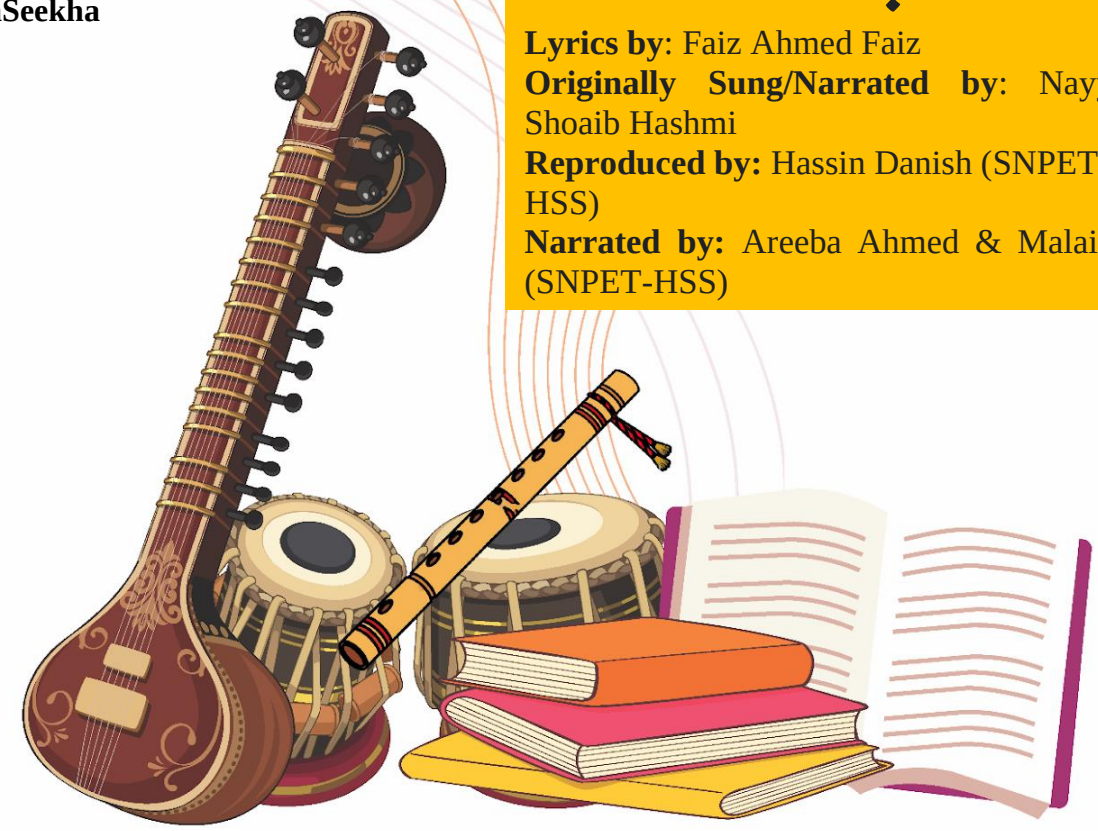
A Foundational Learning
Community of Practice Initiative
Learning Through Harmonies

گائیں اور سیکھیں

#GaenAurSeekhain
#LearningThroughHarmonies
#AajKyaSeekha

انتساب

Lyrics by: Faiz Ahmed Faiz
Originally Sung/Narrated by: Nayyara Noor/ Shoaib Hashmi
Reproduced by: Hassin Danish (SNPET-HSS)
Narrated by: Areeba Ahmed & Malaika Basharat (SNPET-HSS)



A Foundational Learning Community Practice Initiative

Learning Through Harmonies

گائیں اور سیکھیں

Song Name: Intesaab (Dedication)
Singer: Nayyara Noor
Lyricist: Faiz Ahmed Faiz
Narrator: Shoaib Hashmi
Performed by: Sanjan Nagar Public Education Trust Higher Secondary School
Choir/Lead Vocalist: Sanjan Nagar School Choir (Hassin Danish, Areeba Ahmed, Malaika Basharat)
Resource Persons: Attiya Anwar, Aliya Rasheed & SNPET-HSS Team
Grade/s: Grade 6 onwards
Subject/s: Diversity, Right to Education, Imagination, Linguistic, Reading and Writing Skills, Life skills, Peace, Tolerance
Credits: SNPET-HSS & Red Brick Studio (Rakae Jamil)

