



# **Oriental Music**

## **Syllabus**

### **Grade - 12/13**

**(Implemented from 2017)**

**Department of Aesthetic Education  
National Institute of Education  
Maharagama  
[www.nie.lk](http://www.nie.lk)**

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## **1.0 Introduction**

Under the new education reforms, grade 12 syllabi are under the implementation from the year 2017. Under this syllabus 11 main competencies that should be developed in the student through the study of oriental music have been introduced.

Although the prescribed subject content has been developed on the basis of singing, all the sections can be practically studied using a prescribed note /playing instrument if a student desires to study this instrument if a student desires to study this subject in relation to playing.

It is expected that subject content learnt in grade 6-11 are studied in greater depth at the advanced level. Moreover, this syllabus has given guidance to use music for one's creative work, study the physical, biological and psychological aspects of music and also to give an underpinning to create musical works using the computer.

In implementing this curriculum, it is the responsibility of the teacher to give direction to students to broaden their perspectives by using Internet and library in addition to the knowledge given in the classroom.

## 2.0 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.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realisation of these goals as its vision for the education system.

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognising and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extracted from : National Education Commission report, 2003)

### 3.0 Basic Competencies

The following Basic Competencies developed through education will contribute to achieve 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: Computer literacy 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.

Physical Environmen - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human livin,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)

#### **4.0 Common Competencies of the subject Oriental Music**

- 1.0 Displays practical abilities in singing/playing identifying the fundamentals, techniques and principles in music.
- 2.0 Displays playing abilities identifying the nature of musical instruments.
- 3.0 Gets used to achieve the mind sets linked with happiness in life through appreciation of music.
- 4.0 Protects the cultural heritage while developing the practical abilities in the elements of indigenous folk music.
- 5.0 Acquires experiences about the musical elements connected with non classical music.
- 6.0 Acquires practical experiences on musical characteristics studying the specialities of traditions of drama.
- 7.0 Experiments in creative work in music.
- 8.0 While identifying the methods of recording music symbolically, develops basic competencies vital for dealing with universal works in music and taking the elements of indigenous music to the world.
- 9.0 Studies technological equipment and physical, biological and psychological foundation of music and presents performing abilities more successfully.
- 10.0 Identify practically how a computer is used to learn, protect and create music.
- 11.0 Inclines to produce musical instruments to suit the modern market.

## 5.0 Relationship between National Goals and Common Competencies of the subject Oriental Music

National Goals	Common Competencies of the subject Oriental Music
(i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.	1 Displays practical abilities in singing/playing identifying the fundamentals, techniques and principles in music. 3 Gets used to achieve the mind sets linked with happiness in life through appreciation of music. 5 Acquires experiences about the musical elements connected with non classical music.
(ii) Recognising and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.	10. Identify practically how a computer is used to learn, protect and
(iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.	2. Displays playing abilities identifying the nature of musical instruments.
(iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.	4. Protects the cultural heritage while developing the practical abilities in the elements of indigenous folk music.
(v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.	6. Acquires practical experiences on musical characteristics studying the specialities of traditions of drama.
(vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.	11. Inclines to produce musical instruments to suit the modern market.
(vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.	9. Studies technological equipment and physical foundation of music and presents performing abilities more successfully.
(viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.	7. Experiments in creative work in music. 8. While identifying the methods of recording music symbolically, develops basic competencies vital for dealing with universal works in music and taking the elements of indigenous music to the world.



## 6.0 Oriental Music - Syllabus

Oriental Music - Syllabus - Grade 12

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
1.0 Displays practical abilities in singing/playing identifying the fundamentals, techniques and principles in music.	1.1 Studies practically the fundamental qualities that should be developed to present an advanced singing/ playing relevant to ragadhari music.	<ul style="list-style-type: none"> <li>• Voice training exercises extending to lower and upper septects</li> <li>• Body postures during singing (lung, throat, back , face) and playing and exercises related to manual gestures.</li> <li>• Sargams and madyalaya songs of Bhagesri and Ashawari ragas</li> </ul>	1. Develops basic skills essential for a learner starting to study ragadhari music. Engages in singing ragadhari songs.	10  29
	1.2 Involves in singing/playing identifying the nature of similarities and differences among ragas belonging to North Indian music.	<ul style="list-style-type: none"> <li>• Demonstrating practically the origin , details and notations of the pairs of ragas Desh-Thilakkamod, Bhairavi-Kalingada, and Ashawarie-Jaunapuri through special swara combinations</li> </ul>	2. Develops practical skills studying the theoretical background and specific features of prescribed ragas.	54  12
	1.3 Expresses ideas about the concepts required to display higher order skills in classical music and displays the technical dexterity of them.	<ul style="list-style-type: none"> <li>• Details of prescribed ragas</li> <li>• Gayanasamaya and mukhyanga</li> <li>• Alapas and alapa types</li> <li>• Thanas and various types of thanas.</li> <li>• Meend ,Gamak ,Kan, Murki, Upaj, Jala, Mukada, Thihai,(theoretical and practical)</li> </ul>		02  02 02  08

