

ESSENCE STATEMENT

Hindu Religious Education (HRE) at the senior school level builds upon the knowledge, skills, attitudes, and values developed in junior school. This curriculum aims to nurture knowledgeable, competent, ethical, and globally-minded citizens who have deeply rooted moral and religious values, and who are empowered to contribute to societal growth, and are being prepared for lifelong learning.

By enhancing the competence of critical thinking and problem solving, integrity, empathy, and appreciation for diverse religious perspectives, the curriculum fosters global awareness and national unity. It prepares learners to apply ethical principles in real-life situations and promotes peaceful coexistence and social justice within their communities. The curriculum integrates the study of religious teachings, values, and cultural practices across Sanatan/Vedic, Jain, Buddhist, and Sikh faiths; focusing on the manifestation of Paramatma, development of the Scriptures, Principles of Dharma and Cultural Practices. The curriculum is enriched with practical simulations that will empower the learner to live and manage challenges in life effectively.

HRE at this level not only fosters spiritual growth and moral integrity but also opens pathways to various careers and significant contributions to the National goals. Learners will be well-prepared for roles in education, counselling, social work, cultural management, community leadership, media, and public administration. Through their professional and civic engagement, learners will contribute to the country's national unity, social equity, economic growth, cultural preservation, and international awareness.

The curriculum is value based, using transformative and self-inquiry approaches about, ethical, spiritual, physical, psychosocial faculties. This is in line with relevant theories in the Basic Education Curriculum framework.

SUBJECT GENERAL LEARNING OUTCOMES:**By the end of the Senior Secondary level, the learner should be able to:**

1. Interpret concepts on the Manifestations of Paramatma for appropriate response in his/her relationship with the ultimate and Other creations as guided by (Sanatan/Vedic, Jain, Buddhist and Sikh) faiths
2. Examine the development of the Scriptures in the four faiths for instilling values and desirable behaviour in daily interactions
3. Apply the Principles of Dharma for a righteous living
4. Analyse the Law of Karma for decision making in daily life
5. Acknowledge the relevance of Cultural Practices in the four faiths for enhancing career choices
6. Appreciate cultural and religious Heritage for self-identity and posterity. Utilize Digital Literacy skills for communication and inclusive learning.

SUMMARY OF STRANDS AND SUB STRANDS

1.0 MANIFESTATIONS OF PARAMATMA

- 1.1 Trimurti & DashAvatars
- 1.2 Jain Tirthankar
- 1.3 Buddhist Views
- 1.4 Guru's Grace – Sikh faith

2.0 SCRIPTURES

- 2.1 Origin and Development
- 2.2 Ethical and Moral Teachings
- 2.3 Prominent Personalities

3.0 PRINCIPLES OF DHARMA

- 3.1 Core Beliefs
- 3.2 Introduction to the Law of Karma

4.0. CULTURAL PRACTICES

- 4.1 Music - Vocal Music
- 4.2 Instrumental music
- 4.3 Dances (Folk and Classical)

STRAND 1.0: MANIFESTATION OF PARAMATMA (SUPREME BEING)

Sub-Strand 1.1: Trimurti and Dashavatars

A. Meaning of Manifestation of Paramatma

- ✓ **Paramatma** refers to the **Supreme Being** or **Universal Soul** in Hinduism.
- ✓ **Manifestation** means how the Supreme Being appears or takes form to interact with the world.
- ✓ In Hindu belief, Paramatma manifests in different forms to **create, preserve, and destroy** the universe as needed.
- ✓ These forms include the **Trimurti** and the **Dashavatars**.

B. The Trimurti (Three Main Forms of Paramatma)



Name	Role	Symbolism
Brahma	The Creator	Knowledge, origin
Vishnu	The Preserver or Sustainer	Protection, order
Mahesh (Shiva)	The Destroyer or Transformer	Endings, renewal

Key Point:

Together, they maintain the **cycle of creation, preservation, and destruction**, which is essential for balance in the universe.

C. The Dashavatars (Ten Incarnations of Vishnu)

These are ten major incarnations (avatars) of Lord Vishnu. He incarnates to restore **dharma** (righteousness) and protect the **good** from evil.

