

# DHWANI

*Saskia Rao-de Haas*



Sangeet4All

**Saskia Rao–de Haas** is originally from the Netherlands and lives in New Delhi. She started to play the cello when she was eight years old because she loved the sound of the instrument. Initially she learned western classical music and later, Indian classical music from the great Flute maestro, Pt.Hariprasad Chaurasia. Speaking about Saskia, her Guru said, ‘Saskia has been taught by God and everyone should listen to her music.’ Saskia has introduced a new instrument, ‘the Indian cello’, to Indian classical music and performs all over the world. She also composes music for concerts, theatre, dance and film. She performs alone and often together with her world-renowned husband, Sitarist Pt. Shubhendra Rao. Their son, Ishaan, is a gifted pianist and budding sitar player. Ishaan was the inspiration for the Sangeet4All music curriculum.

Saskia has written books, composed songs and created the full training program for Sangeet4All music educators to make sure that Indian classical music becomes and stays important in the lives of all children.



First published 2015

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ISBN 978-81-931338-0-4



978-81-931338-0-4

**Price: 250**

#### **CREDITS**

Published by **Sangeet4All**,

B-368, 2nd floor, C.R. Park, New Delhi-110019

Song text “**SaRe Gayein**” and “**Diwali song**” by **Shyam Banerjee**

Illustrations by **Mistunee Chowdhury**

Design by **Aakriti**, New Delhi

With our deep gratitude to **Joep Bor** and **Klaus Ebeling** for the use of the Raga Mala paintings in Chapter 2.

Printed at **Star Print O Bind**, New Delhi

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# PREFACE

## Dear parents,

As an artist and mother, I understand the impact music has on people, especially on children. All children respond to music. Every child is a musical being. Neurological research has shown that good music education contributes immensely to the intellectual, emotional and social development of a child. Music is considered the best brain workout available on the planet today. Especially classical music. Yet, for most parents and teachers presenting classical music to children has not been an easy task. This is not because of the music itself, as some people believe, but because of the lack of availability of contemporary resources and age appropriate teaching methods. With this music program I want to ensure all children take pride in their beautiful musical and cultural heritage.

How can you, as a parent help the learning process?

Read this book with your child (chapter two might be too difficult for the pre-primary sections as are songs number seven and ten). Create a musical environment at home by listening to classical music with your child even while doing other things. Children usually absorb the music that they are surrounded with at home.

**Saskia Rao-de Haas**



# INTRODUCTION

In this book we will find out about the one thing all music is made of: sound. We will do many fun activities and learn about a very special instrument — our own voice. We will understand the different notes and their names and will make our own melodies and rhythms. We will also draw pictures, read stories and dance.

There are many reasons why learning music is important.

Music is fun.

Music is about expressing yourself.

Music is about listening.

Music is about being heard.

Music is about finding your own voice.

Music is around us wherever we go.

Our bodies are musical too. Think about it.

Our heart beats in a steady rhythm. If not, we have to see a doctor. We walk in a rhythm. If not, we might fall over. We talk in melodies. If not, we would sound like a robot.

When we are aware of the music within ourselves, we live in harmony with our surroundings, and create music wherever we go.



# CHAPTER 1

## Sound

Wherever we go, we hear sounds.



Loud Sounds



Soft sounds



High sounds



Low Sounds



Sweet sounds



Screechy sounds



Sounds that are pleasant and make us feel good, like mother singing when you go to sleep.



Sounds that are not pleasant and don't make us feel good, like fingernails scratching on a blackboard.

सा रे गा नि ध प सां

**Did you know?**

<b>SOUNDS CAN BE</b>	<b>ध्वनि</b>
High and Low	ऊपर और नीचे
Loud and soft	ज़ोर से और हल्के
Fast and slow	तेज़ और धीमी
	हो सकती है।

सां नि ध प सां

We are surrounded by sound.  
Every day we hear...



birds singing,



dogs barking or trees rustling,



a car honking, a motorcycle starting its engine or



the hammering and drilling of the workmen on the street.



We hear children playing, women laughing and the sabziwala selling his vegetables in his special call.



Many times, we are not even aware that we are listening to all these sounds.





Can you think of more sounds you hear every day?



Think of **three** sounds you like and **two** sounds you do not like. How do they make you feel?



**Did you know ?**

When we **look** at our surroundings, we see a **landscape**.

When we **listen** to our surroundings, we hear a **soundscape**.

To hear a soundscape, you need to become very quiet and still from within. When you close your eyes, your ears seem to work better. Let's try it. Can you hear sounds that you never heard before?



## Activity 1: The soundscape

Sit perfectly still and quiet. Now close your eyes and listen. What sounds can you hear?



Can you hear someone cooking?  
Can you hear the sound of pans?  
Are there birds singing outside? Is the  
dog of the neighbours barking?  
Each place has different sounds.

Make a list of all the sounds you just heard. Ask a grown up to help you if you find it difficult to write it down. Make a ‘soundscape drawing’, a picture of all the sounds you heard.

## Activity 2: The sound walk

Let us go for a walk together in the park. We can hear so many beautiful sounds in nature. Where are these sounds coming from? Who or what is making them?

Is the sound from far away or near?  
From above or below? From behind,  
front or side? Is it an animal? Is it the  
trees swaying in the wind? Is it your  
feet walking and swishing through the  
leaves? It can be anything...



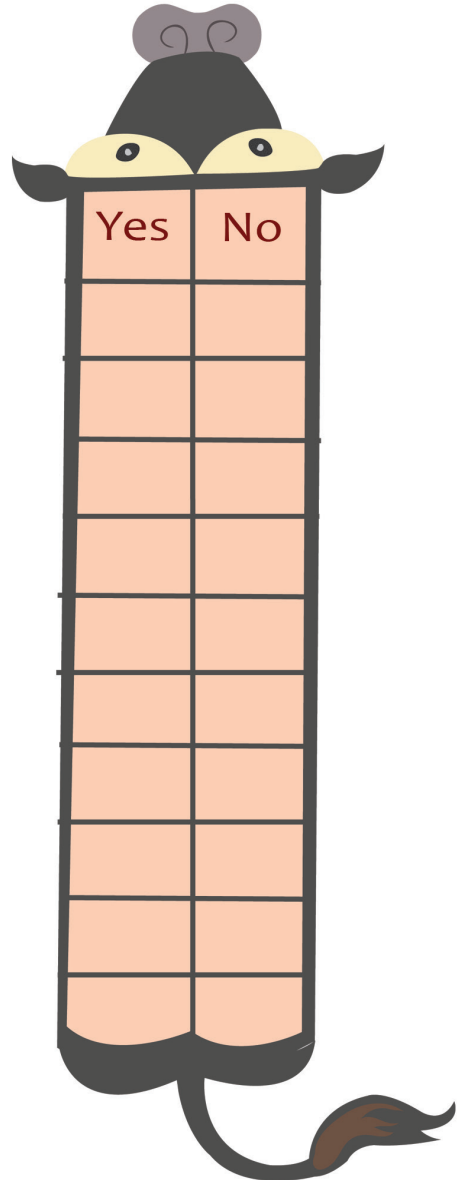
The sound walk is a WALK IN SILENCE.  
Now remember everything you heard. When you are back in the classroom, make a drawing of all the sounds you heard.

