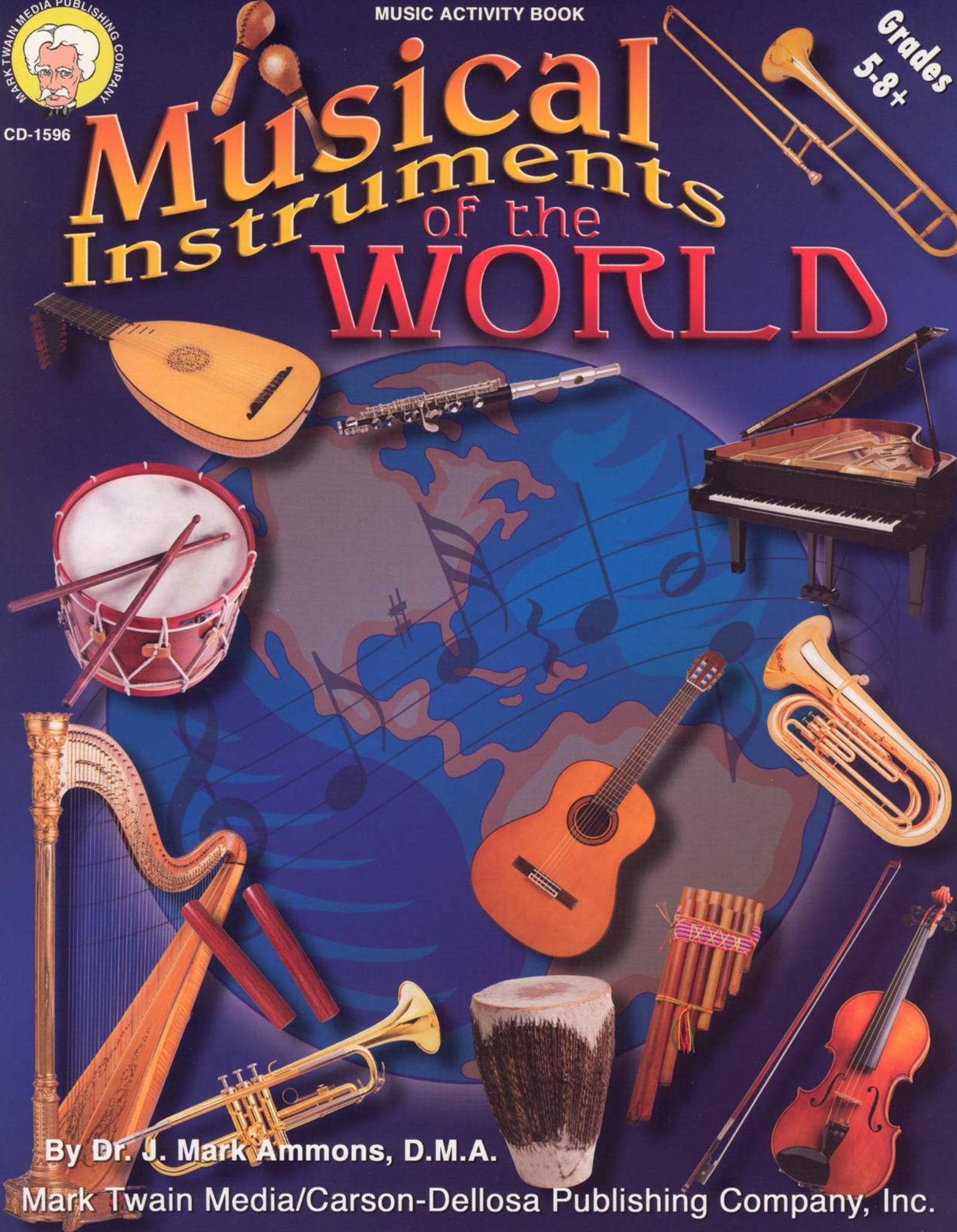


CD-1596

MUSIC ACTIVITY BOOK

Grades
5-8+

Musical Instruments of the WORLD



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Mark Twain Media/Carson-Dellosa Publishing Company, Inc.



