

## MUSIC 8



**TEACHER:** Before you go through this module, kindly tell your students that at the end of the unit, they are expected to demonstrate understanding of the **Music of Central Asia, South Asia** and **West Asia** focusing in:

- **India**
- **Pakistan**
- **Israel**

Sub-topics:

- Vocal music
- Instrumental music
- Cultural context (history & traditions)
- Composition
- Social functions
- Performance styles/techniques

### Content Standards:

The learner should...

- demonstrate understanding of musical elements and processes by synthesizing and applying prior knowledge and skills
- demonstrate understanding of salient features of music from **Music of Central Asia, South Asia** and **West Asia** by correlating musical elements and processes to our native forms

### Performance Standard:

The learner should perform examples of **Central Asia, South Asia** and **West Asia music**, alone and with others, in appropriate tone pitch, rhythm, expression and style.

## LEARNING COMPETENCIES/OBJECTIVES

- Listen to songs from Central Asia, South Asia and West countries alone and/or with others.
- Relate Central, Southern and West Asian countries' music in the lives of the people.
- Analyze examples of music from Central, South Asia and West countries and describe how the elements are used.
- Explain the distinguishing characteristics of representative Central, South Asian and West countries' music in relation to the culture of the area.
- Perform using available instruments from Central Asia, South Asia and West countries alone and/or with others.
- Improvise simple rhythmic/harmonic accompaniments to music from selected Central, South and West Asian countries.
- Explore ways of producing sounds on a variety of sources that would simulate instruments being studied.
- Sing vocal music from Central, South and West Asian countries alone and/or with others.
- Evaluate music and music performances applying knowledge of musical elements and styles

**TEACHER:** Discuss the objectives.

**TEACHER:** You may use all Pre-Assessment activities or you may just choose vocal and instrumental music activity. Find out if the students have an idea about Central, South and West Asia.

## PRE-ASSESSMENT



*Before you start the lesson, let us find out how much you know about South, Central and West Asia. Here are some activities prepared for you. Are you ready?*



## Pre-Assessment

### Activity : “ Where in the World is... ”

#### You will need:

blank map and coloring materials

#### Directions:

1. Listen to the different music samples listed below. You may find them on the internet or let your teacher provide them for you. Match the music with the Asian region it came from.
2. Color each region with:  
Central Asia – **VIOLET**      South Asia – **RED**      West Asia – **GREEN**

Carnatic Music

Hindustani Music

Punjabi Music

Arabic Music





Were you able to match the music to its region?

How about naming the countries in each region? Can you name them?

In your notebook, make a table similar to the one shown below and write the names of the countries that you know in the table.

CENTRAL ASIA	SOUTH ASIA	WEST ASIA
Kazakhstan, Kyrgyzstan	Bhutan, Bangladesh	Bahrain, Cyprus, Egypt
Tajikistan, Turkmenistan	India, Maldives	Iran, Iraq, Israel, Jordan
Uzbekistan, West Pakistan	Nepal, Pakistan	Kingdom of Saudi Arabia,
		Kuwait, Lebanon, Oman
		Palestine, Qatar, Syria, Turkey
		UAE, Yemen

Do you remember vocal music and instrumental music? As we have discussed in the previous quarters, Asia is rich in these two types of music.

Answer the following activities to check what you know.



### Vocal Music

Asia is a big continent consisting of several countries. Are we going to study all of them? We cannot, but we can focus on a few representative ones from each region.

**ACTIVITY:** Countries are written on the concept map below. On a sheet of paper, share your ideas about their vocal music. Copy the diagram.










INDIA	PAKISTAN	ISRAEL
• _____	• _____	• _____

*Have you been to any of these countries? If you have, then you are very lucky! Take the time to share about the countries you visited with your classmates.*

## Instrumental Music



It was very nice of you to share your ideas about the vocal music of the countries above. What about Asian music instruments? Are you familiar with these instruments? Name as many as you can!

				
<b>Tabla</b>	<b>Oud</b>	<b>Harmonium</b>	<b>Sitar</b>	<b>Jewish Lyre</b>
				
<b>Shofar</b>	<b>Psalterion</b>	<b>Goblet</b>	<b>Toft</b>	<b>Rubab</b>

So do you now have an idea of the things that we will be learning this quarter? It's time to make your learning goals and specify the things that you would want to learn about the music of Central Asia, South Asia and West Asian Countries. Write your goals in your notebook. Follow the guide below.



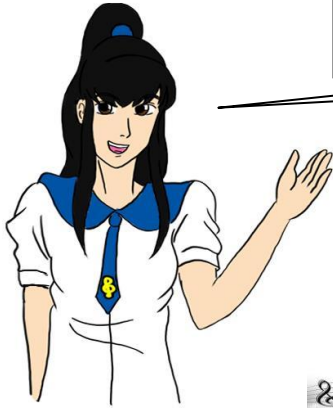
### LEARNING GOALS AND TARGETS

At the end of this module,

- I would like to know about \_\_\_\_\_
- I would like to be able to do the ff: \_\_\_\_\_
- I would like to understand \_\_\_\_\_
- I would like to perform or produce \_\_\_\_\_

**TEACHER:** Students will write their goals in their notebooks.

Now that you have written your goals for this quarter, it's time for us to officially start the lesson.



