



Carnatic Music



Syllabus

Grade 10

(To be implemented from 2015)

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Introduction

Carnatic music also has been included as a subject among the Aesthetic subjects thought is schools. Most of the students learning in the junior section select this subject. The social service that Carnatic music renders is the completeness, to appreciation, creativity, and presentability need to be mentioned here. The contribution that the knowledge of Carnatic music makes to the presentability development of a student is quite important. Attention was drawn to the areas below in the syllabus revision affected in 2012.

- Competencies and competency level that remains active.
- Suggestions obtained from teachers in the process of teaching Carnatic music.
- Points on which emphasis was laid with regard to examinations.

The shortcoming regarding the inability to teach to finish certain subject matter in the syllabus implemented at present within the allocated period of time, was pointed out by teachers of Carnatic music, resource persons and instructors. As such, certain subject areas have had to be eliminated. Further, certain changes were affected in the activities that existed, to date, in the five competencies related to this subject. For example, in place of certain “Uruppadi(s) in the activities, certain new “Uruppadi(s)” were added. Similarly, in order to provide students with knowledge regarding “Swara”, the subject area that requires the student to create and sing “Swara Kovai” has been included under creative activities.

Since the part “Vaakkeyakarar History” had, to date, existed in relation to the knowledge competency, and as it is a competency related to culture, it has been included in that area. It is necessary that the material students learned is grades 6 – 9 under Carnatic music, is learned in Grades 10 – 11 also.

It is expected that learning of Carnatic music can be motivated through co-curricular activities. It is believe that this syllabus will provide guidance to students to master the expected competencies.

National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society

Biological Environment : Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment : Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work

Employment related skills to maximize their potential and to enhance their capacity

- to contribute to economic development.
- to discover their vocational interests and aptitudes,
- to choose a job that suits their abilities, and
- to engage in a rewarding and sustainable livelihood.

(v) Competencies relating to Religion and Ethics

Assimilating and internalising values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi) Competencies in Play and the Use of Leisure

Pleasure, Joy, emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘ learning to learn ’

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

(Extracted from : National Education Commission report, 2003)

Basic Competencies

The following Basic Competencies developed through education will contribute to achieving the above National Goals.

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy : Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computeracy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment : Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment : Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

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Aims of the Subject

- 1.Improves knowledge, skills and attitudes related to Carnatic Music.
- 2.Acquires the ability to enjoy music related to the environment.
- 3.Develops creative abilities.
- 4.Expresses that the Arts and Artiste should be appreciated in a benevolent state of mind.
- 5.Acquires the ability to investigate Aesthetic Creations.
6. Acquires the balanced personality necessary to become a good citizen.

Carnatak Music Syllabus - Grade 10

Competency	Competency Level	Subject Content	Learning out come	No. of period
<p>1.0 Investigates and enjoys music necessary for dialy life.</p>	<p>1.1 Investigates and enjoys classical music</p>	<ul style="list-style-type: none"> - Padam - Varnam - Indentifiacion of “Padam”, “Varnam” etc in classical music - Gestures - Special features of “Uruppadi” <ul style="list-style-type: none"> • Raga • Thala • Composers • Examples of “Uruppadi” 	<ul style="list-style-type: none"> • Express the greatness of the thuppadi of ‘Padam’ and ‘Varnam’ • Express their raga and thala 	
	<p>1.2 Investigates and enjoys music of classical musical instruments</p>	<ul style="list-style-type: none"> • Flute • Veena - How constructed - Sound difference - Play sections - Speciality in playing - Contribution of this playing at “Kachcheris” - Well - known Artistes. 	<ul style="list-style-type: none"> • Explains how the flute, Veena, Mirudangam are played • Express the specific characteristics of these musical instrument 	

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2.0 Organises various musical festivals and exhibits one's abilities.	1.3 Identifies, investigates and enjoys special features in various musical presentations. 2.1 Composes villuppattu on one's own	Naattukuttu songs eg. - Kaattavaragyan kuttu - Harischandra Pruanam - Grang Soundari - Vaalivadam - Identification of kaattukuttu songs - The stories introduced through Naattukutu songs - The Thal and Padam in these songs - Compostion of tunes - Naattukuttu Artistes * Villuppattu - Nature of the developemnt of the story Musical instruments used Nature of the program Villuppattu Artistes. * Villuppatt - Story - Songs to match the story - Musical instruments that suit viluppattu -Compossing Villuppattu	<ul style="list-style-type: none"> • Presents the story expressed by 'Villup Paattu', tastefully • Describes the phases of this programme one enjoyed • Creates a 'Villup pattu' story and also creates related songs. • Create these programmes on one's own. 	

