

# 9 Art Appreciation - Performing Arts



Understanding the beauty in Art.

## OBJECTIVES :

1. Be able to explain the importance of performing arts like music, dance and drama in human life in their own words.
2. Brief introduction to the basic elements of music, dance and drama.
3. Be able to explain and identify the types of performing art forms and their importance.
4. Be able to create a performance for self expression.
5. Be able to describe the use of basic elements which they find appealing in a performance.

- In the earlier chapter, we saw the difference between visual arts and performing arts.
- Performing arts are art forms which are performed live for the audience.
- Performing arts include various art forms like magic, puppetry, circus art, performances without words, public speaking, stand up comedy etc., however, all of these art forms can be grouped to three forms - Drama, Music and Dance. Hence, we would be studying these three art forms in details.



## DRAMA :



## Let us play act.

Two students should volunteer for this activity. One of them should play the role of a parent and the other should be the son / daughter. The situation is that the son / daughter has failed in the examination and is showing the report card to the parent. The students should try to imagine what generally happens and take five minutes to prepare and five minutes to perform the situation.

### 1. What is Drama ?

As you would have noticed in the previous skit, the students assumed the roles of the characters and tried to behave as if they really were parents/ children. The students watching it knew that the roles the students have assumed are not real. Yet they chose to believe them. What the students performed was a 'DRAMA'.

Thus, drama is an art form where people assume fictional identity or roles and try to perform them in such a way that they seem as real as possible to the audience. In short, drama means to create an illusion of reality through fiction. Hence even in daily life, whenever we feel that a person behaves in a way which is not true, we say 'stop acting' or 'don't act'!

### 2. Acting

The person who assumes a fictional role is called an actor and the action of playing the role is called 'acting'.

In India, acting is believed to be of four types -

1. **'Angika Abhinay'** - To act using body movements, facial expression, gestures is called as 'Angika Abhinay'.
2. **'Vachika Abhinay'** - To act using words, intonations, pause between two words or sentences is called as 'Vachika Abhinay'.
3. **'Aharya Abhinay'** - To act using costumes, make up, lights, things (props) is called as 'Aharya Abhinay'.
4. **'Sattwik Abhinay'** - The expression of the physical and mental state of a fictional character in a drama is called 'Sattvik Abhinay'. A Sanskrit shloka praising Lord Shiva refers to all the four types of Abhinay as can be seen below -

आंगिकं भुवनं यस्य । वाचिकं सर्व वाङ्मयम्॥  
आहार्यं चन्द्र तारादि। तं नुमः सात्त्विकं शिवम्॥

#### Discuss :

Was the acting of the students in the skit realistic ?

Did the students find it interesting to watch the skit even when they knew it was not true ?

If all the students acting in the skit performed perfectly like parents or children, would the skit be more interesting ? Why ?



### 3. The role of conflict in Drama

**Story :** A girl wanted to go to school. Her parents sent her to school. She studied regularly. She earned good marks. She continued to get higher education and became very successful in her life.

The core of a drama is conflict. There cannot be a drama without a conflict. Conflict can be caused by the opposition created by the people or situations in the story. Thus some form of conflict is necessary in the story for it to be an interesting drama. e.g. in the story mentioned above, conflict could be created in the following ways -

1. The girl's parents do not want to send her to school.
2. The girl's parents do not have enough money to send her to school.
3. She is rusticated from the school for some reason.
4. She meets with an accident while going to school.

#### **POINTS TO PONDER**

- *Voice, facial expressions and body movements are the medium through which an actor can convey his / her thoughts and emotions to the audience.*
- *Having a loud, clear voice and intonations is very important while acting.*

### 4. Exercises for developing a clear and loud voice

1. Sit straight. Inhale a deep breath and open your mouth to produce the sound of 'aa (आऽऽ)' till you are out of breath. Do this 10 times.
2. Sit straight. Inhale a deep breath and close your mouth to produce the sound of 'mmm (म्ऽऽ)' till you are out of breath. You should feel vibrations on your lips and cheek.
3. Try to inflate a balloon in one deep breath. Try to increase the size of the balloon over the time.