**TEACHER:** Give a short background of each country's culture. Prepare video and picture samples of Vocal and Instrumental groups.

## PART I. KNOW

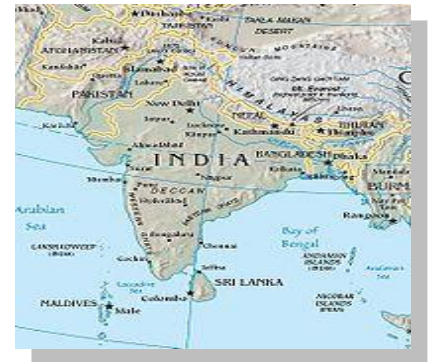


Music has always been viewed as a universal language. In the vast region of Asia, religious music has been a common ground in uniting people with different languages, cultures and norms.

### Lesson 1: *INDIA*



India is the largest country in South Asia. Its music is as vast as its geographic location and as large as its demographic population. The music of India reflects different aspects of Asian culture through its timbre, rhythm, melody, texture, form and style. In general, Indian music remains fundamental to the lives of the people of India as sources of spiritual inspiration, cultural expression and entertainment.



*Galaxy of Musicians by Raja Ravi Varma*

**TEACHER:** Let the students compare each country's music and make them relate the music to their culture.



Have you ever watched a Hindu singing or dancing? What is your impression on their way of singing or dancing? How important is music to their daily life?

India's classical music tradition, includes Carnatic and Hindustani music which have developed over many centuries. Music of India also includes several types of folk and popular music. One aspect of vocal music uses **melismatic** singing with nasal vocal quality, as compared to the Philippine music which uses melismatic singing only in chanting epics and the **pasyon**.

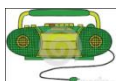
Singing based on a set of pitches was popular even from the Vedic times. The **Samagana** style of singing developed into a strong and diverse tradition over several centuries becoming an established part of contemporary traditions in India. The hymns in **Sama Veda**, a sacred text, were sung as Samagana and not chanted. **Sama Veda** is the third of the four Vedas of Hinduism but ranks next to **Rig Veda** (Rigveda) in terms of its sanctity and liturgical importance.

**Rig Veda** is also sung in the Samagana traditional singing style. Because of its liturgical importance, Rigveda is counted as first among the four canonical sacred texts of Hinduism known as Vedas. Rig Veda is an ancient Indian sacred collection of Vedic Sanskrit hymns. Some of its verses are still recited as Hindu prayers at religious functions and other occasions.

### Characteristics of Traditional Music from India:

#### 1. Carnatic music

- refers to music from South India
- directed to a Hindu god, which is why it is called "temple music"
- unlike Hindustani music, Carnatic music is **unified** where schools are based on the same **ragas**, same solo instruments (**veena, flute, violin**) and the same **rhythm instrument (mridangam and ghatam)**
- music pieces are mainly set for the voice and with lyrics
- compositions called **krti** are devotional songs



**Additional Audio/Visual Activity:** You may watch the following links online.

- Carnatic Flute-Tamboori by Heramba & Hemantha, [www.youtube.com](http://www.youtube.com)
- Carnatic Vocal, [www.carnaticsangeetham.com](http://www.carnaticsangeetham.com)

## 2. Hindustani music

- goes back to Vedic period times around 1000 BC
- further developed in the 13th and 14th centuries AD with Persian influences and from existing religious and folk music
- predominantly found in the northern and central regions
- influenced by ancient Hindu musical traditions, historical Vedic religion/Vedic philosophy, native Indian sounds and enriched by the Persian performance practices of the Mughal era
- Nasal singing is observed in their vocal music
- in North India, the most common style of singing is called **khyal**, a word which means *imagination*



### Additional Audio/Visual Activity

- Hindustani Classical Music, [www.wildfilmindia.com](http://www.wildfilmindia.com)
- Pt. Bhimsen Joshi-Classical Vocal, [www.youtube.com](http://www.youtube.com)



After learning about the vocal music of India, the next topic will help you learn the instrumental music of India.

## INSTRUMENTAL MUSIC

There are many musical instruments in India. Some instruments are used primarily in **North Indian music (Hindustani Sangeet)** while many other instruments are used in **South Indian music (Carnatic Sangeet)**. Instrumental music is often similar to vocal music but sometimes they have distinctive instrumental styles. There are five known traditional system for classification of instruments.

### Classification of Musical Instruments from India:

1. **Ghan** – described as a non-membranous percussive instrument but with solid resonators. It is one of the oldest class of instrument in India. It may also be a melodic instrument or instruments to keep *tal*.



**Ghatam**



**Karta**



**Manjira**



**Nout**

2. **Avanaddh** - described as a membranous percussive instrument. This class of instruments typically comprise the drums.



**Daf (Duf, Daphu)**



**Tabla**



**Dhol**

3. **Sushir** – also known as *blown air*. It is characterized by the use of air to excite the various resonators.



**Bansuri**



**Shehnai**



**Shankh**



**Surpeti**

4. **Tat** – referred to as *vina* during the old civilization. This class of instruments are plucked (stringed instruments)



**Sitar**



**Ektar**



**Gotuvadyam**



**Gopichand**



**Rabab**

5. **Vitat** – described as bowed stringed instruments. One of the oldest classifications of instruments and yet did not occupy a place in classical Indian music until the last few centuries.



