STUDENT'S WORKSHEETS

FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS

GRADE 7

VOCAL MUSIC

MOEHR
MAHATMA GANDHI INSTITUTE
2026

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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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CARD 1

INTRODUCTION TO SWARAS

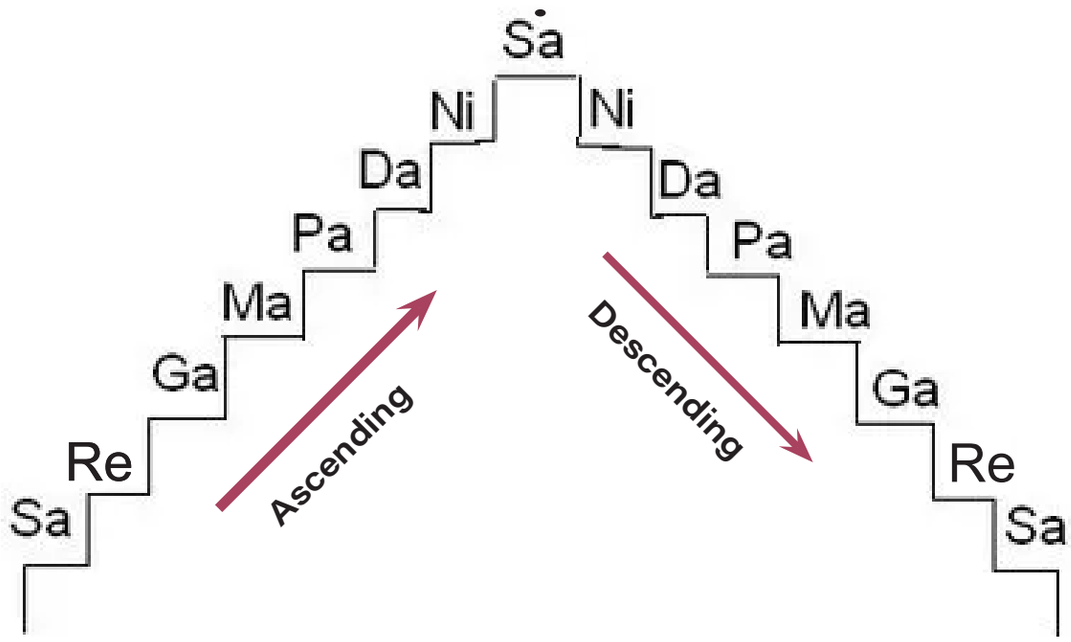


INTRODUCTION

What are Swaras?

Swaras are the basic musical sounds used in Indian music. Every melody or raga is created using these notes. Learning swaras is similar to learning the alphabets in languages. The seven natural notes are sung in the following order: **Sa, Re, Ga, Ma, Pa, Dha, Ni** (*adapt as necessary for Carnatic Music*)

Understanding swaras helps students develop correct pitch, listening skills, and steady voice production.



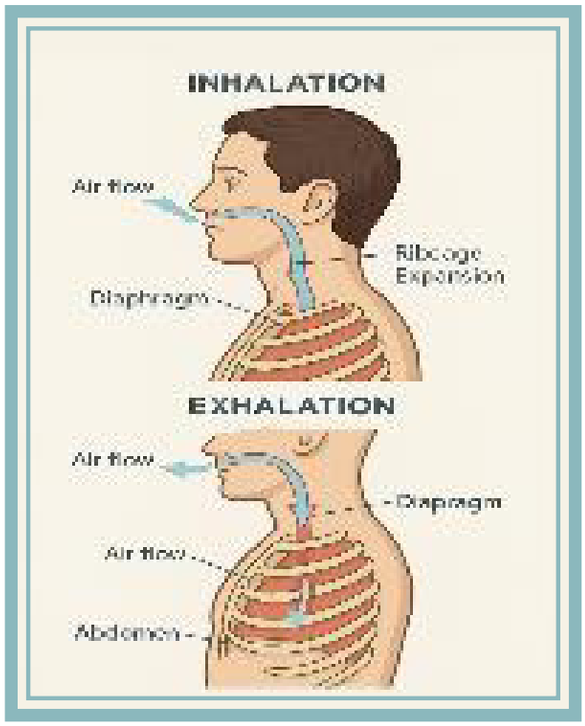
Why Are Swaras Important?

- They are the foundation of all Indian music.
- They help students sing in tune.
- They improve listening and musical understanding.
- They prepare students for ragas and songs.

WARM-UP

Before singing swaras, students should practise:

- light humming
- breathing slowly through the nose and exhaling gently
- sitting or standing in good posture.







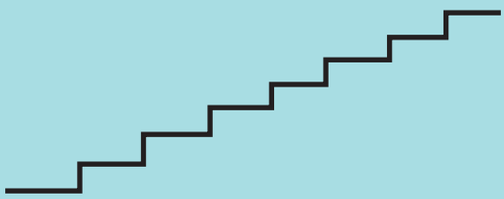
SELF ASSESSMENT

Name: _____ Date: _____
Class:_____

Activity Section

Activity 1: Write the Definition.
What is a Swara?
Write a simple definition in your own words:
.....
.....
.....
.....