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
		<ul style="list-style-type: none"> <li>• Practically differentiating the ragas through specific ensembles of swaras in prescribed ragas</li> </ul>	<ol style="list-style-type: none"> <li>1. Acquires practical skill in special aspects and techniques that demonstrate technical skills in North Indian ragadhari music</li> <li>2. Differentiates the concepts related to the thala system of North Indian music and acquires the skill of using prescribed thalapada practically.</li> </ol>	<p style="text-align: center;">02 04 04 04</p>
	<p>1.4 Explains the traits of the thala. Demonstrates thalas while identifying the nature of various Local and indian thalas.</p>	<ul style="list-style-type: none"> <li>• Ragavisthara or short segments of alapas.</li> <li>• Various thanalankaras of the four prescribed ragas.</li> <li>• Concepts of the thala (gathi, mithi, laya and the parts of a thalapada)</li> <li>• Exercises to identify Thrithal, Japthal, Deepchandi and Dadara and Samaguna Deguna demonstration</li> <li>• How awanaddaksharas of the thalas Trithal, Japthal, Deepchandi and Dadara are played in Thabla</li> </ul>	<ol style="list-style-type: none"> <li>3. Analyses the foundation of the building up of local thithrupa and acquires the skill of using thithrupas belonging to dethitha practically.</li> </ol>	

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
2.0 Explores the variety of universal music under standing its nature.	2.1 Collects information to indicate critically the common feature and differences in music.	How the local thith thala system builds and practical application of thith rupas belonging to “dethitha”. <ul style="list-style-type: none"> <li>• Explaining music through various definitions</li> <li>• Differences in music and the causes affecting them ( language, climate, geographical factors)</li> <li>• Different systems in world music ( nature of oriental and western systems), principle of melody and harmony, mastering swaras.</li> </ul>	1. Argues that music is a common universal art but differs due to various factors.	02 02 02 02
	2.2 Gets motivated to study various styles of Indian music presenting critical ideas about its variations.	<ul style="list-style-type: none"> <li>• Nature of Indian music.</li> <li>• Similarities and differences between Northern and Southern systems</li> <li>• Principles associated with the North Indian singing styles (Drupadh, Dhamar, Chaturanga)</li> <li>• Logical and comparative ideas about the practical and theoretical parts of Khyal, Bhajan and Gazal</li> </ul>	1. Displays practical skills in several necessary styles studying theoretical facts about the nature of Indian music and old singing styles.	02 04 02 04

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
		<ul style="list-style-type: none"> <li>• A tharana song of Malkauns rag</li> </ul>		
<p>3.0 Displays playing skills understanding the nature of playing instruments.</p>	<p>3.1 Displays playing skills performingly</p>	<ul style="list-style-type: none"> <li>• Playing key board by all students (as appropriate for the Advanced Level)</li> <li>• Playing a current sarala geeya or a piece of ragadhari music or Tabla (Kayada, Palta , Mukhada)with a playing instrument by students majoring singing</li> <li>• Knowledge about the placement of notes , structure and parts of the instrument that is played</li> <li>• Exercises in tuning the instrument alone</li> <li>• Playing all the prescribed practical parts by students majoring playing</li> </ul>	<p>Displays the skills of playing a key board instrument. Get to know the structure of a note playing instrument , tunes it alone and displays playing skills or displays the skill of simple classical parts.</p>	<p>12 12 02  02</p>

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
4.0 Gets used to realize a mental status related to the joy of life appreciating music	4.1 Involves in practical appreciation discussing analytically the songs based on ragadhari music.	Appreciation and singing/ playing of a Sinhala or Hindi sarala gee / film song based on ragadhari music under the endorsement of the teacher.	Sings/ plays and appreciates a Sinhala or Hindi song with a classical basis.	06
5.0 Protects cultural heritages developing practical skills in local folk music.	5.1. Develops the skills of singing/ playing folk songs presenting logical ideas about them.	Information about folk songs in Sri Lanka Vedda songs as tribal songs Differences in folk songs as up country, low country and sabaragamu (through songs associated with rituals) Anaghathathmaka mehe gee (pathal, bamara, teeka, seepada, ) Mehe gee (nelum gee, ose gayana, varam gee)	Collets information about Sri Lankan folk songs and sings selected folk songs.	02 02 02 04 06 03
6.0 Explores information about the history of music.	6.1 Explores information about the history of music in Sri Lanka.	Evolution of music in Sri Lanka in the Kandyan period (Royal patronage, institutions connected with the music in the royal palace, Kavikaaramaduwa, influence of Karnatak music.)	Analyses the influence on the evolution of music in Sri Lanka in the Kandyan period.	10