## TALA



**Rhythm** plays an important role in Indian music. It is fundamental to the creation of any musical system. Certainly, from a historic stand point, rhythm existed many centuries ago before the word “rag” was ever used. Given this historical pre-eminence, it is not surprising that rhythm occupies an important position in the Indian system of music.

- Tala** - literally meaning ‘clap;’ variously transliterated as “*tal*”, “*taal*” or “*taala*”
- is a regular, repeating rhythmic phrase, particularly as rendered on a percussive instrument with an ebb and flow of various intonations represented as a “*theke*”
  - is the common Indian system of rhythm

**Theka** - a sequence of drum-syllables or “**bol**”

- in Indian classical music, both Hindustani classical music and Carnatic music use complex rules to create elaborate patterns of rhythm

**Tabla** - most common instrument for keeping rhythm in Hindustani music

**Mridangam** - most common instrument for keeping rhythm in Carnatic music

- also transliterated as “mridang”



If available, use the interactive listening tools by **William Alves**, in his audio-cd recordings: *Interactive Music of the World*, featuring musical instruments of India.



Let's see how much you have learned. Can you identify the difference of Carnatic from hindustani music? Can you identify Indian musical instruments?



### **TEACHER-ASSISTED ACTIVITY: Which Is Which?!**





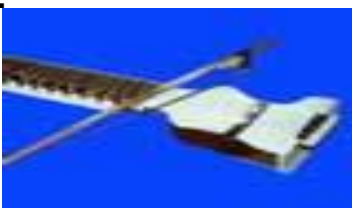





Study the words written in the box. Identify which word fits the description of Carnatic and Hindustani music. Write your answers on a  $\frac{1}{4}$  sheet of Manila Paper

Khyal	Temple Music
Unified	Northern
Krti	Southern
Nasal Singing	Lyrical
Persian Influence	Imagination

CARNATIC MUSIC	HINDUSTANI MUSIC

### **INDIVIDUAL ACTIVITY: Name It!**

Name the following Indian musical instruments. Write the answers in a separate sheet of paper or in your notebook.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	
9. 	10. 	

So rhythm plays an important role in Indian music, what could be the distinct characteristic of Pakistani music?



## Lesson 2: **PAKISTAN**



Central Asian music encompasses numerous different musical styles originating from a large number of sources. Though Pakistan is part of South Asia, its western part is considered as extended Central Asia.

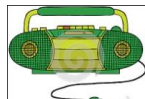
Pakistan is known for its unique vocals. The distinctive Pakistani sound was formed with multiple influences not only from various parts of South Asia but also includes diverse elements from Central Asia, Persia, Turkey and the Arab world.

### VOCAL MUSIC OF PAKISTAN

Pakistan is known for its two vocal styles in singing:

#### 1. **Ghazal**

- are traditional expressions of love, separation and loneliness; it tells about both the pain of loss of the lover and the beauty of love in spite of that pain
- its structural requirements are more strict than those of most poetic forms traditionally written in English
- is considered by many to be one of the principal poetic forms the Persian civilization
- can be sung by both for men and women



- Pakistani Ghazal-Payam e Mashriq's Ghazal, [www.youtube.com](http://www.youtube.com)

#### 2. **Qawwali**

- the devotional music of the Chishti Order
- a vibrant musical tradition that stretches back more than 700 years
- originally performed mainly at Sufi shrines throughout the subcontinent and gained mainstream popularity






- rahat fateh ali khan-best qawwali, [www.youtube.com](http://www.youtube.com)
- nusrat fateh ali khan-best qawwali, [www.youtube.com](http://www.youtube.com)

## INSTRUMENTAL MUSIC OF PAKISTAN

**Punjabi music** strengthens the importance of musical instruments in Pakistan.

**Punjab** is a region in South Asia which is divided into West Punjab, Pakistan and East Punjab, India. **Bhangra**, one of the most recognized forms of Punjab, is based on the drum rhythm of **dhol**.

