



# Dancing

## Syllabus

### Grade – 7

(Implemented from 2016)

Department of Aesthetic Education

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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 7 and 11 which have been designed under the concept of competency , will be implemented in the country in 2016.

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 subjected to reform. In this report a 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 and attitudes, as well as the ability to think, social abilities and personal abilities in order to produce a congenial society and also to develop in society the ability to appreciate works of art 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 achieving a sense of security and stability.
- (9) The development of the competencies linked to securing 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 prepares 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 7 dancing syllabus

Competency	Competency levels	Content	Learning outcomes	Periods
1.0 Create dance item based on the experiences gained through the observation of the environment	1.1 Presents different kinds of creations appreciating the aesthetic value of the environment.	<ul style="list-style-type: none"> <li>• Appreciation of Aesthetic objects in the environment               <ul style="list-style-type: none"> <li>• Discussion of daily changes in the environment</li> <li>• Special situation of a rainy day (wind, thundering, lightning.)</li> </ul> </li> </ul>	Presents dance items based on rain appreciating the environment.	04
	1.2 Performs characters expressing emotions.	<ul style="list-style-type: none"> <li>• Expression of emotions (according to an incident)</li> </ul>	Creates a dance for different characters of an incident to express the emotion of- (Uthsahaya)	03
	1.3 Creates folk dances identifying their aesthetic value.	<ul style="list-style-type: none"> <li>• Winnowing fan dance/Thalam dance and its cultural background</li> <li>• Create dances</li> </ul>	Presents dance items using the knowledge of winnowing fan dance and thalam dance.	05

Competency	Competency levels	Content	Learning outcomes	Periods
2.0 Exhibits practical skills Following principles of dancing.	2.1 Presents exercises for flexibility of the body	<ul style="list-style-type: none"> <li>Importance of flexibility exercise</li> <li>Train 04 exercises</li> </ul>	Presents four exercises suitable to develop the flexibility of the body.	02
	2.2 Presents basic foot work of traditional dancing.	<ul style="list-style-type: none"> <li>Pasaramba 1-6 with Hamarapadaya/ Dominapada 1-6 with hamarapadaya</li> </ul>	Presents exercises with Hamarapadaya .	04
	2.3 Exhibits basic traditional dance movements according to the method.	<ul style="list-style-type: none"> <li>Godasaramba / Elangamsaramba / Mandepada 1-4 with Kasthira/ Irattiya / Kalasama</li> </ul>	Presents last steps of exercises to practise correct body movements.	04
	2.4 Creates traditional dance activities.	<ul style="list-style-type: none"> <li>Sri Lankan traditional dance movement 02 Alankara Mathtra (according to Sulu/ madum/ maha thani thith)</li> </ul>	Presents different types of body movements following the principles of traditional dance.	04
	2.5 Exhibits traditional dance activities according to dance movement method.	<ul style="list-style-type: none"> <li>Wannam learned in Grade 6</li> <li>Kandyan dance- Thuraga wannama</li> <li>Low country dance - Bhawadi thalaya Sindu wannama</li> <li>Sabaragamu dance- Kudiradi wannama with Kasthira / Irattiya / Kalasama</li> </ul>	Presents dance items with songs of different types of tunes.	02 03
	2.6 Exhibits notation activities according to the method.	<ul style="list-style-type: none"> <li>Understanding Dethiha thala notations <ul style="list-style-type: none"> <li>Notates Thalam kavi winnowing fan (kulu kavi)</li> <li>Malyahan kavi and Wannam</li> </ul> </li> </ul>	Makes notations for the different types of drum beats and songs learned using the correct principles of notations.	03

<b>Competency</b>	<b>Competency levels</b>	<b>Content</b>	<b>Learning outcomes</b>	<b>Periods</b>
3.0 Identifies the traditional musical instruments and improvised instruments and play them.	3.1 Presents information on traditional drums.	<ul style="list-style-type: none"> <li>Understanding traditional drums</li> </ul>	Collects information about the drums related to Sabaragamu tradition.	02
	3.2 Creates improvised instrument.	<ul style="list-style-type: none"> <li>Developing improvised instruments</li> </ul>	Presents the improvised instruments made in Grade 6 with some developments.	02
	3.3 Creates sound and noise using the improvised instruments.	<ul style="list-style-type: none"> <li>Creating sound and noise according to beat.</li> </ul>	Presents sounds and tunes for different beats using traditional drums and improvised instruments.	03
	3.4 Exhibits choral music according to theme.	<ul style="list-style-type: none"> <li>Using traditional drums and improvised instruments.</li> <li>Theme- Religion : Perahara</li> </ul>	Exhibits choral music in a group under the theme of Perahara.	04

