



# Bharatha Natiyam

## Syllabus

Grade 10

(To be implemented from 2015)

**Department of Aesthetic Education**

**National Institute of Education**

**Maharagama**

**Sri Lanka**

**[www.nie.lk](http://www.nie.lk)**

## **Introduction**

This new syllabus for Bharatham is designed, suited to the students those who have come to the Pre secondary level in Grade 6, after Completing their primary education. The new plans of education and concepts are included in this curriculum.

These aesthetic art of Bharatham, Carnatic music, Art and Drama & Theatre have been taught as a combined subject. Since 2007, each of these art is being separately taught on the basis on admiration, performance, practical and basic traditional background and accordingly the competencies are decided and the this curriculum is reorganised as the second curriculum of new

In this present world, the unchangeable one can change. Accordingly, it is inevitable for a change in the curriculum. Every revised curriculum proposed the changes in two things.

1. Combination of the subject - changing the core of lessons, simplifying The subject details.
2. The proposed teaching learning approach which is used to take the subject matters to students.

This new curriculum, which gives priority to student centered education, insists the essentiality of the teachers and students to get together, having got many activities for students to search and learn, they, themselves, clearly understand learning teaching process, has been designed.

### **The three pillars of present system of education.**

1. Keeping the known matters.
2. Learn the pre decided facts.
3. Reconstruct the pre learned facts.

This action creates a new community which continuously changes and innovates the previously known facts. It is indispensable to guide the younger generation, regarding the facts which haven't been discovered yet. Therefore, the objective of this new educational plan is to practise the students to search and find the unknown facts and to alter the known facts by involving in researches.

It is a common curriculum which is designed to develop one's skills and capabilities in the period of schooling. Because they are needed to lead a successful life with thinking skill, social skill and personal skill that are indispensable for the combined personalities.

It is essential for the present younger generation to handle the approach beforehand instead of handling it after the approach. Thus, in order to succeed the future world, on the basis of searching, this new curriculum is decided. Its prime target is to create a community with personality which is badly needed for future community.

## **Aims of the Bharatha Natiyam**

- ◆ Objectives of the subject.
- ◆ Develop knowledge, skills and attitude through co - curricular activities.
- ◆ To be a good dancer, develops the qualities of personality.
- ◆ Develops creativity.
- ◆ Learn & Respect national & international Art forms.
- ◆ Be a person of aesthetic desires.
- ◆ Develops the attitude to respect artists.
- ◆ Develops the attachment of cultural aspects and the attitude of taking over the tradition.
- ◆ Identifying own talents, and develops the abilities of the art forms to perform.
- ◆ Develops balance personality.
- ◆ Develops leadership qualities.
- ◆ By Understanding the world around him, develops quality of socialisation.
- ◆ Manages conflicts.
- ◆ Develops the qualities of humanity by understanding the habits of individuals.
- ◆ Gets the skill of facing the challenges successfully.
- ◆ Develops the skill of communication.
- ◆ Gets the skill of coming forward by himself/herself to act with dedication.

- ◆ Gets the talent of admire & expose the nature
- ◆ Gets the talent in handling the modern technical apparatuses.
- ◆ Gets the basic practices for life skill.
- ◆ Creates the handicraft art by using the techniques.
- ◆ Develops the quality of a part of a team.
- ◆ Keeps good relationships with multi cultural societies.
- ◆ Gets physical & mental health.
- ◆ Gets the social recognition & fame.
- ◆ Identifies his/her negative qualities and change attitudes accordingly.
- ◆ Gets the abilities to describe & criticise the art techniques.
- ◆ Tries for new presentations by searching through art.

## 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.

- ❖ 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)

## 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, teamwork, 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)

<b>Competencies</b>	<b>Competency Level</b>	<b>Subject Content</b>	<b>LEARNING OUTCOME</b>	<b>No. of Periods</b>
1.0 Explaining and depicting the natural beauty of the surroundings, Sri Lankan folk dances and South Indian folk dances	1.1 The candidates are expected to describe numerous side accompaniments	Mirudangam Violin Veena Suruthi box Thalam Flute	Being aware of side accompaniments of Bharatham. Able to reveal the music with admiration.	02
	1.2 The students are expected to describe the vocational dances which were seen and enjoyed by them in their life.	Harvest dance fisher folk leaf pluckers dance	Able to reveal the admiration of Harvest dance, Fisher folk dance and Tea leaf pluckers dance.	03
	1.3 The students are expected to depict and imitate numerous scenes	Television channels Direct scenes Scenes in the C.Ds.	Able to reveal his/her admiration which he personally watched and enjoyed events.	02
2.0 Be able to sing and depict the natural beauty of the surroundings which they enjoy through their skill of Abhinayas.	2.1 The creative Abhinaya of the candidate is expected depict excellent verses of the song.	The sample theme of the songs - Beautiful garden - The honeybees derive honey from the flowers - how the beautiful birds fly pleasantly around.	Be able to utilize the appropriate Mudras of correct terms. Doing the Kanjaaripavam in sentences.	03