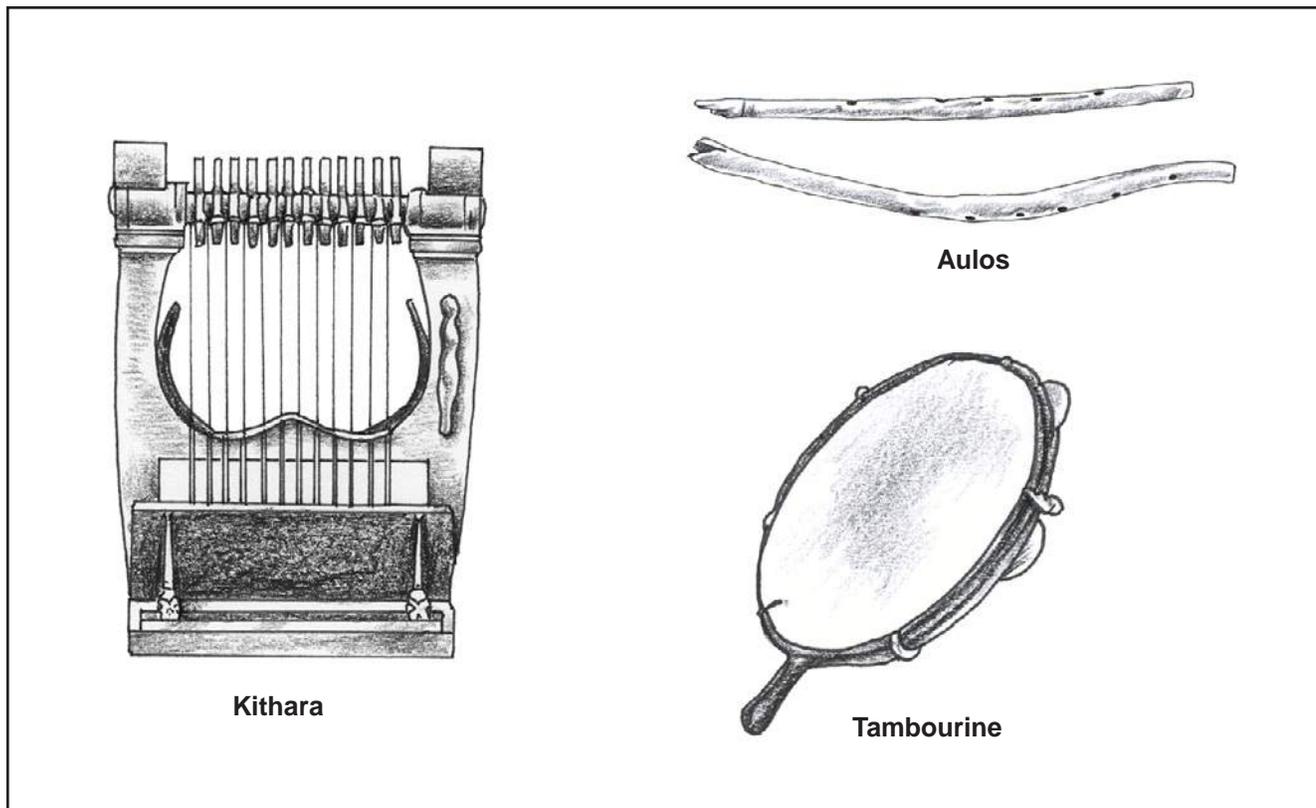
Chapter 1: When Music Began

no one knows for sure when music began, but the historical record shows that it has been a part of mankind's existence since at least 1,000 b.c. If the Bible is used as an historical document, then music has existed since at least 4,000 b.c. since that time, music has been an integral part of cultures and societies throughout the world. Music has played an important role in religious ceremonies, important events, celebrations, and day-to-day life.

