STUDENT'S WORKSHEETS

FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS

GRADE 7

DANCE

MOEHR
MAHATMA GANDHI INSTITUTE
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ACKNOWLEDGEMENT

COORDINATOR

Miss Nalini TOTIAH	Lecturer, Head, Department of Creativity and Performance, School of Performing Arts.

PANEL MEMBERS

Mrs. Krishnee MAHADOO-COONLIC	Educator (Secondary)
Mrs. Gopeeka NARAIN SINGH	Educator (Secondary)
Miss Tejasvini GOPALOODOO	Educator (Secondary)

CENTRE FOR QUALITY ASSURANCE AND TEAM

Dr Mrs Vedika M. HURDOYAL-CHEKHORI	Associate Professor & Head, Centre for Quality Assurance
Dr. Mrs. Putanjani MUNGUR - PURGUS	Senior Lecturer, Head Department of Dance
Mrs. Nalini GOPAUL	Senior Lecturer, Head Department of Sculptures
Mrs. Roshni BEEHARRY	Lecturer, School of Performing Arts
Mrs. Artee DWARKA-BANIA	Educator (Secondary)
Miss Nipti Rajni Kamal GOPAUL	English Educator (Secondary)
Mrs. Sharmila Devi NARAN	English Educator (Secondary)
Mrs. Jayshree DEWDHAREE-RAMJUTTUN	English Educator (Secondary)

GRAPHIC DESIGN TEAM

Mrs Vaneeta JATOOA-GHOORBIN

Mr. Chandraduth NAPAUL

FOREWORD

It gives me great pleasure to present this series of Educator's Guidelines and Student's Workbooks developed by the Mahatma Gandhi Institute under the Foundation Programme for Literacy, Numeracy and Skills (FPLNS). These publications reflect our sustained commitment to strengthening foundational education while promoting the linguistic and cultural heritage that forms an essential part of the Mauritian identity.

The FPLNS constitutes a major national initiative aimed at consolidating core competencies and equipping Grade 7-9 FPLNS learners with essential skills for meaningful participation in society. Within this framework, the inclusion of Asian Languages (Hindi, Urdu, Tamil, Telugu, Marathi, and Modern Chinese) together with the Performing Arts subjects of Indian Music (Vocal and Instrumental) and Indian Dance, reaffirms the importance of culturally grounded and holistic learning. Asian Languages and the Performing Arts serve not only as academic disciplines, but also as vital instruments for communication, creativity, and identity formation.

The Mahatma Gandhi Institute has, for over five decades, served as a centre of excellence in the promotion of Asian languages, culture, and the performing arts in Mauritius. These materials are the result of our continuous scholarly engagement, pedagogical innovation, and collaborative effort among subject specialists, educators, and curriculum designers dedicated to meeting the evolving needs of our learners.

These resources have been carefully designed to align with the competency-based orientation of the FPLNS. They seek not only to enhance linguistic proficiency and artistic skills, but also to foster values of discipline, perseverance, intercultural understanding, and respect for diversity. In doing so, they reflect the broader educational philosophy that learning must cultivate both intellectual growth and ethical citizenship.

I wish to place on record my sincere appreciation to all contributors who have worked diligently on this project. It is my firm belief that these Educator's Guidelines and Student Workbooks will serve as effective instruments in nurturing confident, competent, and culturally rooted learners, thereby advancing the national vision of inclusive and holistic education.

Director
Mahatma Gandhi Institute

PREFACE

Performing Arts as part of the secondary school curriculum reflects the commitment of the Ministry of Education and Human Resources and the Mahatma Gandhi Institute to providing learners with a balanced education that promotes intellectual, emotional, cultural and artistic development. Through the study of Vocal Music, Instrumental Music and Dance, learners are offered meaningful opportunities to develop their artistic potential while cultivating creativity, discipline, confidence and an appreciation of our rich cultural heritage. The textbooks contribute to the preservation, promotion and transmission of the Indian performing arts traditions in Mauritius while fostering respect for cultural diversity.

These textbooks have been developed in accordance with the revised Teaching and Learning Syllabus for Grades 7, 8 and 9 and are intended to support both educators and learners in the effective implementation of the Performing Arts curriculum. While each discipline retains its own unique artistic identity, the textbooks share a common educational philosophy that encourages active participation, experiential learning and the progressive development of artistic knowledge, practical skills and positive values.

The content has been carefully organised to ensure a logical progression of learning across the three grades. Each chapter introduces concepts and skills in a structured and accessible manner, enabling learners to build confidence through observation, listening, demonstration, practice, creativity and performance. A variety of learning activities has been incorporated to encourage participation, collaboration, critical thinking and artistic expression within an engaging classroom environment.

Recognising that the Performing Arts are essentially practical disciplines, these textbooks seek to establish a balanced integration of theoretical understanding and practical application. Learners are encouraged not only to acquire knowledge of musical and dance traditions but also to experience the joy of artistic expression through singing, playing, movement, creativity and performance. In doing so, they develop aesthetic sensitivity, cultural awareness and the confidence to express themselves through the arts.

These textbooks are intended to serve as valuable teaching and learning resources rather than exhaustive manuals. Educators are encouraged to enrich classroom experiences through demonstrations, discussions, practical workshops, performances, collaborative activities and creative projects that respond to the diverse abilities and interests of learners. Such approaches will further strengthen the development of artistic competence and foster a lifelong appreciation for the Performing Arts.

The successful completion of this project has been made possible through the dedication and collaborative efforts of curriculum developers, subject specialists, educators, editors, graphic designers and supporting staff whose expertise and commitment have contributed significantly to the production of these textbooks. Their collective efforts reflect a shared vision of providing quality educational resources that will inspire future generations of learners.

It is our sincere hope that these textbooks will serve as an effective guide for educators and an enduring source of inspiration for learners as they embark upon their artistic journey. May these resources contribute meaningfully to the development of knowledge, creativity, self-expression and a lasting appreciation of the Performing Arts.

The Performing Arts Coordinators' Team

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CARD 1

PRE-DANCE WARM-UP & ELEMENTS OF DANCE

Introduction

When we come back to school, we warm up our bodies to stay safe and ready for dance. A warm-up helps our muscles wake up and prepares us to move.

We also learn **B.A.S.T.E**, the 5 important elements of dance:

- **B – Body**
- **A – Action**
- **S – Space**
- **T – Time**
- **E – Energy**

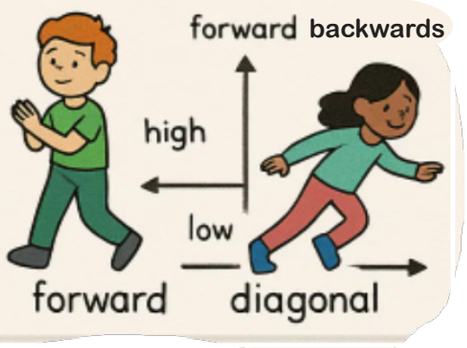
BODY

PARTS WE ARE USING (ARMS, LEGS, SHOULDERS)

ACTION

MOVE IN YOUR OWN SAFE BUBBLE: EXPLORE LEVELS (HIGH, MEDIUM, LOW) AND DIRECTIONS (FORWARD, BACKWARD, DIAGONAL)

SPACE



TIME

DO IT SLOW.. NOW FASTER!
LINK TO TEMPO AND BEAT

ENERGY

SHOW SOFT ENERGY.., NOW STRONG ENERGY!
INTRODUCE MOVEMENT QUALITIES (SHARP, SMOOTH, LIGHT, HEAVY)

ACTIVITY 1

Follow the Warm-Up!

Theme: Welcome Back to School!

Follow and execute the warm-up exercises being taught by the teacher.