Activity 2: Write the Seven Swaras.
Write the **seven Shuddh Swaras / Sapta Swaras** in the correct order:



Activity 3: Multiple-Choice Questions
1. Why should we learn swaras first?
a. Because swaras are the basic sounds we need to sing any song
b. Because they help us a lot in sports
c. Because swaras are good for breathing practice

2. Which instrument helps us sing the swaras correctly?
a. Maravanne
b. Electronic Keyboard
c. Earphone

3. Which swara comes fifth in the set of seven Shuddh Swaras?
a. Sa
b. Ga
c. Pa



SINGING SWARAS

Rate yourself by drawing the emoji that suits you better

Yes	NO
	

Statement	Yes	No
1. I can sing the seven swaras in order.		
2. I can match the teacher's pitch for Sa.		
3. I can listen carefully before singing.		

What did you learn about swaras in today's lesson?

One thing I want to improve:

.....

CARD 2

INTRODUCTION TO RHYTHM (REGULARITY OF BEATS & CLAPPING)







INTRODUCTION

What is Rhythm?

Rhythm is the pattern of sounds and silences in music. It is what makes music move and feel lively. Every song has a rhythm, which helps musicians and singers keep time.

Why is Rhythm Important?

- Rhythm helps us stay in time while singing or playing music.
- It improves listening skills and concentration.
- Rhythm helps in clapping, marching, and playing musical instruments.

Understanding Rhythm in Indian Music

In Hindustani music, rhythm is called **Taal**, and in Carnatic music, it is called **Talam**. It is created using hand claps, beats, and instruments.



WARM-UP

Before practising rhythm, students should:

- Sit or stand in good posture.
- Listen carefully to the beat.
- Clap slowly to feel the rhythm.

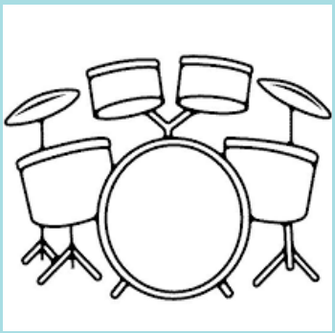
SELF ASSESSMENT

Name: _____ Date: _____
Class:_____

Activity Section

Activity 1: Write the Definition
What is rhythm?
Write a simple definition in your own words:
.....
.....
.....
.....

Activity 2: Colouring Fun
Instructions: Below are pictures of different musical instruments. Your task is to:
1. Identify which instruments are used for rhythm.
2. Colour ONLY the rhythm instruments using bright colours.
3. Leave the non-rhythm instruments uncoloured





Activity 3: Multiple-Choice Questions

1. Why is rhythm important?
a. It makes music move and feel alive
b. It helps us read books faster
c. It helps us eat properly

2. **Which of these instruments is used to show rhythm?**
a. Tabla
b. Flute
c. Harmonium

3. A cycle of beats in music is called:
a. Swara
b. Taal / Talam
c. Raga



SELF CHECK

Rate yourself by drawing the emoji that suits you better

Yes	NO
	

Statement	Yes	No
1. I can clap a steady beat.		
2. I can clap a 3-beat cycle.		
3. I can clap a 4-beat cycle.		
4. I can recognize instruments used for rhythm.		

Reflection

What did you learn about rhythm in today's lesson?

CARD 3

IMPLEMENTING SWARAS AND TAAL TO LEARN PATRIOTIC SONGS

INTRODUCTION

What is a Patriotic Song?

Patriotism is the love and pride we feel for our country. It is shown when we respect our national symbols, follow our country's rules, and care for our fellow citizens. A patriotic song is a type of music that expresses love, pride, and loyalty to one's country. These songs often celebrate a nation's history, culture, heroes, and achievements. They encourage citizens to feel connected to their homeland and to work for its progress.

What is the National Anthem?

A national anthem is an official song that represents a country. In Mauritius, it is called "Motherland". Every citizen sings it to show respect and love for their country.

Why is the National Anthem Important?

- It helps people feel proud of their country.
- It reminds us of our history, culture, and values.
- Singing it shows respect for our nation and unity among citizens.









Who Wrote the Mauritian National Anthem?

The lyrics of the Mauritian National Anthem were written by **Jean-Georges Prosper.**



WARM-UP

Before learning about the anthem, students should:

- Sit or stand with good posture.
- Listen carefully to the anthem.
- Try clapping or tapping along with the beat.

SELF ASSESSMENT

Name: _____ Date: _____
Class:_____

Activity Section

Activity 1: Write the Definition

1. What is patriotism?
Write a simple definition in your own words:

.....
.....
.....
.....

2. What is the National Anthem? Write a simple definition in your own words:

.....
.....
.....
.....

Activity 2:

1. Who wrote the English lyrics of the national anthem of Mauritius?
a. Dr Maurice Curé
b. Sookdeo Bissoondoyal
c. Jean-Georges Prosper
d. Marcel Cabon

2. Which theme is clearly expressed in the line "As one people, as one nation"?
a. Division between groups
b. Unity and togetherness
c. Celebrating different nations
d. Individual achievement

3. In the line "Sweet is thy beauty, Sweet is thy fragrance", what is being described?
a. A city in Mauritius
b. A flower
c. The homeland / the country
d. A famous festival

4. When was the national anthem of Mauritius officially adopted?
a. 12 March 1978
b. 12 March 1958
c. 12 March 1968
d. 12 March 1988

5. Which value is included in the line "In peace, justice and liberty"?
a. Wealth and power
b. Competition and victory
c. Peace, justice and freedom
d. Fame and recognition

6. The phrase "Beloved Country, May God bless thee, For ever and ever" expresses...
a. A request for material gifts
b. A desire for personal success
c. A hope for the country's permanent wellbeing
d. A plan for political change

SELF CHECK

Rate yourself by drawing the emoji that suits you better

Yes	NO
	

Statement	Yes	No
I can explain what patriotism means.		
I can name the Mauritian National Anthem.		
I can say why the anthem is important.		
I can recognize national symbols.		