Two of the great philosophers of ancient Greece, Aristotle and Plato, spoke out on the need to include music in education and in the development of the whole person. Aristotle said, "Let the young practice even such music as we have prescribed, only until they are able to feel delight in noble melodies and rhythm, and not merely in that common part of music in which every slave or child or even some animals find pleasure." The Greek mathematician Pythagoras is recognized for developing the idea of **musical intervals**, the tonal distance between two notes or pitches.

Three important instruments were part of ancient Greek culture and were the main instruments used to provide musical accompaniment to songs and Greek tragedies. These were the *lyre* and *kithara*, stringed instruments similar to our harp, and the *aulos*, a double-reed instrument that looked like a flute but sounded more like an oboe. For example, the Bible's king David used a harp to accompany his psalms and other songs. Cymbals, drums, tambourines, and other instruments were used for ceremonies and celebrations.

Other cultures from as far back as ancient Greece and Biblical times also share histories in which music plays an important role.



name: _____ Date: _____



Chapter 1: Class Activities

1. Create a simple accompaniment instrument, such as a drum or harp, from items that you have around your home or classroom. They may include rubber bands, yarn, string, bottles filled with water, empty containers such as oatmeal cartons, and so forth. Use your imagination as you create instruments that could be used to accompany simple melodies.

Word Search

Complete the word search using terms from the chapter. Circle the words in the puzzle as you find them.



aristotle
drums
kithara
Plato

Bible
Greece
lyre
psalms

celebrations
harp
mathematician
Pythagoras

cymbals
intervals
philosophers
religious ceremonies

name: _____ Date: _____



Questions

1. Using the Bible as an historical document, music has existed since _____.
2. In what types of events has music played an important role? _____

3. Who were two of the great philosophers of ancient Greece? _____

4. Who is the Greek mathematician recognized for developing the idea of musical intervals?

5. This is the tonal distance between two notes. _____
6. What three instruments were an important part of Greek culture? _____

7. How were these instruments used? _____

8. Which instrument listed in question number six was a double-reed instrument?

9. What instrument did king David play? _____
10. What other types of instruments were used for ceremonies and celebrations?



Chapter 2: All Types of “-phones”

Musical instruments in all cultures and societies are classified in a variety of ways: by their shapes, by the sounds they produce, and by their use in a particular culture. Another important way that instruments are classified is by how they produce their individual sounds. The suffix “-phone” comes from the Greek word *phōnos*, meaning “sound.” Sound is created when vibrations or sound waves are generated. We can place the suffix “-phone” at the end of certain words to describe how sounds are produced on all of the instruments of the world.

There are four main categories of instruments using this method of description. They are *idiophone*, *membranophone*, *chordophone*, and *aerophone*. Let’s look at what each of these words means and the instruments found in each category.

Idiophone

Idiophones are instruments upon which vibrations are produced by striking something against something else, or by scraping, shaking, or rubbing the instrument. These instruments generally do not have a specific pitch or tone. Some examples of idiophones are the cymbals, the triangle, claves, wood blocks, and maracas. Modern percussion ensembles have expanded the realm of idiophones to include trash cans and plastic tubes. Many other cultures, such as the traditional island cultures, use hollowed-out logs that are beaten with sticks in their music.



Membranophone



On a **membranophone**, sound is produced by striking a stretched membrane of some sort with either a stick or the hand. The membrane may be either an animal skin or a manmade material such as plastic or rubber. The membrane is usually stretched over a hollow tube. Membranophones may be pitched or non-pitched.

Examples of pitched instruments of this kind are timpani or kettle drums. The tension or tightness of the membrane on these instruments is changed with foot pedals on each drum so that a specific note, or pitch, can be played. Examples of non-pitched instruments of this kind are snare drums, bass drums, congas, and bongo drums.



Chapter 2: All Types of “-phones” (cont.)