### SIGNIFICANT INSTRUMENTS OF PAKISTAN

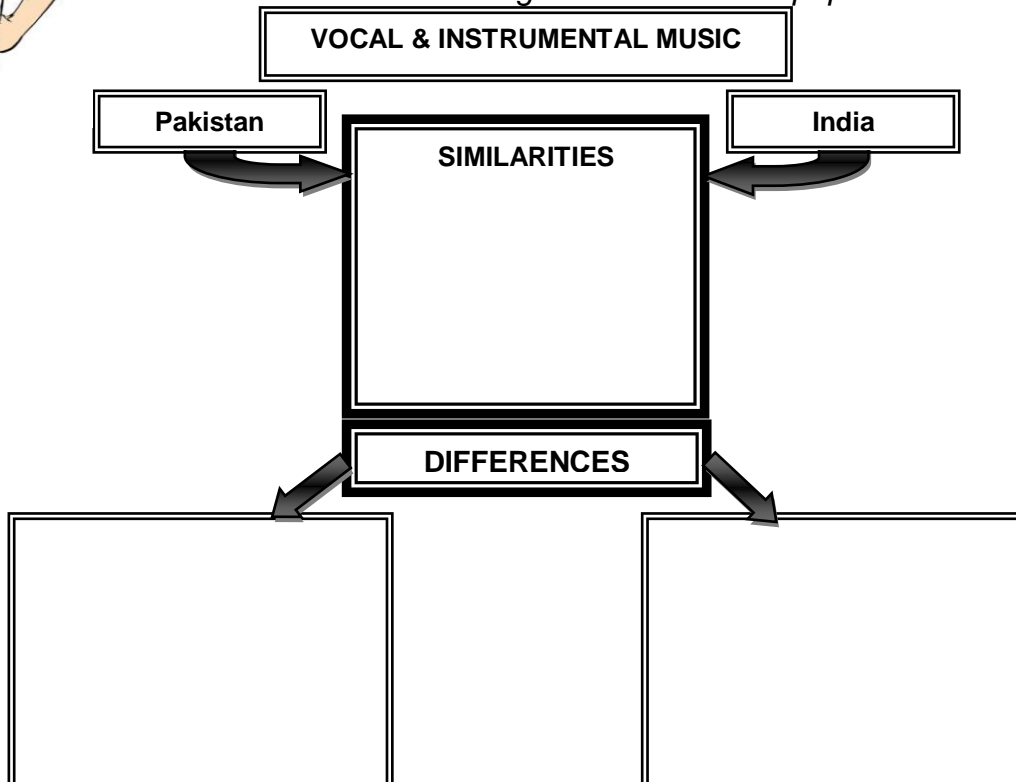
			
<b>Tabla</b>	<b>Dholak</b>	<b>Harmonium</b>	<b>Rubab</b>



Are you ready to check what you have learned from the music of Pakistan? The next activity will help you test if you had understood the concepts learned about the music of Pakistan. Good Luck!

### INDIVIDUAL ACTIVITY: Peace, Order and Organize!

*Compare and contrast the vocal/instrumental music of Pakistan from the music of India. Draw this diagram on a sheet of paper and answer.*





Pakistan acted as a major crossroad for various cultures between Central Asia, South Asia and West Asia. This paved the way for the similarities of vocal music throughout the region.

Let us now move on to West Asia. There are several West Asian countries but we will focus our attention to Israeli and Arab music. Ready? Then, let's start!



### Lesson 3: WEST ASIA - ISRAEL

In general, music of West Asia is **modal**. Harmony is not emphasized but rather includes salient features such as melodic complexity and ornamentation, including  $\frac{1}{4}$  tones and rigorous rhythmic development. West Asian music is commonly used during:

- Communal worship (in Mosque, Synagogue and Church)
- Mystic rituals (Sufis, Hassidic)
- Life passage events (Weddings, Bar Mitzvas, Bat Mitzvas, Anniversaries)
- Entertainment (Belly Dancing, Folk Dancing)

**TEACHER:** Provide music samples and let the students describe their vocal style

### VOCAL MUSIC OF ISRAEL AND ARABIA

#### A. Israeli Music

Israeli singers have distinctive vocal style. They sing with ***guttural*** and ***throaty enunciation***.

#### Two Divisions of Jewish Music

##### 1. Devotional

- almost entirely vocal
- featured during Sabbath and other holy days
- the art of *Hazan* (leader of prayer in synagogue) has always been evident in the culture
- **shofar** is a special call to prayer and repentance; it is sounded on the High Holidays (the Jewish New Year and Day of Atonement)

##### 2. Secular

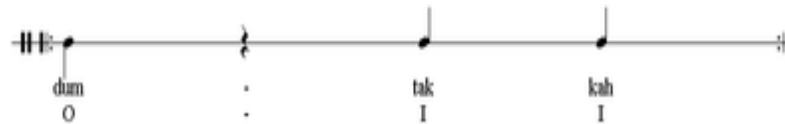
- instruments and voice are used
- played during life passage events
- context lies outside the religious domain
- very rhythmic and have popular and romantic texts

## B. Arabic Music

**Arabic Maqam** is distinctively unique to Arabian music because of its technique of improvisation. It is the system of melodic modes used in traditional Arab music.

Arabian rhythmic pattern or cycle is analyzed by means of rhythmic units.

### 1. Wazn



- literally

means “measure”

- performed on the goblet drum, frame drum and kettle drum
- only used in musical genres with a fixed rhythmic-temporal organization including recurring measures, motifs and pulse



- Habib Yammine-Wazn il mu'allaqat imru'al Qays, [www.youtube.com](http://www.youtube.com)

### 2. Iqa

- the rhythmic pattern in Arabian music
- reputed to be over 100 iqa, but many of them have fallen out of fashion and are rarely used in performance
- the greatest varieties of iqa (or iqa'at as pronounced) range from two to 48 beats
- are used in the *muwashahat* (an Andalusian musical form) where every syllable of the lyric must fall on a beat



- Michigan Arab Orchestra-Fantasie Nahawand Mona and Ahmed Fekry-Muwashahat, [www.youtube.com](http://www.youtube.com)

After knowing about the vocal music of West Asia, let's move on to instrumental music.

