

Oriental Music Syllabi

Grade 7



Department of Aesthetic Education

National Institute of Education

Maharagama

Introduction

From the year 1996 to date, music, dance and art were studied and evaluated on the integrated basis under the area of aesthetic education in grade 6.

From 2007, conforming to the competency based curriculum implemented under the new educational reforms, in grade six, the student can select and master one subject from the above according to his/her choice, likes and talents. Drama and theatre can also be selected as a subject from grade six.

Along with the introduction of a new competency –based syllabus this time in place of the objective – based syllabus implemented so far, the transmission role of the teacher is converted to a transformation role.

Here, the student is directed to explore subject matter under the guidance of the teacher and the learning brought about through activities is made a life habit. It is called a competency.

Though the former syllabus indicated five subject areas separately as appreciation, creative activities, practical principles and cultural background, the current syllabus gives direction to learn them on an integrated basis competency – based practical activities.

The school curriculum should produce not only the individuals with knowledge and skills but also humanitarian citizens with creative thinking and sensitive sense of appreciation. The aesthetic subject that contributes to this end occupies an important place in school education.

By learning music under aesthetic education, the student will be able to develop a sensitive inner self and competencies essential for his well-being not only in his school life but also afterwards. Eight main competencies that need to be developed in the student by studying oriental music as a subject have been introduced here. According to those competencies, the competency levels that are expected to be achieved at the respective grades are lined up.

In spite of the prescribed subject content is built up on the basis of singing, if a student expects to study this subject play-centred, all the relevant sections can be practically studied using a prescribed musical instrument.

Subject Objectives

Development of sense of appreciation through environment

All phenomena in environment are connected with human life. Here, it is expected to develop the sense of appreciation through environment by awakening the aesthetic values connected with the environment in the student.

Development of creative thinking and creative skills

It is the development of thinking ability to act creatively when facing various problematic situations in life and producing superior creative work for various needs of life.

Development of skills and attitudes essential for an effective living

The ability to live productively as well as the ability to act efficiently are requirements. Also, it is important to acquire the ability to work with a respect to and cordiality with others. Towards this end, the development of essential skills and attitudes is expected.

Identification and appreciation of indigenous identities

Through identifying the elements of the local culture, it is of import to develop a host of noble feelings to act with a sense of patriotism and indigenous identity. Here, it is expected to impart the essential aesthetic subject- bound knowledge to realize it.

Development of rationality

By this it is expected to develop a high sentimentality to select meaningful and appropriate programmes, from those that are broadcast through various media of communication.

Use as a guide

It is expected that this syllabus would serve as a guide for those who prepare learning teaching materials, teachers, parents, students and planners of learning teaching process further from this point.

Common Competencies of the subject Oriental Music

1. Identifies the fundamentals, techniques and principles of music and displays practical abilities.
2. Displays playing abilities identifying the nature of musical instruments.
3. Practices to achieve the mental status connected with sentimental events in life through appreciation of music.
4. Protects cultural heritage while developing the practical abilities in indigenous folk music.
5. Obtains experiences in components of music related to applied music and drama.
6. Experiments in creative work in music.
7. Identifying the modes of inscribing music in symbolic form, develops basic competencies necessary for dealing with universal works in music and disposition towards the world of indigenous music.
8. Studies the technological appliances and physical foundation of music and presents performing abilities more successfully.

Oriental Music – Grade 7

Competency	Competency Level	Subject Content	Periods
<p>1.0 Identifies fundamentals, techniques and principles of music and displays practical abilities in singing.</p>	<p>1.1 Sings the saphthak Including ‘suddha’ and ‘komala’ swaras and voice training etudes.</p> <p>1.2 Displays talents related to tune (thal) and tempo (laya)</p>	<p>The three saphthak of notes. Placement of 12 notes. Singing the ‘madyaswarasaphthakExercises on ‘suddhaswara’ Exercises including komala ‘ga’ and ‘ni’. Exercises involving songs that incorporate ‘suddha’ and ‘komala’ swaras. ‘Thal’ concept Concept of the tempo Division by 2,3 and 4 ‘mathras’. 6/8 rhythm</p>	<p>20</p> <p>06</p>
<p>2.0 Understands the nature of musical instruments and displays playing abilities.</p>	<p>2.1 Identifies note playing instruments and gets used to play.</p>	<p>Basic information about the violin family Nature of the violin, location of notes and playing Nature of the flute, location of notes and playing The nature, location of notes and playing of the instrument chosen by the student. Key board playing</p>	

Competency	Competency Level	Subject Content	Periods
3.0 Gets used to achieve the mind sets linked with the sentimental events in life through appreciation of music	3.1 Listens to the tunes of songs. 3.2 Discusses and appreciates the strength of songs.	Tunes played on a selected instrument Appreciation and evaluation of tunes of songs.	10
4.0 Protects the cultural heritage while developing practical abilities in the elements of indigenous folk music	4.1 Inquiries into the cultural information about folk songs and sings.	Lullabies Thunsarana gee Raban gee (cultural information and singing)	10
5.0 Acquires experiences in the elements of music connected with applied music and drama.	5.1 Appreciates and sings songs in folk drama.	Kolam style Kolam songs Simple performance	10
6.0 Experiments in the creative work in music.	6.1 Understands the importance of lyrics when composing music for a song.	Creating lyrics Creating songs	10
7.0 While identifying the methods of recording music symbolically, develops basic competencies vital for dealing with universal works in music and taking the components of indigenous music to the world.	7.1 Indicates the specialties of the oriental notationing	Samagraha Avagraha Vishamagraha Anagathathmaka notations (using pel gee)	05
8.0 Studies the technical instruments and physical foundation of music and presents performing abilities more successfully	—	—	