Circle the type of movement:

- **Locomotor** (moves from place to place)
- **Non-locomotor** (stays in one spot)

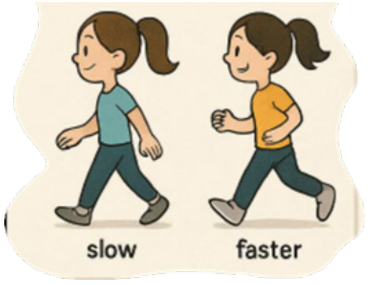
Draw or write one thing you did in the warm-up.

ACTIVITY 2

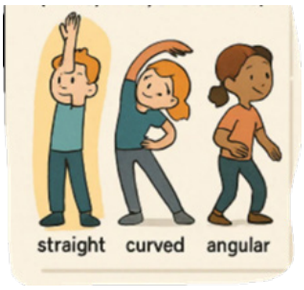
Match the B.A.S.T.E Words the correct images.

Draw a line.

Body



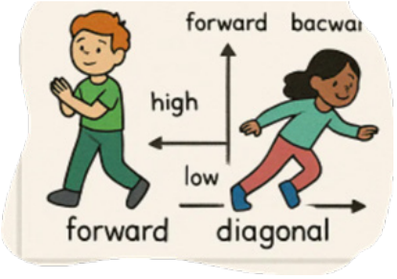
Action



Space

Time

Energy



Multiple-Choice Questions:

1. Why do we warm up?
a) To sleep
b) To prepare our body for movement
c) To sit quietly

2. Which one is an Action?
a) Jumping
b) Library
c) School bag

3. Which one shows Energy?
a) Strong stamping
b) A pencil
c) A book

Short Answer Questions:

1. Name one warm-up exercise you remember:

2. Write or demonstrate one example of Space:

3. How do you feel about being back at school? Show with an action

STUDENT SELF ASSESSMENT

I followed the warm-up exercises:

- 🟢 😊 All correctly
- 🟡 🙂 Most
- 🟠 😐 Some
- 🔴 😟 I need help

I understand B.A.S.T.E:

- 🟢 😊 All five
- 🟡 🙂 Some
- 🟠 😐 A little
- 🔴 😟 Not yet

I worked well with my group:

- 🟢 😊 Yes
- 🟡 🙂 Mostly
- 🟠 😐 Sometimes
- 🔴 😟 Not yet

My Overall Performance

- 🌟🌟🌟 Excellent!
- 🌟🌟 Good!
- 🌟 Getting There
- 💡 I Need More Practice

CARD 2

BASIC DANCE POSTURES

INTRODUCTION

We use different postures every day: when we stand, sit, bend, walk, and stretch.

In dance, we also learn special postures that help us balance, stay aligned, and move with confidence.

Today, you will explore **basic Indian classical dance postures and everyday postures inspired by weather movements**

SECTION A: EVERYDAY BODY POSTURES

Introduce using simple visuals.

Postures:

- Standing upright
- Sitting on a chair
- Bending forward
- Squatting / crouching
- Reaching upward
- Careful stepping
- Looking around / observing

SECTION B:
DANCE POSTURES

1. **Samapada (Standing position)**

2. **Vaishnava Sthanaka (Araimandi / Half Sitting)**

1. **Natyarambhe (Dance-Ready Posture)**

2. **Sausthava (Graceful Standing)**

3. **Muzhumandi (Full Sitting)**

IDENTIFY DANCE POSTURES

Look at the 5 dance posture flashcards shown by your teacher.

Write the correct name below each image.

- Samapada
- Vaishnava Sthanaka
- Natyarambhe
- Sausthava
- Muzhumandi

ACTIVITY 1

Freeze Like the Weather!

When the teacher calls a weather type, freeze in the right posture.

Tick (✔) the postures you could do correctly:

Weather Call	Posture	Did I do it?
☀ Sunshine	Reaching Up	☐ Yes ☐ Not yet
🌧 Rain	Bending Down	☐ Yes ☐ Not yet
💨 Wind	Stretching Wide	☐ Yes ☐ Not yet
❄ Cold	Curling posture	☐ Yes ☐ Not yet
☁ Cloudy	Tip-toe Walking pause	☐ Yes ☐ Not yet

ACTIVITY 2

Move Like the Weather – Locomotor + Posture Sequence

☀️ Sun 🌧️ Rain 🌬️ Wind ❄️ Cold ☁️ Cloudy

Sequence:

1. **Sunny Walk –** Standing Tall walking
2. **Raindrop Pick-Up –** Walk ⟶ Bending Down
3. **Windy Sway –** Stretching Wide, gentle side sway
4. **Cold Day Curl –** Curling posture, slow steps
5. **Cloud Tip-Toe –** Soft, quiet tip-toe walking

ACTIVITY 3

Weather Pathway Stations

Rotate between each station and perform the matching posture.

Station	Symbol	Posture	Teacher Cue
1	Sun	Reaching Up	"Feel the warm sunlight."
2	Rain	Bending Down	"Pick up your raincoat."
3	Wind	Stretching Wide	"Let the wind push you softly."
4	Cold	Curling posture	"Keep yourself warm."
5	Cloud	Tip-toe Walk	"Float gently like a cloud."

EXTENSION ACTIVITY

“My Weather Movement” Mini-Creation

Create your own 3-step mini sequence using weather postures.

Example:

☀️ Sun → Stand Tall → Reach Up → Stretch Wide

My Sequence:

1. _____

2. _____

3. _____

4. **Example:**

☀️ Sun → Stand Tall → Reach Up → Stretch Wide

STUDENT SELF ASSESSMENT

I can show the 5 dance postures:

- 🟢 😊 All correctly
- 🟡 🙂 Most
- 🟠 😐 Some
- 🔴 😟 I need help

I can match posture to weather:

- 🟢 😊 All correctly
- 🟡 🙂 Most
- 🟠 😐 Some
- 🔴 😟 I need help

I can transition smoothly between postures:

- 🟢 😊 All correctly
- 🟡 🙂 Most
- 🟠 😐 Some
- 🔴 😟 I need help

My performance today:

