TEACHER'S GUIDE

FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS

GRADE 9

INSTRUMENTAL MUSIC

MOEHR
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FOREWORD

It gives me great pleasure to present this series of Educator's Guidelines and Student's Workbooks developed by the Mahatma Gandhi Institute under the Foundation Programme for Literacy, Numeracy and Skills (FPLNS). These publications reflect our sustained commitment to strengthening foundational education while promoting the linguistic and cultural heritage that forms an essential part of the Mauritian identity.

The FPLNS constitutes a major national initiative aimed at consolidating core competencies and equipping Grade 7-9 FPLNS learners with essential skills for meaningful participation in society. Within this framework, the inclusion of Asian Languages (Hindi, Urdu, Tamil, Telugu, Marathi, and Modern Chinese) together with the Performing Arts subjects of Indian Music (Vocal and Instrumental) and Indian Dance, reaffirms the importance of culturally grounded and holistic learning. Asian Languages and the Performing Arts serve not only as academic disciplines, but also as vital instruments for communication, creativity, and identity formation.

The Mahatma Gandhi Institute has, for over five decades, served as a centre of excellence in the promotion of Asian languages, culture, and the performing arts in Mauritius. These materials are the result of our continuous scholarly engagement, pedagogical innovation, and collaborative effort among subject specialists, educators, and curriculum designers dedicated to meeting the evolving needs of our learners.

These resources have been carefully designed to align with the competency-based orientation of the FPLNS. They seek not only to enhance linguistic proficiency and artistic skills, but also to foster values of discipline, perseverance, intercultural understanding, and respect for diversity. In doing so, they reflect the broader educational philosophy that learning must cultivate both intellectual growth and ethical citizenship.

I wish to place on record my sincere appreciation to all contributors who have worked diligently on this project. It is my firm belief that these Educator's Guidelines and Student Workbooks will serve as effective instruments in nurturing confident, competent, and culturally rooted learners, thereby advancing the national vision of inclusive and holistic education.

Director
Mahatma Gandhi Institute

PREFACE

Performing Arts as part of the secondary school curriculum reflects the commitment of the Ministry of Education and Human Resources and the Mahatma Gandhi Institute to providing learners with a balanced education that promotes intellectual, emotional, cultural and artistic development. Through the study of Vocal Music, Instrumental Music and Dance, learners are offered meaningful opportunities to develop their artistic potential while cultivating creativity, discipline, confidence and an appreciation of our rich cultural heritage. The textbooks contribute to the preservation, promotion and transmission of the Indian performing arts traditions in Mauritius while fostering respect for cultural diversity.

These textbooks have been developed in accordance with the revised Teaching and Learning Syllabus for Grades 7, 8 and 9 and are intended to support both educators and learners in the effective implementation of the Performing Arts curriculum. While each discipline retains its own unique artistic identity, the textbooks share a common educational philosophy that encourages active participation, experiential learning and the progressive development of artistic knowledge, practical skills and positive values.

The content has been carefully organised to ensure a logical progression of learning across the three grades. Each chapter introduces concepts and skills in a structured and accessible manner, enabling learners to build confidence through observation, listening, demonstration, practice, creativity and performance. A variety of learning activities has been incorporated to encourage participation, collaboration, critical thinking and artistic expression within an engaging classroom environment.

Recognising that the Performing Arts are essentially practical disciplines, these textbooks seek to establish a balanced integration of theoretical understanding and practical application. Learners are encouraged not only to acquire knowledge of musical and dance traditions but also to experience the joy of artistic expression through singing, playing, movement, creativity and performance. In doing so, they develop aesthetic sensitivity, cultural awareness and the confidence to express themselves through the arts.

These textbooks are intended to serve as valuable teaching and learning resources rather than exhaustive manuals. Educators are encouraged to enrich classroom experiences through demonstrations, discussions, practical workshops, performances, collaborative activities and creative projects that respond to the diverse abilities and interests of learners. Such approaches will further strengthen the development of artistic competence and foster a lifelong appreciation for the Performing Arts.

The successful completion of this project has been made possible through the dedication and collaborative efforts of curriculum developers, subject specialists, educators, editors, graphic designers and supporting staff whose expertise and commitment have contributed significantly to the production of these textbooks. Their collective efforts reflect a shared vision of providing quality educational resources that will inspire future generations of learners.

It is our sincere hope that these textbooks will serve as an effective guide for educators and an enduring source of inspiration for learners as they embark upon their artistic journey. May these resources contribute meaningfully to the development of knowledge, creativity, self-expression and a lasting appreciation of the Performing Arts.

The Performing Arts Coordinators' Team

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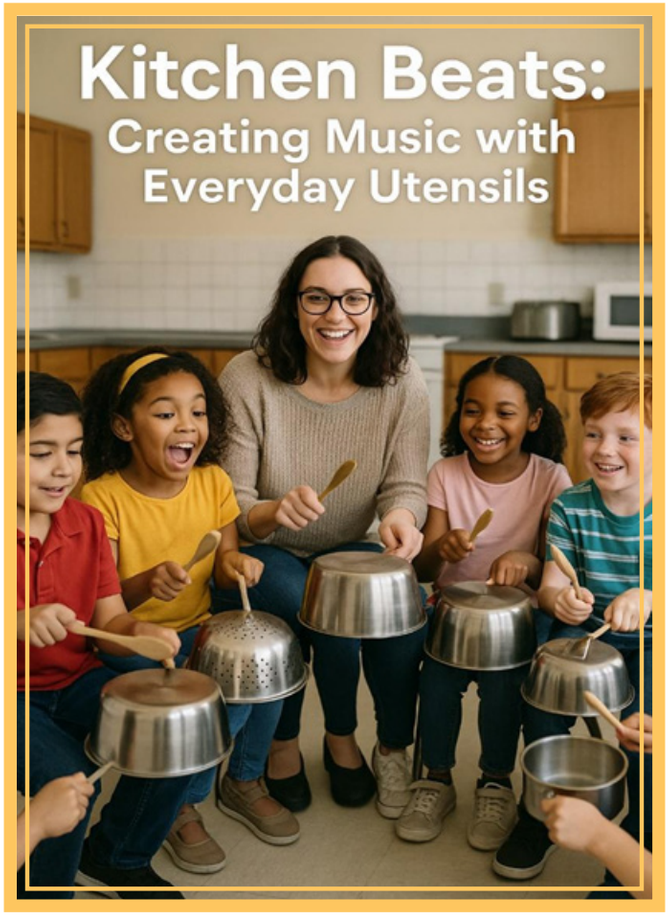
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CARD 1

KITCHEN BEATS: CREATING MUSIC WITH EVERYDAY UTENSILS



Competency

Performing

Element

Perform ensemble pieces

Performance Criteria

Level 1: : Performs short pieces with support in group settings

Purpose of Activity

This activity engages students in exploring everyday objects as musical instruments. It develops creativity, coordination, and rhythmic awareness by encouraging learners to discover sounds in their environment and perform simple patterns together.

Learning Outcomes

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

- Identify different sounds produced by kitchen utensils.
- Use everyday utensils to create and replicate rhythmic patterns.
- Perform simple rhythmic sequences individually and in a group.
- Demonstrate creativity through sound exploration.

Resources & Materials

- Metal spoons, pots, pans, bowls, whisks, plastic containers

- Wooden sticks or ladles
- Cloth or sponge for muted sound effects
- A beat-keeping app or metronome (optional)
- Floor space for group work

INTRODUCTION

INTRODUCTION

In Indian music, rhythm forms the heartbeat of every performance. Two important concepts are laya, which refers to uniform speed in music, and taal, the rhythmic cycle that repeats throughout a piece. In this activity, students will explore how these rhythmic ideas exist even in everyday life. By using kitchen utensils to create sounds, learners discover how different tempos (laya) change the feel of music and how repeating rhythmic patterns work like a simple taal. Through hands-on playing, students connect the traditional understanding of rhythm with creative, modern sound-making, helping them experience how music can be made anywhere when we understand beat, timing, and structure.

