TEACHER'S GUIDE

FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS

GRADE 7

DANCE

MOEHR
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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

TABLE OF CONTENT

Table of Contents

CARD 1 PRE-DANCE WARM-UP & ELEMENTS OF DANCE 1

TEACHING TRAJECTORIES / IMPLEMENTATION GUIDELINES & INTRODUCTION 4
ACTIVITY 1 5
ACTIVITY 2 7
SMALL GROUP MINI-CHALENGE 8
ASSESSMENT CRITERIA & ASSESSMENT RUBRIC 9

CARD 2 BASIC DANCE POSTURES 11

INTRODUCTION - POSTURES IN LIFE AND DANCE 14
SECTION B: DANCE POSTURES 15
ACTIVITY 1 20
ACTIVITY 2 21
ACTIVITY 3 22
EXTENSION ACTIVITY 24

CARD 3 CULTURAL APPRECIATION & DIGITAL INTEGRATION 25

INTRODUCTION 28
DANCE FORMS IN MAURITIUS 29
BRIEF INTRODUCTION TO KEY DANCE FORMS 30
MAIN INDIAN CLASSICAL DANCES PRACTISED IN MAURITIUS 32
ACTIVITY 3 34
ASSESSMENT CRITERIA & ASSESSMENT RUBRIC 35
EXTENSION ACTIVITY 36

CARD 4 FUNDAMENTAL DANCE STEPS 37

TEACHING TRAJECTORIES / IMPLEMENTATION GUIDELINES & INTRODUCTION 40
SECTION A - BHARATNATYAM 41
SECTION B-KUCHIPUDI 43
SECTION C: KATHAK 46
2. CHAKKAR 48
ACTIVITY 1 49
ACTIVITY 2 50

ACTIVITY 3 51
ASSESSMENT RUBRIC 52
EXTENSION ACTIVITY 53

CARD 5 SINGLE HAND GESTURES (ASAMYUTA HASTAS) 54

INTRODUCTION 58
ACTIVITY 1 62
ACTIVITY 2 65
ACTIVITY 3 66
ASSESSMENT CRITERIA 68
ASSESSMENT RUBRIC 68
ASSESSMENT CRITERIA & ASSESSMENT RUBRIC 68
EXTENSION ACTIVITY 69

CARD 6 CLASSICAL DANCES OF INDIA 70

INTRODUCTION 73
KATHAK & KATHAKALI 74
MANIPURI & ODISSI 75
KUCHIPUDI & MOHINIYATTAM 76
ACTIVITY 2 77
ACTIVITY 3 78
ACTIVITY 4 79
ASSESSMENT CRITERIA & ASSESSMENT RUBRIC 80
EXTENSION ACTIVITY 81

CARD 7 CONCEPT OF DANCE 82

INTRODUCTION 85
EVOLUTION OF DANCE 86
FOLK DANCE & CLASSICAL DANCE 87
CLASSICAL DANCE 89
IMPORTANCE OF DANCE 90
ACTIVITY 1 92
ACTIVITY 2 & 3 93
ASSESSMENT CRITERIA 94
EXTENSION ACTIVITY 95

CARD 8 RHYTHM 96

INTRODUCTION & NATURAL RHYTHM IN MAN 99
RHYTHM IN NATURE 101
RHYTHM IN MUSIC AND DANCE 102
ACTIVITY 1 103
ACTIVITY 2 105
ACTIVITY 3 106
EXTENSION ACTIVITY 108

CARD 9 IMAGINE, CREATE AND IMPROVISE 109

INTRODUCTION 112
ACTIVITY 1 113
ACTIVITY 2 114
ACTIVITY 3 115
ASSESSMENT CRITERIA & ASSESSMENT RUBRIC 117
EXTENSION ACTIVITY 118

CARD 1

PRE-DANCE WARM-UP & ELEMENTS OF DANCE



Competency:

Body Conditioning- Students should be able to demonstrate the ability to develop body, spatial awareness and perform simple movement sequences.

Element 1

Perform basic postures and simple sequences with guidance.

Performance Criteria

- **Level 1:** Perform basic warm-up actions with correct posture.
- **Level 2:** Maintain posture and complete extended sequences with confidence.

Purpose of Activity

- To reintroduce students to movement through fun, welcoming warm-up tasks.
- To introduce **core dance vocabulary** (posture, alignment, locomotor / Non-locomotor movement, body shape, tempo, energy).
- To help students understand the elements of dance- B.A.S.T.E (Body, Action, Space, Time, Energy) in simple and practical ways.
- To prepare the body safely for further dance learning by improving joint mobility, core stability and posture.
- To build class unity after returning to school.

Learning Outcomes

By the end of this lesson, students should be able to:

- Execute simple warm-up exercises safely.
- Identify the 5 elements of dance (B.A.S.T.E).
- Perform short guided sequences using body, space, time, and energy variations.
- Collaborate in a group through welcoming back-to-school tasks.

Resources and Materials

- Open space for movement
- Soft instrumental music / upbeat school-themed track
- Flashcards with B.A.S.T.E terms
- Chart paper for group activity

Teaching Trajectories / Implementation Guidelines

Introduction

Invite students to stand in a circle.

Teacher says: “Welcome back to school! Today we warm up our bodies and minds so we can start the year strong.”

Ask students simple questions:

- “How does your body feel today?”
- “Can you show me a movement that matches how you feel about being back?” (happy jump, shy wave, relaxed stretch)



ACTIVITY 1

Warm-Up – Back-to-School Body Wake-Up

Step-by-step warm-up:

1. **Breathing in and out –** "Smell the new schoolbooks...blow out your worries."
2. **Shoulder rolls –** "Roll away the holiday sleepiness."
3. **Neck circles –** Slow and gentle.
4. **Reach up & stretch –** "Reach for new goals this year!"
5. **Marching on the spot –** "March confidently into a new school year!"
6. **Jump –** Standing jump and sitting jump



Link to B.A.S.T.E (introduce the terms):

- **Body –** Parts we are using (arms, legs, shoulders). Introduce **body shapes**: straight, curved, angular.
- **Action –** Stretching, stepping, clapping. Introduce **locomotor** (walk, slide, hop) and **nonlocomotor** (bend, twist, turn) movements.
- **Space –** Move in your own safe bubble; explore **levels** (high, medium, low) and **directions** (forward, backward, diagonal).
- **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 2

B.A.S.T.E Movement Corners – 'Explore Your School Spaces!'

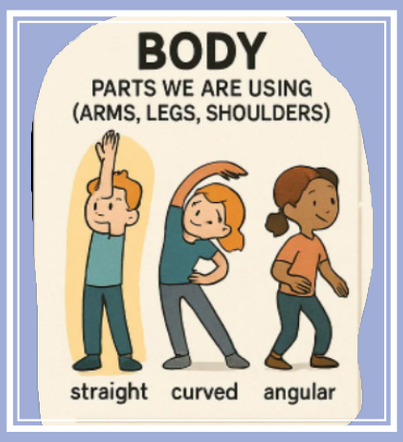
Set up **5 corners** of the class, each labelled with **B – A – S – T – E.**

Students rotate in small groups (with added Grade 7 technical terms):

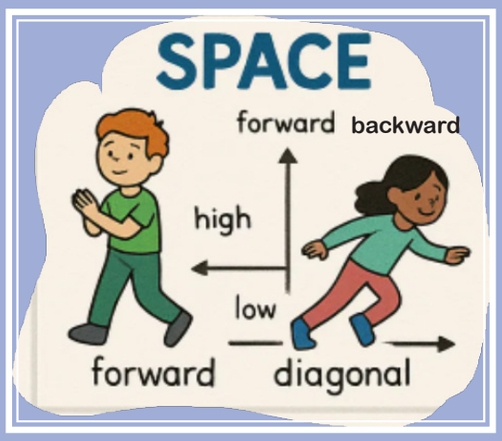
- **Body Corner:** Teacher point to and ask students to move different body parts. Create **body shapes:** straight, curved, angular. Point to and move different body parts.
- **Action Corner:** Choose an action card (jump, bend, twist, reach). Identify whether it is **locomotor** or **non-locomotor.**
- **Space Corner:** Direct students to move in big shapes or small shapes. Explore **levels, directions,** and **pathways** (straight, curved, zig-zag).
- **Time Corner:** Direct students to move fast like "late to school"... then slow like "end of school day." Identify **tempo** and **pulse.**
- **Energy Corner:** Direct students to move softly like tiptoeing in library; and then strongly like ringing the school bell. Explore **movement qualities** (sharp, smooth, light, strong).