- 🌟🌟🌟 Excellent!
- 🌟🌟 Good!
- 🌟 Getting There
- 💡 I Need More Practice

CARD 3

CULTURAL APPRECIATION & DIGITAL INTEGRATION

Introduction

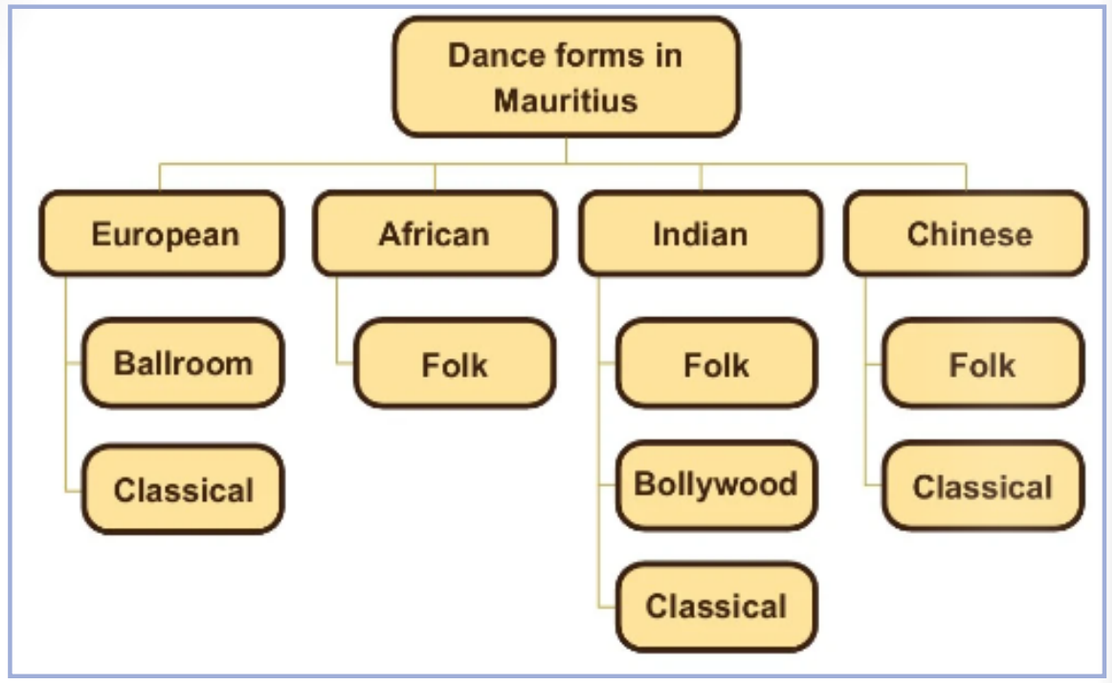
Cultural Heritage of Mauritius

Mauritius is a multicultural island where people from India, **Africa, Europe,** and **China** have contributed to our cultural identity. Dance is one of the strongest expressions of this heritage. Our local dance traditions reflect unity, respect, and togetherness, and they remind us to remain proud Mauritians.

DANCE FORMS IN MAURITIUS

Mauritian dances can be grouped into four major cultural streams:

- **European –** Ballroom, Classical
- **African –** Folk dances, African-influenced Sega
- **Indian –** Folk, Classical, Bollywood
- **Chinese –** Folk dances, Classical



BRIEF INTRODUCTION TO KEY DANCE FORMS

1. Sega – A traditional dance, recognised as part of Mauritian identity, using hip movements, rhythmic footwork, and instruments like ravanne, maravanne, and triangle.

2. Kolattam – It is an Indian folk dance performed with decorated sticks, symbolising joy and community spirit.

3. Bhojpuri Folk Dance – A dance originating from Indian indentured labourer communities, its lively, expressive movements show celebration and resilience.

4. Jhakri Dance – It is an energetic and rhythmic folk dance performed in marathi communities.

5. Bollywood Dance – It is a modern, colourful and expressive dance inspired by Hindi films.

6. Ramabhajanam – A devotional ritual dance of Andhra Pradesh, it is practised in Mauritius within cultural and temple settings.

7. Dragon Dance – A traditional Chinese dance using a long dragon figure, it is performed during festivals and symbolises good luck and energy.

8. Lion Dance – It is another Chinese dance symbolising strength and prosperity and commonly performed during New Year celebrations.

Common dance forms of Malagasy and African origin:

Sega Dance

Sega Tambour of Rodrigues

Common folk and ritualistic dance forms from India

Kollattam from Tamil Nadu

Ramabhajanam from Andhra Pradesh

Bollywood Dance

Bhojpuri dance from Bihar (Geetgawai)

Jhakri from Maharashtra

Common Dance forms from China

Dragon Dance

Lion Dance

Main Indian Classical Dances Practised in Mauritius

- Bharatanatyam
- Kathak
- Kuchipudi
  These dance forms are taught in Mauritius and performed during cultural events.
- Explain the theme of patriotism through cultural appreciation.

Common classical dance forms from India

Bharata Natyam
(From Tamil Nadu)

Kathak
(From Uttar Pradesh and Rajasthan)

Kuchipudi
(From Andhra Pradesh)

Activity 1.1

Choose the correct Dance Forms.

1. https://www.youtube.com/watch?v=szkgIb3FLDc&list=RDszkgIb3FLDc&start_radio=1
   Clip 1: ☐ Sega ☐ Bhojpuri ☐ Reggae
2. https://www.youtube.com/watch?v=NQ4QsOedBHc&list=RDNQ4QsOedBHc&start_radio=1
   Clip 2: ☐ Indian Classical ☐ Sega ☐ Fusion
3. https://www.youtube.com/watch?v=v5B4e79bmCs
   Clip 3: ☐ Bhojpuri ☐ Chinese ☐ Reggae

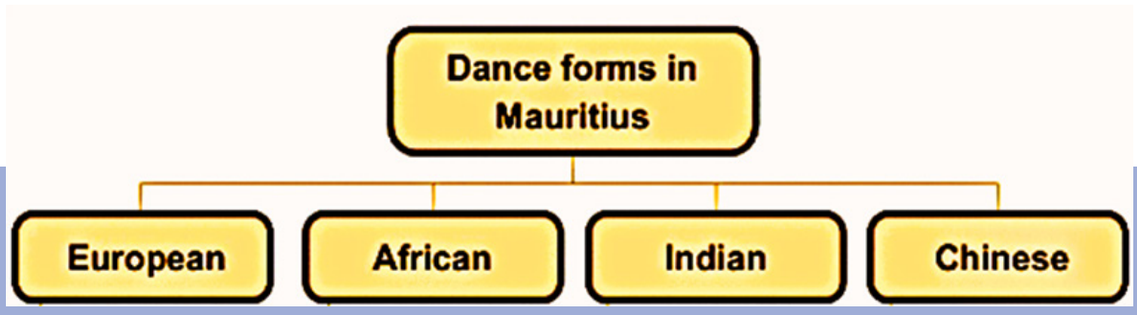
Activity 1.2

Dance Genres

Sort the following into the right category (European / African / Indian / Chinese):

- Sega
- Bhojpuri
- Dragon dance
- Lion dance
- Kolattam
- Bollywood
- Ballroom
- Jhakri

Write your answers under each category.



Activity 2

Learn Short Movement Patterns

Follow the simple friendly movements being demonstrated by your teacher:

- Sega basic side-step
- Kolattam stick tapping
- Bhojpuri hand and hip movements
- Bollywood expressive arm gestures
- Dragon/Lion dance posture and steps

Activity 3

Patriotism Through Movement

(i) In groups, you will create a 6-count dance sequences:

Your sequence must include:

1. One step from any Mauritian dance style
   (Sega, Bhojpuri, Indian dance, African folk ...)
2. One gesture showing patriotism
   (heart shape, unity hands, ocean waves, rising sun)

ii) Your group will receive cloth pieces in red, blue, yellow, and green.

Ideas:

- Make a circle with the cloths to show togetherness.
- Move the blue cloth like the ocean.
- Use the red cloth to form a heart.
- Arrange the cloths like a mini Mauritian flag.

STUDENT SELF ASSESSMENT

I recognised Mauritian dances:

- 🟢 😊 All correctly
- 🟡 🙂 Most
- 🟠 😐 Some
- 🔴 😟 I need help

I performed the steps:

- 🟢 😊 All correctly
- 🟡 🙂 Most
- 🟠 😐 Some
- 🔴 😟 I need help

I showed patriotism through movement:

- 🟢 😊 All correctly
- 🟡 🙂 Most
- 🟠 😐 Some
- 🔴 😟 I need help

My Overall Performance:

- ⭐⭐⭐ Excellent!
- ⭐⭐ Good!
- ⭐ Getting There
- 💡 I Need More Practice

CARD 4

FUNDAMENTAL DANCE STEPS

INTRODUCTION

Every Indian classical dance has **basic steps** that act like the foundation of a building.

These steps help us:

- move safely
- keep balance
- follow rhythm
- build confidence when performing

You will also listen to rhythm, practise syllables, and perform with music.

SECTION A: BHARATNATYAM

Adavu

Body posture

- **Araimandi** (half-sitting)
- Spine straight, knees turned out

1. TATTA ADAVU – First Adavu

Sollukattus/ Syllables:

Taiya Tai

Taiya Tai

Description:

The Adavu starts with the Araimandi posture where the hands are kept either at the back in the Ardhachandra gestures and the wrists firmly placed on the hip bones of the waists or the arms extended in the Natyarambhe position. The right leg is lifted at the back and then brought down to stamp firmly with the sole of the foot. The same is repeated on the left.