PROCEDURES

1. Prior Knowledge



A. Questions about Laya (Speed/Tempo)

1. What does the word laya mean in Indian music?
2. Can you give an example of slow, medium, and fast laya?
3. How does changing the laya affect the mood or feel of a piece?

B. Questions about Taal (Rhythmic Cycle)

4. What is taal?
5. Can you name any taals you have learned before (e.g., Dadra, Kaherwa, Teentaal)?
6. Why is counting the beats in a taal important for keeping rhythm?

C. Questions on Layakari (Ekgun / Dugun)

7. What is Ekgun? Can you clap an Ekgun pattern?
8. What is Dugun? How is it different from Ekgun?
9. What happens to the number of strokes when we move from Ekgun to Dugun?

D. Questions on Padhant (Recitation of bols)

10. What is Padhant and why do we recite bols before playing them?
11. Can you recite the bols of Dadra, Kaherwa, or Teentaal?
12. How does Padhant help you keep the beat steady?

E. Linking Prior Knowledge to the Activity

13. Where do you experience rhythm in your everyday life outside music class?
14. How can we use simple objects—like kitchen utensils—to keep a beat or create a rhythm?
15. Do you think you can follow a taal using objects that are not real musical instruments?

2. Warm Up



- Demonstrate a simple body percussion routine (clap, tap chest, stomp) followed by students' practice.
- Engage in a quick sound identification game using common kitchen objects.

3. Sound Discovery

- Students explore the different sounds produced by striking, scraping, or shaking the utensils.
- Discuss high vs. low sounds and loud vs. soft sounds.

4. Rhythmic Patterns

- Model simple 6 (Dadra Taal) and 8 Beats (Kaherwa Taal) patterns using the objects.
- Encourage students to echo and create their own patterns.

5. Group Performance



- Arrange students in small groups to perform a rhythmic sequence as an ensemble with those utensils. Musical instruments available at school can be used to enhance performance.
- Emphasize coordination, timing, and listening to others.

6. Reflection

- Discuss what they discovered about sound and teamwork.
- Encourage learners to think about how music is present in everyday life.

ASSESMENT CRITERIA

Students will be assessed on their ability to:

1. Sound Exploration

- Identify different sounds created by utensils.
- Explore and demonstrate various playing techniques (striking, scraping, shaking).

2. Rhythm Creation

- Copy simple rhythmic patterns modeled by the teacher.
- Create short rhythmic sequences using utensils.
- Adjust rhythm to slow, medium, and fast laya.

3. Ensemble Performance

- Perform as part of a group with coordination and timing.
- Maintain a steady tempo while listening to peers.
- Follow simple group cues (start/stop, loud/soft).

4. Creativity & Use of Utensils

- Use utensils in innovative ways to produce different tones.
- Combine utensils creatively to form rhythmic textures.

5. Understanding of Musical Concepts

- Demonstrate understanding of laya, ekgun/dugun, and simple taal patterns.
- Apply counting and beat-keeping skills during performance.

RUBRIC ASSESSMENT

Category	Criteria / Indicators	Basic	Intermediate	Proficient
1.Sound Exploration	**Creating sounds using utensils**	Uses only one technique; limited experimentation.	Uses 2–3 techniques (striking, scraping, shaking).	Confidently explores a variety of techniques safely and creatively.
2. Rhythm and creativity	**Copying rhythmic patterns**	Struggles to copy patterns; timing inconsistent.	Copies patterns with minor timing errors.	Accurately echoes patterns with steady tempo.
	Creating rhythmic patterns	Creates simple patterns with support.	Creates short rhythmic patterns with some consistency.	Independently creates clear, steady rhythmic patterns.
	Laya (tempo control)	Cannot maintain tempo; loses beat.	Maintains slow/ medium/ fast laya with small slips.	Adjusts tempo confidently and keeps steady laya throughout.
3. Ensemble Performance	**Group timing**	Frequently off-beat; difficulty staying together.	Mostly on-beat with occasional delays.	Performs consistently in sync with the group.
4. Creativity & Use of Utensils	**Creative use of utensils**	Uses utensils in predictable or repetitive ways.	Shows some creativity but limited variety.	Demonstrates imaginative, varied, and purposeful use of utensils.
5. Understanding Musical Concepts	**Laya & Taal awareness**	Difficulty keeping beat or counting cycles.	Shows developing awareness with small mistakes.	Maintains steady beat and recognises simple cycles (6-beat, 8-beat).

EXERCISE 1



Word Search

(*MADHYA*, REGULAR, *LAYA*, *DRUT*, *VILAMBIT*, RHYTHM, SPEED, *EKGUN*, *DUGUN*)

A	C	S	R	S	E	A	A	T	V	H
T	R	I	P	B	C	D	R	T	A	E
X	D	E	C	M	A	D	H	Y	A	G
F	E	N	G	D	L	A	Y	A	N	D
D	K	Y	U	U	A	X	T	R	C	R
Q	G	G	A	A	L	F	H	H	I	U
O	U	P	V	I	L	A	M	B	I	T
N	N	R	T	H	C	E	R	E	A	F

EXERCISE 2

Instructions for Students; Circle and colour the Kitchen equipment that can be used for percussion and cross out those which cannot be used for percussion.



EXERCISE 3

Crossword: Complete the crossword by filling in the correct musical terms based on the clues provided

CLASS ACTIVITY Cross - word

	1	2	3	4	5	6	7	8	9
a							A		
b	V								
c						L			
d	B								
e									K
f									
g									
h									
i		M							

Across →	Down ↓
a. is the first and most accented beat in a *taal*	1. is the different sections found in a *taal*.
c. means speed in Indian music	3. is the unaccented beat in any *taal*.
d. sonorous part of a *taal* or *theka*.	7. is a complete cycle of a *taal*.
i. is the unit of measurement in music.	9. is the vertical bar used to show the divisions in a *taal*.

EXTENSION ACTIVITY

- Home Assignment: Ask students to create a short “Kitchen Percussion Performance” at home using safe utensils, record it (if possible), and share with the class.
- Integration with Literacy: Students write down names of utensils used in the activity
- Cross-Curricular Link: Link with Science by discussing how materials (metal, plastic, wood) affect sound production.

CARD 2

INSTRUMENTAL ACCOMPANIMENT TO THE NATIONAL ANTHEM



Competency 2

Performing

Element 2

Accompany songs using basic techniques

Performance Criteria

Level 1: Accompanies simple melodies with teacher assistance

Purpose of Activity

This activity aims to develop students' sense of patriotism and national pride through instrumental music. Students learn to accompany the **National Anthem of Mauritius** by understanding its rhythmic structure, cultural significance, and expressive quality. By actively engaging in instrumental accompaniment, students reinforce their musical skills while appreciating the meaning and value of this national symbol.

Learning Outcomes

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

- Provide simple instrumental accompaniment to the National Anthem.
- Play rhythmic patterns that match the anthem's structure.
- Understand the meaning and importance of the National Anthem's lyrics.
- Develop respect and patriotism towards the Mauritian motherland.