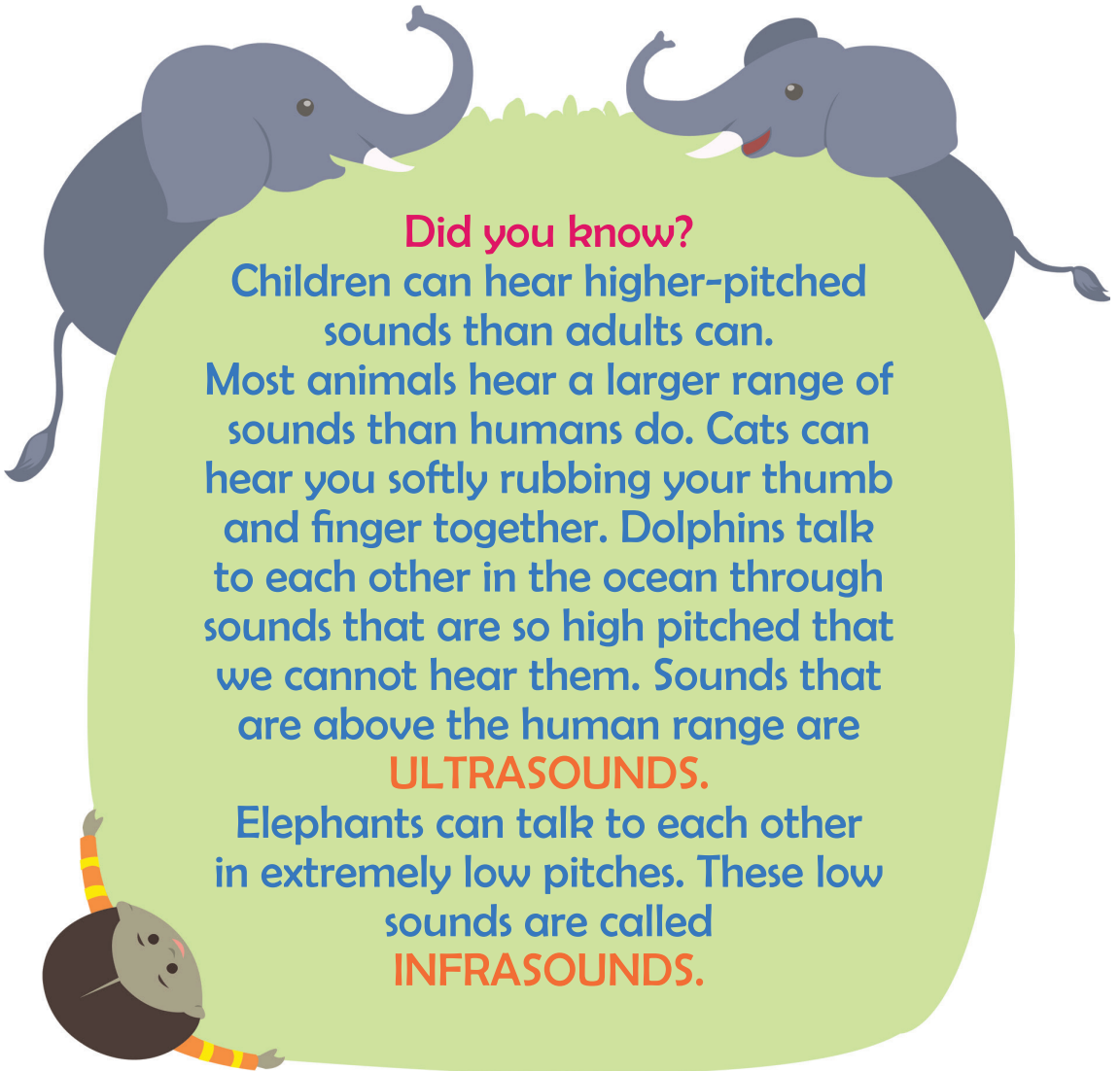
### Activity 3: The sound quiz

In this game we find out what kind of things produce sound.

Is it possible to hear

1. A car
2. A book
3. A cat
4. A crow
5. A rainbow
6. A flower
7. Children
8. Stamping feet
9. Clapping hands
10. The colour blue





**Do you know the BFG, Big Friendly Giant from the book by Roald Dahl?**

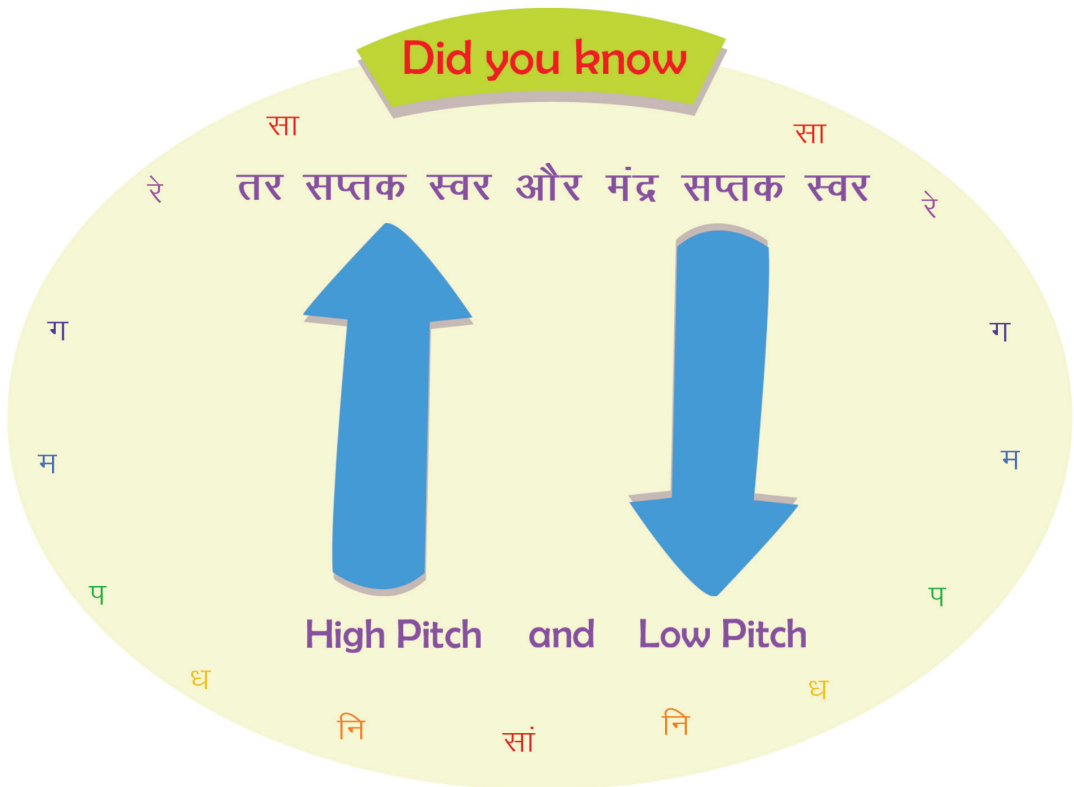
It is about two friends BFG and a little girl named Sophie. BFG has very big ears, and he can hear the most amazing sounds. BFG can hear the footsteps of a ladybird on a leaf, ants talking to each other and plants crying when they are uprooted. He can even hear dreams making tiny

noises. BFG says a dream's little buzzy hum is so silvery soft, it is impossible for Sophie to hear it. Would you want to have ears like BFG has? BFG is not real, but he gives beautiful descriptions of the sounds he hears.