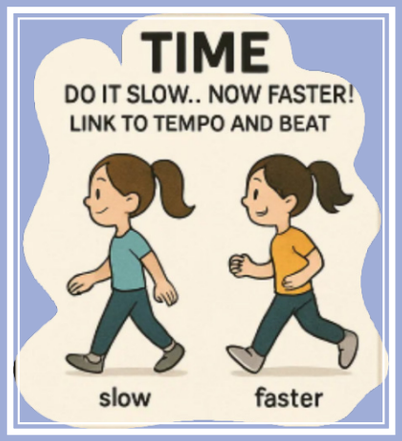
SMALL GROUP MINI-CHALENGE

Each group creates a short **4-count sequence** using their chosen B.A.S.T.E element.











ASSESSMENT CRITERIA

- Follow warm-up exercises safely with good **posture** and **alignment.**
- Identify at least 3 B.A.S.T.E elements.
- Use appropriate vocabulary
- Perform simple sequences with guidance.
- Cooperate positively in group tasks.

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Warm-Up exercises	Need frequent guidance	Perform most movements correctly	Perform all safely and confidently
Understanding B.A.S.T. E	Identify 1–2 elements	Identify 3–4 elements	Explain all 5 with examples
Movement Sequence	Need help to follow	Follow sequence with minor errors	Perform smoothly with rhythm
Group Work	Difficulty cooperating	Work well with reminders	Excellent teamwork and respect

EXTENSION ACTIVITY

"Design Your Own Welcome-Back Move"

Students create a movement that represents how they feel starting the school year, applying at least **two B.A.S.T.E elements.**

Examples:

- A slow stretch (Time + Body)
- A strong step forward (Energy + Action)
- A big circular arm wave (Space + Body)

CARD 2

BASIC DANCE POSTURES



Competency

Students develop awareness of posture, balance, alignment, and correct dance and everyday positions.

Element 1.2

Maintain posture and perform extended sequences with confidence.

Performance Criteria

- **Level 1:** Identify and imitate basic dance postures.
- **Level 2:** Hold posture steadily and transition safely between positions.

Purpose of Activity

- Introduce four basic dance postures in Indian classical dance: **Samapada, Vaishnava Sthanaka, Natyarambhe, Sausthava, Muzhumandi**
- Introduce **everyday body postures** used in daily life.
- To help learners connect everyday body postures to simple weather conditions.
- To support posture awareness using real-life, familiar movements.
- To enhance creativity and expression through weather-inspired actions.
- To create a smooth bridge between daily-life movements and classical dance postures.

Learning Outcomes

By the end of the lesson, students will be able to:

- demonstrate four dance postures and several everyday body postures.
- develop balance while maintaining each body posture
- Describe the features of body postures.
- differentiate between everyday body and dance postures.

Resources & Materials

- Open space
- Flashcards (dance + everyday postures)
- Drum beat / simple rhythm
- Floor markers

Teaching Trajectories / Implementation Guidelines

Introduction – “Postures in Life and Dance”

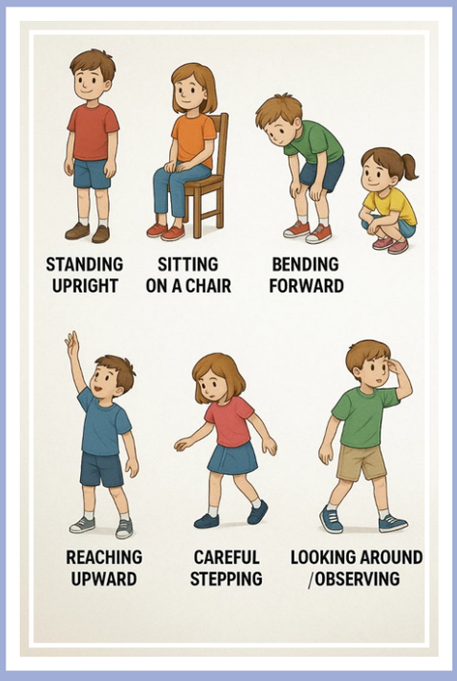
- Begin with questions:
  - "How do we stand when listening?"
  - "How do we bend to pick up something?"
  - "How do dancers stand and sit?"
- Explain: "Today we learn dance postures AND everyday postures that help us enjoy different weather conditions."

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)**





Theme:
Weather makes us move

Begin with a brief discussion:

- "What do we do when the sun is hot?"
- "How does our body feel when it is cold?"
- "What do we do when we see rain clouds?"
- "How do we walk when the wind is strong?"

Explain to students:

"We use different postures every day depending on the weather. Today we will learn these postures and move like the weather!"

Daily-Life Weather Postures

1. Standing Tall – Sunny Day

- Neutral body alignment
- Feet slightly apart
- Arms relaxed

  Cue: "Stand tall under the warm sun."

2. Reaching Up – Bright Sunshine / Rainbow

- Arms stretched upward
- Spine extended

  Cue: "Reach up to touch the sunshine or rainbow."

3. Bending Down – Rainy Day

- Knees bent
- Body leaning forward

  Cue: "Bend to pick up your umbrella."

4. Curling / Hug-In Posture – Cold Weather

- Arms wrapped around body
- Shoulders slightly rounded

  Cue: "Hug your body to stay warm."

5. Stretching Wide – Windy Day

- Arms stretched sideways
- Chest open

  Cue: "Open your arms wide like the wind is blowing."

6. Tip-Toe Walking – Cloudy or Quiet Weather

- Walking softly on toes
- Soft posture

  Cue: "Walk gently like floating clouds."



ACTIVITY 1

Weather Statue Game – “Freeze Like the Weather!”

Students walk around the space.
When teacher calls out a weather type, they freeze in the matching posture.

Weather Call	Posture	Cue For Students
☀️ Sunshine	Reaching Up	“Grow tall like sunlight!”
🌧️ Rain	Bending Down	“Pick your umbrella.”
💨 Wind	Stretching Wide	“Let the wind move you!”
❄️ Cold	Curling posture	“Warm your body.”
☁️ Cloudy	Tip-toe Walking pause	“Float like clouds.”

Teaching Strategy:

Use slow counts, claps, or simple rhythms to control the freeze moments.



ACTIVITY 2

Move Like the Weather – Locomotor + Posture Sequence

Guide learners through a simple movement pattern:

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

Repeat twice with a steady rhythm.

Variation: Change tempo – slow ⟶ medium ⟶ fast

Safety Cue: "Use soft knees when bending."

ACTIVITY 3

Weather Pathway Stations

Place simple weather symbols on the floor.

Students 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."

Learners pause for 5–7 seconds before moving to the next station.





ASSESSMENT CRITERIA

Criteria	Basic	Intermediate	Proficient
Weather Posture Accuracy	Needs help identifying postures	Correct in 2–3 weather postures	Accurate in all weather postures
Expression	Minimal expression	Shows some weather qualities	Clearly expresses each weather condition
Transitions	Slow/unclear	Smooth with guidance	Confident and independent

EXTENSION ACTIVITY

“My Weather Movement” Mini-Creation

Students choose one weather type and create a simple 3-step movement using any of the learned postures.