Reflection

What did you learn about patriotism and the Mauritian National Anthem today?

.....

.....

CARD 4

INTRODUCTION TO RAAG BILAWAL



INTRODUCTION

What is a Raag?

A Raag is a special way of arranging musical notes (Swaras) to create a melody. Each Raag has its own mood or feeling, and it gives a song its unique sound. Think of it like a recipe – the same ingredients (notes) can be combined in different ways to make different flavours (melodies).

What is Raag Bilawal?

Raag Bilawal is one of the main ragas in Hindustani music. It uses the seven natural notes (Sa, Re, Ga, Ma, Pa, Dha, Ni) in a happy and balanced way. Singing Raag Bilawal helps students sing in tune, remember melodies, and listen carefully to music. (Adapt as necessary for Carnatic Music)

Aroha: This is the order in which the notes go upwards in the raga.

Sa Re Ga Ma Pa Dha Ni Sa

Avroha: This is the order in which the notes go downwards in the raga.

Sa Ni Dha Pa Ma Ga Re Sa

Pakad: This is a short, important phrase of the raga that helps us recognize it. It is like the "catchphrase" of the raga**.**

Ga Pa Dha Ni Sa



ACTIVITY 1

- Sing the Aroha, Avroha and Pakad of the Raag Bilawal.
- Learn the following exercises in Raag Bilawal:

1. Sa Re Ga Re| Sa Re Ga Ma
2. Re Ga Ma Ga| Re Ga Ma Pa
3. Pa Ma Pa Ma| Ga Ga Re Sa
4. SaRe SaRe Ga- Re-| SaRe Sare Ga- Re-| SaRe GaMa Pa- Pa-| PaMa GaRe GaRe Sa-
5. GaPa DhaNi Sa- Sa-| GaPa DhaNi Sa- Sa-|SaNi DhaPa MaGa ReSa| GaPa DhaNi Sa- Sa-

SELF ASSESSMENT

a) What is Raag Bilawal? Write a simple definition in your own words:

.....
.....
.....
.....

b) Write the seven natural notes (Shuddh Swaras) used in Raag Bilawal in the correct order:

.....
.....
.....
.....

2. State whether the following statements are **True** or **False**.

a) Raag is a way of arranging musical notes to create a melody. ----------

b) Raag Bilawal uses only five notes in its scale. ----------

c) Aroha is the order of notes going upwards in a raga. ----------

d) Pakad is a short phrase that helps us recognize a raga. ----------

e) Singing Raag Bilawal regularly does not help improve listening skills. ----------

f) Avroha is the order of notes going downwards in a raga. ----------

Rate yourself by drawing the emoji that suits you better

Yes	NO
	

Statement	Yes	No
1. I can sing the seven swaras of Raag Bilawal in order.		
2. I can follow the teacher and sing the short melodies correctly		
3. I can listen and sing the melodies by myself		

1. What did you learn about Raag Bilawal in today's lesson?

.....

2. One thing I want to improve:

.....

CARD 5

INTRODUCTION TO SARGAM GEET IN RAAG BILAWAL

INTRODUCTION

What is a Sargam Geet and how does it help in Raag Recognition?

A Sargam Geet is a simple song sung using swaras such as Sa, Re, Ga, Ma, Pa, Dha, and Ni instead of words. It helps students concentrate on singing the correct notes in the right order. When students practise a Sargam Geet again and again, they become familiar with the special sound and phrases of a raag. This practice improves listening skills, helps students sing in tune, and makes it easier to recognise a raag when they hear it. Sargam Geet is very helpful for beginners because it prepares them to sing songs with lyrics later.

(Adapt as necessary for Carnatic Music)

Why is Sargam Geet in Raag Bilawal Important?

- It helps students sing swaras correctly in a raag
- It improves pitch, memory, and listening skills
- It prepares students for singing songs in Raag Bilawal
- It builds confidence in group and solo singing

Brief Notes on Raag Bilawal

- **Jaati** : Sampoorna (All seven swaras are used in ascent and descent)
- **Vadi** : Dha (The most important swara of the Raaga)
- **Samvadi** : Ga (The second most important swara, supporting the . Vadi)

(c) Hindustani Notation System and Its Importance

The Hindustani notation system is a written method used to record music using swaras such as Sa, Re, Ga, Ma, Pa, Dha, and Ni. It helps music learners remember melodies, practise independently, and understand the structure of a Raaga. Notation makes learning systematic and supports accuracy in singing and playing instruments. It also allows students to revise lessons easily and share musical ideas with others.

(Adapt technical terms as necessary for Carnatic Music.)



WARM-UP

Before singing Sargam Geet, students should practise:

- light humming on “Sa”.
- breathing slowly through the nose and exhaling gently.
- sitting or standing with a straight posture.