### Activity 4: The movement of sound

When we listen to music, we can hear movement.

Is it fast or slow? Is it low or high? Is it loud or soft?



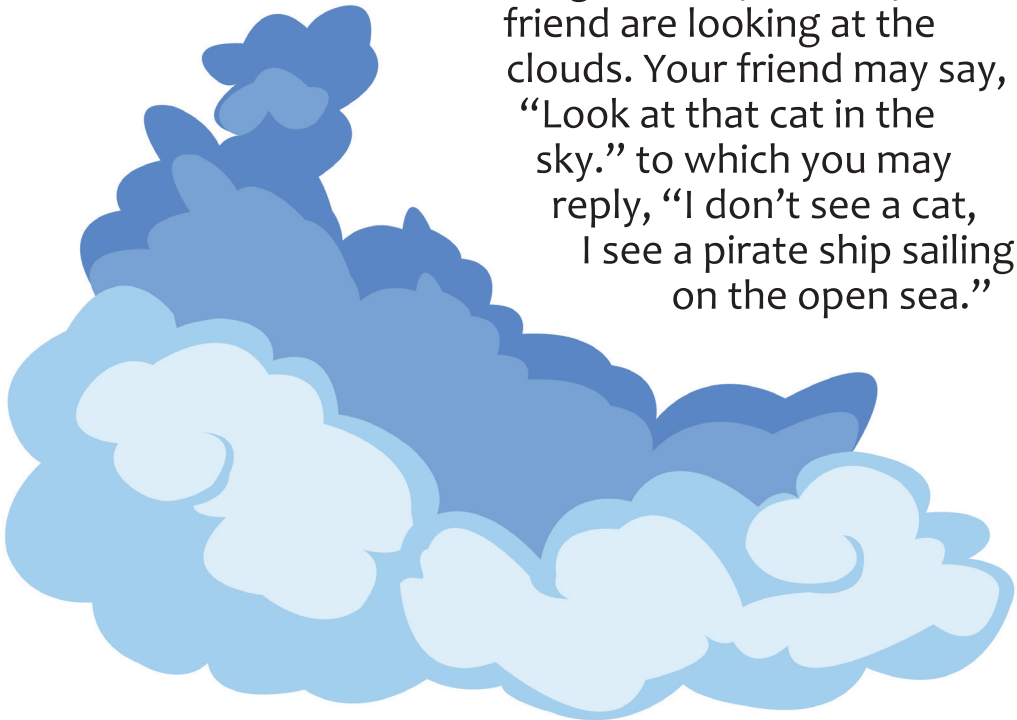
Take a scarf, and use it like a paint brush, up and down in the air with the movement of music. Feel how the music moves in your whole body.

## CHAPTER 2

### The sight of sound



You, like every person, are special, and there is no one like you. So is the way you see and hear the world around you. When we share what we see and hear with others, we learn many new ways to understand the world.



Imagine that you and your friend are looking at the clouds. Your friend may say, “Look at that cat in the sky.” to which you may reply, “I don’t see a cat, I see a pirate ship sailing on the open sea.”

Both your friend and you look at the same clouds, yet both of you see different things. In painting, music and poetry, we also share what we see and hear in the world around us. The painter, musician and poet all see the same things, but express it in their own special way.



In music we express ourselves through *ragas*. Each *raga* has its own name, character and even time of day. A book of painted *ragas* is a *ragamala*. *Ragamala* paintings tell stories about different *ragas*.

The first *ragamala* paintings were created 400 years ago. They were made by artists at the courts of the Mughal kings of India. These artists could listen to the best musicians of the palace any time they wished. Then they would paint the *ragamala* paintings for the emperor.





## Make your own *ragamala* painting

1. Listen to a piece of music of your choice.
2. Close your eyes as you listen to the sounds of the music.
3. Imagine a scene and ask yourself these questions...

**“What** do I hear?”

**“How** do I feel as I listen?”

**“Where** am I?”

**“Who** else is there?”

**“What** am I doing?”

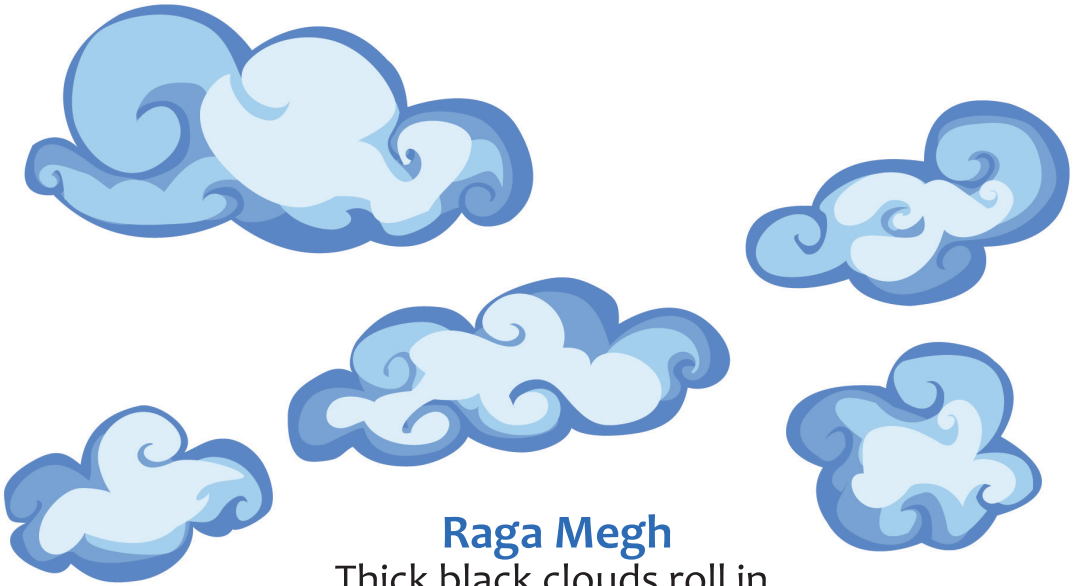
Maybe you see patches of colours. What are they, where are they, and how big?

4. Now pick up your pens, pencils, crayons, watercolours, pastels and create your own *ragamala* painting!

Look at examples of old and original *ragamala* paintings in the following few pages. Try to find all the items in the descriptions.







