

9

PERFORMANCE



0779CH09



There are many steps that lead to a successful performance. It is helpful to remember that there is more than singing and playing.

There is a lot to contribute to a successful performance even if you are not on stage.

This chapter is divided into three parts to help you build a successful performance—Plan, Prepare and Perform!

PART A: PLAN

Like most activities, the planning phase is the most important one while putting a performance together. Follow all the steps in the planning stage to think about what your final performance can be.

ACTIVITY 9.1: VISUALISE A PERFORMANCE



To begin your planning, think of the following:

- ❖ Where will it be?
- ❖ When will it be?
- ❖ How long will it be?
- ❖ Who will be your audience?
- ❖ Will the performance have a theme and title?
- ❖ Is this performance intended for a particular event or occasion?
- ❖ Are there any elements from other performances that you particularly enjoyed and would like to incorporate?



ACTIVITY 9.2: CREATE A SONG LIST

Work with your teacher to make a list of songs that could be used for the performance. Everyone can contribute songs that they know and like, that would work well for the performance. You can choose songs from this book and other songs you already know.

Here is a song that you can sing as an invocation or welcome song.

SWAGATHAM SHUBHA SWAGATHAM

Swagatham shubha swagatham

Atha swagatham, shubha swagatham

Anand mangala mangalam (×2)

Nitha priyam bharatha bharatham

Atha swagatham, shubha swagatham (×2)

Nitya nirantharatha, navatha, maanavatha, samatha, mamatha,

Saarathi saath manorath ka jo anivaar nahi thamtha

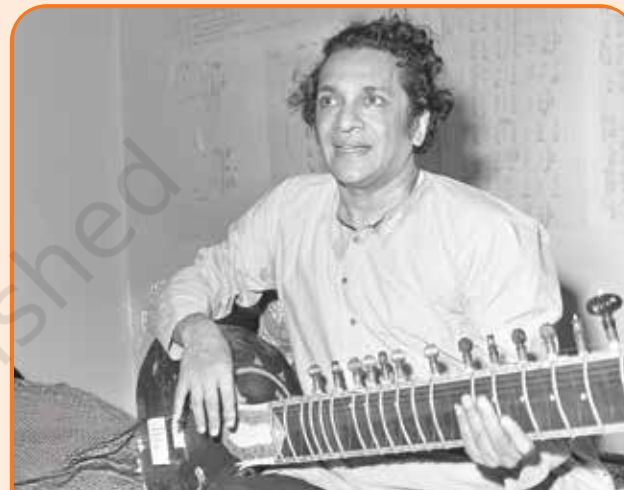
Sankalp avijith abhimatham anandha mangala mangalam

Atha swagatham, shubha swagatham

Kusumith nayi kaamnayein surabith nayi saadhnayein

Maitrimath kridaangan mein pramudith bandhu bhaavanayein

Shashwath suvikashitha athi shubham ananda mangala mangalam



Music has been a part of many important events. The 1982 Asian Games, an international sporting event, was held in New Delhi. *Swagatham shubha swagatham*, composed by renowned Sitar maestro, Pandit Ravi Shankar, was sung at the inauguration ceremony.

**DO YOU
KNOW?**



ACTIVITY 9.3: INCLUDING FOLK MUSIC



Dances from Chhattisgarh

Keeping in mind your ideas for the performance, look for a folk song from a tradition other than yours. You can research online, or ask musicians and music educators you know. You can even choose from what you have already learnt.

As an example, here's a folk song for you to learn:

ODIA SONG

This is a folk song of the tribals of Koraput, Odisha. This is sung widely during the celebration of Chaita Paraba. The song is about coming together and celebrating the festival with love and enthusiasm.