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
		Educational publications of Sri Lankan musicians in the earlier period who had their involvement in music education in the decades 50-60 and their content very briefly (Gana vidya-M.G Perera Sangeetha -Premawaasa Hapuwalana Peradiga Sangeetha Shasthraya- B.S Wijerathna Bhavika Geetha- Vincent Somapala Kyala Geetha-Ananda Jayasinghe Geminaataka-Ediriveera Sarachchandra Hela Gee Maga-W.BMakuloluwa Sangeetha Sambhawayaya-C.D.S. Kulathilaka)	Gets motivated to read the books written on music in Sinhala.	08
7.0 Experiences the pieces of music related to applied music and performing arts. Experiments in creative work in music. creative work in music	7.1 Engages in singing/playing songs presenting information about performing traditions in Sri Lanka.	The performing styles Sokari Kolam , Nurthi and Nadagam Singing/ playing of songs in those performing traditions Nadagam music style (various melodies, Thalapada, instruments) Songs including	7.1 Explore information related to the performing traditions in Sri Lanka. Explains specialties in the Nadagama tradition practically. Explains the ragadhari background in Nurthi music	04  08  04

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
		the components Thodayama, Innisaya, Pothe sinduwa and Uruttuwa practically. Songs (practically) to testify ragadhari background, Dohorawa and vaditha (gath) geetha Various methods of tuning the violin.	Inquires into the methods of using violin in applied music.	
8.0 Experiment in creations of music	8.1 Involves in creative work logically illustrating how rhythm, timing and tempo are important in a notational creation.  8.2 Discusses how various levels of sounds are important in creative work.	Importance of the pitch, notes, range of notes and scale in a creation and practical experimentation.  How musical instruments are created for sound levels. Violin family, brass family	Involves in creations placing various notes and pitches.  Describes families of musical instruments created according to various sound levels.	04  04
9.0 Identifies the ways of representing music by symbols while developing basic competencies essential to appreciate universal works in music and direct local works in music to the world.	9.1 engages in making notations with the placement of notes as pitches.	Notationing using Komala nishadhaya and Komala gandharaya as pitches. B flat, E flat, Major scales  Notationing using madyamaya and panchamaya as pitches F/G Major / Minor scales		04

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
<p>10.0 Presents performing skills more successfully studying physical and biological conditions related to music</p>	<p>10.1 Uses modern technological equipment in creative works in music examining how they are utilized in creations and studies</p>	<p>Utility of the computer in musical creations, audition and relevant equipment</p>	<p>1Presents logical ideas about creation of music using the computer and learning music by the internet</p>	<p>06</p>
		<p>Introducing computer</p>		<p>10</p>
		<p>The normal computer devices and externally connected peripherals</p>		
		<p>Hardware (soundcard, midi keyboard, midi cables music software)</p>		<p>10</p>
		<p>Tape recording of music, creating music, editing and distribution of music</p>		
		<p>Use of intrnet for music education</p>		
		<p>Music education through various web sites.</p>		
		<p>Evaluation</p>		<p>37</p>



Competency	Competency Level	Subject Content	Learning Outcomes	Periods
1.0 Displays practical abilities in singing/playing identifying the fundamentals, techniques and principles in music.	1.1 Engages in singing/playing with technical characteristics identifying the nature of several ragas with various ensembles of notes and shapes belonging to North Indian music.	<ul style="list-style-type: none"> <li>• Sargams of the ragas Jayajayawanthi</li> <li>• Exercising notes of the prescribed ragas with gamak and mind .</li> <li>• Madyalaya songs belonging to the prescribed ragas and their special ensembles of notes, extension of ragas with purvalapas and badath alapas</li> <li>• Singing / playing various thanalankaras.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings ragadhari songs displaying technical skills.</li> <li>2. Develops practical skills studying the theoretical background and specific features of prescribed ragas.</li> </ol>	<p>12</p> <p>03</p> <p>30</p> <p>12</p>
	1.2 Explains the homology of a pair of homologous ragas practically	<ul style="list-style-type: none"> <li>• Explaining the homology of the pair Bhairawa- Kalingada ragas practically through details of ragas, extension of notes and special ensembles of notes</li> </ul>	Indicates practically the similarities and differences between two homologous ragas.	08
	1.3 Displays by singing/playing a Vilambalaya Khayal song with special techniques.	<ul style="list-style-type: none"> <li>• A vilambalaya song belonging to one of the ragas Bhagesri , Desh, Ashawari, Jayajayawanthi and Bhairava with purvalapa, madhyalapa, bolalapa and thanalankara.</li> </ul>	Displays technical skills by singing/ playing a Vilambalaya Khayal song with special techniques.	14

