

# **TEACHER'S GUIDE**

FOUNDATION PROGRAMME FOR LITERACY  
NUMERACY AND SKILLS

## **DANCE**



## **GRADE 7**

**TITLE OF CARD :**  
**RHYTHM**



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**MAHATMA GANDHI INSTITUTE**  
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**GRADE 7**

**GUIDE TO EDUCATORS**

**Card 8**

**Title of Card:  
RHYTHM**

## Competency:

### Body Conditioning / Performing

Students demonstrate awareness of rhythm through body movement, clapping, stepping, and simple dance actions.

## Element

Demonstrate action, time, and energy in movement

## Performance Criteria

- **Level 1:** Responds to simple beats using clapping, stepping, or walking.
- **Level 2:** Performs simple rhythmic movements in coordination with music.

## Purpose of the Lesson

- To introduce the concept of rhythm in a simple, concrete, and experiential manner.
- To help learners recognise rhythm in their body, daily life, nature, music, and dance.
- To develop basic rhythmic sensitivity essential for music and dance learning.
- To prepare learners for understanding Tala in Indian music and dance at later stages.

## Learning Outcomes

**By the end of this lesson, learners will be able to:**

- Explain rhythm using simple words and examples.
- Identify rhythm in body actions, nature, and daily activities.
- Respond to rhythm through clapping, breathing, stepping, and movement.
- Perform simple movements in rhythm individually and in groups.

## Resources & Materials

- Open space
- Drum / clapping / recorded instrumental music
- Audio player
- Visual cards (heart, waves, birds, sun, feet)

## Teaching Trajectories / Implementation Guidelines



### Introduction

#### WHAT IS RHYTHM?

Rhythm is a sound or movement which is regular and repetitive in character. The intervals between the sound or movement are equal.



### Natural Rhythm in Man

Rhythm is part of life. It is inborn in human beings.

- The heart beats in a regular rhythmic pattern.
- Breathing is also rhythmic:
  - Inhale through the nose
  - Exhale through the mouth
- Walking and running follow a natural rhythm.
- Daily actions like pounding grains or hammering a nail are done rhythmically.

(Teacher demonstrates clapping to heartbeat and slow breathing.)

# *The Rhythm of Life*



*The Heart Beats*

*Walking & Running  
in Rhythm*



*Inhale through  
the Nose*



*Exhale through  
the Mouth*



*Pounding Grains*



*Hammering a Nail*

## *Daily Actions in Rhythm*



## Rhythm in Nature

Rhythm exists all around us:

- Waves hitting the shore
- Chirping of birds
- Day and night caused by Earth's rotation
- Seasons repeating every year due to Earth's orbit around the sun

Without rhythm, nature would be in disorder.





## Rhythm in Music and Dance

- Humans reproduce rhythm in music and dance.
- Rhythm is recognised by beats in music.
- Beats repeat in a cycle or line.

### Importance of Rhythm in Music and Dance

- Rhythm gives structure and speed.
- Slow rhythm → calm or sad mood
- Fast rhythm → happy or energetic mood
- Rhythm controls the number of syllables in songs.
- Dance cannot exist without rhythm.

### Tala in Indian Music and Dance

- Rhythm in Indian music is called Tala.
- Indian music has two systems:
  - Hindustani (North)
  - Carnatic (South)
- Tala measures time in a cyclic pattern.
- Example: An 8-beat Tala repeats continuously.
- Stress is given on the first beat.



## Activity 1

### MY BODY HAS RHYTHM

**Purpose :** To experience natural rhythm in the body.

**Steps:**

1. Students sit or stand comfortably.
2. Place hand on chest – feel heartbeat.
3. Clap slowly matching the heartbeat.
4. Practice breathing:
  - o Inhale through nose (count 4)
  - o Exhale through mouth (count 4)
5. Walk slowly, then faster, keeping rhythm.





**Assessment Focus:**

- Awareness of regular beat
- Ability to follow counts



## Activity 2

### RHYTHM AROUND US - ENVIRONMENT

**Purpose** : To connect rhythm with environment and nature.

#### **Steps:**

1. Teacher plays sounds (waves, rain, birds) or imitates them.
2. Students identify whether sound is slow or fast.
3. Students create movements:
  - o Waves → swaying arms
  - o Rain → finger tapping
  - o Birds → light jumps
4. Perform movements in groups.

#### **Assessment Focus:**

- Awareness of regular beat
- Ability to follow counts





## Activity 3

### CLAP - STEP - DANCE 🎵

**Purpose :** To apply rhythm to music and dance.

#### **Steps:**

1. Teacher claps a simple 4-beat rhythm.
2. Students repeat.
3. Add foot stepping.
4. Add simple hand or body movements.
5. Perform with music.

#### **Assessment Focus:**

- Coordination
- Ability to maintain rhythm



## Assessment Criteria

- Identifies rhythm in body and environment
- Claps and moves on beat
- Participates actively in group activities



## ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Rhythm Awareness	Needs guidance	Follows simple beats	Maintains rhythm confidently
Movement Response	Limited	Appropriate	Expressive and controlled
Participation	Passive	Active with support	Fully engaged



## Extension Activity

**Students create a short rhythmic movement inspired by:**

- Heartbeat
- Rain
- Waves

The image features a dense, repeating pattern of white line-art floral and mandala motifs on a blue background. The motifs are symmetrical and intricate, resembling stylized flowers and geometric patterns. The background is a gradient of blue, with a lighter horizontal band across the middle where the text is located.

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