### Raga Megh

Thick black clouds roll in.  
The cranes fly in the cool  
air above. Lightning strikes.  
The monsoon rains refresh  
everyone. Lord Krishna  
dances, and the gopis' play  
the drums, cymbals,  
flute and strings.







## Raga Vasant



Spring has arrived.  
Yellow and blue birds  
in the trees are singing.  
The peacocks enjoy the light air.  
Lord Krishna plays the strings.  
The gopis' dance around him  
joining his music. Fresh flowers  
bloom at the riverside.  
Ducks swim in the cool water.  
Everyone celebrates.



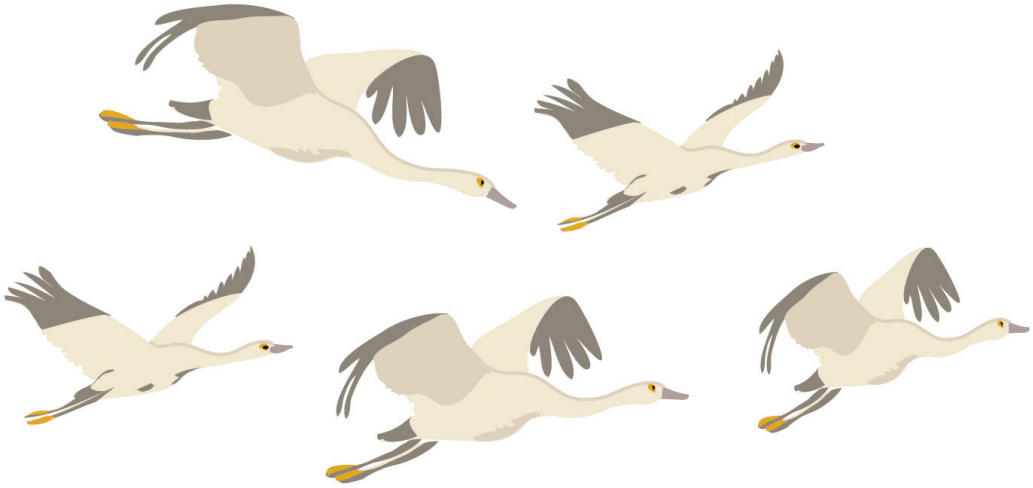


## Raga Todi

It is early morning. Everything is peaceful in the forest. On the mountain stands a temple. A woman plays the veena. The deer dances to her beautiful music. The swan and fish swim between the lotus flowers in the pond.

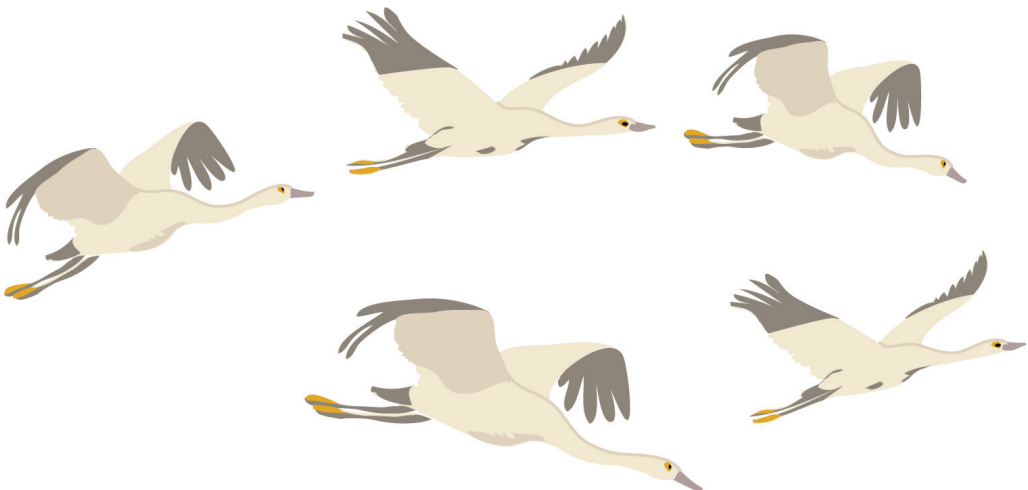






## Raga Malkauns

The king of the Gandharvas  
is praying at midnight.  
He wears a scarf around his neck.  
A beautiful lady fans him in the  
summer heat. His seat is made  
of gold. Peacocks call over the  
palace walls. Far away a flock  
of birds fly over the majestic  
kingdom.



## CHAPTER 3

### Stories and music

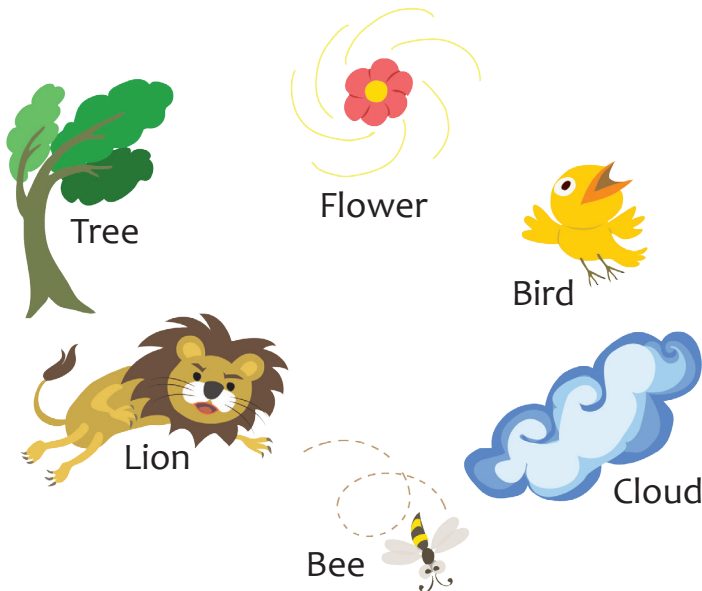
We have seen that we can move with music, we can paint with music, and we can write about music. We have also learnt that we can hear music in our surroundings.

Sometimes it seems that music is telling us a story.

A story told in sounds, not in words and pictures. Now let us listen to music and make up our own story.

#### Activity 1: Musical stories

We do not always need words to tell a story. Listen to music and move like a



Can you come up with your own story? You can tell this musical story by using words, movements and even drawings.

## Activity 2: Stories about music

There are many beautiful tales about music. Let us read two about musicians. We can create the sound effects in the story with the help of different instruments.

### Narada & his music

Once upon a time, there was a saint named Narada. He was known as a good singer and veena player, but thought too highly of himself. Narada asked himself

“Is there anyone who can sing better than me? Is there anyone who knows more about music than me? No, I do not think so.”



Lord Shiva overheard this and thought,

“Narada thinks too much of himself, and he needs to be taught a lesson.”



He decided to take the help of Lord Vishnu and Goddess Lakshmi.



