

Music

Quarter 3 – Module 2

Instrumental Music of SouthAsia and the Middle East



Music– Grade 8

Alternative Delivery Mode

Quarter 3 – Module 2- Instrumental Music of South Asia and the Middle East

First Edition, 2020

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Music

Quarter 3 – Module 2

Instrumental Music of

South Asia and the Middle East

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



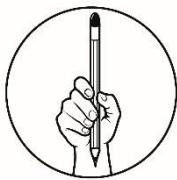
What I Need to Know

This module was designed and written for you as the student. It is developed to help you master the different musical instruments of East Asia. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course.

In this module, you will learn things about the instrumental music of South Asia and the Middle East.

After going through this module, you are expected to:

1. Explore ways of producing sounds on a variety of sources that would simulate instruments being studied (**MU8WS-IIIc-h-5**).
2. Improvise simple accompaniment to selected South Asia and the Middle East music (**MU8WS-IIId-h-6**).



What I Know

Directions: Choose the letter of the correct answer. Write it on a separate sheet of paper.

- What percussion instrument is used as a rhythmic accompaniment in Carnatic music ensemble?
A. Mridangam C. Tala
B. Tabla D. Theka
 - What classification of musical instruments in India is characterized by the use of air to excite the various resonators?
A. Avanaddh C. Sushir
B. Ghan D. Tat
 - In the old civilization, what musical stringed instrument in India referred to as *vina*?
A. Mridangam C. Tat
B. Tala D. Theka
 - It is one of the oldest class of percussive instruments in India that have no membranes.
A. Ghan C. Sushir
B. Tat D. Vitat
 - It is a system of drum-syllables in India to create elaborate patterns of rhythm.
A. Mridangam C. Tala
B. Tabla D. Theka
 - The following are significant musical instruments of Israel EXCEPT _____.
A. Jewish Lyre C. Shofar
B. Psalterion (Harp) D. Shankh
 - What is the principal percussion instrument in Hindustani music consists of two drums played while sitting on the floor?
A. Mridangam C. Tala
B. Tabla D. Theka

Lesson 2

Instrumental Music of South Asia and the Middle East

Time to travel again! Did you enjoy learning and experiencing the music of East Asia? Then let us experience how music is performed in South Asia and the Middle East countries.

Through this lesson, you will also learn and discover the different traditional music of South Asia and the Middle East through their traditional musical instruments. You will be able to identify the similarities and differences of the instrumental music, explore ways to produce sounds, and improvise a simple accompaniment to selected South Asia and the Middle East music.



Music of India Ensemble
Source: UCLA Herb Alpert School of Music



The Israeli Ethnic Ensemble
Source: Arts Midfest World Fest



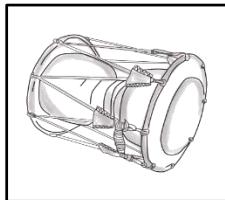
Sachal Jazz Ensemble of Pakistan
Source: www.thenews.com.pk



What's In

Directions: Classify each instrument below. Draw a line connecting the instrument to its right classification.

1.



CHORDOPHONE

3.



IDIOPHONE

5.



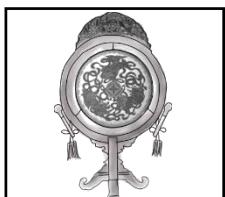
MEMBRANOPHONE

7.

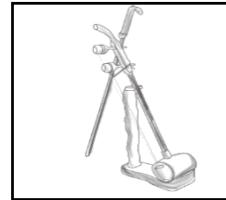


AEROPHONE

9.



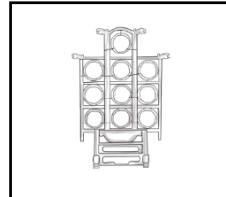
2.



4.



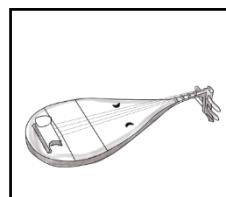
5.



6.



10.





What's New

Activity 1: Look At Me!

Directions: Observe and list down the musical instruments. Write your answers on a separate sheet of paper.

- How many stringed, wind and percussion instruments are being used in the picture?



