Bharatha Natyam

Syllabus

Grade 7

(To be implemented from 2016)

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 7, after Completing their primar 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, simplifing 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.	➢ 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.	➢ 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.	➢ 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.	➢ 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.	➢ 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.	➢ 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.	➢ 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.	➢ 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 7

	Competency	Competency Level	Subject Content	Learning Outcome	Period
1.0	Appreciates environment critically.	1.1 Studies the birds in the natural environment and expresses the felings felt by self.	Birds • Peacock • Pigeon • Swan • Eagle (God Vishnu's vehicle) • Birds in pair	• Appreciates and studies the behaviours of peacock, pigeon, swan and a pair of birds and make statements about them.l	02
		1.2 Appreciates and describes folk dance associated with social customs.	L Folk dance • Koladdam • Karakam	• States specialties of rural dance. • Differnciates 'koladdam' and 'karakam'.	02
		1.3 Appreciates and describes the 'abinayapadal' (action songs), individual gestures and the songs learnt in primary classes.	Abinayapadal (action songs)	• Appreciates and describes 'abinayapadal'(action songs). • Sings 'abinayapadal' (action songs) • Presents action for songs. • Identifies and states the gestures (mutthirai) used.	05

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2.0	Gesticulates various songs and 'korvai' appreciated by self in the environment.	2.1 Appreciates and gesticulates the behaviours of the birds in natural environment.	Birds • Peacock • Pigeon • Swan • Eagle • Birds in pair	• Gesticulates the actions of peacock, pigeon andswan. • Imitates a behaviour of a pair of birds.	02
		2.2 Presents 'abinaya songs' according to the tempo and rhythm.	Abinayapadal (action songs) • Mayangalseithida. vanthandy • Manthirakarannady ammandy	• Sings songs according to the tempo and rhythm. • Acts to express the meaning of the song.	04
		2.3 Designs dance items by self for various types of folk songs and gesticulates (abinaya) according to tempk and rhythm.	• Koladdam (stick dance)	• Sing 'koladdam' songs according to tempo and rhythm. • Designs dance items according to various styles.	02
3.0	Presents by Abinaya the basic excersices, adavu,various anga betha, jathi, hasthangam,dance items reting to the tradition of Bharatham.	3.1 Gesticulates 'hastha vinijoham' (mudra nirupana), 'bheda'.	• Vinoijoham • Pathakam- Sukathundam	• Gesticulates 'pathakam-sukathundam', 'vinoijoham'.	08

		3 .2 Gesticulates (abinaya) the fundamental 'adavus' of Bratham.	• Naddadavu(5-8) • Thatheitheitha (1-4) • Theihaththeihi (1-4)	• Gesticulates 'naddadavu'(5-8). • Gesticulates 'thatheitheitha adavs'. • Presents it according to the tempo and rhythm.	15
		3.3 Gesticulates various types of folk dances.	• Kavady	• States that' kavady' is perfomed for god Murugan. • Sings 'kavady' dance songs according to tempo and rhythm and presents folk steps.	03
		3.4 Gesticulates a dance event according to the 'raga thala'.	• Puja dance	• States that 'puja dance'is a welcome dance. • Sings 'puja dance' songs according to 'raga thala'. • Designs a 'puja dance' according to its customs and peforms through action (Abinaya).	03
4.0	Describes the fandamentals and concepts of dance.	4.1 Studies 'hastha vinijogas'.	• Pathakam- Sukathundam • Vinijogas	• States the meaning of 'vinijogas of pathakam-sukathundam'.	08

4.2 Explores information relating to Bharatham.	• Names of the books on Barataham and their authors.	• Tells about the Books on Baratham. • Names the authors of those books.	02
4.3 Understands 'thalas'.	• Aathy • Rupakam	• States the number of 'adsara' in 'aathy' and 'rupakam' thalas and states the'maththirai' in one 'adsara'.	02
4.4 Understands the basic concepts of Baratham and Kandyan Dance.	Clarification of the concept • Main components of the dance • Navarasam (nine emotions) • Music symbols • Taandavam • Laasyam • Nirutha hasthas	• Explains the components of the dance 'niruththamn niruththiyam' with examples. • Explains 'navarasam' (nine emotions). • Understands the musical symbols. • Accept that there are seven (7) basic 'thandavams'. • Understands the difference between 'tandavm' and 'lasyam'.	07
4.5 Understands the physical code of symbols of the 'adavus' of Baratham.	• Thatheithei tha • Thei haththeihi	• Presents the 'adavus' 'thatheithei tha' and'thei haththeihi'rhythmically. • States the symbols and 'athithalam' of those 'adavs'.	06

							Using 'thala' symbols writes those 'adavs' in 'thrithala'.	
		4.6 Identifies 'thala' aspects of 'pancha jathi' and 'saptha thalas'.	• Pancha jathi • Saptha thala	• States 'pan chajathi' and its 'sotkaddu'. • States that 'saptha' means seven. • States that 'saptha' symbol is the base of other symbols.	04
		4.7 States the 'slokas' prescribed for 'pushpanjali' and their meaning.	• Pushpanjali (worshiping with flowers)	• Writes the 'slokas'for 'pushpanjali'. • States the meanings of them.	03
5.0	Identifies the cultural and historical backround of dance	5.1 Investigates into the historical background of dance.	• Historical background of 'purana'	• States the four 'vedas' (vedangal). • States that 'natya vedam' is a vedam created in the light of 'four vedas'. • States that the 'veda' for dance was gifted by Brahma.	02
		5.2 describes the historical background of the 'kooththu' tradition of folk dance prevailing regionally in SriLanka.	• Kaman kooththu	• States the story of 'kaman kooththu'. • States that the person who teaches and trains 'kooththu' is 'annaviyar'	04

				• Describes costumes and make ups of 'kaman kooththu'.	
		5.3 Investigates into folk dances and describes details.	• Karakam • Kavady	• States that'karakam' and' kavady' belong to folk dances. • States that 'karakam' requests the blessings of god Mariamman and 'kavady' requests the blessings of god Murugan. • Describes the musical instruments used for these dances. • Describes that in case of contracting communicable diseases, they were believed to have cured by involving in 'karaham'. • Understands the relationship between neem leaves and recovery from diseases. • States that there are different types of 'kavady' dances.	06