Do you have any idea of what instruments looks like in this part of Asia?



### INSTRUMENTAL MUSIC OF ISRAEL

The lute such as the Philippine *bandurria* and Laud traces its origins from the Middle Eastern *Oud* and Indian sitar. Goblet drum, **darbuk**, the tambourine and other instruments associated with Middle Eastern music are used as accompaniment.

One of the dances where accompaniment is used is **Hora**, a dance that often has strong off beats and asymmetric meters.

#### SIGNIFICANT INSTRUMENTS OF ISRAEL

Jewish Lyre	Psalterion (Harp)	Shofar

#### OTHER SIGNIFICANT INSTRUMENTS OF ARAB COUNTRIES

Goblet	Toft

### OTHER SIGNIFICANT MIDDLE EASTERN INSTRUMENTS



Oud (Southern Mesopotamia)



Darbuk



Wow! Asia is truly rich in its culture! It's time to see if you remember what you have learned.

### TEACHER-ASSISTED: Word Search in the Middle Earth!

Search for the terms used in vocal and instrumental music of West Asia. Encircle/highlight the words that you found. Explain the meaning of these terms in front of the class.

O	U	D	J	M	A	G	A	M	Q	T
Q	M	B	P	D	M	A	Q	A	M	S
A	D	W	S	T	Q	P	D	T	R	T
M	Z	Q	A	W	W	A	L	I	T	A
I	D	S	L	G	T	E	Z	R	Z	L
T	W	A	T	Z	J	E	W	I	S	A
Z	G	Z	E	Q	L	L	W	I	V	L
V	A	D	R	B	G	O	B	L	E	T
A	T	B	I	U	O	Z	M	A	L	T
S	G	A	O	H	P	I	Q	A	Q	M
L	J	O	N	E	F	R	D	K	Q	R
M	H	O	R	A	Z	N	W	A	Z	N

**TEACHER:** Provide an enlarged copy of this word hunt and let the students answer it on the board. Let them explain in front of the class.

Did you notice how **rhythm** plays an important role in the music of South, Central and West Asia? Most of their music, religious or cultural, is based on rhythm.

It's time to experience music from India, Pakistan, Israel and Arabia.

Do you play drums? If not, now's the time to learn how. Get hold of that rhythmic sense because you're going to need it for the next activities.

This is a compilation of performances meant to enhance your rhythmic sense.



## PART II. PROCESS



### **GROUP WORK: Three - in - One**

Group yourselves into groups of three members and perform the following activities. Have fun!

#### **Group 1     Let's Do Tala**

You will need:

Any membranophone (percussion instrument)

Directions:

1. Divide the class into two groups.
2. Each group will be assigned to perform *Tintal*, and *Chautal* selections below.
3. Using any membranophone, perform the following selection. Improvised drums can also be used.

#### A – Tintal or Teental (16 Beats)

♩ *धा Dhaa	♩ धि Dhin	♩ धि Dhin	♩ धा   Dhaa	♩ ²धा Dhaa	♩ धि Dhin	♩ धि Dhin	♩ धा   Dhaa
♩ °धा Dhaa	♩ ति Tin	♩ ति Tin	♩ ना   Naa	♩ ³ना Naa	♩ धि Dhin	♩ धि Dhin	♩ धा   Dhaa

**TEACHER:** For this activity, let the students choose which option would show their musical ability the most. Guide them with music samples and give suggestions on what instruments they can use.

## B – Chautal (12 beats)



If you want to learn more about the Tintal structure, watch the “tabla solo” featured in [chandrakantha.com/teental\\_tintal](http://chandrakantha.com/teental_tintal).



## Group 2 Qui – Iqa!

### Directions:

Make several **tof** (Jewish tambourine/drum) from improvised materials and decorate those using Middle Eastern motifs. Perform the different iqas from Anderson and Campbell, *Multicultural Perspectives* using your made drums.

Figure 14.  $\bar{I}q\bar{a}^c$  of Ayyūb el-Masrī

chant: d d t      d = dumm, t = takk

Figure 15.  $Iq\bar{a}^c$  Saʿīdī

chant: d t t d d t      d = dumm, t = takk

Figure 16.  $\bar{I}q\bar{a}^c$  Wahdah w Noss

chant: d t t d t      d = dumm, t = takk

Figure 17.  $\bar{I}q\bar{a}^c$  Samāʿī Thaqīl

chant: d t d d t      d = dumm, t = takk



If you want to learn more about the **iqa**, watch **iqa' El Jannah** through [www.youtube.com](http://www.youtube.com)



### Group 3: Watch and Perform!


You will need:  
Improved percussion instruments

#### Directions:

- Watch the West Asian Instrumental **by HAIRO**.
- Listen to the various sounds and rhythms played.
- Simulate the rhythm by using any improvised percussion instrument.