2. NATTA ADAVU
FIRST ADAVU

Sollukattus/ Syllables:

Taiyum Tattat

Taiyum Tam

Description:

In this step, the leg is stretched either on the side or in front with the heel touching the floor and the toes raised up. The leg can also be stretched with only the toes touching the floor.

SECTION B:

SECTION B: KUCHIPUDI BASIC SERIES OF ADAVUS

CHATUSRA JATHI ADAVU WITH USI

The main feature of this group is the Usi movement that is

the bobbing movement of the body through the flexion (bending) of the knees.

Adavu 1

PATAKSHARAS/ SYLLABLES

Tehi Tehi Dat Tam

Tattai Tehi Ta Tam

Description:

The right foot is lifted and stamped while sitting in vaishnava sthanaka.

Then there is a slight stamping of the left leg while the body comes to

standing position.

- There is a simultaneous sitting and standing through the flexion of the knees.
- The body turns to each side when standing that is towards the right first and then to the left
- Both hands hold pataka hasta.

ADAVU 2

Pataksharas/ Syllables:

Tehi Tehi Dat Tam

Tattai Tehi Ta Tam

Description:

- Take the vaishnava sthanaka position
- When the pataksharas are recited, one should come to a standing position by stretching the right leg on the side and putting it on the heel.
- The right foot is then stamped while flexing the knee to a half sitting posture.
- The same is repeated on the left side.
- Both hands hold pataka hasta.

SECTION C: KATHAK

Tatkaar and Chakkar

Samapada

- Upright posture

1. TATKAAR

Nritya Bols:

Ta Thai Thai Tat

Aa Thai Thai Tat

Description:

Tatkaar is the basic footwork of Kathak dance. The syllables for tatkaar are "ta thai thai tat" and "aa thai thai tat". Tatkaar is executed by stamping both the right and left feet alternately on the syllables and in rhythm.

Syllables of Tatkaar	Ta	Thai	Thai	Tat	Aa	Thai	Thai	Tat
Foot to Stamp	Right	Left	Right	Left	Left	Right	Left	Right

CHAKKAR

Chakkar means turn or pirouette. Chakkar is referred to as "Bhramari". In Kathak dance chakkar is to take a turn about oneself on a central vertical axis. Chakkar-s are systematically performed by maintaining the axis of the body.

Important features:

- Focus on one spot
- Balance and control

(A)

(B)

ACTIVITY 1

Rhythm Talk & Step 🎵👣

First, we learn to connect sound + rhythm + movement.

Step 1 - Say it

Repeat after your teacher while clapping:

Bharatanatyam: Taiya Tai

Kuchipudi: Tehi Tehi Dat Tam

Kathak: Ta Thai Thai Tat

Step 2 - Clap it

Clap the beat while saying the syllables softly.

Tick ✔ when you managed:

I could...	✔
Clap on the beat	
Say the syllables	
Do both together	

Step 3 - Dance it

Now add the footwork.

How did it feel?

☐ Easy ☐ Okay ☐ Difficult

Write one challenge:

.....

ACTIVITY 2

Dance to the Beat – MUSIC & ENTERTAINMENT 🎧✨

Dance becomes exciting when movement + rhythm + music come together.

1️⃣ **Listen First**

Your teacher plays a short rhythm.

Tap the beat with:

☐ **hands** ☐ **feet**

Answer:

Is the music:

☐ Slow ☐ Fast

Does it make you want to move?
2️⃣ **Move with Music**

Perform your dance steps:

1. Once without music
2. Once with music

Circle what changed:

- ☐ Felt more fun
- ☐ Felt faster
- ☐ Felt easier
- ☐ Needed more focus

Describe the difference:

3️⃣ Perform to Entertain

Now imagine you are on stage!

Remember:

- ✔️ clear foot sounds
- ✔️ lively energy
- ✔️ confident posture

How confident did you feel?

- 🌟🌟🌟 **Very confident**
- 🌟🌟 **Getting there**
- 🌟 **A little shy**

ACTIVITY 3

Step - Freeze - Perform ⏸️🩰

This activity helps you stay balanced, controlled, and aware of the stage.

What to do:

1️⃣ Dance while the music plays
2️⃣ When music stops - FREEZE!
3️⃣ Hold your posture without moving

Tick ✔ the ones you did successfully:

I could...	✔
Stop immediately	
Hold my balance	
Keep my posture correct	
Start dancing again smoothly	

Some students will perform alone or in small groups.

Write one thing you did well:

_____

Write one thing you want to improve:

_____

_____

STUDENT SELF ASSESSMENT

I can perform the basic steps:

- 🟢 All correctly
- 🟡 Most
- 🟠 Some
- 🔴 I need help

I can follow rhythm:

- 🟢 Always
- 🟡 Sometimes
- 🟠 Not yet

I feel confident performing in front of others:

- 🌟 Yes
- 🙂 A little
- 😟 Not yet

CARD 5

SINGLE HAND GESTURES (ASAMYUTA HASTAS)

INTRODUCTION

In Indian classical dance, the **hands speak.**

Hand gestures are called **Hastas** or **Mudras.**

They help dancers **communicate without words** and are used to show:

- objects
- animals
- nature
- emotions
- actions
- ideas and stories

Single-hand gestures are called **Asamyuta Hastas.**

They are an important part of **Abhinaya** (expression) in dance.

Students should learn and use the following terms:

- **Asamyuta Hastas** – single-hand gestures
- **Samyuta Hastas** – double-hand gestures
- **Hasta / Mudra** – symbolic hand gesture
- **Abhinaya** – expression in dance
- **Natya** – dramatic expression
- **Hasta Viniyoga** – use/application of gestures

List of **Asamyuta Hastas and their uses**:

1. Pataka – flag
2. Tripataka- a flag with three fingers
3. Ardhapataka – half-flag

4. Kartarimukha – scissors
5. Mayura – peacock
6. Ardhachandra – half moon
7. Arala – bent
8. Shukatunda – parrot's head
9. Mushti – fist
10. Shikhara – peak
11. Kapittha – elephant-apple
12. Katakamukha – opening in a bracelet
13. Suchi – needle
14. Chandrakala – digit of the moon
15. Padmakosha – lotus bud
16. Sarpashirsha – snake hood
17. Mrigashirsha – deer head
18. Simhamukha – lion face
19. Kangula – bud
20. Alapadma – bloomed lotus
21. Chatura – square
22. Bhramara – bee
23. Hamsasya – swan beak
24. Hamsapaksha – swan wing
25. Samdamsha – pincers
26. Mukula – blossom
27. Tamrachuda – cock
28. Trishula – Trident

Pataka

Tripataka

Ardhapataka

Kartarimukha

Mayura

Ardhachandra

Arala

Sukatunda

Musti

Sikhara

Kapittha

Katakamukha

Suchi

Chandrakala

Padmakosa

Sarpashirsa

Mrgasirsa

Simhamukha

Kangula

Alapadma

Catura

Bhramara

Hamsasya

Hamsapaksa

Sandamsa

Mukula

Tamracuda

Trisula

ACTIVITY 1.1

Match the following figures with their respective gestures:

Trishula

Mukula

Tripataka

Padmakosha

Chandrakala

ACTIVITY 1.2

Match the Gesture to the Meaning

Draw a line to match:

Pataka	**Flag with three fingers**
Tripataka	**Swan beak**
Shikhara	**Flag**
Ardhachandra	**peak**
Hamsasya	**Half flag**

ACTIVITY 2

My Environment in Hand Gestures

Tick what you can show with your hands:

- ☐ tree
- ☐ bird
- ☐ rain
- ☐ flowing river
- ☐ sun
- ☐ mountain

Draw or describe ONE gesture you liked:

_____

_____

ACTIVITY 3

Save Nature Earth

Students demonstrate through hand gestures what the teacher narrates:

- tree growing
- people cutting trees
- animals losing home
- children planting saplings
- earth smiling again

MULTIPLE CHOICE QUESTIONS

Multiple-Choice Questions

1. Single-hand gestures are called:
   a) Abhinaya
   b) Asamyuta Hastas
   c) Samyuta Hastas

2. Hastas are used to:
   a) sleep
   b) talk loudly
   c) communicate without words

3. Which is a nature theme?
   a) television
   b) tree
   c) pencil

Short Answer Questions

Name five Asamyuta Hasta you learned:

_____

Write one thing we must protect in nature:

_____

_____

STUDENT SELF ASSESSMENT

I can name hand gestures:

Yes A little Not yet

I can use gestures to show environment:

Yes A little Not yet

I enjoyed learning:

a lot
some
not much

CARD 6

CLASSICAL DANCES OF INDIA

INTRODUCTION

India has many beautiful classical dances. Each dance comes from a different place and has special movements, music, and costumes.

https://www.youtube.com/watch?v=Jjr8vZFLiXc

1. **Bharatanatyam** – Tamil Nadu

- Strong posture, bent knees (Araimandi)
- Expressive eyes and hand gestures

2. **Kathak** – North India (Uttar Pradesh)

- Fast footwork
- Chakkar or Turn

3. **Kathakali** – Kerala

- Colourful makeup and costumes
- Strong facial expressions

4. **Manipuri** – Manipur

- Gentle and flowing movements
- Inspired by devotion and nature

5. **Odissi** – Odisha

- Curved body posture (Tribhanga)
- Soft and graceful movements

6. **Kuchipudi** – Andhra Pradesh

- Graceful movements
- Combination of dance and drama

7. **Mohiniyattam** – Kerala

- Soft, feminine movements
- White and gold costume

ACTIVITY 1

Name the Dance

Identify the names of the Indian classical dances through the pictures given below:

1 .....

2 .....

3 .....

4 .....

5 .....

ACTIVITY 2.1

Match the Dance to the State

Draw a line to match:

Bharata Natyam	Uttar Pradesh
Kathak	Kerala
Kathakali	Manipur
Manipuri	Andhra Pradesh
Odissi	Kerala
Kuchipudi	Tamil Nadu
Mohini Attam	Odisha

ACTIVITY 2.2

Paste or place the card on the map.

ACTIVITY 3

Move Like a Dancer

Tick ✔ what you tried:

- ✔ Strong posture
- ✔ Soft hands
- ✔ Turning movement
- ✔ Facial expression

How did you feel?

☐ Happy ☐ Excited ☐ Shy

ACTIVITY 4

Colour

Colour the Kathakali mask below:

SELF ASSESSMENT

I can name Indian classical dances:

Yes A little Not yet

I enjoyed moving like a dancer:

Yes Sometimes Not yet

I respect different cultures:

Yes Learning Not yet

My Overall Feeling About This Lesson

I loved it!

It was good

I need more practice

CARD 7

CONCEPT OF DANCE

INTRODUCTION

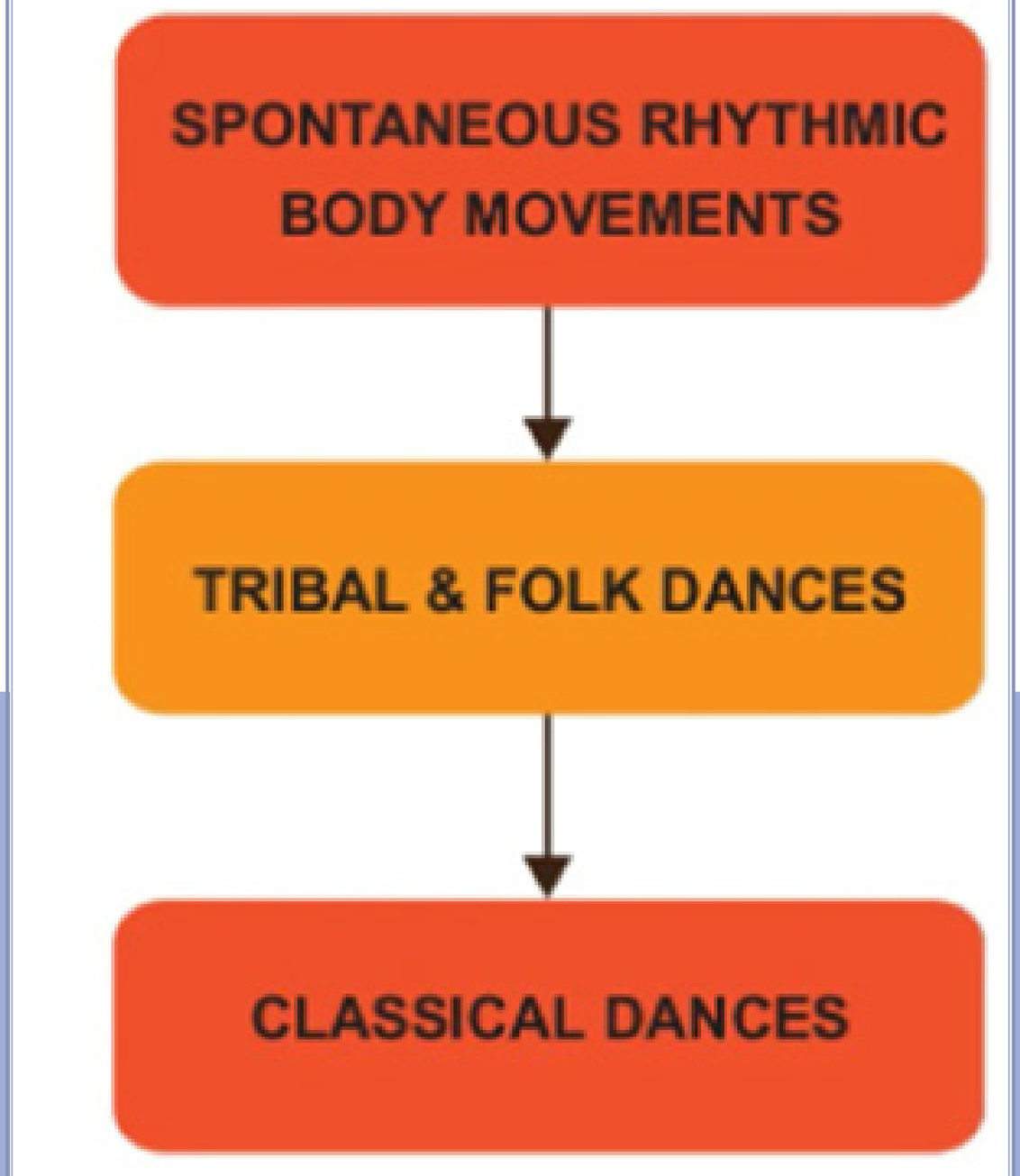
Dance is the movement of the body with rhythm. These movements can be natural, free, or arranged. Dance is a way to express feelings, ideas, and experiences using the body. From ancient times, people danced. Primitive people lived close to nature. They:

- Imitated animals
- Copied sounds and movements
- Used body movements to communicate before language