Competency	Competency Level	Subject Content	Learning out come	No. of period
	2.2 Composes children's songs in keeping with ones abilities.	<ul style="list-style-type: none"> * A tune of one's choice - Composes children's songs to suit sisu and composes tunes - Using sariga swara traverses long and short swaras according to "ekam" Aadi Rupaka tala. 	<ul style="list-style-type: none"> • Creates a short song on the Thrista, Sadustra style to a raga of one's choice. • Composes music for the songs created and sings them. 	
3.0 Sings according to "Uruppadi thala music"	<p>3.1 Trains in Abhyasa gana Uruppadi" well</p> <p>3.2 keerthanai sings to raga, thala</p> <p>3.3 Sings Thevaram to rhythm</p>	<ul style="list-style-type: none"> * Alankara * Aadi thalam * Sivaperumune song manniyavad * Varnam - Mruga Enave - Manniyavavadi - Adithalam * Keerthani - Indu Bhairavi *Pilahari raga - Kalaiganam Arulvai - Ragam - Hamsadhvani thalam - Aadi * Thevaram Uttuvai (Joins) Rhythm - Palam 	<ul style="list-style-type: none"> • Sings Angathala alnkara to proper thala. • Sings the song Sivaperumane according to bhakthi. • Sings the aadithala varnam Muruhe Eutharuire to Sruthi, raga, thala. • Sings the Pilehara raga keerthinai 'IniMamakkoru' to the sruthi, raaga, thala of Hamsadhwani raaga keerthnai. 	

Competency	Competency Level	Subject Content	Learning out come	No. of period
	<p>3.4 Sings “Thiruvisaippa” to rhythm</p> <p>3.5 Sings Thiruppallanda to rhythm</p> <p>3.6 Sings Thiruppuranam to rhythm</p>	<p>Panjuram - Aadi thalam</p> <p>* Thiruvissai Pa Kattavar vilangum Ragama - Ananda Bhairavi</p> <p>* Thiruppallandu Paalukku paararan ragam- Aananda Bhairavi</p> <p>* Puranam Thannaliven Kudai vendan Ragam - matthiyamadavi</p>	<ul style="list-style-type: none"> Sings the uruppadi Thevaram, Thiruvassiyappa, Thiruppallandu with “pun” 	
4.0 Presents basic information on songs	<p>4.1 Describes the basic features of carnatic music</p> <p>4.2 Gives a description of ragas</p> <p>4.3 Describes how musical instruments are created and how they are used.</p>	<p>Technical Terms Abayasa music Sabha Music - Jenniya Raga - parts of hangam - varjam - vakram</p> <ul style="list-style-type: none"> Describes the nishandi , thavathendi-panchamandi <p>* Shadangam Describes the thal Description of Ragas Thodi - Kalyani - Karodrapriya</p> <p>* Musical instruments - Veena - Flute - Nadaswaram</p>	<ul style="list-style-type: none"> Defines Abhyasagami, Sabagami Explains the aspects of ‘Janniya’ raaga Express about ‘Shadang’ in thala Explains how thirty five thalas came into being Describes how the veena, flute and the nadaswaram are created Explains their utility Explains the features of ‘Varnam’ and ‘Padam’ 	

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5.0 Expresses the social , cultural and hereditary characteristic of the basis of music.	4.4 Describes the qualities of“Urupadi”	* In the msic -Urupadikal - Varnam (thalhavarnam, pathavarnam) Padam	<ul style="list-style-type: none"> Explains the characteristics of Pannisai and describes the Raaga that belong to th them. 	
	4.5 Describes Pannisai	* Pannisai - Pan and raga - Types of“ Pan” (Daytime “ pan”, night time common “ pan”)		
	5.1 Explores information regarding the beginnings, and growth of Carnatic music in India.	* Cultural background in the 7th and 8th centuries * Cultural background in the 14th and 15th centuries.	<ul style="list-style-type: none"> Explains the cultural background of the 7th, 14th and 15th centuries of India. 	
5.2 Appreciates information regarding the history of musicians and the service rendered by them to music.	* Musicians • Mutthuthandavar • Gopalakrishana Barathiyar - Period of their existence - names of parents - Their Biographies - Honourary titles - Service rendered to music (Mudra, their creations, Books, Qualifications acquired)	<ul style="list-style-type: none"> Describes the historical details regarding Mutthuthandavar and Gopala Krishna Bharathiyan Appreciate their contribution to Music Studies the outstanding qualities of the songs of these savants and describes them 		