Resources & Materials

- Audio recording of the National Anthem of Mauritius
- Classroom instruments (depending on availability): Drums, Triangles, Tambourines, Shakers, Bells / Chimes
- Whiteboard
- Speakers
- Lyrics sheet of the National Anthem
- Selection of local patriotic songs (audio)

INTRODUCTION

INTRODUCTION

Patriotism plays a vital role in the Mauritian context, where our national identity is shaped by unity in diversity, cultural respect, and love for our shared motherland. Teaching students to accompany the National Anthem through instrumental music helps them experience patriotism not just as a concept, but as a feeling expressed through sound, rhythm, and harmony. Similarly to Indian Classical Music, which is rooted in rich cultural heritage, where discipline, devotion, and respect for tradition are central values, students will learn that patriotism is not only about singing national words, but about embodying pride, unity, and gratitude for Mauritius through artistic expression.

ACTIVITY 1

Warm Up

- Begin with listening warm-ups: teacher taps simple rhythmic phrases; students identify slow/fast and soft/loud patterns.



- Short discussion:

"What do patriotic songs represent for a country?"

Introduction to the Lesson Concept

Explain that today's lesson focuses on:

- Understanding the **National Anthem**
- Exploring its **meaning and symbolism**
- Providing a **musical accompaniment** using class instruments

Reinforce that performing the anthem is an act of respect and national pride.

ACTIVITY 2

Listening to the National Anthem

- Play the National Anthem on speakers
- Students listen attentively to the full anthem.
- Encourage them to observe rhythm, tempo, dynamics, and emotion.

Ask guiding questions:

- *How does the anthem make you feel?*
- *What does it remind you of?*



ACTIVITY 3

Discussion on the Anthem's Meaning

Teacher discusses:

- The meaning of the anthem's lyrics
- The values expressed: unity, peace, love for the land, cultural diversity, pride
- Its importance as a national symbol

Students may share interpretations of selected lines.



ACTIVITY 4

Instrumental Accompaniment: Demonstration and Practice

- Explain and demonstrate simple rhythmic patterns extracted from the anthem. These patterns form the basis of the accompaniment.
- Ask students to repeat each rhythmic pattern after you.



- Ensure accuracy and steady tempo.
- Once students have mastered the rhythm, only then move to instruments.
- Students may make use of different musical instruments such as shakers, Triangle, Maracas amongst others for accompaniment.
- Students practice accompanying the anthem under teacher guidance.
- Emphasize on respect and pride while performing.

ACTIVITY 5

Listening to Local Patriotic Songs

Play other local Patriotic songs to students such as:

- "Donne to lamain Prend mo lamain"

- https://www.youtube.com/watch?v=fYTvBTsoyhA&list=RDfYTvBTsoy hA&start_radio=1

- "Rouz Ble Zonn Ver"

- https://www.youtube.com/watch?v=j0VIxxl_ImM&list=RDj0VIxxl_ImM&start_radio=1

- "Desh Mahaan"

- https://www.youtube.com/watch?v=Kon5ZkfCh_A&list=RDKon5ZkfCh_A&start_radio=1

EXERCISE 1

Fill in the blanks with the given words

Guide students to complete following exercise.

Glory to thee, _____
O Motherland of mine.
_____ is thy beauty,
Sweet is thy _____,
Around thee we gather
As one _____,
As one _____,
In peace, _____ and liberty.
Beloved _____,
May God bless thee.
For ever and ever.

People
Justice
Motherland
Country
Sweet
Nation
Fragrance

ASSESSMENT CRITERIA

Learners will be assessed through performance, participation, and reflective engagement. The assessment focuses on musicianship, understanding of national symbolism, and respectful performance practices.

1. Understanding of the National Anthem & Its Meaning

Learners should be able to:

- Describe the meaning of key lines from the National Anthem.
- Explain themes such as unity, peace, justice, liberty, and love for the motherland.
- Demonstrate awareness of the anthem's cultural importance and patriotic value.

2. Rhythmic Accuracy & Musical Techniques

Learners should be able to:

- Clap or reproduce the rhythmic patterns demonstrated by the teacher.
- Maintain a steady tempo while performing.
- Demonstrate appropriate dynamic control (soft/loud) during accompaniment.

3. Instrumental Accompaniment Skills

Learners should be able to:

- Perform simple accompaniment patterns using classroom instruments.
- Follow teacher cues accurately during the performance.
- Balance their sound within the group ensemble.

4. Performance Behaviour & Respect

Learners should be able to:

- Demonstrate respectful behaviour while performing the anthem.
- Show proper posture and discipline expected during national performances.
- Display patriotic values through attentive and responsible musical participation.

5. Collaboration & Participation

Learners should be able to:

- Work cooperatively with peers while preparing the accompaniment.
- Contribute actively during practice sessions.
- Support the group by maintaining cohesion and group rhythm.

6. Reflection on Patriotism & Musical Expression

Learners should be able to:

- Express how patriotic songs convey national pride and unity.
- Share personal interpretations of how the anthem makes them feel.
- Make connections between music and Mauritian identity.

RUBRIC ASSESSMENT

Criteria	Basic	Intermediate	Proficient
Understanding of the Anthem's Meaning	Identifies only a few ideas from the anthem; shows limited understanding of meaning or symbolism.	Explains some key ideas (unity, peace, patriotism) with partial detail.	Clearly explains the meaning of the anthem and confidently interprets its themes and symbolism.
Rhythmic Accuracy	Often loses beat; struggles to reproduce rhythmic patterns; tempo frequently inconsistent.	Maintains rhythm with minor inconsistencies; reproduces most patterns correctly.	Performs rhythmic patterns accurately with steady tempo and clear control.

Criteria	Basic	Intermediate	Proficient
Instrumental Accompaniment Skills	Plays with difficulty; sound balance or coordination is weak; needs substantial guidance.	Performs accompaniment with some accuracy; occasional lapses but generally follows cues.	Accompanies confidently; maintains technique, sound balance and follows cues accurately throughout.
Performance Behaviour & Respect	Shows limited discipline or inconsistent respect during anthem performance.	Demonstrates acceptable behaviour with occasional lapses.	Shows full respect, discipline, and appropriate conduct throughout the performance.
Collaboration & Participation	Participates minimally; relies heavily on peers; limited contribution to group work.	Participates adequately; contributes some ideas; works cooperatively.	Actively engages in group work; contributes meaningfully and helps maintain group cohesion.
Reflection on Patriotism & Musical Expression	Gives simple or unclear reflections; minimal link to patriotism or identity.	Provides some relevant reflections; shows partial understanding of patriotic expression.	Shares thoughtful, clear reflections explaining how music expresses patriotism and national pride.

EXTENSION ACTIVITY

Students may try same activity with the National Anthem in other languages like French or Kreol Morisien.

Hymne national en français	Lim nasional an Kreol Morisien
Gloire à toi Île Maurice, Île Maurice, ô ma mère patrie, Fraîche est ta beauté, Doux est ton parfum, Nous voici tous debout, En un seul peuple, Une seule nation, En paix, justice et liberté, Pays bien aimé, Que Dieu te bénisse, Aujourd'hui et toujours.	Glwar a twa nou ti zil, Zil Moris nou pei natal, To boté li dou, To fragrans li dou, Autour nou'nn rasanblé Comm enn sel lepep, Enn sel nasion, An pe, zistis ek liberté Nou lamour pou nou pei, Bondié beni li Pou toultan ek touzour!