### Assessment: Rhythm Rubric

**TEACHER:** Students will write their goals in their notebooks.



	5 pts	4 pts	3 pts	2 pts	1 pt
Tempo	Appropriate	Fluctuates slightly	Fluctuates much	Fluctuates most of the time	Cannot follow the tempo at all
Steady Beat	Consistent	Fluctuates slightly	Fluctuates much	Fluctuates most of the time	Cannot follow the beat
Rhythmic Pattern	No mistakes	1 or 2 mistakes	3 or more mistakes	Mostly wrong	Cannot play properly
Rest Rhythm	No mistakes	A few mistakes	Many mistakes	Mostly wrong	Cannot play properly
Overall Rhythm	Superior	Very Good	Pretty Good	Fair	Poor

The music of India, Pakistan, Israel and West Asia are widely used as an expression of their way of life and spiritual beliefs. Instruments add texture to any musical performances. See if you can do the activity with **SPEED**...



Isn't it fun to play percussion instruments?

In the next activities, we'll be checking if you remember their musical instruments.

Are you ready? Turn to the next page.

### GROUP WORK: Speed Instrumental Music-cussion

**TEACHER:** Provide the picture cards needed for this activity. This activity may be done as a game.

You will need:

Pictures of musical instruments of India, Pakistan, Israel and West Asia countries placed and pasted on cardboard.

Procedure/Direction:

1. Paste a picture of a musical instrument in a cardboard with its corresponding number.
2. Sit in a circle with ten members.
3. Pass the picture you prepared to your right.
4. You will be given 10 seconds to identify the name of the instrument passed to you. Write down the name of the instrument guided by the indicated number for each instrument.
5. Then, write the country where that instrument originated.
6. After 10 seconds, pass the picture you are holding to your right.
7. Repeat the procedure until all 10 musical instruments have been passed.
8. Write your answer on a separate sheet of paper.

**Answer Sheet:**

NAME OF THE MUSICAL INSTRUMENT	COUNTRY OF ORIGIN
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



*If available in your school, watch and participate in The Interactive Listening Tools by William Alves featuring musical instruments..*



Get ready to mix and match your knowledge.

**GROUP WORK: Name that TERM!**

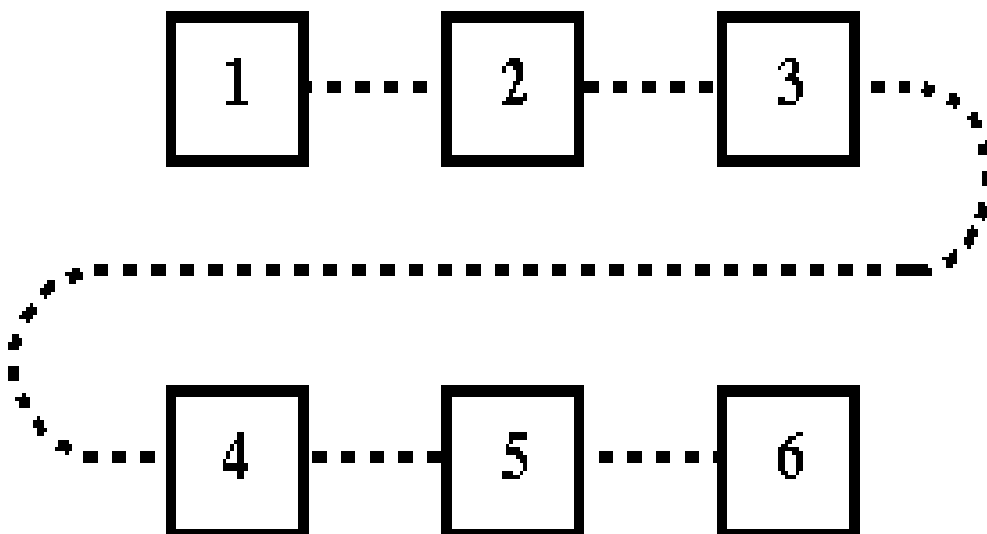
**TEACHER:** In lieu of a buzzer, each group may use body sounds to indicate that they want to answer.

**You will need:**

Prepared questions, buzzer, group-symbol, score board

**Directions:**

1. Divide the class into four groups.
2. Each group will prepare a symbol to represent their group.
3. The host will announce the start of the activity.
4. The **first group to buzz** will challenge the other group to identify the terminologies/concepts used in the music of Pakistan and other Middle Eastern countries.
5. The first group will then declare how many clues they need to identify the music term. Example: "We can name that TERM in five clues!"
6. The challenged group could accept the challenge by posting to name the song with four clues. (The challenges can continue until a group gives up the chance to name the TERM allowing the other group to "Name that TERM".
7. The host will read the clues (depending on the final agreement as to how many clue/s to be read).
8. The winner during the "challenge round" will have the sole privilege of answering.
9. The group that correctly identifies the term will place their symbol on the first box in the diagram below.
10. Procedure will continue until all boxes have been filled.
11. The group with the **most number of symbols** placed in the box will be declared **WINNER**.



**Timbre** creates the uniqueness of a vocal sound. Vocal music provides the main focus in singing and is probably the oldest form of music because it only needs one instrument, the human voice.



It's singing time! Below is a simple but beautiful Israeli folk song. Listen and follow the musical score of the song **Zum Gali Gali**. Try to sing the song on your own.

**TEACHER:** Give them the music or video sample of this song. Check their listening skills as they follow the musical score in learning the song.