No.	Avatar	Form	Purpose/Significance
1	Matsya	Fish	Saved the Vedas and sages from a great flood
2	Kurma	Tortoise	Helped during the churning of the ocean
3	Varaha	Boar	Rescued the Earth from the demon Hiranyaksha
4	Narasimha	Half-man, half-lion	Destroyed the demon Hiranyakashipu
5	Vamana	Dwarf	Defeated the demon king Bali through humility
6	Parshurama	Warrior with axe	Fought corruption among Kshatriyas
7	Rama	Prince of Ayodhya	Ideal king and symbol of righteousness
8	Krishna	Divine guide	Gave the Bhagavad Gita; promoted devotion and duty
9	Buddha	Enlightened teacher	Taught compassion and non-violence
10	Kalki	Future warrior	Yet to come; will destroy evil and bring justice

D. Lessons from Dashavatars (Key Values)

Avatar	Lessons/Values Learnt
Matsya	Importance of saving knowledge and wisdom
Kurma	Patience, teamwork, and cooperation
Varaha	Protection of the Earth/environment
Narasimha	Faith in God and courage against injustice
Vamana	Humility, wisdom over strength
Parshurama	Fighting injustice with discipline
Rama	Duty, honesty, ideal leadership
Krishna	Wisdom, devotion, doing one's duty (karma yoga)
Buddha	Compassion, peace, mindfulness
Kalki	Hope for justice, good will triumph

E. Application in Real Life

Learners should use the values from the lives of the avatars to:

- ✓ **Solve problems** like injustice, violence, corruption, etc.
- ✓ **Promote harmony** in their communities.
- ✓ **Live with dharma** – righteousness and ethical behavior.
- ✓ **Uplift society** through compassion, truth, and discipline.

Sub-Strand 1.2: Jain Tirthankaras

Who are Tirthankaras?

- ✓ **Tirthankaras** are great spiritual teachers in **Jainism** who have conquered **karma** and attained **liberation (moksha)**.
- ✓ The word "**Tirthankara**" means "**ford-maker**" – one who shows the way across the ocean of rebirths.
- ✓ There are **24 Tirthankaras** in Jainism. This lesson focuses on **five**: **Rishabhdeva, Parshvanath, Neminath, Mallinath, and Bhagwan Mahavir**.

The Five Selected Tirthankaras and Their Contributions

Tirthankara	Contribution / Significance
1. Rishabhdeva (1st Tirthankara)	- Introduced agriculture, pottery, trade, and writing

- ✓ Considered the **founder of society and economy** in Jainism | | **2. Parshvanath** (23rd) | - Taught **4 principles**: non-violence, truth, non-stealing, non-possession
- ✓ Popularised **ascetic practices** and compassion | | **3. Neminath** (22nd) | - Known for **renouncing marriage** and choosing a spiritual life
- ✓ Spread teachings of **renunciation and self-discipline** | | **4. Mallinath** (19th) | - The only **female Tirthankara** (in the Shwetambar tradition)

- ✓ Promoted **equality of genders**, purity, and devotion | | **5. Bhagwan Mahavir**
- (24th and last) | - Added the **5th vow: celibacy (brahmacharya)**
- ✓ Strengthened **Jain Sangha (community)**
- ✓ Taught **Ahimsa** (non-violence) as a way of life

Moral Lessons from the Tirthankaras

- ⊕ Practice **Ahimsa** (non-violence) in thoughts, words, and actions.
- ⊕ Live a life of **simplicity** and **self-control**.
- ⊕ Promote **truthfulness, honesty, and non-possession**.
- ⊕ Serve others and uplift the **moral and spiritual values** in society.

Sub-Strand 1.3: Buddhist Views

A. Buddhist Understanding of Paramatma as Dhamma

- ✓ **Buddhism** does not believe in a personal god (Ishwara) or creator.
- ✓ Instead, the **ultimate truth** or reality is known as **Dhamma (Dharma)**.
- ✓ **Dhamma** refers to the **natural law, cosmic order, and the teachings of the Buddha** that lead to enlightenment.
- ✓ In Buddhism, **Paramatma** is understood not as a being, but as the **truth, compassion, wisdom, and law of nature**.

Paramatma = Dhamma = Truth, Law, and Path to Liberation.

B. The Buddhas of the Past and the Coming Buddha

Buddhists believe in **many Buddhas**, not just Gautama Buddha.

Buddha	Significance
Dipankara	A Buddha of the past who predicted the coming of Gautama Buddha.
Gautama Buddha (Siddhartha Gautama)	The present Buddha who attained enlightenment and taught the Dhamma.
Maitreya (Future Buddha)	The coming Buddha who will appear when Dhamma is forgotten and restore it again.