CARD 3

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

INSTRUMENTAL SITAR

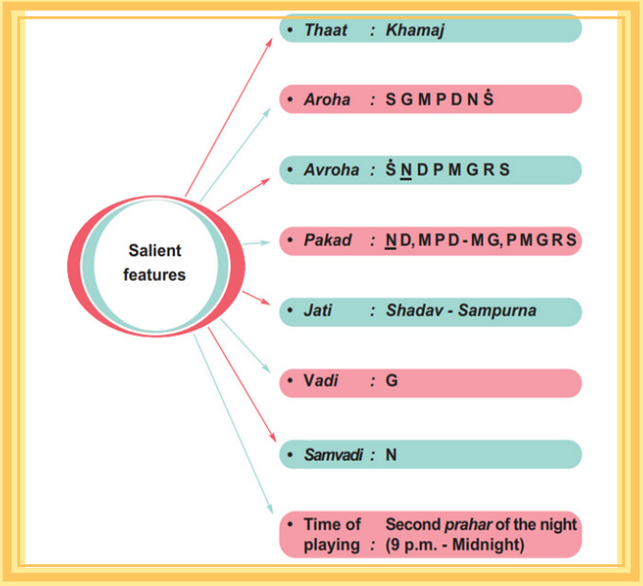
INTRODUCTION

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 Ṡ

Avroha: Ṡ N D P M G R S

Pakad: N 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	**ṠṠ**	**N**	**Ṡ**	**N**	**N**	**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	**MM**	**G**	**S**	**Ṇ**	**SS**	**G**	**M**	**P**	**DD**	**NN**	**DD**	**N-**	**ND**	**-P**	**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=hrIomkZ5y2E
3. **Artist: *Ustad* Vilayat Khan**
   https://www.youtube.com/watch?v=QFHXRxUh9oM

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 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 Koma*l, 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 *Khamāj*; limited understanding of composition structure.	Shows partial understanding of the *rāg* and its phrases; occasional errors in notes or structure.	Clearly understands Raag *Khamāj* 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*

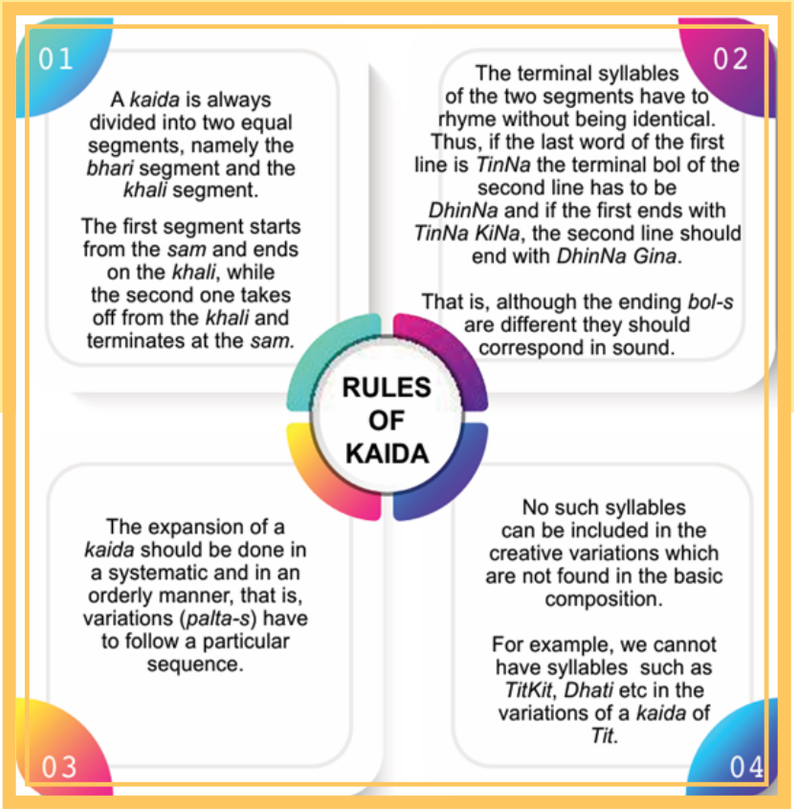
ACTIVITY 2

Kaida and its rules

- Explain the term Kaida



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 *Tit* clearly and accurately	Produces unclear or inconsistent *Tit* strokes.	Plays *Tit* with some clarity but occasional errors.	Plays *Tit* clearly, accurately, and consistently.
	Perform short exercises of syllable Tit	Frequent mistakes; loses phrasing.	Performs phrases with minor slips.	Performs short phrases correctly and confidently.
2. *Laya*	Maintain a steady pulse throughout the *Kaida*	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. *Kaida* Understanding & Execution	Explain the term *Kaida* and its rules	Gives incomplete or unclear explanation.	Explains *Kaida* with some accuracy.	Clearly explains *Kaida* and its rules confidently.
	Systematically play the *Kaida* of *Tit* in Teentaal	Struggles to align phrases with *taal.*	Performs with some alignment errors.	Plays *Kaida* of *Tit* 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.

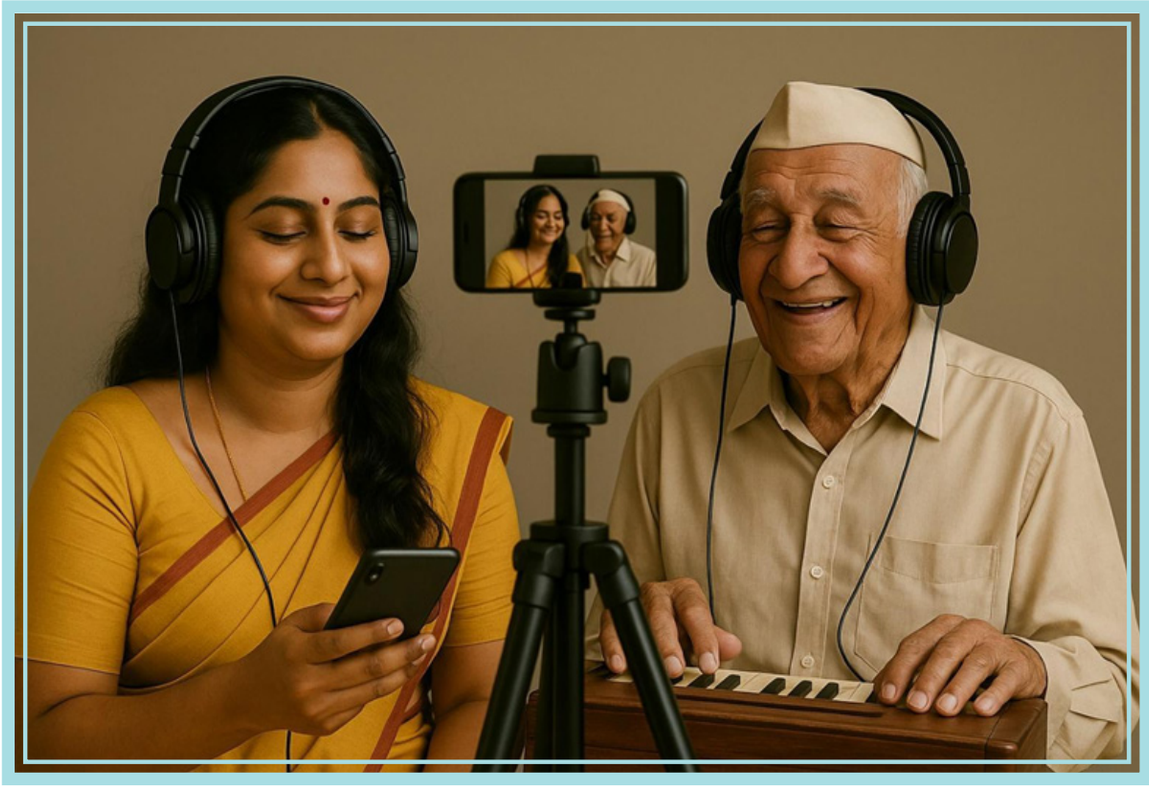
Practice Discipline	Demonstrate disciplined practice habits	Irregular practice; limited effort.	Developing practice habits.	Shows consistent, disciplined practice habits.