#### **Intonations**

Try to speak the sentence - "I cannot meet you now"- by laying stress on different words.

'I' cannot meet you now.

(May be somebody else could meet you.)

I '**cannot**' meet you now.

(I am not in a position to meet you.)

I cannot '**meet**' you now. (May be we could talk on phone.)

I cannot meet '**you**' now.

(May be I could meet somebody else.)

I cannot meet you '**now**'. (May be we could meet later.)

#### **Discuss :**

Did students enjoy the story?  
What did they find missing from the story ? Would they like to perform this story in the form of a drama ? Would the audience like it ?

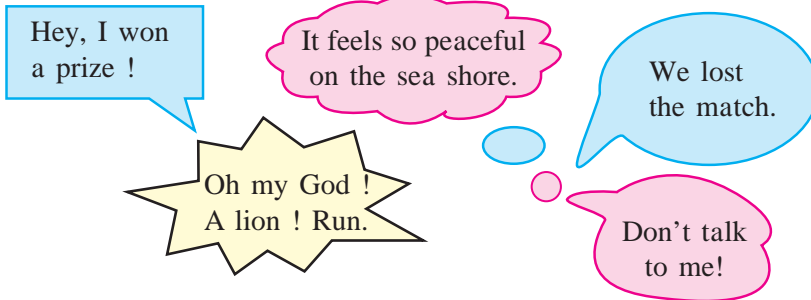
What changes could be made to make the story interesting ?

Does the meaning of the sentence change every time you stress a different word ?

Explain that this is called "Innotations" or the rise and fall in pitch of the voice.

## 5. How voice changes in different situations

Teacher should ask a student to volunteer. The student should come in front of the class and say the following sentences as he /she would say it in real life.



### Discuss in class :

- Did they notice a difference in the volume / excitement of the student while saying these different statements?
- Does the volume/excitement also change depending on whom a particular sentence is addressed to?

## 6. Body language in different situations

Try doing the following things. You can use appropriate facial expressions and voice intonations.

### Stand still with no body movements and say

'There is a fire run'

'Don't lie to me. Don't show me your face again !'

'Come lets have some fun !'

### Now use a lot of hand movements and say

I feel very quiet today'

'I understand your pain. God bless you.'

### Discuss in class :

Did they find it difficult/unnatural to do the above tasks ?  
If yes, why ?  
When would the tasks seem natural?

### POINTS TO PONDER

*Emotions, body movements, facial expressions and voice go hand in hand. This should always be kept in mind while acting. When we get excited due to happiness or anger, our volume and pitch/tone increases and we make a lot of body movements. When we are down or sad or simply quiet we make lesser body movements and our voice too lowers.*

## 7. Characters in a play

Think about it -

The way a person dresses up, walks, talks and interacts with others generally gives us an idea about the age, socio-economic condition of the person etc. Then if we were to enact a particular part in a play, how would we use the above fact?

When an actor is to play a role in a drama, a lot of thought should be given to the age, socio-economic status, profession, nature, physical traits, behaviour, values, upbringing, mannerism etc. All these put together is called a 'character' in terms of a play.

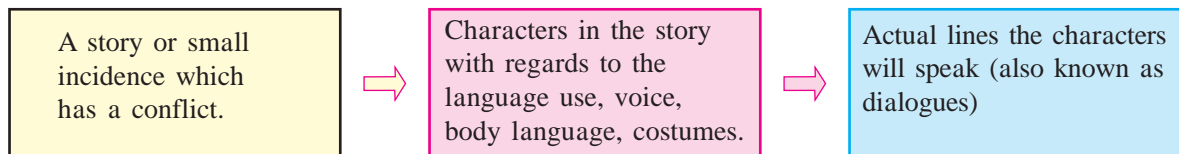
When we put up a story in the form of drama, we need to think about the characters in the story.