Example:

☀️Sun → Stand Tall → Reach Up → Stretch Wide



CARD 3

CULTURAL APPRECIATION & DIGITAL INTEGRATION



Competency

Cultural Appreciation & Digital Integration

Students learn to recognise and appreciate the wide variety of Mauritian dance traditions that reflect our multicultural identity. Students express emotions related to patriotism, unity, and cultural pride through movement.

Element

Students explore how cultural identity is reflected through movement and performance.

Performance Criteria

- **Level 1:** Identify different Mauritian dance forms.
- **Level 2:** Perform simple basic steps from selected Mauritian dances and show simple gestures that express unity, patriotism, or cultural pride.

Purpose of Activity

- Introduce students to the main dance forms practised in Mauritius.
- Show the multicultural roots of Mauritian dance (**European, African, Indian, Chinese**).
- Help students understand how dance expresses unity, heritage, and national pride.
- Allow learners to experience simple movement patterns inspired by Sega, Indian folk, Bhojpuri, Bollywood, and Chinese festival dances.
- Encourage patriotism and teamwork through group-based creative tasks.

Learning Outcomes

By the end of the lesson, students should be able to:

- Identify **various dance** forms from Mauritius.
- Describe the multicultural roots of Mauritian dance.
- Perform simple movements inspired by selected dances (Indian folk, Bhojpuri, Sega, Lion/Dragon dance).
- Explain how dance expresses patriotism, unity, and cultural heritage.

Resources & Materials

- Images/video clips of Mauritian dance forms
- Instruments.
- Flashcards: folk, classical, Bollywood, Sega, Bhojpuri, patriotism
- Open space

Teaching Trajectories / Implementation Guidelines

Introduction

Cultural Heritage of Mauritius

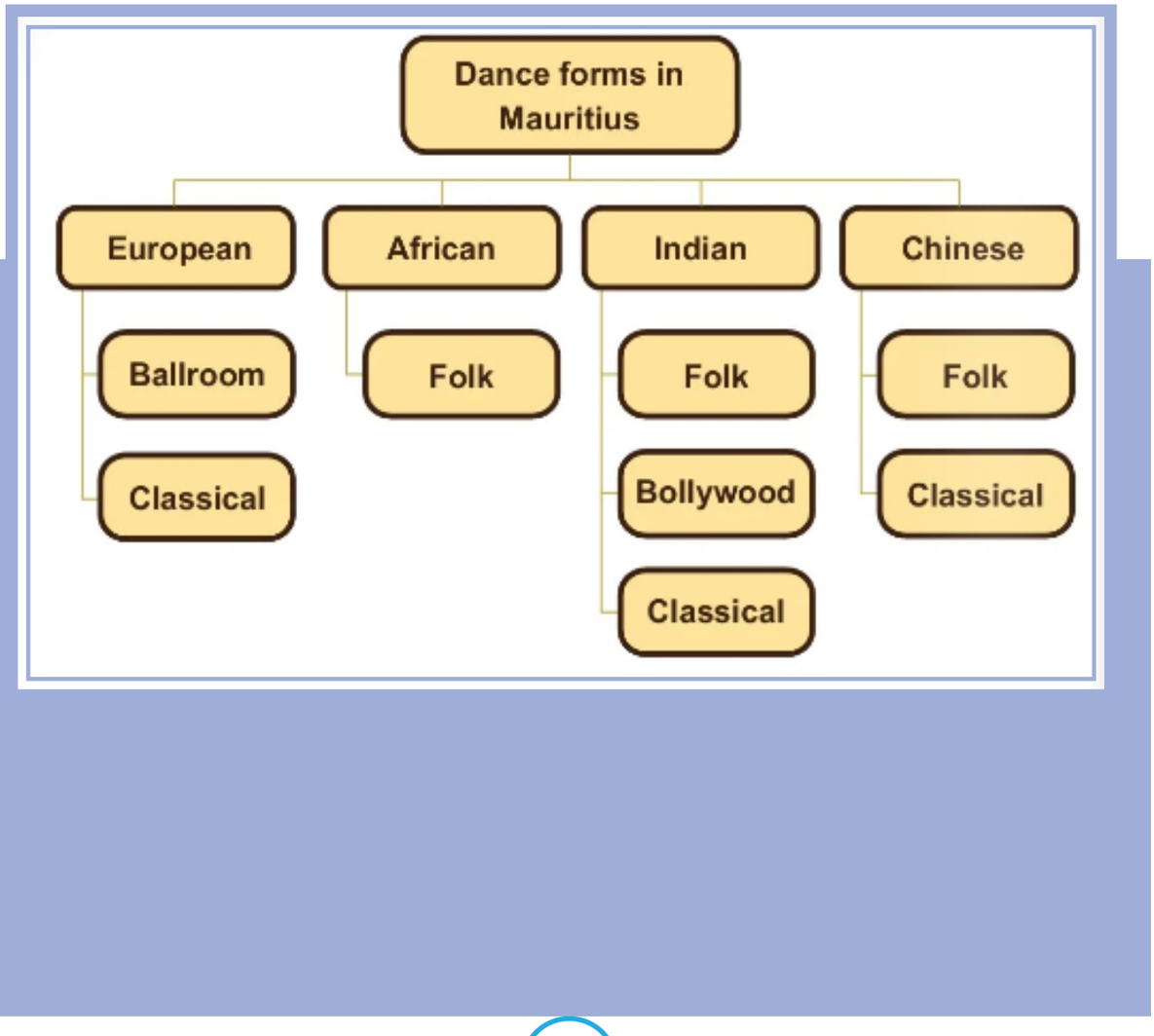
Mauritius is a multicultural island where people from India, **Africa, Europe,** and **China** have contributed to our cultural identity. Dance is one of the strongest expressions of this heritage. Our local dance traditions reflect unity, respect, and togetherness, and they remind us to remain proud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

Brief Introductions 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)

Ask students:

- "What dance forms do you see at national events?"
- "Which dance best represents your culture?"
  Explain the theme of patriotism through cultural appreciation.

Presentation – 'Mauritius: A Cultural Mosaic'

Use diagrams and videos to show the four cultural roots of Mauritian dance. Briefly introduce the dance forms listed above.

ACTIVITY 1

Identify & Classify

Here are the links to various music clips.

Listen carefully and circle the correct genre.

1. https://youtu.be/DteadNTOtrc?si=_IoG2xCisXn7mB5W
   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 2

Learn Short Movement Patterns

Teacher demonstrates simple friendly movements:

- 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

In groups, students create a 6-count movement sequence that includes:

1. One step from any Mauritian dance form
   (e.g., Sega, Bhojpuri, African-inspired folk, Classical Indian styles)
2. One gesture symbolising patriotism
   (heart shape, unity hands, ocean waves, rising sun)

To deepen cultural understanding and visual creativity, each group receives four small pieces of cloth in Red, Blue, Yellow, and Green, the colours of the Mauritian flag.

Students must be guided to integrate the cloth into their movement sequence.

Possible uses:

- Form a circle with the cloths to show unity.
- Use the blue cloth to create a wave motion representing the sea.
- Shape the red cloth into a heart to symbolise love for Mauritius.
- Place all cloths on the ground to create a flag formation before performing.

MINI PERFORMANCES

Groups present their short sequences.
Teacher highlights cultural diversity and unity.

ASSESSMENT CRITERIA

- Identifies multiple Mauritian dance forms
- Recognises their cultural origins
- Performs basic steps correctly
- Demonstrates patriotic expression
- Works respectfully with group

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Knowledge of Dance Forms	Identifies 1–2	Identifies 3–4	Identifies many & explains origins
Movement Execution	Attempts steps	Performs with some rhythm	Clear, confident performance
Patriotism in Movement	Limited gestures	Shows some meaning	Creative, expressive, symbolic
Group Collaboration	Needs reminders	Participates well	Excellent teamwork

EXTENSION ACTIVITY

"My Community Heritage Dance Story" – Students write or draw one dance connected to their own cultural background.

