

TEACHER'S GUIDE

FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS

INSTRUMENTAL MUSIC

GRADE 9

TITLE : MUSICAL COMPOSITIONS

**MOE
MAHATMA GANDHI INSTITUTE
2026**

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GRADE 9

GUIDE TO EDUCATORS

TITLE :
MUSICAL COMPOSITIONS



Competency

C 2 : Performing

Element 1

Perform solo and ensemble piecesbasic techniques

Performance Criteria

Level 2: Performs confidently in solo and ensemble with expression

Purpose of Activity

This activity aims to develop students' musical understanding and performance skills through the study of traditional compositions. By learning set pieces on sitar or tabla, students explore melodic and rhythmic structures, improve technical control, and build confidence in solo and ensemble playing. Through regular practice and guided performance, learners develop listening skills, discipline, creativity, and expressive musical interpretation.

Learning Outcomes

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

- Perform simple musical compositions with correct technique on their instrument.
- Demonstrate understanding of melodic or rhythmic patterns within a composition.
- Maintain steady tempo and accurate timing during solo or group setting.

Resources & Materials

- Musical Instruments (Sitar, Tabla)
- *Mizraab* for Sitar Students
- Student Workbook

Teaching Trajectories / Implementation Guidelines

INSTRUMENTAL SITAR

Introduction

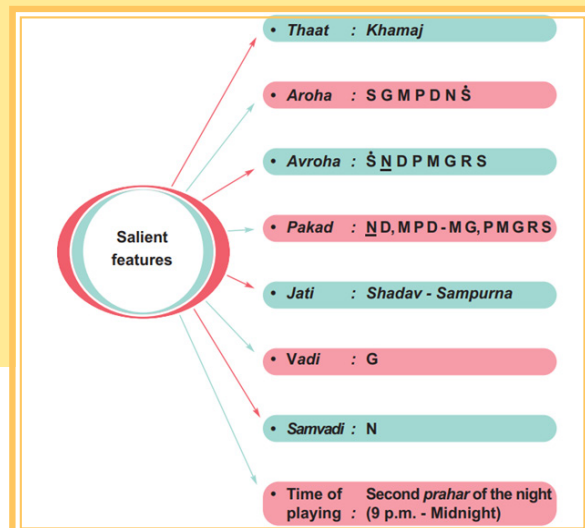
INTRODUCTION

This activity aims to introduce students to *Raag Khamāj*, a popular evening *raag* in Indian classical music known for its sweet and graceful mood (*Shringaar rasa*). Students will learn its basic structure, characteristic notes, simple melodic phrases, and practice performing a short composition (*Sthayi* and *Manjha*) on the sitar. Through this practical learning experience, learners develop listening skills, finger techniques, and confidence in expressive performance.

Activity 1

Introducing *Raag Khamaj*

- Briefly explain the different Salient features of *Raag Khamaj*.
- Introduce *Ni Komal* and show its placement on the Sitar.



Activity 2

Warm up Exercises

- Demonstrate how to play *Aroha*, *Avroha* and *Pakad* with correct fingering techniques.
- Ask students to observe and play the same continuously as a warm-up exercise.

Aroha: S G M P D N Ś

Avroha: Ś Ṇ D P M G R S

Pakad: Ṇ D, M P D – M G, P M G R S

Activity 3

Playing the Musical Composition

- Demonstrate the *sthayi* with the appropriate strokes followed by students' practice:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
N	ŚŚ	N	Ś	Ṇ	Ṇ	D	P	G	MM	PP	DD	P-	PM	-M	G
d	dir	d	r	d	r	d	r	d	dir	dir	dir	d-	rd	-r	d
X				2				0				3			

- Demonstrate the manjha with the appropriate strokes followed by students' practice:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
G	<u>MM</u>	G	S	<u>N</u>	<u>SS</u>	G	M	P	<u>DD</u>	<u>NN</u>	<u>DD</u>	<u>N-</u>	<u>ND</u>	<u>-P</u>	D
d	dir	d	r	d	dir	d	r	d	dir	dir	dir	d-	rd	-r	d
X				2				0				3			

Activity 4

Guided Listening

- Play the following suggested Youtube links on *Raag Khamaj*.
- Encourage students to listen attentively and appreciate *Raag Khamaj*.



1. Artist: *Pandit Ravi Shankar*
<https://www.youtube.com/watch?v=1wXS3w9wbuE>
2. Artist: *Pandit Nikhil Banerjee*
<https://www.youtube.com/watch?v=hrlomkZ5y2E>
3. Artist: *Ustad Vilayat Khan*
<https://www.youtube.com/watch?v=QFHXRxUh9oM>

Learners will be assessed through performance, skills, and engagement during practice. The assessment focuses on correct instrumental technique, understanding of Raag *Khamāj*, expressive interpretation, and confidence in solo/ensemble performance.

1. Technical Skills & Instrument Handling

Learners should be able to:

- Perform *Aroha*, *Avroha*, *Pakad*, and composition phrases with correct fingering/bols.
- Produce clear tone and apply appropriate strokes.
- Demonstrate proper posture and hand positioning.