*Jerusalem Jazz Festival at the Israel Museum.
Photo via jerusalemjazzfestival.org.il*



What is It

Music has always been viewed as a universal language. South Asia and the Middle East Countries have their instrumental music being performed and reflected in different aspects of Asian culture.

The musical instruments of South Asia and the Middle East are categorized as well into four, based on **Hornbostel-Sachs** Classification of Musical Instruments (a system of musical instrument classification devised by **Erich Moritz von Hornbostel** and **Curt Sachs**), and these are:

- a. Aerophone – sound is primarily produced by vibrating air (blowing).
- b. Chordophone – sound is primarily produced by the vibration of string or strings that are stretched between fixed points (plucking, bowing, and strumming).
- c. Idiophone – sound is primarily produced by striking with the use of sticks or mallets, or other striking devices (striking).
- d. Membranophone – sound is primarily produced by the use of bare hand (palming), without striking devices.

India



Music of India Ensemble
Source: UCLA Herb Alpert School of Music

“Soul of Benares-Indian Classical Instrumental Orchestra (Ensemble)”
<https://www.youtube.com/watch?v=i-UbYsGeZTw>

- What type of musical instruments are used in the video?

Instrumental Music

Indian music mostly improvised and played by a small group of musicians at a time. They generally tend to mimic the human voice limited as they are to the dynamics of the instruments themselves.

Hornbostel-Sachs Classification of Musical Instruments

Aerophone	Chordophone	Idiophone	Membranophone
 <i>Shankh</i>	 <i>Ektar</i>	 <i>Ghatam</i>	 <i>Daf</i> (<i>duf, daphu</i>)
 <i>Bansuri</i>	 <i>Sitar</i>	 <i>khartaī</i>	 <i>Dhol</i>
 <i>Shehnai</i>	 <i>Sarangi</i>	 <i>Manjira</i>	 <i>Tabla</i>

Pakistan



Source: *The Daily Times*

Traditional Instrumental Music:

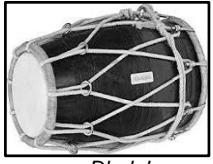
<https://www.youtube.com/watch?v=Gfnoh5ENFx4&list=RDGfnoh5ENFx4&index=2>

- Describe the musical instruments played in the video.

Instrumental Music

The cultural heritage of Pakistan includes a large number of musical instruments. It has unique structural and tonal characteristics, producing effects in the pitch, loudness, thickness, and intensity of sound that differentiates it from the rest.

Hornbostel-Sachs Classification of Musical Instruments

Aerophone	Chordophone	Idiophone	Membranophone
 Alghoza	 Rubab	 Kanjhyoon / Talyoon	 Dholak
 Been	 Tanpura/Tambura	 Borrindo	 Tabla

Israel



Source: symphonyspace

Traditional Instrumental Music:

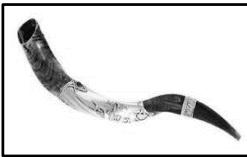
https://www.youtube.com/watch?v=BKumxpQ_jx0

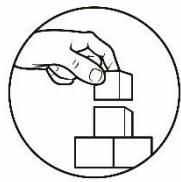
- How do you feel while listening to the music?

Instrumental Music

The lute, which is similar to the Philippine banduria and laud, traces its origins to the Middle Eastern Oud and Indian Sitar. Goblet drum, darbuk, the tambourine and other instruments associated with Middle Eastern music are used as accompaniment.

Hornbostel-Sachs Classification of Musical Instruments

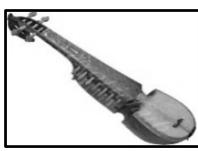
Aerophone	Chordophone	Idiophone	Membranophone
 Shofar	 Psalterion/Psaltery  Jewish Lyre  Oud	 Timbrel	 Toft  Goblet  Darbuk



What's More

Activity 2: Name Me!

Directions: Look at each picture. Name the instrument, classify according to Hornbostel-Sachs, and identify the country of origin.



Name of Instrument	Country of Origin	Classification
Mridangam	India	Membranophone

How many instruments were you able to name? Draw a smiley on the box that corresponds to your answer.

