



Dancing

Syllabus

Grade - 10

(Implemented from 2015)

Department of Aesthetic Education

National Institute of Education

Maharagama

Sri Lanka

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1.0 Introduction

New curriculum has been developed according to the education reforms of 2007 in terms of competency based learning teaching process. Infact ,the syllabus for grades 6 and 10 which have been designed under the concept of competency , will be implemented in the country in 2015.

Based on the material elicited from the Report on Reforms and from the observation of the classroom learning- teaching process the concepts and content of the subject dance have been subject to reform. In this report greater attention has been focused on the following.

- Improvement of students participation in environment related activities.
- Development of skills on mastery of beat and notation.
- Development of skills of character representation and bhawa.
- Orienting dancing singing and instrumentation towards activity.
- Development and maintenance of the core of multiple cultures for inter-ethnic co- existence.

It is expected to develop the knowledge ,skills, attitudes, as well as the ability to think, social abilities and personal abilities in order to produce a congenial society and also to develop the ability to appreciate work of art in society so as to view them critically. Special attention has been paid to build up the strength necessary to create a conducive background for the maintenance of the national heritage without its going into extinction. Firm linkages with modern concepts of education have been forged as the activity based, student centered learning teaching process. As such, this will provide the ability for students to achieve expected levels of achievement with respect to skills related Dance based on modern approaches to the related competencies

2.0 National Goals

- (1) The achievement of National cohesion, integrity and unity.
- (2) The establishment of a pervasive pattern of social service.
- (3) The evolution of a sustainable life style, and a pattern of living is vital for the year 2000 and beyond. (For the first time in the history of mankind, even air and water cannot be taken for granted)
- (4) The creation of work opportunities that are, dignified, satisfying and self- fulfilling.
- (5) In the above framework, the institution of a variety of possibilities for all to participate in human resource development, leading to cumulative structures of growth for the nation.
- (6) The active partnership in nation building activities to ensure the nurturing of a continuous sense of deep and abiding concern for one another.
- (7) In a rapidly changing world such as the one we live in today, it is imperative to cultivate and evolve elements of adaptability to changing situations. This must be coupled with the competencies to guide and change for the betterment of oneself and others.
- (8) The cultivation of a capacity to cope with the complex and the unforeseen, to achieve a sense of security and stability.
- (9) The development of the competencies linked to secure an honorable place in the international community.

3.0 Aim of the subject Dance

- Development of the attitudes with respect to the identification, appreciation, and protection of the artistic values of the natural and built features of the visible environment.
- Development of the social and personal abilities in order to build a high standard of living through activities that prepare the individual to face the world of work through activities related to the subject dance.
- Development of creative skills and creative thinking necessary to act creatively in instances of various problems faced in life and also in the production of creative work related to the subject dance.
- Development of correct attitudes in the identification, appreciation, protection of the core areas of national cultural values and other cultures through the experiences gained from the cultural background related to the subject dance.
- Development of the critical ability and the power of appreciation of programs among the various programs disseminated through various communication media.
- Development of physical and mental states of health necessary for a successful life style.

4.0 Grade 10 dancing syllabus

Competency	Competency levels	Content	Learning outcomes	Periods
1.0 Creates dance items based on the experiences gained through the observation of the environment	1.1 Creates a dance item based on the occupations in locality.	<ul style="list-style-type: none"> Creating dance item associated with the movements of occupation such as Fishery/Pottery/Mine (pathal)/Tea industry/Coir industry/Farming etc. 	Presents dance items identifying the special features of the occupations in locality.	05
	1.2 Creates dance items identifying the special features associated with folk dance.	<ul style="list-style-type: none"> Creating dance item identifying special features associated with Raban/ Chamara dance. 	Creates a dance item in a group identifying the special features of folk dance (Raban/ Chamara).	05
	1.3 Performs characters expressing emotions.	<ul style="list-style-type: none"> Expressing the emotion of surprise based on an incident. 	Exhibits a dance item creating a situation studying the special features of emotion of surprise.	03

Competency	Competency levels	Content	Learning outcomes	Periods
2.0 Exhibits practical skills following principles of dancing.	2.1 Presents basic “Saramba” movemen of hand foot (Hastapada) associated with traditional dancing.	<ul style="list-style-type: none"> Godasaramba/Elangamsaramba/ Mandepada 1-12 with Kasthirama/ Irattiya/Kalasama at 3 speed levels (slow beat - Wilamba, medium beat - Madya, fast beat-Drutha) 	Presents the basic movements Present the basic movement of traditional dancing and shows the last steps.	04
	2.2 Create dance movement (“Alankara pada”) using traditional dance movements.	<ul style="list-style-type: none"> Creating 2 dance movement Sri Lankan traditional dance movement 02 Alankara Mathtra (according to Sulu maha thethitha 2 + 4 and drum beats - Bera Pada/ daul pada) 	Creates two steps related to the drum beat.	03
	2.3 Performs traditional dance following proper body movements (Angahara)	<ul style="list-style-type: none"> Kandyan dance Singharaja and Saula Vannama (full item). Low country dance Anuragadanda thalaya and Nathilinchhi thalaya (Sindu Vannama) with Irattiya./ Sabaragamu dance Viradi and Manduka Vannama (full item) 	Presens traditional dance items with vocal using correct body movements.	04
		<ul style="list-style-type: none"> First step and two maththras of Dongintha gatha dontha wattama with Kasthirama and Adauwa./ Two maththras of Gudagathigatha wattama with Anthadiya and Irattiya./ Two maththras of Gaman mathtrtaya with Kalasama and aduwwa. 	Presens traditional dance items without vocal using correct body movements.	03