Chordophone



Piano

Guitar

sound is produced on **chordophones** by causing a string to vibrate through striking, plucking, or bowing. Examples of these instruments are the violin, viola, cello (violoncello), piano, harp, and guitar. Pitch is changed by lengthening or shortening the vibrating string.

Aerophone

In an **aerophone**, sound comes from a vibrating column of air. The vibration is started by blowing across a hole in the case of the flute; blowing into or on a reed or reeds in the case of the clarinet, saxophone, oboe, and bassoon; or buzzing your lips in the case of the trumpet, horn, trombone, and tuba.

These four types of “-phones” encompass the instruments of the world. as you will see in the following chapters, many cultures have altogether different instruments from those with which we are most familiar in our culture. Enjoy learning about each one and have fun with the projects and activities at the end of each chapter!



Trombone

Clarinet

name: _____ Date: _____



Chapter 2: Class Activities

1. Listen to Benjamin Britten's *The Young Person's Guide to the Orchestra* and identify which of the "-phones" is playing.
2. With materials available in the classroom, create your own examples of instruments from each of the groups discussed in this chapter. Try playing a well-known song as a group with the instruments you have created.

Word Scramble

Unscramble the words listed below, putting the letters in the correct order to create words from the chapter.

1. B s l a o l n r V T _____
2. M H o n a r P o n E E B M _____
3. D n o s U _____
4. n T k r G l s l _____
5. o P H D H C n E o r o _____
6. B n G W o l L _____
7. o l l E P H n D o _____
8. s l C P a G r n _____
9. G U B n Z I Z _____
10. I C E H D T P _____
11. r P E o o a H E n _____
12. G H a s l n k _____
13. n P k G U C L I _____
14. n G B W o l _____
15. G r T s l n _____

name: _____ Date: _____



Chapter 2: Questions

1. What are three ways in which instruments may be classified other than how they produce their sound?

2. From what language does the suffix “-phone” come? _____
3. What is an idiophone? _____

4. What is a membranophone? _____

5. What is a chordophone? _____

6. What is an aerophone? _____

7. What materials may a membrane be made of? _____

8. What instruments create their sound through the buzzing of the lips? _____

9. What is one of the cultures that uses hollowed-out logs as an idiophone? _____

10. What are the three ways to cause a string to vibrate on a chordophone? _____



Chapter 3: Music and Instruments in World Cultures

as we explore the different cultures of the world, we will see that each has unique musical instruments, and in some cases, unique uses for music in their cultures.

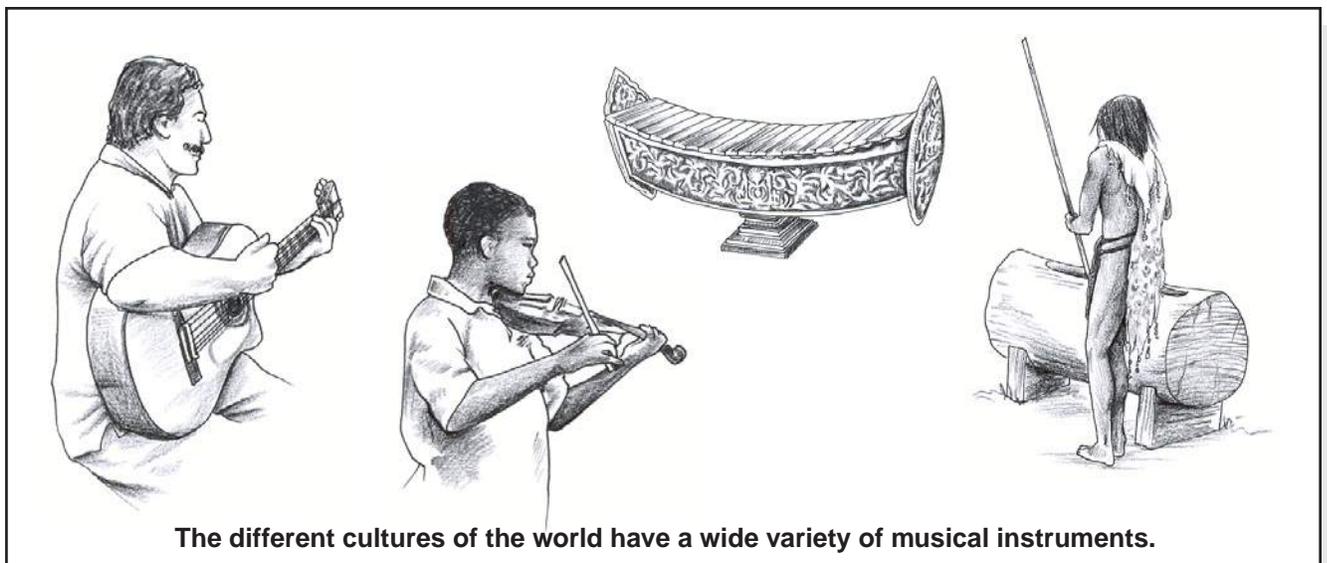
In most cultures throughout the world, music has been passed on through “**oral**” tradition. This means that music is passed on from generation to generation orally, or verbally, without written records. Music passed on through oral tradition changes over time. Only in recent years, with the influence of American and Western European music, have other cultures begun to write down, or **notate**, their music so that it can be kept for future generations to learn. Still, most of these other cultures depend upon oral tradition as the most common way to teach music to younger generations.

