

Dancing

Grade 7 Syllabus

(Implemented from 2008)



**Department of Aesthetic Education
National Institute of Education**

Introduction

According to the Education Reforms effective from 2007, curricula have been developed based on a competency related learning teaching process. The present syllabus developed with that aim in view is due to be implemented from 2008 onwards. This syllabus has been prepared in order to provide students pursuing the subject Dance with knowledge, attitudes, and skills as well as thinking skills, social skills and personal skills with the guidance required to make a success of that endeavour. Apart from this, special attention has been focussed here, in the development of exceptional abilities of appreciation as well as the ability to subject works of art to critical appraisal. According to the very nature of the subject Dance, it is closely linked to modern concepts of education based on its being essentially student centered and activity. As such provision is made, through this, to bring the student to the expected levels of achievement along new competency based approaches, to skills related to Dance. Accordingly, the subject content of this syllabus is delineated along 5 main competencies and 18 competency levels.

In the learning teaching process, it is the responsibility of the teachers to plan activities for the student to acquire learning experiences actively, in a pleasing atmosphere. For this purpose, it is very important that the student is directed to subjective observation and observation. Here, since the teacher's diligence, creativity and commitment have a direct bearing on the actualization of student competencies, it is expected that he/she would fulfill that responsibility. The necessary guidance for this purpose is provided in the Teacher Guidance Manual.

Objectives of subject

- Development of substantial attitudes for the identification, appreciation and the conservation of natural objects evident in the environment as well as the identification or built works of art.
- Development of social and personal abilities necessary to build a high standard of life and the efficiency to face the world of work through activities related to the subject dance.
- Development of creative thinking and creative skills to act creatively on problematic occasions faced in life as well as through the generation of creative works related to the subject dance.
- Development of excellent attitudes regarding the identification, appreciation and protection of national cultural values through the understanding of the cultural background related to the subject dance.
- Development of the critical capacity and the inculcation of appreciation for the selection of appropriate and meaningful programs out of the numerous programs broadcast over various communication media.

School policy and programs

Arrangements have been made to provide opportunities for students to study through competency based activities in the implementation of the syllabus for the subject dance in school. In this regard apart from the recommended curriculum, involvement in co-curricular activities and extracurricular activities will go a long way in the actualization of the expected competencies in dance. For this purpose planning of exhibitions, displays projects, and Art circles, activity corners, term/ annual concerts etc are emphasized.

Observation of the environment is essential in the creation of dance. In order to make the student an individual sensitive to the various environmental phenomena, the organization of observation tours, art creations and art centers, educational tours are extremely important. Apart from these involvement actively in wall news papers, Art magazines are activities in the hidden curriculum that have a powerful influence in the development of the students creative abilities.

The influence of electronic and print media on the moulding of the human character, is immense. While programs on mass media play a constructive role in the development of critical appreciation in students, it is expected that those in charge of handling instructional affairs of the school pay focused attention to organizing the necessary facilities for students.

The connection between, the activities above and the content of the subject dance will transform the environment of the school into a venue that provides the student with experiences extremely conducive to the provision of learning experiences.

Assessment and evaluation

Assessment and evaluation might be considered as two inter related programs that can be easily implemented in the classroom in order to identify competency levels students had acquired and to confirm the actualization of expected learning outcomes of the learning teaching activity.

Teachers involved in assessment can be provided guidance in two forms. This guidance is in the form of feedback and feed forward.

While in the evaluation of the subject dance the school based process of assessment is implemented, 03 types of evaluation are recommended for each term, totaling 09 per year with each type of evaluation being based on 05 criteria.

Self assessment, group evaluation of project, formal evaluation etc are methodologies that can be adopted in the evaluation process.

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Competency	Competency level	Subject content	Periods
1.0 Follows principles of dancing and exhibits practical skills.	1.1 Does basic foot work exercises of traditional dance.	<ul style="list-style-type: none"> - Kandyan dance - Pasaaraba 3-6 with Hamarapadaya. - Low country dance. Pasaaraba 3-6 with Hamarapadaya. - Sabaragamu dance - Dobina pada 3-6 with Hamara padaya. 	04
	1.2 Observes body as an instrument in dance.	<ul style="list-style-type: none"> - Use of space pattern. 	01
	1.3 Does basic traditional dance movement on method.	<ul style="list-style-type: none"> - Kandyan dance - Godasaraba 1-4 with kashirama. - Low country dance - elangam saraba 1-4 with Irattiya. - Sabaragamu dance - Jin jimitha thath thakita mathraya 4 items with kalasama. 	06
	1.4 Exhibits Tala activities.	<ul style="list-style-type: none"> - Simple thith Thala of 2,3,4 mathra and 2+ 3 Maththra. 	06
	1.5 Presents folk dance songs.	<ul style="list-style-type: none"> Winnowing fan dance song (kulu kavi) - Onchili varam song (kavi)(swing) 	02
	1.6 Presents traditional dance songs.	<ul style="list-style-type: none"> - Kandyan dance - thuraga wannama - Lowcountry dance - 2+3 thala Sarala kavithala - Sabaragamu dance - Anila and kudtherade wannama. 	03
	1.7 Exhibits traditional dance and song items.	<ul style="list-style-type: none"> Kandian dance- Hanuma wannama thuranga wannama with kashirama, Seerumaruwa and adawwa . Lowcountry dance - Mathara 2 and 2+3 sarala kavithala with Irattiya Sabaragamu dance - Anila wannama and Kudiradi wannama with kalasama and Adauwwa. 	09
	1.8 Exhibits Basic skills in playing drums.	<ul style="list-style-type: none"> According to 2,3,4 , Thala Raban pada . 	04

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Competency	Competency level	Subject content	Periods
2.0 Creates works of the art in the medium of dance and plays drums based on the experiences gained through the observation of the environment.	2.1 Creates characters gained through dance.	Animal and human characters. (Expression , Beat, Rythm, movement, Creations).	04
	2.2 Creates folk dances.	Stick and Kulu dance movement, using space with patterns	08
	2.3 Creates choral music.	According to traditional drums and improvised instruments. ((Mathra 2,3,4 and 2+3 beat)	08
3.0 Studies the historical and cultural background of dancing and presents informaton.	3.1 Describes the social and cultural background of dance, music, and druming.	Esala, Christmas , Deepavalee, and Ramazan festival dance indigenous musical instruments, costumes and decorations.	04
	3.2 Describes the cultural aspect of indigenous dance traditons.	Learning dance traditons of regions, rituals, costumes drums and cultural aspects.	05
	3.3 Prepares a field book containing information about one of the traditional drums.	Local traditional drums.	04
4.0 Identifies the Aesthetic value of works of the dance art and presents critical information regarding them.	4.1 Appreciates Aestheitic objects in the environment.	National day Dance , Musical events and decorations	02
	4.2 Subjects dance items seen on mass media to criticism.	Television scenes of children's Dance items. (music, costume, and scenery)	04
	4.3 Appreciates Aesthetic values in dance music.	Stick, Kulu dance and onchiliwaran songs (kavi)	04
5.0 Appreciates Dance performance in school dance programs.	5.1 Exhibits dancing items in school concert.	Performs learned dance creations.	10