CARD 4

FUNDAMENTAL DANCE STEPS

Competency:

Performing –

Develop confidence, stage awareness, expression, and the ability to perform dance steps as part of music and entertainment.

Cultural Awareness – Recognise similarities and uniqueness of Indian classical dance forms in Mauritius.

Students are introduced to:

- The concept of Adavu / Tatkaar as the foundation of dance
- Rhythmic footwork and syllables
- Araimandi / Mandi / Samapada depending on the dance form
- Controlled turning movements (Chakkar) in Kathak

Element

- Perform fundamental steps with correct posture, rhythm, and coordination.

Performance Criteria

- **Level 1**: Identify and imitate basic steps and syllables
- **Level 2**: Perform steps with rhythm, balance, and basic coordination

Purpose of the Activity

- To introduce fundamental dance steps as the foundation of Indian classical dance
- To develop rhythm, coordination, balance, and basic performing skills
- To help students connect dance movements with music and entertainment
- To build confidence in performing dance steps individually and in groups

Learning Outcomes

Students will be able to:

- Identify fundamental steps from Bharatanatyam, Kathak and Kuchipudi
- Recognise and recite basic syllables
- Perform steps using correct stance
- Determine that each dance form has its own technique

Resources & Materials

- Open and safe dance space
- Audio system (speaker)
- Simple rhythmic accompaniment: nattuvangam / clapping rhythm
- Floor markings (dots or lines) for foot placement (optional)
- Appropriate attire allowing free movement

Teaching Trajectories / Implementation Guidelines

- Begin with oral and rhythmic preparation (clapping, counting, syllable recitation).
- Progress from slow tempo to moderate tempo according to student ability.
- Demonstrate each step clearly before student practice.
- Use repetition and modelling to support learners.
- Encourage enjoyment, confidence, and safe movement throughout the lesson.



INTRODUCTION

Teacher explains:

Every classical dance has its own basic steps. These steps are like the foundation of a building.

Clap a steady rhythm and ask students to step on the beat.

SECTION A

BHARATANATYAM

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 be also stretched with only the toes touching the floor.





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

Syllables:

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





2. 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

Purpose: To connect syllables (sollukattu / bol) with footwork.

Procedure:

- Teacher introduces the syllables of the specific dance form.
- Students recite syllables aloud while clapping the beat.
- Students then perform the footwork while softly reciting the syllables.

Examples:

- Bharatanatyam: Taiya Tai (Tatta Adavu)
- Kathak: Ta Thai Thai Tat (Tatkaar)
- Kuchipudi: Tehi Tehi Dat Tam (Chaturasra Jathi Adavu)

Support:

- Slow tempo
- Repetition

ACTIVITY 2

MUSIC & ENTERTAINMENT – Dance to the Beat

To help students experience dance as a performing art where movement, rhythm, and music come together to entertain an audience.

Students understand that:

- Music gives life to dance
- Dance becomes entertainment when steps are performed with rhythm, energy, and expression

Procedure

1. Listening to the Music

o Teacher plays a short rhythmic pattern (nattuvangam / clapping / tabla beats).
o Students listen and tap the beat with their hands or feet.

Teacher asks:

"Is the music slow or fast? Does it make you want to move?"

2. Moving with Music

o Students perform the fundamental steps of their dance form in time with the rhythm.
o They repeat the steps:
o once without music
o once with music
o Students observe how music changes the feeling of the movement.

3. Perform to Entertain

o Students perform the steps as if they are on a stage.
o Teacher encourages:

- clear foot sounds
- lively energy
- confident posture
- Small groups perform while others watch as the audience.

The following music may be used to replace the Syllables:

1. https://www.youtube.com watch?v=MUXPL4rZL_E&list=RDMUXPL4rZL_E&start_radio=1

2. https://www.youtube.com/watch?v=T-pUR5T1RLo&list=RDT-pUR5T1RLo&start_radio=1

3. https://www.youtube.com/watch?v=t003Gku5mE4&list=RDt003Gku5mE4&start_radio=1



ACTIVITY 3

Step – Freeze – Perform

Purpose: To build control and stage awareness.

Procedure:

- Students perform steps while music plays.
- When music stops, students freeze in correct posture.
- Selected students perform individually or in small groups.

Focus:

- Balance
- Body control
- Confidence



ASSESSMENT RUBRIC

(GENERAL – ALL DANCE FORMS)

Criteria	Level 1 Basic	Level 2 Intermediate	Level 3 Proficient
Posture / Stance	Needs reminders	Mostly correct	Correct and stable
Footwork Accuracy	Attempts steps	Steps mostly clear	Steps clear and confident
Rhythm & Syllables	Irregular timing	Follows basic rhythm	Accurate rhythm and syllables
Balance & Control	Often unsteady	Mostly balanced	Controlled and steady
Engagement	Low participation	Participates willingly	Performs with confidence



EXTENSION ACTIVITY

Students observe and discuss differences:

- Bent knees (Bharatanatyam/Kuchipudi) vs upright stance (Kathak)
- Stamping (Adavu/Tatkaar) vs turning (Chakkar)

Short reflection discussion led by teacher.

CARD 5

SINGLE HAND GESTURES (ASAMYUTA HASTAS)

Competency:

Creativity:

Students will learn to communicate through dance using single hand gestures to show meaning and expression.

Element

Use non-verbal communication through hand gestures.

Performance Criteria

- **Level 1**: Identify and imitate basic steps and syllables
- **Level 2**: Perform steps with rhythm, balance, and basic coordination

Purpose of the Activity

- to help students understand that hands can “speak” through symbolic meaning
- to develop non-verbal communication and expression (Abhinaya)
- to improve finger control, wrist flexibility and hand coordination
- to connect gestures to real-life themes such as **environment and nature**
- to encourage creativity, imagination and silent storytelling

Learning Outcomes

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

- name at least **five Asamyuta Hastas**
- develop basic hand shapes correctly and safely
- demonstrate **objects, ideas, animals and nature** while using hand gestures
- represent gestures in short expressive sequences
- show awareness of **protecting the environment** through dance expression

Resources & Materials

- Dance textbook
- chart / posters of **Asamyuta Hastas**
- flashcards with environmental images (tree, river, sun, bird, rain, mountain)
- spacious classroom area
- soft instrumental music
- whiteboard / markers

Teaching Trajectories / Implementation Guidelines

1. Introduction & Hand Warm-Up

- gentle wrist circles
- finger stretch and release
- clap-soft / clap-strong (link to Energy)

Teacher says:

"Today our hands will communicate. They will show nature, ideas and feelings."

2. Teaching Asamyuta Hastas

Demonstrate → students mirror → say names aloud.

Focus on:

- finger placement
- palm direction
- clarity and stillness



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

You may demonstrate only selected hastas appropriate to your students' level.

Purpose of Activities

- develop **non-verbal communication**
- improve **fine motor control** of wrists, fingers, palms
- encourage **observation and imagination**
- connect dance to **environmental awareness**
- support **storytelling through gesture**

Resources and Materials

- Dance textbook
- chart of **Asamyuta Hastas**
- flashcards of **environmental elements** (tree, river, bird, sun, rain, earth)
- mirror or open space
- instrumental music

Teaching Trajectories / Implementation Guidelines

Step 1 – Warm-up for hands

- finger opening and closing
- wrist rotation
- palm stretch
- shake and relax



Tell learners:

"Our hands are our language today."