Vishnu went to meet Narada. They went to a beautiful valley where the Gods live. They saw many men and women with broken legs and arms. Some had ugly boils on their faces. They all were very sad with tears in their eyes. Lord Vishnu went to Narada and told him,

“Why don’t you find out who these poor people are?”  
Narada went up to one of them and asked, “Why are you all crying? Why are you all so unhappy? How can we help you?”

The hurt men and women replied “We are the ragas, the melodies that Lord Shiva created. Narada, who does not know anything about music, sang and played us. That is how he broke our arms and legs. Unless Goddess Saraswati rescues us by singing correctly, we will have to stay like this forever!”

At this point, Lord Shiva appeared and asked, “What is this, Narada? Weren’t you the best singer of the world?” Narada fell at the feet of Lord Shiva and asked for forgiveness. Then, Saraswati, the Goddess of learning and music came. The Goddess sang so well that the ragas became better again. Narada fell at her feet and said,

“O Devi! Please forgive me. I am nothing in front of you, and you are an ocean of knowledge!”

This is how Narada learnt his lesson. Shiva, Vishnu and Saraswati forgave Narada and blessed him.





## Miyan Tansen

Tansen is known as one of India's greatest singers. He lived more than three hundred years ago. We cannot listen to his singing today, but we can listen to many of the ragas he created.

We can also hear stories about his life.

### Tansen finds a Guru

Tansen was a naughty child. Often, he ran away to play in the forest because he loved the sounds there.

Soon he learnt to imitate the calls of birds and animals perfectly.

Once, a famous singer named Swami Haridas travelled through the forest with his students. Tired, they rested in the shadow of a tree.

Tansen saw them, 'Strangers in the forest!' he said to himself. 'It will be fun to frighten them'. He hid behind a tree and roared like a tiger. The little group of travellers were scared, but Swami Haridas said, "Don't be afraid. Tigers are not always dangerous. Let us look for this one."

Suddenly, one of the students saw a small boy hiding behind a tree. “There are no tigers here, master,” he said. “Only this boy.”

Swami Haridas did not punish him. He went to Tansen’s parents and said, “Your son is very naughty. He is also very talented.

I think I can make him a good singer.”



Tansen, who was only ten years old, went away with Swami Haridas. He lived with him for eleven years learning music and became a great singer.

**Can you imitate the sounds of animals, like Tansen?**

### **Music of fire and water**

When Tansen grew up, he went to Emperor Akbar’s court. He soon became the favourite singer of Akbar.

The emperor would call Tansen to sing at any time during the day or night. Sometimes he would just walk into Tansen’s house to hear him practise. He also gave him many presents. Some of the other singers at the court became jealous of Tansen. “The emperor only listens to Tansen. We have to make him go away.” Their leader had a bright idea.

“Let us make him sing Raga Deepak,” he said.

“How will that help us?” asked another man.

“If Raga Deepak is properly sung, it makes the air so hot that the singer is burnt to ashes. Tansen is a very good singer. If he sings Raga Deepak, he will burn, and we will be rid of him.”

The leader went to Akbar and said, “We don’t think Tansen is a great singer. Let us test him. Tell him to sing Raga Deepak. Only the greatest singers can sing it properly.” Akbar replied, “Of course he can sing it. Tansen can sing anything.”

Tansen was scared, but he had to do as the king told him. “Very well”, he said, “but give me time to prepare myself.” Tansen went home. He had never been more unhappy. “I can sing the Raga,” he told his wife, “but the heat it gives off will not only set the lamps alight, it will also burn me to ashes.”



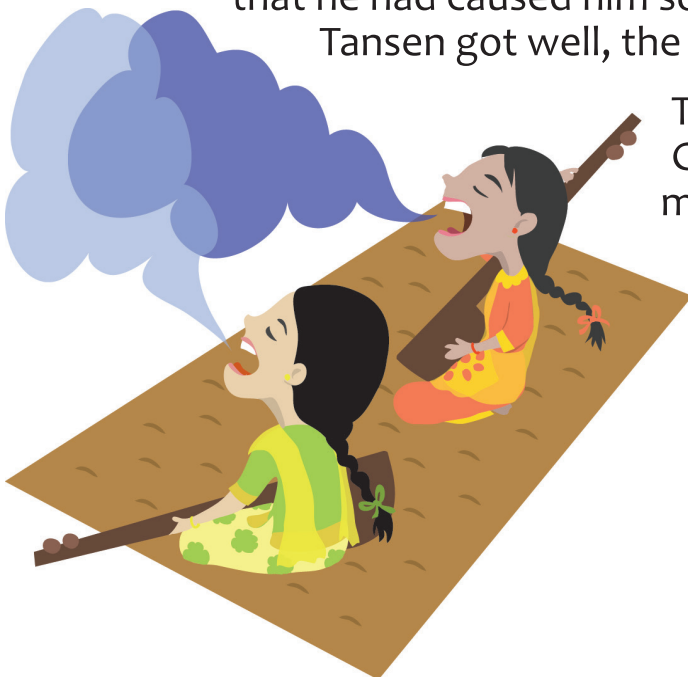


Then he had an idea. “If someone sings Raga Megh at the same time and sings it well, it will bring rain. Perhaps our daughter, Saraswati, and her friend, Rupwati, could do it,” he said.

He taught the two girls to sing Raga Megh. They practised night and day for two weeks. Tansen told them, “You must wait till the lamps start burning and then start singing.”

Finally the day of Tansen’s concert arrived. The whole town came to hear Tansen sing Raga Deepak. When he began to sing, the air became warm. Soon people in the audience started sweating. The leaves on the trees dried up and fell to the ground. The music continued, birds fell from the trees, and the water in the rivers began to boil. People were very scared as flames shot up out of nowhere and lit the lamps.

At once, Saraswati and Rupwati began to sing Raga Megh. The sky clouded over, and the rain came down. Tansen was saved. He was very ill, and Akbar was sorry that he had caused him so much suffering. When Tansen got well, the entire city celebrated.



Tansen’s tomb is in Gwalior. It is a place musicians visit every year to pay respect to this great musician.

## CHAPTER 4

### Sa, Re, Ga

स्वयम रजते इति स्वरम

*That which shines on its own, is a musical note, swara.*

रन्जा कसिय इति स्वरम

*That which gives you happiness, is a swara, a musical note.*

Just like your parents gave you a name when you were born, each musical note has its own name.

#### Did you know?

Names of the Swaras:

Shadaj (षडज)

Rishabh (ऋषभ)

Gandhaar (गंधार)

Madhyam (मध्यम)

Pancham (पंचम)

Dhaivath (धैवत)

Nishaad (निषाद)

But do your parents always call you by your full name? If your name is long, they will often shorten it. When we shorten a word, we call it an *abbreviation*.

In the same way, we do not sing the full note names but use their short forms.

### Did you know?

Short names of Swaras:

Shadaj	SA
Rishabh	RE
Gandhaar	GA
Madhyam	MA
Pancham	PA
Dhaivath	DHA
Nishaad	NI

The notes are the building blocks for music.

