



Bharatha Natyam

Syllabus

Grade 6

(To be implemented from 2015)

Department of Aesthetic Education

National Institute of Education

Maharagama

Sri Lanka

www.nie.lk

Introduction

This new syllabus for Bharatham is designed, suited to the students those who have come to the Pre secondary level in Grade 6, after Completing their primary education. The new plans of education and concepts are included in this curriculum.

These aesthetic art of Bharatham, Carnatic music, Art and Drama & Theatre have been taught as a combined subject. Since 2007, each of these art is being separately taught on the basis on admiration, performance, practical and basic traditional background and accordingly the competencies are decided and the this curriculum is reorganised as the second curriculum of new

In this present world, the unchangeable one can change. Accordingly, it is inevitable for a change in the curriculum. Every revised curriculum proposed the changes in two things.

1. Combination of the subject - changing the core of lessons, simplifying the subject details.
2. The proposed teaching learning approach which is used to take the subject matters to students.

This new curriculum, which gives priority to student centered education, insists the essentiality of the teachers and students to get together, having got many activities for students to search and learn, they, themselves, clearly understand learning teaching process, has been designed.

The three pillars of present system of education.

1. Keeping the known matters.
2. Learn the pre decided facts.
3. Reconstruct the pre learned facts.

This action creates a new community which continuously changes and innovates the previously known facts. It is indispensable to guide the younger generation, regarding the facts which haven't been discovered yet. Therefore, the objective of this new educational plan is to practise the students to search and find the unknown facts and to alter the known facts by involving in researches.

It is a common curriculum which is designed to develop one's skills and capabilities in the period of schooling. Because they are needed to lead a successful life with thinking skill, social skill and personal skill that are indispensable for the combined personalities.

It is essential for the present younger generation to handle the approach beforehand instead of handling it after the approach. Thus, in order to succeed the future world, on the basis of searching, this new curriculum is decided. Its prime target is to create a community with personality which is badly needed for future community.

Aims of the Bharatha Natiyam

- ◆ Objectives of the subject.
- ◆ Develop knowledge, skills and attitude through co - curricular activities.
- ◆ To be a good dancer, develops the qualities of personality.
- ◆ Develops creativity.
- ◆ Learn & Respect national & international Art forms.
- ◆ Be a person of aesthetic desires.
- ◆ Develops the attitude to respect artists.
- ◆ Develops the attachment of cultural aspects and the attitude of taking over the tradition.
- ◆ Identifying own talents, and develops the abilities of the art forms to perform.
- ◆ Develops balance personality.
- ◆ Develops leadership qualities.
- ◆ By Understanding the world around him, develops quality of socialisation.
- ◆ Manages conflicts.
- ◆ Develops the qualities of humanity by understanding the habits of individuals.
- ◆ Gets the skill of facing the challenges successfully.
- ◆ Develops the skill of communication.
- ◆ Gets the skill of coming forward by himself/herself to act with dedication.

- ◆ Gets the talent of admire & expose the nature
- ◆ Gets the talent in handling the modern technical apparatuses.
- ◆ Gets the basic practices for life skill.
- ◆ Creates the handicraft art by using the techniques.
- ◆ Develops the quality of a part of a team.
- ◆ Keeps good relationships with multi cultural societies.
- ◆ Gets physical & mental health.
- ◆ Gets the social recognition & fame.
- ◆ Identifies his/her negative qualities and change attitudes accordingly.
- ◆ Gets the abilities to describe & criticise the art techniques.
- ◆ Tries for new presentations by searching through art.

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)

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.