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
	1.4 Practices practically the thala padas relating to vilambalaya while comparing them with one another.	<ul style="list-style-type: none"> <li>• Exercises to identify Ekthal , Thilawada, and illustrating “samaguna”</li> <li>• Comparing above thala pads with other simultaneous thala padas</li> <li>• Illustrating Ekthal , Thrithal by the Tabla.</li> </ul>	• Acquires the skill of using thala padas in the North Indian ragadhari music practically.	10 08 04
2.0 Explores the variety of universal music while understanding its nature	2.1 Explores the nature of musical creations in western music and reviews the information about musicians who contributed to them.	<ul style="list-style-type: none"> <li>• Information about the musicians Mozart, Beethoven and Bark and the nature of symphony Nature of music in Ballet and Opera</li> </ul>	Gets to know the great and esteemed western musicians and evaluates western works in music comparatively.	08
3.0 Displays playing skills while understanding the nature of musical instruments.	3.1 Understands the nature of western musical instruments and classifies them.	<ul style="list-style-type: none"> <li>• Exercises in listening to music with appreciation. Principle of string, wind and percussion and identifying the musical instruments used in the school.</li> </ul>	Identifies and classifies western musical instruments.	04 04

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
4.0 Gets used to realize a mental status related to the joy of life appreciating music.	Gets to know classical musiciations and gets used to appreciate their works.	<p>Gazal style of singing (ustad Pankaj Udas, Jagjith Singh )</p> <ul style="list-style-type: none"> <li>• Khyal style of singing (ustad Ameer Khan, ustad Badegulam Alikhan, Parveen Sulthana, Pandith Jasraj singh)</li> <li>• Aspects of playing the tabla (Ustad Allah Rakkha Ustad Shakeer Hussain)</li> <li>• Appreciation of playing sitar , esraj, santur, flute, violin and shehenai.</li> </ul>	<p>Appreciates the creations of north Indian musicians of supreme calibre and gets motivated to study their singing / playing</p>	<p>10 08 08 04 04</p>
5.0 Protects cultural heritages developing practical skills in local folk music	5.1 Presents ideas about “Se Gee” and displays the skills of singing / playing.	<ul style="list-style-type: none"> <li>• Prashasthi with the “mudrappadaya”</li> <li>• “Hatan kavya” with two thalarupas</li> <li>• Sevula vannama and the specialty of its thalarupa</li> <li>• Ganapathi saudama asne</li> </ul>	<p>Appreciates the aspects of local folk music.</p> <p>Engages in singing / playing to acquire the ability of adopting them performingly.</p>	<p>28 12</p>
6.0 Explores information about the history of music	6.1 Explores information about the origin and evolution of Indian music	<ul style="list-style-type: none"> <li>• How Vedic chants gave origin to music</li> <li>• Influence of tribal songs for the evolution of North Indian music</li> </ul>	<p>Reviews the causes that affected the growth and evolution of Indian music</p> <p>Evaluates several Indian musicians</p>	<p>04 04 04 04</p>

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
		<ul style="list-style-type: none"> <li>• Influence of poetry on the evolution of North Indian music</li> <li>• Influence of the endeavours of musicians on the evolution of North Indian music</li>   <li>• Service rendered by the scholars Sarangadeva, Ameer Khushru, Bathkhande, and Professor Nigam for music</li> </ul>		
<p>7.0 Experiences the pieces of music related to applied music and performing arts.</p>	<p>7.1 Explores information logically presenting ideas about the creations in applied music.</p>	<p>Differences caused in the film music of this country in different periods (south Indian influence in the early period, music in the film Rekhawa, criticism from the view point of the music in Sathsamudura)</p> <ul style="list-style-type: none"> <li>• Brief discussion about the music directors and musical creations in the prescribed films.</li>   <li>• Singing/Playing a film song selected on the option of the teacher Olu nelum- Rekhawa</li> </ul>	<p>Criticises the turning points in film music in Sri Lanka.</p> <p>Sings and appreciates film songs.</p>	<p>08</p> <p>06 04</p>