It is only when we think thoroughly about the characters we want to depict in a drama, can we portray them realistically in the drama. Only then the drama could become interesting.

## LET'S HAVE SOME FUN

Five students should volunteer to come in front of the class to demonstrate the characters' given below. Students should think about the voice, language and body language of the characters and then enact the part. They should speak at least five sentences while enacting the role. 1. An old poor labourer woman. 2. A young college going boy. 3. A middle aged doctor. 4. A sales woman. 5. A famous film star.

### 8. Creating an interesting Drama



To create an interesting Drama, we would need to think about the things mentioned above

1. Divide into groups.
2. The teacher should give each group a theme.
3. The students should take time to think thoroughly about building a story (with a conflict) based on the theme, define characters and then write down the dialogues that each one would speak.
4. Make sure everybody in the group has a part to play.
5. If possible enact the drama in your annual gathering or during some program in your school.

#### Suggested themes -

1. Waiting for somebody/something. (e.g. farmer waits for rain, two people wait for bus, mother waits for son etc.)
2. Mis-communication/misunderstanding (e.g. Mis-communication happening because two people share the same name or because the clock accidentally stops working.)
3. Coming back to something or someone or someplace (e.g. coming back to India from abroad or a boy coming home after losing his way.)
4. Repenting something (repenting that one did not work hard enough or spoke arrogantly or got late)

These are just suggested themes. The teacher is free to think for her his own theme. Setting up a skit is a long term process. It might not complete in the designated periods. It is important to use the time after school to elaborate on the concepts given in the chapter for the students to understand and practice them appropriately.

## DANCE

Given below is a list of activities we do in day to day life. Walking, pointing to an object, calling somebody, saying no, closing the door, etc. What is the difference between these movements and the movements in dance? How do they differ ? Lets have some fun

You must have seen many dance forms till now.

Based on your observation, try to enact how each of the above activity would be performed in any dance form.

### 9. What is dance ?

Dance is an art form consisting of purposefully selected sequences of aesthetically pleasing and rhythmic human movements usually to the accompaniment of music. A dance without meaning or expression becomes similar to an exercise.

#### Discuss :

- Are the movements in day to day activities as graceful as in dance?
- Are the day to day movements performed on a beat?
- Are day to day activities performed in a continuous sequence?

## LETS TRY THIS

### 10. Movements in dance

Depict the following using movements of your body as a part of a dance performance. You are free to choose any dance style. Students could volunteer to come in front of the class to demonstrate.

1. Living beings like cat, snake, lion, man walking etc.
2. Non living things like river, trees, storm, car etc.
3. Activities like waiting, fighting, thinking etc.



### 11. Expressions in dance

Depict the following emotions using expressions and body postures as a part of a dance performance. You are free to choose any dance style. Students could volunteer to come in front of the class to demonstrate.

1. Anger
2. Happiness
3. Fear
4. Sympathy
5. Jealousy etc.



#### POINTS TO PONDER

*Expressions and Movements form two pillars of dance.*

*A dancer uses them appropriately to convey the intended meaning.*

### **Choreography :**

Choreography is the act of designing the sequence of rhythmic dance movements and expressions to set up a performance. It also involves designing the look and feel of the dance. The person who choreographs a dance performance is called a choreographer. A choreographer choreographs a dance by taking into consideration the music, words, mood of the song.

### **LETS TRY THIS**

Form groups. Select any one music / song of your choice. Or you can even choose a poem from your textbook. Each student in the group will choreograph one movement or a sequence of movements on the music / song. Each group should perform it in front of the class. Other groups should evaluate the performance based on the following criteria -

1. Were the dance steps matching with the words (lyrics), style of the music or song ?
2. Were the dance steps performed in a synchronized fashion when necessary?
3. Were the dance steps performed on the beats of the music?
4. Were the dance steps repetitive?
5. Were the dancers showing appropriate expressions when dancing ?
6. Was there any novelty in the way the dance was performed ?
7. Was the performance energetic ?
8. Do you think the dancers effectively conveyed the emotions or thoughts that they intended to ?