ACTIVITY 1

Learn the Names & Shapes of Hastas

Teacher demonstrates slowly:

- shape of fingers
- placement of thumb
- palm direction

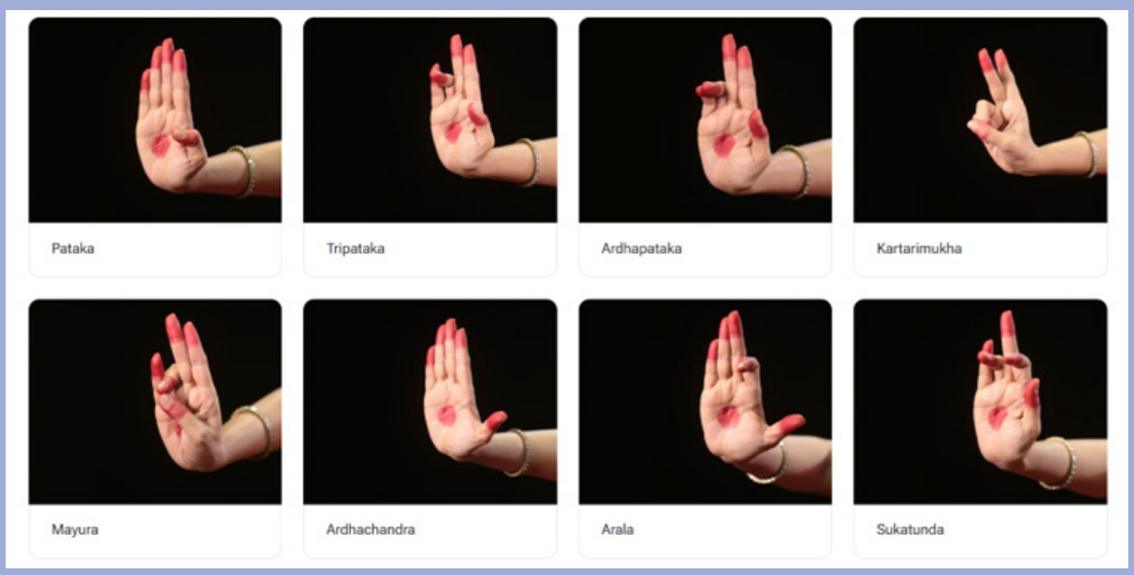
Students:

- mirror the teacher
- say names aloud
- maintain posture

Asamyuta Hastas to teach:

SN	Hasta	Simple meaning
	Pataka	flag
	Tripataka	a flag with three
	Ardhapataka	flag
	Kartarimukha	scissors
	Mayura	peacock
	Ardhachandra	half moon
	Arala	bent
	Shukatunda	parrot's head
	Mushti	fist
	Shikhara	peak
	Kapittha	elephant-apple
	Katakamukha	opening in a bracelet

SN	Hasta	Simple meaning
	Suchi	needle
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	Mrigashirsha	deer head
	Simhamukha	lion face
	Kangula	bud
	Alapadma	bloomed lotus
	Chatura	square
	Bhramara	bee
	Hamsasya	swan beak
	Hamsapaksha	swan wing
	Samdamsha	pincers
	Mukula	blossom
	Tamrachuda	cock
	Trishula	Trident





Musti



Sikhara



Kapittha



Katakamukha



Suchi



Chandrakala



Padmakosa



Sarpashirsa



Mrgasirsa



Simhamukha



Kangula



Alapadma



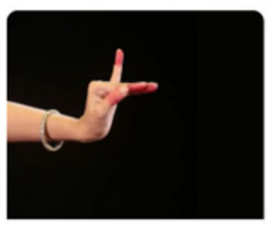
Catura



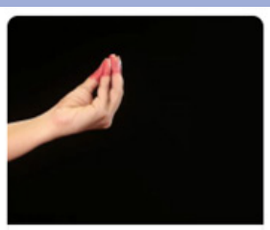
Bhramara



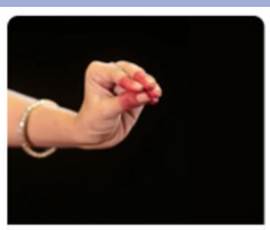
Hamsasya



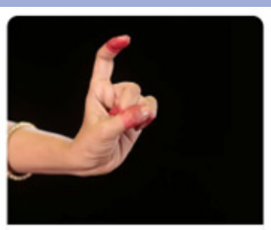
Hamsapaksa



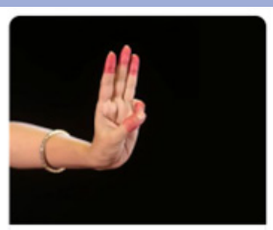
Sandamsa



Mukula



Tamracuda



Trisula

ACTIVITY 2

Ask:

"How can we speak about our environment using hand gestures?"
Students show:

- **Tree** = Tripataka / Ardhachandra
- **River** = Pataka flowing sideways
- **Sun** = Ardhachandra round motion
- **Bird** = Hamsasya fluttering
- **Rain** = Pataka falling movement
- **Mountain** = Shikhara held steady



Short group task:

- each group selects **one environmental element**
- creates **2–3 gesture sequence**
- presents silently

Encourage environmental values:

- clean rivers
- care for trees
- protect animals
- respect nature



ACTIVITY 3

Gesture Stories: “Save the Earth”

Teacher narrates slowly while students demonstrate through hand gesture:

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



Focus on:

- clarity of hand shape
- facial expression
- body alignment

ASSESSMENT CRITERIA

Students are assessed on their ability to:

- ✓ name at least five single hand gestures
- ✓ demonstrate correct hand shape and finger position
- ✓ use gestures to communicate idea or object
- ✓ link gestures to environmental concepts
- ✓ participate confidently in group work

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Naming Hastas	1–2 names	3–4 names	5+ names
Hand Shape Accuracy	frequent errors	mostly correct	precise & clear
Application	shows random actions	shows some meaning	clear meaningful use
Expression	limited expression	some facial expression	expressive & confident



EXTENSION ACTIVITY

- create **short solo mime** on “Protect Nature”
- draw one hasta and label its uses
- record gesture sequence on mobile/tablet (digital integration)

CARD 6

CLASSICAL DANCES OF INDIA



Competency:

Connecting (Expression & Communication) -

Learners demonstrate understanding of cultural dance forms and communicate ideas through movement, expression, and discussion.

Element

Use non-verbal communication through hand gestures.

Performance Criteria

- **Level 1:** Identify Indian classical dance forms through pictures, videos, and discussion.
- **Level 2:** Describe basic features (costume, posture, region) of selected Indian classical dances.

Purpose of the Activity

- To introduce learners to the richness and diversity of Indian classical dances.
- To help learners recognise that dances come from different regions of India.
- To build cultural awareness and appreciation through visual and movement-based learning.
- To develop vocabulary related to Indian classical dance in a simple and accessible way.
- To support learners through visuals, repetition, movement, and oral expression.

Learning Outcomes

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

- Name the seven main Indian classical dances.
- Match each dance to its region/state of origin.
- Identify one key feature (costume, posture, music, or expression) of each dance.
- Perform simple movements inspired by selected dances.
- Show respect and curiosity towards Indian cultural heritage.

Resources & Materials

- Pictures/ posters of Indian classical dances
- Short video clips of each dance
- Map of India
- Flashcards with dance names and states
- Indian classical music
- Projector / TV/ Laptop
- Colour pencils

Teaching Trajectories / Implementation Guidelines

INTRODUCTION

Activity 1: Meet the 7 Indian Classical Dances (Visual Discovery)

Introduce the dances one by one using pictures/videos.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



Learners repeat names aloud with the teacher.

ACTIVITY 2

Match the Dance to the State (Group Activity)

- Learners work in small groups.
- Provide:
  - Dance name cards
  - State name cards
  - Map of India

Task:

- Match the dance with its correct state.
- Paste or place the card on the map.



ACTIVITY 3

Dance & Move – Try It Out!

- Teacher demonstrates one simple movement inspired by any of the dance forms.
- Learners copy the movement.
- Use simple cues:

o "Strong and still" (Bharatanatyam)

o "Turn slowly" (Kathak)

o "Soft and graceful" (Kuchipudi)

Focus is on exploration, not perfection.