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 prescribed songs.	<ul style="list-style-type: none"> <li>• Understands cultural background of <ul style="list-style-type: none"> <li>• Winnowing fan dance songs(kulukavi)</li> <li>• Thalam kavi</li> <li>• Malyahan kavi , thalamala waruna kavi</li> <li>• wannam</li> </ul> </li> </ul>	Presents the cultural information about Sri Lankan folk songs by studying their special features.	06
	4.2 Presents vocal music according to different beats.	<ul style="list-style-type: none"> <li>• Winnowing fan dance songs(kulukavi)</li> <li>• Thalam kavi</li> <li>•- Malyahan kavi , thalamala waruna kavi</li> <li>• Wannam</li> </ul>	Presents singing items to display the identity of songs with different tunes.	06
5.0 Studies the historical and cultural background of dancing that belongs to the national heritage.	5.1 Follows cultural values of Sri Lankan traditional dances.	<ul style="list-style-type: none"> <li>• Debut performance</li> <li>• Opening ceremony (kalaeli mangalya)</li> <li>• Wears costumes, Madubaseema,</li> <li>• Guruwarandeema</li> </ul>	Develops attitudes studying the values of Sri Lankan dance tradition as a novice.	03
	5.2 Describes cultural aspects of indigenous traditional dance.	<ul style="list-style-type: none"> <li>• Information on the dance tradition <ul style="list-style-type: none"> <li>• Kohombakankariya/</li> <li>• Devolmaduwa/</li> <li>• Pahanmaduwa</li> </ul> </li> </ul>	Presents information about the values of different traditions of dance.	03
	5.3 Appreciates Sri Lankan dance developers.	<ul style="list-style-type: none"> <li>• J. E Sedaraman</li> <li>• Polwaththe Gomis</li> <li>• Raddelle Podimahathmaya</li> </ul>	Appreciates the artists of Sri Lankan dance tradition.	02

Competency	Competency levels	Content	Learning outcomes	Periods
6.0 Evaluates critically the aesthetic value of works of dancing art.	6.1 Appreciates artistic back ground of Sri Lankan traditional Pehara.	<ul style="list-style-type: none"> <li>• Katharagama dewala perahara</li> <li>• Reason to implement</li> <li>• Festival venue/time</li> <li>• Cultural affect</li> <li>• Dance items, music, scenery, costumes</li> </ul>	Presents information about artistic features of Katharagama Pehara.	03
	6.2 Presents information on the traditional dances in other cultures.	<ul style="list-style-type: none"> <li>• Understanding Karagam / kawadi dance information.</li> </ul>	Studies special features in dance of other cultures by collecting information.	02
	6.3 Exhibits folk dances of other cultures	<ul style="list-style-type: none"> <li>• Shembu / Kolattam dance</li> <li>• Creating one dance item</li> </ul>	Presents a dance event related to another culture.	03
	6.4 Presents different social cultural festivals .	<ul style="list-style-type: none"> <li>• Special features of Ramazan festival</li> </ul>	Values the artistic features of the festivals related to different ethnic groups.	02
7.0 Creates works of the art in the medium of dance based on the experiences gained through observation.	7.1 Presents the significant features of a song while listening to it.	<ul style="list-style-type: none"> <li>• Ada wessanthara Raja putha/ wesak kakulu Athu aga enda songs - Music, Lyrics, vocal,</li> <li>• Definition</li> <li>• Language</li> </ul>	Describes special features of a song identifying its background .	02
	7.2 Creates dances according to songs.	<ul style="list-style-type: none"> <li>• Ada wessanthara Raja putha/ wesak kakulu Athu aga enda songs</li> </ul>	Presents dance creations based on songs.	04
	7.3 Creates a simple decoration.	<ul style="list-style-type: none"> <li>• Lotus / Hath adiya lotus/ coconut leaf</li> <li>• Using material from the environment.</li> </ul>	Presents an artistic creation following different methods of simple decoration.	04
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