

STUDENT'S WORKSHEET

**FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS**

VOCAL MUSIC

GRADE 9

TITLE OF CARD : MUSICAL COMPOSITIONS

STUDENT'S CARD 6

**MOE
MAHATMA GANDHI INSTITUTE
2025**

TABLE OF CONTENT

Student's Worksheet.....	ii
Introduction.....	1
Raag Kafi	
Raag Kafi Sargam Geet - Teentaal.....	2
Carnatic Music.....	3
Activity I.....	4
Assessment Criteria.....	6
Student - Self Assessment.....	7
Student - Self Assessment.....	9

GRADE 9

STUDENT'S WORKSHEET

CARD 6

Title of Card: Musical Compositions



Introduction

1. Raag Kafi



Aroha	:	S R <u>G</u> M P D <u>N</u> \dot{S}
Avroha	:	\dot{S} <u>N</u> D P M <u>G</u> R S
Pakad	:	SS RR <u>GG</u> MM P
Thata	:	<i>Kafi</i>
Vikrit Swar	:	<u>G</u> , <u>N</u>
Jati	:	<i>Sampoorna- Sampoorna</i>
Vadi	:	Pa
Samvadi	:	Sa
Time of Singing	:	2 nd Period of the night (10.00 p.m-1a.m)
Mood of the raag	:	Romantic, Peaceful

S Note higher octave insert dot above

RAAG KAFI SARGAM GEET - TEENTAAL

STHAYI

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
								S	S	R	R	<u>G</u>	<u>G</u>	M	M
P	-	-	M	P	D	<u>N</u>	S	<u>N</u>	D	P	M	<u>G</u>	<u>G</u>	R	R
R	P	M	P	M	<u>G</u>	R	S								
X				2				0				3			

ANTRA

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
								M	M	P	D	<u>N</u>	<u>N</u>	S	S
R	<u>G</u>	R	S	<u>N</u>	D	<u>N</u>	-	D	D	P	P	P	D	P	M
P	-	-	M	P	D	<u>N</u>	S	<u>N</u>	D	P	M	<u>G</u>	<u>G</u>	R	R
R	P	M	P	M	<u>G</u>	R	S								
X				2				0				3			

Note : Teacher practice sargam geet in call response, conduct group singing, chorus)

Carnatic Music

(Teacher to practice the composition in call response, group singing, chorus)

Ragam : Malahari **Talam** : Chaturasra Jati Rupaka
Arohanam : S R₁ M₁ P D₁ Ś **Avarohanam** : Ś D₁ P M₁ G₃ R₁ S
Composer : Purandara Dasa

0

l₄

0

l₄

Pallavi

S R | M , G R || S R | G R S , ||
Lam- | bo - da ra || La Ku | Mi ka ra - ||
R M | P D M P || D P | M G R S ||
Am - | baa - su tha || A ma | ra vi nu ta ||
S R | M , G R || S R | G R S , ||
Lam- | bo - da ra || La Ku | Mi ka ra - ||

Charanam 1

M P | D Ś Ś Ṙ || Ṙ Ś | D P M P ||
Sri - | Ga Na Naa Tha || Sin Doo | - Ra Var Na ||
R M | P D M P || D P | M G R S ||
Ka Ru | Na Saa Ga Ra || Ka Ri | Va Da Na - ||

Charanam 2

M P | D Ś Ś Ṙ || Ṙ Ś | D P M P ||
Sid dha | Cha - ra na || Ga na | Se - vi ta ||
R M | P D M P || D P | M G R S ||
Siddhi | Vi Naaya ka || Te - | Na mo na mo ||

(Lambodara)

Charanam 3

M P | D Ś Ś Ṙ || Ṙ Ś | D P M P ||
Sa ka | La vid yaa - || - Di | Poo - ji Ta ||
R M | P D M P || D P | M G R S ||
Sa R | Vo - Tta ma || Te - | Na mo na mo ||

(Lambodara)



ACTIVITY 1

CREATE A JINGLE/ SHORT SONG TO SUPPORT YOUR TEAM FOR SPORTS DAY.

