



NRITTA, NRITYA AND NATYA

Dance comprises many units which are beautifully connected together. Some have joyous movements, some narrate a story or a situation and some tell the full story. Below are the definitions of *nritta*, *nritya* and *natya* given from the treatise, *Abhinaya Darpana*, a text widely followed by classical dancers.

नृत्तं — भावाभिनयहीनं तु नृत्तमित्यभिधीयते ॥ १५॥

nṛttah bhāvābhinayahīnam tu nṛttamityabhidhīyate

Nritta consists of dance with only movements without any specific emotive content or narrative.

नृत्यं — रसभावव्यञ्जनादियुक्तं नृत्यमितीर्यते ॥ १६॥

nṛtyam rasabhāvavyañjanādiyuktam nṛtyamitīryate

Nritya combines dance with narration of stories or situations with *rasa* and *bhava*.

नाट्यं — नाट्यं तन्नाटकं चैव पूज्यं पूर्वकथायुतम् ।

*nāṭyam : nāṭyam tannāṭakam caiva pūjyam
pūrvakathāyutam*

Natya is a dance drama where all aspects of performance are integrated to narrate a full story.

You will explore the vocabulary of *nritta* and *nritya* in this chapter.

The most important unit of a dance form are the basic steps that need to be learnt. These steps form the dance vocabulary. The various steps are then strung together to make a dance.



Nritta

ACTIVITY 11.1 : BASIC STEPS AND RHYTHMS — NRITTA

You have been learning steps and rhythm in your earlier grades, now try some different rhythmic beats, i.e., 5, 6 and 7 beats. Add some permutations and combinations to this. Look at the



Feet together



Heel — front, side



Toe — front and back



Cross in front



Cross at the back



Jump with one leg raised



Jump with both legs

images drawn below. They are combinations of steps exploring different beats. Do you wish to try your own combinations with various rhythms.

Different ways the feet can be used are shown below —

You will use these foot positions and movements to build your dance.



Note to the Teacher: Suggestive step combinations are given on Page 118. Actual practice can be based on appropriateness, and convenience based on the region and level of learning. Beginners may try rhythms with simple steps as decided by the teacher. It can be aligned with maths for understanding counting and beats better.

Bols (rhythmic syllables) and counts for the beats can either be decided by the teacher or students.

5 BEATS ARE A COMBINATION OF 2 AND 3 BEATS

Examples for 5 beats or step counts.

1	2	3	4	5
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STEP COMBINATION 1

Start with the right leg.

right	left	right	left	right
stamp	stamp	heel	stamp	stamp

Now, repeat with left leg.

left	right	left	right	left
stamp	stamp	heel	stamp	stamp

STEP COMBINATION 2

Start with the right leg.

right	right	left	right	left
jump	step	cross	step	stamp

Now, repeat with left leg.

left	left	right	left	right
jump	step	cross	step	stamp

Like the above combination of 5 beat steps, combine more steps with heel in front, heel to the side and other variations.

6 BEATS ARE A COMBINATION OF TWO 3 BEATS (3+3)

Examples of 6 beats or step counts.

1	2	3	4	5	6
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STEP COMBINATION 1

Start with the right leg.

right	left	right	left	right	left
toe cross	stamp	heel front	stamp	stamp	stamp

Repeat with left leg.

left	right	left	right	left	right
toe cross	stamp	heel front	stamp	stamp	stamp

STEP COMBINATION 2

Start with the right leg.

right	Left	right	right	left	right
heel	stamp	stamp	toe cross	stamp	stamp

Repeat with left leg.

Left	right	left	left	right	right
heel	stamp	stamp	toe cross	stamp	stamp

Follow the above example and try different combinations of leg movements.

7 BEATS ARE A COMBINATION OF 3 AND 4 BEATS OR 3+2+2 OR 4+3

Examples for 7 beats or step counts.

1	2	3	4	5	6	7
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STEP COMBINATION 1

Start with the right leg.

right	left	right	left	left	right	right
stamp	toe	stamp	heel	stamp	heel	stamp

Repeat with left leg.

left	right	left	right	right	left	left
stamp	toe	stamp	heel	stamp	heel	stamp

STEP COMBINATION 2

Start with the right leg.

right	left	right	left	right	left	right
heel	stamp	stamp	cross	stamp	stamp	stamp

Repeat with left leg.

left	right	left	right	left	right	left
heel	stamp	stamp	cross	stamp	stamp	stamp

Practise the above rhythms in different patterns. You can use music *bandishes* given in music class and add arm movements of your choice.