ACTIVITY 4

Colour

Colour the Kathakali mask below:



ASSESSMENT CRITERIA

- Names at least 4 Indian classical dances.
- Matches dances to correct regions with support.
- Participates actively in movement activities.
- Uses simple dance vocabulary.

ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Identification of dances	Names 1–2 dances	Names 3–5 dances	Names all 7 dances
Cultural awareness	Recognises costumes	Explains basic features	Explains region & features
Participation	Limited participation	Active with guidance	Confident and enthusiastic
Movement exploration	Hesitant	Attempts movements	Performs with expression



EXTENSION ACTIVITY

My Favourite Indian Classical Dance

- Learners choose one dance.
- Draw the costume OR show one movement.

CARD 7

CONCEPT OF DANCE

Competency:

Art & Appreciation

Learners understand dance as an art form connected to music, expression, culture, and entertainment.Learners understand dance as an art form connected to music, expression, culture, and entertainment.

Element

Understand the concept, types, and importance of dance.

Performance Criteria

- **Level 1:** Identify dance as rhythmic movement with music
- **Level 2:** Distinguish between folk and classical dance in simple terms

Purpose of the Activity

- To introduce learners to the Concept of Dance
- To help learners understand:
  - What dance is
  - Why people dance
  - How dance connects to music and entertainment
- To develop observation, expression, and participation through simple movement activities

Learning Outcomes

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

- Explain what dance is using simple language
- Differentiate between folk and classical dances
- State the importance and benefits of dance in daily life and entertainment

Resources & Materials

- Open space
- Drum / recorded music
- Flashcards (Body, Action, Space, Time, Energy)
- Pictures or short videos of folk and classical dances
- Chart paper

INTRODUCTION

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:

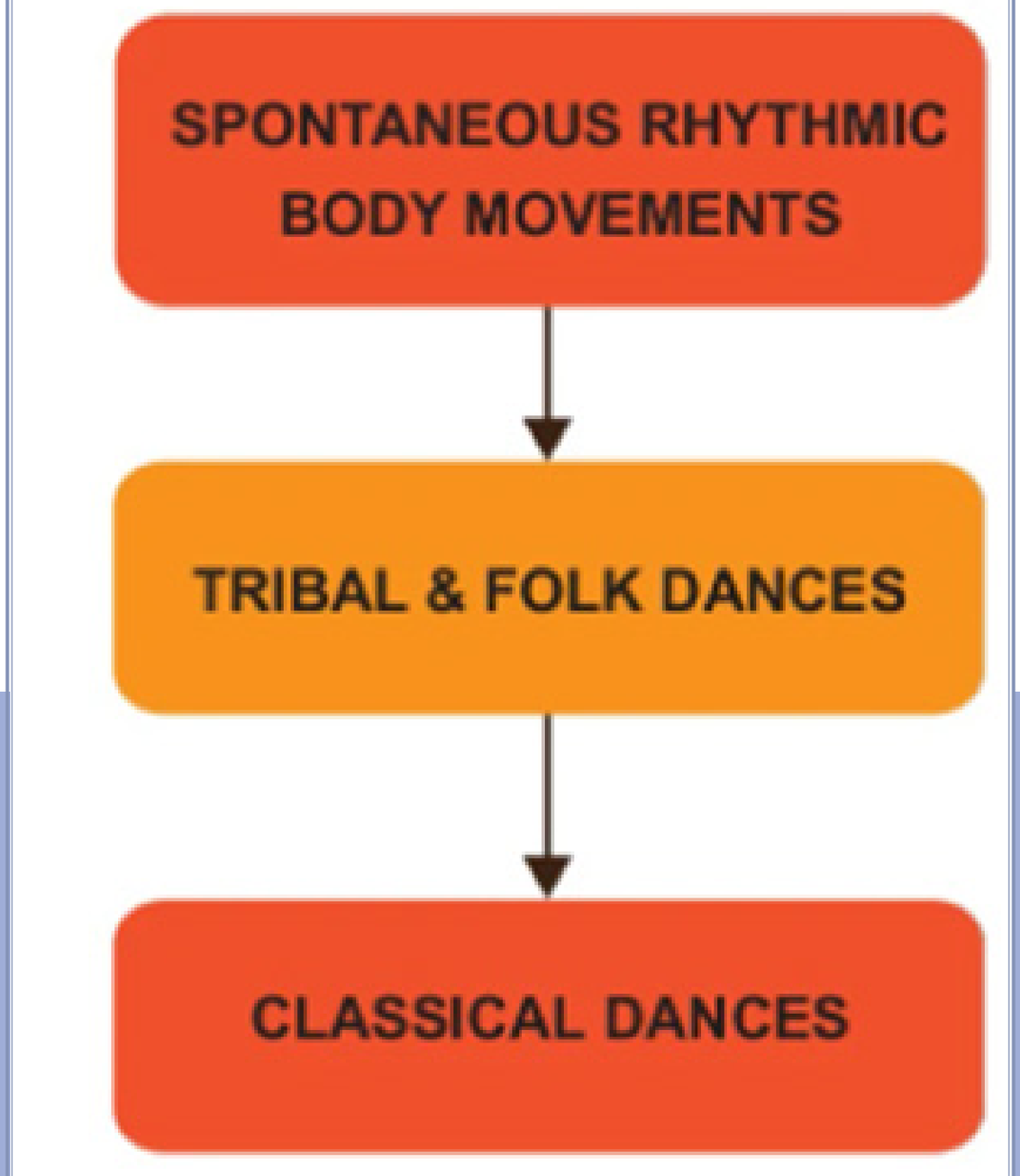
- Imitated animals
- Copied sounds and movements
- Used body movements to communicate before language