SELF ASSESSMENT

Self Assessment

Name:_____ Date:_____
Class:_____

Activity :

1. What is a Sargam Geet?
Write a simple definition in your own words:
.....
.....
.....
.....

2. Multiple-Choice Questions

A. What is a Sargam Geet?
a. A song sung with words
b. A song sung using swaras only
c. A fast instrumental piece

B. Which of the following swaras are used in a Sargam Geet?
a. Do, Re, Mi
b. Sa, Re, Ga, Ma, Pa, Dha, Ni
c. Ta, Te, Ti

C. How does practising Sargam Geet help students?
a. It helps them run faster
b. It helps them remember song lyrics
c. It helps them sing correct notes in order

D. Why is Sargam Geet useful for recognising a raag?
a. It uses loud music
b. It helps students learn the special sound of a raag
c. It teaches dance steps

E. Why is Sargam Geet important for beginners?
a. It prepares them for singing songs with lyrics
b. It helps them learn sports
c. It makes singing harder

F. What is the Jaati of Raag Bilawal?
a. Audav
b. Shadav
c. Sampoorna

G. Which swara is the Vadi (most important swara) of Raag Bilawal?
a. Sa
b. Dha
c. Ga

H. Why is the Hindustani notation system important?
a. It helps students write essays
b. It helps learners remember and practise music correctly
c. It is used only by teachers

Rate yourself by drawing the emoji that suits you better

Yes	NO
	

Statement	Yes	No
1. I find the Sargam Geet easy to learn.		
2. I know which rhythm cycle (taal) the Sargam Geet follows.		
3. I can sing the Sargam Geet without the support of the teacher.		
4. The Sargam Geet is a new type of music that I learned in this lesson.		

1. What did you learn about Sargam Geet in Raag Bilawal today?

.....

2. One thing I want to improve:

.....

CARD 6

INTRODUCTION TO NAAD

INTRODUCTION

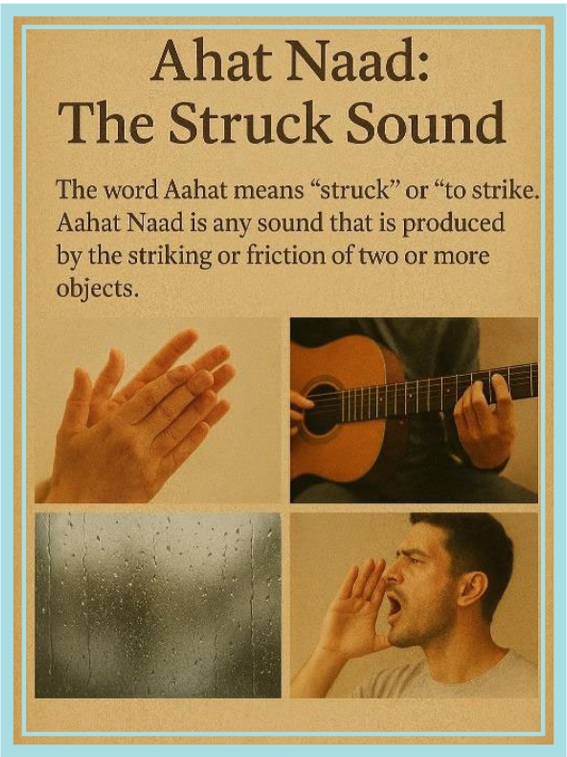
What is Naad?

Naad is the sound produced in music. It is the main element that makes music alive. Every note, raga, and song starts with a *Naad*. When we sing, play an instrument, or even hum, we are creating Naad. Practising Naad helps us improve our listening, singing in tune, and understanding how music works. (adapt as necessary for Carnatic Music)