### **Types of Indian dances**

Like music, even dance can be categorized into classical, folk, free form dance in films etc.

#### **Classical dance :**

In India, a dance style is considered as classical only if it adheres to the strict guidelines laid down in Natyashastra. They generally depicted various mythological stories. With time, the classical dances evolved to include the expressions and themes from social life. There are 8 classical dance styles in India.

#### **Bharatnatyam :**

This dance form is approximately 2000 years old. It finds a mention in the 'Natyashastra' written by Bharat Muni. It is generally used to express hindu religious themes and philosophy.

#### **Kathak :**

Kathak is said to be derived from the word katha, meaning "the art of storytelling." It originates from the north of India.

### **Kuchipudi :**

Kuchipudi originated from the state of Andhra Pradesh. Shree. Siddhendra Yogi was a Vaishnav poet who immensely contributed to the development of this dance form.

### **Odissi :**

Odissi originated in Odisha - an eastern coastal state of India. Odissi, was performed predominantly by women. It depicted religious stories and ideas. Archaeological evidence of this dance form dating back to the 2nd century B.C. is found in the caves near Bhubaneswar.



### **Sattriya :**

This dance-drama form has its origins in Assam and is attributed to the 15th century scholar Srimanta Shankardev. This dance form derives its name from the Vaishnav Monasteries (Sattras) who have been instrumental in its conservation and growth.

### **Manipuri :**

Manipuri is named after its state of origin, Manipur. The Manipuri dance is a team performance mostly based on incidences in the life of Lord Krishna.

### **Mohiniyattam :**

Mohiniyattam developed in the state of Kerala, gets its name from the Mohini incarnation of Lord Vishnu. The dance style is delicate, with soft and feminine movements. It is performed only by women.

### **Kathakali :**

Kathakali (katha, “story”; kali, “performance”) is a dance-drama form which originated from Kerala. It is distinguished by its elaborately colorful make-up, costumes and face masks. Traditionally, the performers have all been males. Kathakali is largely influenced by the ancient martial arts tradition of south India called Kalaripayattu.

### **Folk dance :**

Like folk music, folk dance also means dance performed by people together. It refers to dance performed on certain occasions when people from specific communities come together. India has a rich tradition of folk dance owing to its huge diversity. The style of folk dances differs from region to region.

Dandiya, bhangra, lavani, garba, ghoomar, koli dance are some of the popular folk dance forms.

Dance holds a place of significance in the life and culture of the tribal communities across India.

The tribes in hilly regions of the north-west Maharashtra, dance to the accompaniment of the tarpa, a wind instrument made of dried gourd. Because of this, the dance is known as Tarpa Nach.

### Freestyle Dance on Film Songs :

Dance on film songs is generally free flowing and results from a fusion of different dance forms in India.

### Exploring different types of dances

Make groups. Select a dance form (classical or folk). Find out more information about that dance form regarding the following aspects and present it to the class -

1. Which state or region in India does it originate ?
2. What are the costumes to be worn during the performance ?
3. Is there a specific time / season when it is performed ?
4. Who are some of the great artists practicing the dance form ?

If possible, try to perform a short demo for the class or get a video of a performance to the class.

#### Discuss :

Do you reflect on the quality of dance performances that you see in television programs and films? Are the dances simply energetic or do they also have meaningful movements expressing emotions ?

Some dance performances resemble exercises while some other might be embarrassing to watch with the entire family. Do you observe this ?

Some dance performances are energetic yet meaningful. They are pleasing to watch. Can you name some such dance performances seen in films or television programs?

