



# Carnatic Music



## Syllabus

### Grade 06

(To be implemented from 2016)

**Department of Aesthetic**  
**National Institute of Education**  
**Maharagama**  
**Sri Lanka**  
**[www.nie.lk](http://www.nie.lk)**

## Introduction

Karnatic music also has been included as a subject among the Aesthetic subjects thought is schools. Most of the students learning in the junior section select this subject. The social service that Karnatic music renders is the completeness, to appreciation, creativity, and presentability need to be mentioned here. The contribution that the knowledge of Karnatic music makes to the presentability development of a student is quite important. Attention was drawn to the areas below in the syllabus revision affected in 2012.

- Competencies and competency level that remains active.
- Suggestions obtained from teachers in the process of teaching Karnatic music.
- Points on which emphasis was laid with regard to examinations.

The shortcoming regarding the inability to teach to finish certain subject matter in the syllabus implemented at present within the allocated period of time, was pointed out by teachers of Karnatic music, resource persons and instructors. As such, certain subject areas have had to be eliminated. Further, certain changes were affected in the activities that existed, to date, in the five competencies related to this subject. For example, in place of certain “Uruppadi(s) in the activities, certain new “Uruppadi(s)” were added. Similarly, in order to provide students with knowledge regarding “Swara”, the subject area that requires the student to create and sing “Swara Kovai” has been included under creative activities.

Since the part “Vaakkeyakarar History” had, to date, existed in relation to the knowledge competency, and as it is a competency related to culture, it has been included in that area. It is necessary that the material students learned in grades 6–9 under Karnatic music, is learned in Grades 10–11 also.

It is expected that learning of Karnatic music can be motivated through co-curricular activities. It is believe that this syllabus will provide guidance to students to master the expected competencies.

## **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. 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)

## **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)

## **Aims of the Subject**

1. Improves knowledge, skills and attitudes related to Carnatic Music.
2. Acquires the ability to enjoy music related to the environment.
3. Develops creative abilities.
4. Expresses that the Arts and Artiste should be appreciated in a benevolent state of mind.
5. Acquires the ability to investigate Aesthetic Creations.
6. Acquires the balanced personality necessary to become a good citizen.

Competency	Competency Level	Subject Content	Learning out come	No. of periods
<p>1. Investigates music relevent to daily life and enjoys it.</p>	<p>1.1 Identifies and appreciates music that one hears in day to day life.</p> <p>1.2 Appreciates music related to daily life.</p>	<ul style="list-style-type: none"> <li>• Music heard in the enviornment               <ul style="list-style-type: none"> <li>- Home enviornment</li> <li>- School environment</li> <li>- Birds and animals</li> <li>- Sounds produced naturallly eg :- a flowing river, wind blowing, rain, sea waves</li> </ul> </li> <li>• Music related to daily life               <ul style="list-style-type: none"> <li>- Childhood eg:- Songs sung by the midwife, lullabies, sports songs</li> </ul> </li> </ul> <p>The special qualities in them (music, meaning, feelings, use of words, tune)</p> <ul style="list-style-type: none"> <li>• Music related to daily life               <ul style="list-style-type: none"> <li>- Adulthood eg:- vocational songs, bridal songs of the swing, songs of the swing, songs sung at a funeral</li> </ul> </li> </ul> <p>* The special qualities in them (music , sense, feelings, use of vocabulary , tune)</p>	<ul style="list-style-type: none"> <li>• Identifies sounds in the environment</li> <li>• Identifies the differences in sounds and imitates them.</li> <li>• Listens to lullabies and enjoys them.</li> <li>• Listens to songs sung for adults and enjoys them.</li> </ul>	

