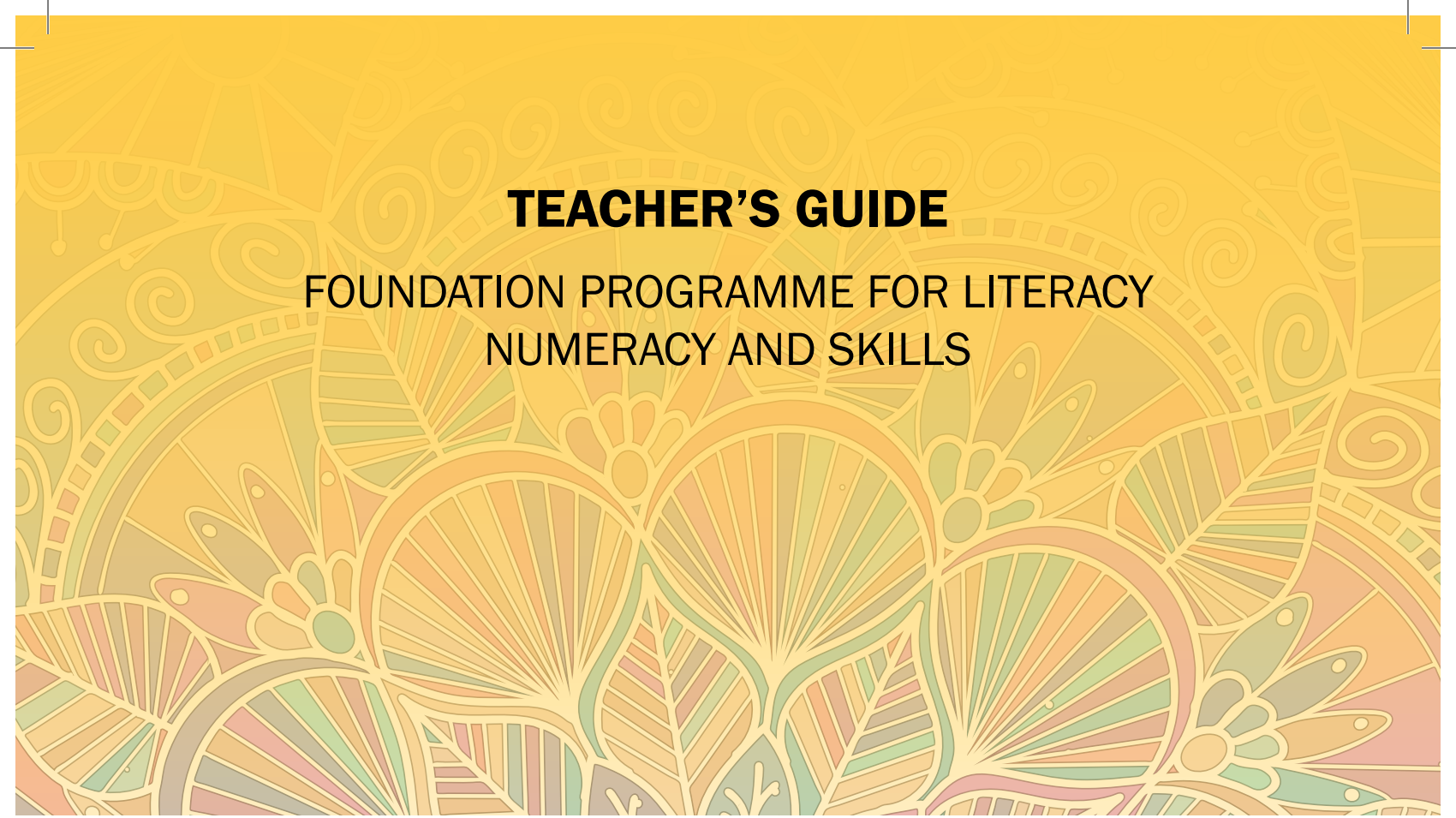


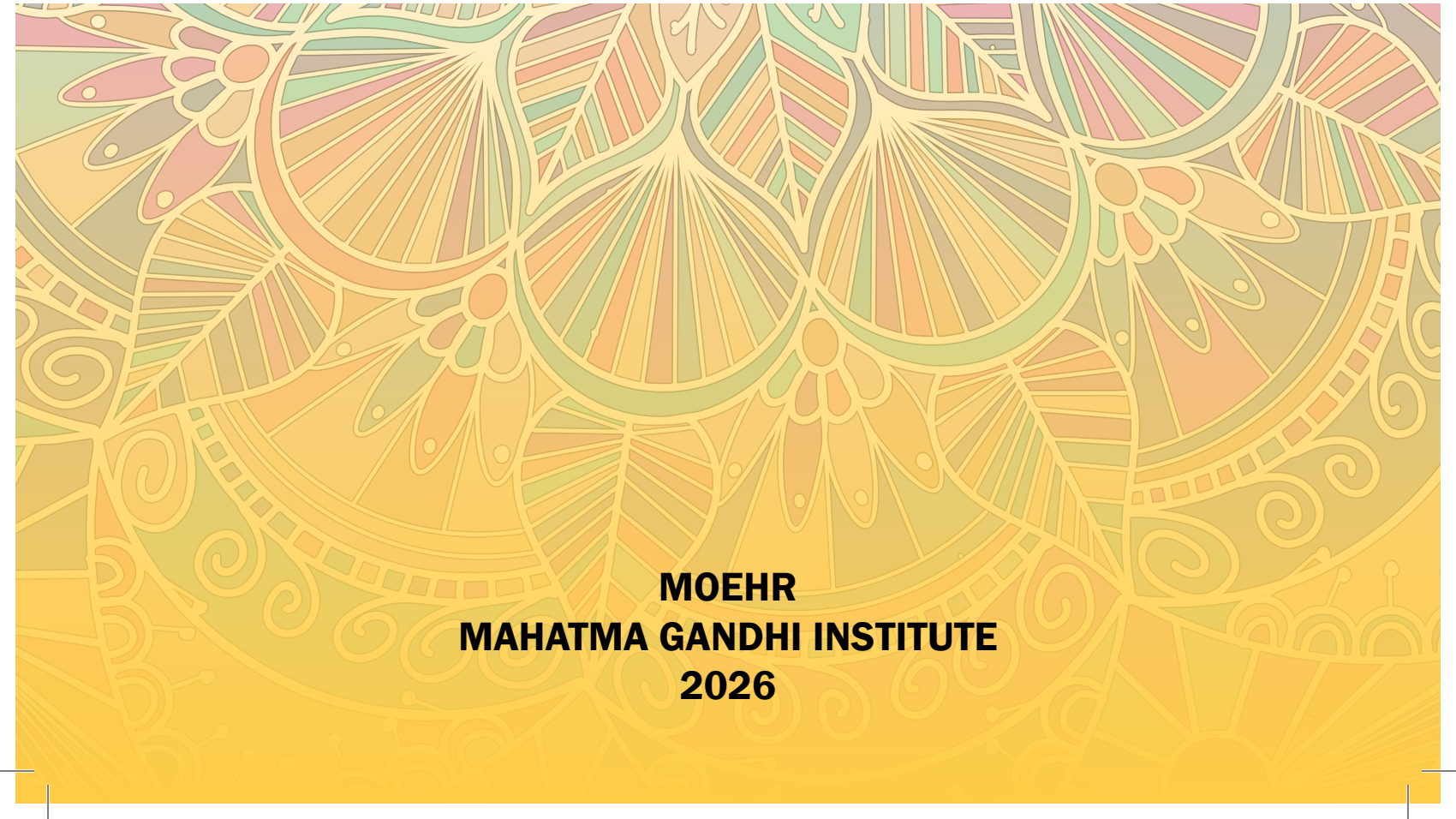
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TEACHER'S GUIDE

FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS

GRADE 8

VOCAL MUSIC

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**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

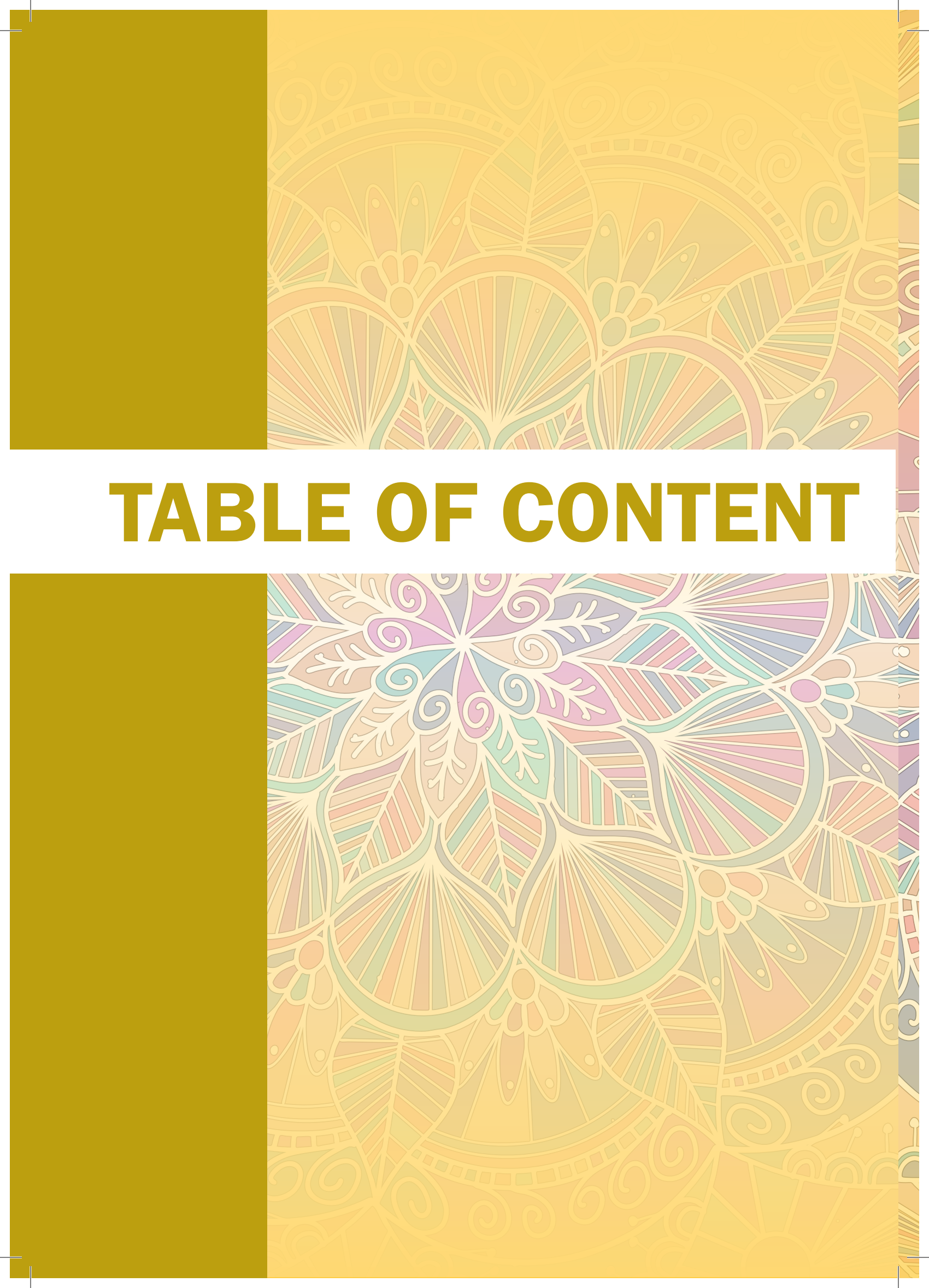


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CARD 1

VOICE CULTURE & SINGING PRACTICE



GUIDE TO EDUCATORS

Competency:

- Student is able to produce the 7 natural musical notes and practise musical patterns.
- The student is able to identify each of the 7 natural notes by listening (Sa-Ni).
- Differentiates between higher and lower pitch.

Element 1.1:

Produce natural musical notes (Sa-Ni).

Performance Criteria:

- **Level 1:** Reproduce musical notes with teacher support.
- **Level 2:** Sing musical notes independently with clarity and pitch accuracy.
- Range:** Seven natural notes of the scale.

Purpose of Activity:

- **Builds Strong Pitch Accuracy**
Singing the notes helps students learn to sing correctly in tune and recognise the exact pitch of each swara.

Develops Ear Training

It sharpens the ability to listen carefully and identify differences between higher and lower sounds. This improves musical sensitivity.

- **Improves Voice Control**
Regular practice trains the voice to move step-by-step from one note to another, improving vocal flexibility and strength.

Resources and Materials:

Electronic Tanpura / Drone

-Sargam Chart

A printed chart showing:

- Sa Re Ga Ma Pa Dha Ni Sa
- With arrows showing ascending (Aroha) and descending (Avroha)

Learning Outcomes:

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

- Sing the seven natural notes (Sa, Re, Ga, Ma, Pa, Dha, Ni) accurately in ascending (Aroha) and descending (Avroha) order.
- Maintain correct pitch while singing each note.
- Develop basic control of voice production, including breath support and steady tone.
- Identify each of the seven notes when heard.
- Recognise differences between higher and lower pitch.

Teaching Trajectories / Implementation Guidelines

Introduction of the 7 musical notes

In Indian classical music, the natural 7 musical notes are called “Shuddha Swaras”. These are the basic building blocks of melody and are similar to the natural notes in Western music (C, D, E, F, G, A, B).

Explore how the 7 natural notes (Swaras) are used in the ascending and descending sequences in Indian music.

1. Aroha (Ascending Scale)

The Aroha is the sequence of notes when moving up the scale from the tonic (Sa) to the higher Sa.

- The natural ascending sequence is:
Sa - Re - Ga - Ma - Pa - Dha - Ni - Sa'

2. Avroha (Descending Scale)

The Avroha is the sequence of notes when moving down the scale from the higher Sa to the lower Sa.

- The natural descending sequence is:
Sa' - Ni - Dha - Pa - Ma - Ga - Re - Sa

Students should also understand that all seven notes in the sequences above are shuddha swaras (natural).