C. The Nine Qualities of a Buddha (Navaratna Buddha Gunas)

A **Buddha** possesses the following nine supreme qualities:

1. **Arahām** – Worthy of honour
2. **Sammā-sambuddho** – Perfectly Self-Enlightened
3. **Vijjā-carāna-sampanno** – Endowed with knowledge and conduct
4. **Sugato** – Well-gone (to Nirvana)
5. **Lokavidū** – Knower of the worlds
6. **Anuttaro purisa-damma-sārathi** – Supreme trainer of people
7. **Satthā devamanussānam** – Teacher of gods and humans
8. **Buddho** – Enlightened one
9. **Bhagavā** – Blessed one

These qualities inspire faith and are seen as **guidelines for moral living and leadership** in Buddhism.

D. Impact of Buddha's Teachings in Modern Society

- ✓ **Non-violence (Ahimsa):** Promotes peace and tolerance.
- ✓ **Mindfulness & Meditation:** Widely used for mental health and well-being.

- ✓ **Compassion & Right Conduct:** Encourages ethical behavior and service to others.
- ✓ **Environmental Awareness:** Buddhism respects all forms of life, promoting sustainable living.
- ✓ **Equality:** Buddha challenged social hierarchies, encouraging respect for all.

Sub-Strand 1.4: Guru's Grace – Sikh Faith

. Journey to Spiritual Growth Through Guru's Grace

- ⊕ In **Sikhism**, *Guru's Grace* is key to spiritual development.
- ⊕ A **Guru** is seen as a divine teacher who guides seekers from darkness (ignorance) to light (knowledge of God).
- ⊕ **Guru Nanak Dev Ji**, the first Guru, introduced the idea of living truthfully, sharing with others, and remembering God always (*Naam Japna*).
- ⊕ Attaining **Guru's grace** involves:
 - ✓ **Sewa** (selfless service)
 - ✓ **Simran** (meditation on God's name)
 - ✓ **Sangat** (good company/community)
 - ✓ **Living righteously** by following the Guru's teachings

B. Teachings of Guru Granth Sahib Ji in Daily Life

- The **Guru Granth Sahib Ji** is the eternal Guru in Sikhism.
- It teaches:
 - ✓ **Equality** of all human beings (rejects caste/gender discrimination)
 - ✓ **Honest living** and **self-discipline**
 - ✓ **Devotion to God** and **meditation on Naam (God's Name)**
 - ✓ **Helping others**, being compassionate and humble
- Sikhs turn to Guru Granth Sahib Ji for guidance in daily actions, decisions, and spiritual practice.

C. The Ten Sikh Gurus – Their Social and Religious Contributions

Guru	Key Contributions
Guru Nanak Dev Ji	Founded Sikhism, preached equality, devotion, and service.
Guru Angad Dev Ji	Introduced Gurmukhi script , emphasized physical fitness.
Guru Amar Das Ji	Promoted Langar (community kitchen), supported women's rights .
Guru Ram Das Ji	Founded Amritsar , encouraged devotional music.
Guru Arjan Dev Ji	Compiled Adi Granth , built the Golden Temple ,

	martyred for faith.
Guru Hargobind Sahib Ji	Introduced Miri-Piri (temporal and spiritual leadership), wore two swords.
Guru Har Rai Ji	Promoted peace and preserved the environment.
Guru Harkrishan Ji	Helped cholera/epidemic victims in Delhi, youngest Guru.
Guru Tegh Bahadur Ji	Fought for religious freedom , martyred for protecting Hindus.
Guru Gobind Singh Ji	Founded the Khalsa (saint-soldiers), finalized Guru Granth Sahib as the eternal Guru.

D. Appreciating Guru's Teachings for Social Welfare

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⊕ Sikh Gurus emphasized:

- ✓ Helping the **needy** (e.g., Langar, charity)
- ✓ **Standing up** against injustice
- ✓ Promoting **education** and **health**
- ✓ Living a **disciplined, honest** and **service-oriented** life

⊕ These teachings guide modern Sikhs to be **active contributors** to society, upholding human rights and dignity.