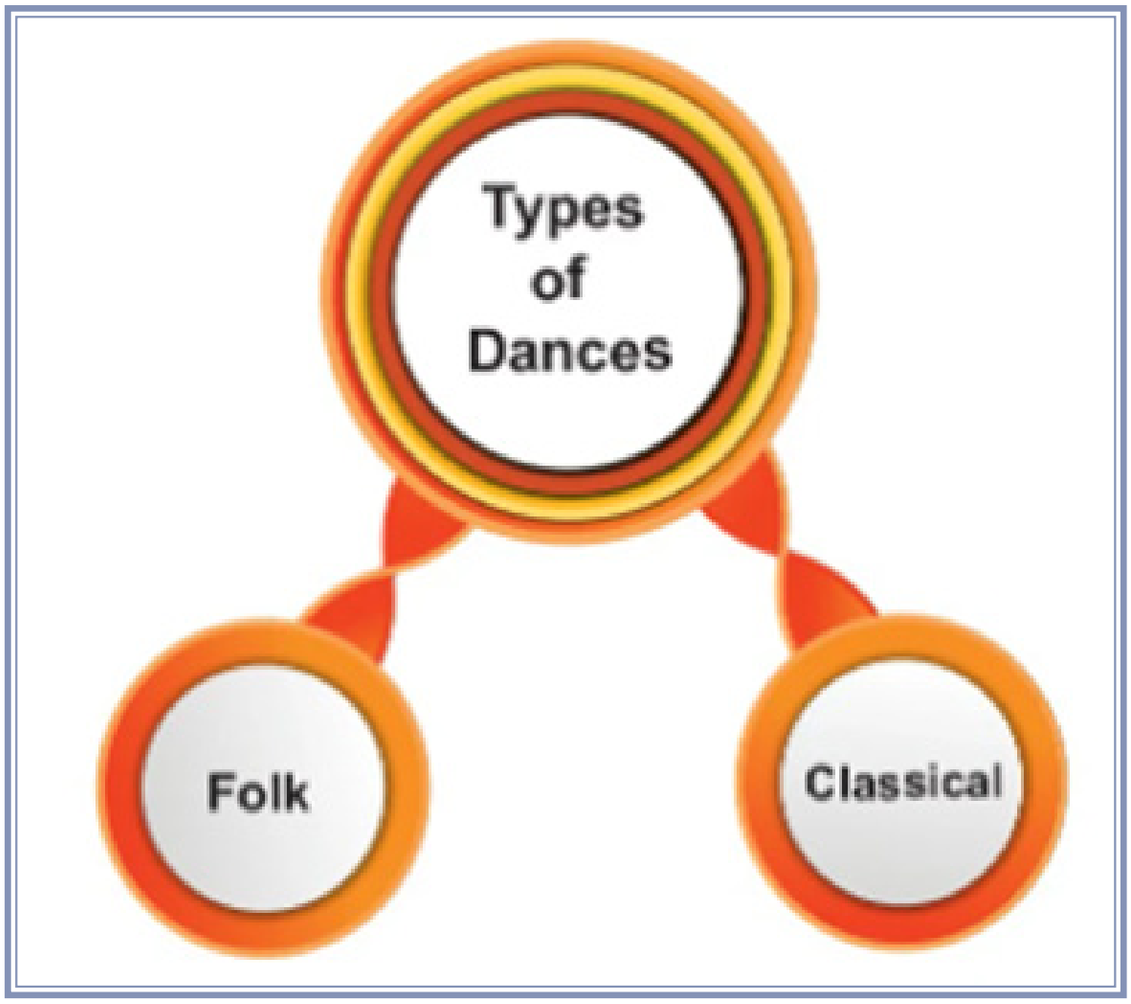
Primitive man dancing

As civilisation developed, dance also changed. Dance became connected to culture, traditions, and entertainment.

EVOLUTION OF DANCE



FOLK DANCE & CLASSICAL DANCE



Folk Dance

- Dance of the people
- Easy and fun
- Performed during festivals and celebrations
- For enjoyment and entertainment

Sega dance from Mauritius

Maori dance from New Zealand

SOME FOLK DANCES AROUND THE WORLD

Square Dance from America

Hat dance from Mexico

Bihu dance from India

African folk dance

Bhangra from India

Chinese Lion Dance

CLASSICAL DANCE

- Has rules and techniques
- Needs training and practice
- Uses hand gestures, steps, expressions
- Needs music and rhythm knowledge

Western Classical Dance

Basic Differences between Folk and Classical Dance

• Learnt in informal ways.	• Requires formal training and years of practice to learn.
• Simple feet movements.	• Complex feet movements.
• Simple rhythm.	• Intricate rhythm.
• Folk music for accompaniment.	• Classical music for accompaniment
• Movements reflect daily activities.	• Movements are very stylised.
• Uses simple hand gestures.	• Uses codified and specific hand gestures.
• Easily understood by all people in general.	• Can be understood only by the initiated ones.
• Uses local languages.	• Uses traditional languages.
• Wears traditional colourful clothes of the country/ culture.	• Wears specific style of costume.
• Usually performed in group.	• Can be performed in group and solo.
• Wears native make-up and jewelleries.	• Wears sophisticated make-up and jewelleries.

Benefits of dance

Physical Benefits	Mental Benefits	Emotional Benefits
• Promotes health and prevents many diseases. • Improves flexibility. • Improves stamina. • Reduces fat. • Increases muscle mass. • Maintains bone density. • Promotes body awareness and personal grooming.	• Improves ability to memorise. • Improves concentration. • Improves eye and hand co-ordination. • Increases will power and perseverance. • Inculcates discipline.	• Fosters greater understanding of human emotions and feelings. • Promotes moral values. • Enhances self-esteem and self-worth. • Develops the aesthetic sense.

IMPORTANCE OF DANCE

Dance is done for:

- Entertainment
- Expression
- Festivals
- Health
- Worship

ACTIVITY 1

Dance Like Nature 🎵👣

Listen to the music played by your teacher.

Move your body like nature.

Do the actions:

- Move like an animal:

☐ Bird ☐ Elephant ☐ Snake

- Make sounds using:

☐ Clapping ☐ Stamping

- Freeze your body when the music stops

Stick ✔ what you did:

Action	✔
I moved like an animal	☐
I followed the rhythm	☐
I stopped when the music stopped	☐

Think and Answer (Or Discuss):

How did people dance before language?

- ☐ Using body movements
- ☐ Using sounds
- ☐ Using expressions

Activity 2:

Look at the pictures

or videos shown by your teacher.

Tick ✔ the correct box:

Dance Type	Folk	Classical
Easy and fun	☐	☐
Needs training	☐	☐
Performed at festivals	☐	☐
Uses hand gestures and expressions	☐	☐

Circle the correct answer:

1. Folk dance is danced for:

o Fun / Exams

2. Classical dance needs:

o Practice / Guessing

Activity 3:

Why Do We Dance? 💃🎶

People dance for many reasons.

Tick ✔ the reasons:

- ☐ Entertainment
- ☐ Expression
- ☐ Festivals
- ☐ Health
- ☐ Worship

Move with Music:

When music plays, show **one movement** for one reason.
Circle your choice:

- Strong movement ⟶ **Entertainment**
- Slow, soft movement ⟶ **Expression**

Tell:

Why did you dance this movement?