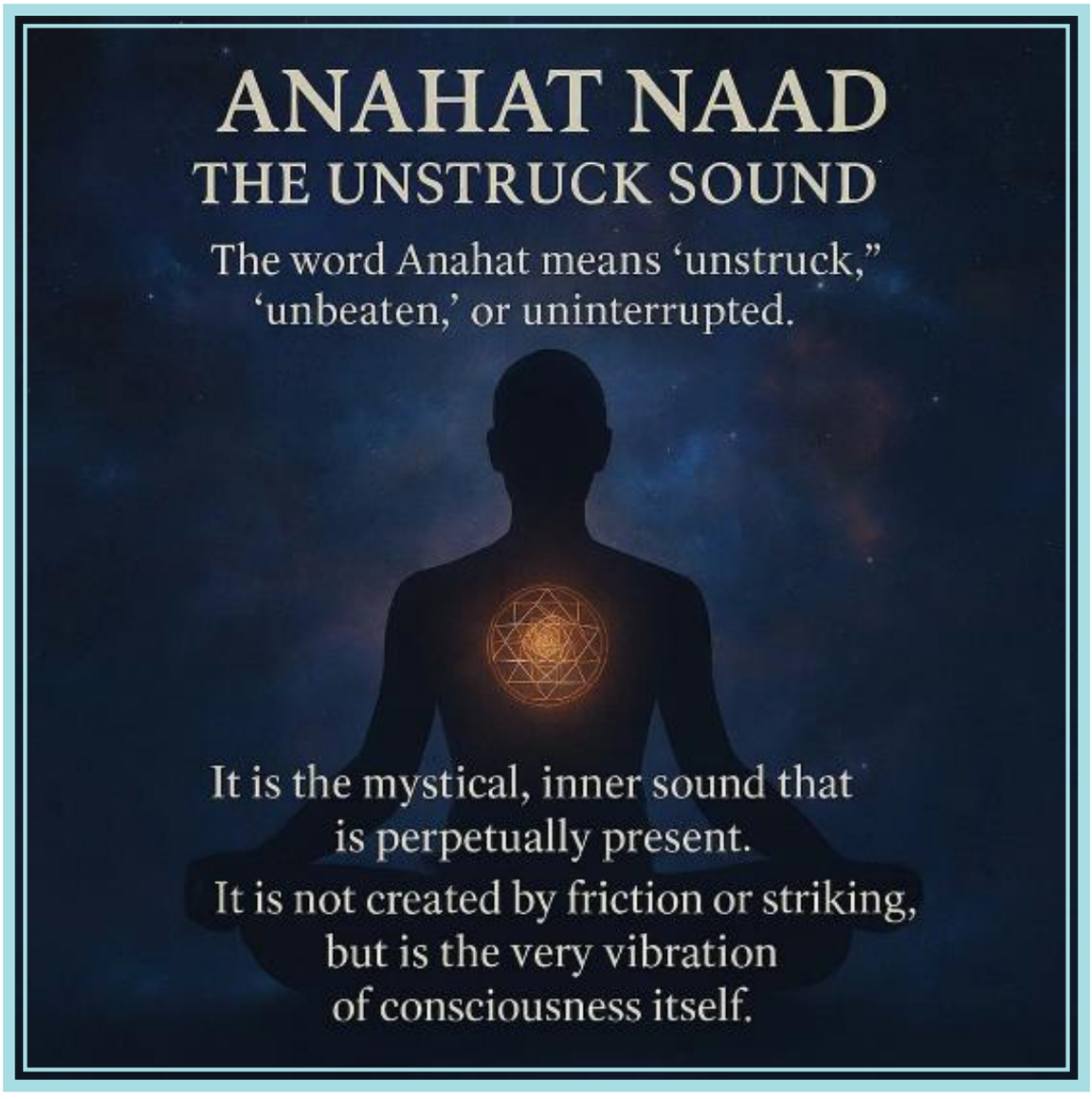
TYPES OF NAAD

There are 2 main types of Naad:

Ahat Naad : Sounds created by tapping two objects together



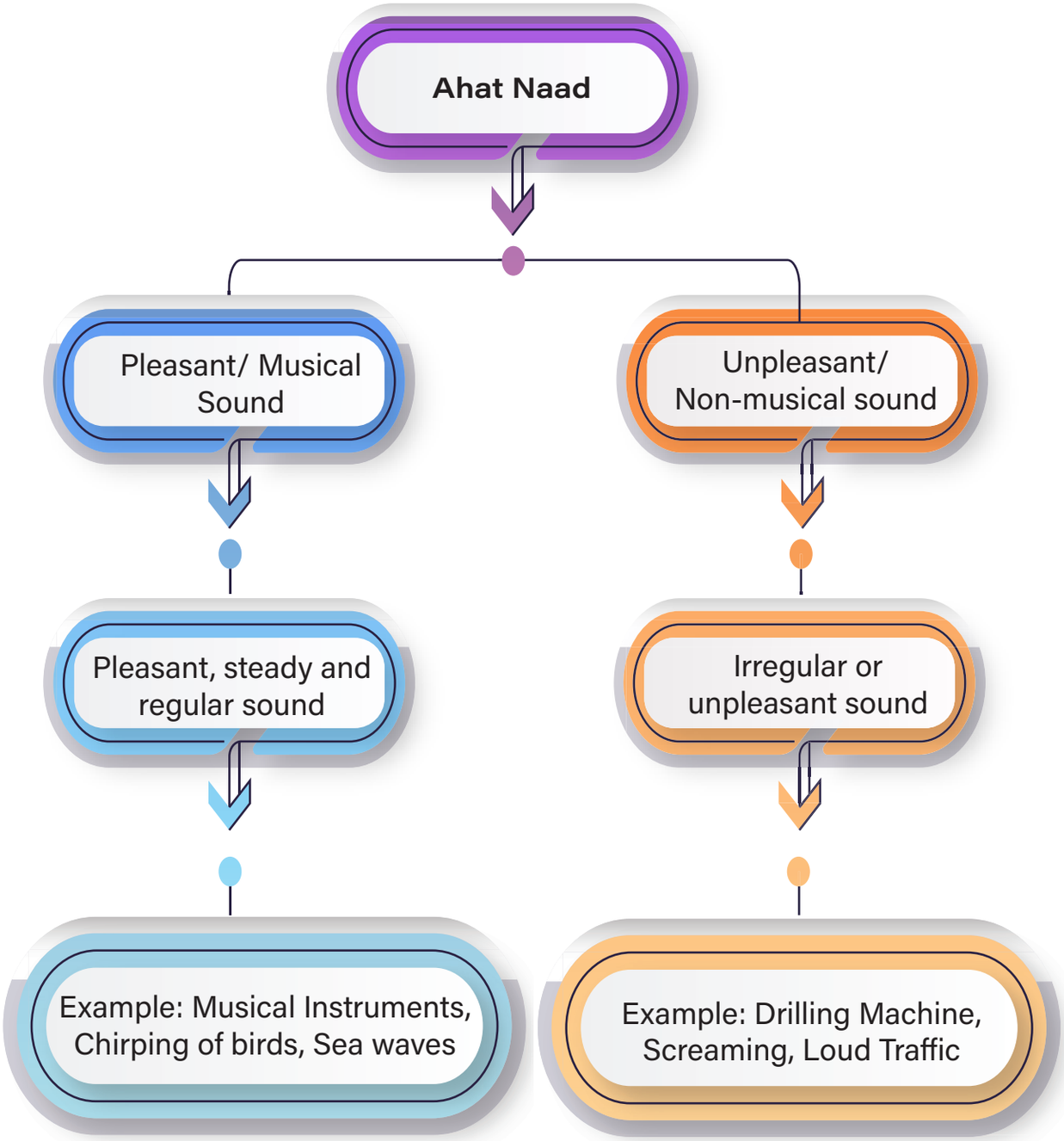
Anahat Naad : Natural sounds created by voice or instruments without striking anything.





