



# **Oriental Music**

## **Syllabus**

### **Grade 6**

**(Implemented from 2015)**

**Department of Aesthetic education  
National institute of education  
Maharagama  
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## Introduction

**Under the near educational reforms, the new competency - based curriculum will be implemented from grades 6 with effect from 2015 . This syllabus introduces 9 major competencies that should be developed in the student by standing oriental music as a subject.**

**Along with that, the curricular reforms in the new millennium has become a necessity to direct students to revise rather than reserve what is known and procured for the future demands rather than rebuild what already exists. This aim can be further realized by a competency - based curriculum and an activity - based learning teaching process.**

**Preparation of this new syllabus it was based on the data obtained from the boards of practical examination of oriental music and information about the subject areas that should be especially developed in students as revealed by the national level examiners' reports. In addition, special attention was paid for the provincial level study circles, research reports on monitoring of schools with regard to the implementation of syllabi, information elicited from the zonal level operative examinations, opinions of university lecturers and scholars, ideas of the band of the Ministry of state security, views of the scholars who have studied music, information collected from the discussions and programmes broadcast by electronic media and impressions of the teachers in the school system teaching oriental music and parents when framing the syllabus.**

**By studying music under aesthetic education, the student can develop a sensitive inner self and life competencies essential not only for their schooling period but also for his post schooling age. The main purpose of teaching classical music as a school subject is not to produce an artist with superior skills; it also aspires to engender a sensitive citizen with high sense of appreciation who can assimilate the experiences in various musical traditions to life.**

**Implementation of this syllabus aims to produce an individual endowed with a balanced personality and competencies harmonizing with the modern world of work and orientation for various productive and creative ventures such as instrument design, musical creations and technology of music.**

## 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)

### 3.0 Basic Competencies

The following Basic Competencies developed through education will contribute to achieve 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: Computer literacy 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 Environmen - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human livin,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)

### Common Competencies of the subject Oriental Music

- 1.0 Displays practical abilities in singing/playing identifying the fundamentals, techniques and principles in music.
- 2.0 Displays playing abilities identifying the nature of musical instruments.
- 3.0 Gets used to achieve the mind sets linked with happiness in life through appreciation of music.
- 4.0 Protects the cultural heritage while developing the practical abilities in the elements of indigenous folk music.
- 5.0 Acquires experiences about the musical elements connected with non classical music.
- 6.0 Acquires practical experiences on musical characteristics studying the specialities of traditions of drama.
- 7.0 Experiments in creative work in music.
- 8.0 While identifying the methods of recording music symbolically, develops basic competencies vital for dealing with universal works in music and taking the elements of indigenous music to the world.
- 9.0 Studies technological equipment and physical foundation of music and presents performing abilities more successfully.
- 10.0 Identify practically how a computer is used to learn, protect and create music.
- 11.0 Inclines to produce musical instruments to suit the modern market.

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Grade 06**

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
1.0 Displays practical abilities in singing/playing identifying the fundamentals, techniques and principles in music.	1.1 Develops the basic abilities of singing.	<ul style="list-style-type: none"> <li>• Respiratory exercises</li> <li>• Singing songs with the placement of ‘ suddha swara’.</li>   <li>• Seven ‘ suddha swara’, their names and symbols - as eastern and Western.</li>   <li>• Singing ‘ suddha swara’</li> <li>• Practicing the notes according to ‘ thala’</li> </ul>	<ol style="list-style-type: none"> <li>1. Develops the basic abilities of singing.</li>   <li>2. Sing songs involving the placement of notes including “suddha Swara”</li>   <li>3. Distinguishes the notes as Eastern and Western.</li> </ol>	12
2.0 Displays playing ability understanding the nature of musical instruments	<p>2.1 Acquires playful experiences and playing skills through key board instruments.</p> <p>2.2 Develops basic skills of playing classical music instruments.</p>	<ul style="list-style-type: none"> <li>• Simple skill of playing one instrument of melodica, glockenspiel, electronic key board, mouth organ (harmonica) Recorder flute Harmonium and communal activities.</li> <li>• Practicing playing of notes according to ‘ thala’</li> <li>• Identification of musical instruments</li> <li>• Development of basic skills of playing one selected from musical instruments such as violin, sitar, flute, guitar, esraj, dilruba, English mandolin and tabla.</li> </ul>	<ol style="list-style-type: none"> <li>1. Practices playing using a simple musical instrument.</li>   <li>2. Practices playing using a traditional classical instrument.</li> </ol>	18



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Competency	Competency Level	Subject Content	Learning Outcomes	Periods
5.0 Acquires experiences about the musical elements connected with non classical music.	5.1 Practices the children's songs in non classical music.	<ul style="list-style-type: none"> <li>• Singing two children's songs popular in electronic media (Two songs from 'Adare ei', 'Hinehevi bonikka' and 'Iren handen' )</li> </ul>	1. Sings performingly the popular children's songs.	04
	5.2 Singing songs of non classical music popular in electronic media evolving parents .	<ul style="list-style-type: none"> <li>• ' Surathal nangiye ape amma'</li> <li>• ' Midule veli maligave'</li> </ul>		02
6.0 Acquires practical experiences on musical characteristics studying the specialities of traditions of drama	6.1 Sings songs in drama.	<ul style="list-style-type: none"> <li>• Singing with acting the songs of the drama ' Nari bena'</li> </ul> <p>Prescribed ' nurthi gee'</p> <ul style="list-style-type: none"> <li>• ' ada vessanthara'</li> <li>• ' Suwanda pathuma'</li> <li>• 'Jambu jambu dodam'</li> </ul>	1. Sings with acting the songs in the play ' Naribena'	04
	6.2 Sings with acting the 'nurthi songs'			2. Displays singing ability by singing some popular ' Nurthi gee'.
7.0 Experiments in the creative works of music.	7.1 Makes sound generating instruments.	<ul style="list-style-type: none"> <li>• Wind instruments</li> <li>• Percussion instruments</li> <li>• String instruments</li> </ul> <ul style="list-style-type: none"> <li>• Musicals on a given topic (such as rain, train)</li> <li>• Playing ' raban pada'</li> </ul>	1. Creates improvised instruments. 2. Presents rhythmical creations using improvised musical instruments.	04
	7.2 Creates improvised instruments			06

**Oriental Music - Syllabus  
Grade 06**

Competency	Competency Level	Subject Content	Learning Outcomes	Periods
<p>8.0 While identifying the methods of recording music symbolically, develops basic competencies vital for dealing with universal works in music and taking the elements of indigenous music to the world.</p>	<p>8.1 Acquires the basic skills of notationing</p>	<ul style="list-style-type: none"> <li>• Puttin basic rhythmic patterns into notes.</li> <li>• Mathra, laghu - guru-plutha akshara, vibhaga</li> <li>• Putting ‘pada’ into notes on basic ‘thala’</li> </ul>	<ol style="list-style-type: none"> <li>1. Acquires the skill of putting various rhythmic patterns into notations.</li> <li>2. Displays the practical abilities of the fundamentals of putting songs into notations.</li> </ol>	<p style="text-align: center;">05</p>
<p>9.0 Studies technological equipment and the physical foundation of music and presents performing abilities more successfully.</p>				