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)

National Goals	Aims of the Bharatha Natiyam
1. 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.	<ul style="list-style-type: none"> ➤ Develops the attachment of cultural aspects and the attitude of taking over the tradition. ➤ Keeps good relationship with multi cultural societies.
2. Recognising and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.	<ul style="list-style-type: none"> ➤ Gets the talent in handling the modern technical apparatuses.
3. 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.	<ul style="list-style-type: none"> ➤ Develops the attitude to respect artists. ➤ Creates the handicraft art by using the techniques. ➤ Develops the quality of a part of a team.
4. Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.	<ul style="list-style-type: none"> ➤ Identifying own talents, and develops the abilities of the art forms to perform.
5. Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.	<ul style="list-style-type: none"> ➤ Develop knowledge, skill and attitude through co-curricular activities. ➤ Develops creativity. ➤ Be a person of aesthetic desires. ➤ Tries for new presentations by searching through art.
6. 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.	<ul style="list-style-type: none"> ➤ Develops the skill of communication.
7. Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.	<ul style="list-style-type: none"> ➤ Gets the basic practices for life skill.
8. Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.	<ul style="list-style-type: none"> ➤ To be a good dancer, develops the qualities of personality. ➤ Learn & Respect national & international Art forms. ➤ Gets the skill of coming forward by himself/herself to act with dedication.

Grade - 6

	Competencies	Competency Level	Subject Content	Learning outcome	No. of Periods
	1.0 Explaining and depicting the natural beauty of the surroundings.	1.1 Depict and describe, the natural beauty of the surroundings.	<ul style="list-style-type: none"> Natural movements of the trees, plants and creepers. 	<ul style="list-style-type: none"> Distinguishing and elaborating the admiration of nature. 	03
		1.2 Depict and describe dance for the social ritual folk dances.	<ul style="list-style-type: none"> folk dances - Kavadi-Kummi dance (with appropriate folk musical Instruments with the appropriate dress) 	<ul style="list-style-type: none"> Be able to differentiate and discriminate the folk dance from Bharatham. Be able to identify and reveal the folk musical instruments. 	02
		1.3 Elaborate and explain the Bharatha Natya dresses and ornaments.	<ul style="list-style-type: none"> Different patterns of Bharatha Natya costumes and usage of different varieties of ornaments. Panchakachcham (utilizing the possible quality inputs) 	<ul style="list-style-type: none"> Be able to be aware of Panchakacham as the first costume of Bharatham. Accepting that its only the modification of prevailing dance costume. 	02
	2.0 Be able to sing and depict the natural beauty of the surroundings which they enjoy through their skill of Abhinayas	2.1 Having been expected to depict the scene through their exceptional Abhinaya skill.	<ul style="list-style-type: none"> The natural factors - Tree, plant, creepers movements- Rain- Sea wave- Waterfalls 	<ul style="list-style-type: none"> Providing the imaginative design to the bnatural movements. Performing according to his/her imagination. 	02

	Competencies	Competency Level	Subject Content	Learning outcome	No. of Periods
3.0		2.2 The candidate is expected to depict the abinaya for the relevant song.	<ul style="list-style-type: none"> • “Sins sins sirumiyar name.” • “Aasanaga nanirunthal.” 	<ul style="list-style-type: none"> • Being able to reveal the meanings of songs. • Performing the application of Mudras according to the meaning. • Performing Abhinayas by himself/herself for the songs of Abhinayas. 	08
		2.3 Dance for different categories of songs. By dancing for different categories of songs the dancers must express with their potential Abhinaya skill.	<ul style="list-style-type: none"> • Kaavadi 	<ul style="list-style-type: none"> • Being aware of Kavadi dance which belongs to God Murugan. • Performing the Kavadi dance steps with the kind of folk. 	05
	Showing basic physical exercises, Adavus, differences of Angas positions, Mudras of bharatham in abiniyas.	3.1 Appropriate basic physical practices for Bharatha Natyam and Namaskaram position.	<ul style="list-style-type: none"> • Physical practices • Namaskaram • Thyana Slogas. 	<ul style="list-style-type: none"> • Doing the physical exercises for muscles. • Performing Abhinayas in the ways and methods of worshipping. 	08
		3.2 Distinguish the differences of numerous Anga pethas. Demonstrate and dance the basic Adavus.	<ul style="list-style-type: none"> • Single hand Mudras (Asamyutha Hastas) • Tattadavu from one to eight Basic dance practices based on Thisram and sathusram	<ul style="list-style-type: none"> • Being able to show the single hand Mudras in Abhinayas. • Showing the fundamental basic Adaavu. • Performing Abhinayas in dancing forms. 	15

