



Dancing

Syllabus

Grade – 11

(Implemented from 2016)

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 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 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 , attitudes, skills 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 works 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 11 dancing syllabus

Competency	Competency levels	Content	Learning out comes	Periods
1.0 Creates dance item based on the experiences gained through the observation of the environment.	1.1 Performs characters expressing emotions.	<ul style="list-style-type: none"> • Express emotions - quietness using situations 	Presents a character expressing the emotions of quietnes.	03
	1.2 Creates characters according to a theme.	<ul style="list-style-type: none"> • Performing different(Bahawa) using the medium of dance . • According to theme • Performing different characters expressing emotions using the medium of dance in a theme. 	Performs characters expressing different types of emotions related to an incident.	04
	1.3 Creates folk dances understanding the cultural background.	<ul style="list-style-type: none"> • Kadu natuma / Molgas nautma • Specific features • Creating dance 	Creates a folk dance identifying the special features of folk dance.	05

Competency	Competency levels	Content	Learning out comes	Periods
2.0 Exhibits practical skills following principles of dancing.	2.1 Presents basic traditional dance movement according to the method.	<ul style="list-style-type: none"> • Godasaramba / Elangamsaramba / Mandepada for practice 1-12 with Kasthirama/ Irattiya / Kalasama (three speed) 	Exhibits final steps following the principles of dancing methods.	05
	2.2 Exhibits traditional dance forms following methods.	<ul style="list-style-type: none"> • Wannam Learned from grade 6-11 all wannam • kandyan dance- • Kudantha gatha dom wattama 2 steps (Mathras) • with beginning step, kasthirama and adauwwa./ • Low country dance - • sudda thalaya wannama • Gudagathigatha wattama 3-4 steps (mathra) with Irattiya/ • Sabaragamu dance- • Koula wannama • Paththuthal Mathraya 2 steps with kalasama and aduwa 	Presents dance items with songs or without songs following the principles of dancing methods.	07 03
	2.3 Follows different notation activities according to the method.	<ul style="list-style-type: none"> • Understanding Thunthitha Prebedha • Kadu , molgas Graha panthi kavi • Wannam , wattam , Paththuthal matraya 	Makes notations of dance items with songs or without songs identifying the classification of “Thun thitha.”	03

Competency	Competency levels	Content	Learning out comes	Periods
	2.4 Describes the concept of Rasa and Bhawa	<ul style="list-style-type: none"> Rasa and Bhawa concept 	Presents information about the concept of Rasa Bhawa identifying its concept.	02
	2.5 Compares Sinhala and Tamil folk dance.	<ul style="list-style-type: none"> Comparative study Using dance steps, songs, music, costumes, dance materials 	Explains comparatively the cultural background of Sinhala and Tamil folk dances by studying them.	02
	2.6 Discusses the relation between dance art and other cultural arts.	<ul style="list-style-type: none"> Visual art Music Drama 	Describes the situations where dance and other cultural arts used by observing the relationship between these two.	03
3.0 Identifies the traditional musical instruments and improvised instruments and plays them.	3.1 Plays drum beat according to the method.	<ul style="list-style-type: none"> Play drum beat 1-3 	Plays drums following its methods.	02
	3.2 Plays drum beat according to the method.	<ul style="list-style-type: none"> Playing drums Madum maha dethitha (3+4) Learned grade 8 -10 drum beat 	Plays drums for different beats.	04

Competency	Competency levels	Content	Learning out comes	Periods
4.0 Exhibits skills of local music and studies the cultural back-ground of songs.	4.1 Describes the cultural background to songs.	<ul style="list-style-type: none"> • Understands the cultural background of <ul style="list-style-type: none"> • Hatan kavi, Molgas kavi • Graha panthi , Prasasthi , Pantheru , kavi wannam 	Describes the cultural and social value of songs.	06
	4.2 Presents vocal music to different tunes.	<ul style="list-style-type: none"> • Hatan kavi Molgas kavi • Graha panthi , Prasasthi , Pantheru , kavi wannam 	Presents vocal music to different tunes.	06
5.0 Studies the historical and cultural back-ground of dancing that belongs to the national heritage.	5.1 Analyses the historical back-ground of Sri Lankan traditional dances.	<ul style="list-style-type: none"> • Dance reviews • Chula wansa reports • Local wannam and its process • Modern dance 1970 - 	Describes the historical back-ground of Sri Lankan dance by doing references.	06
	5.2 Describes Sri Lankan dance writers and their research articles.	<ul style="list-style-type: none"> • Identifying Tradional dance books <ul style="list-style-type: none"> – Prof. Mudiyanse Dissanayaka – Prof. Jayasena Kottagoda – Prof. Tissa Kariyawasam – Dr. Sryani Rajapaksa 	Presents information about the Sri Lankan dance tradition referring to the material available.	02
	5.3 Presents information on back-ground to indigenous folk palys of Sri Lanka	<ul style="list-style-type: none"> • Folk play - Kolam story, cultural activities ,songs ,drum beat ,dancing items and costumes 	Presents information about Sri - Lankan folk drama by studying them.	03

Competency	Competency levels	Content	Learning out comes	Periods
6.0 Evaluates critically the aesthetic value of works of dancing art.	6.1 Comments Sri Lankan television dance programmes critically.	<ul style="list-style-type: none"> Television programmes on dancing at present 	Comments on the artistic value of dance items telecast on T.V	02
	6.2 Presents information on the other cultural dance backgrounds.	<ul style="list-style-type: none"> Manipuri dance <ul style="list-style-type: none"> Definition Countries Dance, Music, and Musical instruments Costumes and make-up 	Presents information about cultural, social and artistic value of Indian dance tradition.	04
7.0 Creates works of the art in the medium of dance based on the experiences gained through observation.	7.1 Creates performing dance according to a song.	<ul style="list-style-type: none"> Songs to dance Vijaya thuma Tammanne/wasana dinekemeka 	Creates a dance item with dramatic features based on a song by studying its background.	04
	7.2 Make up for dancing performance	<ul style="list-style-type: none"> Make-up for dancing Item 	Makes - up for dancing item studying its special features.	03
8.0 Uses the mental and physical contentment derived from the art of Dance for a successful life style.	8.1 Describes personal values in learning dance.	<ul style="list-style-type: none"> Developing appreciation Learning dance for a successful life Social coherence 	Describes personal value of having a successful life in learning dance.	03
	8.2 Describes dance as social impact for social coherence	<ul style="list-style-type: none"> Leadership International participation Social relationship Stage programs 	Describes learning dance as a social impact for coherence.	04
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