انتساب

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Lyrics:

https://urduwallahs.wordpress.com/2012/09/12/intesaab-by-faiz-ahmed-faiz/

آج کے نام
اور
آج کے غم کے نام
آج کا غم کہ ہے زندگی کے بھرے گلستاں سے خفا
زرد پتوں کا بن
زرد پتوں کا بن جو مرا دیس ہے
درد کی انجمن جو مرا دیس ہے
کلرکوں کی افسردہ جانوں کے نام
کرم خوردہ دلوں اور زبانوں کے نام
پوسٹ مینوں کے نام
تانگے والوں کا نام
ریل بانوں کے نام
کارخانوں کے بھوکے جیالوں کے نام
بادشاہ جہاں والئ ماسوا، نائب اللہ فی الارض
دہقاں کے نام
جس کے ڈھوروں کو ظالم ہنکا لے گئے
جس کی بیٹی کو ڈاکو اٹھا لے گئے
ہاتھ بھر کھیت سے ایک انگشت پٹوار نے کاٹ لی ہے
دوسری مالیے کے بہانے سے سرکار نے کاٹ لی ہے
جس کی پگ زور والوں کے پاؤں تلے
دھجیاں ہو گئی ہے
ان دکھی ماؤں کے نام
رات میں جن کے بچے بلکتے ہیں اور
نیند کی مار کھائے ہوئے بازوؤں میں سنبھلتے نہیں
دکھ بتاتے نہیں
منتوں زاریوں سے بہلتے نہیں
ان حسیناؤں کے نام

جن کی آنکھوں کے گل
چلمنوں اور دریچوں کی بیلوں پہ بیکار کھل کھل کے
مرجھا گئے ہیں
ان بیاہتاؤں کے نام
جن کے بدن
بے محبت ریاکار سیجوں پہ سج سج کے اکتا گئے ہیں
بیواؤں کے نام
کٹڑیوں اور گلیوں محلوں کے نام
جن کی ناپاک خاشاک سے چاند راتوں
کو آ آ کے کرتا ہے اکثر وضو
جن کے سایوں میں کرتی ہے آہ و بکا
آنچلوں کی حنا
چوڑیوں کی کھنک
کاکلوں کی مہک
آرزومند سینوں کی اپنے پسینے میں جلنے کی بو
پڑھنے والوں کے نام
وہ جو اصحاب طبل و علم
کے دروں پر کتاب اور قلم
کا تقاضا لیے ہاتھ پھیلائے
وہ معصوم جو بھولے پن میں
وہاں اپنے ننھے چراغوں میں لو کی لگن
لے کے پہنچے جہاں
بٹ رہے تھے گھٹا ٹوپ بے انت راتوں کے سائے
ان اسیروں کے نام
جن کے سینوں میں فردا کے شب تاب گوہر
جیل خانوں کی شوریدہ راتوں کی صرصر میں
جل جل کے انجم نما ہوگئے ہیں
آنے والے دنوں کے سفیروں کے نام
وہ جو خوشبوئے گل کی طرح
اپنے پیغام پر خود فدا ہوگئے ہیں

انتساب

Audio Video Link:

https://www.youtube.com/watch?v=K3vDsLtyZhg

Alignment of Intesaab with SNC 2020

Thematic Area: Inclusion/ Equality/Human Rights

Part 1: Alignment with SNC
Single National Curriculum
English language 6-8 (2020)

Subject/s	Competency	Benchmarks	Grade	Skills	SLO
English Language Urdu Language	Competency 2 Reading and Thinking Skills (C2) Competency 4 Writing Skills (C4) Competency 5 Appropriate Ethical and Social Development (C5)	C2-BM1ding and ThiAnalyze short2) stories, literary excerpts and poems; identify with and interpret characters' emotional response, motives and actions. C4-BM1 Analyze written discourse to use in their own compositions, techniques for effective paragraph organization and development such as a clear topic sentence and supporting details. C5, S1 Students develop ethical and social attributes and values relevant in a multicultural and civilized society.	Grade VI-VIII 2020	a. Thinking skill b. Communication c. Socialization	Students will be able to; **1.** Learn new words. **2.** Use new words in sentences **3.** Express their ideas in targeted language. **4.** Express their thoughts in written form **5.** Identifying the uncommonness from commons **6.** Comprehending the idea of the poet **7.** Understanding the neglected, broken, disposed people of the society – **8.** Rights and human beings

Activities:

Activity 1:

Vocabulary Building / Words, Meanings & Comprehension
Objectives:
Students will be able to:

1. Improve their vocabulary/alfaaz ka khazaana (vocabulary treasure)
2. Use new words in daily life with comprehension
3. Write and pronounce new words