NRITYA

In *Kriti*, Grade 6, you started with a *shloka* from the *Abhinaya Darpana*, that gave the concept of the use of hand gestures. This is connected to narration and concentration of the mind in *bhava* to evoke *rasa* for a successful performance. Let us recap the *shloka* and its meaning to present your *nritya*.

यतो हस्त स्ततो दृष्टि । यतो दृष्टि स्ततो मनः

यतो मनः स्ततो भावः । यतो भाव स्ततो रसः

*yato hastastato dṛiṣṭi, yato dṛiṣṭistato manah
yato manastato bhāvah, yathobhāvastato rasah*

Wherever the hand moves, the eyes follow;
Wherever the eyes go, the mind follows.

Where the mind is directed there *bhava* is created;
Where there is *bhava*, *rasa* unfolds.

Can you relate this to the description of *nritya* given earlier?



Nritya

CONVERSATION USING HASTA

In Chapter 1, you learnt how *hastas* were skillfully used in sculptures to convey expressions and communicate specific messages. These *hastas* play a vital role in portraying emotions, and narratives in visual and symbolic ways.

You are familiar with the usages of *asamyuta hastas* which you have done earlier.

Note: Please refer to the *Kriti*, Grade 6 for *asamyuta hasta* usage.

ACTIVITY 11.2

Now, explore the various ways you can use *samyuta hastas*. Here are some *samyuta hastas* with various uses.



NAME: *Anjali*

USES

- Namaskar



NAME: *Karkata*

USES

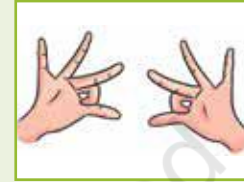
- Gathering of people
- Show belly
- Twist and stretch the limbs



NAME: *Pushpaputa*

USES

- Offer flowers
- Drink water
- Receive things
- Perform *aarti*



NAME: *Shakata*

USES

- Anger
- Demon



NAME: *Shankha*

USES

- Blow conch shell



NAME: *Pasha*

USES

- Disagreement
- Tight knot
- Chain



NAME: *Kilaka*

USES

- Friendship
- Affection



NAME: *Samputa*

USES

- Hide object
- Rolling dice



NAME: *Matsya*

USES

- Fish



NAME: *Garuda*

USES

- Eagle
- Bird

ACTIVITY 11.3

Now, converse in the class using spelling — *asamyuta* and *samyuta hastas* (Refer to your *asamyuta hasta* usages from *Kriti*, Grade 6).

Demonstrate a meaningful sentence using both *asamyuta* and *samyuta hastas* in front of your friends, and let them guess its meaning.

Try short phrases first like:

WELCOME, MY FRIEND



Welcome



my friend

WE ARE TOGETHER



We are



together

DO NOT BE ANGRY AND FIGHT



Do not



be angry



fight

IN THE FOREST, THERE WAS A DEER



In the forest



there was



a deer

THERE ARE FISHES IN THE RIVER



There are



fishes



the river

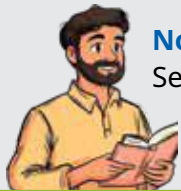
Then, combine further to make full sentences. You can combine hand gestures as per your creativity.

Example:

- ❖ Welcome, my friend. Do not be angry and fight, let us go and play together.
- ❖ In the forest, there was a deer, flying birds and fish in the river.

Have fun conversations—

1. Do you know Karate? What are the different postures used in it?
2. Do you realise that it can be an important way of communication?



Note to the Teacher:

Sentence can be given by the teacher to individual student.

JUMPS AND PIROUETTES (SPINS)

IN HOW MANY WAYS CAN YOU JUMP AND SPIN IN DANCE?

Jumps, *utplavana*, pirouettes and *bhramaris* (spins) play an important role in a dance performance. The execution of jumps and pirouettes is another unit of dance vocabulary, which can be used in pure dance or to enhance emotive content.

Both jumps and pirouettes can be performed in rhythm with music beats, enhancing the overall impact of a dance. In a dance with stories, it can be without rhythm.