STUDENT SELF ASSESSMENT

I can...	Yes😊	A little🙂	Not yet 😐
Move with music	☐	☐	☐
Express feelings with my body	☐	☐	☐
Tell why people dance	☐	☐	☐

I understand the concept of dance:

- 🟢 😊 Yes
- 🟡 🙂 A little
- 🟠 😐 Not yet

I enjoyed dancing with music:

- 🟢 😊 Yes
- 🟡 🙂 A little
- 🟠 😐 Not sure

My Overall Performance

- ⭐⭐⭐ Excellent
- ⭐⭐ Good
- ⭐ Getting there
- 💡 I need more practice

CARD 8

RHYTHM

INTRODUCTION

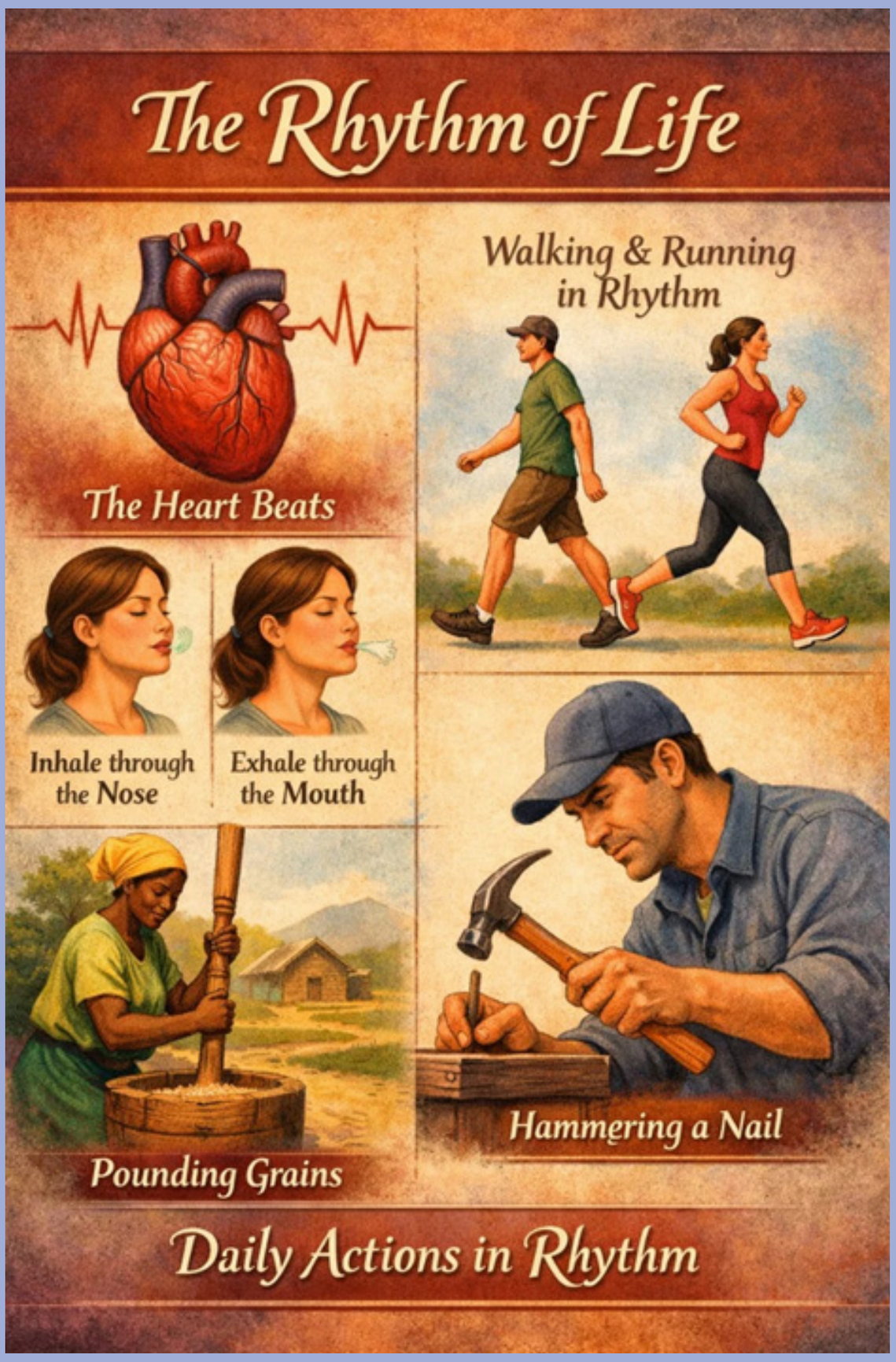
WHAT IS RHYTHM?

Rhythm is a pattern of sounds with a regular and repetition. The intervals between the sound 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


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

- Human 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/Taal.
- 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 ❤️🌬️

Let's feel the rhythm in our body!

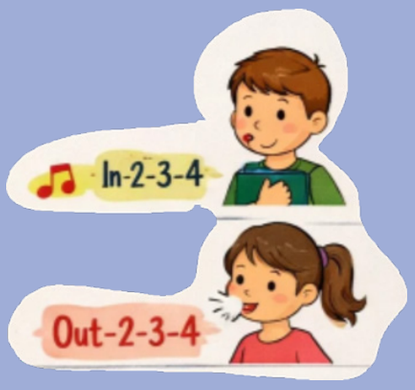
What to do:

1. Sit or stand comfortably.
2. Place your hand on your chest.
3. Feel your heartbeat.
4. Clap slowly to match your heartbeat.
5. Breathe with rhythm:

o Inhale through your nose (count 1–2–3–4)

o Exhale through your mouth (count 1–2–3–4)

6. Walk slowly.
7. Walk faster, keeping the rhythm.



Tick (✔) what you could do:

I could...	✔
Feel my heartbeat	☐
Clap in rhythm	☐
Breathe in and out with counting	☐
Walk in rhythm	☐

Circle the correct answer:

My heartbeat rhythm was:

Slow / Fast

How did you feel?

☐ Calm ☐ Happy ☐ Tired ☐ Excited

ACTIVITY 2

RHYTHM AROUND US – ENVIRONMENT 🌍

Rhythm is all around us in nature!

Listen carefully to the sounds played by your teacher.

Match the sound with the movement:

Sound		Movement		
Waves 🌊	☐	Swaying arms	☐	Jumping
Rain 🌧️	☐	Finger tapping	☐	Stamping
Birds 🐦	☐	Light jumps	☐	Heavy steps

Circle the correct answer:

The sound of waves is:

Slow / Fast

The sound of rain is:

Slow / Fast

Tell one rhythm you find in nature:

ACTIVITY 3

CLAP – STEP – DANCE 🎶

Let's move with rhythm!

What to do:

1. Clap the rhythm shown by your teacher.
2. Repeat the rhythm.
3. Add foot steps.
4. Add simple hand or body movements.
5. Dance with the music.

Tick (✔) what you could do:

I could...	✔
Clap on the beat	☐
Step with rhythm	☐
Move hands and body	☐
Dance with music	☐

How was this activity?

☐ Easy ☐ A little difficult ☐ Fun

One thing I did well:

_____

One thing I want to improve:

_____

_____

STUDENT SELF ASSESSMENT

I can clap in rhythm:

- 😊 Yes
- 🙂 Sometimes
- 😟 Not yet

I can move with music:

- 😊 Yes
- 🙂 Sometimes
- 😟 Not yet

I enjoyed learning rhythm:

- 😊 Yes
- 🙂 A little
- 😟 Not much

CARD 9

IMAGINE, CREATE AND IMPROVISE

INTRODUCTION

Dance helps us imagine, create and express ideas without speaking.

In this chapter, you will:

- Learn how to move safely in space
- Walk in different patterns
- Dance to slow, medium and fast rhythms
- Use hand gestures to show ideas and objects

ACTIVITY 1

WALKING IN SPACE – MOVE & FREEZE

Move safely in personal and general space.