Instructions/Guidelines: Students will

- Write new words selected from the poem
- Pronounce new words with understanding
- Make sentences using the new word/s after checking the meanings from the dictionary/*Lughat.*

Some new words are mentioned below:
انجمن، ڈھوروں، انگشت ،خاشاک، کاکلوں، اسیروں، سفیروں، انجم نما، گھٹا ٹوپ، چلمنوں اور دریچوں

Activity 2:

Discussion/debate on the rights-based Poem

Students will be able to:

- Discuss the different aspects/ways to see the society and universal rights of people/citizens
- Understand the bigger societal picture where all citizens have fundamental rights regardless of gender, wealth, religion and geography
- Express ideas in discussion/debate/letter to the parliamentarians/politicians on Rights & Entitlements of All Citizens

Some Guidelines

Students will be divided into groups to discuss the neglected, disempowered, broken, almost invisible members of the society who are so critical, and also talk about their sufferings, deprivations, lack of rights and solutions

This could be expressed as a debate or in the form of speech- the students can imagine they were politicians committed to rights of ALL Citizens

Activity 3:

Thinking through Imagination

Objective:

Students will be able to;

- Express their ideas in written form
- Improve the written expression
- Illustrations through art forms

Instructions/Guidelines

Students will be given choice to write about the aspects/context of the poem in the form of their own writing, experiences from daily life either in poetry or in prose

Activity 4:

Art and craft

Art and craft

Objectives:

Students will be able to:

- Give expression to their creativity

Activity 1:

Students will portray the suffering of the common people through drawing/ painting

Required Materials:

- A3 Simple Paper Sheets (available in schools)
- Pencils
- Water Colors
- Crayons
- Oil paints
- Canvas

Instructions:

- Students will follow their heart and mind to draw and paint based on the inspirational imagery from the poem
- Students can exhibit their work in classrooms, share at the school assembly where the poem would be rendered and could also organize a gallery walk in a common space of the school that gets a lot of traffic

Activity 5:

Theatre- Mime

Objectives:

Students will be able to:

- **Portray the suffering of the common people through mime and poetry**

Required Materials:

- Used clothes from home for costumes of each character in the poem
- Basic make up

- Performing space where the school children/parents can see on the occasion of Faiz Ahmed Faiz Birthday and Festivals celebrating our great people's rights Poet

Instructions:

- Students and teachers will collaborate to design the mime and theatre for the poem
- Agree on who will perform which role in the characters of the poem- the people of our society
- Bring various costumes to illustrate the roles of various characters
- Students and teachers co-create the performance; they can call a resource person or a teacher from the school with skills in theatre to give critical input if available (low cost options are best)
- Spend time for rehearsals as per time available
- Perform in front of the school/section of middle/high school and also publicly if there is an opportunity
- Give certificates made in school to the students

Other activities could be call a Human Rights activist /expert to speak about Human Rights and violations

All of the activities can be shared on social media as per school policy

Feedback Form:

FORM 1 for Teachers/ External Reviewer

Evaluation Form for the implementation of Learning through Harmonies
Foundational & Social Emotional Learning
Teachers- External Reviewer
Title of the Song: "Intesaab"

Were you introduced to LTHs in a workshop? Yes/No
Did you download from the APP: Yes/No

To be filled by Teacher/Teacher Assistant/ Volunteer

Country	
Province and District	
Date of the activity conducted	
School Name in Full	
Type of School Govt./Private/Foundation	
Name of Teacher/Teacher Assistant/ Volunteer who assisted the pilot	
Number of Participants Teachers, Students & External collaborators)	

Please read the statements below and indicate the option that best describes your opinion.
1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

No	Statement	1	2	3	4	5
1.	The children are actively engaged in activities that use Learning through Harmonies (LTH) resources/content					
2.	The children are actively participating in group work while using Learning through Harmonies (LTH) modules					
3.	The LTH resources are useful for the facilitator					
4.	Children are learning more with music and its activities					

Please respond to the questions in the table below

No	Question	Answer
5.	Which song module is used most in daily school routines? Which subject?	
6.	What is the frequency of using songs in your classes? E.g., Two songs per week etc.	
7.	Can you see evidence of improved learning outcomes to the use of songs modules/ content?	
8.	How can the song content/resources contribute to improving learning outcomes?	Specific Subject: Vocabulary Building: Learning by doing?