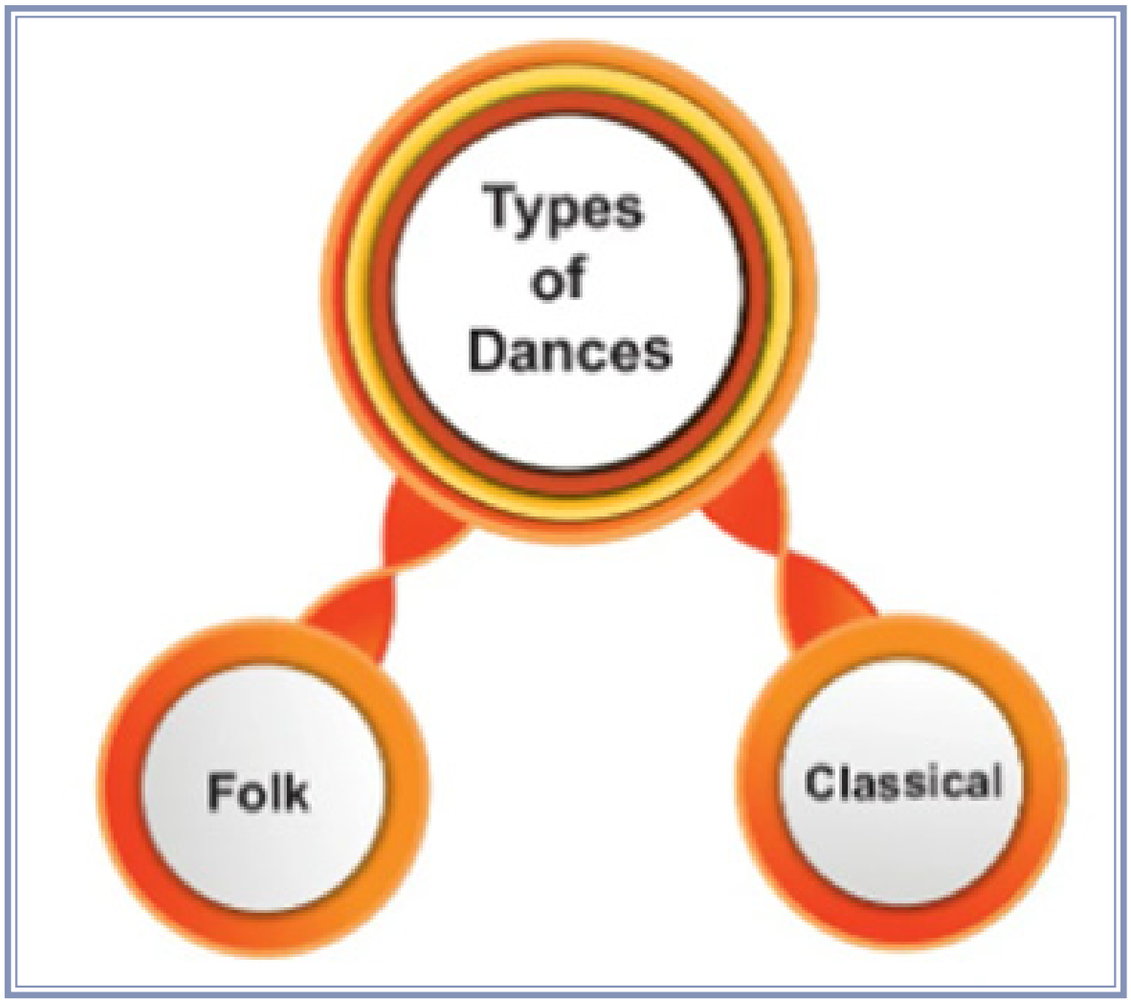
Primitive man dancing

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



Celebrations



Exercise



Socialisation



Worship



Profession

ACTIVITY 1

Dance Like Nature 🎵👣

Teacher plays rhythmic music.

Learners:

- Move like animals (bird, elephant, snake)
- Copy nature sounds using claps or steps
- Freeze when music stops

Teacher links activity to:

- Primitive dance
- Expression without words
- Entertainment through movement

Key question:

“How did people use dance before language?”

ACTIVITY 2

Teacher shows images/videos.

Learners identify folk and Classical dances

ACTIVITY 3

Why Do We Dance? 💃🎶

Learners discuss and move:

Dance is done for:

- Entertainment
- Expression
- Festivals
- Health
- Worship

Each learner shows one movement to music for one reason.

Example:

- Strong movement → entertainment
- Slow soft movement → expression



ASSESSMENT CRITERIA

- Participates in movement activities
- Identifies elements of dance
- Distinguishes folk and classical dance
- Responds using simple vocabulary



ASSESSMENT RUBRIC

Criteria	Basic	Intermediate	Proficient
Understanding of dance	Recognises dance	Explains simply	Explains with examples
Movement & expression	Limited	Shows basic expression	Confident expression
Participation	Needs support	Participates	Fully engaged
Vocabulary	Few words	Some key terms	Uses terms correctly



EXTENSION ACTIVITY

My Favourite Dance

Learners draw or describe:

- One dance they like
- Where it is performed
- Why it is entertaining

CARD 8

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 pattern of sounds with a regular beat and repetition. The intervals between the sound or movement are equal.

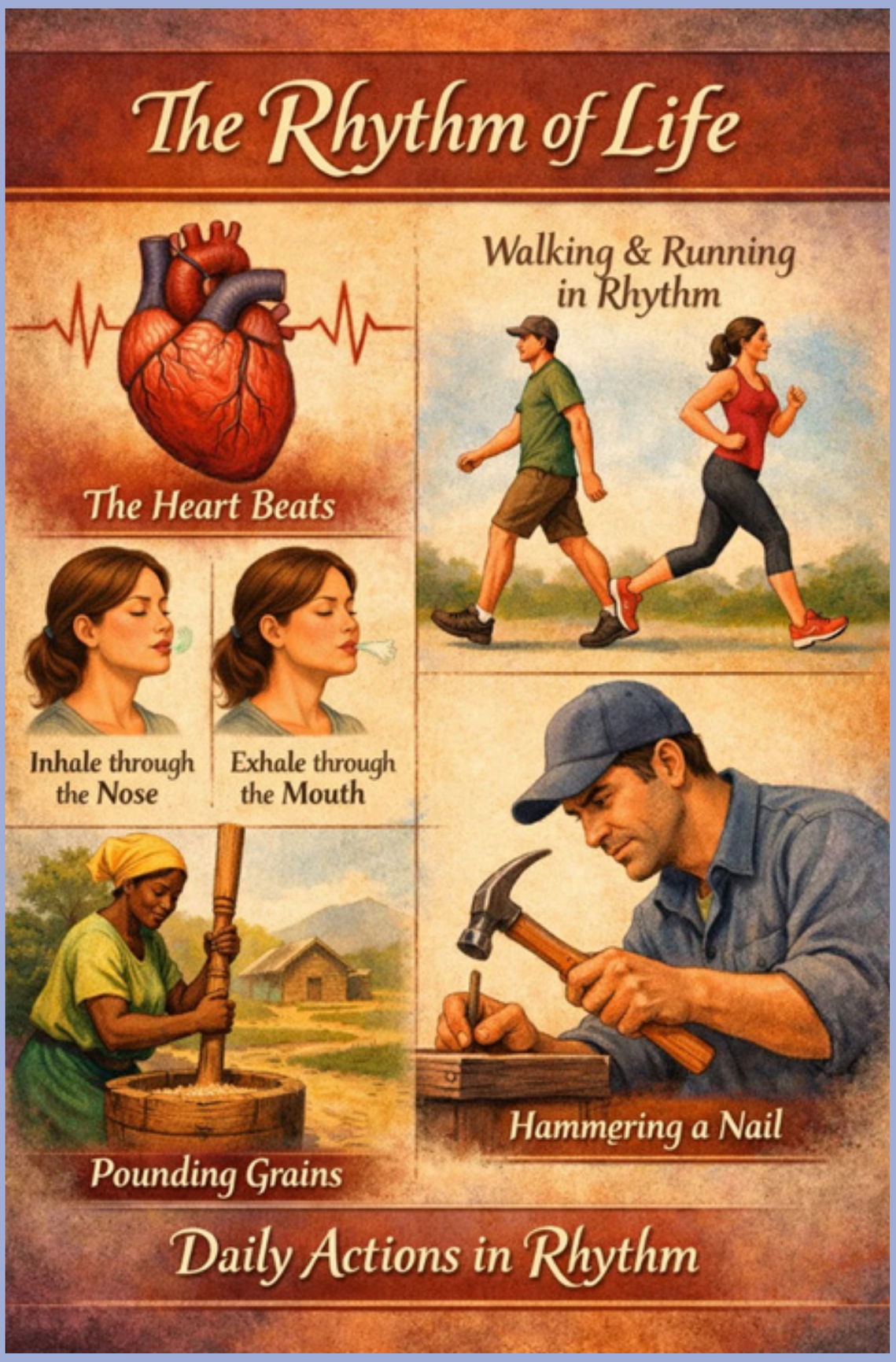


NATURAL RHYTHM IN MAN

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 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

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

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:

- Waves → swaying arms
- Rain → finger tapping
- 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

CARD 9

IMAGINE, CREATE AND IMPROVISE

Competency:

Creativity / Performing / Connecting (Expression & Communication)

Learners should demonstrate creativity through movement, rhythm, space awareness and non-verbal communication.

Element

- Use non-verbal communication through hand gestures.
- Depict objects, animals and ideas using movement.
- Improvise within a given rhythmic context.

Performance Criteria

Level 1:

- Explore space safely while walking in different styles.
- Identify and demonstrate selected Asamyuta Hastas.
- Perform simple movements to slow, medium and fast rhythms.

Level 2:

- Create short movement sequences using space, rhythm and gestures.
- Integrate walking styles, rhythm and hand gestures confidently.

Purpose of the Lesson

- To develop imagination and creativity through movement.
- To help learners understand personal and general space in dance.
- To integrate rhythm with basic dance steps learnt earlier.
- To introduce non-verbal communication through Asamyuta Hastas.
- To encourage confidence, cooperation and self-expression among learners.