Competency	Competency levels	Content	Learning outcomes	Periods
	2.4 Follows the method notation (Prasthara).	Identifying the classifications of beats writing the notations of Raban Kavi Chamara kavi, Vannama and Wattam	Makes notations of dance songs and drum beats of different dance items with songs or without songs identifying the classification of beats.	03
	2.5 Studies the expressions associated with dancing gives opinions on item.	<ul style="list-style-type: none"> • Four types of expressions (Abinayas) (Angika, Wachika, Aharya, Satvika) 	Expresses views of four types of expressions related to dancing.	02
3.0 Identifies the traditional musical instruments and improvised instruments and plays them.	3.1 Plays drums following the correct method.	<ul style="list-style-type: none"> • Play drumbeat 1 - 2 • Plays Sulu madun to double beat thala 	Plays drums in double beat identifying the methods of playing drums.	03
	3.2 Describes the situations that drums communicate meaning and played them.	<ul style="list-style-type: none"> • Anabera • Ranabera • Malabera • Wadabera • Hevici wadanaya 	Presents information about how drums were used for communication.	02

Competency	Competency levels	Content	Learning outcomes	Periods
4.0 Exhibits skills of local music and studies the cultural background of songs.	4.1 Describes cultural backgrounds of songs.	<ul style="list-style-type: none"> Cultural background of <ul style="list-style-type: none"> (Chamara, Raban, Onchily waram, Teeka seepada, Namaskara gatha and Wannam). 	Describes the cultural and social value of folk songs by studying their special features.	06
	4.2 Sings folk songs according to the accepted tune.	<ul style="list-style-type: none"> (Chamara, Raban Onchily waram, Teeka seepada, Namaskaragatha and Wannam). 	Sings beatable and unbeatable songs following the correct tune.	06
5.0 Studies the historical and cultural background of dancing that belongs to the national heritage.	5.1 Analyses the historical background of traditional Sri Lankan dances.	<ul style="list-style-type: none"> Historical records of foreigners Records of Mahawansa 	Explains the historical background of Sri Lankan dance.	02
	5.2 Appreciates the artists who contributed to the promotion of Sri Lankan dance.	<ul style="list-style-type: none"> Women who contributed to the promotion of Sri Lankan dance. Chandreleka Perera Vajira Chitrasena Miranda Hemalatha 	Presents information about female artists who contributed towards the promotion of Sri Lankan dance.	02
	5.3 Studies the background of folk plays of Sri Lanka and presents the specific features of them.	<ul style="list-style-type: none"> Folk play -Sokari background and story Ritual and costumes Drumbeat, Dancing Items costumes Singing (Songs) 	Describes the artistic background of the story, customs, song, music, dance and costumes of a Sri Lankan folk drama.	02

Competency	Competency levels	Content	Learning outcomes	Periods
	5.4 Compares the cultural features of traditional dance rituals.	<ul style="list-style-type: none"> Background story Dances, Songs, Drumbeat, costumes, scenery and dance equipment and props of <ul style="list-style-type: none"> Kohombakankariya Devol maduwa Pahan maduwa 	Explains comparatively the artistic and cultural features of Sri Lankan dance rituals.	04
6.0 Evaluates critically the aesthetic value of work of dancing art.	6.1 Presents information on the background of Sri Lankan dance drama.	<ul style="list-style-type: none"> Information on the dance drama Introduction ,Begining and implemented from 1930-1960 Exponents Dance drama. 	Presents information about the art of Sri Lankan dance drama.	04
	6.2 Evaluates a classical dance drama, that viewed.	<ul style="list-style-type: none"> Karadiya /Ant story (kubee kathawa) dance drama <ul style="list-style-type: none"> Theme, characters Costumes, dance and music Stage decorations Exponents and artists 	Appreciates the artistic value of a classical dance drama.	04
	6.3 Presents information related to other cultural traditions by studying them.	<ul style="list-style-type: none"> Kathakali dance <ul style="list-style-type: none"> Interpretation Countries of origin Dance, Music, and Musical instruments Costumes and make-up 	Describes special features of “Kathakali” dance by studying its tradition.	02

Competency	Competency levels	Content	Learning outcomes	Periods
7.0 Creates work of the art in the medium of dance based on the experiences gained through observation.	7.1 Creates a performing dance item.	<ul style="list-style-type: none"> Songs to create a performing dance <ul style="list-style-type: none"> Mema Gimhana Wasantha Kaale Hanikawaren Kollane 	Presents dance items based on an incident displaying the nature of human and animal characters.	04
	7.2 Creates make-up suit the nature of the character.	<ul style="list-style-type: none"> Animal and human characters 	Creates a dance item based on an incident displaying the nature of human and animal characters.	05
	7.3 Creates costume model for Sri Lankan traditional dance.	<ul style="list-style-type: none"> Creates costume model 	Practises the skill of creating costumes.	03
8.0 Uses the mental and physical contentment derived from the Art of Dance for a successful life.	8.1 Describes the importance of mental relaxation gains through dance.	<ul style="list-style-type: none"> Develops balanced personality <ul style="list-style-type: none"> Takes correct decisions Works creatively Mental relaxation Physical health 	Studies the importance of maintaining mental well-being gained from art of dance.	02
	8.2 Maintains mental relaxation through dance activities.	<ul style="list-style-type: none"> Participating in dance activities <ul style="list-style-type: none"> Dance Vocal activities Drumming 	Work actively to maintain physical well-being.	02
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