



# **Bharatha Natyam**

## **Syllabus**

### **Grade 9**

**(To be implemented from 2018)**

**Department of Aesthetic Education**

**National Institute of Education**

**Maharagama**

**Sri Lanka**

**[www.nie.lk](http://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 9, 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**

- ◆ Develops knowledge, skills and attitude through co - curricular activities.
- ◆ Develops personality qualities required to be a good dancer.
- ◆ Develops creativity.
- ◆ Learns and respects national and international Art forms.
- ◆ Be a person of aesthetic desires.
- ◆ Develops the attitude of respecting artists.
- ◆ Develops an attachment to cultural aspects and the attitude of conforming to the tradition.
- ◆ Identifying own talents, develops performing abilities related to various forms of dance.
- ◆ Develops a balanced personality.
- ◆ Develops leadership qualities.
- ◆ By understanding the world around acquires skills of socialisation.
- ◆ Manages conflicts.
- ◆ Develops the qualities of humanity by understanding the habits of individuals.
- ◆ Acquires the skill of facing challenges successfully.
- ◆ Develops the skill of communication.
- ◆ Volunteers to come forward and act with dedication.

- ◆ Inclains to appreciate and admire nature
- ◆ Develops the talent in handling modern technical equipments.
- ◆ Practices basic life skills.
- ◆ Creates crafts work by using relevant techniques.
- ◆ Accustoms to act as a member of a team.
- ◆ Keeps good relationships in multi cultural societies.
- ◆ Maintains physical and mental health.
- ◆ Be a subject of social recognition and fame.
- ◆ Identifies negative qualities of self and changes attitudes accordingly.
- ◆ Develops the abilities to describe and criticise the techniques of art.
- ◆ Explores innovative ways of making presentations.

## 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"> <li>➤ Develops the attachment of cultural aspects and the attitude of taking over the tradition.</li> <li>➤ Keeps good relationship with multi cultural societies.</li> </ul>
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"> <li>➤ Gets the talent in handling the modern technical apparatuses.</li> </ul>
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"> <li>➤ Develops the attitude to respect artists.</li> <li>➤ Creates the handcraft art by using the techniques.</li> <li>➤ Develops the quality of a part of a team.</li> </ul>
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"> <li>➤ Identifying own talents, and develops the abilities of the art forms to perform.</li> </ul>
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"> <li>➤ Develop knowledge, skill and attitude through co – curricular activities.</li> <li>➤ Develops creativity.</li> <li>➤ Be a person of aesthetic desires.</li> <li>➤ Tries for new presentations by searching through art.</li> </ul>
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"> <li>➤ Develops the skill of communication.</li> </ul>
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"> <li>➤ Gets the basic practices for life skill.</li> </ul>
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"> <li>➤ To be a good dancer, develops the qualities of personality.</li> <li>➤ Learn &amp; Respect national &amp; international Art forms.</li> <li>➤ Gets the skill of coming forward by himself/herself to act with dedication.</li> </ul>



## Grade 9

	<b>Competency</b>	<b>Competency Level</b>	<b>Subject Content</b>	<b>Learning Outcome</b>	<b>Period</b>
1.0	Appreciates environment critically	➤ 1.1 Values and describes the musical instruments used in folk dance.	Folk Instruments <ul style="list-style-type: none"> <li>• Dolki</li> <li>• Narrow drum (Udekki)</li> <li>• Harmonium</li> <li>• Cymbals (Pantheru)</li> <li>• Naadaswaram</li> <li>• Davula</li> <li>• Drum</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and names folk instruments.</li> <li>• Identifies different sounds produced by the folk instruments.</li> <li>• Names the occasions are played.</li> </ul>	04
		➤ 1.2 Appreciates religious and cultural evants.	Make up <ul style="list-style-type: none"> <li>• Vettaith Thiruvila</li> <li>• Carol</li> <li>• Sooran por</li> <li>• Perahera</li> </ul>	<ul style="list-style-type: none"> <li>• Presents facts about make up.</li> <li>• Finds and presents facts about the aims of holding ‘Vettaith Thiruvila’ and ‘Sooranpor’.</li> <li>• States the occasions in which carol and perehara are held.</li> </ul>	04
		➤ 1.3 Appreciates the dancing items presented at various school functions.	<ul style="list-style-type: none"> <li>• Appreciates the features of artistic programmes held in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• States the artistic programmes held.</li> <li>• Sings the songs presented at those programmes.</li> <li>• Identifies the choreography of the dancing items.</li> <li>• Criticizes the dancing costumes and make up.</li> </ul>	02

2.0	Gesticulates the various songs appreciated by self in the environment.	➤ 2.1 Presents imaginary phrases through the medium of dance.	<ul style="list-style-type: none"> <li>E.g – “the temple bell told” “She danced beautifully”</li> </ul>	<ul style="list-style-type: none"> <li>Presents imaginary phrases through the medium of dance.</li> </ul>	02
		➤ 2.2 Designs and presents dance items for Bharathiyar’s songs.	<ul style="list-style-type: none"> <li>“Kaakkaich chirahinile nanda lala”</li> <li>“Oodi vilaiyadu paappa”</li> </ul>	<ul style="list-style-type: none"> <li>Gesticulates for Bharathiyar’s songs.</li> <li>Presents gesticulations for the songs.</li> <li>“Kaakkaich chirahinile nandalala” and “Oodivilaiyadu paappa”.</li> </ul>	04
		➤ 2.3 Creates and presents folk dance with ‘Abinayas’	<ul style="list-style-type: none"> <li>Karaham</li> </ul>	<ul style="list-style-type: none"> <li>Presents the dance ‘Karaham’ various patterns.</li> </ul>	04
3.0	Presents by Abinaya the basic excersices, Adavu, Various Anga betha, Jathi, Hasthangam, dance items reting to the tradition of Bharatham.	➤ 3.1 Presents ‘Vinijohas’ of Asamjutha, samjutha hastham.	<p>Vinijohas</p> <ul style="list-style-type: none"> <li>Vinijohas – Single hand Kankulam – Thirisulam</li> <li>Vinijohas – Both hands Anjali - Kapotham</li> </ul>	<ul style="list-style-type: none"> <li>Presents single hand vinijohas ‘ Kankulam - Thirisulam</li> <li>Guesticulates the vinijohas Anjali - Kapotham</li> </ul>	11