In many cultures, actually notating the music is more difficult than teaching it to them by rote because of the complexity of rhythms and their particular approach to tonality. For instance, in Africa, **polyrhythms** (multiple rhythms and rhythmic figures played at the same time) are a regular part of nearly all of their traditional music. These rhythms are very difficult to notate, but for a culture that is accustomed to learning these rhythms by hearing and then mimicking them, it is much more easily passed on.

In the culture of India and in other Asian cultures, many notes are difficult to notate because they don't exist in any known **scale** or group of notes. They are referred to as **quarter tones** or **microtonal music**. These are tones or pitches that come between two tones that form a half-step. So, the interval is smaller than a half-step.

Instruments in world cultures are also wide-ranging in their differences and their uniqueness. However, as discussed previously, they may all be classified in the scientific approach of idiophones, aerophones, and so on.

The students of today are deeply indebted to the early twentieth-century pioneers in **ethnomusicology**, the study of music in different cultures. Ethnomusicologists were the first to study and document the music of different cultures, thus bringing to light the contributions that these cultures have made to American, Western European, and all other music cultures of the world. These studies help us see how we can change and improve the music we have today and invent new forms of music to further the development of music in the world.



The different cultures of the world have a wide variety of musical instruments.

name: _____ Date: _____



Chapter 3: Class Activities

1. as a class, learn two or three songs known as folk songs that come from our early american heritage. Instruct one group of students to teach these songs to a second group, and then have that group teach it to a third group. Instruct the last group to sing these songs for the class. This will show how the songs have changed from group to group, providing the students with a firsthand experience in oral tradition.

Glossary Search

Find the terms listed below in the glossary, and write their definitions next to them.