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
		Koulán handai-Mathalan Kate kiri suwanda-Sandeshaya Galana gangaki- Ranmuthuduwa  Sinindu sudu muthu- Sath samudura Udumbara-Bambaru Evith Kamalashani-Hithaka pipunamal Kuda game-Hulawali Unmaada sithuwam- Ektem ge Gumugumuwa vadule-Visidela.		04
8.0 Experiments in creations of music	8.1 Investigating the content of a “Sarala geeya” creates songs with specific parts.	<ul style="list-style-type: none"> <li>• Interlude and Introduction</li> <li>• Understanding through melodies the concepts bits, counter points chords and adlib.</li> <li>• Creating songs with the above parts</li> </ul>	Produces new creations reviewing the parts of a “Sarala geeya”	04 10 04
	8.2 Creates a piece of music for play using the improvised musical instruments available in the school	<ul style="list-style-type: none"> <li>• Creates a piece of music for playing collectively</li> </ul>	Experiences a communal creation of a piece of music	10

Competency	Competency Level	Subject Content	Learning Outcomes	Periods	
9.0 Identifies the ways of representing music by symbols while developing basic competencies essential to appreciate universal works in music and direct local works in music to the world	9.1 Writes musical notations using various symbols	<ul style="list-style-type: none"> <li>•Symbols used in the notation of western music</li> <li>(f,ff, p,pp.slur,staccato, legato,pizzicato)</li> <li>•Practicing the use of above symbols through a simple notation.</li> <li>• practicing the use of notational methods in modern popular music and symbols practically through a simple notation.</li> </ul>	<p>Identifies the symbols used in the notations of western music</p> <p>Uses the notating techniques in music as required by the modern applied music.</p> <p>Identifies the method of harmonizing one note with another</p>	<p>02</p> <p>04</p> <p>04</p> <p>06</p>	
	10.0 Presents performing skills more successfully studying physical and biological conditions related to music.	Examines the physical conditions of musical notes and acquires the ability of harmonizing notes.	Activities of harmonizing notes and how chords develop, chords and harmony	Explains giving biological reasons, why the ear and the larynx are important in the study of music.	10
		10.2 Studies the biological conditions conducive for music and presents the practical abilities more successfully.	How we hear music How the larynx functions during singing Causes affecting the quality of voice.		
11.0 Studies the psychological basis of music and makes life more successful	11.1 Studies the psychological facts related to music and assimilate their merits to the life of self	Relationship between intelligence and music (Through the Howard Gardner's multiple intelligence)	Analyses the relationship between musical wisdom and intelligence	10	

## 7.0 Assessment and evaluation

The assessment and evaluation of the subject Eastern music occurs during the classroom teaching and learning process itself. Students should be assessed using appropriate criteria for the relevant activity. Identification of the abilities of students and reinforcing them providing with necessary stimulus should be done here.

There is a possibility for assessment and evaluation in each and every activity given to students. The instances where students explore things in groups can be used for assessment and, the instances where they forward their findings and elaborate the ideas can be used for evaluation. Teacher should bring all the students in the class at least to the minimum competency level required by observing them closely while they are engaging in activities and identifying their abilities disabilities strengths and weaknesses. This particular process is called assessment. The evaluation can be done by judging the competency levels that the students have reached and analyzing their results when they forward their findings and elaborate them. Accordingly, it is clear that groups who present their findings in front of the whole class as a collaborative effort can be used as the first section of evaluation. The attempt made to correct, improve and elaborate those ideas can be considered as the base for the second section of evaluation.

## 8.0 School policies and programmes

Mathematics and science subjects are needed to develop critical thinking of the student. As well as it is essential to teach aesthetic subjects to develop the ability of appreciation and creativity of the students. It is expected to develop the students' practical skills which are connected with the subject music and, to build up balanced personality developing favourable attitudes. By combining these activities with the subject matters in the syllabus the students are given the opportunities to get learning experiences which they are unable to experience in the classroom. In view of this situation, it is important to expose the students to co-curricular activities mentioned below in order to provide them with practical experience.

1. Singing competitions and competitions of playing musical instruments.
2. Public performances of singing and playing musical instruments
3. Competitions of children's drama.
4. Establishing Aesthetic Clubs in Classroom level
5. Class level short concerts
6. Annual school concerts
7. Improvising substitution instruments through novel creative activities
8. Concerts of songs of devotion
9. Creations using computer technology
10. Activities related to Singing and playing Instruments at the morning assembly
11. Special musical items around the school area
12. Items related to singing and playing instruments in state festivals
13. School bands.

These activities allow students to gain specific experience, by combining with the syllabus. Therefore the students can develop especially mental readiness and physical fitness which are important for them in their regular learning process.



## 9.0 Syllabus Committee

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