- Pa (Pancham) and Sa (Shadja) are fixed notes; the others can sometimes be altered (komal – flat, tivra – sharp) in different Ragas.
- These sequences form the framework for Ragas, which define specific melodic patterns, moods, and ornamentations.



ACTIVITY 1

SINGING SCALES:

1. Ask students to sing ascending and descending scales (Aroha & Avroha) of the 7 notes.



ACTIVITY 2

IMPROVISATION:

2. Encourage small patterns or short melodies using only the 7 notes.



ASSESSMENT FORMATIVE

Class participation and oral questions.



ASSESSMENT

ASSESSMENT CRITERIA

Criteria	Indicators of Achievement
1. Recognition & Identification	Can accurately identify all 7 notes by name, sound, and notation.
2. Vocal Reproduction	Sings all 7 notes clearly, in correct pitch, and maintains steady tempo.
3. Notation Writing (if using sargam notation)	Writes all 7 notes correctly in order and can link them to sound.
4. Listening & Discrimination	Can identify notes when played or sung and distinguish differences in pitch.
5. Engagement & Practice	Actively participates, practices regularly, shows enthusiasm.

ASSESSMENT RUBRIC

Criterion		Basic	Intermediate	Proficient
Recognition & Identification		Has difficulty recognizing or naming notes.	Identifies 3–4 notes correctly with support.	Identifies all 7 notes accurately by name, sound, and notation.
Vocal Reproduction		Struggles to sing notes accurately.	Sings some notes correctly, noticeable mistakes.	Sings all 7 notes clearly, correct pitch, steady tempo
Notation Writing		Cannot write musical notes correctly or in order.	Writes some musical notes correctly, needs guidance.	Writes all musical notes correctly in order and links to sound.
Listening & Discrimination		Cannot reliably identify notes by listening.	Identifies notes by listening, distinguishes pitch differences.	Recognizes some notes, difficulty with pitch differences.
Engagement & Practice		Shows little interest or effort.	Participates willingly, practices sometimes.	Actively participates, practices regularly, enthusiastic.



EXTENSION OF ACTIVITY:

MUSICAL STORYTELLING:

- Assign a note to a character or action (e.g., Sa = jumping, Re = clapping).
- Play a short sequence of notes, and students act them out in order.

REFLECTION:

ASK STUDENTS:

- Which note was easiest to remember?
- Which note was hardest?
- Can you sing your favorite melody from today?

CARD 2

WEATHER



GUIDE TO EDUCATORS

Competencies:

- **Sound Exploration** – Ability to identify and create sounds that represent natural weather phenomena.
- **Creativity and Improvisation** – Designing original sound patterns to depict rain, thunder, or sunshine musically.
- **Rhythm and Timing** – Using tempo and rhythmic patterns to express the intensity of weather changes.

- **Communication** – Expressing ideas and negotiating roles (e.g., who represents wind, who represents thunder).
- **Emotional Expression** – Conveying the mood of the weather (peaceful rain, scary storm, joyful sunny day).

Element:

Create and understand the connection between natural events and musical representation.

- **Observation and Interpretation** – Linking sound qualities (soft, loud, high, low, fast, slow) to weather conditions.
- **Critical Thinking** – Deciding which instruments, body percussion, or vocal effects best represent a given weather scenario.
- **Teamwork** – Cooperating with peers in synchronizing sounds to form a complete weather scene.

Performance Criteria:

- Ability to identify and create sounds that represent natural weather phenomena.
- Ability to differentiate between pleasant sound and noise.

Resources and Materials:

- Musical instruments available to the educator.
- YouTube videos
- Audio clips of Nature sounds (rain, birds, thunder) / Machine noise (car horn, engine, siren) / Musical notes and instrument samples

Purpose of Activity:

1. Developing Listening Skills:

Students learn to distinguish between different natural and artificial sounds associated with weather, such as rain, wind, thunder, or birds after a storm.

2. Enhancing Creativity and Imagination:

Students are encouraged to create their own soundscapes, imagining how weather affects the environment and translating that into sound, using instruments or body percussion.

3. Understanding Environmental Awareness:

By focusing on weather sounds, students become more attuned to nature, noticing subtle environmental cues they might usually ignore.

4. Improving Musical Expression:

Students explore dynamics, texture, rhythm, and timbre, mimicking weather patterns musically—like using soft swells for gentle rain or sudden loud sounds for thunder.

5. Promoting Collaboration:

When done in groups, the activity fosters teamwork as students combine individual sounds into a cohesive auditory picture.

6. Sensory and Emotional Engagement:

Weather often evokes emotions (calm, tension, excitement), so this activity helps students express and interpret feelings through sound.

Learning Outcomes:

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

1. Identify different weather phenomena (rain, thunder, wind, storm) and their characteristic sounds.
2. Analyse the qualities of sound (pitch, volume, tempo, timbre) and relate them to weather conditions.
4. Create and perform a soundscape that represents a specific weather scenario.
5. Students will use voice, body percussion, and instruments effectively to convey weather patterns.
6. Express emotions and moods through sound to depict calm, stormy, or changing weather.
7. Collaborate and communicate effectively with peers during the planning and performance of the soundscape.

Teaching Trajectories / Implementation Guidelines

Definition of sound:

Sound is something we hear. It is a type of energy made by vibrations which travel through the air or another medium and can be heard when they reach someone's ear.

Sound is divided into two parts;

- (a) Musical sound - (pleasant to the ears)
- (b) Noise - (unpleasant to the ears).

Some examples of Musical sound - (pleasant to the ears)

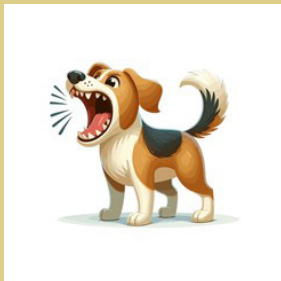


Chirping of Bird



Playing the violin

Some examples of Noise - (unpleasant to the ears).



Barking of a dog



Drilling at home



ACTIVITY 1

“Weather Soundscape” Think of sounds or rhythms that match a weather type.

1. Sound Brainstorming: Ask them to think of sounds or rhythms that match each weather type.

For example:

- o Rain - finger tapping on desks, light drum beats, shakers.
- o Thunder - bass drum, stomping feet, clapping loudly.
- o Wind - blowing into recorders, whistling, or humming.
- o Sun - bright xylophone or triangle sounds, cheerful humming.

2. Group Division: Divide the class into small groups, each representing a weather type.

3. Sound Creation: Each group practices their “weather music.”



ASSESSMENT

1. Evaluation of sounds or rhythms that match each weather type.
2. Activity on weather and music worksheets.



EXTENSION OF ACTIVITY

Creative Task

Imagine today’s weather.

Write two lines of lyrics about it and add which instrument or sound effect you would use.

Example: “The rain is tapping on my door; I’ll play the drum to make it roar!”

CARD 3

PATRIOTISM



GUIDE TO EDUCATORS

Competencies:

- Understanding the meaning of the song.
- Interpreting symbolic words related to patriotism (e.g., unity, freedom, pride).
- Connecting song themes with historical or cultural knowledge.
- Demonstrating respect when singing patriotic songs.
- Showing emotional connection to culture and country.
- Working together as a group during choir activities.
- Coordinating body movements (if using gestures or actions).
- Maintaining posture for singing.