2. Understanding of Musical Concepts

Learners should be able to:

- Identify key features of *Raag Khamāj* (e.g., *Ni Komal*, melodic structure).
- Demonstrate understanding of *sthayi* and *manjha* sections.
- Recognise basic melodic or rhythmic patterns.

3. Timing & Rhythm Control

Learners should be able to:

- Maintain a steady tempo.
- Keep accurate rhythmic patterns during solo/group performance.
- Coordinate with peers during ensemble sections.

4. Performance Confidence & Participation

Learners should be able to:

- Perform confidently in solo or ensemble settings.
- Actively participate during practice sessions.
- Follow teacher cues and demonstrate disciplined performance behaviour.



Assessment Rubric

Criteria	Basic	Intermediate	Proficient
Technical Skills & Instrument Handling	Shows limited control of fingering/bols; tone unclear; relies heavily on guidance.	Performs most patterns correctly; some inconsistencies in technique but generally acceptable.	Demonstrates accurate fingering/bols, clear tone, and consistent technique throughout.
Understanding of Musical Concepts	Identifies few features of Raag <i>Khamāj</i> ; limited understanding of composition structure.	Shows partial understanding of the <i>rāg</i> and its phrases; occasional errors in notes or structure.	Clearly understands Raag <i>Khamāj</i> features and confidently performs sthayi and manjha correctly.
Timing & Rhythm Control	Tempo is inconsistent; frequent timing errors; struggles in group coordination.	Maintains a mostly steady tempo with minor lapses; rhythm suitable for ensemble performance.	Maintains a steady tempo and rhythmic accuracy in both solo and ensemble performance.

Criteria	Basic	Intermediate	Proficient
Expression & Musical Interpretation	Plays mechanically with minimal expression or phrasing.	Shows some expressive intent; phrasing and dynamics somewhat developed.	Performs with expressive phrasing, smooth transitions, and clear understanding of musical mood.
Performance Confidence & Participation	Hesitant and unsure; limited participation; needs encouragement to perform.	Performs with moderate confidence; participates regularly; follows cues with occasional reminders.	Performs confidently; actively participates; responds well to cues and shows strong stage presence.

Tabla

Introduction

INTRODUCTION

This lesson introduces students to the syllable *Tit* and the concept of *Kaida*, an important type of Tabla composition. Students will learn how to play syllable *Tit* using correct hand placement and technique.

They will also be introduced to *Kaida*, a structured composition that is played systematically and in a very methodical manner. It is a composition that follows specific rules. Through demonstration and guided practice, students will develop accuracy, coordination, and a strong sense of laya (tempo) while playing this rhythmic composition.

Activity 1

Introduction to the syllable *Tit*

- Recall and practice basic syllables and taals learnt previously
- Introduce the syllable *Tit*
- Exercises to practice syllable *Tit*