WWW.MAMALISA.COM

## ZUM GALI GALI

Zum ga-li ga-li ga-li zum ga-li ga-li He-cha-lutz le'

maan a-vo-dah, a-vo-dah le' maan he-cha-lutz Zum ga-li ga-li ga-li

zum ga-li ga-li, zum ga-li ga-li ga-li zum ga-li ga-li zum!

WWW.MAMALISA.COM

### **ZUM GALI GALI** (Israeli Lyrics)

Zum gali gali gali, zum gali gali  
Zum gali gali gali, zum gali gali

Hechalutz le' maan avodah  
Avodah le' maan hechalutz  
Hechalutz le' maan avodah  
Avodah le' maan hechalutz

Zum gali gali gali, zum gali gali  
Zum gali gali gali, zum gali gali

### **ZUM GALI GALI** (English Translation)

Zum gali gali gali, zum gali gali  
Zum gali gali gali, zum gali gali

Pioneers work hard on the land  
Men and women work hand in hand  
As we labor all day long  
We lift our voices in song

Zum gali gali gali, zum gali gali  
Zum gali gali gali, zum gali gali

**TEACHER:** This is an additional activity if the class has extra time.



Do you still have time? If yes, you can do the following activity for fun! Otherwise, you can skip the activity and move on to the next phase.

### **GROUP WORK: Do Your Own ... Indian Style**

Procedure:

1. Group the class with a maximum of six members each.
2. Create a four line verse about Philippine tradition and/or culture.
3. Write the lyrics on the ornamental box surrounding the Maha Lakshmi Devi, the Hindu goddess of wealth, fortune, love and beauty.
4. Chant the lines of your group verse similar to Samagana.
5. Place a mnemonic system of India (bol) for your composition.
6. Perform your song.
7. Observe *tala* principle in your work.

### **CHECKLIST**

**TEACHER:** Let them use this checklist so that they can assess their own performance.

Criteria	Evident	Not Evident
1. Sung similar to Samagana style.		
2. The lyrics are a fundamental source of spiritual tradition.		
3. India's rhythmic system (tala) is observed.		
4. Bols are correctly placed on each syllable.		

Can you relate Philippine Music with the music in Central Asia, South Asia and West Asia?

How are they similar or different from one another?



### PART III. REFLECT and UNDERSTAND

#### TEACHER ASSISTED ACTIVITY:

#### Rig Your Heart with Pasyon!

You will need:

A recorded selection of *Rig Veda* by Sri Suktam and a *Pasyon*



**TEACHER:** Relate India's use of Rig Veda to the way we use the Pasyon. Make them understand the importance of Religion to each country.

#### Directions:

1. Watch a music video of Rig Veda with English subtitles performed by Sri Suktam and a video example of Philippine Pasyon filmed in Bulacan.
2. Listen to the melody and rhythm of both selections.
3. Describe the music elements of the vocal and instrumental parts used in both songs.

Elements of Music	<i>Music #1 Rig Veda by Sri Suktam</i>	<i>Music #2 Philippine Pasyon in Bulacan</i>
Timbre		
Dynamics		
Pitch		
Rhythm		
Form		
Texture		
Harmony		
Style		



**Rig Veda** is enlightening and inspiring to listen to. It is used for religious purposes just like the **Pasyon** of the Philippines. Here are some recommended Rig Vedas for you:

- Sanskrit Veda
- Vedas – Universe Creation





Did you know that Pakistanis are also emotional people like us, Filipinos? Listen how emotions are expressed the Pakistani way!



### **INDIVIDUAL WORK: Love and Ghazal!**

**Assignment:** Watch and listen to Pakistani ghazal (Payam e Mashriq's Ghazal, Urdu and English translation) on **[www.youtube.com](http://www.youtube.com)**. Look for an English or Filipino composition with synonymous structure and style.

**TEACHER:** For students who can exhibit their understanding through song analysis

SONG TITLE

**Beginning:**

---

---

---

---

---

**Middle:**

---

---

---

---

---

**End:**

---

---

---

---

---

SONG TITLE

**Beginning:**

---

---

---

---

---

**Middle:**

---

---

---

---

---

**End:**

---

---

---

---

---



I hope you enjoyed the lessons! We are almost done. Now it's time to share what you have learned.

To get the feeling of the culminating activity, the whole class is encouraged to wear the traditional clothes/costumes of South Asia, Central Asia and West Asia.

**TEACHER:** Only one task per group. Each task should be appropriate to the members' performing skills. Assess them according to how they performed their tasks.

#### **PART IV. TRANSFER**

#### **GROUP PERFORMANCE: CELEBRATION!!!**

Here's what you need to do:

1. Form five (5) groups with a maximum of eight members.
2. A program committee will take charge of the program flow.
3. Each group will be assigned one of the following:
  - Perform the Israeli Hora, Belly Dance and Bhangra – **For those who can dance**
  - Sing or Interpret the Zum Gali Gali of Israel- **For those who can sing**
  - Sing and act as Hazan –**For those who can sing or act**
  - Showcase an improvised group of music instruments of a Middle Eastern country in accompanying a secular song – **For those who can play musical instruments**
  - Perform any modern renditions of vocal or instrumental folk music from India, Pakistan, Israel or the Arab Nations – **For musically advanced students**