When you play with building blocks, you can combine the blocks in different ways. You can build a tower. You can build a house. Or you can build something that did not exist before. Similarly, we can build melodies with only these seven notes. Once we know all the notes, there is no limit to the number of melodies we can make.

## Activity 1: Sa Re Ga body game up to Pa



**Sa** - touch your feet



**Re** - touch your knees



**Ga** - touch your waist



**Ma** - touch your shoulders



**Pa** - touch your head

Now we can make melodies. Try the following melodies with the right movements:

1. 

S	R	G	M	P	-	P	-	P	M	G	R	S	-	S	-
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

2. 

S	R	G	R	S	R	G	-	G	R	S	R	G	R	S	-
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

3. 

S	G	R	M	G	R	S	-	S	P	M	G	M	G	R	S
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

4. 

P	M	G	G	M	G	R	R	G	R	S	R	G	R	S	-
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

5. 

S	R	G	G	R	G	M	M	P	M	G	R	G	R	S	-
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

6. 

P	G	M	R	G	S	R	M	G	P	M	P	M	G	R	S
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

7. 

G	G	G	-	G	G	G	-	G	P	S	R	G	G	G	-
M	M	M	-	G	G	G	-	P	M	G	R	S	-	-	-

You can become a composer and create your own melodies using S, R, G, M and P.

We already know that each note has its own name. Long ago, people also came up with the following colours and animals for the various *swaras*.

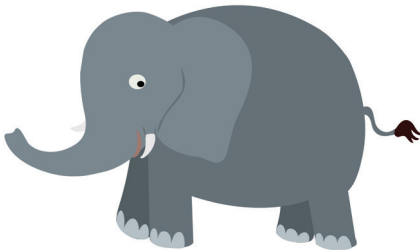
## Swaras and colours



## Swaras and animals



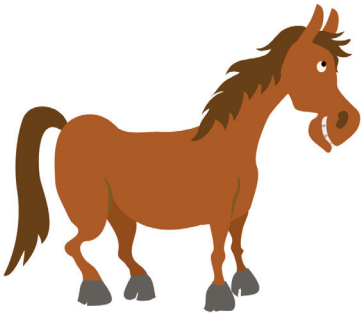
**Sa** is  
a Peacock



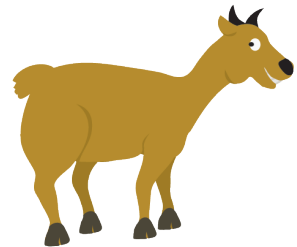
**Ni** is an Elephant



**Re** is a Bull



**Dha** is a Horse



**Ga** is a Goat



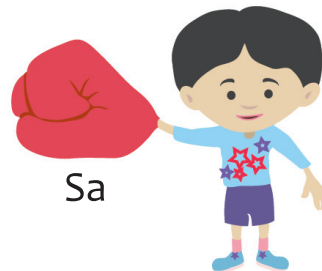
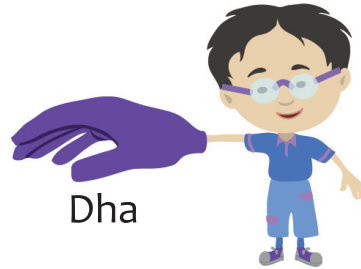
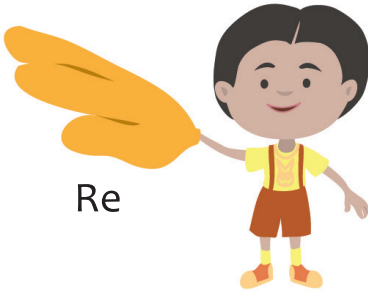
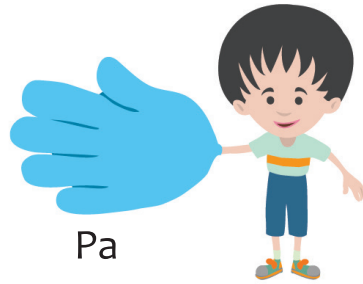
**Pa** is a Cuckoo



**Ma** is a Heron

## Activity 2: Sargam hand movements

Try these hand movements.





## CHAPTER 5

### My voice

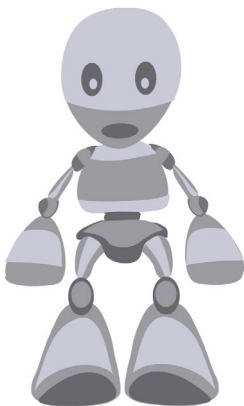
Where does your voice come from? Gently put your hand on your throat and say your name. Can you feel something? Those are your vocal chords. They move back and forth very fast, and create the sound you hear. The shaking of your vocal chords are *vibrations*. Without *vibrations*, the world would be silent.



The vocal chords form your own special instrument. You call this instrument ‘my voice’ or ‘*meri awaaz!*’

With your voice you sing, speak, whisper and shout. But the voice we use when we sing, is not the same voice we speak with. The voice we sing with, is also not the same we shout or whisper with. Try your different voices: first whisper, then talk, then shout and finally sing ‘good morning’. Let us try it.

Good Morning    *Good Morning*    **GOOD MORNING**    *Good Morning*



With our voice we make different *swaras*, notes. When we sing, speak or shout we never use only one *swar*. Try saying the following line in one *swar*:

‘I AM A ROBOT WITHOUT ANY FEELINGS.’

Does it sound strange when we talk without using different *swaras*?

We can tell how a person is feeling by listening to his or her voice. Just like a magician.

Imagine you got a big chocolate for your birthday, and you tell your friend about it. You would feel excited and happy. When we feel happy and excited, we speak in a **fast** and in a **high-pitched** voice.



When we are sleepy, we speak *veeeeeeeery sloooowwly*.

When we are angry we speak with a **LOUD** and **HARSH** voice.



## Activity 1: Balloon breathing

Our voice is a very special instrument, and we need to take good care of it. When we play a string instrument, we strum the strings gently and do not hit them. To our vocal chords, shouting feels like hitting. Never use your shouting, speaking or whispering voice when you sing. Use your special singing voice. To make our singing voice sound beautiful, we can do many different exercises. These are called ‘vocal warm-ups’. Even before we start singing, we make sure we take a deep breath so all the sound can come out when we sing.

## Balloon breathing:

1. Take a big breath, stretch and yawn so your body feels loose.



2. Relax your jaw and stick your tongue behind your lower teeth.

3. Fill your tummy with air, like a balloon.



4. Blow the air out slowly like a balloon that slowly empties.

5. Repeat this exercise.



## Activity 2: AUM chanting

Let us sit cross-legged on the floor with our eyes closed. We chant **AUM**, the sound of the universe. One sound at a time **A-U-M**.

With **A**, we put our hand on our belly, with **U**, on our throat and with **M**, on our head. We can feel the sound travelling from our belly to our head.



## Activity 3: Animal Choir

Let us make fun sounds. Can you make the sound of a...

