# Bharatha Natyam

## Syllabus

## Grade 13

**(To be implemented from 2018)**

**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 choosen.

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. | ➢ Develops the attachment of cultural aspects and the attitude of taking over the tradition.<br>➢ 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.<br>➢ Creates the handicraft art by using the techniques.<br>➢ 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.<br>➢ Develops creativity.<br>➢ Be a person of aesthetic desires.<br>➢ 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.<br>➢ Learn & Respect national & international Art forms.<br>➢ Gets the skill of coming forward by himself/herself to act with dedication. |

# Grade 13

|  | Competency | Competency level | Subject content | Learning outcmes | Periods |
|---|---|---|---|---|---|
| 1 . 0 | Appreciates the SriLankan and Indian classicl dances. | 1.1 Appreciates the different types of regional "Kooththu" | •Vadamodi •Thenmodi •Kaaththavarayan Kooththu •Kaaman Kooththu •Vasanthan Kooththu | • Compares 'Jaffna Koothu' with ' Mullaithivu Koothu' and 'Upcountry koothu ' with 'Batticaloa Kooththu' and evaluates them. | 10 |
|  |  | 1.2 Appreciates the folk arts. | •Oiladdam •Pommalaaddam •Enthal dance •Kuthiraiaddam | • Discribes the defferences among Oiladdam, Pommalaaddam, Enthal dance and Kuthiraiaddam. • Identifies separately the instruments used for them. • Compares the costumes, make-up and music in them. | 10 |
|  |  | 1.3 Appreciates the "dance drama". | • Yakshakaanam• Bhagavatha meala• Kuravanchi | • Identifies and describes the differences among the dances of Yakshkaanam, Bhagavatha mela and Kuravanchi. • Investigates and presents the themes of dances. • Describes the nature of music, costumes and make-ups related to history of dances. | 10 |

# Grade 13

| | Competency | Competency level | Subject content | Learning outcmes | Periods |
|---|---|---|---|---|---|
| 2.0 | Displays the creative skills. | 2.1 Creates the "Korvai" | • Ceates the 'Korvai' Aathi Thaala -4 Aavarthanam and Rupaka Thaala -6 Avarthanam with variations of "jaathi". | • Lists outs the 'Jathies'.<br>• Names them.<br>• Creates "Korvai in the Aathi and Rupaka Thaalas with particular Jathi forms.<br>• Presents the Thaala related to them.<br>• Presents the 'Korvai'. | 10 |
| | | 2.2 Creates the Abinaya for 'Ramajana songs'. | • "Annalum Nokkinaanl Avalum Aokkinaal". | • sings songs.<br>• Creates 'Abinaya' and performs.<br>• the "Sanchari bava" | 10 |
| | | 2.3 Puts on make ups for dance. | • Puts on make up for Bharatham, folk dance, and dance drama. | • Differentiates classical and folk dances by the make up.<br>• Differentiates the characters in the ' Dance drama' by the make up.<br>• Names the things used for face make up. | |
| 3.0 | Presents the different aspects of Bharatham. | 3.1 Presents the Bharatha dance items. | **'Uththaranga' part of "Varnam"**<br>• Sagije……<br>**Or**<br>• Svamijai Varach chollady…… | • Identifies and states the Uththaranga part.<br>• Names the sub parts of Uththarangam.<br>• Presents the Thaala related to "Uththarangam".<br>• Presents the Uththaranga part. | 35 |

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# Grade 13

|  | Competency | Competency level | Subject content | Learning outcmes | Periods |
|---|---|---|---|---|---|
| 3 . 0 |  | 3.2 Presents items to display the "Najaga, Najaki Bava". | **Padam**<br>• Varuvean varuvean entru.....<br>• "Ennamo kanamaihalrukuthadi...."<br>Raaga – MohanamThaala - Aathi | • Presents the "Padam" with appropriate 'Muthras'.<br>• Presents The "Padam" with appropriate' Bava'. | 15 |
|  |  | 3.3 Presents items with number of "Charanam". | **Astapathy•**<br>Hari riga.....<br>Raaga – PanthuvaraliThaalam - Aathi | • Presents the "Astapathi" with expression.<br>• Sings and Presents the Thaala related to them. | 15 |
|  |  | 3.4 Presents items to display the "Srungara Rasa". | **Javali**<br>• Maalai majangum neram……<br>Raaga - HintholamThaala- Aathi<br>**OR**<br>• Sariga Kongu<br>Raaga - Suruddi<br>Thaala - Aathi | • Presents the "Astapathy" with face expression.<br>• Presents the thaala related to them. | 15 |
|  |  | 3.5 Presents the rythimic items. | **Thillana**<br>Raaga - Pilagari<br>Thaala -Aathil<br>**OR** | • Presence the rithimic items. | 15 |