AHAT NAAD

There are 2 types of Ahat Naad.





SELF ASSESSMENT

Name: _____ Date: _____
Class:_____

Activity Section

Activity 1:
A) What is Naad?
Write a simple definition in your own words:

.....
.....
.....
.....

B) Write the two types of Naad:

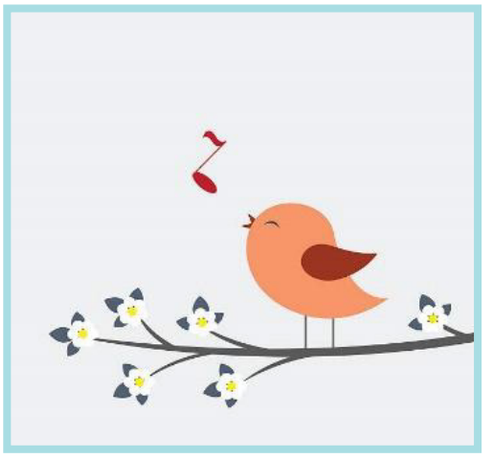
.....
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ACTIVITY 3

Identifying Pleasant and Unpleasant Sounds

Instructions:

1. Look at the pictures below carefully.
2. Decide which pictures show pleasant sounds and which show unpleasant sounds.
3. Write “Pleasant” or “Unpleasant” under each picture.
4. In a few words, describe what the picture is showing and the sound it represents.One example has been done for you.

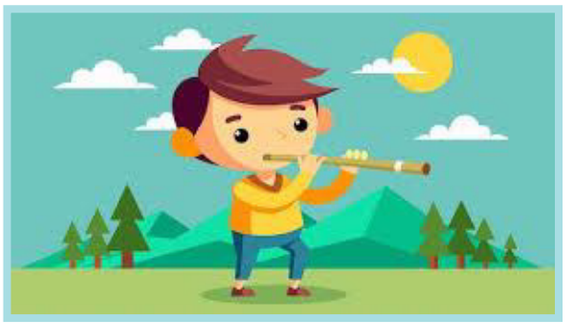




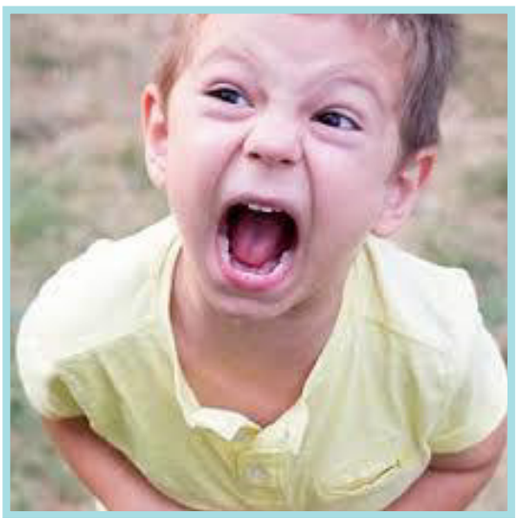
Pleasant sound- Bird Chriping














POLICE








HONK
HONK
HONK



Rate yourself by drawing the emoji that suits you better

Yes	NO
	

Statement	Yes	No
1. I can produce a clear Naad with my voice.		
2. I can listen and identify pleasant sound.		
3. I can listen and identify unpleasant sound.		

After Reflection What did you learn about Naad in today's lesson?

.....

.....

.....

.....

CARD 7

CLASSIFICATION OF MUSICAL INSTRUMENTS



INTRODUCTION

What is Classification of Musical Instruments?

Classification of musical instruments means grouping instruments based on how they produce sound. This helps us understand the nature of sound and the role of each instrument in music. In Indian music, instruments are commonly classified according to the way sound is created—by strings, air, skin, or solid material. Learning this classification helps students recognise different instruments, listen carefully to sounds, and appreciate music better.

Why is Classification of Musical Instruments Important?

- It helps students identify different types of instruments.
- It improves listening and sound recognition skills.
- It helps understand how sound is produced.
- It builds basic knowledge needed for learning music.
- It supports appreciation of Indian and world music traditions.

Types of Musical Instruments

1. Tat Vadya (String Instruments) – sound is produced by vibrating strings
(e.g. Sitar, Veena)











2. Sushir Vadya (Wind Instruments)
– sound is produced by blowing air (e.g. Flute, Nadaswaram)









3. *Avanaddha Vadya* (Percussion Instruments with skin)

(Sound is produced by striking a stretched membrane)
Examples: *Tabla, Dholak, Mridangam*

(*Adapt as necessary for Carnatic Music*)











4. Ghana Vadya (Solid Instruments)
– sound is produced by striking solid material (e.g. Manjira, Ghatam)
Student











SELF ASSESSMENT

Name: _____ Date: _____
Class:_____

Activity Section

1. What is Classification of Musical Instruments? Write a simple definition in your own words:

.....
.....
.....
.....