*Ee la ya lori la la la lori
Ee la ya lori la la la lori*

*Lori danguda lori bulai de
Lori danguda lori bulai de*

*Barane barane sita kaniya
Barane barane sita kaniya
Sita kaniya magi aailu*

*Lakhmi kaniya bibha hai bu
Sita kaniya bibha hai bu
Aache boile aache bala ya*

*Puruba neeti ke magi aailu
Puruba neeti ke magi aailu*

*Lori k lori la la lori
Lori k lori la la lori*

Lori k lori la la la lori

*Betu danguda betu bulai de
Betu danguda betu bulai de*

*Barane barane Lakhmi kaniya
Barane barane Lakhmi kaniya*

Lakhmi kaniya magi aailu

Nai baile naib ala ya

*Puruba neeti ke buli aailu
Puruba neeti ke buli aailu*

*Ee la ya lori la la lori
Ee la ya lori la la lori*

PART B: PREPARE

ACTIVITY 9.4: REHEARSAL AND FEEDBACK

- ❖ Once you have chosen your song, or set of songs, practise it.
- ❖ When you are performing with a group, practise together so everyone works well.
- ❖ Find ways to use the elements you learnt in Chapter 1, such as singing in parts or in canon, or using body percussion and synchronisation.
- ❖ If you are a vocalist, think of the lyrics of the song and the kind of emotion and story you are trying to convey.
- ❖ If you are an instrumentalist, think about how you can play with dynamics and feeling. Know when you are the lead and when you are supporting others.
- ❖ Find musical parts for all the performers. See how each person is using their strengths and making the performance better. If you do not have instruments, see how else you can support the performance—sometimes you can even use a stick to keep the beat.

- ❖ When you are ready, perform for your teacher or a friend and ask for feedback. This will help you enhance your strengths and work on your weaknesses.
- ❖ Make a practise plan, based on the feedback you have received.



Orchestra from Assam — Kala Utsav

ACTIVITY 9.5: PRODUCTION, PROMOTION AND SUPPORT



For a successful performance, there is a lot more that needs to be done.

- ❖ How can you design the stage in a way that is relevant to your theme?
- ❖ Are lights and sound equipment required?



- ❖ How can you best use the performance space?
- ❖ Do you require any props?
- ❖ Would you need an anchor to announce and engage the audience?

- ❖ Are chairs needed for the audience?
- ❖ What else is needed for a successful performance? Plan out every step and prepare.
- ❖ How will you let people know or advertise about the performance?



- ❖ Can you create eye-catching posters that can be put up around your school? Use ideas from your Visual Art classes.
- ❖ Can you create content to promote your performance on social media?

PART C: PERFORM

ACTIVITY 9.6: FINAL PERFORMANCE

On the day of the final performance — welcome the audience and introduce the show, present the performance and end it with a thank you message. Try to record the performance.

After your performance has ended get constructive feedback from your audience and discuss it with your team.

Congratulations! You are now a young performer!



A musical performance in progress

ASSESSMENT

CHAPTER 9: PERFORMANCE

CG	C	Learning Outcomes	Teacher	Self
3	3.1	Participates willingly in the final performance with confidence and collaborative spirit		
3	3.1	Plays an active role in the planning of a performance including choosing the repertoire		
3	3.1	Prepares enthusiastically for the performance through practice and rehearsal		
3	3.2	Maintains a journal through the preparation period		

Teacher's Comments and Student's Observations

SUMMATIVE ASSESSMENT

	Examples of Summative Assessment	Criteria for Summative Assessment
Individual	<ul style="list-style-type: none"> ❖ Student is asked to choose and present a song on a given theme. ❖ Student is asked to create a story and embellish it with sound and music. ❖ Student is asked to present a simple classical composition, along with <i>arohana</i> and <i>avarohana</i> and while keeping <i>tala</i>. 	<ul style="list-style-type: none"> ❖ Ability to choose appropriately and sing fluently in pitch and rhythm. ❖ Creativity, expression, musical choices, overall presentation. ❖ Ability to sing the correct notes of the <i>raga</i> and with the correct <i>tala</i>.
Group	<ul style="list-style-type: none"> ❖ The class prepares for a performance, including planning the repertoire, promoting the event and other aspects of event planning. ❖ The class presents a performance incorporating songs learnt through the year. 	<ul style="list-style-type: none"> ❖ Creative ideas, coordination, teamwork and enthusiasm.

Teacher's Comments and Student's Observations

Doodles and Notes

