

TEACHER GUIDE TO RELEVANCE TO CALIFORNIA STANDARDS AND BENCHMARKS FOR THE VISUAL AND PERFORMING ARTS: MUSIC

SOME ACTIVITIES

In order to enhance your enjoyment and understanding of Indian music, you can choose one activity suggested below, or create your own activity centering around questions that you may have about Indian music.

- **Artistic Perception:** 1.4, 1.5, 1.6
- Clap out different rhythm cycles: tintal (16), jhaptal (10) ektal (12).
- Listen to a recording of classical Indian music and see if you can tell which rhythm cycles are being played (see discography on www.aacm.org)
- Explain or compare Indian music's classification of thaats with western music's plainchant, Gregorian chant or church modes (as they are variously called). Play each of the plainchant modes on the piano from middle C using the sharps or flats as indicated (see appendix).
- Play all of the church modes on the piano using only the white keys; observe the overlap: begin with Ionian mode on middle C (Bilawal That). Play Dorian (Kafi That) mode from D, play Phrygian mode from E (Bhairavi), play Lydian mode from F (Kalyan That), play, play Mixolydian from G (Khammaj that), play Aeolian mode from A (Asawari That). Play the plainchant modes and Indian That's from middle C, sharps or flats as needed (see appendix for listing of modes and thaats).

Historical and Cultural Context: 3.7, 3.8

- Indian music: Explore the origins of western classical music. Research about Byzantine and Ambrosian chants and their relationship to the church modes.

e. Research and write about a famous of Indian musicians: examples – Allauddin Khan, Ali Akbar Khan, Alla Rakha, Zakir Hussain, Vilayat Khan, Nikhil Bannerjee, Lakshmi Shankar, Asha Bhosle (famous Bollywood singer).

- Using the program **Timeliner or an equivalent**, create your own music history timeline that includes moments in music history that are meaningful to you.
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Creative Expression: 2.1,2.4, 2.6

- Write your own tune in one of the church modes or thats.
- Choreograph a simple dance in one of the above rhythm cycles.

Connections, Relationships, Applications: 5.0 Historical and Cultural
Context: 3.1,3.2,3.3, 3.4, 3.5, 3.7, 3.8

- Write about Indian music:

a. Compare and contrast the purposes of western classical music and classical north Indian music. What are the different purposes? What purposes are similar or the same?

b. Compare and contrast western classical music with classical north Indian music in terms of:

1. Rhythm

2. Melodic development

3. Harmony

4. Types of instruments:

Idiophones - Self sounding instruments. They are of naturally sonorous material. They may be struck, shaken, plucked, or rubbed. A few examples of struck idiophones are bells, cymbals, and litho-phones. Shaken Idiophones are rattles. An example of plucked idiophones are harps, and an example of rubbed idiophones are harmonicas.

Membranophones - Instruments producing sound by means of a stretched skin, or membrane. Some examples are kettledrums, snare drums, and tambourines, kanjeeras, tabla, pakahawaj and dolok. Some drums are rubbed instead of struck.

Aerophones - Wind instruments. The sound is caused by vibrating air. In tubular aerophones, the air is enclosed in a tube in 3 ways: 1) Trumpets and Horns - The players compressed lips set the air into motion 2) Reed Instruments (clarinet, saxophone, oboe) - a single or double beating reed sets the air into motion 3) Flutes: The sharp edge of a hole, against which the players breath is directed, sets the air into motion

Most saxophones, some flutes, and many clarinets are made of metal. Horns and trumpets and some flutes are been made of other materials such as wood, ivory tusk, animal horn, gold, and clay.

Chordophones - String instruments. 4 types: a) Zithers – neck-less instruments, with strings stretched from end to end of a board. They are struck or plucked. b) Lutes - instruments with necks. They may be plucked or bowed. c) Lyres - Instruments with two projecting arms linked by a crossbar. May be plucked or bowed d) Harps - instruments in which the string's plane is at an

angle, rather than parallel to the sound board.

Electrophones Instruments using electronic circuits. Amplification of Sound - May use an electronic circuit to reinforce means of amplification. Examples: Electric guitar, electric piano

Aesthetic Valuing: 4.1, 4.3 and **Connections** 5.0

c. What elements in Indian music evoke different feelings and why? What feelings does Indian music evoke in you? Why do you think it makes you feel a particular way?

d. Write a poem about the music you heard.

- Play or sing the scale or that of a raga, play the chalan or prescriptive way of moving in the scale of the raga on any instrument. Play the simple melody called a sargam. See these examples in the appendix.
- Paint, draw, make a collage, or construct a 3D object that illustrates your impressions of Indian music. See <http://aacm.org/shop/index.html> on the Internet to see available recordings.