2. Briefly explain why the following instruments are grouped as Sushir Vadhya and Avanadha Vadhya.

a) Harmonium:

.....
.....
.....
.....

b) Ravanne:

.....
.....
.....
.....



ACTIVITY 3

3. Write the correct group for each instrument below.

Instrument	Group
Flute	
Tabla	
Sitar	
Manjira	
Djembe	
Guitar	
Ghatam	
Harmonium	

4. Multiple-Choice Questions

a) What does classification of musical instruments mean?
a. Decorating instruments
b. Grouping instruments based on how sound is produced
c. Playing instruments loudly

b) Which group does the Tabla belong to?
a. Tat Vadya
b. Sushir Vadya
c. Avanaddha Vadya

c) Which instrument is a wind instrument?
a. Sitar
b. Flute
c. Manjira

d) Which of the following is a Ghana Vadya?
a. Ghatam
b. Harmonium
c. Violin

e) Instruments that produce sound by striking stretched skin are called:
a. Sushir Vadya
b. Avanaddha Vadya
c. Ghana Vadya

Self-Reflection

Rate yourself by drawing the emoji that suits you better

Yes	NO
	

Statement	Yes	No
I can name the four types of musical instruments.		
I can identify instruments by their sound.		
I participated actively in today's lesson.		

Reflection Questions

One thing I learned about musical instruments today:

.....

.....

One thing I want to improve:

.....

.....

CARD 8

INTRODUCTION TO VOICE CULTURE



INTRODUCTION

What is Voice Culture?

Voice Culture refers to the training of the voice to sing in a healthy, clear, and controlled way. In Indian music, voice culture helps students use their voice correctly so that singing becomes smooth and pleasant. It focuses on correct breathing, posture, and voice exercises. Just like athletes warm up before playing sports, singers must prepare their voice before singing. Learning voice culture helps students protect their voice, sing comfortably, and improve their confidence while performing.

Why Is Voice Culture Important?

- It helps keep the voice healthy and strong.
- It improves clarity and sweetness of the voice.
- It helps students control pitch and volume.
- It prepares the voice for singing swaras, songs, and ragas.



WARM-UP

Before singing, students should practise:

- gentle breathing in through the nose and out through the mouth
- light humming sounds
- sitting or standing straight with relaxed shoulders



SELF ASSESSMENT

Name: _____ Date: _____
Class:_____

Activity Section :

1. Write a simple definition in your own words

a) What is Voice Culture?

.....
.....
.....
.....

b) Why is Voice Culture important?

.....
.....
.....
.....

2. Multiple-Choice Questions

1. What is the main aim of voice culture?
a. To shout loudly
b. To train the voice to sing properly
c. To learn musical instruments

2. Which habit is good for healthy singing?
a. Slouching while singing
b. Breathing properly
c. Talking loudly all the time

3. Which activity helps warm up the voice?
a. Running fast
b. Humming softly
c. Clapping hands

4. Why is drinking water important for singers?
a. It makes the voice louder
b. It keeps the throat and voice healthy
c. It helps us learn songs faster

5. What should a student do before starting to sing?
a. Shout loudly
b. Warm up the voice gently
c. Sing very high notes

3. Read the list of habits given below carefully. Decide whether each habit is a Good Habit or a Bad Habit of voice culture. Tick (✓) the correct column.

No.	Habit	Good Habit	Bad Habit
1	Practising proper breathing before singing		
2	Shouting or screaming loudly		
3	Warming up the voice before singing		
4	Singing without warming up		
5	Sitting or standing with correct posture		
6	Slouching while singing		
7	Drinking enough water		
8	Forcing the voice to sing very high notes		
9	Singing within a comfortable pitch range		
10	Singing when the throat is tired or sore		

Self-Reflection

Rate yourself by drawing the emoji that suits you better

Yes	NO
	

Statement	Yes	No
1. I can sit or stand with correct posture while singing.		
2. I practise breathing before singing.		
3. I sing without straining my voice.		

1. One thing I learned about voice culture today:

.....

2. One thing I want to improve in my singing:

.....

CARD 9

ENVIRONMENT VOCABULARY BUILDING THROUGH MUSIC



INTRODUCTION

Music can help us understand the world around us. In this activity, we will learn new words related to the environment—like plants, animals, air, water, and nature—by listening, singing, and creating simple songs. Music makes learning fun and helps us remember words better.

Why This Activity is Important:

- It improves your vocabulary about the environment.
- It helps you connect music with real-life topics.
- It strengthens listening and memory skills.
- It encourages creativity and expression.
- It supports learning English in an enjoyable way.



SELF ASSESSMENT

Name:_____ Date:_____
Class:_____

Activity :

1. Write a simple definition in your own words.
What is “Environment Vocabulary”?

.....
.....
.....
.....

2. Multiple-Choice Questions

a) Why do we learn environment words through music?
a. Because it is fun and easy to remember
b. Because it helps us run faster
c. Because it makes our homework shorter

b) Which of the following is a natural element?
a. Chair
b. Sun
c. Book

c) Which animal is likely to live in a forest?
a. Elephant
b. Fish
c. Dog

3. Make Your Own Musical Instrument from Nature

Objective: Use materials found in your environment to create a simple musical instrument.

Explore how nature can help us make music!

