

TEACHER'S GUIDE

**FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS**

VOCAL MUSIC

GRADE 7

**TITLE OF CARD : Environment :
Vocabulary Building Through Music**

**MOE
MAHATMA GANDHI INSTITUTE
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GRADE 7

Guide to Educators

TITLE OF CARD :
ENVIRONMENT : VOCABULARY
BUILDING THROUGH MUSIC

Competency

Students develop creativity, musical understanding, and environmental awareness by creating and performing simple melodies and lyrics using environment-related vocabulary.

Strands Integrated:

- Creating: Develop original content using environmental vocabulary through music and lyrics
- Performing: Perform basic melodic patterns using swaras and simple rhythmic cycles
- Responding: Identify and explain musical and environmental terms used in songs and melodies

Element

- Apply basic *swara*-s and simple rhythm patterns to express ideas
- Use music to reinforce vocabulary and thematic understanding

Performance Criteria

Level 1:

- Identifies basic environmental words with teacher support
- Sings simple melodic patterns using given *swara-s*
- Performs with guidance in a steady rhythm

Level 2:

- Uses environmental vocabulary independently in lyrics
- Performs simple melodies accurately with correct swaras
- Maintains basic rhythmic control while singing

Range:

- Simple melodic patterns using Indian musical notes
- Basic rhythmic cycles (4/4 or simple *Taal* cycles)
- Environment-related vocabulary (nature, sun, rain, trees, animals, etc.) (Equivalent melodic and rhythmic concepts such as *Swara* and *Taal* – adapt as necessary for Carnatic Music.)

Purpose of Activity

This activity helps students understand both music and the environment in an enjoyable and meaningful way. By singing and creating simple songs about nature, students learn new environmental words and remember them more easily. Music makes learning active and fun, helping students connect sounds, words, and meaning. At the same time, students revise swaras and simple rhythm patterns they have already learned. By matching words to notes and singing in a steady beat, students see how music and language work together. This activity also helps students express ideas creatively while developing awareness and care for the environment.

Learning Outcomes

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

- Identify and explain basic environmental vocabulary used in songs
- Create simple lyrics based on environmental themes
- Sing short melodies using basic swaras
- Perform melodies in a steady rhythm cycle
- Show creativity by combining words, melody, and rhythm

Resources & Materials

- Keyboard / Harmonium / Tanpura (or mobile app)
- Speaker and audio samples
- Electronic *Taal* or metronome
- Curated environmental vocabulary list
- Whiteboard and markers
- Writing materials

Teaching Trajectories / Implementation Guidelines



Introduction

Theme – Environment

The teacher begins with a simple discussion about the environment. Students talk about things they see around them, such as the sun, trees, animals, rain, and sky. The teacher explains that today they will learn new words about the environment and use music to remember them. Students are told that music helps learning because it makes words easier to understand and recall.

2. Vocabulary Exploration

The teacher introduces key environmental words using pictures, examples, and simple explanations. Students repeat the words aloud to practise pronunciation. The teacher may give equivalent words in Creole to help students understand clearly.

3. Listening to Sample Songs

The teacher plays short, age-appropriate environmental songs. Students listen carefully and identify words related to nature. A short discussion follows on how music helps express ideas about the environment.

<https://youtu.be/rD6FRDd9Hew?si=pCfxuXYs0Rr6WGKn>

<https://youtu.be/pZw9veQ76fo?si=gcILr0x11pSuuuM2> https://youtu.be/_6HzoUcx3eo?si=RpuZnxg2BBk7mlpm)

4. Linking Music Concepts (Swaras and Rhythm)

The teacher revises basic Swaras and claps a simple 4/4 rhythm or Taal. Students sing the swaras while clapping to feel the beat. (Adapt swara and tala concepts as necessary for Carnatic Music.)

5. Lyric Writing Activity

With teacher support, students create short and simple lines using environmental vocabulary, for example:

- "The sun is up"
- "The sky is blue" Sentence prompts may be provided if needed.

6. Melody Creation

The teacher demonstrates simple melodic patterns using swaras:

- Sa Re Ga Ma
- Re Ga Ma Pa
- Ga Ma Pa Dha

Students match one word to one swara and practise singing slowly in rhythm.

7. Rehearsal and Performance

Students practise in small groups and then perform their song for the class. The teacher encourages clear pronunciation, correct pitch, and steady rhythm.

8. Reflection and Recapitulation

Students reflect on what words they learned and how music helped them remember the vocabulary. The teacher reinforces the link between music, language, and environmental awareness.

Notation of sample song:

English

Notation	<i>Sa</i>	<i>Re</i>	<i>Ga</i>	<i>Ma</i>
Lyrics	The	Sun	is	Up
Notation	<i>Sa</i>	<i>Ga</i>	<i>Ma</i>	<i>Pa</i>
Lyrics	The	Sky	is	Blue
Notation	<i>Ga</i>	<i>Ma</i>	<i>Pa</i>	<i>Dha</i>
Lyrics	A	Bird	Sing	Ing

Creole

Notation	<i>Sa</i>	<i>Re</i>	<i>Ga</i>	<i>Ma</i>
Lyrics	So	Ley	Le	Ve
Notation	<i>Sa</i>	<i>Ga</i>	<i>Ma</i>	<i>Pa</i>
Lyrics	Le	Siel	Li	Ble
Notation	<i>Ga</i>	<i>Ma</i>	<i>Pa</i>	<i>Dha</i>
Lyrics	Zwa	zo	San	te



Assessment

A. Formative Assessment

- Observation during singing and group work
- Oral questioning on vocabulary and music concepts



Assessment Criteria

1. Vocabulary Use

- Correct use of environmental words
- Clear understanding of word meaning

2. Melodic Accuracy

- Correct singing of swaras
- Smooth movement between notes

3. Rhythmic Control

- Maintains steady beat while singing



Assessment Rubric

Criteria	Basic	Intermediate	Proficient
Use of Environmental Vocabulary	Uses few words with support	Uses appropriate words with minor help	Uses vocabulary confidently and accurately
Melodic Accuracy (Swara-s)	Frequent pitch errors; needs guidance	Mostly accurate with small errors	Accurate and confident pitch
Rhythmic Control	Loses beat often	Maintains rhythm with minor lapses	Maintains steady rhythm confidently
Creativity & Expression	Limited creativity	Some creative ideas	Expresses ideas clearly and creatively
Listening & Imitation	Difficulty following	Follows with some correction	Accurately imitates independently



Extension Activity

For extension, the teacher introduces new environmental words and performs a new short melody using the same swaras but with a different tempo. Students work in small groups to create slightly longer sentences and fit them to the melody. More complex rhythms or faster tempo may be introduced gradually. Students may also adapt an existing song by changing the lyrics to include new environmental ideas.

(Adapt as necessary for Carnatic Music.)



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