Purpose:

- To encourage creative expression through music.
- To develop team spirit and cooperation.
- To apply basic musical elements (rhythm, melody, lyrics).
- To build confidence in group singing and performance.
- To connect music learning with real - life school events.

Learning outcomes

After completing this activity, students will be able to:

- Create a simple jingle or short song with meaningful lyrics.
- Use basic rhythmic patterns suitable for cheering.
- Sing confidently in group.
- Demonstrate coordination and teamwork.
- Perform with expression and enthusiasm.
- Understand the role of music in motivation and support.

Resource Materials

- Classroom space/ music room
- Whiteboard and marker
- Notebook, pen for writing the lyrics
- Clapping/ desk tapping for rhythm
- Simple percussion (optional: Dholak, djembe, ravanne, maravanne, triangle tambourine)
- Tanpura app(optional)
- Teacher's guidance and voice

Procedure

Step 1: Motivation & Introduction

Teacher

- ❖ Discusses the role of music in sports events;
- ❖ Plays or demonstrates a simple sports chant or jingle;
- ❖ Explains task and assessment criteria

Step 2: Group formation

- ❖ Students are divided into small teams
- ❖ Each group represents a sports house or team.

Step 3: Brainstorming Lyrics

- ❖ Students brainstorm team values (strength, unity, victory)
- ❖ Write short, catchy lines (4 – 6 lines)
- ❖ Emphasis on simple and positive language

Step 4: Creating Rhythm & Tune

- ❖ Students decide which style to present (Sega, rap,/ language- creole, French)
- ❖ Students choose a simple rhythm (Clapping, tapping)
- ❖ Or student can also use an existing melody
- ❖ Create a short melodic phrase (2 – 4 lines)
- ❖ Use repetition for easy memorization.

Step 5: Practice 7 Refinement

- ❖ Groups rehearse their jingle
- ❖ Teacher provides feedback on:
 - Clarity of words
 - Rhythm and tempo
 - Group coordination

Step 6: Group Performance

- ❖ Each group performs their jingle in front of the class
- ❖ Focus on energy, confidence, and unity

Step 7: Reflection 7 Feedback

- ❖ Class discusses what worked well
- ❖ Teacher gives constructive feedback
- ❖ Students reflect on team work and creativity

Assessment Criteria

Summative: Performance exams (group singing musical composition)

Extension of Activity: Create a short song to celebrate any other event.



STUDENT SELF – ASSESSMENT



Students- Self Reflection on singing musical composition in group.

Name :



Date:

Rate yourself by drawing the Emoji that better suits you.



1. Participation

Yes	NO	
		
1	I actively joined the call- response activity	
2	I responded confidently when it was my turn	



2. Pitch accuracy

Yes	NO	
		
1	I sang the notes correctly	
2	I stayed in tune with my group	



3. Rhythm & Timing

Yes	NO	
		
1	I followed the rhythm and tempo	
2	I waited for the correct moment to respond	



4. Listening & coordination

Yes	NO	
		
1	I listened carefully to the leader	
2	I sang in harmony with my group members	

5. Expression & Performance

Yes	NO	
		
1	I sang with confidence and expression	
2	My gestures/ body language supported the song.	

6. Learning & Improvement

Yes 	NO 	
1	I learned something new from this activity	
2	I know one thing I can improve for next time.	



STUDENT SELF – ASSESSMENT



Students- Self Reflection Sports Jingle Activity.

Name :



Date:

Rate yourself by drawing the Emoji that better suits you.



1. My Participation

Yes 	NO 	
1	I contributed ideas for lyrics, or melody.	
2	I worked well with my team members	



2. Creativity & Expression

Yes	NO	
		
1	Our jingle is creative and fun.	
2	I performed with energy and confidence	

3. Teamwork

Yes	NO	
		
1	I listened to others and respected their ideas	
2	I encouraged my team during the performance	

4. Music & Rhythm

Yes	NO	
		
1	The rhythm, beat and tune we chose made the jingle catchy	
2	The music we created helped to make the message more exciting	

5. Reflection and improvement

a) What part of your jingle are you most proud of?

.....

.....

(b) What would you do differently if you had more time?

.....

.....

.....

(c) How has this activity helped you understand creativity in music?

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