1. Culture: _____

2. oral tradition: _____

3. notation: _____

4. rhythm: _____

5. Polyrhythm: _____

6. scale: _____

7. Microtone: _____

8. Ethnomusicology: _____

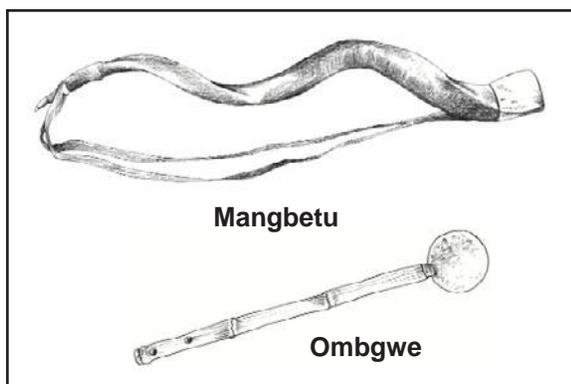


Chapter 4: African Culture

Music in africa is very diverse. More than 700 languages and dialects are spoken in africa. Because of the many differences in its people, we see many uses of music when we look at the culture of africa. The music of the countries in north africa near the Mediterranean sea is very similar to music in Middle-Eastern cultures such as saudi arabia, Pakistan, and Israel. The music in these cultures is more serious and is reserved for more formal occasions. The african music of the inhabitants south of the sahara Desert is much more practical. These people use music in all aspects of their lives, and they find it difficult to separate dance, song, and poetry from each other. Music is used for ceremonies and rites such as birth, marriage, rites of passage, and funerals. In addition, music is used for ceremonies and rites such as birth, marriage, rites of passage, and funerals. In addition, music is used to communicate, such as through the “talking drums” (*kalungu*), where messages are sent over great distances. Music is also important to everyday life, helping to pass the time spent doing daily chores and work. In these cultures, music is passed on orally and used to transmit the history and traditions of these tribes from one generation to another. one of the most notable characteristics of the music of these cultures is the extremely



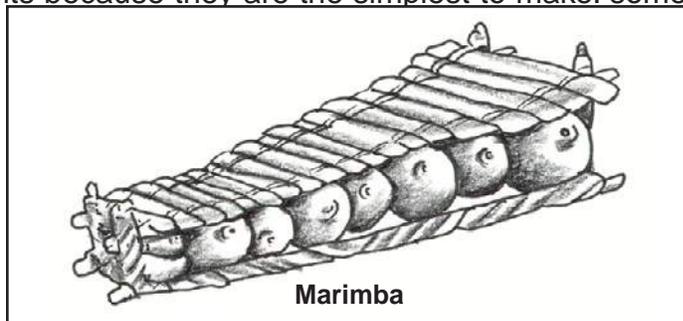
complex rhythmic structures. This music is usually led by rhythmic instruments.



as with all cultures, these african cultures also use aerophones and chordophones. The aerophones that are used most commonly in african culture are flutes, whistles, horns, and primitive trumpets. some african names of different flutes are the *bumpe* and *ombgwe*. an example of an african horn is the *mangbetu*. Flutes and whistles are made out of bamboo or wood, and horns and trumpets are made from animal horns, ivory, bamboo, or wood.

aerophones are the least-used instruments in african cultures.

Idiophones are the most common instruments in africa and have been since ancient times. They are the most common instruments because they are the simplest to make. some examples of these instruments are bells, scrapers, xylophones, and drums that are carved out of a single piece of wood. Idiophones fall into two main categories: ones that have a definite pitch, such as xylophones, marimbas, or *mbiras*, and those that have indefinite pitches, such as drums or shakers. Both the xylophone and the mbira





Chapter 4: African Culture (cont.)

are important instruments in african culture because they are solo instruments and can carry the melodies. The mbira is a thumb piano and has a number of different metal or reed tongues that are attached side-by-side to a wooden base. The tongues are of different lengths, thus creating a higher or lower pitch for each one, and they are played by plucking with the thumb.