Element:

- Participate in group singing and call-response.

Performance Criteria:

- **Level 1:** Sing in group following teacher's lead.
- **Level 2:** Lead group singing or call-response independently.

Range: Group chorus, note singing song.

Purpose of Activity:

The purpose of learning a patriotic song with movements goes beyond just singing—it combines music, body expression, and values. Here are the main purposes:

1. Instils Patriotism and National Pride – Helps learners develop love and respect for their country through meaningful lyrics and actions.

2. Enhances Expression –

Movements alongside singing allow learners to express the song's message with emotions and gestures, making it more impactful.

3. Improves Memory and

Understanding – Coordinating actions with words reinforces the lyrics and makes learning easier and more enjoyable.

4. Encourages Unity and

Teamwork – Group singing with synchronized movements builds a sense of belonging, cooperation, and togetherness.

5. Connects Music to Culture and

Identity – It reminds learners of their cultural roots and national identity through an artistic experience.

Learning Outcomes:

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

- Express love for country through music and movement.
- Develop rhythm, coordination, and confidence.
- Understand patriotism in a fun way.

Teaching Trajectories / Implementation Guidelines

INTRODUCTION

In Indian music, vocal forms refer to the different styles or types of compositions that are sung. Each form has its own structure, purpose, rhythm (tāla), and way of presenting melody (rāga).

For example, the theme of a patriotic song revolves around the history, culture, traditions, and struggles of the people of a particular nation. A patriotic song depicts the love and respect for the motherland.

Example of vocal forms



Patriotic Song



Bhajan



Festive song



ACTIVITY 1

Step 1: Learn a Patriotic Song

- Teach children an easy patriotic song (can be a national song or teacher-created like "Mauritius Desh Hamara", "Desh Mauritius Pyara", "Jana Gana Mana", "Teri Mitti", "Aye Watan")
- Use repetition, hand gestures, or pictures (flag, heart) to help them remember.



ACTIVITY 2

Step 2: Add Movements

- Create simple actions for each line of the song (e.g., saluting for "bravery," making a heart shape for "love," raising arms for "freedom").
- Practice singing the song with the movements.



ACTIVITY 3

Step 3: Flag/Ribbon Activity

- Give students mini flags or colored ribbons (national colors).
- Children wave them in rhythm while singing the song.



ACTIVITY 4

Performance & Sharing

- Students perform the song with actions as a whole class.
- Teacher records or invites another class to watch.



ASSESSMENT

- Ask: "Why do we sing patriotic songs?"
- Let each child share one thing they love about their country.



ACTIVITY 5

Try to find the words in the puzzle below:

Patriotism:

**Brave, Flag, Independence, Republic,
Celebrate, Freedom, Loyal, Sacrifice, Country,
Honour, Pride, Unity**

Answer:

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



EXTENSION OF ACTIVITIES

Activity : Clapping Chant

- (Clap on each word beat)

*"Love our flag, red, blue, yellow, green and bright,
Shining with hope, our guiding light!"*

- **Marching Chant**

(Stomp on every second beat while marching)

*"Step by step, we march along,
Brave and united, proud and strong!"*

- **Echo-Response Chant**

(Teacher says first part, students echo the second)

- Teacher: **"Together we rise!"**
- Students: **"Together we shine!"**
- Teacher: **"This is our land!"**
- Students: **"Forever it's mine!"**

CARD 4

VOICE CULTURE & SINGING PRACTICE



GUIDE TO EDUCATORS

Competency:

Students demonstrate clear tone and voice quality, maintain proper posture and breathing techniques, show accurate pitch, and perform selected vocal exercises.

Element:

- Practise musical patterns (patterns)

Performance Criteria:

- **Level 1:** Sing simple musical patterns with guidance.
- **Level 2:** Perform musical patterns independently with accuracy and tempo.

Range: Straight and simple musical pattern, slightly complex musical pattern.

Purpose of Activity:

1. Building Strong Voice and Technique

- Patterns help students train their voice to move smoothly between notes.
- They improve voice control, accuracy, and pitch stability.

2. Developing Swara (Note) Knowledge

- Students learn the placement of each swara in the saptak.
- Patterns help identify shuddha (natural) and vikrit (altered) notes easily.

3. Understanding Raga Structure

- Musical patterns strengthen the understanding of a raga's pakad,

chalan, aroha–avaroha, and important movements.

- Students learn how notes behave within a raga.

4. Improving Creativity and Improvisation

- Regular practice of patterns allows students to create their own alaap, taan, and sargam improvisations.

5. Strengthening Laya and Taal Awareness

- Repetitive rhythmic patterns help students internalise steady beat, tempo, and tala cycles.
- Students become better at keeping time and coordinating musical phrases with rhythm.

Teaching Trajectories / Implementation guidelines

Introduction to Voice Culture

Voice culture is the systematic practice and exercises aimed at:

- Strengthening the voice
- Developing proper breathing and posture
- Expanding vocal range
- Improving articulation and diction
- Enhancing musical expression and style

Voice Culture Exercises

Voice culture is about training and improving the voice for clarity, range, strength, and expression. These exercises help improve breathing, tone, pitch, and vocal agility.

Some Common Exercises in Voice Culture

- Humming: Warms up vocal cords, increases resonance.
- Lip trills: Helps breath control and smooth pitch transitions.
- Sargam exercises / Scales: Develop pitch accuracy.
- Tongue twisters: Improve diction and clarity.

Benefits of Voice Culture

- Healthier, more flexible voice
- Improved confidence in speaking or singing
- Reduced strain and vocal fatigue
- Enhanced expressive abilities



ACTIVITY 1

BREATHING & POSTURE

A. Balloon Breathing

- Students imagine a balloon in their stomach.
- Inhale slowly for 4 counts → exhale for 6 counts.
- Objective: learn deep diaphragmatic breathing.

B. Feather / Paper Blow

- Give each student a small paper piece.
- They blow steadily to keep it floating.
- Builds breath control.



ACTIVITY 2

Pitch & Listening Activities

A. Echo Singing

- Teacher sings a short pattern → students repeat.
- Examples:
- Sa Re Sa
 - Sa Re Ga Ma

B. Pitch Matching with Hand Signs

- Use Sargam hand gestures or solfa (do-re-mi).
Builds pitch accuracy.

ASSESSMENT:

Students should be able to sing comfortably from lower Sa to upper Sa, perform simple sargam patterns in the correct sequence, maintain steady rhythm, articulate each swara clearly, and sing with confidence and fluency.

ASSESSMENT CRITERIA:

(1) Pitch Accuracy

What to observe:

- Ability to match teacher's note
- Ability to stay in pitch during patterns (Sa-Re-Ga...)
- Correct intonation while sliding (Aakar, meend, etc.)

(2) Voice Quality & Tone Production

What to observe:

- Clear, open tone
- No throat tension
- Smooth transitions

EXTENSION OF ACTIVITIES:

Compose Your Own Alankar

- Students design a small alankar using 4–5 notes.

They must sing it:

- Slowly (vilambit)
- Medium (madhya)
- Fast (drut)
- Optional: Ask them to write the pattern on paper.

