

LEARNING OUTCOMES FOR MUSIC

CLASS- IX

Suggested Pedagogical Processes	Learning Outcomes
<p>The learners may be provided opportunities individually or in groups and encouraged to—</p> <ul style="list-style-type: none"> • listen to the sounds in nature and make sense of musical and non–musical sounds. • mime the sounds existing in our natural surroundings and connect them to musical sounds. • mime the different types of sounds that people express. • take lessons pertaining to speech and voice modulation and their co-relation to music. • listen to different kinds of voices of musicians, sounds of various musical instruments, foot movements while wearing ghungroo, manual tanpura and electronic tanpura, electronic instruments like keyboard, etc. • listen to the music played through different types of instruments like tabla, dholak, bansuri, manjeera, sarod, etc. • take pictures of sculptures, paintings, etc. • make videos of dancers, singers, musicians playing musical instruments, theatre artists, theatrical presentations, etc. (all forms of art) and utilise these for classroom discussions. • discuss the interrelation of music with other art forms. • discuss regarding the costumes of artists and their connection to the states, social system, etc. • express seven notes of music (saptswar) by listening, imitating and learning the sequence and concept of vibrations in shruti or swar. • develop the concepts from naadswar-saptak-shuddha and komal/ vikritswaras-saptaswara and varisha • sharpen listening skills—musical sounds produced have a particular pitch and frequency which is the concept of Naad and Shruti. • listen to the basics of Indian Classical Music from this stage, (live demonstrations and use 	<p>The learner— is sensitive towards a variety of sounds individuals hear from the immediate surroundings;</p> <ul style="list-style-type: none"> • distinguishes the varied types of sounds, both musical and non-musical. • reproduces the sound through vocal music or by playing musical instruments. • identifies the voice of musicians. • identifies the sounds of musical instruments. • classifies art forms under the category of visual and performing (music, dance and theatre) arts. • appraises the interrelation of all art forms (performing arts, visual arts). • appreciates the contributions of different artists and artisans in the society (an inclusive concept). • performs basics even notes of music (Shuddha, Komal, Tivra), creates several permutations and combinations by combining notes along

of recorded music can be used for the introduction of such concepts).

- practise singalankaras (permutation and combination of seven notes) shuddhaswaras and ragas.
- imitate the notes of ragas viz. Bhupali, Yaman, Bilaval, Khamaj, Mohanam, Kalyani, Todi and Sankarabharanam, Brindavanisarang, etc.
- differentiate between allied ragas in the context of Indian Classical Music
- understand the varied scales to be selected on different musical instruments for singing different forms of music.
- listen various types of recorded musical presentations, discuss and critically analyse them.
- play talas and layakarais by using fingers and palm for producing the correct sounds of instruments like tabla, dholak, khol, mridangam, etc.
- listen to repertory of classical, contemporary and folk music of different states.
- listen to a variety of rhythmic patterns through live or recorded presentations.
- watch live music programme performances in festivals, fairs, auditorium, etc.
- discuss about the contribution of artists and artisans of different art forms.
- listen and learn compositions like khyal, geetam, kritis, varnam, gat, bhajan, folk songs of different states, etc.
- listen to taals and understand the different rhythmic patterns played by different artists on tabla, dholak, mridangam, etc
- recite/padhant of prescribed taals with taali and khali (tritaal, dadra / Aditaal, Roopak).
- play laykari of taals or rhythmic patterns with thah, dugun, tigun, chaugun.
- understand four types of musical instruments (tat, avanaddha, sushir and ghan) through pictures, videos and actual musical instruments.
- play and learn atleast one musical instrument.
- tune of a musical instrument which needs high level of concentration.

with varied rhythmic structures, sings in different scales, sings classical compositions and classical music based compositions

- **explains** basic technical terms and concepts of Classical Music. Listens, discusses and artistically analyses various types of recorded musical presentations.
- **identifies** contemporary, traditional, folk, regional and classical styles in music.
- **appreciates** different types of music, musicians, art and artists.
- **performs** traditional music effectively.
- **communicates** skillfully and effectively content, theme, emotions, etc., through different types of sound modulation through voices or musical instruments.
- **distinguishes** and demonstrates the patterns used to express units of different talas, rhythmic patterns and compositions.
- **distinguishes** the categories of musical instruments.
- **applies** technique and creates patterns in playing at least one instrument. It will give

