



Bharatha Natyam

Syllabus

Grade 12

(To be implemented from 2017)

Department of Aesthetic Education

National Institute of Education

Maharagama

Sri Lanka

www.nie.lk

Introduction

This new syllabus for Bharatham is designed to suit the senior secondary level students (Grade 12) who have completed their Ordinary Level education. The syllabus incorporates new concepts and methodologies. In the present curriculum of Bharatham for the Advance Level, emphasis has been laid on the cultural background giving due recognition for appreciation, creativity, practical work and theory on which the competencies are meticulously chosen.

In the present global arena everything is changing fast, so curriculum is no exception to this rule. Hence occasional curricular revision is inevitable in this context. Most of the proposals for curricular revisions have given direction to:

1. Combination of subject components changing core lessons while simplifying the details
2. Adoption of learning teaching strategies that best conveys the subject matter to students.

The new curriculum which gives priority to student-centred education and insists the need of teachers and students to get together in quest of knowledge embodies many activities and opportunities for students to explore and build up knowledge by themselves.

The present education system stands on three pillars.

1. Retention of the facts that are known.
2. Learning pre-determined facts.
3. Reconstructing facts that are learn.

Hence the present curriculum encourages the student community to explore and research, adopt and modify what is learnt to suit new situations and be a member of the knowledge – based society with a wider perspective. Thus it also expects to promote thinking while developing social and generic skills that are indispensable for a balanced personality.

Aims of the Bharatha Natiyam

1. Develops personality characteristics essential for a competent dancer of Bharatham.
2. Acquires the skills of using new technological equipment in Bharatham.
3. Makes novel presentations by making explorations in the field of art.
4. Develops the attitude of respecting the tradition and appreciation of culture through Bharatham.
5. Acquires basic competencies required to make Bharatham a profession.

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 12

	Competency	Competency level	Subject content	Learning outcomes	Periods
1 . 0	Appreciates the SriLankan and Indian classical dances.	1.1 Appreciates and evaluates the South Indian classical dances.	<ul style="list-style-type: none"> •Kathakali •Kuchchippudi •Mohiniyattam 	<ul style="list-style-type: none"> • Compares the South Indian classical dances. • Distinguishes various genres . • Understands and appreciates the specific features of dance. 	08
		1.2 Appreciates and evaluates the North Indian classical dances.	<ul style="list-style-type: none"> •Kathak •Manipuri •Odisi 	<ul style="list-style-type: none"> • Compares the North Indian classical dances. • Distinguishes various genres . • Appreciates and evaluates critically the specific features. 	08
		1.3 Appreciates and evaluates critically the national dances of Sri Lanka.	<ul style="list-style-type: none"> •Kandyan dance 	<ul style="list-style-type: none"> • Explains the specific features. • Compares Kandyan dance with other Indian classical dances. • Inquires into the differences among them. 	06

Grade 12

	Competency	Competency level	Subject content	Learning outcomes	Periods
2.0	Displays the creative skills.	2.1 Presents “Apinaya” for songs creatively.	<ul style="list-style-type: none"> Creates the “Sanchari bava” for the lyrics given. 	<ul style="list-style-type: none"> Creates and presents two direct hands movements for songs. Presents stories for given lyrics by “Sanchari Bava”. 	10
			<ul style="list-style-type: none"> Creates Abinayas for the small “Keerthhanam”. 	<ul style="list-style-type: none"> Presents the “Keerthhanam” with appropriate expression. 	10
			<ul style="list-style-type: none"> Presents the “Astavitha Najaka and Najaki”. 	<ul style="list-style-type: none"> States the “Astavitha Najaki”. Creates and presents through Abinaya small songs that depict the behavior of “Astavitha najaki and Najaka”. Presents the behaviour of “Astavitha Najaka and Najaki” through Abinaja. 	10

Grade 12

	Competency	Competency level	Subject content	Learning outcomes	Periods
3 . 0	Presents the different aspects of Bharatham.	3.1 Presents the “Adavus” of Panjajathi.	<ul style="list-style-type: none"> • Naaddadavu • Tha Thei Thei Tha • Kuthithu Meddadavu • Theiya Theiji • Mandijadavu • Thath Thei Tham • Tha Thei Tha Ha • Thith Theintha Tha Thei • Thei Thei Thath Tha • Thaddu Meddadavu • Kartharee Adavu • Utsanga Adavu • Sarukkaladavu •Pancha Jathi Thathingina thom 	<ul style="list-style-type: none"> • Explores skills of Adavus change into “Pancha jathi”. • Presents the Adavus in Pancha Jathi. • Identifies and names jathi when presenting adavs. 	34
		3.2 Presents the “Niruththa Niruththija items.	<ul style="list-style-type: none"> • Mista Alarippu Raaga – Naatai Thaala –Mista chaapu • GauththuvamVinajagar Gauththuvam Raaga –Naatai Thaala – Sathusta Eham 	<ul style="list-style-type: none"> • Presents the “Mista Alarippu, Gowththuvam, Keerthanam, Thiruvasaham. • Presents in thala. 	58