Competencies	Competency Level	Subject Content	Learning outcome	No. of Periods
	2.2 The candidates are expected to create appropriate Adavu Korvais for the selective dance.	The Korvais should be based on Aavarthana on AathiThalaKorvai Two Aavarthana on RupakaThalaKorvai	Be able to perform Korvai in AathiThalam and RupakaThalam by themselves.	04
	2.3 Creating a folk dance based On their surroundings.	Professional dances	Identifying the dances which connected with the professions.  Able to show in a folk dance in Abhinaya with folk steps.	03
3.0 Showing basic physical exercises, Adavus, differences of Angaspositions, Mudras of bharatham in abiniyas.	3.1 Describe the Bharatha Natya Adavus in a proper systematic sequence	KidathakaTharikida Thom Mei Adavu TheiTheiThatha(1-2) TheiTheiTham ThiththeinthaThaThei (1-2)	Knowing that KidathakaTharikida Thom is makudaAdavu.  Able to perform Adavus in AbhinayaKidathakaTharikidathom, ThithTheinthathathei, meiyadavutheitheithatha, theitheithaam .  Showing them in Kolu.	14

	3.2 Perform the basic BharathaNatyaadavus along with the first item. Depict the Thasavatharahastas	Alarippu Jetheswaram - Raga Arapi or Saveri 1 <sup>ST</sup> and 2 <sup>ND</sup> Korvaie	Able to show the later part of Alarippu in Abhinaya.  Showing it in Kolu. Showing the Theermaanam, 1st & 2nd Korvais of Jatheeswaram in Abhinaya.  Showing them in Kolu.	20
	3.3 Second item of BharathaNatyam, depict the Banthaviya hasta	Thasavatharam. Banthaviya Hasta Execute double hand hastas from 12 to 24	Able to say the 10 Avathars of Krishnan.  Accepts that the 10th Avathar hasn't been evolved yet.  Able to show double hand viniyogas, Paanthavya and Thasavatharahasthankal in Abhinaya.	08

Competencies	Competency Level	Subject Content	Learning outcome	No. of Periods
4.0 Explain the relationship of south Indian classical dances in relation to Sri Lankan classical	4.1 The basic concept of BharathaNatyam, Thala symbols of Adavus, different accompanying instruments in BharathaNatyam	<ul style="list-style-type: none"> <li>- Characteristic concepts</li> <li>- Explain the 35 Thalams</li> <li>- Pathrapranangal</li> <li>- Pahipranangal</li> <li>- Nattiyatharmi, Logatharmi</li> <li>- Thala symbols of Adavus</li> <li>- KedaThakaTharikeda Thom</li> <li>- Explain the Sallaari.</li> <li>- Depth of the concept of</li> </ul>	<p>Knowing the Paaththira Paki pranaas.</p> <p>Accepts that SapthaThalankalare the base of 35 Thalams.</p> <p>Able to explain that the NaatiyaTharmi is Order of Naatiya and LokaTharmi is order of world, with examples.</p> <p>Able to describe What Avathar is.</p>	05

dances and folk dances.		Avatharam	Able to reveal the cause of evolving of Avathar	
	4.2 Adavus in BharathaNatyam, Symbols of Thala scale, folk Musical instruments and explain the depth and concept of Avatharams	Incarnations <ul style="list-style-type: none"> <li>- Alarippu</li> <li>- TheiTheiTham</li> <li>- TheiTheiThaThaa</li> <li>- ThithTheinthaThaThei</li> <li>- Kitathakatharikitathom</li> </ul> JetheswaraTheermanam, 1 <sup>ST</sup> and 2 <sup>ND</sup> Korvaies along with the ThalaAnga symbols	Able to write the Adavu of Alarippu,TheiTheithaam,TheiTheithatha, Thiththeinthathathei, kidathakatharikidathom and JatheeswaramTheermaanam, 1st & 2nd Korvai with symbols of Thala&Anka.	10
	4.3 The basic concept of BharathaNatyam, Lakshana of dance items in BharathaNatyam, elaborately explain the scale of Thala symbols Banthaviya Hasta	JetheswaraLakshana Eexplain and verify the concept <ul style="list-style-type: none"> <li>- NatyaTharmi</li> <li>- LokaTharmi</li> <li>- BanthaviyaHasta</li> </ul>	Describing the JatheeswaraLakshana with example.	02
	4.4 Identify the folk instruments	folk musical instruments <ul style="list-style-type: none"> <li>- Thavil</li> <li>- Udekku</li> </ul>	Knowing that the Thavil, Udukku and Sallaari are the folk musical instruments.  Describing the uses and traditions of them.	02

Competencies	Competency Level	Subject Content	Learning outcome	No. of Periods
5.0 Trace the cultural background of Sri Lankan and Indian classical dances	5.1 Explain the contribution and background of the artistes. Explain the social background of the indigenous Koothu artistes	BhanthanaiNallurmenadshiSunthampillai Origin and development of Koothus in relation to Sri Lankan dance theatre.	<p>Understanding the historical life background of BhanthanaiNallurmenadshiSunthampillai</p> <p>Explaining the social background of evolving Koothu.</p> <p>Accepts that Koothu is interrelated with the life style of country people.</p>	03
	5.2 Dance in relations to the historical religious background-	ThanchaiBragatheeswaratempleSangaKaala(period).	<p>Describing the historical greatness of ThanjaiPerumkovil.</p> <p>Demonstrate the connections between ThanjaiPerumkovil and Art.</p> <p>Assess the service, rendered to The Art by Raja RajaSolam, using the ThanjaiPerumkovil.</p> <p>Describe the artists who contributed the art in Sangakaalam.</p> <p>Assess the state given to the art in those days.</p>	04

	<p>5.3 Analyze the historical background of numerous folk dances</p>	<p>NaatuKoothu VadamoodiKoothu Then MoodiKoothu</p>	<p>Knowing that Koothukal are the dramatical forms of traditional tamils.</p> <p>Knowing that these forms have the status of telling the stories by dancing, singing and conversation.</p> <p>Accepting that these Koothus have dignity.</p>	<p>05</p>
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