<ul style="list-style-type: none"> • develop interesting compositions by the use of swar and tala, and express or present with the help of any prop like a stick, turban, colourful ribbons, etc. • perform music with movement and expressions to make the content more dynamic or interesting for example, a telugu poem from a textbook can be picked and put to tune of a familiar traditional music of Andhra Pradesh. Use of props which are typical to the state. This dynamic pedagogy can open doors to many subject areas like Social Science, language and overall culture. • record own performance/friends' music performance and evaluate or analyse the performance. This will promote peer learning, self learning. • recite various poems from textbooks and musically perform them with facial and body expressions in the classroom. • practice any art form in classroom, school premises and various places, etc. • record, showcase and share with peers in the form of audios, videos, pictures, and e-content materials. • visit library to read stories related to history and evolution of Indian Music and contributions made by different musicologists. • refer to history and evolutionary process of raga and tala, fusion of raga, fusion of other cultures like Persian influence, etc., through stories. • visit the museums to study objects and co-relate them to art and culture. • interact with the artists and artisans during their live performances in fairs and festivals. • discuss the life sketches of musicians, understand their learning processes and the hardships encountered. • interact with local artists for example, those who are performing at a festival, fair, temple, mosque, church and let the learners listen, interact and analyse, along with simultaneously documenting them. • document interaction with artists and artisans who make musical instruments, sing, etc., as 	<p>the pitch sense, concept of 'Naad' and 'Sruthi'.</p> <ul style="list-style-type: none"> • composes rhythmic patterns, creates hand and foot movements, facial expressions, expresses through varied pitches and tones, props, costumes. • demonstrates creative skills while planning, composing, using available resources and in selection of themes. • performs songs in tune and proper rhythm with facial expressions, hand and foot movements, use props and costumes. • reflects and compares musical expressions of oneself with that of others. • applies artistic and aesthetic sense in day-to-day life. • appreciates the contribution of musicians, India's cultural heritage with diversity by understanding various art forms, artists and artisans of different States/UTs. • expresses through multimedia resources like Powerpoint
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<p>e-content material.</p> <ul style="list-style-type: none"> • Visit historical monuments or museums to observe the artefacts, realise the role of music or any other art form and the role of musicians and artists of yesteryears. Powerpoint presentations or audio and video recordings can be made to document the findings. • take care of the musical instruments like harmonium, tanpura, tabla or dholak and props, etc. • care for the differently abled, hold their hands and bring them to the activity class. • perform in assemblies and functions to enable 100% participation. 	<p>presentations, editing through moviemaker in groups to share with peers.</p> <ul style="list-style-type: none"> • shows sensitivity towards safe and proper use of materials, musical instruments, tools and equipment. • applies different values, such as, cooperation, team work, sharing, empathy, discipline. • demonstrates self-confidence.
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CLASS- X

Suggested Pedagogical Processes	Learning Outcomes
<p>The learners may be provided opportunities individually or in groups and encouraged to—</p> <ul style="list-style-type: none">• listen to the sounds in nature and outside noise and make sense of musical and non-musical sounds.• miming of different types of sounds in which people express.• participate in the discussions on speech and voice modulation in music.• listen to different kinds of voices of musicians, sounds of varied musical instruments, electronic instruments like keyboard, etc.• listen to music played through different types of musical instruments like Dhol, Sitar, Ravanhatta, Sarangi, Shehnai, Damru, etc.• listen to various types of recorded music presentations and live shows of artists from varied states.• take pictures of sculptures, paintings, etc., related to music and musicians.• record videos of dance, vocal and instrumental, music theatrical presentations and utilise in classroom.• comprehend the dialect of musical compositions of different communities.• show videos of dance forms, both classical and semi-classical.• read books on music and dance to know the historical development of art forms and their gradual evolution.• listen to different types of musical instruments and identify their categories viz., Tat Vadya (string instruments), Ghana Vadya and Avanaddha Vadya (Percussive instruments), Sushir Vadya (Blowing instruments), etc.• sing raga Bhairav, Bhairavi, Bhupali, Khamaj, Des, Brindabani Sarang, Bilahari, Sankara bharanam, Kalyani, Bihag, etc. Students should be trained to differentiate between allied ragas in the context of	<p>The learner—</p> <ul style="list-style-type: none">• recognises varied types of sounds, musical and non-musical.• reproduces the sound through vocal music or any musical instruments.• identifies different types of voices of musicians.• identifies sounds of varied types of musical instruments. • classifies different styles of singing and categories of musical instruments.• describes India's cultural heritage with its diversity.• develops videos of music, dance, and theatrical presentation to understand and appreciate the contribution of artists, various forms of music and other arts. • draws the inter-relation among various music and dance forms.• understands the concept of background music related to stories in textbooks.• classifies varied types of musical instruments.• performs varied patterns of notes in different Ragas and rhythmic structures in different talas

Indian Classical Music.