STRAND 2.0: SCRIPTURES

Sub-strand 2.1: Origin and Development of Scriptures

A. Origin of Scriptures in the Four Faiths

Faith	Main Scriptures	Origin
Sanatan Dharma (Hinduism)	Vedas, Shruti, Smriti, Upanishads, Puranas, Ramayana, Mahabharata	Revealed to sages (Rishis) during meditation; orally passed down (Shruti = "heard", Smriti = "remembered")
Jainism	Agamas, Kalpasutra	Taught by Tirthankaras, especially Mahavira; orally preserved and later written down
Buddhism	Tripitaka (Three Baskets), Visuddhimagga	Collected after Buddha's death at Buddhist councils; originally oral, later written on palm leaves
Sikhism	Sri Guru Granth Sahib Ji, Dasam Granth	Composed by the Sikh Gurus and saints; compiled by Guru Arjan Dev Ji and Guru Gobind Singh Ji

B. Development of Scriptures

✚ Sanatan Dharma:

- ✓ Started as oral chants → later written in Sanskrit.
- ✓ Developed over thousands of years.
- ✓ Includes **Vedic hymns, epics** (e.g. Mahabharata with Bhagavad Gita), and **Puranic stories.**

✚ Jainism:

- ✓ Teachings of **Mahavira** and earlier Tirthankaras recorded as **Agamas**.
- ✓ Due to famine and migrations, many scriptures were lost; Jain monks wrote them down later to preserve them.

✚ Buddhism:

- ✓ **First Buddhist Council** preserved Buddha's teachings.
- ✓ Divided into:
 - ❖ **Vinaya Pitaka** (discipline)
 - ❖ **Sutta Pitaka** (sermons)
 - ❖ **Abhidhamma Pitaka** (philosophy)
- ✓ Commentaries like **Visuddhimagga** added later.

✚ Sikhism:

- ✓ Guru Nanak's hymns preserved by his followers.
- ✓ Guru Arjan compiled the **Adi Granth**.

- ✓ Guru Gobind Singh added writings to form **Sri Guru Granth Sahib Ji** (eternal Guru).
- ✓ **Dasam Granth** contains writings of Guru Gobind Singh Ji.

C. Challenges in the Development of Scriptures

- ⊕ **Sanatan Dharma:** Oral tradition risked loss of accuracy; language evolution; invasions destroyed texts.
- ⊕ **Jainism:** Famines led to the death of knowledgeable monks; disputes over authentic texts.
- ⊕ **Buddhism:** Political changes affected preservation; early scriptures were memorized—risk of distortion.
- ⊕ **Sikhism:** Need for accurate compilation; persecution of Sikhs during Mughal rule threatened preservation.

D. Importance of Scriptures for Harmonious Coexistence

- ⊕ Encourage **morality, peace, and respect** across faiths.
- ⊕ Teach values like:
 - ✓ **Truth, non-violence** (Ahimsa)
 - ✓ **Compassion, service to humanity**
- ⊕ Help promote **interfaith dialogue and understanding**.
- ⊕ Build appreciation for **spiritual diversity**.

Sub-strand 2.2: Ethical and Moral Teachings (22 Lessons)

A. Overview

This sub-strand explores moral and ethical teachings from the **scriptures of four faiths** and how they promote personal integrity, social harmony, and spiritual development.

1. Sanatan Dharma (Hinduism)

Scriptures: *Mahabharata* and *Ramayana*

Key Teachings:

- ✓ **Dharma (Righteousness)** – do your duty with honesty and selflessness.
- ✓ **Truthfulness** – Satyam is the highest virtue.
- ✓ **Non-violence (Ahimsa)** – respect for all life.
- ✓ **Self-control** – practice restraint of desires.
- ✓ **Respect for elders and teachers** – key to harmony and learning.
- ✓ **Example:** Rama's obedience to his father in *Ramayana*.

□ 2. Jainism

Scriptures: *Agamas*, *Kalpasutra*

Key Teachings:

- ✿ **Five Great Vows (Mahavratas):**

1. Ahimsa (non-violence)
2. Satya (truth)
3. Asteya (non-stealing)
4. Brahmacharya (chastity)
5. Aparigraha (non-possession)

 **Compassion and forgiveness**

 **Purity of thought, word, and action**

3. Buddhism

Scriptures: *Vinaya Pitaka, Sila* (precepts)

Key Teachings:

 **Five Precepts** (Pancha Sila):

1. Avoid killing
2. Avoid stealing
3. Avoid sexual misconduct
4. Avoid false speech
5. Avoid intoxicants

 **Eightfold Path** – a guide to ethical living

 **Compassion, mindfulness, and right conduct**

□ 4. Sikhism

Scriptures: Sri Guru Granth Sahib Ji, Dasam Granth

Key Teachings:

- ✓ **Honest living (Kirat Karni)**
- ✓ **Sharing with others (Vand Chakko)**
- ✓ **Remembering God (Naam Japna)**
- ✓ **Equality and service (Seva)**
- ✓ **Condemnation of discrimination, lying, greed, and ego**

Sub-strand 2.3: Prominent Personalities

Prominent Personalities in Hinduism

1. Ved Vyas

- ✓ **Compiled the Vedas** and wrote the **Mahabharata**.
- ✓ Also credited with writing the **Puranas** and organizing **Vedic knowledge**.
- ✓ Promoted **spiritual discipline and wisdom**.