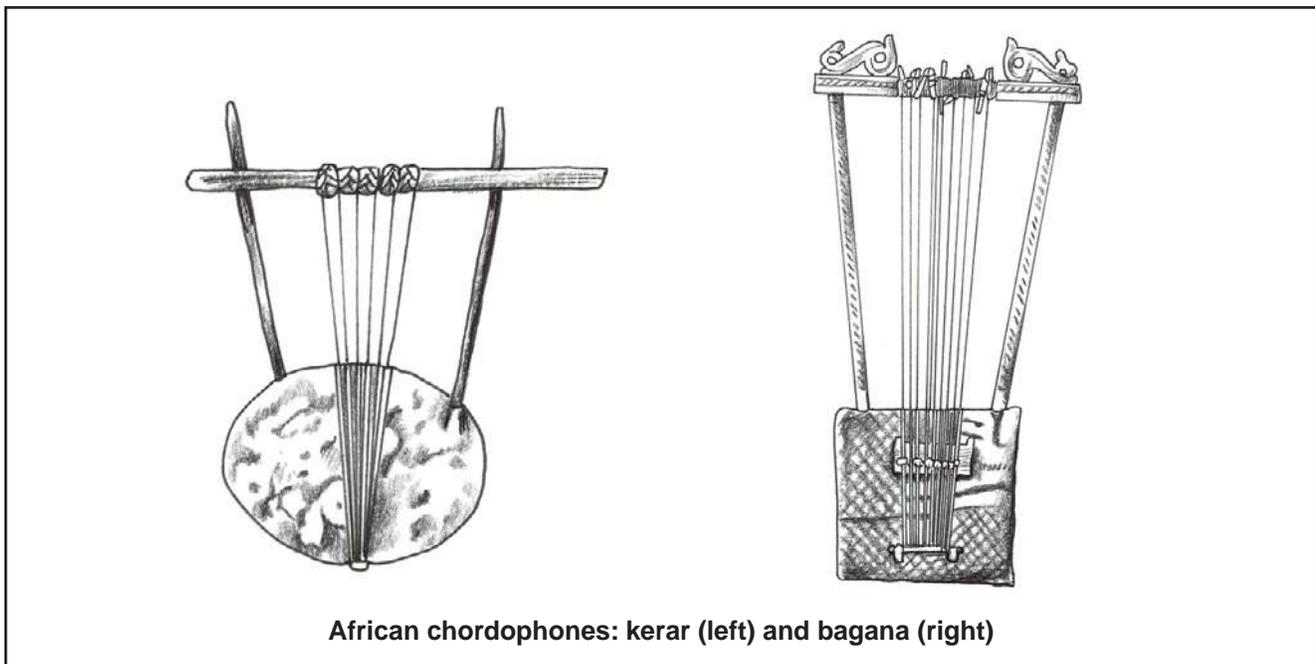
The most popular wooden drum is the slit drum. It comes in many different sizes and lengths, depending on the piece of wood selected.

Membranophones are instruments made from a piece of wood, a log, or even a large gourd that has been hollowed out. an animal skin is stretched over the top as tightly as possible. The animal skin is struck with either the hands or a stick to create the sound. They are very popular throughout africa.

Chordophones are found all over the african continent and vary in size and shape. They developed from the same concept as an archery bow and simply have chords or strings that have been strung from one end of the wood to the other with varying lengths next to each other so that they can provide different pitches. names of some of these are the *kerar*, *tanbur*, and *bagana*. They are usually plucked or strummed, although some can have a bow drawn over them, like a violin in an orchestra, and they are often used to accompany solo vocal singing.



Mbiras



African chordophones: kerar (left) and bagana (right)

name: _____ Date: _____



Chapter 4: Class Activities

1. Using several rhythmic instruments, come up with different rhythmic ideas that can be played simultaneously to create a polyrhythmic structure. This will give the students an idea of how african music sounds.
2. Create some new songs to be used while doing simple chores around the home or some simple tasks in the classroom.

True/False

Circle "T" if the statement is true or "F" if the statement is false.

- | | | |
|---|---|--|
| T | F | 1. Music in most regions of africa is very similar. |
| T | F | 2. Music in northern africa is reserved for more formal occasions. |
| T | F | 3. People south of the sahara Desert use music in all aspects of their lives. |
| T | F | 4. The kalungu is a type of harp used to send messages over great distances. |
| T | F | 5. Most african music is written down to be passed on to future generations. |
| T | F | 6. african music contains extremely complex rhythmic structures. |
| T | F | 7. Idiophones are the least-used instruments in african cultures. |
| T | F | 8. african instruments are usually made from natural materials. |
| T | F | 9. The mbira or thumb piano is a solo instrument. |
| T | F | 10. Chordophones such as the kerar developed from the same concept as the archery bow. |