EXTENSION ACTIVITY

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

CARD 4

FROM TAPES TO TIKTOK: MUSIC AND ENTERTAINMENT OVER TIME



Competency

C 5 : Connecting

Element 3

Reflect on personal experiences through music

Performance Criteria

- **Level 1 :** Shares simple connections between music and feelings

Purpose of the Activity

This activity is designed to mainly develop writing, communication and presentation skills by gathering information from older family members or community members through structured interviews. Moreover, it enables students to understand and appreciate how entertainment has changed over generations and reflect on how music shapes personal and collective memories.

Learning Outcomes

At the end of this lesson, students should be able to:

- describe how music and methods of entertainment have evolved across different generations.
- conduct structured interviews, using prepared questions to gather information from older family members or community members.
- organize and communicate their findings through a short video.
- reflect on the role of music in shaping cultural identity and personal memories across time.

Resources & Materials

- Interview guide
- Video recording device or mobile phone
- materials (paper, pens)
- Projector (for presentations).

INTRODUCTION

Introduction

Social media can be a powerful tool for sharing and promoting Indian Classical Music, allowing artists, students, and communities to reach wider audiences instantly. Through online platforms like YouTube, Instagram, and TikTok, young learners can showcase their performances, discover new musicians, and engage with cultural traditions in creative ways.

This lesson activity—interviewing older family members and presenting your findings through a video—shows how music travels across generations and how digital platforms can help preserve and celebrate our rich musical heritage in today's modern world.

Ready for a fun lesson? Let's dive into music, memories, and the world of social media together!

ACTIVITY 1



- Ask : *What kind of music do you like? How do you listen to music today?*
- Then ask : *How do you think your parents or grandparents listened to music when they were young?*
- You may refer to picture to briefly brainstorm about the evolution of Audio Technology.

ACTIVITY 2

Explain and Demonstrate Interview Task to students:



- Each student will conduct a recorded interview and record a parent, grandparent, or older family member about the music they loved when they were young.
- Students will gather information about:
- Favourite artists or songs
- How they accessed music (radio, vinyl records, cassettes, concerts)
- Memories associated with specific songs
- How music influenced their life or culture
- Demonstrate how to make use of Interview Guide.

Interview Guide for Students

What were your favourite songs or artists when you were my age?

How did you listen to music? (e.g., radio, live concerts, records)

Can you share a memory tied to a favourite song?

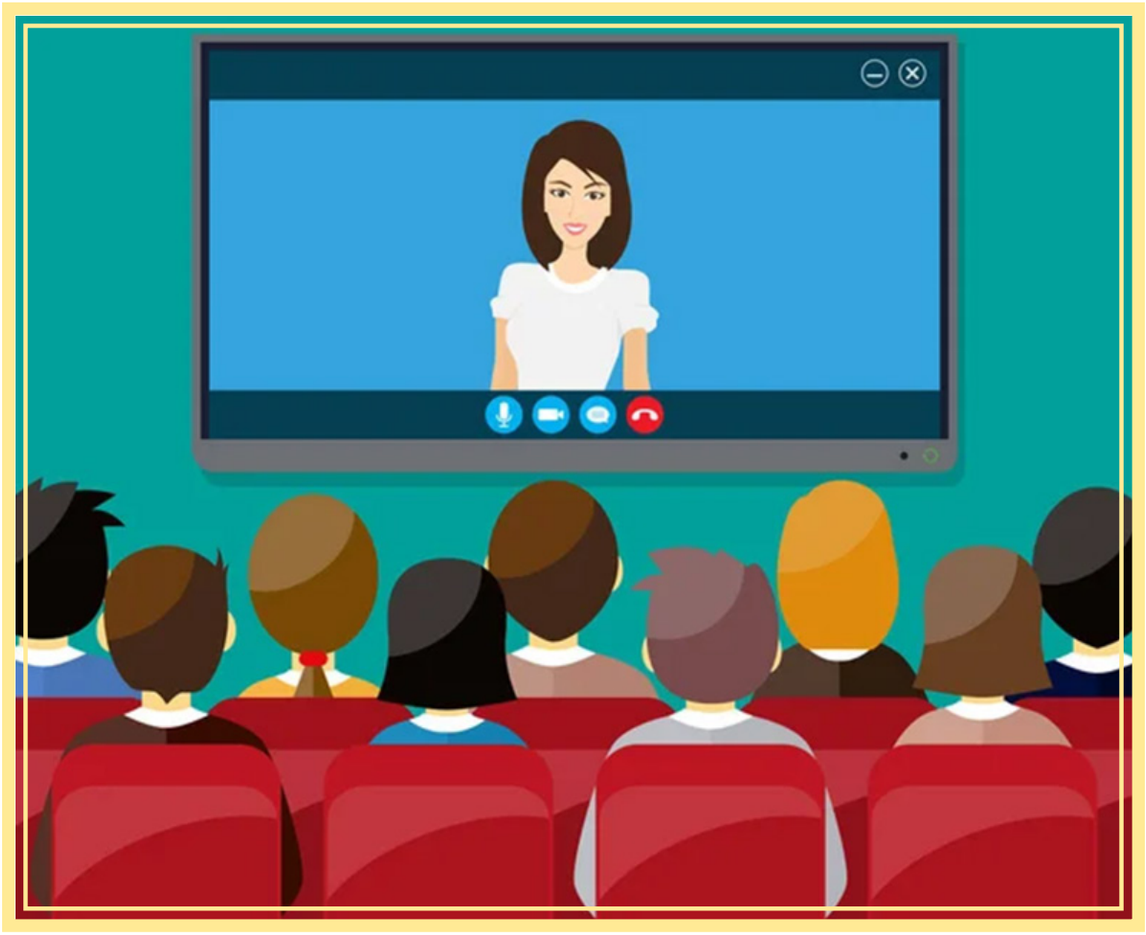
How important was music in your everyday life?

How do you think music has changed since then?

ACTIVITY 3

Sharing of Findings and Reflection

- Students present their findings through a video presentation.
- Encourage students to share particularly interesting memories or differences they noticed.



- **Wrap up with a Group Discussion and reflection on:**
  - How has technology changed the way people access and enjoy music?
  - What themes remain constant across generations?

EXERCISE 1

Drawing and Colouring Activity

Ask students to draw and colour the icons of any four Social Media applications of their choice on the phone below. Some examples are; Facebook, Instagram, WatsApp, TikTok, SnapChat, Twitter.



ASSESSMENT CRITERIA

Learners will be assessed through research skills, communication skills, reflection, creativity, and participation. The assessment focuses on the ability to gather information, understand generational differences in music consumption, and communicate findings through video and discussion.

1. Interview Skills

- Conduct a structured interview using the given interview guide.
- Ask clear and relevant questions.
- Gather accurate information through active listening and respectful communication.

2. Content Collected from Interview

- Identify the favourite songs, artists, or musical genres of the interviewee.
- Describe how music was listened to in the past (radio, vinyl, tapes, concerts).
- Record memories or stories linked to specific songs.
- Explain how music influenced the interviewee's daily life or culture.

3. Video Presentation Skills

- Present their findings clearly in a short video.
- Organise information in a logical and engaging manner.
- Communicate confidently using voice, visuals, or simple editing techniques.

4. Reflection and Understanding of Generational Change

- Reflect on how music and technology have changed over generations.
- Identify similarities and differences in how people accessed and enjoyed music.
- Express how music contributes to personal memories and cultural identity.

5. Participation in Class Discussion

- Share findings during class sharing sessions.
- Listen to and respond to peers respectfully.
- Contribute thoughtfully to discussions on music evolution and social media.