CARD 5

CULTURAL APPRECIATION & DIGITAL INTEGRATION



GUIDE TO EDUCATORS

Competency:

Students understand various cultural elements and can identify key features of different cultures, including music, traditions, instruments, languages, and festivals. They also integrate technology into their cultural learning by exploring cultural music, instruments, and dances through videos and virtual tools.

Element 1.1 :

- Appreciate cultural role of vocal music.

Performance Criteria:

- **Level 1:** : Recognise contribution of music in Indian cultural traditions.
- **Level 2:** Explain relevance of melodic framework-based music in social/ cultural contexts.

Range: Classical, devotional, folk.

Purpose of Activity:

- To help students appreciate the rich traditions of different cultures through music.
- To experience different musical elements, such as rhythms, instruments, melodies, and languages from various cultures.
- To encourage creativity by allowing students to perform, sing, or move to cultural music.

Resources and materials :

- Audio Resources - Recordings of traditional songs (e.g., Bhojpuri folk, Sega, Indian classical, African rhythms).
- Visual Resources - Pictures of instruments (Mridangam, Tabla, Ravanne, Maravanne, Dholak, Sitar, etc.).
- Posters showing cultural dress, dance forms, symbols.

Learning Outcomes:

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

- Identify key elements of the cultural music tradition (e.g., taal, instruments, rhythm patterns, vocal styles).
- Students recognise traditional instruments and describe their role in the culture.
- Students explain the cultural or historical context behind songs or musical practices.
- Students reflect on how cultural music makes them feel and what they learned about another culture

Teaching trajectories / Implementation guidelines

Introduction

Mauritius is a beautiful multi-cultural island where people of different backgrounds, languages, and traditions live together in harmony. The country is home to diverse communities—Hindu, Muslim, Christian, Creole, Chinese and others—each contributing to its rich cultural heritage. This blend of cultures is seen in our festivals, food, music, languages, and everyday life, making Mauritius a unique and vibrant nation.

Mauritius is home to a vibrant array of festivals that reflect its diverse cultural and religious heritage. Some of the most prominent celebrations include:

- Thaipooosam Cavadee
- Maha Shivaratri
- Diwali
- Chinese Spring Festival
- Holi
- Eid-ul-Fitr

Let's take fo



Holi marks the arrival of spring, the victory of good over evil, and is a time for people to come together, forgive past grievances, and celebrate with joy.

During Holi, people playfully throw colored powders and water at each other, sing and dance, enjoy festive foods, and participate in cultural activities.

The Holi Festival, the vibrant spring festival celebrated in India and by Indian communities worldwide, is not just about colors but also about music and dance. Various musical instruments are traditionally used to accompany Holi songs (often called Holi geet) and dances. Here are some common instruments:

1. Percussion Instruments

- **Dhol** – A double-headed drum played with sticks, very popular in North India, especially Punjab. Provides the main beat for Holi songs.
- **Dholak** – A smaller, hand-played drum, often used in folk songs and lighter Holi melodies.
- **Tabla** – A pair of small drums used in classical and semi-classical Holi music.
- **Manjira** – Small hand cymbals that keep rhythm and add sparkle to songs.
- **Khanjira** – Another type of small hand-held drum in some regions.
- **Harmonium** – A small keyboard instrument with a pump that produces a sustained melodic accompaniment.
- **Flute** – Bamboo flute is used to add sweet, folkish tunes to the Holi songs.
- **Kartal** – Wooden clappers or small hand percussion, often played in groups.
- **Chimta** – Metal tongs with jingles, producing rhythmic clanging sounds.



ACTIVITY 1

1. Sing a simple Holi song (e.g., "Rang Barse")
2. Students accompany the song using instruments.
3. You can divide students into groups for percussion, melody, and clapping.



ACTIVITY 2

Instructions:

1. Assign colors to instruments:
 - o Red = Drum beat
 - o Yellow = Tambourine shake
 - o Green = Bell ring
 - o Blue = Clapping
2. Teacher calls out a color.
3. Students play the corresponding sound.
4. Increase the speed gradually.

ASSESSMENT

Formative – Demonstrate vocal abilities

Assessment criteria: Evaluate students' ability to use their voice effectively in terms of pitch, tone, pronunciation, group coordination and overall musicality.

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Pitch Accuracy	Struggles to sing correct notes.	Sings most notes correctly, minor errors.	Sings all notes correctly and confidently.
Tone Quality	Voice is unclear, flat, or monotone.	Voice occasionally unclear or flat.	Voice is clear, pleasant, and expressive.
Pronunciation	Many words mispronounced, hard to understand.	Some words mispronounced.	Pronounces all words clearly and correctly.
Rhythm & Tempo	Cannot maintain rhythm or tempo.	Rhythm or tempo often uneven.	Keeps perfect rhythm and steady tempo.
Group Coordination	Does not coordinate with group.	Some coordination issues.	Harmonizes well, supports group performance.

EXTENSION OF ACTIVITY:

Rangoli Design Competition – Use coloured powders, flowers, or paper to create traditional rangoli patterns.

CARD 6

**TEMPO & RHYTHM
AWARENESS**

**TEMPO
AND
RHYTHM
AWARENESS**

GUIDE TO EDUCATORS

Competency:

Student identifies different tempos such as slow (vilambit), medium (madhya), and fast (drut).

- Demonstrates steady tempo when clapping, singing, or playing.
- Adjusts tempo when the teacher changes speed.
- Claps rhythmic patterns correctly and steadily.
- Maintains a rhythm without slowing down or speeding up.

Element :

- Maintain tempo with accompaniment (percussion instrument/digital app)

Performance Criteria:

- **Level 1:** : Keep simple rhythm cycle with digital aid.

- **Level 2:** Maintain rhythm cycle with percussion instrument or app consistently.

Range: Hand claps, electronic drone instrument, percussion instrument app.

Purpose of Activity:

- **To help students understand steady beat.**

Students learn to feel and maintain a constant beat, which is the foundation of all musical performance.

- To recognise and respond to different tempos.

Students experience fast, slow, and moderate speeds in music and learn how tempo affects the mood and energy of a piece.

Resources and materials :

- Online Resources and Tutorials
- Instruments for Practical Practice
- **Tabla / Mridangam / Dholak** - For hands-on rhythm practice.
- **Metronome** - Helps in understanding and maintaining tempo.
- **Percussion Apps** - Digital tabla or percussion instruments for self-practice.

Learning Outcomes:

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

- Identify and describe different tempos (slow, medium, fast).
- Recognize steady beats and keep them consistently.
- Perform Rhythmic Patterns.
- Coordinate Movement with Music.
- Perform music with better control and confidence.
- Create their own simple rhythmic patterns.

Teaching Trajectories / Implementation guidelines

Introduction to Tempo (Laya)

- Tempo is the speed or pace of music.
- It determines how fast or slow a piece of music is performed.
- In Indian classical music, tempo is often described as:
 - o Vilambit – slow tempo
 - o Madhya – medium tempo
 - o Drut – fast tempo

Importance in Indian music:

- Tempo sets the mood of the piece (slow = serene, fast = energetic).
- It affects expression and the listener's emotional response.
- Musicians often maintain tempo using a tabla or mridangam, which provides a consistent pulse.