## MUSIC

### 1. Sound : Let us observe the sounds around us.

In your notebook, make a list of all the sounds you hear in your day to day life. It could be anything from chirping of the birds, car horn, human voices, sound of the railway etc. Take 5 minutes to think and observe.

### 2. Naad :

Some sounds are pleasing to the ear while some others are harsh. Sounds which are pleasing to the ear are called 'Naad'. The sound of a brake screeching or people talking loudly is not 'Naad'. Can you identify which sounds could be called 'Naad' from the list you made?

### 3. "Swar " (Musical Notes) :

Long lasting and pleasant 'Naad' is useful to create music. A 'Naad' which can be used to create music is called 'Swar' or musical note. A specific sequence or chain of musical notes is called a tune. The musical notes change as per the composition of the tune.

#### Discuss in class :

Did students find it difficult to list the sounds ? Why ?

Encourage them to classify the sounds into categories like pleasing / harsh.

We all sing the National Anthem. Try to remember the last lines of the National Anthem - 'Jaya Jaya Jaya Jaya He'. When you sing the last line, what difference do you find each time you sing "Jaya"? Are the words different? Is the volume different?

No matter how loudly or softly we sing the National Anthem, the four consecutive 'Jaya' sound different to the ear. This happens because the musical notes ('Swar') for each 'Jaya' are different. Swar is one of the basic building blocks or elements of music. In the last line of the National Anthem the musical notes ('Swar') are ascending (moving from low notes to high notes).

- Fill different amount of water in a few glass vessels. Tap lightly on each glass. Listen to the notes of sound and try to arrange the glasses according to the musical notes, from lower to higher.

**Discuss :** Even if mother and father speak the same words or sentences, there is a difference in the swar(notes). Whose voice has higher notes?

#### 4. "Theka / Taal" (Rhythm) :

Put on some energetic song and notice how your hands clap or feet tap with the song. Now put on a slow song and again notice how your hands or feet tap. The frequency with which you could tap with the song is called 'Theka' or rhythm. Theka is also referred to as taal. The 'dhol' or the drums beating in Ganapati festival is the perfect examples of rhythm.

#### **Discuss in class :**

- Did the tapping repeat after fixed intervals?
- Was there a difference in the frequency of tapping for both the songs?

#### 5. "Lay" (Tempo) :

The speed of the Theka (Rhythm) is called as Lay (Tempo). Any tune is made up of swar, taal and lay. Other sounds like our heart beats or the sound of the railway engine could also be said to have a definite lay or tempo.

## ACTIVITY TIME

**Find a few sounds having a tempo** Try to find some sounds from your surrounding which have an in built tempo in them.

**Creating a composition using different beats with different tempos** Make groups. Each student in the group should produce a particular sound e.g. sound made by lightly hitting a pen on to compass box, by tapping a desk, by clicking the fingers, by clapping. After everyone has selected a sound for themselves, everybody should select a tempo (speed) and try to create a pleasing composition by mixing and matching all the sounds.

## 6. What is Music ?

गीतं वाद्यं तथा नृत्यं त्रयं संगीतमुच्यते।।

According to the above shlok, music consists of singing, dancing and instrumental accompaniment. Music is created when all the three - swar, taal and lay are coordinated. Swar, taal and lay are the three building blocks of music.

## 7. “Bhaav” (Emotions) in music:

- Do you feel like dancing when you hear energetic music ?
- Do you feel proud when you hear patriotic music ?
- Do you feel peaceful when you hear soothing music ?
- Do you feel sad when you hear sad music ?
- Do you feel sleepy or quiet when you hear a lullaby ?

We saw that in drama, the more realistically an actor tries to portray a character, the more interesting and engaging is the drama. Similarly in music, the more honestly an artist tries to convey the intended emotions, the more appealing is the music. Such music is said to have ‘Bhaav’.

### Discuss :

- What exactly triggers the emotions in us when we listen to a song ? Is it the words or rhythm or the tune ? Or everything together?
- Just for fun, try to change either the words or the rhythm or the tempo or the tune. Does the song still trigger the same emotions?