2. Adi Shankaracharya

- ✓ Preached the doctrine of **Advaita Vedanta** (non-dualism).
- ✓ Emphasized **self-realization** and **oneness with Brahman**.
- ✓ Set up **four maths (monasteries)** across India.

- ✓ Promoted **Vedic dharma** and **unity among Hindus**.

3. Tulsidas

- ✓ Wrote **Ramcharitmanas** (a version of the Ramayana in Hindi).
- ✓ Spread **devotion to Lord Rama**.
- ✓ Encouraged **faith, humility, and dharma**.

□ 4. Swami Vivekananda

- ✓ Disciple of **Ramakrishna Paramhansa**.
- ✓ Represented Hinduism at the **Parliament of World Religions** (1893).
- ✓ Promoted **youth empowerment, education, and self-confidence**.
- ✓ Key message: "**Arise, awake, and stop not till the goal is reached.**"

5. Ramakrishna Paramhansa

- ✓ Preached **universal religion and unity of all faiths**.
- ✓ Emphasized **spiritual experience over rituals**.
- ✓ Inspired many spiritual leaders like **Swami Vivekananda**.

Propagation Movements

a) Swaminarayan Movement

- ✓ Founded by **Sahajanand Swami (Swaminarayan)**.

- ✓ Promoted **discipline, devotion, purity, and service**.
- ✓ Built temples and improved **social morality**.
- ✓ Advocated for **women's dignity and ethical living**.

b) Arya Samaj

- ✓ Founded by **Swami Dayanand Saraswati**.
- ✓ Rejected idol worship and promoted **Vedas as supreme authority**.
- ✓ Advocated **education for all**, including girls.
- ✓ Supported **social reforms** like widow remarriage and abolition of child marriage.

Suggested Learning Activities

- ✓ Research on lives and teachings of each personality.
- ✓ Peer discussions and group summaries.
- ✓ Community service projects inspired by the teachings.
- ✓ Presentations and media-based reports on their impact.
- ✓ Visit places of worship or spiritual centers.

Key Inquiry Questions

1. How can learning about prominent personalities help us in our lives?
2. Why is understanding the personalities behind the scriptures important?

STRAND 3.0: PRINCIPLES OF DHARMA

Sub-strand 3.1: Core Beliefs

Core Dharma Principles in the Four Faiths

Sanatan (Hinduism)

1. **Ahimsa** – Non-violence in thought, word, and action.
2. **Satya** – Truthfulness.
3. **Asteya** – Non-stealing.
4. **Brahmacharya / Sheel** – Self-control and celibacy.
5. **Aparigraha** – Non-possessiveness or simplicity.
6. **Pranidhan (Ishwar Pranidhan)** – Surrender to God.
7. **Saucha** – Cleanliness and purity.
8. **Tapas** – Discipline or spiritual effort.
9. **Swadhyay** – Study of scriptures and self-reflection.
10. **Santosha** – Contentment.
11. **Punarjanam** – Belief in rebirth.
12. **Prarthana** – Prayer and devotion.

Jainism

1. **Ahimsa** – Total non-violence, even to the smallest life.
2. **Asteya** – Not taking what is not given.
3. **Brahmacharya** – Chastity or celibacy.
4. **Anekantavada** – Acceptance of multiple viewpoints (non-absolutism).
5. **Aparigraha** – Detachment from material possessions.
6. **Tapas** – Austerity or self-discipline.

Buddhism

1. **Sila** – Ethical conduct.
2. **Nekhamma** – Renunciation of desires.
3. **Panna** – Wisdom.
4. **Viriya** – Right effort or diligence.
5. **Khanti** – Patience and forbearance.
6. **Truthfulness** – Always speaking and living in truth.
7. **Adhittana** – Determination or resolution.
8. **Metta** – Loving-kindness to all beings.
9. **Uppakkha** – Equanimity or calmness of mind.

Suggested Learning Experiences

Learners should:

- ✓ Discuss principles of Dharma in small groups.
- ✓ Research using books, digital devices, and resource persons.
- ✓ Share how these principles can be applied in daily life.
- ✓ Role-play or dramatize scenarios that reflect core beliefs.
- ✓ Reflect and write journals or essays on these values.