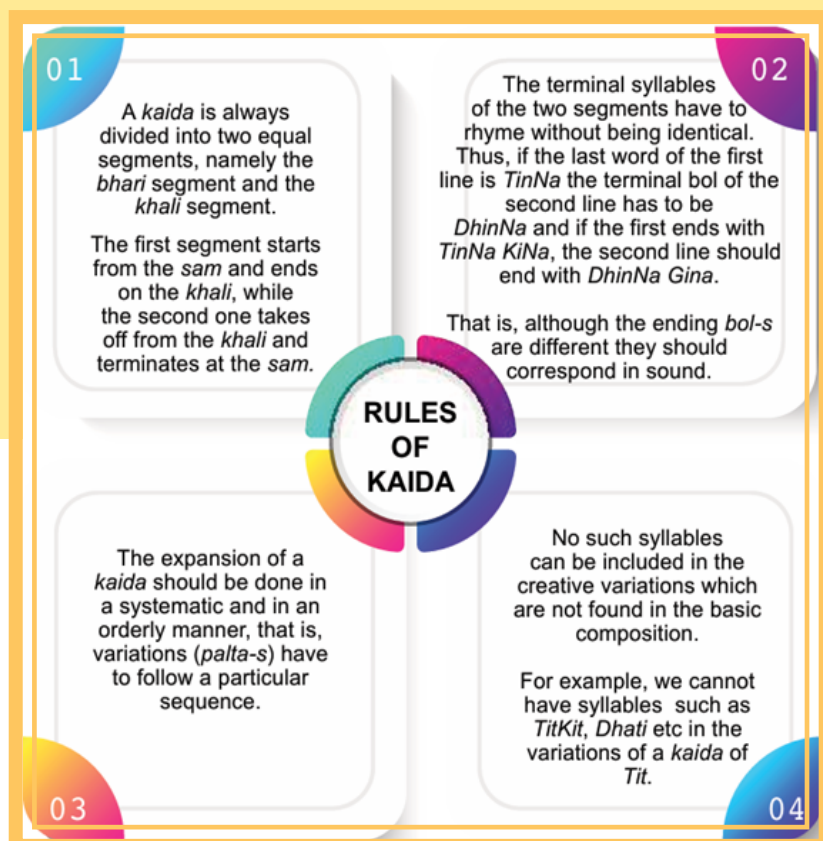
Activity 2

Kaida and its rules

- Explain the term Kaida

01	A tabla composition.
02	Played systematically and in a very methodical manner.
03	Played in a solo recital or in the accompaniment of instrumental music.
04	Usually played in <i>vilambit laya</i> (slow speed).
05	Its structure comprises two segments (<i>bhari</i> and <i>khali</i> segment).
06	Every <i>kaida</i> is named after the main alphabet, for example <i>Tit</i> , <i>TitKit</i> , <i>Dhati</i> .
07	Can be set in different <i>taal</i> -s namely <i>Teentaal</i> , <i>Roopak taal</i> , <i>Jhaptal</i> and others.
08	It is normally governed by certain rules which are very important to observe while playing.

List the rules of a Kaida



Activity 3

Recite, Count and Play a simple *Kaida of Tit* set to *Teentaal*

Matra	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Kaida (Ekgun)	Dha	Dha	Ti	t	Dha	Dha	Tin	Na	Ta	Ta	Ti	t	Dha	Dha	Dhin	Na
Taal Signs	X				2				0				3			
Kaida (Dugun)	DhaDha	Tit	DhaDha	TinNa	TaTa	Tit	DhaDha	DhinNa	DhaDha	Tit	DhaDha	TinNa	TaTa	Tit	DhaDha	DhinNa
Palta 1	DhaDha	Tit	DhaDha	Tit	DhaDha	Tit	DhaDha	TinNa	TaTa	Tit	TaTa	Tit	DhaDha	Tit	DhaDha	DhinNa
Palta 2	DhaDha	Tit	Tit	Tit	DhaDha	Tit	DhaDha	TinNa	TaTa	Tit	Tit	Tit	DhaDha	Tit	DhaDha	DhinNa
Palta 3	DhaDha	Tit	Tit	DhaDha	DhaDha	Tit	DhaDha	TinNa	TaTa	Tit	Tit	TaTa	DhaDha	Tit	DhaDha	DhinNa
Tihai	DhaDha	Tit	DhaDha	DhinNa	DhaS	SS	DhaDha	Tit	DhaDha	DhinNa	DhaS	SS	DhaDha	Tit	DhaDha	DhinNa
Taal Signs	Dha X				2				0				3			

Assessment Criteria

Students will be assessed on their ability to:

1. Technical Accuracy

- Play the syllable *Tit* clearly and accurately
- Perform short musical phrases correctly
- Maintain proper sound production and clarity

2. Laya (Tempo) & Pulse

- Maintain a steady pulse throughout the *Kaida*
- Demonstrate control over tempo (slow, medium)

3. *Kaida* Understanding & Execution

- Explain the term *Kaida* and its rules
- Systematically play the *Kaida* of *Tit* in *Teentaal*.
- Recite (*padhant*), count, and play with alignment

4. Posture, Focus & Practice Discipline

- Demonstrate disciplined practice habits



Assessment Rubric

Category	Criteria / Indicators	Basic	Intermediate	Proficient
1. Technical Accuracy	Play the syllable <i>Tit</i> clearly and accurately	Produces unclear or inconsistent <i>Tit</i> strokes.	Plays <i>Tit</i> with some clarity but occasional errors.	Plays <i>Tit</i> clearly, accurately, and consistently.
	Perform short exercises of syllable <i>Tit</i>	Frequent mistakes; loses phrasing.	Performs phrases with minor slips.	Performs short phrases correctly and confidently.
2. <i>Laya</i>	Maintain a steady pulse throughout the <i>Kaida</i>	Pulse unstable; frequently loses beat.	Pulse steady with some fluctuations.	Maintains a steady, reliable pulse throughout.
	Demonstrate control over tempo (slow, medium)	Difficulty adjusting to tempo; inconsistent.	Adjusts tempo with minor slips.	Controls slow and medium <i>laya</i> smoothly and accurately.
3. <i>Kaida</i> Understanding & Execution	Explain the term <i>Kaida</i> and its rules	Gives incomplete or unclear explanation.	Explains <i>Kaida</i> with some accuracy.	Clearly explains <i>Kaida</i> and its rules confidently.
	Systematically play the <i>Kaida</i> of <i>Tit</i> in Teentaal	Struggles to align phrases with <i>taal</i> .	Performs with some alignment errors.	Plays <i>Kaida</i> of <i>Tit</i> systematically in Teentaal with correct alignment.
	Recite (<i>padhant</i>), count, and play with alignment	Incorrect recitation; loses count.	Recites and counts mostly correctly; minor slips.	Recites, counts, and plays accurately with strong <i>taal</i> alignment.

Practice Discipline	Demonstrate disciplined practice habits	Irregular practice; limited effort.	Developing practice habits.	Shows consistent, disciplined practice habits.
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**EXTENSION
ACTIVITY**

Students can rehearse the same to present for Music Day or any other school event with *lehra*.



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