Connection Between Tempo and Rhythm

- **Tempo** = How fast or slow the cycle is performed.
- **Rhythm awareness** = How accurately one performs the beats within that tempo.

For example: In *Teentaal* (16 beats), performing it slowly (Vilambit) requires careful attention to each beat, while performing it fast (Drut) requires precise coordination to maintain clarity despite speed.



ACTIVITY 1

WALKING TO THE BEAT - UNDERSTAND TEMPO AND STEADY BEATS.

- Play music or drum beats.
- Students walk in time with the beat.
- Change tempo: slow, moderate, fast.
- Discuss how tempo affects the feeling of the music (calm vs. energetic).



ACTIVITY 2

ECHO RHYTHM - IMPROVE LISTENING AND REPRODUCTION.

- Teacher plays a rhythm (with clap, drum, or body percussion).
- Students echo back exactly the same rhythm and tempo.
- Gradually increase difficulty with longer or syncopated rhythms.

ASSESSMENT

Watch students during the above music activities or practice. Look for:

- Consistency: Can they maintain a steady beat?
- Tempo awareness: Can they speed up or slow down according to instructions?
- Rhythmic accuracy: Do they play or clap rhythms correctly, including patterns.
- Coordination: Can they keep the rhythm while singing or moving?

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Steady Beat / Tempo Awareness	Frequently loses the beat; cannot maintain tempo.	Sometimes loses the beat; struggles to keep consistent tempo.	Maintains a steady beat consistently at the correct tempo; can speed up or slow down accurately on cue.
Rhythmic Accuracy	Rhythm is inaccurate; struggles to follow the pattern.	Rhythm is partially correct; frequent mistakes.	Plays/sings rhythm accurately; all notes/rests correctly executed.
Coordination with Peers / Ensemble	Cannot synchronize with group; rhythm clashes with others.	Sometimes in sync; noticeable differences in timing.	Coordinates perfectly with others; synchronizes tempo and rhythm confidently.

EXTENSION OF ACTIVITIES: LISTENING & RESPONSE

Instructions: Play any music song. Listen carefully.

Answer the questions:

1. Identify if the rhythm is fast, medium, or slow:
2. Repeat the rhythm after listening:
3. Does the rhythm change tempo? (Yes / No)

Tempo Identification - Worksheet in Student's Guide (Answer Key)

Circle the Correct Tempo

1. "Freres Jacques" - (**Slow** / Medium / Fast)
2. "Marching Song" - (Slow / **Medium** / Fast)
3. "Running Song" - (Slow / Medium / **Fast**)
4. "Morning Prayer" - (**Slow** / Medium / Fast)



ACTIVITY 3

WORKSHEET 1: TEMPO IDENTIFICATION

A. Circle the Correct Tempo

5. "Lullaby" – (Slow / Medium / Fast)
6. "Marching Song" – (Slow / Medium / Fast)
7. "Running Song" – (Slow / Medium / Fast)
8. "Morning Prayer" – (Slow / Medium / Fast)

Answer Key – Worksheet 1

A. 1–Slow, 2–Medium, 3–Fast, 4–Slow

CARD 7

**TEMPO & RHYTHM
AWARENESS**

**TEMPO
AND
RHYTHM
AWARENESS**

GUIDE TO EDUCATORS

Competency:

- Students Understand Tempo (Laya) - They can Identify slow (Vilambit), medium (Madhya), and fast (Drut) tempos.
- Student demonstrate the ability to maintain a steady tempo while singing or clapping.
- Student can identify simple taal patterns (e.g., Dadra, Keharwa, Teentaal) through listening or clapping.

- Reproduces short rhythmic phrases given by the teacher.
- Shows ability to distinguish between strong beats (sam/taali) and weak beats (khali).

Element 1.1 :

- Clap and recite rhythmic pattern.

Performance Criteria:

- **Level 1:** Recite rhythmic pattern with teacher support.

- **Level 2:** Recite and clap independently with steady tempo.

Range: Time cycles of 6, 8 and 16 beats.

Purpose of Activity:

- **To understand different speeds (tempos)**

Students explore how music can be fast, slow, or moderate and practise adjusting their performance accordingly.

- **To develop coordination**

Activities improve hand-body coordination through clapping, tapping, stepping, or using simple percussion.

- **To improve listening skills**

Students learn to focus on musical patterns and respond accurately to rhythmic changes.

- **To build rhythmic accuracy**

Student's practise counting beats, performing simple patterns, and staying in time with the group or teacher.

Resources and materials :

- Hand percussion instruments available in classroom.
 - o Tabla (for Indian rhythm context)
 - o Dholak
 - o Triangle
 - o Manjira
- Digital Tools - Apps & Websites
 - o Metronome apps
 - o Rhythm Trainer app
 - o Online tabla loops (Teen taal, Dadra, Keherwa)
- Projector / Speakers
 - o To demonstrate tempo variations visually + aurally.

Learning Outcomes:

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

- Recognize and differentiate between slow, medium, and fast rhythms when listening to music.
- Identify different tempos such as vilambit (slow), madhya (medium), and drut (fast)
- Understanding that rhythm gives structure to a musical piece.
- Create short rhythm patterns in 4, 6, or 8 beats.
- Work in pairs or groups to perform rhythm exercises.

Teaching trajectories/ Implementation guidelines

Introduction

Taal is the measurement of time in music. The ten main components of *taal* are as follows:



Key Features of Taal:

1. Beats (Matras):

- o Each Taal has a fixed number of beats called matras.
- o For example, Teentaal has 16 beats, and Rupak Taal has 7 beats.

2. Divisions (Vibhags):

- o Beats are grouped into smaller sections called vibhags (or divisions).
- o This grouping helps performers and listeners keep track of the rhythm.

3. Clap and Wave (Tali and Khali):

- o In each cycle, some beats are emphasized with a clap (tali) and some are marked as empty or light beats with a wave (khali).
- o These accents help create the pattern and feel of the Taal.

4. Cycle (Avartan):

- o A full sequence of beats that repeats is called an avartan.
- o Music in Indian classical style often cycles through multiple avartans during a performance.

Why is Taal Important?

- It keeps the musicians synchronized.
- It gives structure to compositions and improvisations.
- It enhances the expressive and emotional quality of music.