1. **Siren:** oooweeeooo, slide your voice from as low as you can all the way up as high as you can then back down.
2. **Bumble bee:** say *bzzzzzz* and feel your tongue buzzing.
3. **Cuckoo bird:** *cookoo* in a high pitch softly.
4. **Puppy dog:** whimper soft and high.
5. **Gorilla:** *hoo, hoo, hoo* low and sudden.
6. **Cat:** *meow*, gently and sweetly.



## Activity 4: Wildlife Park

Let us make a circle. One child will be the guard. The guard announces the animal sound that everyone will have to make (bumble bee, cuckoo bird, puppy dog, gorilla and cat). The guard walks around the circle. After the guard has heard all the animals, he calls clearly 'police', and he walks quickly around the circle while all children make the sound of the siren. He will then tap a new guard on the shoulder, and we repeat the game.



## Activity 5: My body

Your body can make many different sounds. Let us make the following:

### Set 1

Clap your hands  
Stamp your feet  
Swish your thighs  
Pat your knees



### Set 2

Clap your hands  
Stamp left foot  
Stamp right foot  
Swish your thighs  
Pat your knees  
Pat your chest right  
Pat your chest left



Now we can make music!

### SONG 1:

Clap, clap, clap, clap,  
Clap, clap, clap (wait)  
Clap, clap, clap, clap,  
Clap, clap, clap (wait)

### SONG 2:

Stamp, stamp, clap (wait)  
Stamp, stamp, clap (wait)  
Stamp, clap, stamp, clap,  
Stamp, clap (wait, wait)



Now listen to your favourite music and create your own body sound orchestra.

## Activity 6: Call and Response

When one person asks a question, another person answers. When we speak in music, we can also talk to each other through question and answer. We call this call and response. Let us try it.

1. The leader claps four times and everyone repeats it.
2. The leader sings four *swaras* and everyone repeats them.
3. We change the leader.



Many of the activities in this book can be done in this manner: the body sounds, vocal warm ups, the names of the notes. Try it!



# SONGS





## SONG 1

### Welcome song

With this simple song our teacher welcomes us into the classroom.

आओ! आओ! संगीत बनाओ ।

*(Repeat until everyone is comfortable and singing.)*

आओ! आओ! सर्कल बनाओ ।

*(Repeat until children have formed a proper circle.)*

तेज गति, तेज गति  
धीमी गति, धीमी गति  
आओ! आओ! संगीत बनाओ ।



*Variations:*

ज़ोर से, ज़ोर से

हल्के, हल्के

आओ! आओ! संगीत बनाओ ।

*How does it work?*

*As the children sing the song they march and/or clap to the rhythm. The variations are used to introduce basic musical concepts that the children respond to with movements, e.g. fast/slow and loud/soft.*

## SONG 2

### Greeting song

In this song we learn how people in India greet each other.



*Group sings:*

आदाब, सत श्री अकाल,  
हेलो, नमस्ते  
आप कैसे हैं?  
आपका नाम क्या है?



*Each child sings:*

मेरा नाम ..... है ।

*How does it work?*

*We alternate the group section with the solo section where all children can confidently sing their name.*

## SONG 3

### Jungle song

We went to the Jungle

हम जंगल में गए, जंगल में गए  
सुनी जो आवाज़, किसने बनाई?  
शेर!

हम जंगल में गए, जंगल में गए  
शेर ने आवाज़ कैसे बनाई?  
गुर्र-गुर्र!!



हम जंगल में गए, जंगल में गए  
सुनी जो आवाज़, किसने बनाई?  
बकरी!

हम जंगल में गए, जंगल में गए  
बकरी ने आवाज़ कैसे बनाई?  
में-में!!

हम जंगल में गए, जंगल में गए  
सुनी जो आवाज़, किसने बनाई?  
चिड़िया!

हम जंगल में गए, जंगल में गए  
चिड़िया ने आवाज़ कैसे बनाई?  
चूँ-चूँ!!



हम जंगल में गए, जंगल में गए  
सुनी जो आवाज़, किसने बनाई?  
बिल्ली!

हम जंगल में गए, जंगल में गए  
बिल्ली ने आवाज़ कैसे बनाई?  
म्याऊँ-म्याऊँ!!



*How does it work?*

*Repeat the same with as many animals as the children can come up with. Each child can also choose an animal and individually enact it.*

## SONG 4

### रेलगाड़ी

Let us travel by train.

We first choose one child who will be the engine driver, the head of the train, and who will lead the others.

धुआँ छोड़ती, धुआँ छोड़ती  
एक\* सवारी ले आती है।  
काला इंजन, लाल है डिब्बे,  
हटो! हटो!  
रेलगाड़ी आती है॥  
छुक छुक छुक छुक (4x)  
रुको!



How does it work?

**\*Do, teen:** depending on the number of children you want to add per repetition. For a big group increasing the number of children works well. Break the song to count the number of sawari that have joined the train. Keep repeating the song until all children form a line, holding each other's shoulders. The train moves with the sound "chuk chuk", and it stops with a "rukko!"

*Last Verse:*

धुआँ छोड़ती, धुआँ छोड़ती  
सब सवारी ले जाती है।\*  
काला इंजन, लाल है डिब्बे,  
हटो! हटो!  
रेलगाडी जाती है।।  
रेलगाडी, फिर मिलेंगे।



*\*At this point, the children leave the train one by one.*

## SONG 5

### नटखट चूहा

In this song we meet a naughty mouse.  
He makes these different sounds:

रुम झुम: *slide hands up and down*

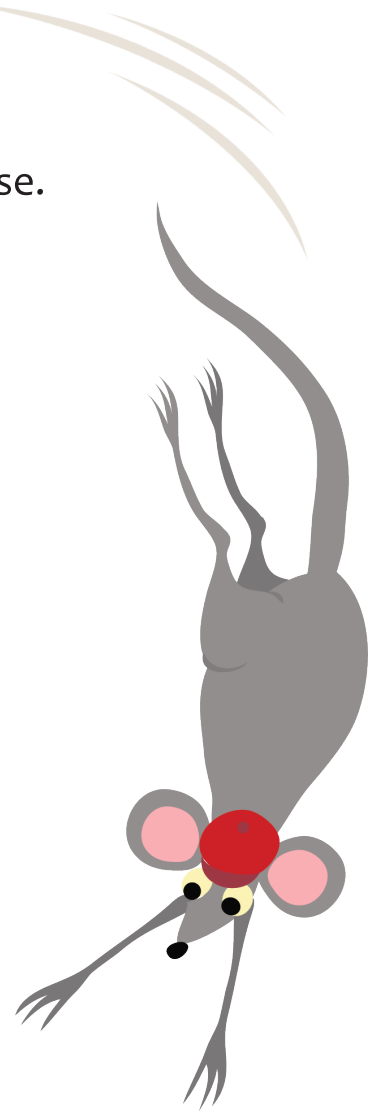
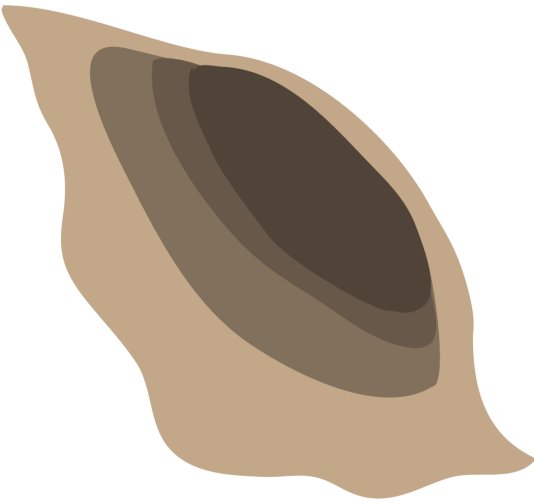
टप टप: *stamp your feet*