Spinning Jump of Yakshagana

ACTIVITY 11.4: ENHANCING MY DANCE WITH JUMPS AND SPINS

You might have jumped and spun around while playing, dancing or engaging in everyday activities. Below are some examples of jumps and spins.

JUMPS

Jump with one leg raised



Jump with one leg to move in front



Jump by folding both the legs back



Jump without folding legs



Think, jump and spin with your friends.
Did you enjoy it?

PIROUETTES

Spin on one leg



Spin spreading both hands in air

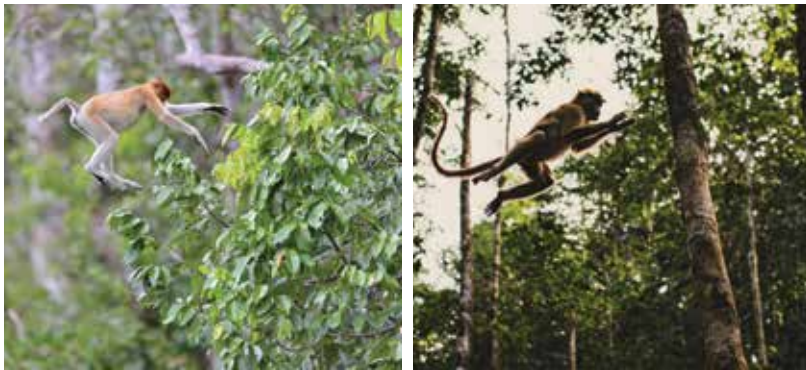


Different styles of jumps in dance

ANIMAL JUMPS AND PIROUETTES

Observe how different animals perform jumps and pirouettes in their natural movements.

How does a monkey jump from tree to tree?



How do rabbits and kangaroos jump as if they have spring on their legs?



How does a cat jump gracefully to land softly?



How elegantly does a peacock turn in circles while spreading its feathers?



These movements are an integral part of our folk, traditional and classical dance forms. In **Karnataka's Yakshagana**, the artist performs pirouettes while standing on knees, often executing them multiple times. **Kalbelia**, a traditional dance from **Rajasthan** is performed in a circular motion while taking

pirouettes in a circular path. In the **Pung Cholom** dance of **Manipur**, the drummers jump and spin holding a drum. **Kathak**, the classical dance form of **northern India** is characterised by the spins the dancer executes.



Jumps in Yakshagana



Pirouettes in Kalbelia



Spinning Jumps in Pung Cholom



Pirouettes in Kathak

ACTIVITY 11.5

Search and watch the below-listed dance forms. Discuss and tick whether they include jumps, pirouettes or both.

Dance Form	Jumps	Pirouettes
<i>Aji Lamu</i> from Arunachal Pradesh		
<i>Cherchera</i> from Chhattisgarh		
<i>Poykall Kuthirai</i> (dummy horse) from Tamil Nadu		
<i>Googa Dhamoda</i> from Haryana		
<i>Cham</i> from Ladakh		
<i>Fugdi</i> from Goa		

Divide yourselves into four groups, and in each group try some of these jumps and pirouettes that you have observed in these dances.

ACTIVITY 11.6: STORYTELLING

STORYTELLING WITH OWN DANCE TECHNIQUES

You have learnt basic steps, expressing emotions appropriately based on the situation, effective use of *hastas*, and incorporating jumps and pirouettes, create your sequence of situations, incorporating all the above elements.

GAME TIME — MOOKAABHINAYA

Form two groups. The first group will act out a small situation using expressions and hand gestures. The other group must guess the situation. Continue the game for a few rounds and then decide the winning group.

It will be a lot of fun.



Note to the Teacher: Suggest different situations to children, depending on their level and ability.

ASSESSMENT

CHAPTER 11: DANCE VOCABULARY AND TECHNIQUES

CG	C	Learning Outcomes	Teacher	Self
1	1.1	Understands basic techniques of combining different parts of feet for movement		
1	1.2	Understands the rhythmic elements used for practising basic dance steps		
1	1.2	Understands the importance of hand gestures as tool of communication		
2	2.2	Correlates jumps and spins in various dances		
2	2.2	Feels comfortable in practising jumps and spins		
2	2.2	Uses all techniques to express oneself		

Teacher's Comments and Student's Observations