Example of Common *Taals*:

Taal	Beats (Matras)	Divisions (Vibhags)
Teentaal	16	4
Rupak	7	3
Dadra	6	2
Jhaptal	10	4

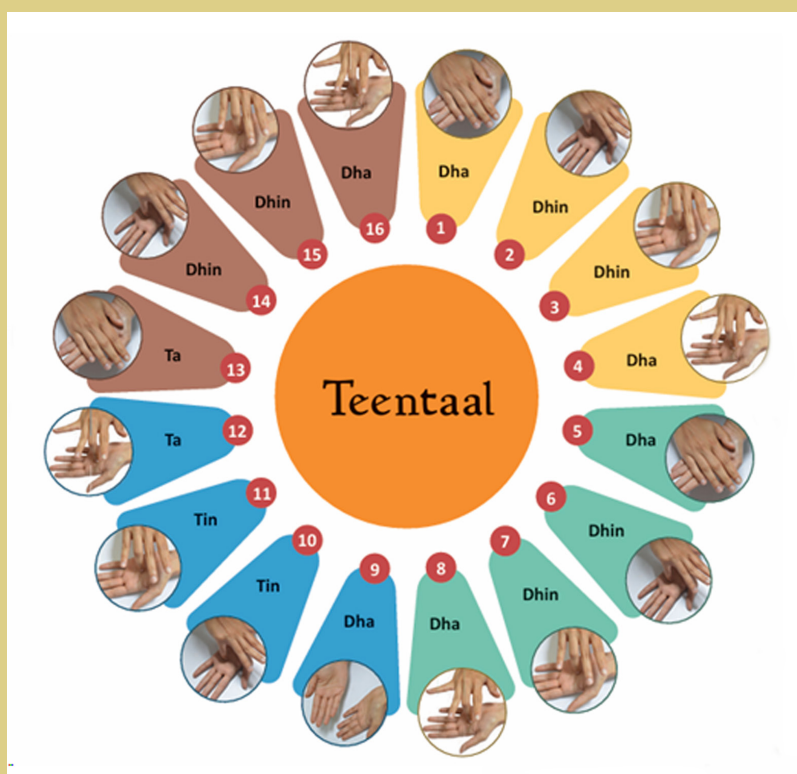


ACTIVITY 1

Student will be required to perform the handkriyas for Teen Taal and Jhaptal.

Teentaal Practical

The hand *kriya*-s in the diagram below depict the *padhant* of *Teentaal*.





ACTIVITY 2

Student will be required to perform the handkriyas for *Teentaal Jhaptaal*.

Teentaal Jhaptaal Practical

The hand *kriya*-s in the diagram below depict the *padhant* of *Taal Jhaptaal*.



Assessment- Formative Direct Performance

- Ask the student to perform the handkriyas for Teen Taal first, then Jhaptaal.
- Observe clap-wave patterns, beat accuracy, and vibhag understanding.

Assessment Criteria: Gestures & Handkriya Execution

- Clarity and confidence in claps (tali) and waves (khali).
- Correct finger gestures for counting beats (if taught).
- Smooth transitions between divisions (vibhags).

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Accuracy of Taal	Perfect beat sequence, correct talis/khali.	Minor mistakes in sequence.	Perfect beat sequence, correct talis/khali.
Rhythm & Timing	Tempo irregular, loses beat.	Slight inconsistency.	Steady tempo, accurate throughout.
Handkriya Execution	Gestures incorrect or sloppy.	Some unclear gestures.	Clear, confident gestures.
Concentration	Distracted often.	Minor lapses.	Fully focused.

Extension of activity:

Identify the following hand *kriya*-s used in *padhant*.



CARD 8

MUSICAL COMPOSITIONS & PERFORMANCE SKILLS



GUIDE TO EDUCATORS

Competency:

- Students learn and perform simple musical composition in different rhythm cycles
- Sing with expression, correct intonation, and rhythm.
- Participate in group singing and call-response.

Element 1.1 :

- Learn and perform simple musical composition in different rhythm cycles

Performance Criteria:

- Level 1: Perform 1–2 musical composition with teacher support.

- Level 2 : Perform 3–4 musical composition independently with **expression**.

Range: Different musical compositions in different time cycles.

Purpose of Activity:

- Simple compositions help students understand the basic swaras (notes), patterns, and structure of Indian music. They act as the first step toward learning more complex ragas and bandishes.

- **Develops Raga Awareness**

By practising small compositions, students learn:

- The aroha–avaroha.
- Important pakad (signature phrases).
- The emotional mood of the raga.

Resources and materials :

- YouTube Tutorials on Composition
 - Step-by-step guidance on composing within a raga or tala.

Learning Outcomes:

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

- Understands the structure of Indian musical compositions such as sthayi-antara.
- Identify the chosen raga and follows its aroha-avroha, important notes (vadi-samvadi), and mood.
- Recognise the taal cycle and understands how compositions fit within taal (e.g., teen taal, keherva, dadra).
- Knows basic musical terms such as saptak, tempo (laya), swara patterns, and rhythmic phrases (bols).

Teaching trajectories/ Implementation guidelines

Introduction to *Raag*

A *Raag* (or *Raga*) is a melodic framework in Indian classical music, used to create compositions and improvisations. It is more than just a scale; it is a combination of notes, specific sequences, ornamentations, and rules that evoke a particular mood, emotion, or time of day.

Key Elements of a *Raag*:

1. **Aaroh (Ascending Scale):** The sequence of notes when moving upwards.
2. **Avaroh (Descending Scale):** The sequence of notes when moving downwards.
3. **Vadi (Most Important Note):** The principal note that is emphasized.
4. **Samvadi (Second Most Important Note):** The note that complements the Vadi.
5. **Pakad (Signature Phrase):** A short phrase that captures the essence of the Raag.
6. **Time and Mood:** Many Raags are associated with a specific time of day, season, or emotional expression (Rasa).

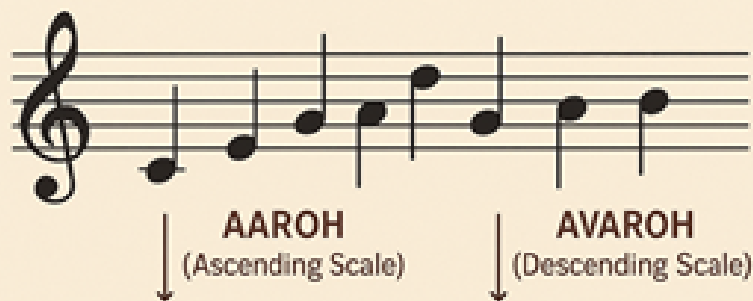
Purpose of a Raag:

- To express emotion (Bhava) such as joy, sorrow, devotion, or serenity.
- To guide improvisation and composition.
- To provide a framework for creativity while maintaining structure.

INTRODUCTION TO RAAG

A Raag (or Raga) is a melodic framework in Indian classical music, used to create compositions and improvisations.

KEY ELEMENTS OF A RAAG



- VADI (Most Important Note)
- SAMVADI (Second Most Important Note)
- PAKAD (Signature Phrase)

EXAMPLES OF POPULAR RAAGS

- Raag Bhupali: Serene and devotional, often performed in the evening
- Raag Yaman: Romantic and peaceful, typically sung at night
- Raag Hamsadhwani: Auspicious and bright, used in beginnings of concerts



ACTIVITY 1

Sing Raag Bhupali in Aroha and Avroha.

- Aroha (ascending): Sa Re Ga Pa Dha Sa'
- Avroha (descending): Sa' Dha Pa Ga Re Sa



ACTIVITY 2

Raag Bhupali - Sargam with Lyrics:

- **Title:** *Bhupali* Morning Song
- **Taal:** Teen Taal (16 beats)
- **Raag:** Bhupali

Sa Re Ga Pa Dha Sa'	(Morning has come, sun is bright)
Sa' Dha Pa Ga Re Sa	(Sing with joy, hearts delight)
Sa Sa Re Re Ga Ga Pa	(Birds are chirping, skies are clear)
Dha Dha Sa' Sa' Dha Dha Pa	(Flowers bloom, colors appear)
Pa Ga Re Sa Dha Pa Ga	(Wind is soft, leaves sway high)
Sa' Dha Pa Ga Re Sa	(New day smiles, greet the sky)

Instructions for Practice:

1. Sing the Sargam first slowly, following the note sequence.
2. Add lyrics once comfortable with notes.
3. Practice with a gentle beat (clap or tabla) to maintain rhythm.