## 8. Instrumental Music :

Try to remember the background music for a parade on 15th August or 26th January. It is simply a tune with no words. Yet it evokes a feeling of pride in your mind. Try to remember the background music of your favourite cartoon. It has no words yet it supplements the movements of the cartoon characters. Thus music does not necessarily need words to evoke emotions. Music which has no words and is produced using only one or more instruments like tabla, harmonium, violin etc. is called instrumental music. Pandit Hariprasad Chaurasia, Dr. N. Rajam, Pandit Ravishankar, Pandit Shivkumar Sharma, Ustad Zaakir Hussain and many other great musicians are known for their solo instrumental music performances.

## 9. Types of musical instruments :

Following are some commonly used non-electric musical instruments in India -

Percussion	String instruments	Wind instruments
tabla, dhol, tasha, mrindang, pakhwaj etc.	sitar, tanpura, violin, guitar, sarangi, santoor etc.	flute, bugle, trumpet, shehnai etc.



## LET'S HAVE SOME FUN

### Knowing more about instruments

Form groups of students. Select one of the musical instruments and find the following information about it and make a presentation.

1. Type of the instrument.
2. Its photo or sketch.
3. How does it produce sound.
4. Some great artists known for playing the instrument.
5. A film song / non-film song in which the instrument has been played.

### 10. Imagining life without Music :

Imagine that one day all the music in this world disappears. How would a typical day feel like ? There would be no musical alarm tones, no ringtones, no musical doorbells, no songs on radio or television etc.

### 11. Types of Indian Music :

India is a country with huge diversity with regards to religions, geography, languages, culture and traditions. This diversity is also reflected in the music of India. Following are some of the broad types of music in India.

#### Indian classical music

Indian classical music includes both vocal and instrumental music. It is a type of music which follows strict structure and rules. The basic constructs of Indian classical music are 'Raga' and 'Taal'. Each raga has a set of specific musical notes or 'Swar' which can be played only according to the rules specified for that raga. Taal deals with the Theka or rhythm. Each taal has its own structure. Indian classical music is further divided into one adhering to the 'North Indian style' or to the 'South Indian style'. Pt. Bheemsen Joshi, Pt. Kumar Gandharv, Gaansaraswati Kishoritai Amonkar, Begum Akhtar and many more great artists of Indian classical music have been famous in India.

#### Folk Music

The term folk music literally means music of the people. It is music that originated from the culture and traditions of the people and was transmitted orally from generation to generation. India being very rich culturally has a huge variety of folk music which also differs according to geography.

Try to arrange for music pieces for all the given types. This is for the students to experience and understand the distinction and beauty of each of the above mentioned types.

## Some popular folk music in Maharashtra

- **Powada :**

The powadas are energetic songs written to narrate historical events in an inspiring manner. The composer-cum-singer of a powada is known as Shahir. Powadas describing the greatness of Chattrapati Shivaji Maharaj are very popular across Maharashtra. Instruments like Daf, Tuntuna, Tal are used.

- **Abhang :**

Abhang is a devotional song. Sant Tukaram has been credited with the creation of thousands of abhangs which praise the hindu God Vitthal and also talk about philosophy. Instruments like Tabla, Harmonium, Tal, Mridang, Chiplaya are used.

- **Kirtan :**

Kirtan literally means narrating, reciting, telling, describing an idea or story. A person performing kirtan is known as a kirtankar. A kirtan is typically performed to spread good values and practices through the medium of story telling and music. e.g. Sant Gadgebaba's kirtan about public sanitation. Instruments like Harmonium, Chiplaya, Mridang, Tabla are used.

- **Bharud :**

Bharud is a type of music popularised by Sant Eknath. Bharud also involves story telling interspersed with music. However unlike kirtan, bharud is a group performance. It is generally used for creating social awareness.

