

# **TEACHER'S GUIDE**

FOUNDATION PROGRAMME FOR LITERACY  
NUMERACY AND SKILLS

## **INSTRUMENTAL MUSIC**

**GRADE 9**

**TITLE : INSTRUMENTAL ACCOMPANIMENT  
TO STORYTELLING (MUSIC AND DRAMA)  
CARD 7**

**MOE  
MAHATMA GANDHI INSTITUTE  
2025**

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**GRADE 9**

# **TEACHER'S GUIDELINES**

**TITLE :**  
**INSTRUMENTAL ACCOMPANIMENT  
TO STORYTELLING  
(MUSIC AND DRAMA)**



# **GUIDE TO EDUCATORS**

## Title of Card: Instrumental Accompaniment to Storytelling (Music and Drama)

### **Competency 2:**

Performing

#### **Element 1:**

Perform solo and ensemble pieces.

### **Performance Criteria:**

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

### **Purpose of Activity:**

This activity enables students to explore how instruments can enrich storytelling and drama through rhythmic accompaniment and sound effects. Learners discover how musical elements such as rhythm, tempo, dynamics, and timbre enhance mood, emotion, and dramatic tension.

By adding instrumental soundscapes to narration and dramatization, students develop ensemble awareness, creativity, listening skills,

and expressive performance.

The activity also strengthens coordination between narrators/actors and instrumentalists while encouraging cultural appreciation of storytelling traditions supported by music.

### **Learning Outcomes:**

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

- Provide instrumental accompaniment to a short story or scene.
- Use rhythm and sound creatively to illustrate actions and emotions.
- Reflect on the role of instrumental sound in drama and cultural traditions.

## **Resources and Materials:**

- Percussion instruments available at school (e.g. Djembe, Tabla, Ravanne, Shakers, tambourines, triangle).
- Body percussions (clapping, stomping).
- Musical instruments available at school (e.g. tabla, ravanne, djembe, tambourine, triangle, shakers, Sitar, Guitar and keyboard for effects).
- Short story or folk tale (oral or written).
- Whiteboard or chart paper for planning accompaniment cues.
- Space for group rehearsal and performance.
- Audio/visual clips.



## Introduction

### **TEACHING TRAJECTORIES/ IMPLEMENTATION GUIDELINES**

#### **INTRODUCTION**

This lesson focuses on using instrumental accompaniment to support storytelling and dramatization. It builds on students' prior knowledge of rhythm and instrumental playing by applying these skills in a dramatic and expressive context.

Through structured demonstration, group collaboration, and performance, learners explore how rhythm cycles (such as 6 and 8 beats), sound effects, and dynamic contrast can enhance emotion and dramatic impact. By the end of the session, students will develop coordination, expressive awareness, and confidence in collaborative performance.



## Activity 1

### **Music in Storytelling**

**Objective:** Understand how instruments enhance mood and dramatic expression.

- Play or show a short clip of a story or film scene where music enhances the mood.
- Discuss how sound creates and affects moods and emotions (suspense, happiness, sadness, fear...etc).



- Demonstrate simple sound effects (e.g., drum roll for tension, cymbal for surprise, fast beats for running).
- The teacher may also use selected audio or visual clips from YouTube to help students identify and understand how music expresses various emotions.

If possible, the teacher can play short melodic patterns on the sitar, guitar, or piano to demonstrate how different sounds can create different moods.

Students then briefly experiment with creating their own mood-based sound effects (use shakers, drums, rainstick, maravanne...etc).



## Activity 2

### Group Story with Instrumental Accompaniment

**Objective:** Develop creativity, coordination, and rhythmic awareness.

- Divide students into groups of 4–6.
- Assign each group a short story or allow them to create a mini scene.
- Half of the group narrates/acts, while the other half provides instrumental accompaniment.



- Encourage use of rhythmic cycles of 6 beats (Dadra) and 8 beats (Kaherwa) where appropriate, otherwise use simple sound effects.
- Plan cue points for specific actions or emotional moments.
- Allow rehearsal time to coordinate timing and transitions.

### Activity 3

#### Performance and Reflection

**Objective:** Strengthen ensemble confidence and critical reflection.

- Groups perform their story with live instrumental accompaniment at school or in classroom.
- Encourage attentive listening from the audience (pupils and teachers).
- Facilitate feedback focusing on creativity, timing, coordination, and effectiveness.
- Ask groups to explain how they selected sounds to match the story.

## **ASSESSMENT CRITERIA**

Students will be assessed on:

### **1. Dramatic Expression and Acting Skills**

- Clarity of speech and projection
- Facial expressions and body language
- Ability to convey emotion convincingly
- Engagement with the audience

### **2. Musical Creativity and Mood Representation**

- Appropriate selection of sounds to match emotions
- Use of dynamics (loud/soft), tempo (fast/slow), and tone colour
- Creativity in creating sound effects
- Musical imagination and originality

### **3. Rhythmic Accuracy and Tempo Control**

- Ability to maintain steady laya (tempo)
- Synchronisation between actors and instrumentalists
- Accurate timing of musical cues
- Consistency throughout the performance

### **4. Ensemble Coordination and Collaboration**

- Cooperation within the group
- Clear communication between actors and musicians
- Smooth transitions between dramatic and musical sections
- Balanced sound (no instrument overpowering others unnecessarily)

### **5. Instrumental Technique**

- Proper handling of instruments
- Clear sound production
- Control of dynamics and articulation
- Confidence while playing

### **6. Stage Presence and Discipline**

- Confidence and posture
- Focus and attentiveness during performance
- Respect for peers
- Professional stage behaviour

## 7. Reflection and Understanding

- Ability to explain why certain sounds were chosen
- Understanding of how music enhances drama
- Identification of strengths and areas for improvement

### ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
<b>Dramatic Expression</b>	Shows limited expression. Emotions are unclear or inconsistent.	Conveys emotions clearly with some expressive body language and voice control.	Demonstrates strong, confident expression with clear emotional communication and audience engagement.
<b>Musical Creativity</b>	Uses simple or repetitive sounds with limited connection to mood.	Selects appropriate sounds that match the mood with some creativity.	Demonstrates highly creative and expressive use of sound to enhance mood and drama effectively.
<b>Rhythmic Accuracy &amp; Tempo</b>	Frequently loses tempo or misses cues.	Maintains steady tempo with minor lapses. Cues mostly accurate.	Maintains confident, steady tempo throughout. Excellent cue timing and synchronisation.
<b>Ensemble Coordination</b>	Limited cooperation. Timing issues affect performance.	Works well with group. Minor coordination issues.	Excellent teamwork. Smooth coordination and balanced performance.
<b>Instrumental Technique</b>	Inconsistent sound quality. Technique needs improvement.	Generally clear sound with minor technical errors.	Confident technique with clear sound and controlled playing throughout.
<b>Stage Presence &amp; Discipline</b>	Appears hesitant or distracted.	Demonstrates satisfactory confidence and focus.	Performs confidently with excellent posture, focus, and stage etiquette.
<b>Reflection &amp; Understanding</b>	Limited explanation of musical choices.	Provides a clear explanation with some understanding.	Insightful reflection showing strong understanding of music-drama connection.

## Exercise 1

- Look carefully at the nine emoticons in the picture. Each one shows a different human emotion.
- Your task is to **write the correct emotions under each emoticons using the following:**

(Laughter, Peace, Love, Sadness, Anger, Wonder, Courage , Fear, Disgust)





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