Instructions:

1. Look Around: Collect safe natural materials like:

- ❖ Sticks or small branches
- ❖ Stones or pebbles
- ❖ Leaves
- ❖ Empty shells
- ❖ Empty cans, bottles, or boxes (if available)

2. Choose Your Instrument Type: Decide what kind of sound you want to make:

- ❖ **Percussion:** Tap, shake, or strike objects (like drums or shakers)
- ❖ **String:** Stretch rubber bands or strings across a box (like a guitar)
- ❖ **Wind:** Blow through a hollow stick or bamboo (like a flute)

3. Assemble the Instrument:

- ❖ For a shaker: Put pebbles or seeds inside a bottle or container and close it tightly.
- ❖ For a drum: Stretch a leaf or cloth over a container and tap gently.
- ❖ For a string instrument: Stretch rubber bands of different thickness across a box.

4. Test Your Sound: Shake, tap, or pluck your instrument. Adjust to make it louder or softer.

5. Decorate (Optional): Use leaves, twigs, or drawings to make your instrument colourful and unique.

6. Perform: Play your instrument along with a simple rhythm or a song. Share it with your classmates.

Safety Tips:

- ▪ Do not use sharp objects or break branches dangerously.
- ▪ Always ask for adult supervision if needed

Rate yourself by drawing the emoji that suits you better

Yes	NO
	

Statement	Yes	No
1. I can sing or say the environment words correctly.		
2. Did I use natural materials from my environment?		
3. Does my instrument make sound?		
4. Can I play a simple Rhythm or beat with my instrument?/ Can I play a simple tune with my instrument?		
5. I can remember the meaning of new words.		

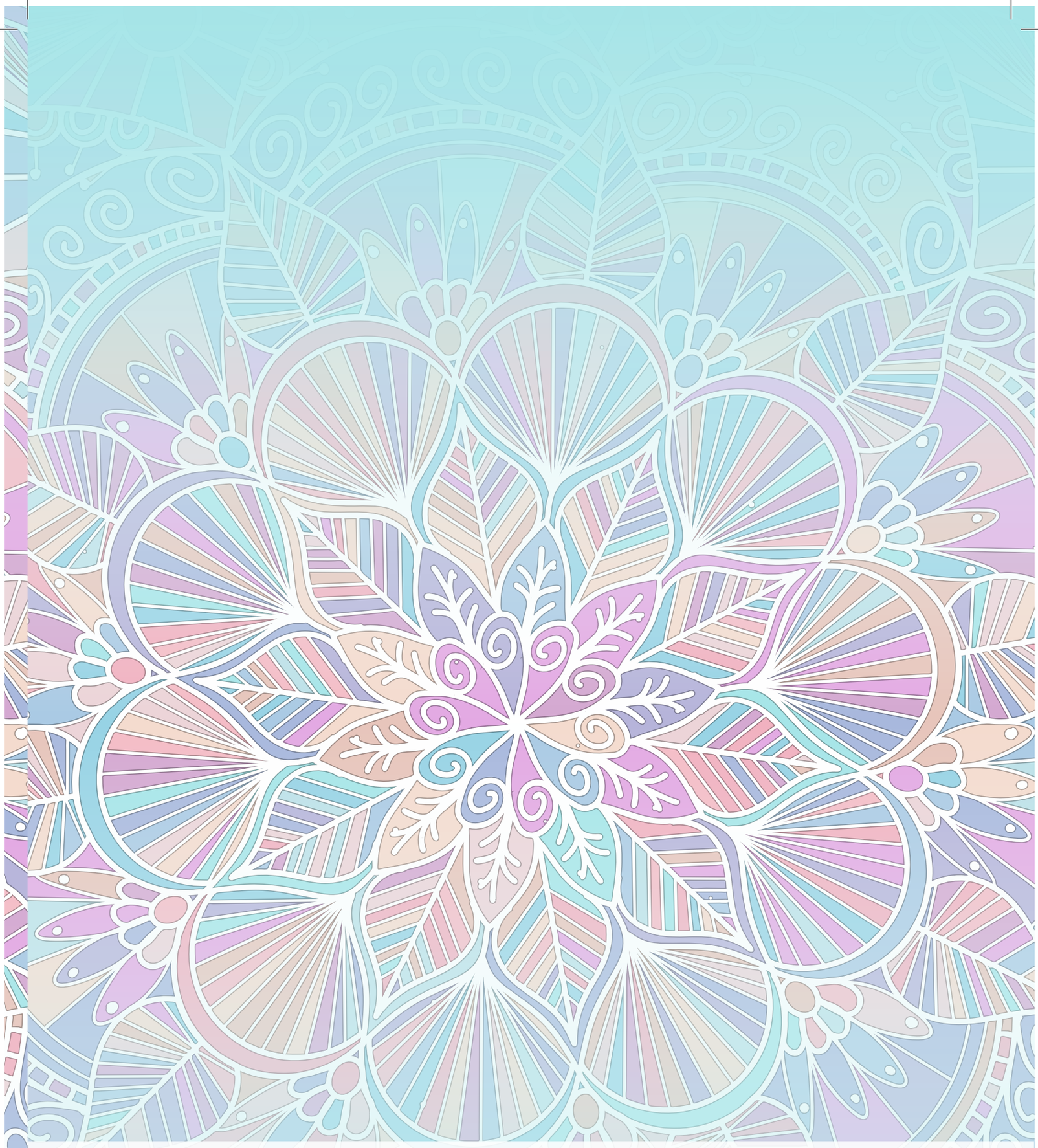
Reflection:

1. What did you learn about the environment in today's lesson?

.....

2. One thing I want to improve:

.....



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