6. Creativity (Social Media Icons Drawing Task)

- Draw and colour four accurate social media icons of their choice.
- Demonstrate neatness, effort, and creativity in their artwork.
- Show understanding of social media platforms used today.

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Interview Skills	Asks few questions; limited interaction	Uses most questions; some follow-ups	Confident, fluent interview; meaningful follow-ups
Content Collected	Minimal or unclear information	Clear but not very detailed	Comprehensive, accurate, insightful
Video Presentation	Unclear, poorly organised	Clear structure; some effort in organisation	Very clear, engaging, well-edited
Reflection & Understanding	Vague or surface-level	Clear reflection with examples	Deep, thoughtful reflection with strong insights
Participation	Rare participation	Occasional relevant contributions	Active, meaningful contributions
Creativity (Icons)	Simple, incomplete	Neat, coloured, mostly accurate	Detailed, creative, accurate artwork

EXTENSION ACTIVITY

- Conduct a live interview with a senior staff member in front of students in music classroom.

NOTES FOR EDUCATOR

- Be sensitive to students who may not have easy access to older family members; offer an alternative (interview a teacher, neighbour, etc.)
- The lesson to be carried out in two or more sessions.
- Students may upload their final video on their Social Media account with the permission of their interviewee.

CARD 5

INSTRUMENTAL ENSEMBLE



Competency

C 5 : Performing

Element 3

Perform solo and ensemble pieces

Performance Criteria

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

Purpose of the Activity

This activity enables students to develop coordination, timing, listening skills, and ensemble awareness by performing rhythmic patterns together using a variety of percussion instruments.

In preparation for a **stage performance**, learners collaborate in an instrumental ensemble that includes **both melodic and rhythmic musical** instruments where each performer has a clearly defined musical role. Students learn to maintain steady laya, balance melody and rhythm, respond to musical cues, and project confidence in a live performance setting.

The activity also strengthens stage discipline, group cohesion, and musical expression, allowing students to experience how rhythmic accompaniment and melodic interaction work together to create a unified and engaging performance.

Learning Outcomes

At the end of this lesson, students should be able to:

- Perform confidently in an instrumental ensemble including rhythmic (tabla and other percussions) and melodic instruments (Sitar, guitar, piano**...**etc).
- Maintain steady laya (tempo) while playing their assigned rhythmic or melodic pattern.
- Demonstrate coordination and accurate timing within a group performance.
- Listen actively and respond appropriately to musical cues from other performers.
- Balance melody and rhythmic accompaniment effectively during performance.
- Display appropriate stage discipline, posture, and performance etiquette.
- Reflect on their individual role and contribution to the overall ensemble sound.
- Show understanding of call-and-response interaction between melody (e.g. sitar) and rhythm (tabla/percussion).

Resources & Materials

- Percussion instruments available at school (e.g. Djembe, Tabla, Ravanne,Shakers, tambourines, triangle)
- Body percussion (clapping, stomping)
- Metronome or beat-keeping app
- Space for group arrangement

INTRODUCTION

Introduction

This lesson focuses on preparing students for a stage performance of an instrumental ensemble featuring tabla, percussion instruments, sitar and other melodic instruments. It builds on students' prior knowledge of rhythm and melody by guiding them towards coordinated group performance and musical interaction.

Through structured rhythmic practice, ensemble rehearsal, and *Sawal–Jawab* (musical question and answer), learners develop timing, listening skills, and confidence in performing collaboratively. The lesson emphasises the importance of steady *laya* (tempo), balance between melody and accompaniment, and effective musical communication within a group.

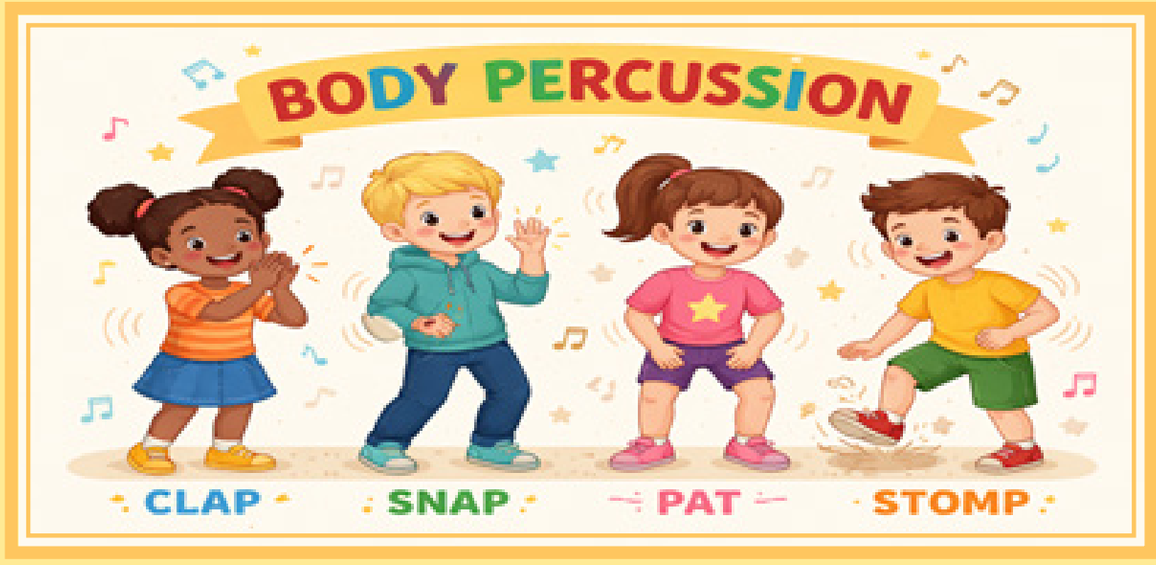
By the end of the session, students will not only strengthen their technical and rhythmic accuracy but also gain practical experience in stage discipline, ensemble awareness, and expressive performance.

ACTIVITY 1

Warm-Up and Rhythmic Preparation

Objective: Establish steady beat, coordination, and listening skills.

- Begin with simple body percussion exercises (clap, snap, stomp) to establish and maintain a steady pulse.



- Gradually vary dynamics and tempo to improve responsiveness.
- Conduct a call-and-response rhythm game where the teacher performs a short rhythmic phrase and students imitate it accurately.
- Encourage attentive listening, precise imitation, and confident participation.

ACTIVITY 2

Instrument Exploration and Rhythm Development

Objective: Develop instrumental control and rhythmic accuracy.

Introduction to Instruments

- Briefly introduce the available instruments (tabla, percussion instruments, sitar, other melodic instruments).
- Explain the role of each instrument in an ensemble (melody and rhythm).



- Allow students to select appropriate instruments according to their ability and confidence level.

Rhythm Practice

- Teach short rhythmic patterns using syllables or Indian rhythm mnemonics (*bols*).
- Students reciprocate the patterns on their instruments.
- Practise individually first, then in pairs or small groups to build confidence and coordination.

ACTIVITY 3

Ensemble Formation, Sawal–Jawab and Performance

Objective: Develop ensemble coordination and musical interaction.

Ensemble Formation

- Divide students into small groups and assign each group a different instrument.
- Create a simple structured composition in which each group performs a repeated rhythmic or melodic pattern.

***Sawal–Jawab* (Call-and-Response Interaction)**



- Students engage in a musical dialogue (*Sawal–Jawab*).
- One instrument presents a short rhythmic or melodic phrase (the "question").
- Another instrument responds by aurally perceiving and accurately reproducing or creatively answering the phrase (the "answer").
- Emphasise attentive listening, rhythmic accuracy, and confident musical communication.

Rehearsal and Refinement

- Rehearse the full ensemble performance.

- Focus on tempo control (*laya*), dynamics, balance between melody and rhythm, and smooth transitions.