? Key Inquiry Questions

1. **How do the Principles of Dharma promote one's well-being?**
2. **In what ways can the principles be used to build a peaceful and moral society?**
3. **How can I live by these core values in my everyday life?**

STRAND 3.0: PRINCIPLES OF DHARMA

Sub-strand 3.2: Law of Karma

The Law of Karma in the Four Faiths

Sanatan (Hinduism)

- ✓ **Sanchit Karma** – Accumulated karma from past lives.
- ✓ **Prarabdha Karma** – Portion of Sanchit karma influencing current life.
- ✓ **Kriyamana Karma** – Present actions creating future karma.

Jainism – Karma as a substance that binds to the soul.

- ✓ **Prakriti Bandh** – Type/nature of karma.
- ✓ **Sthiti Bandh** – Duration karma stays with the soul.
- ✓ **Anubhag Bandh** – Intensity of karma.
- ✓ **Pradesh Bandh** – Quantity of karma particles attached.

Buddhism – Karma classified based on effect.

1. By Function:

- ✓ **Reproductive karma** (determines rebirth),
- ✓ **Supportive, Obstructive, Destructive** karma.

2. **By Priority of Effect:**

- ✓ Weighty karma, habitual, death-proximate, and residual karma.

3. **By Time of Effect:**

- ✓ Immediate, deferred, or stored for future lives.

4. **By Plane of Effect:**

- ✓ Karma working on different levels of existence (mental, physical, spiritual).

Sikhism

- ✓ **Sukrit Karma** – Good karma, in line with God's will.
- ✓ **Dukrit Karma** – Bad karma, against divine will.

Suggested Learning Experiences

- ✓ Brainstorm with peers on Karma's meaning.
- ✓ Research Karma types using digital/print media.
- ✓ Study stories of Enlightened Beings showing Karma cycles.
- ✓ Draw charts or diagrams to illustrate Karma types.
- ✓ Discuss how personal actions influence future outcomes.

? Inquiry Questions

1. Why is understanding the Law of Karma important in one's life?
2. How can we apply the Law of Karma in our daily lives?

STRAND 4.0: CULTURAL PRACTICES

Sub-strand 4.1: Vocal Music

Types of Vocal Music

1. **Sacred Songs** – Sung in places of worship and during prayers.
2. **Folk Songs** – Traditional songs sung in local languages during ceremonies or daily life.
3. **Secular/Patriotic Songs** – Sung to promote love for country and unity.
4. **Classical Music (Light)** – Sung for entertainment or meditation, based on ragas and melodies.

Vocal Music in Four Faiths

Sanatan Dharma (Hinduism)

- ✓ **Bhajans** – Devotional songs.
- ✓ **Kirtans** – Group songs with musical instruments.
- ✓ **Shlokas & Mantras** – Chanted in prayers.

Jainism

- ✓ **Stavans** – Hymns praising the Tirthankaras.
- ✓ **Mangalacharan** – Invocational prayers.
- ✓ **Samayik Bhajans** – For meditation and daily reflection.

Buddhism

- ✓ **Chanting of Sutras** – Reciting teachings of the Buddha.
- ✓ **Gathas** – Verses used in daily practice.
- ✓ **Devotional songs** – Promote mindfulness and compassion.

Sikhism

- **Kirtan** – Singing of Guru Granth Sahib verses.
- **Shabad** – Sacred hymns from scripture.
- **Simran** – Repetition of God's name through singing.

Suggested Learning Activities

- ⊕ Research and present on different music forms using digital tools.
- ⊕ Match folk songs to occasions like weddings or harvest.
- ⊕ Participate in school or interfaith music festivals.
- ⊕ Watch/listen to live or recorded religious music.
- ⊕ Collect and present photos of 5 iconic vocalists.

? Key Inquiry Questions

1. How do vocal music forms enhance spiritual development?
2. Why do we have music festivals every year?
3. Why is the National Anthem sung at national events?

Sub-strand 4.2: Instrumental Music

Common Musical Instruments Used in the Four Faiths

1. **Sanatan Dharma (Hinduism)**

- ✓ **Sitaar**: A stringed instrument used in classical Indian music and temples.
- ✓ **Tabla**: Percussion instrument for rhythm during devotional music.
- ✓ **Harmonium**: Keyboard instrument used in bhajans and kirtans.
- ✓ **Taanpura**: Provides a drone sound to support vocals in classical music.
- ✓ **Flute**: Played during prayers, especially in temple settings.
- ✓ **Sarod**: String instrument used in classical music for devotion.
- ✓ **Dhol**: Drum used during religious processions and celebrations.