		<p>➤ 3.2 Performs the basic Adavu of bharatham</p>	<ul style="list-style-type: none"> <li>• Thath thei tham</li> <li>• Mandiyadavu</li> <li>• Tha hatha jem thari tha</li> <li>• Thei thei thith thith thei</li> <li>• Thi thi thei</li> <li>• Thathinginathom</li> </ul>	<ul style="list-style-type: none"> <li>• Presents adavus Thath thei tham 4 -6, Mandiyadavu, Thaha tha jem thari tha, Thei thei thith thith thei, Thi thi thei, Thathinginathom according to characteristic thala.</li> </ul>	27
		<p>➤ 3.3 Presents 'Hastha' and 'Betha'</p>	<ul style="list-style-type: none"> <li>• Deva hastha</li> <li>• Navagraha hastha</li> <li>• Jathi hastha</li> </ul>	<ul style="list-style-type: none"> <li>• List the name of 'Devar', 'Navagraha' and 'Jathi'.</li> <li>• Gesticulates using the gestures (Muthras) relevant to them.</li> </ul>	03
		<p>➤ 3.4 Performs various folk dances.</p>	<ul style="list-style-type: none"> <li>• Ball dance</li> </ul>	<ul style="list-style-type: none"> <li>• Presents ball dance accordig to the folk tradition.</li> <li>• Performs dance items presenting various patterns.</li> </ul>	04
		<p>➤ 3.5 Involves in preparatory practice for 'Alarippu'</p>	<ul style="list-style-type: none"> <li>• Preparatory practices for activities of 'Alarippu' <ul style="list-style-type: none"> <li>- Attami</li> <li>- Shoulder jerk</li> <li>- Mandijadavu</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Involves in preparatory practices for main activities of 'Alarippu'. (Attami, Shoulder jerk, Mandiyadavu)</li> </ul>	02

4.0	Describes the fundamentals and concepts of dance.	➤ 4.1 Identifies and states Hastha and Bhetha	<ul style="list-style-type: none"> <li>• Deva hastha</li> <li>• Navagraha hastha</li> <li>• Jathi hastha</li> </ul>	<ul style="list-style-type: none"> <li>• Lists the gestures (Muthras) relevant to 'Devar'. 'navagraha' and 'Jathi'.</li> </ul>	03
		➤ 4.2 Identifies and describes the notational symbols of the 'Adavus' of Bharatham.	Details of the notations <ul style="list-style-type: none"> <li>• Thath thei tham</li> <li>• Tha hatha jem thari tha</li> <li>• Madijadavu</li> <li>• Thathinginathom</li> <li>• Thi thi thei</li> <li>• Thei thei thith thi thei</li> </ul>	<ul style="list-style-type: none"> <li>• Writes notations for the 'Adavus' Thath thei tham, Tha hatha jem thari tha, Madijadavu, Thathinginathom, Thi thi thei. Thei thei thith thi the</li> </ul>	
		➤ 4.3 Identifies and states concepts of Bharatham	<ul style="list-style-type: none"> <li>• Adavu</li> <li>• Kovai</li> <li>• Theermanam</li> <li>• Eduppu</li> <li>• Muthra</li> <li>• Vinijogas</li> <li>• Sotkattu</li> <li>• Sabai</li> <li>• Saba mandabam</li> <li>• Saba Najaha</li> <li>• Lakshana of Alarippu</li> <li>• Kinkini</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and states the concepts of states of Adavu Korvai, Theermanam, Eduppu, Muthra, Vinijogas, Sotkattu, Sabai, Saba mandabam, Saba ,Najaha, Lakshana of Alarippu, Kinkini</li> </ul>	
5.0	Identifies the cultural and historical background of dance	➤ 5.1 Explores and describes the historical background of 'dance drama'	<ul style="list-style-type: none"> <li>• Identifies the 'Thanjai Naalvars' and states information about them and their contribution to the art.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and presents facts about the Thanjai Nalvars' and their contributions to art.</li> </ul>	

		<p>➤ 5.2 Describes facts about the background of the traditional dances of Sri Lanka.</p>	<ul style="list-style-type: none"> <li>• Dance Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and describes dance drama.</li> <li>• Performs the different stories of dance drama.</li> </ul>	02
		<p>➤ 5.3 Cultural background of the traditional dances of Sri Lanka.</p>	<ul style="list-style-type: none"> <li>• Udarata Narthanyaya (Kandyan dance)</li> </ul>	<ul style="list-style-type: none"> <li>• States that Kandyan dance one genre of traditional classical dances in Sri Lanka.</li> </ul>	03