- **Jagran Gondhal :**

Gondhal is generally performed in the honour of Goddess. Jagran is performed in honour of Lord Khanderaya (Shiva). Instruments are used for both.

- **Bhajan :**

Bhajan is a broad name given to any song with religious theme or spiritual ideas. Ideas from scriptures, legendary epics, the teachings of saints and devotion to deity are the typical subjects of bhajans. Tal, Tabla, Harmonium, Mridang are used for Bhajans.

- **Lavani :**

Lavani is a combination of traditional song and dance, which is particularly performed to the beats of dholki. Lavani is noted for its powerful rhythm. Dholki and Harmonium are mainly used in Lavani.

- **Qawwali :**

A Qawwali is a group performance. It is known for their energetic rhythm. While performing Qawwali typical style of clapping is used.

- **Popular film music :**

Film music can have elements of all the previously mentioned music types. However it does not follow any one type strictly. Indian film music has been borrowing heavily from folk music, classical music and light music.

- **Natyasangeet :**

Natyasangeet refers to the music pieces in a musical play. Maharashtra has had a long tradition of natyasangeet. Natyasangeet was very popular in the olden days. Actors performing a musical often also emoted through songs in addition to the spoken words. The songs in the musical plays were often referred to as 'pada'. Natyasangeet is often based on Indian classical music. Balgandharv, Master Deenanath Mangeshkar, Pandit Vasant Rao Deshpande, Pandit Jeetendra Abhisheki and many other great artists have contributed immensely to this art form. The Shiledar family has also made great contribution to this field.

- **Ghazal :**

Words are of prime importance in a ghazal. The tune of a ghazal is designed in a way which would highlight the beauty of the words. The poetry in a ghazal follows a certain structure. The subjects for a ghazal can be varied. In the olden times, ghazals were written only in Persian or Urdu language. In the present day, ghazals in Hindi, Marathi have also started gaining popularity.

- **Other types of music :**

Apart from film music, other types of non-film music created independently by different artists which does not fall under any one particular type can be treated as a distinct category in itself.

## 12. Try to find

- Which type of folk music is popular in your geographic region?
- Name some famous artists in your town/village.
- Are any public musical performances arranged in your town/village? If yes, try to attend one.

## 13. Creating a tune

Whenever a poem has to be converted into a song, a tune needs to be composed. While composing music, the music director takes cognizance of the poem - its meaning, lyrical arrangement, the dialect used and composes the tune accordingly. Once the tune has been finalized, the instruments to be used are decided.

Sometimes while creating music for a film, a tune is created first and then words are written to match the tune. While composing music for a film, the situation where the song is to be used in the film, the characters in the song, the effect that the song is expected to create on the audience is also taken into consideration.

## 14. Let us apply what we learnt

Form groups of students. Select any poem from your textbook or any other book. Analyse the poem on the following points -

1. Look at the words - what emotions are conveyed through the poem ?
2. What is the general mood of the poem ?
3. What sort of rhythm - fast slow would you imagine if the poem was to be made into a song ?
4. Does the poetry fit into any one of the types of music that you have learnt?
5. Can you create a tune for the first 4 lines of the song taking into consideration the above facts? If not, can you think of another pre-existing song which has a tune similar to the one you imagine for the poem?
6. Which instruments would you use for your song?
7. If possible, try to perform the song !

### ASSESSMENT RUBRICS

Weightage : 10%				
Criteria	Very Good	Satisfactory	Not - Satisfactory	Marks obtained
Drama	Performance reflected adequate thought was given to voice and body language of the character played. Play had a conflict.	Performance reflected limited thought being given to voice and body language of the character played. Play did not have a conflict.	Play did not have a conflict and no thought was given to voice and body language of the character played.	
Music	The rhythm, mood and tune of the musical composition is aligned to the emotions conveyed through the poem. Came up with a tune of his / her own.	The rhythm, mood and tune of the musical composition is aligned to the emotions conveyed through the poem.	Only one out of rhythm, mood and tune of the musical composition is aligned to the emotions conveyed through the poem.	
Dance	Dance steps performed on the beats of the music, gelled with the words (lyrics) and style of the music and the dancer showed appropriate expressions when dancing	Only 2 out of the 3 points mentioned in the left column were seen.	Only 1 out of the 3 points in the left column were seen.	