2. **Jainism**

- ✓ **Sitar** and **Tabla** used for chanting devotional hymns.
- ✓ **Dholak**: Small drum used in religious songs.

3. **Buddhism**

- ✓ **Tibetan Cymbals**: Used in rituals and prayers.
- ✓ **Drum**: Played during chanting and meditation sessions.

4. **Sikhism**

- ✓ **Tabla** and **Harmonium**: Used in Kirtan (religious hymns).
- ✓ **Saarangi**: A bowed string instrument used in spiritual songs.
- ✓ **Dhol**: Played during celebrations and religious occasions.

Suggested Learning Activities

- ✓ **Research** on types of instrumental music across the four faiths using digital tools.
- ✓ **Watch** videos on instrumental music performance during religious services.
- ✓ **Visit** community centers or places of worship to learn about the instruments used.
- ✓ **Play** a musical instrument (like tabla or harmonium) during a class or school assembly.
- ✓ **Prepare a chart** of musical instruments and their use in religious worship.
- ✓ **Practice** playing a musical instrument associated with any of the four faiths.

? Key Inquiry Questions

1. How important is it to play musical instruments during worship?
2. Why are musical instruments essential in cultural and social practices?
3. What role do musical instruments play in fostering unity during religious ceremonies?

Sub-strand 4.3: Dances

Types of Dances

Indian Dances

1. **Garba:** A folk dance performed during Navaratri, accompanied by devotional songs and rhythmic music, usually played on dhol and dholak.



2. **Dandiya:** A lively dance performed with sticks, popular during Navaratri, with music from dhol and tabla.



3. **Bhangra:** A traditional dance from Punjab, performed to energetic music, often using the dhol drum.



4. **Kathak:** One of the eight classical dance forms of India, known for intricate footwork and storytelling, often accompanied by classical music and tabla.



5. **Bharatanatyam:** A classical Indian dance form originating from Tamil Nadu, based on Hindu religious themes, accompanied by Carnatic music.



6. **Naga Dance:** A traditional dance from the Naga community, performed during festivals and celebrations.



Dance	Origin	Description
Bharatnatyam	Tamil Nadu	Performed mainly by women; combines facial expressions (bhava), hand gestures (mudras), and rhythm to tell stories of devotion.
Kathak	North India	Involves intricate footwork, spins, and expressive storytelling, often based on epics like the Mahabharata and Ramayana.
Odissi	Odisha	Characterized by grace, fluidity, and sculpturesque poses; often dedicated to Lord Jagannath.
Kathakali	Kerala	Known for its elaborate makeup and costumes; it uses exaggerated facial expressions and movements to enact stories from Hindu mythology.
Kuchipudi	Andhra Pradesh	A blend of speech, mime, and pure dance, often performed by both male and female dancers.
Manipuri	Manipur	Reflects devotion to Lord Krishna and Radha with soft, graceful movements.
Mohiniyattam	Kerala	Performed solo by women; slow and elegant movements symbolizing the divine enchantress Mohini.

Kenyan Dances

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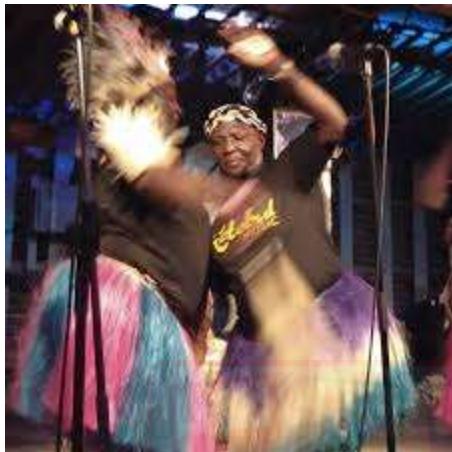
1. Isukuti Dance



- ✓ **Community:** Luhya
- ✓ **Occasion:** The Isukuti dance is typically performed during major celebrations such as weddings, initiation ceremonies, and harvest festivals.

- ✓ **Description:** It involves vigorous foot stamping, rhythmic drumming, and chanting. The dancers, often in a circle, move to the rhythm of drums and other percussion instruments. The dance is usually performed by both men and women, with men leading the vigorous movements.

2. Benga Dance



- ✓ **Community:** Luo
- ✓ **Occasion:** This dance is common during social gatherings, weddings, and celebrations.
- ✓ **Description:** Benga music accompanies this dance, which is characterized by fast-paced movements and lively beats. The dance involves rhythmic hip movements and energetic footwork. It is often performed with partners and focuses on coordination and rhythm.