	Competencies	Competency Level	Subject Content	Learning outcome	No. of Periods
		3.3 Distinguish the differences of numerous Anga pethas (Anga positions) including the very first basic Adavus including the folk dance Kummi dances.	<ul style="list-style-type: none"> • Demonstrate the category of Naatt Adavus from 1-4 • Samyutha Hastas • Kummi 	<ul style="list-style-type: none"> • Be able to perform the Adaavu practices of Bharatham. • Showing the Mudras in Abhinayas. • Performing the Kummi dance in folk style. • Be able to differentiate the Thisra and Sathusra jathi. • Be able to vary the single hand and double hand Mudras. 	12
	4.0 Explain the relationship of south Indian classical dances in relation to Sri Lankan classical dances and folk dances.	4.1 Identify the basic aspects of Bharatha Natyam.	<ul style="list-style-type: none"> • The benefit of learning Bharatha Natyam • Explain the deep meaning of Namaskaram • Divine dances - Lord Narthana Ganapathy- Lord Nataraja- Goddess Saraswathi Devi - Lord Krishna. • Thandiyam. 	<ul style="list-style-type: none"> • Being aware of the benefits in learning Bharatham. • Being aware of the greatness of Guru. • Knowing that the shelter of Art is divinity. • Knowing the early practice is 'Thandiyam' • Understanding the objectives of Namaskaar. • Be able to write the rare Mudras which are used in Thiyana Slogas. 	05
		4.2 Explain the basic and depth of Bharatha Natyam and Kandyan dance. Indicate the Sollukattu for Adavus in Bharatha	<ul style="list-style-type: none"> • Bharatham • Tatt adavu. (1-8 Thalla notation) 	<ul style="list-style-type: none"> • Be able to know the concepts of Bharatham. • Knowing the Thaala Anka symbols. • Be able to write the Adavu in Thaala Anka symbols. 	05

	Competencies	Competency Level	Subject Content	Learning outcome	No. of Periods
		4.3 Explain the appropriate Thalas for Bharatha Natya and explain those Thala scales.	<ul style="list-style-type: none"> •Naaty Lakshana • Naaty Krama •Naatt Adavu 1-8 thala Anga symbols •Nattaadavu 	<ul style="list-style-type: none"> • Knowing the Naaty Lakshana and Naaty Krama. •Being able to illustrate the Thaala & Anka symbols of the Nattaadavu. 	05
	5.0 Trace the cultural background of Sri Lankan and Indian classical dances.	5.1 Explain the beautiful and natural dance movements of dance in connection to the worldly dance history of dance.	<ul style="list-style-type: none"> •Explain the origin of dance •Natural dance movements. 	<ul style="list-style-type: none"> •Be aware of the fact that those did the service of Art in temples, are Thevaradiyar. •Explaining that they lived as Virgins for ever. •Be able to Indicate that there were different groups of Thevaradiyar. 	02
		5.2 Find out the depth of folk dances.	<ul style="list-style-type: none"> •Introduction to folk dance. - Kummi - Kollattam 	<ul style="list-style-type: none"> •Be able to reveal the dancing background of Kummi and Kolaaddam. •Be able to mention the musical instruments of them. 	03
		5.3 To be aware of the worldly historical background of dancing.	<ul style="list-style-type: none"> •Worldly history of dance. 	<ul style="list-style-type: none"> • Accepting that man communicated through signs & gestures before the existence of language. • Knowing that expressed his emotions and dramatised even before speaking. 	02

	Competencies	Competency Level	Subject Content	Learning outcome	No. of Periods
				<ul style="list-style-type: none"> • Able to describe that the ancient dance evolved when tried to imitate the nature. 	
		5.4 Knowing the history of religious festivals of Srilanka.	<ul style="list-style-type: none"> • Religious festivals of twelve months. • Asala perahara. 	<ul style="list-style-type: none"> • Understanding the incidental backgrounds of religious festivals in all twelve months. • Able to reveal that Asala Perehara is connected with Dalada Maligawa. • Able to describe the rural folk arts in Asala Perahara. 	04