Learning Outcomes

By the end of this chapter, learners should be able to:

- Create different floor patterns using personal and general space.
- Execute walking styles alone and in groups.
- Perform movements to different rhythms (Vilambit, Madhyama/ Madhya, Drutama/Drut).
- Use selected Asamyuta Hastas to depict ideas and objects.
- Create short, simple dance sequences through imagination and improvisation.

Resources & Materials

- Open dance space / classroom
- Spot markers or floor tapes
- Drum / clapping / recorded rhythmic music
- Flashcards of floor patterns and Asamyuta Hastas
- Visual charts for rhythms (slow–medium–fast)

Teaching Trajectories / Implementation Guidelines



INTRODUCTION

Explain to learners that dance is not only about copying steps, but also about *imagining, creating and expressing ideas.*

Introduce the key concepts in simple language:

- **Space in Dance**: Using the area around us safely.
  - *Personal Space*: Our own safe movement area.
  - *General Space*: The space we move through without colliding with others.
- **Walking Styles**: Moving forward, backward, sideways, zigzag and circular pathways.
- **Rhythm:** Dancing to different speeds:
  - *Vilambit* – slow
  - *Madhyama/ Madhya* – medium
  - *Drutama/ Drut* – fast
- **Asamyuta Hastas:** Single-hand gestures used to communicate ideas without speaking.

Link the lesson to real life:

"Just like we walk carefully in a corridor or playground, dancers also respect space while moving."

ACTIVITY 1

WALKING IN SPACE – MOVE & FREEZE

Purpose: To explore personal and general space safely.

Steps:

1. Give each learner a spot marker.
2. Learners stand on their own spot.
3. Ask learners to walk freely in the general space while the teacher counts 1–8.
4. On count 8, learners freeze or return to a spot.
5. Repeat using different walking styles (slow walk, fast walk, tiptoe, firm walk).



Teacher Notes:

- Ensure learners do not collide.
- Reinforce the idea of respecting personal space.

ACTIVITY 2

FLOOR PATTERNS & RHYTHM

Purpose: To combine space, walking styles and rhythm.

Floor Patterns Introduced:

- Forward
- Backward
- Sideways
- Zigzag
- Circle



Steps:

1. Demonstrate one floor pattern.
2. Learners practise the pattern:
   - o Alone
   - o In small groups
3. Repeat the same pattern to different rhythms:
   - o Vilambit (slow clapping)
   - o Madhyama (steady clapping)
   - o Drutama (fast clapping)

Link to Basic dance steps and Rhythm:

Explain that basic dance steps become more expressive when matched correctly with rhythm.

ACTIVITY 3

EXPRESSING IDEAS USING ASAMYUTA HASTAS

Purpose: To develop non-verbal communication and creativity.

Selected Asamyuta Hastas Introduced:

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

Example:



A deer's head



Simhamukha

Example



Alapadma



Full bloomed lotus

Steps:

1. Teacher demonstrates each hasta and its basic usage (viniyoga).

2. Learners practise in front of a mirror or facing peers.

3. In solo, pairs or groups, learners depict:
   - A flower and a bee
   - A forest scene (trees, deer, flowers)
   - The blossoming of a flower

Teacher Notes:

- Encourage creativity.
- Accept different interpretations.
- Support shy learners gently.

ASSESSMENT CRITERIA

- Maintains personal and general space while moving.
- Follows rhythm accurately.
- Uses hand gestures meaningfully.
- Participates actively in group work.

ASSESSMENT RUBRIC

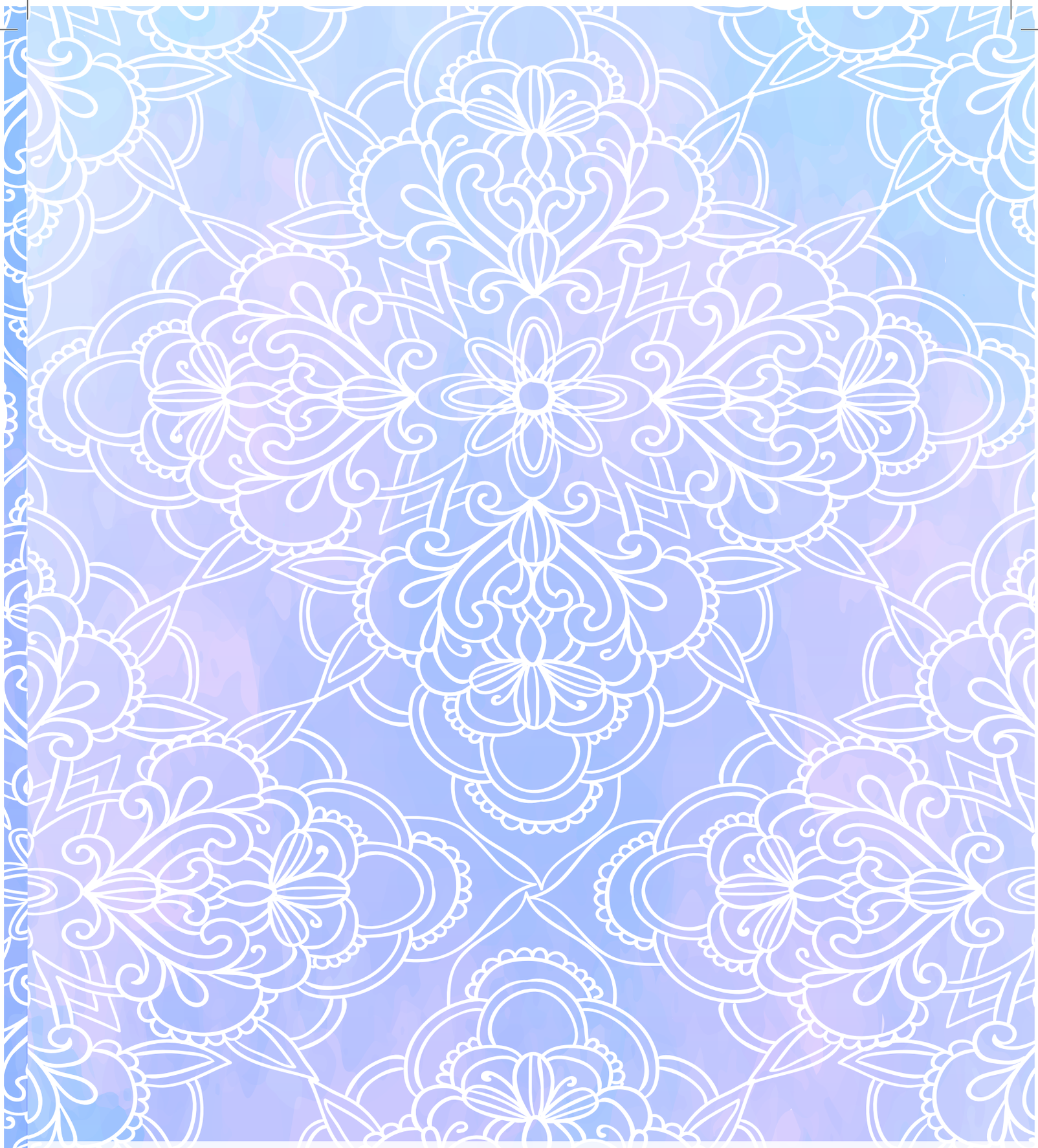
Criteria	Basic	Intermediate	Proficient
Use of Space	Needs reminders	Maintains space mostly	Uses space confidently
Rhythm	Struggles with tempo	Matches rhythm	Excellent rhythm control
Gestures	Limited use	Correct use	Expressive and creative
Participation	Needs encouragement	Participates willingly	Leads confidently



EXTENSION ACTIVITY

Learners create a short 4–8 count movement sequence combining:

- One walking pattern
- One rhythm
- One hand gesture



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