Performance and Reflection

- Present the ensemble performance for the Prize Giving ceremony or at school.



- **Facilitate a short reflective discussion on:**
- Group coordination
- Effectiveness of Sawal–Jawab interaction
- Challenges encountered
- Areas for improvement

ASSESSMENT CRITERIA

Students will be assessed on:

1. Rhythmic Accuracy and *Laya* (Tempo Control)

2. Instrumental Technique and Sound Production

3. Ensemble Coordination and Balance

4. Sawal–Jawab (Call and Response) Interaction

5. Stage Presence and Performance Discipline

6. Musical Expression and Dynamics

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Rhythmic Accuracy & Laya	Maintains the beat for short sections but frequently loses tempo. Incomplete awareness of the taal cycle.	Maintains steady tempo with occasional lapses. Completes the taal cycle correctly with minor hesitation.	Maintains consistent and confident laya throughout. Demonstrates full control of tempo and accurate completion of the taal cycle.
Instrumental Technique & Control	Produces sound with inconsistent tone quality. Hand positioning and strokes need improvement.	Demonstrates generally correct technique with mostly clear tone. Minor technical errors may occur.	Demonstrates confident, accurate technique with clear tone production and controlled hand movements throughout.
Ensemble Coordination & Balance	Limited listening skills. Timing issues affect group synchronisation. Balance between melody and rhythm is uneven.	Shows awareness of other performers. Minor coordination issues but generally performs in synchronisation.	Demonstrates strong ensemble awareness. Accurate entries, balanced sound, and seamless coordination between sitar, tabla, and percussion.

***Sawal–Jawab* Interaction**	Attempts call-and-response but responses lack rhythmic accuracy or confidence. Requires guidance.	Responds accurately to musical phrases with correct timing. Some creativity evident.	Engages confidently in Sawal–Jawab with accurate, expressive, and well-structured responses. Demonstrates creativity and clear musical understanding.
Stage Presence & Discipline	Shows limited confidence. Posture and focus require improvement. Occasionally distracted.	Maintains appropriate posture and focus. Demonstrates satisfactory stage discipline.	Performs with confidence and composure. Excellent posture, focus, and professional stage etiquette.
Musical Expression & Dynamics	Limited dynamic contrast. Performance sounds mechanical.	Demonstrates some variation in dynamics and expression.	Uses dynamics and expression effectively to enhance musical impact and audience engagement.

CARD 6

MUSICAL COMPOSITION



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

INSTRUMENTAL SITAR

INSTRUMENTAL SITAR

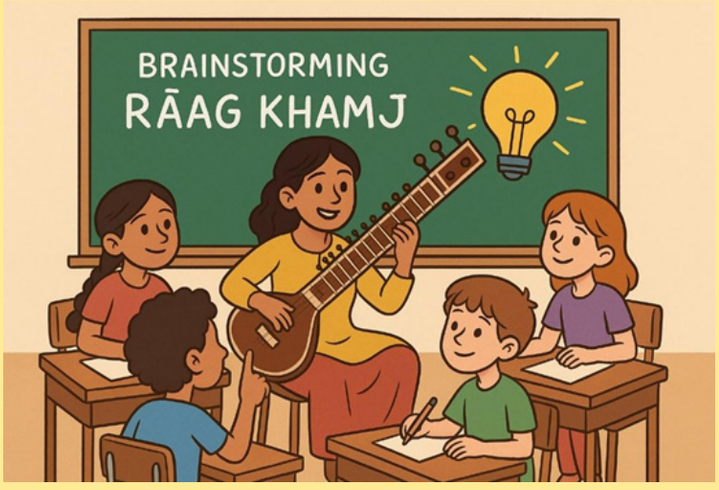
INTRODUCTION

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 Ṡ

Avroha: Ṡ N D P M G R S

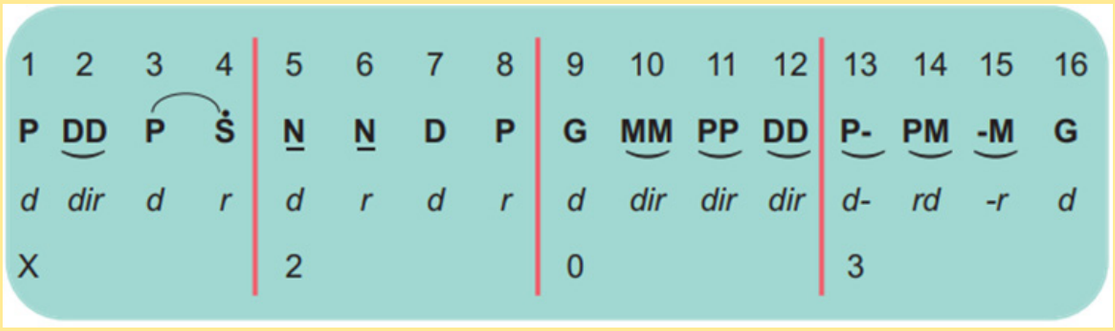
Pakad: N D, M P D – M G, P M G R S

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	MM	P	D	N	Ṡ	N	Ṡ	N	ṠṠ	ṘṘ	ṠṠ	N-	ND	-P	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**	**Ṡ**	**N**	**N**	**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			

ACTIVITY 4

Sequence of a Musical Composition

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
								Sthayi							
N	ṠṠ	N	Ṡ	N	N	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*
								Manjha							
G	MM	G	S	Ṇ	SS	G	M	P	DD	NN	DD	N-	ND	-P	D
d	*dir*	*d*	*r*	*d*	*dir*	*d*	*r*	*d*	*dir*	*dir*	*dir*	*d-*	*rd*	*-r*	*d*
								Antara							
G	MM	P	D	N	Ṡ	N	Ṡ	N	ṠṠ	ṘṘ	ṠṠ	N-	ND	-P	D
d	*dir*	*d*	*r*	*d*	*r*	*d*	*r*	*d*	*dir*	*dir*	*dir*	*d-*	*rd*	*-r*	*d*
P	DD	P	Ṡ	N	N	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 whole *razakhani gat* of *Raag Khamaj* in the following sequence.
- Lead guided practice of playing the whole composition in one go.

1	Play the *sthayi* twice.
2	Play the *manjha* once.
3	Repeat the *sthayi* twice.
4	Play the first line of the *antara* twice.
5	Play the second line of the *antara* once.
6	Repeat the *sthayi* 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 *Raag Khamāj*; limited understanding of composition structure.	Shows partial understanding of the *rāg* and its phrases; occasional errors in notes or structure.	Clearly understands *Raag Khamāj* 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

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
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 3
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 *Tiṭ Kiṭ* clearly and accurately	Produces unclear or inconsistent *Tiṭ Kiṭ* strokes.	Plays *Tiṭ Kiṭ* with some clarity but occasional errors.	Plays *Tiṭ Kiṭ* clearly, accurately, and consistently.
	Perform short exercises of syllable *Tiṭ Kiṭ*	Frequent mistakes; loses phrasing.	Performs phrases with minor slips.	Performs short phrases correctly and confidently.
2. *Laya*	Maintain a steady pulse throughout the *Kaida*	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. *Kaida* Understanding & Execution	Systematically play the *Kaida* of *Tiṭ Kiṭ* in Teentaal	Struggles to align phrases with *taal.*	Performs with some alignment errors.	Plays *Kaida* of *Tiṭ* 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.