All the friends gather at their favourite place. They try to find Dhairyadhar and Dhairyasheela.



Lobo ! have you seen the two of them ?

No Raghav, I think Sameena talked to them last.



We need to find them quickly.. I need their help about so many things !



That was two days ago !

Look there ! in the sky !

Where were you two ?

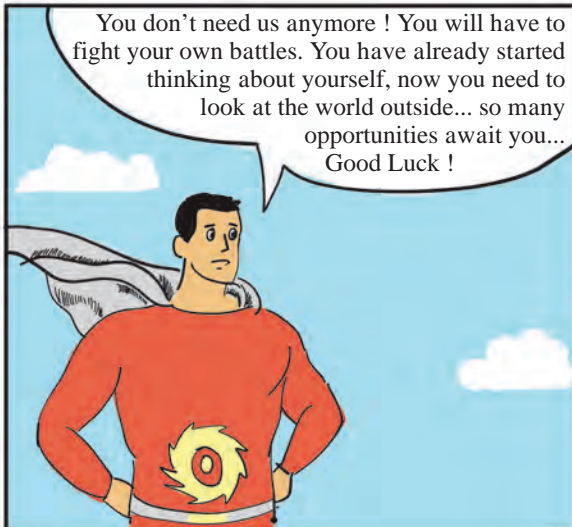


Oh we were going back.. thought we should meet you one last time..



But you can't leave ! Who will help us ?

You don't need us anymore ! You will have to fight your own battles. You have already started thinking about yourself, now you need to look at the world outside... so many opportunities await you... Good Luck !

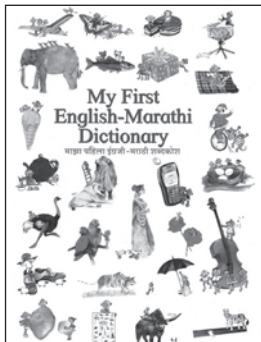
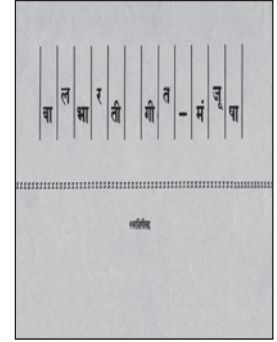
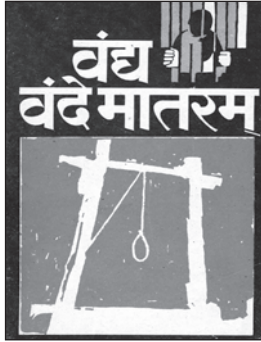
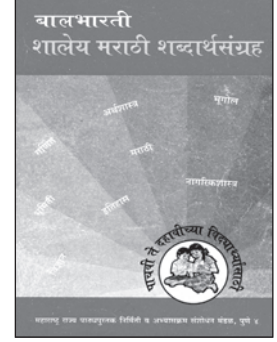
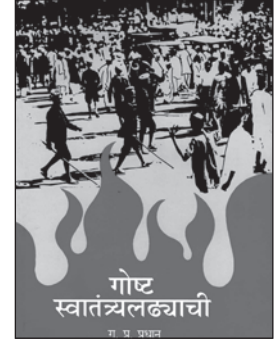
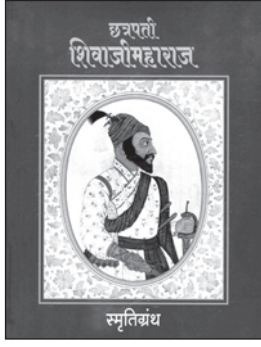


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