FORM 2

Evaluation of the use of Learning through Harmonies Resources in camps

To be filled by an external observer/monitor during the Session Observation

Country	
Province/ District	
Date of the activity	
School	
Number of Participants	
Title of the Song Selected from LTH	
Name of External Observer	

Please read the statements below and indicate the option that best describes your opinion

1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

No	Statement	1	2	3	4	5
1.	The teacher was prepared to use the song modules					
2.	Children are actively participating in the session					
3.	The discussion was appropriate to the song module/context					
4.	Children seem to know the song and used the activities well					

No	Question	Answer
5.	Did the teacher include use of song modules/resources in the lesson plan?	
6.	Which song is used most in the school? & Which subject period?	
7.	What is the frequency of using the selected songs as a learning resource? E.g., One song per day/ 1 per week etc.	
8.	Can you attribute any improved learning outcomes to the use of music for learning? Back it up with evidence	
9.	Do you have any suggestions on how we can improve the approach of Learning through Harmonies?	

FORM 3

Evaluation of the use of Learning through Harmonies Resources in learning camps

To be filled by Students

Country			
Province			
District			
School Name			
Date of the Activity			
Name of Student			
Your Grade			
Gender	Girls	Boys.	Other

Please read the statements below and indicate the option that best describes your opinion.

1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

No	Statement	1	2	3	4	5
9.	The session/song activities were very engaging and the teacher conducted the session really well.					
10.	All the children in class actively participated in both individual and group activities					
11.	The songs selected for LTH made learning meaningful for me					
12.	The LTH helped me in learning new words and activities through the selected songs,					

Please respond to the questions in the table below

No	Question	Answer
13.	Which part of the learning through harmonies experience did you enjoy most?	Theme wise breakdown Lyrics and Composition: Singing: Links of the curriculum and SLOs: Learning Activities:
14.	Do you think that the songs were well selected by thematic areas and fit well with your curriculum?	
15.	Was there anything you thought was missing from the LTH approach & content?	
16.	Do you think learning through music and related activities is easier? Explain why?	
17.	Do you have any suggestions on how we can improve the approach of Learning through Harmonies?	

“Learning through Harmonies- Gain aur Seekhain"

Pilot Duration: October – December 2022

Cities /Provinces: Karachi –Sindh, Lahore- Punjab

Collaborating Teams: Government, Education Depts. (Sindh/Punjab), ITA/Pakistan Learning Festival, Poets, Musicians, Schools (public & private) Universities & Expert

A Communities of Practice (COP) innovation for supporting Foundational Learning in Pakistan implemented by Idara-e-Taleem-o-Aagahi (ITA)- its flagship program Pakistan Learning Festival (PLF) in collaboration with Research on Improving Systems of Education (RISE) Program at the Blavatnik School of Education, University of Oxford.

Vision

” To embed music and performing arts in mainstream curriculum for foundational and social emotional learning”

The learning campaign "Learning through Harmonies- Gain aur Seekhain" aims to foster Social Emotional Learning (SEL) and focuses on enhancing the Foundational Learning of school-going kids by exposing them to pedagogy using music, maker art and craft techniques, and other learning activities related to the songs/poems.

The proposed learning campaign has taken place in 2 phases which are given below:

1- Selection and curation of 12-15 songs across themes of inclusion, climate change /STEM and tolerance/diversity in learning will be mapped to foundational literacy rich in language at the right level, linguistic appreciation, geographical diversity, tolerance, heritage, and packed with meaning-making.

Target Grades: 2- 8 primary and middle level (maybe senior too)

2- The curated songs along with their activities’ modules has been implemented in the learning camps at different schools followed by evaluation of the students.

Profile of all partners

Rakae Rehman Jamil is a musician, music producer and a professor based in Lahore. He acquired his B.A degree. in Musicology from the National College of Arts in Lahore, and his Masters' degree in the Humanities from the University of Chicago with a concentration in Ethnomusicology. He is an Assistant Professor of the Musicology Department at the National College of Arts in Lahore, Pakistan.

Jamil is also one of the lead members of the band "Mughal-e-Funk" which was established in 2017, and is the sitar player for the band. He is also a music producer, and owns his production company titled "Red Brick Music Studios" (www.rbmusicstudios.com). He has received extensive training in South Asian instrumental classical music from Pakistan and India, where he spent eight months at the ITC- Sangeet Research Academy in Kolkata in 2010 learning from India's most eminent practitioners of classical music. Jamil has also performed as a session artist as well as a lead artist in several cities across the globe, including Canada, UK and U.S.A. Currently he is producing his second album with Mughal-e-Funk", and his own solo album which he is producing himself.

Idara-e-Taleem-o-Aagahi (ITA)

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