Grade 12

	Competency	Competency level	Subject content	Learning outcomes	Periods
			<p>OR Shanmuga Gauththuvam Raga – Kowlai Thaala– Aathi • Geerthnam Thirupparam kuntra veala Raga – Kintholam Thala – Aathi OR Vilaiyada ithu nerama..... Raga – shanmugapriya Thaalam – Aathi • Thiruvasaham Ammaje Appa....Raaga – Mohanam</p>		
		<p>3.3 Presents the “Varnam” with Abinaja and Thaala.</p>	<p>• Patha varnam (Poorvankam) Sakiye..... Raaga – Aanada bairavi Thaala – Aathi OR Swamiyai varachcholladi..... Raaga – Poorvi kalyani Thaala -Aathi</p>	<ul style="list-style-type: none"> • Presents the “Poorvanga part of Patha Varnam”. • Presents the Thaala related to them. 	35

Grade 12

	Competency	Competency level	Subject content	Learning outcomes	Periods
		3.4 Carries out dancing make up.	<ul style="list-style-type: none"> • Face,head and dress make up. 	<ul style="list-style-type: none"> • Identifies the items used in make up . • Carries out the make up. 	06
		3.5Sings the items learnt already.	<p>Sings conforming to music.</p> <ul style="list-style-type: none"> • Mista Alarippu Raaga – Naatai Thaala –Mista chaapu • Gauththuvam- Vinajagar Gauththuvam Raaga –Naatai Thaala – Sathusta Eham <p>OR</p> <ul style="list-style-type: none"> • Shanmuga Gauththuvam Raga – Kowlai T haala – Aathi • Geerthnai Vilaiyada ithu nerama..... Raga – shanmugapriya Thaala – Aathi 	<ul style="list-style-type: none"> • Sings and present the Thaala related to “Mista Alaarippu, Gowththuvam, Varnam, Keerththanam and Thiruvasaham” conforming to music. 	06

Grade 12

	Competency	Competency level	Subject content	Learning outcomes	Periods
			<ul style="list-style-type: none"> • Thiruvasham Ammaje Appa.... Raaga - Mohanam 		
4.0	Explains the basic features and concepts of dance	4.1 Understands the meaning of "Abinayas".	<ul style="list-style-type: none"> • Four type of "Abinayas" (in detail). 	<ul style="list-style-type: none"> • Names four Abinayas. • Summarizes the characteristics of them. 	10
		4.2 Lists out the important requirements for "Bharatham".	<ul style="list-style-type: none"> • 72 Mela kartha Chakkaram. • Rasap parakaranam • Pakthi Markam • Thaala • Thasapiranangal • Books about Dance - Natya Saasthiram - Apinaya • Tharpanam 	<ul style="list-style-type: none"> • Summarizes the 72 Mela Kartha Raagas. • Lists out the 72 Mela Kartha Raagas. • Tabulates the "rasa Betha". • Differentiates the 'Bakthi 'and' Mathura Bavas. • Names the Thaala Thasapiranangal. • Summarizes the details of them. • Names the books written on dance. • Describes the contents of them. 	28
		4.3 Writes in notations the items learnt.	<p>Writes in notation</p> <ul style="list-style-type: none"> • Mista alarippu • Gouththuvam • Varnam 	<ul style="list-style-type: none"> • Writes in notation Mista Alarippu, Gouththuvam and Varnam. 	10

Grade 12

	Competency	Competency level	Subject content	Learning outcomes	Periods
5 . 0	Investigates the historical aspects and cultural background of classical dance.	5.1 Understands the history of Indian classical dances.	<ul style="list-style-type: none"> • Bharatham • Kathakali • Kuchchippudi • Mohiniyaddam • Odici • Manipuri • Kathak (Origin, Development, Downturn, Resurgence, orchestration and make up)• 	<ul style="list-style-type: none"> • Summarizes the aspects of all classical dances. • States the regional differences among them. • Lists out differences among them. • Identifies the differences among the classical dances in relation to formation, orchestration, costumes, jewellery and makeup. 	22
		5.2 Offers due respect to the Indian Bharatha Artists who made their contribution to Bharatham.	<ul style="list-style-type: none"> • E.Krishna Iyer • Panthani Nallur Sabaranjitham • RukminiDevi Arundel • Thanjavur Supparaya Nadduvanar • Mylappur Gowri Ammah • Bala Saraswathy Ammah • Arunasla Nadduvanar • Jahathambal Amma 	<ul style="list-style-type: none"> • Lists the contribution made by the great artists of Bharatham. • Describes the important events of the lives of these artists. 	18
		5.3 Understands in-depth the historical background of Bharatham.	<ul style="list-style-type: none"> • Sanga period • Sangamaruviya period • Pallavar period • Cholar period • Vijayanagara period • British period • Nayakkar period • Downturn period 	<ul style="list-style-type: none"> • Describes the aspects and historical events of " Changa and 'Changamaruvija' period. • Researches into the aspects of dance in 'Pallava' and 'Chola' periods and presents the findings. • Classifies 'Vijayanagara' , 'Najaka' and downturn periods . 	21

Grade 12

	Competency	Competency level	Subject content	Learning outcomes	Periods
			<ul style="list-style-type: none">• Dancing in temple	<ul style="list-style-type: none">• Writes an article on the prosperity of dance in temples.	21