ताली: *clap your hands*

फॉदता: *slap your thighs.*

नटखट चूहा टोपी वाला,  
रुम झुम करता, टपटप करता,  
ताली बजाता, शोर मचाता,  
कूदता फॉदता बिल में जाता।

हम सबको खूब हँसाता,  
हा, हा, हा, हि, हि, हि  
हो, हो, हो, हो नटखट चूहा।



## SONG 6

### Head shoulders knees and toes



Head, shoulders, knees and toes, knees and toes,  
Head, shoulders, knees and toes, knees and toes,  
Eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.





*Once the children are comfortable with the song, we can replace the words one by one with a 'Mmm'. So it becomes:*

Mmm, shoulders, knees and toes, knees and toes,  
Mmm, shoulders, knees and toes, knees and toes,  
Eyes and ears and mouth and nose,  
Mmm, shoulders, knees and toes, knees and toes.



*Then for first two words:*

Mmm, Mmm, knees and toes, knees and toes,  
Mmm, Mmm, knees and toes, knees and toes,  
Eyes and ears and mouth and nose,  
Mmm, Mmm, knees and toes, knees and toes.

*Then for first three, until the child sings the melody in Mmm.*

## SONG 7

### सारे गायें

सा से संग चलो सब हो लें  
रे से आओ रिश्ते जोड़ें  
ग से गीत गायें सुर में  
म से आओ मन को जोड़ें

म ग रे, रे ग म, ग रे सा, सा रे ग,  
सा ग रे म ग रे सा  
सा सा, रे रे, ग ग, म म,



प से प्यार कभी न हो कम  
ध से धीरज रखें हर दम  
नि से निरमल वाणी बोलें  
सां से संग चलो सब हो लें



सां-नि ध-प म (म प ध)  
नि-ध प-म ग (ग म प)  
ध-प म-ग रे (रे ग म)  
प-म ग-रे सा



सा-रे-ग-म-प-ध-नि-सां  
सां-नि-ध-प-म-ग-रे-सा

सा रे ग म प ध नि सां सां नि ध प म ग रे सा  
सा रे ग म प ध नि सां सां नि ध प म ग रे सा

सा रे ग रे ग- सा रे ग रे ग- ग रे ग रे  
सा





**SONG 8**  
**Who has seen the wind?**

Who has seen the wind?  
Neither I nor you.  
But when the trees are trembling,  
The wind is passing through.

Who has seen the wind?  
Neither you nor I.  
But when the trees bow down their heads,  
The wind is passing by.

## SONG 9

### गुरु पूर्णिमा

This is a prayer from the Vedas. This prayer shows how important teachers are.

गुरुर्ब्रह्मा गुरुर्विष्णुः गुरुर्देवो महेश्वरः ।  
गुरुर्साक्षात् परब्रह्म तस्मै श्री गुरवे नमः ॥



The Guru is the creator, Lord Brahma, he is Lord Vishnu, the preserver, and he is Maheshwara, the destroyer He is Brahman himself. To such a guru, I bow down in greetings.

## SONG 10

### दिवाली गीत

मन में दीप जलायें, खुशियाँ फैलायें  
एक दूजे का सुख-दुख बाँटें, मिल के जगमगायें!  
आई दिवाली, आओ मिलके, हैप्पी दिवाली गायें!



लाखों दीपक मिल के जले तो रौशन होगा ये जहान,  
भेद-भाव और दुश्मनी का नहीं रहेगा कोई निशान!  
प्यार का दीप जलायें, अपनापन फैलायें,  
एक दूजे का सुख-दुख बाँटें, मिल के जगजगायें!

मन में दीप जलायें, खुशियाँ फैलायें  
एक दूजे का सुख-दुख बाँटें, मिल के जगमगायें  
आई दिवाली, आओ मिलके, हैप्पी दिवाली गायें!





झिक-मिक, झिक-मिक, चम-चम-चमके दोस्ती की फुलझड़ियाँ,  
गले मिलें सब हँसते-गाते, मुस्कानों की हो लड़ियाँ।  
मिलन का दीप जलायें, एकता फैलायें  
एक दूजे का सुख-दुख बाँटें, मिलके जगमगायें!

मन में दीप जलायें, खुशियाँ फैलायें  
एक दूजे का सुख-दुख बाँटें, मिल के जगमगायें!  
आई दिवाली, आओ मिलके, हैप्पी दिवाली गायें!

आई दिवाली, आओ मिलके, हैप्पी दिवाली गायें!  
हैप्पी दिवाली गायें!



## Song 11

### Play and play and stop

*Use the rhythm shakers and sing:*

Play and play and stop (2 3 4)  
Play and play and stop (2 3 4)  
Play and play and play and play  
and play and play and stop (2 3 4)





## Song 12

### Shake the shaker

*Use rhythm shakers and sing:*

Shake the shaker softly, softly, softly  
shake the shaker softly, softly stop.

Shake the shaker loudly, loudly, loudly  
shake the shaker loudly, loudly stop.

Shake the shaker slowly, slowly, slowly  
shake the shaker slowly, slowly stop.

Shake the shaker quickly, quickly, quickly  
shake the shaker quickly, quickly stop.



## Song 13

### Clock song

Grandfather's clock says

ding, dong, ding, dong  
*(move in slow rhythm from left to right)*

Mother's kitchen clock says

tick tock, tick tock, tick tock, tick tock  
*(move 2x faster)*

And my little wristwatch

ticke tacke, ticke tacke, ticke tacke, ticke tacke  
*(move again 2x faster)*



## Song 14

### Rain song

Jumping in a puddle  
splash, splash, splash, splash  
*(jump 4x on the place)*

Hear the summer showers  
drip drop, drip drop, drip drop, drip drop  
*(hop on one leg 2x faster)*

The monsoon rain is pouring  
pit ter pat ter, pit ter pat ter, pit ter pat ter, pit ter pat ter  
*(make running movement 2x faster)*



## SONG 15

### बाए बाए अल्विदा

With this simple song our teacher says bye bye to us at the end of the class.



बाए बाए अल्विदा,  
बाए बाए अल्विदा!



हम सब फिर मिलेंगे,  
संगीत हम बनाएंगे।



बाए बाए अल्विदा,  
बाए बाए अल्विदा!