Assessment- Formative

Assessment criteria: Whether the student sings the correct notes of Bhupali (Sa, Re, Ga, Pa, Dha, Sa – ascending; Sa, Dha, Pa, Ga, Re, Sa – descending).

Assessment Rubric

Criteria	Basic	Intermediate	Proficient
Accuracy of Notes	Frequent mistakes.	Few mistakes.	All correct.
Tone and Voice Quality	Shaky or harsh.	Slight wavering	Clear, smooth.
Rhythm (Laya)	Frequent loss.	Minor tempo issues.	Steady.
Overall Presentation	Nervous, weak.	Some hesitation.	Confident, clear.

Extension of activity:

Improvisation with Sargam

- Ask students to improvise simple variations using the notes of Raag Bhupali (S R G P D S').
- Encourage them to create their own short melodic phrases while maintaining the structure of the raga.
- Extension: Record their improvisation and reflect on the use of notes.

CARD 9

CULTURAL APPRECIATION & DIGITAL INTEGRATION



GUIDE TO EDUCATORS

Competency:

Students will be able to:

- Describe how vocal music is connected to Indian festivals, traditions, and daily life.
- Recognize that different ragas, taals, and compositions reflect emotions, seasons, and cultural values.
- Identify important forms of vocal Indian music (e.g. Patriotic, Khayal, Bhajan, Folk songs) and explain their cultural significance.

- Understand how vocal music has evolved across different historical periods.
- Explain how vocal music is used to express devotion, storytelling, celebration, and social messages.

Element 1.1:

- Appreciate cultural role of vocal music.

Performance Criteria:

Level 1: Recognise contribution of music in Indian cultural traditions.

Level 2: Explain relevance of melodic framework-based music in social/cultural contexts.

Range: Classical, devotional, folk.

Performance Activity:

- **To understand our heritage.**
Students learn how music reflects India's rich traditions, stories, values, and history.

- **To appreciate diversity.**

Vocal Indian music includes many styles—classical, folk, devotional, regional forms. Learning about them helps students respect cultural diversity.

- **To preserve traditional knowledge.**
By learning cultural roles of music, students help keep ancient practices, ragas, taals, and compositions alive for future generations.

- **To understand social roles of music.**

Students explore how music is used in festivals, rituals, celebrations, and gatherings that bring communities together.

- **To develop respect for artists and traditions.**

Students learn about great singers, gurus, and musical lineages, cultivating admiration for artistic discipline.

Resources and materials :

- **Audio Resources -**

- o Recordings of Classical Vocal Styles
- o Film Songs Influenced by Classical Ragas

- **Digital Resources**

- o YouTube/Documentaries

- **Online Articles**

- o Cultural role of music in Indian heritage and performing arts.

Learning Outcomes:

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

- Identify the different cultural functions of vocal Indian music (e.g., devotional, ceremonial, folk, classical, social).
- Explain how vocal music is connected to Indian traditions, festivals, and daily life.
- Describe how Indian vocal music has evolved across different historical periods and regions.
- Recognise important genres of vocal Indian music (e.g., Khayal, Bhajan, Ghazal, Folk songs) and their cultural significance.

TEACHING TRAJECTORIES / IMPLEMENTATION GUIDELINES

Introduction to Indian Vocal Music

Indian vocal music is one of the oldest and richest musical traditions in the world. It is deeply connected to India's culture, spirituality, and daily life. For thousands of years, music in India has been passed down from teacher to student through the Guru-Shishya Parampara (teacher-disciple tradition), making vocal music an important part of heritage.

1. A Divine Art

In Indian culture, music is often seen as a form of devotion. Singing is used in temples, festivals, and religious ceremonies. Many ragas and compositions praise gods, nature, seasons, and emotions.

2. Based on Raga and Taal

Indian vocal music is built on two main pillars:

- Raga – the melodic framework that creates mood and emotion.
- Taal – the rhythmic cycle that keeps the beat and structure.

Together, they make the music expressive, disciplined, and creative.

3. Expressing Emotions

Indian singing allows the artist to show a wide range of emotions (rasa), such as love, peace, devotion, courage, and joy. Each raga is designed to express a certain feeling or time of day.

4. Types of Indian Vocal Music

There are two main classical traditions:

- Hindustani (North Indian music)
- Carnatic (South Indian music)

Both use ragas and taals but have different styles, compositions, and techniques.

Connection to Daily Life

Indian vocal music is heard everywhere—in schools, temples, films, festivals, and family celebrations. Lullabies, folk songs, film songs, bhajans, and classical music all show how singing is part of daily Indian life.

Cultural Functions of Vocal Indian Music

Function	Purpose	Examples
Devotional	Worship, prayer, connecting with the divine	Bhajan, Kirtan, Qawwali
Ceremonial	Rituals, life events, festivals	Wedding songs, festival songs
Folk	Community identity, storytelling	Garba, Bihu
Classical	Artistic expression, musical training	Khyal, Dhrupad
Social	Entertainment, unity, celebrations	Bollywood songs, patriotic songs

Here’s an image showing traditional musical instruments from different cultures. You can see the Indian sitar, African djembe, Chinese pipa, and an accordion among others, all displayed together.





ACTIVITY 1

Objective: Recognize the emotional and social impact of singing in culture.

- Play recordings of bhajans, folk songs, or classical compositions.
- Ask students to note how the music makes them feel and what emotions it might have evoked in its original context.
- Discussion prompt: "Why do you think this song was important to the people who sang it?"



ACTIVITY 2

Objective: Compare & Reflect - "Traditional vs Modern" .

Procedure:

Play two music samples:

- Traditional bhajan / classical vocal.
- Modern Bollywood devotional/fusion.

Students complete a comparison worksheet:

- Purpose of the music.
- Instruments.
- Feelings created.
- Cultural messages.

Outcome: Students see how culture adapts while keeping traditions alive.

Assessment- Knowledge-Based Assessments

Quizzes and Tests

- Multiple choice, true/false, or short answer questions about the origins of vocal traditions, regional styles, and cultural significance.

Matching/Labelling Activities

- Match instruments, festivals, or regions to specific vocal styles.

Assessment criteria:

- Can identify the origins of different vocal music traditions.
- Explains the significance of vocal music in cultural rituals, festivals, and social life.
- Understands how vocal music conveys stories, values, and emotions in a culture.

Extension of activity:

Instructions: Listen to the following songs (your teacher will play them) and answer the questions.

1. Song Title / Type:

o Which region or culture is this song from?

o What story, message, or tradition does this song represent?

o What emotions do you feel while listening to it?

2. Song Title / Type:.....

o Which region or culture is this song from?

o What story, message, or tradition does this song represent?

o How do you think this song was used in people's daily life or special occasions?

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