- select scales for singing varied forms in music.
- listen to various types of recorded musical presentations.
- to play varied talas and their layakarīs by using fingers and palm for producing the correct sound on tabla, dholak, khol, Mridangam, or any percussive instrument.
- sing and play different genres of classical music like Dhrupad, Khyal, Kriti, Varnam, Tarana or Tillana, Padam and Gat, etc.
- listen to musical recordings in repositories like NROER, Swayam portal, etc.
- sing ragas with rhythmic accompaniment (two drutkhyals) along with basic elaboration or one chaukakala and two madhyama kalakritis in the prescribed ragas Bhairav, Bihag, Durga, etc., in Hindustani music and the Ragas Mayamalavagoula and Bihag in Carnatic music.
- listen and learn compositions like khyal, geetam, kritis, varnam, gat, bhajan, folk songs of different states, etc.
- differentiate types of rhythmic patterns to understand the importance of time cycle in music to demonstrate talas like Jhaptal and Tilwada in Hindustani music or Aditala, Khanda, Triputa Talam in Carnatic music listening.
- listen to audio-visual recordings of the rhythmic sounds of the West, Carnatic Tala Vadya Kacheri, sounds of the Tabla Tarang, Kashtha Tarang, rhythmic sounds of tribal music, rhythmic accompaniment and solo performances on percussion instruments.
- listen and play laykari of taals with thah, dugun, tigon, chaugun (LEC-DEM by the teachers or students along with recitation).
- listen to recordings of complex bol rendered by Tabla, Mridangam, and Pakhawaj players and also recitation of some of these bol.
- record or play different kinds of drums in

- **classifies** a few ragas by listening to the artists.
- **performs** percussive instruments by playing varied rhythmic patterns.
- **Differentiates** contemporary, traditional, folk, regional and classical styles of music by understanding the different characteristics that distinguishes them from one another.
- **performs** traditional styles of music and dance.
- **performs** Alankars, sings classical compositions and classical music based compositions in varied rhythmic structures and scales.
- **performs** talas on varied percussive instruments.
- **performs** traditional music.
- **demonstrates** talas in varied patterns.
- **differentiates** different types of rhythmic patterns to understand the importance of time cycle in music.
- **differentiates** different sounds and rhythmic patterns of western, carnatic and tribal music.
- **appreciates** the complex bol rendered by musicians in percussive instruments

western music also and try to know the rhythmic patterns in western and Indian styles.

- create small compositions based on the ragas by the end of the year.
- give tune to poems and also rhyming lines which can be put to tune.
- tune the poems in textbooks and also present musical drama based on the stories in textbooks.
- create sound by using the waste like plastic bottles, dry leaves, hollow bamboo twigs, etc. Also, they can be motivated to use waste materials.
- play the game, spinning a yarn musically (sing musical lines to carry the story forward) for example, if the theme is deforestation, lines can be made by the players and then presented in a formal way.
- see videos of theatre, dance, and visual arts to understand the inter-relation. For example, a phad painting from the state of Rajasthan is connected to the bhopas who sing the story. Such videos can be shown. The learners are asked to write and create stories and painting along with musical pieces as the traditional phad painters and bhopas.
- take care of musical instruments like harmonium, tanpura, tabla or dholak which require proper care and storage space. Almirahs, wooden boxes or stands for tanpura and other instruments should be made. These have to be maintained by the children. The boxes should be kept neatly, dust should be wiped with cloth everyday and after practice every day the musical instruments have to be kept back in their respective place.
- learn ragas Bihag and Bhairavi through aroha, avroha and pakad. A small composition in the raga has to be learnt.

- **identifies** poems in the textbook and create musical dramas.
- **creates** music for poetry and background music for stories, etc.
- **experiments** with non-traditional methods and materials for producing rhythmic patterns, pitches and tones, props, costumes, movements, expressions, etc.
- **communicates** their emotions artistically with originality.
- **uses** creative skills while designing activities using available resources.
- **identifies** musical themes like deforestation and create music to carry the story forward.
- **understands** the inter-relation of music to dance, theatre, visual arts.
- **communicates** their emotions artistically with originality through selected art form(s).
- **makes** safe use of materials, musical instruments, tools and other equipment.
- **reflects** on artistic expressions (of self and of the peers) using critical thinking skills.
- **appreciates** performances and analyses performance of peers.
- **analyses,** reflects and practices

<p>Let the students sit in groups of five and write a sargamgeet in Ektaal. Each group will sing their line of sargamgeet after some rehearsal.</p> <ul style="list-style-type: none"> • reflect on the lines created by the learners one by one. Four lines can be selected from all the creation and then the whole class may practice it. • apply any art form in the classroom, school premises, own house, social gatherings, public functions, etc. The ideas generated by different children should be discussed practically and performed. Platforms like school assembly, household celebration of festivals or any important day should be recorded. Pictures or videos to be showcased. • give opportunity to the differently abled for participation in musical activities and also present their musical talent in the class, public places, assembly individually. • visit to the museums/galleries. y interact with the artists and artisans and watch their live performances in fairs and festivals or any other programme. • interact with the artists to know about evolution of music, ragas, etc. 	<ul style="list-style-type: none"> • applies artistic and aesthetic sensibility in day-to-day life. • practices different values such as, cooperation, team work, sharing, empathy, discipline, compassion, respect for diversity, in practicing arts and in day-to-day school activities. • interprets and explains the art forms, makes presentations through multimedia resources like PowerPoint presentations, editing through movie maker in groups to share the experience about artists and art forms, paving the way for systematic learning, preserving information, enhancing self-confidence of the learner and comprehending objectivity in life.
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