CARD 7

INSTRUMENTAL ACCOMPANIMENT TO STORYTELLING (MUSIC AND DRAMA)



GUIDE TO EDUCATORS

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
Dramatic Expression	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.
Musical Creativity	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.
Rhythmic Accuracy & Tempo	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.
Ensemble Coordination	Limited cooperation. Timing issues affect performance.	Works well with group. Minor coordination issues.	Excellent teamwork. Smooth coordination and balanced performance.
Instrumental Technique	Inconsistent sound quality. Technique needs improvement.	Generally clear sound with minor technical errors.	Confident technique with clear sound and controlled playing throughout.
Stage Presence & Discipline	Appears hesitant or distracted.	Demonstrates satisfactory confidence and focus.	Performs confidently with excellent posture, focus, and stage etiquette.
Reflection & Understanding	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)



CARD 8

STAGE PERFORMANCE (SOLO PERFORMANCE)





GUIDE TO EDUCATORS

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 prepare and present a structured solo stage performance on their chosen instrument (Sitar or Tabla). It builds confidence, technical control, and expressive awareness while reinforcing prior learning of raga, taal, and performance structure.and expressive performance.

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

Through guided rehearsal and structured presentation, learners develop stage discipline, tempo control, coordination, and audience engagement. The activity strengthens understanding of Indian classical performance traditions and encourages reflective musical growth.

Learning Outcomes:

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

- Perform a structured solo presentation confidently.
- Demonstrate correct posture and instrumental technique.
- Maintain steady laya (tempo) throughout performance.
- Apply dynamics and expression appropriately.
- Show awareness of stage discipline and audience etiquette.

Resources and Materials:

- Sitar or Pair of Tabla
- Lehra (harmonium or electronic lehra machine/app)/ Electronic Taalmala
- Stage or classroom performance space
- Microphone (if available)

INSTRUMENTAL - SITAR



INTRODUCTION

This lesson focuses on preparing students for a formal stage solo performance on the Sitar. It builds on prior learning of ragas, basic compositions (gat), and rhythmic coordination with tabla accompaniment (or electronic Taalmala). Students revise sitting and handling postures, strokes (Da, Ra, Dir), fingering techniques and melodic development. Emphasis is placed on confidence, clarity of notes, and expressive playing.

Note: Students have not been introduced to a wide range of raga-s. They have been exposed only to Raga Yaman in Grade 8 and Raga Khamaj in Grade 9. Nevertheless, they are able to perform one simple composition (Razakhani Gat) in either raag with appropriate techniques and rhythmic support.

SOLO PERFORMANCE



ACTIVITY 1

Objective: Strengthen posture/ tonal clarity, recall of composition learnt to be played for solo performance.

- Revise correct sitting and holding postures and hand positioning, fingering techniques and strokes.
- Practice Aroha, Avaroha and Pakad in the selected raga.
- Focus to produce clean notes and maintain good sustain.
- Recall and practice compositions learnt with electronic talamala/ tabla accompaniment if available.

ACTIVITY 2

Structured Solo Practice

Objective: Develop confidence and musical flow.

- Play Pakad or a simple Alaap depending on the student's level of ability.
- Practice composition/gat in the chosen taal (e.g., Teentaal).
- Coordinate with tabla accompaniment or electronic taalmala.
- Maintain a steady tempo throughout the performance.

ACTIVITY 3

Stage Performance and Reflection

Objective: Build performance confidence and reflective skills.

- Perform a solo in front of peers in class or during school assembly, depending on the confidence level of the student.
- Demonstrate appropriate stage posture and maintain focus throughout the performance.
- Show respect by acknowledging the audience before and after performing.
- Participate actively in feedback and discussion sessions following the performance.

ASSESSMENT CRITERIA

Students will be assessed on:

1. Melodic Accuracy of Gat
- Correct notes of the gat of chosen raga
- Smooth transitions
- Clarity in melodic phrases

2. Rhythmic Coordination
- Synchronisation with tabla
- Steady laya
- Accurate entry and sam landing

3. Instrumental Technique
- Correct Strokes (depending on composition)
- Proper fingering techniques

4. Stage Presence
- Confidence and posture
- Focus and discipline
- Respectful stage behaviour

5. Musical Expression
- Use of dynamics
- Emotional interpretation
- Overall musical flow

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Melodic Accuracy of Gat	Some incorrect notes.	Mostly correct notes.	Accurate and confident melodic execution.
Rhythmic Coordination	Tempo inconsistent.	Minor lapses in tempo	Steady tempo with excellent coordination.
Instrumental Technique	Inconsistent Fingering techniques and strokes.	Generally correct fingering techniques and strokes with occasional errors.	Accurate, controlled and well-coordinated fingering techniques and strokes.
Stage Presence	Appears hesitant.	Some confidence.	Strong, confident stage presence.
Musical Expression	Limited expression.	Some expressive playing.	Highly expressive and engaging performance.

INSTRUMENTAL - TABLA



INTRODUCTION

In a **Tabla solo repertoire performance**, the presentation follows a clear and organised sequence. This lesson focuses on preparing students for a structured solo stage performance on the Tabla. It builds on prior knowledge of theka, layakari (Ekgun and Dugun), and simple compositions and tala-s learnt previously such as kaida-s and tihai-s.

Students revise posture, hand technique, bol clarity, and tempo control. Emphasis is placed on maintaining structure within the taal cycle and confident stage presentation.

Note: Though students have not learnt many compositions of the Tabla repertoire such as Peshkar, Rela, Tukdas..etc, they can still be taught to play the Kaida-s of Tit and Tit Kit systematically with Lehra.

ACTIVITY 1

Technical Warm-Up and recall of Kaida (Tit and TitKit)

Objective: Improve clarity and control.

In this activity, you will be required to:

- Revise and practise bols (Na, Tin, Dha, Dhin, Ge, Tit. Tit Kit etc.).
- Practise slow and medium tempo theka of Teentaal with few variations.
- Ensure correct sitting posture and hand positioning.

ACTIVITY 2

Structured Solo Development

Objective: Develop rhythmic confidence and creativity.

- Listen attentively as your teacher explains the structured sequence of a tabla solo repertoire performance and highlights the importance of lehra in a tabla solo.
- Begin with padhant (recitation of bols) with lehra.
- Play theka of Teentaal with lehra (Harmonium or maybe electronic lehra or from Youtube).
- Practise with Lehra simple kaida-s (Tit and Tit Kit) in Ekgun and Dugun with one or two variations and conclude with a simple tihai landing on sam.

ACTIVITY 3

Stage Performance and Reflection

Objective: Strengthen stage confidence and reflective skills.

- Perform solo in front of peers in class or during school assembly, depending on the confidence level of the student.
- Maintain steady lehra synchronisation.
- Demonstrate clear bol articulation.
- Participate in a structured feedback session.
- Reflect on tempo control and clarity.

ASSESSMENT CRITERIA

Students will be assessed on:

1. Bol Clarity
- Clear articulation
- Balanced sound between dayan and bayan

2. Rhythmic Accuracy
- Steady laya
- Accurate sam landing
- Proper structure of taal

3. Technical Control
- Hand technique
- Sitting posture
- Endurance

4. Layakari & Creativity
- Proper transition of Ekgun/Dugun
- Structured variation
- tihai

5. Stage Presence
- Confidence
- Focus
- Professional behaviour

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Bol Clarity	Unclear bols	Mostly clear articulation	Clear, sharp and balanced bols
Rhythmic Accuracy	Loses tempo	Minor tempo lapses	Steady and confident laya
Technical Control	Technique needs improvement	Adequate technique	Strong and controlled technique
Composition (Kaida Tit & Titkit)	Poor presentation of Kaida-s, their palta-s and Tihai; sound production poor	Kaida-s, their palta-s and tiha-si are played correctly but average sound production	Kaida-s, their palta-s and Tihai-s are played confidently
Stage Presence	Hesitant	Some confidence	Strong and disciplined stage performance

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