| | Competency | Competency level | Subject content | Learning outcmes | Periods |
|---|---|---|---|---|---|
| | | | Raaga - Ameerkaljani Thaala - AathiL | | |
| | | 3.6 Presents the basic "Adavus" of Kandyan dance. | • Paasaramba (1-8) • Kodasaramba (1-5) | • Presents the the "Adavus" Paasaramba ( 1-8), Kodasaramba (1-5) | 20 |
| | | 3.7 Practices the Adavus in "Nattuvangam". | • Nattuvangam Adavus | • Be able to do the 'Nattuvangam for all Adavus. | 25 |
| | | 3.8 Presents the "Pathabethas" | • Pathabethas and parts of them | • Names the Pathabethas. • Lists out the parts of them. • Presents the "pathabethas" and parts of them. | 06 |
| 4 . 0 | Explains the basic features andconcepts of dance. | 4.1 Explains the structure of "Nadarajar". | • Phylosophy of Nadarajar. | • Lists out the components of the structure of Nadarajar. | 04 |
| | | 4.2Understands the "Stage". | • Stage, sound and lighting. • Stage taboos. | • Identifies and states the differences between the "Naatya sasthra stage " and "Present stage". • Explains the utilization of sound and lights in the stage. • Discribes the things that should be avoided in the stage. | 06 |

| | Competency | Competency level | Subject content | Learning outcmes | Periods |
|---|---|---|---|---|---|
| | | 4.3<br>Explains the Bharatha concept.4.4Understands and explains the folk musical instruments. | • 175 Thaala Chakra.<br>• Dance drama and Laxana of them.<br>• Yakshakanam.<br>• Bhahavatha Mela.<br>• Kutrala Kuravanchi | • Lists out the multiplications of Thaala.<br>• Discribes how dance drama should be compiled. | 06 |
| | | 4.4<br>Understands and explains the folk musical instruments. | • Thappu<br>• Thaalam<br>• Parai<br>• Sangu<br>• Maththalam<br>• Semakkalam | • Understands and states the folk musical instruments.<br>• Understands the uses of folk musical instrument. | 04 |
| | | 4.5<br>Understands the Bharatha dancing musical instruments. | • Veena | • Understands and discribes the stucture and uses of "Veena". | 02 |
| | | 4.6<br>Understands the teaching methods. | • Gurukulam education<br>• Institutional | • Understands and discribes the Gurukula education.<br>• Understands and discribes the institutional education.<br>• Compares the 'Gurukulam' and 'Intitutional' education. | 04 |

# Grade 13

| | Competency | Competency level | Subject content | Learning outcmes | Periods |
|---|---|---|---|---|---|
| | | 4.7<br>Links the Bharatham with modern technology. | **Modern technology**<br>• Stage<br>• Sound<br>• Light<br>• Make up | • Links stage, sound, light,make up , orchestration and items with modern technology. | 06 |
| 5 . 0 | Investigates the historical aspects and cultural back ground of classical dance. | 5.1 Understands the backround of Sri Lankan's classical dance. | • Kanyan dance<br>• Pahatharata dance<br>• Sabaragamuwa dance. | • Explores and describes the differences among 'Udarata', 'Pahatharata' and Sabaragamuwa dances. | 10 |
| | | 5.2<br>Finds out and states the government Institutions and non government organaizations that take part in improving art. | • Kalashesthra<br>• Music Academy<br>• Ramanathan academy of fine Arts.<br>• Swami Vipulanada Institute of Aesthetic studies. | • States the 'Kalashesthra' and 'Music Academy'as two main institutions contributing to the development of art and for goodwill of artists.<br><br>• Discribes the Ramanathan academy of fine arts and Swami vipulananda Institute of esthetic studies asinstititions contributing to the development of art. | 15 |
| | | 5.3<br>Investigates into the backround of Bharatha dance artists. | • Erambu Suppaijh<br>• Veeramani Iyar<br>• Thanchai .S.Ponnaiya<br>• Keethanchali Nallaijh | • Lists the contributions made by great artists of Bharatham and important events in their lives. | 10 |

# Grade 13

| | Competency | Competency level | Subject content | Learning outcmes | Periods |
|---|---|---|---|---|---|
| | | 5.4 Investigates backround of "Kooththu". | • Batticaloa Kooththu<br>• Mannar Kooththu<br>• Upcountry Kooththu<br>• Jaffna Kooththu | • States that 'Kooththu' are drama forms of Tamil tradition.<br>• States that in kooththu stories and told through the dance and music.<br>• States that Kooththu has unique charactaristics.<br>• States that Kooththu are connected with the lives of village people.<br>• States that 'Batticalo Kooththu' is performd by Batticaloa people.<br>• States that 'Mannar Kooththu' is | 10 |
| | | | | performed according to Hindu and Christian stories.<br>• States the 'Upcountry kooththu' is performed by ucountry people.<br>• States 'Jaffna Kooththu' is performed in Jaffna. | 15 |
| | | 5.5 Identifies the dances of Sinhala and Tamil people. | • Bharatham<br>• Kandyan dance | • Understands the back ground of Kandyan dance.<br>• Understands the background of Kandyan dance.<br>• Describes the dancing methods of Kandyan dance with thouse of Bharatham.<br>• Compares the Kandyan dance and Bharatham. | 06 |