

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 pieces

Performance Criteria

- Level 2 : Performs confidently in solo and ensemble with expression

Purpose of the Activity

This activity is intended to reinforce and consolidate skills previously introduced in Lesson 3; musical composition. Through revision, targeted listening, and guided practice, students deepen their understanding of Raag, Taal and melodic-rhythmic interplay. This structured consolidation supports long-term retention, skill transfer, and progressive musical growth.

Learning Outcomes

At the end of this 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
- Appropriate Seating arrangement

TEACHING TRAJECTORIES/ IMPLEMENTATION GUIDELINES

INSTRUMENTAL SITAR

INTRODUCTION

This activity aims to consolidate students' understanding of *Raag Khamāj*, a popular evening *raag* in Indian classical music known for its sweet and graceful mood (*Shringaar rasa*). Students will do a recap on its basic structure, characteristic notes, and simple melodic phrases, and will practice performing a short composition (*Antarā*) on the sitar. Through this practical learning experience, learners develop attentive listening, refine finger techniques, and build confidence in performance.

Activity 1

Recap of Raag Khamaj

- Brainstorm on the different Salient features of *Raag Khamaj* learnt in Lesson 3.
- Highlight the use of both *Ni*; but *Ni komal* specifically used in *Avroha*



Activity 2

Warm-Up Exercises

- Recap/Demonstration on 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 Š
Avroha: Š N D P M G R S
Pakad: N D, M P D – M G, P M G R S

Activity 3

- Demonstrate the first line of the *Antara* 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>	P	D	N	Š	N	Š	N	<u>ŠŠ</u>	<u>ŘŘ</u>	<u>ŠŠ</u>	<u>N-</u>	<u>ND</u>	<u>-P</u>	D
d	dir	d	r	d	r	d	r	d	dir	dir	dir	d-	rd	-r	d
X				2				0				3			

- Demonstrate the second line of the *Antara* with the appropriate strokes followed by students' practice.

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

Activity 4

Sequence of a Musical Composition

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<i>Sthayi</i>															
N	<u>ŚŚ</u>	N	Ś	N	N	D	P	G	<u>MM</u>	<u>PP</u>	<u>DD</u>	<u>P-</u>	<u>PM</u>	<u>-M</u>	G
d	dir	d	r	d	r	d	r	d	dir	dir	dir	d-	rd	-r	d
<i>Manjha</i>															
G	<u>MM</u>	G	S	N	<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
<i>Antara</i>															
G	<u>MM</u>	P	D	N	Ś	N	Ś	N	<u>ŚŚ</u>	<u>ŘŘ</u>	<u>ŚŚ</u>	<u>N-</u>	<u>ND</u>	<u>-P</u>	D
d	dir	d	r	d	r	d	r	d	dir	dir	dir	d-	rd	-r	d
P	<u>DD</u>	P	Ś	N	N	D	P	G	<u>MM</u>	<u>PP</u>	<u>DD</u>	<u>P-</u>	<u>PM</u>	<u>-M</u>	G
d	dir	d	r	d	r	d	r	d	dir	dir	dir	d-	rd	-r	d
X				2				0				3			

- Demonstrate the whole *razakhani gat* of *Raag Khamaj* in the following sequence.
- Lead guided practice of playing the whole composition in one go.

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

Assessment Criteria

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 whole composition phrases with correct fingering/*bol*-s.
- Produce a 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 the *Antara* section and sequence of a *gat*.
- 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 <i>Raag 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 <i>Raag Khamāj</i> features and confidently performs antara 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.
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.



INSTRUMENTAL TABLA

INTRODUCTION

This lesson introduces students to the syllable *Tiṭ Kiṭ*. Students will learn how to play syllable *Tiṭ Kiṭ* using correct hand placement and technique.

They will also learn and systematically play a simple *Kaida* of *Tiṭ Kiṭ* set to *Teentaal*. Through demonstration and guided practice, students will develop accuracy, coordination, and a strong sense of *laya* (tempo) while playing this rhythmic composition.



Activity 1

Prior knowledge

- Explain the term *Kaida* and its rules
- Recall and practice basic exercises and the *kaida* of syllable *Tiṭ Kiṭ*



Activity 2

Bol Tiṭ Kiṭ

- Introduce the syllable *Tiṭ Kiṭ* .
- Exercises to practice syllable *Tiṭ Kiṭ* .

Activity 3

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

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

- Systematically play the *Kaida* of *Tiṭ Kiṭ* 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>Tiṭ Kiṭ</i> clearly and accurately	Produces unclear or inconsistent <i>Tiṭ Kiṭ</i> strokes.	Plays <i>Tiṭ Kiṭ</i> with some clarity but occasional errors.	Plays <i>Tiṭ Kiṭ</i> clearly, accurately, and consistently.
	Perform short exercises of syllable <i>Tiṭ Kiṭ</i>	Frequent mistakes; loses phrasing.	Performs phrases with minor slips.	Performs short phrases correctly and confidently.
2. Laya	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 laya smoothly and accurately.
3. <i>Kaida</i> Understanding & Execution	Systematically play the <i>Kaida</i> of <i>Tiṭ Kiṭ</i> in Teentaal	Struggles to align phrases with <i>taal</i> .	Performs with some alignment errors.	Plays <i>Kaida</i> of <i>Tiṭ Kiṭ</i> systematically in Teentaal with correct alignment.
	Recite (padhant), count, and play with alignment	Incorrect recitation; loses count.	Recites and counts mostly correctly; minor slips.	Recites, counts, and plays accurately with strong taal alignment.
4. Practice Discipline	Demonstrate disciplined practice habits	Irregular practice; limited effort.	Developing practice habits.	Shows consistent, disciplined practice habits.



Extension Activity

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



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