaDhin DhinDha DhaDhin DhinDha |     |     |    | DhaTin TinTa TaDhin DhinDha |      |      |     |
|               | Dha                             |      |      |     |                             |      |      |     |                                 |     |     |    |                             |      |      |     |
| Taal Signs    | X                               |      |      |     | 2                           |      |      |     | 0                               |     |     |    | 3                           |      |      |     |

### Exercise 1

Complete the dugun of the following Tala-s:

#### 1. Roopak Taal

| Matra         | 1     | 2     | 4     | 5     | 6     | 7     |
|---------------|-------|-------|-------|-------|-------|-------|
| Theka (Ekgun) | Tin   | Tin   | Dhin  | Na    | Dhin  | Na    |
| Taal Signs    | ⊗     |       | 2     |       | 3     |       |
| Dugun         | ..... | ..... | ..... | ..... | ..... | ..... |
|               | Tin   |       |       |       |       |       |
| Taal Signs    | ⊗     |       | 2     |       | 3     |       |
|               | Tin   |       |       |       |       |       |
|               | ⊗     |       | 2     |       | 3     |       |




## 2. Teentaal

| Matra         | 1        | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     | 10    | 11    | 12    | 13    | 14    | 15    | 16    |
|---------------|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Theka (Ekgun) | Dha      | Dhin  | Dhin  | Dha   | Dha   | Dhin  | Dhin  | Dha   | Dha   | Tin   | Tin   | Ta    | Ta    | Dhin  | Dhin  | Dha   |
| Taal Signs    | x        |       |       |       | 2     |       |       |       | 0     |       |       |       | 3     |       |       |       |
| Dugun         | .....    | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Taal Signs    | x<br>Dha |       |       |       | 2     |       |       |       | 0     |       |       |       | 3     |       |       |       |



## STUDENT SELF – ASSESSMENT

Rate yourself by ticking only one box out of the 3 options provided.

| Profiling: (Tick Appropriately)                |  |  |   |
|--|--|--|---|
| Lesson 8 - Musical Compositions; MY PROGRESS?  |  |  |   |
|  |  |  |  |
|  | Good   | Satisfactory   | Needs Improvement   |
| What have i learnt?                            | Instrumental Tabla -   |  |   |
| Understand the concept of Ekgun and Dugun      |  |  |   |
| Notation of Tala-s in Ekgun and Dugun          |  |  |   |
| Recite and count the Tala-s in Ekgun and Dugun |  |  |   |
| Play the Tala-s in Ekgun and Dugun             |  |  |   |



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