## SUMMARY/SYNTHESIS/GENERALIZATION

- The two main traditions of classical Indian music are Carnatic music (southern) and Hindustani music (northern).
- Rigveda is an ancient Indian sacred collection of Vedic Sanskrit hymns. It is counted among the four canonical sacred texts of Hinduism known as Vedas. Some of its verses are still recited as Hindu prayers at religious functions and other occasions.
- Tala (variously transliterated as "tal", "taal" or "taala" ) is the Indian system of rhythm.
- There are five known traditional system for classification of instruments. These are Ghan, Avanaddh, Sushir, Tat and Vitat.
- Middle Eastern music is generally modal. Harmony is not emphasized.
- There are two division of Jewish music, devotional and secular.
- Arabic Maqam is distinctively unique because of its technique of improvisation.
- Musical instruments are used in accompanying Israeli Hora and other rhythmic dances.
- Pakistan is known for its two vocal singing, Ghazals and Qawwali.
- Punjabi music strengthens the importance of musical instruments in Punjab regions.

## GLOSSARY OF TERMS

**Bar Mitzvah** - a ceremonial event for a Jewish boy of 13 years of age, when he becomes a full-fledged member of the religious community.

**Bat Mitzvah** - The same as Bar-Mitzva, but for a girl, and occurring at the age of 12 rather than 13.

**Chautal** - variously referred to as Chartal, Chowtal, and even occasionally as Dhrupad tal, was a very common tal in the past. Means "four claps"; in reference to the four claps of its vibhag structure.

**Guttural**- characterized by harsh and grating speech sounds made in the throat or toward the back of the mouth

**Hassidic** -Jewish devotional tradition, the central idea being that simple faith and a prayer that comes from the heart is more important than intellectual brilliance.

**Hazan** -the leader of prayer in a traditionally, only men lead the prayers, but today, in many denominations, women also perform this function. The Hazan must have a good clear voice and know how to recite the prayers utilizing the traditional modes of prayer.

**High Holidays** -the holiest days of the year in Judaism; they include Rosh Hashana (the Jewish New Year) and Yom Kippur (the Day of Atonement). These days fall around September/ October time - the variability is due to the fact that the Jewish calendar is tied to the lunar rather than solar cycle.

**Hinduism** -the predominant religion of the Indian subcontinent and one of its indigenous religions.

**Matra** –refers to the beat in Indian music.

**Pasyon** –commonly sung during Holy Week in the Philippines. It is a verse narrative about the life and suffering of Jesus Christ.

**Raga** –also termed as rag, may be thought of as an acoustic method of colouring the mind of the listener with an emotion. Musically, it is not a tune, melody, scale, mode, or any concept for which an English word exists. It is instead a combination of different characteristics.

**Sabbath** -a Jewish holy day of rest, occurring once a week, beginning at sundown on Friday and ending Saturday at nightfall. On this day Jews refrain from work and go to the Synagogue, where special prayers are recited and special rituals are performed.

**Samagana** –also known as Sām, is composition of words in Rigvedic hymns from notes. Sāmagān is not merely a name given to singing hymns of Veda but represents the philosophy and science of uniting thought, sound and music.

–a Sanskrit term “saman” which means melody and “veda” which means knowledge

–Refers to as the third of the four Vedas in the ancient core Hindu scriptures

**Sangeet**-Indian term referring to music Hindu scriptures

**Shofar** - a musical instrument made of a ram's horn, utilized in Synagogue ritual on Rosh Hashana and Yom Kippur

**Synagogue** - Jewish house of prayer.

**Tintal** -referred to as the most common tal in the Hindustani music. It is variously referred to as teental or trital.

**Vedic Sanskrit** –referred to as the language of the Vedas. It has predated the advent of alphabet writing in India which has been orally preserved as a part of the tradition of Vedic chanting

## RESOURCES

### Illustrations/Readings:

- Galaxy of Musicians.jpg
- goindia.about.com
- <http://chandrakantha.com>
- [www.wikipedia.org/wiki/Rigveda](http://www.wikipedia.org/wiki/Rigveda)
- [www.jewishvirtuallibrary.org](http://www.jewishvirtuallibrary.org)
- [www.knowyourraga.com](http://www.knowyourraga.com)
- [www.makingmusicfun.net](http://www.makingmusicfun.net)
- [www.soastrings.org/Perform](http://www.soastrings.org/Perform)
- [www.sscnet.ucla.edu/southasia](http://www.sscnet.ucla.edu/southasia)
- [www.tabla.sr](http://www.tabla.sr)
- “Music of Israel.” *Wikipedia: The Free Encyclopedia*. Wikimedia Foundation, Inc. 22 October 2012
- “Music of Pakistan.” *Wikipedia: The Free Encyclopedia*. Wikimedia Foundation, Inc. 27 November 2012

- “Music of India.” *Wikipedia: The Free Encyclopedia*. Wikimedia Foundation, Inc. 27 November 2012
- “Middle Eastern Music.” *Wikipedia: The Free Encyclopedia*. Wikimedia Foundation, Inc. 29 October 2012
- Teaching Guide: Music South and Central (UBD)

***Recordings:***

- [www.youtube.com](http://www.youtube.com)
- [www.makingmusicfun.net](http://www.makingmusicfun.net)
- **Interactive Music of the World by William Alves**