3. Maasai Dance



- ✓ **Community:** Maasai
- ✓ **Occasion:** The Maasai people perform this dance during ceremonies such as circumcision, weddings, and other traditional rites of passage.
- ✓ **Description:** The Maasai are known for their high jumping, which is the focal point of their dance. The men especially leap high into the air while chanting and clapping. The dance symbolizes strength and courage, and it is performed to the beat of traditional drums.

4. Kalenjin Dance



- ✓ **Community:** Kalenjin
- ✓ **Occasion:** Performed during harvest festivals, weddings, and celebrations of important achievements.
- ✓ **Description:** This dance is energetic and often involves rhythmic footwork, body movements, and chanting. The dancers typically form a circle and move in unison to the beat of drums.

5. Gikuyu Dance



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- ✓ **Community:** Kikuyu
- ✓ **Occasion:** This dance is often performed during weddings, initiation rites, and other celebrations within the Kikuyu community.
- ✓ **Description:** The dance involves graceful and controlled movements, with dancers moving in sync to the rhythm of traditional Kikuyu songs. It is often accompanied by traditional instruments like drums and rattles.

6. Taarab Dance



- ✓ **Community:** Coastal Communities (Swahili)
- ✓ **Occasion:** Taarab music is performed during festive events such as weddings, social gatherings, and celebrations.
- ✓ **Description:** Taarab is a fusion of traditional African, Arab, and Indian influences, characterized by melodic rhythms and instrumental performances.

The dance accompanying Taarab music is elegant and fluid, with dancers swaying gracefully to the beat.

notes

7. Mijikenda Dance



- ✓ **Community:** Mijikenda
- ✓ **Occasion:** The Mijikenda people perform this dance during religious ceremonies, rites of passage, and traditional celebrations.
- ✓ **Description:** The dance involves circular movements and chanting, with dancers often wearing colorful attire. It is a form of social cohesion, allowing participants to celebrate their heritage and unity.

8. Pokot Dance



- ✓ **Community:** Pokot
- ✓ **Occasion:** This dance is often performed during traditional ceremonies such as circumcisions, weddings, and harvest festivals.

- ✓ **Description:** The dance involves rhythmic foot stamping and fast-paced movements, often accompanied by chanting and drumming. The dance symbolizes unity and is a way of celebrating important milestones within the community.

9. Chuka Dance



- ✓ **Community:** Chuka (Meru)
- ✓ **Occasion:** The dance is commonly performed during traditional festivals, community celebrations, and initiation ceremonies.
- ✓ **Description:** The dance is characterized by synchronized movements and chanting. It often involves simple yet elegant steps that reflect the culture and values of the Chuka people.

10. Dudu Dance:



A type of traditional dance in some Kenyan communities, characterized by energetic movements and drumming.

Importance of Traditional Dances

1. **Cultural Preservation:** Traditional dances help preserve the cultural heritage of various ethnic communities in Kenya. Through dance, stories, history, and cultural practices are passed down to future generations.
2. **Rites of Passage:** Many dances are part of important life events like initiations, weddings, and circumcisions, marking transitions in an individual's life and the community's growth.
3. **Social Cohesion:** Traditional dances bring together people from different parts of a community, strengthening social ties and reinforcing unity among people.
4. **Spiritual Significance:** Some dances have religious or spiritual meanings and are performed as acts of worship or during important cultural rituals.
5. **Celebration and Enjoyment:** Dances are often performed during celebrations, festivals, and feasts, providing a joyful and energetic way to mark special occasions.

Suggested Learning Experiences

- ✓ **Research** using digital tools, print media, and resource persons on different types of folk and classical dances.
- ✓ **Categorize** the dances and prepare charts for each category to present in class.
- ✓ **Watch video clips** on folk and classical dances to understand their movements, costumes, and music.
- ✓ **Consult** with a dance instructor to learn the basics of classical and folk dances.
- ✓ **Take part** in folk and classical dance performances during school cultural programs.

- ✓ **Prepare and present** a folk or classical dance during an annual school celebration or national day.
- ✓ **Take photographs** of various dances during music festivals and performances.
- ✓ **Create a performance** showcasing a selected dance from either Indian or Kenyan culture.

? Key Inquiry Questions

1. How do music and dance enhance one's spiritual growth?
2. Why are classical dances performed in Mandirs (temples) during worship?
3. How can folk and classical dances promote social cohesion and cultural identity?