What to do:

1. Stand on your spot marker.
2. When the teacher starts counting 1–8, walk around the space.
3. When you hear 8, freeze or return to your spot.
4. Repeat the activity using different walking styles:

- Slow walk
- Fast walk
- Tiptoe walk
- Firm walk

Remember:

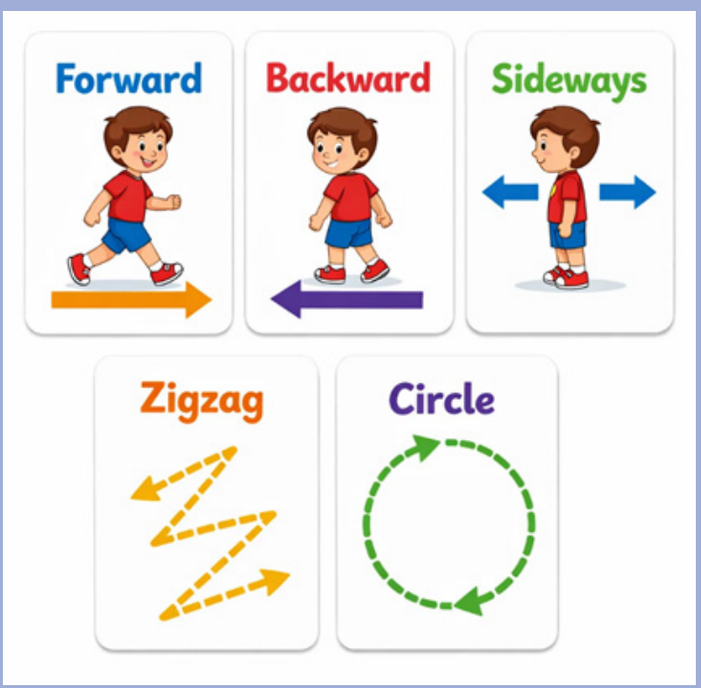
- ✔ Keep a safe distance from others.
- ✔ Do not bump into anyone.
- ✔ Respect your own space and the space of others.

ACTIVITY 2

FLOOR PATTERNS & RHYTHM

Floor patterns:

- Forward
- Backward
- Sideways
- Zigzag
- Circle



What to do:

1. Watch the floor pattern shown by the teacher.
2. Practise the same pattern:
   - On your own
   - In a small group
3. Repeat the pattern to different rhythms:
   - Vilambit – slow clapping
   - Madhyama/ Madhya – steady/medium clapping
   - Drutama/ Drut – fast clapping

Remember:

Basic dance steps look more beautiful when they match the correct rhythm.

ACTIVITY 3

EXPRESSING IDEAS USING ASAMYUTA HASTAS

Use hand gestures to express ideas without speaking.

Hand gestures and their uses:

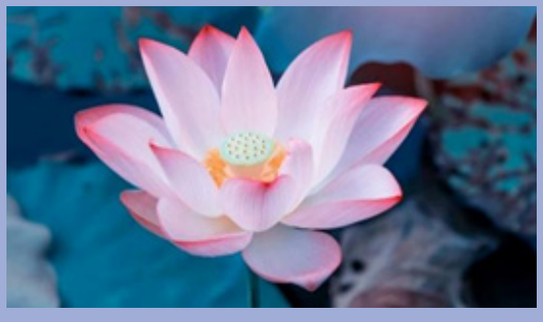
- Pataka – cutting
- Tripataka – tree
- Mayura – peacock
- Ardhachandra – plate
- Alapadma – full bloomed lotus
- Simhamukha – deer face
- Brahmara – bee

Example

A deer's head

Simhamukha

↓ **Alapadma**



Full bloomed lotus

What to do:

1. Watch and copy each hand gesture shown by the teacher.
2. Practise the gestures in front of a mirror or with your friends.
3. Use the gestures to show:

- A flower and a bee
- A forest scene (trees, deer, flowers)
- A flower blossoming

Remember:

- Be creative
- There can be more than one correct way to show an idea
- Encourage and support your friends.

Reflection

What did you enjoy most in today's lesson?

Show one movement that made you feel confident.

SELF ASSESSMENT

I can move safely in space:

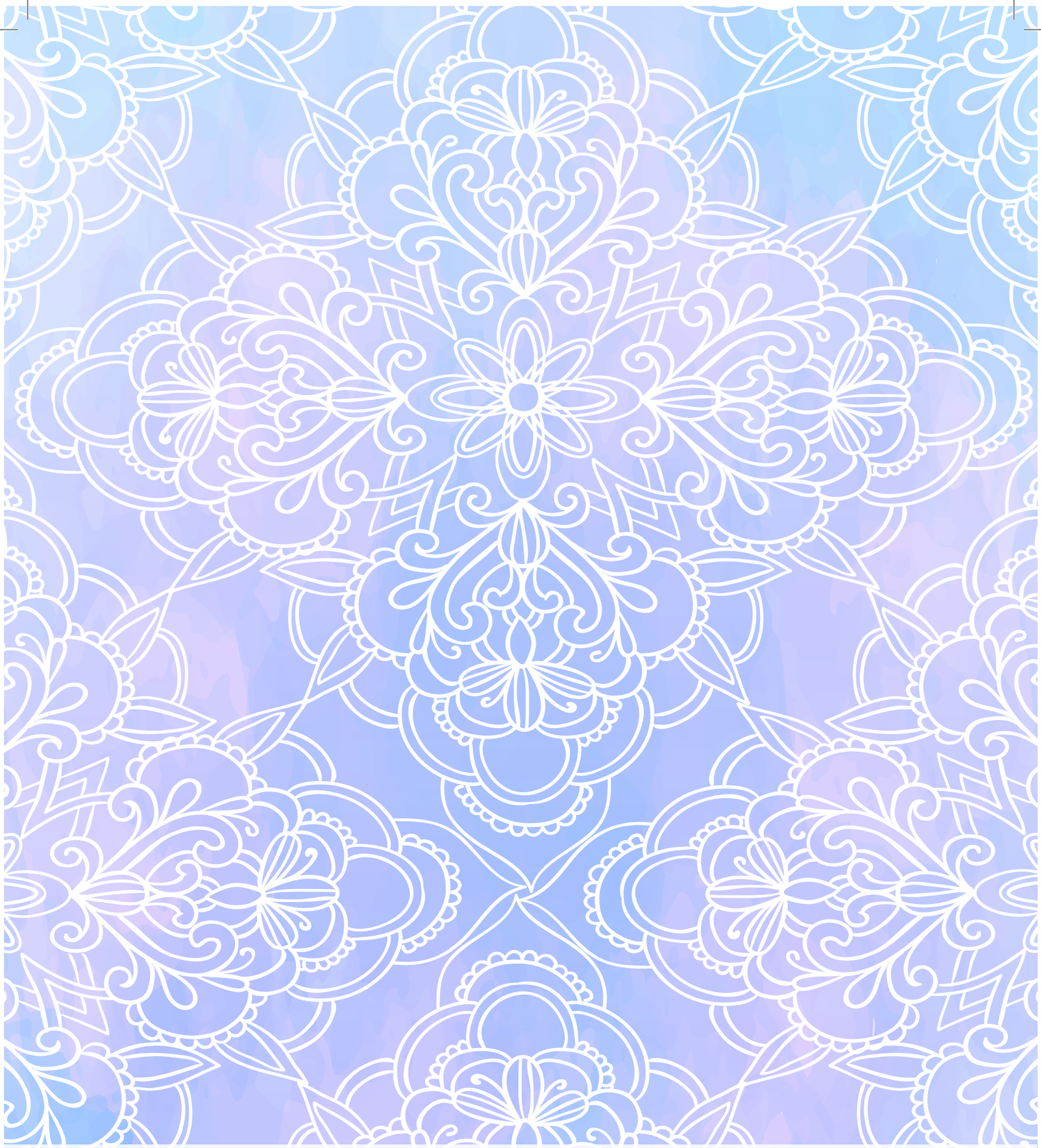
- Yes
- Sometimes
- Not yet

I can dance to rhythm:

- Yes
- Sometimes
- Not yet

I can use hand gestures:

- Yes
- Sometimes
- Not yet



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