Competency	Competency Level	Subject Content	Learning out come	No. of periods
2. Presents creations Related to music.	<p>2.1 Constructs substitute instruments and plays them</p> <p>2.2 Composes songs in keeping with one's abilities and sings them with feelings.</p> <p>2.3 Presents independent compositions.</p>	<p>Substitute instruments</p> <ul style="list-style-type: none"> <li>- Pantheru</li> <li>- Drums</li> </ul> <p>* Collecting instruments</p> <p>* Creation of instruments</p> <p>• Orchestral performance Assembles musical instruments created by oneself and presents a performance</p> <ul style="list-style-type: none"> <li>• Composition of songs, composition of lyrics</li> <li>• Singing with feeling and meaningfully</li> </ul> <p>• Preparation of field note books related to music.</p>	<ul style="list-style-type: none"> <li>• Creates substitute instruments using material got from the environment.</li> <li>• Plays the substitute instruments created, in numerous ways.</li> <li>• Creates short songs</li> <li>• Creates tunes for songs</li> <li>• Enacts songs</li> </ul>	
3. Sings songs to "uruppadi" thel (tune)	<p>3.1 Sings children's songs to tune</p> <p>3.2 Sings the National Anthem to tune.</p>	<p>Paaddip paadi palahuwom</p> <p>Sri Lanka Matha</p>	<ul style="list-style-type: none"> <li>• Based on songs identifies and expresses Sankarabharana Svarasthana.</li> <li>• Sings songs relevant to the Sankarabharana thala, to tune.</li> <li>• Express that the National Anthem is a song that safeguards national dignity.</li> </ul>	

Competency	Competency Level	Subject Content	Learning out come	No. of periods
	<p>3.3 Sings folk songs to tune</p> <p>3.4 Sings children's songs to tune.</p> <p>3.5 Sings school anthem to tune.</p> <p>3.6 Sings thevaram with pan</p> <p>3.7 Derives understanding of Abhyasa Gaana</p> <p>3.8 Sings narative songs to tune</p>	<p>Mannai thambi uludu vaital</p> <p>Anbu neaintha paatu Describes Raga, Thala</p> <p>Thodudai seviyan - pan - hatta padai</p> <p>Trains music in 1-2 swara line</p> <p>Kuruvi naraindo marathile Training in music on raga, thal, description</p>	<ul style="list-style-type: none"> <li>• Sings the National Anthem to tune.</li> <li>• Sings the National Anthem to 'Raga' and 'Thala'.</li> <li>• Sings children's songs to 'Raga' and 'Thala'</li> <li>• Identifies the dignity of the school through the School Anthem and express it.</li> <li>• Expresses when the School Anthem is sung.</li> <li>• Sings the School Anthem.</li> <li>• Sings Thevaran songs to tune with 'pun' and devotion</li> <li>• Sings the swara arrangement of 'Mayamalawa Gaulai' raga to thala.</li> <li>• Sings geetha raga to thala</li> <li>• Identifies the theme of the story</li> <li>• Expresses the greatness of the Tamil language</li> </ul>	

Competency	Competency Level	Subject Content	Learning out come	No. of periods
	3.9 Sings Tamil Language exhortatory songs to tune (Thamil moli valthuppadal)  3.10 Signs folk songs to tune	Vaalha nirantharam - trains and sings  “Ulakai paadal” - Lakkai la la kai-	<ul style="list-style-type: none"> <li>• Sings songs to tune.</li> <li>• Sings folk songs to their characteristic tune</li> </ul>	
4. Present basic material on songs.	4.1 Expresses the basic features of Carnatic music	Meanings of technical terms music - Naadai (pleasant songs) Sruthi - pitch swara - note Aarohana, awarohana - thal (aadi ,rupata) - Dishta sadishta instances	<ul style="list-style-type: none"> <li>• Speaks about the basic elements of music</li> <li>• Explains ‘Sangeetha’, ‘Nada’, Shruthi</li> <li>• Explains swara ascents and descent</li> </ul>	
5. Describes the music based society, its culture and here - ditary characteristics.	5.1 Presents artisitic items on religious/cultural occcasions.	<ul style="list-style-type: none"> <li>• Thaipongal - cultural items</li> <li>• Artisitic items on Wesak, Ramazan</li> <li>• Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines what ‘thala’ is</li> <li>• Defines ‘thsitra’, ‘sadistra’</li> <li>• Studies the aesthetic qualities of various festivals</li> </ul>	