

LESSON PLAN

NAME OF THE TEACHER	
CLASS	12
SUBJECT	KTPI
UNIT / CHAPTER	Module 3 – Dance – Classical dance forms
DATE	FROM: TO:
NO. OF PERIODS	
CONTENT	<ul style="list-style-type: none"> • Classical Period – Story of Natyashastra, Grammar in dance, Categories in dance, Abhinaya. • Middle Period – Texts on dance, Temple sculptures on dance, Different styles by creative masters. • Modern Period – Changes in British period, Practice in seclusion, Dance in Hindi cinema. • Classical Dance Forms – i) Bharatanatyam ii) Kathakali iii) Kathak iv) Kuchipudi v) Manipuri vi) Odissi vii) Sattriya – State of origin, technical details, person behind its revival and contribution, costume, musical instruments.
EXPECTED LEARNING OUTCOMES (ELO) <i>(Objectives should enhance knowledge (knowing), emotions (feelings) and actions (doing) using Blooms Taxonomy)</i>	Students will be able to: <ol style="list-style-type: none"> Dramatize the story of Natyashastra through role play, Identify the grammar in dance. List few names of the texts on dance, Identify the temple sculptures, Compare different styles of dance. Judge the Britishers' intention in forbidding temple dancing, Relate to the contribution by various masters of Dance. Summarize and appraise the peer group with information about every classical dance forms of India in detail.
ACTIVITIES	Activity 1: Know the right posture by dance. Instruction – Dance is not just for entertainment but is for life as well. Under the guidance of a dance teacher, the right way of walking and standing position (Sthana), how to keep the torso erect, how not to droop down the shoulders. Certain nrtta-hasta (hand gestures) beneficial for flexibility can be learnt with their names..... thus, gradually even the ones who do not have any great opinion about dance should start thinking about dance with respect.

Activity 2: Role play on the emergence of Natyashastra.
Instruction –After listening to the story, students come up with script on the emergence of Natyashastra and present as a part of annual day function of school.

Activity 3: Quiz on Classical Dance forms of India.
Instruction - Students are divided into two groups. Each group prepares a proper quiz using ppt presentation, each selecting different topics from the text. Also, both prepare themselves to face the quiz by the other team. They can be marked for the points they get for right answers and marks for the ppt presentation as well.

Activity 4: Dumb Charades.
Instruction – 1st round theme of the game can be terminologies used in dance like margi, desi, lasya, tandava, sthana etc. 2nd round theme can be different dance forms of India.

PRIOR KNOWLEDGE / PRE-REQUISITES

- **History of India.**
- **Geography of India.**

21ST CENTURY SKILLS	<u>Communication</u>	<u>Collaboration</u>	<u>Critical Thinking</u>	<u>Creativity</u>
	<ul style="list-style-type: none"> • While writing script in activity 2, making ppt presentation in activity 3 and silent gestures during dumb charades. 	<ul style="list-style-type: none"> • This skill is enhanced during activity 1, 2, 3 and 4 where the student must collaborate in all the ways, with peers, teachers, technical team etc. 	<ul style="list-style-type: none"> • Dance reflects the culture of the region and the country. Can you separate Indian culture (aspects of way of thinking) from any of the classical dance forms of our country? Until classical dance forms are alive, our culture and traditions are also nourished – Think! 	<ul style="list-style-type: none"> • This skill is simulated while writing script and dumb charades non-verbal communication.

<p>CHINMAYA VISION PROGRAMME (CVP) LINKAGE <i>(Integrate one or more aspect of CVP & explain how these aspects will be brought out)</i></p>	<ul style="list-style-type: none"> ❖ Physical Development: Physical training exercises while understanding the grammar of dance, Physical self-expression – while understanding aspects of abhinaya. ❖ Emotional Development: Education in emotional development happens in full capacity as the entire spectrum of emotions are thought of discussed while understanding abhinaya in detail. ❖ Intellectual Development: Creativity and imagination while organising a role play. Aesthetics-appreciation of grace and beauty of dance. ❖ Spiritual Development: Theme of dance is performance is based on value education, philosophical insights etc. which makes the student think on these lines. Performance of dance in true sense is actually following spiritual techniques like yoga and pranayama. ❖ Indian Culture: Dance is a fantastic cultural motivation and one of the right mode to bring cultural heritage awareness. ❖ Patriotism: Various dance forms, variety in costume, makeup, accompaniments but there is always a commonality found in all the classical dance forms – Unity in diversity. ❖ Universal Outlook: Classical dance forms of India have reached faraway places to every nook and corner of the globe. This itself is a proof that Indian dance forms appeals to every mind irrespective of the country they belong to – Relating to all.
<p>INTERDISCIPLINARY CONNECTION <i>(Explain the connection to other discipline / subjects)</i></p>	<ul style="list-style-type: none"> ✓ Mathematics – Taal in dance is mathematically calculated. ✓ Literature – Compositions are all based on some literary works of great personalities where, only when the literature is understood, it is possible for a dancer to bring out the expression. ✓ Music – Dance is inevitable without music.
<p>RESOURCES <i>(Specify the resources used: Website, video links, and books etc.)</i></p>	<p>https://www.youtube.com/watch?v=LVXqdd-SdM8 Classical Dances of India UPSC, SSC Bharatanatyam, Mohiniyattam, Kuchipudi, Kathak and more.</p> <p>https://www.youtube.com/watch?v=w0gamtoWxnE Classical Dances of India</p>

<p>MICROPLAN (component wise planning of a 40minute class)</p>	Sr. No.	Component - Concepts covered (Story of Natya shastra)	Time Required	Name of the Facilitator	Expected Learning Outcome
	1.	Recap/Revise/Refresh	05 minutes		Recall their experiences and impressions about dance.
	2.	Talk/ Lecture/Initiate or introduce the activity.	05 minutes		-
	3.	Q&A/Doubt clearing	05 minutes		21 st century skill – critical thinking.
	4.	Activity – Play on emergence of Natyashastra.	10 minutes		21 st century skills– communication and collaboration
	5.	Presentation by students	10 minutes		21 st century skill - communication
	6.	Wrapping up	05 minutes		-

<p>REFLECTION <i>(On completion of lesson, mention whether learning objectives were met, time allocated was sufficient, method and resources used were appropriate or requires modifications)</i></p>	<p><u>WHAT WORKED WELL?</u></p>
	<p><u>WHAT DIDN'T WORK WELL?</u></p>
	<p><u>NOTES / CHANGES / SUGGESTIONS</u></p>