1-2 instruments	3-4 instruments	All of the 5 instruments



What I Have Learned

Activity 3: Mix and Match!

Directions: Match the pictures of instruments in Column **A** to their names in Column **B** by drawing a line.

A

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



B

A. Shankh

B. Tabla

C. Sitar

D. Alghoza

E. Toft

F. Dhol

G. Goblet

H. Sarangi

I. Jewish Lyre

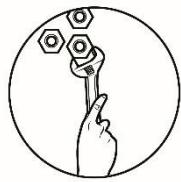
J. Ghatam

Activity 4: Arrange Me!

Directions: Classify the Indian musical instruments found inside the box and write them in their corresponding column.

Ghatam	Sitar	Shehnai
Rubab	Shankh	Dhol
Khartal	Tabla	Bansuri
Daf	Ektar	Sarangi

Membranophone	Chordophone	Aerophone	Idiophone



What I Can Do

Activity 5: Make Me!

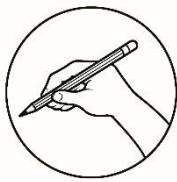
Directions: Improvise an instrument that simulates the sound of any rhythmic instrument from India, Pakistan or Israel. Have this ready for your performance in your activity in the next module.

Materials:

- Bamboo
- leaves
- paper
- card board

Rubrics to be used for scoring your performance.

Criteria	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Creativity					
2. Quality of Sound					
3. Quality of Construction					



Assessment

Directions: Choose the letter of the correct answer. Write it on a separate sheet of paper.

- What kind of music strengthens the importance of musical instruments in Pakistan?
A. Arabic Music C. Punjabi Music
B. Israel Music D. Theka Music
 - It is one of the oldest class of percussive instruments in India that have no membranes.
A. Ghan C. Sushir
B. Tat D. Vitat
 - Which of the following is a side-blown flute originated from the Indian subcontinent?
A. Bansuri C. Khartal
B. Chikara D. Tabla
 - Which of the following instruments are not used as accompaniment in the dances from Israel?
A. Darbuk C. Goblet
B. Dholak D. Oud
 - What percussion instrument is used as a rhythmic accompaniment in Carnatic music ensemble?
A. Mridangam C. Tala
B. Tabla D. Theka
 - Which of the following is **NOT** a plucked stringed instrument?
A. Ektar C. Sarangi
B. Gopichand D. Rabab
 - What classification of musical instruments in India that is characterized by the use of air to excite the various resonators?
A. Avanaddh C. Sushir
B. Ghan D. Tat

8. What is the principal percussion instrument in Hindustani music consists of two drums played while sitting on the floor?

 - A. Mridangam
 - B. Tabla
 - C. Tala
 - D. Theka

9. Which musical instrument in Israel is similar to the Philippine bandurria and the laud that traces its origin to the Middle East Oud and Indian sitar?

 - A. Jewish Lyre
 - B. Lute
 - C. Psalterion
 - D. Shofar

10. The following are significant musical instruments of Israel EXCEPT _____.

 - A. Jewish Lyre
 - B. Psalterion (Harp)
 - C. Shofar
 - D. Shankh

11. What music is mostly improvised and played by a small group of musicians at a time?

 - A. Israel Music
 - B. Indian Music
 - C. Pakistan Music
 - D. Arab Music

12. In the old civilization, what musical stringed instrument in India referred to as *vina*?

 - A. Mridangam
 - B. Tala
 - C. Tat
 - D. Theka

13. What folk dance music in India is based on the rhythm of the Dhol drum?

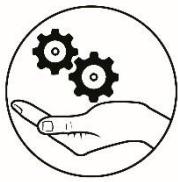
 - A. Bhangra
 - B. Harmonium
 - C. Karta
 - D. Rubab

14. It is a system of drum-syllables in India to create elaborate patterns of rhythm.

 - A. Mridangam
 - B. Tabla
 - C. Tala
 - D. Theka

15. Which of the following describes the classification of musical instruments from India, “*vital*”?

 - A. blown air instruments
 - B. bowed stringed instruments
 - C. membranous percussive instruments
 - D. non-membranous percussive instruments



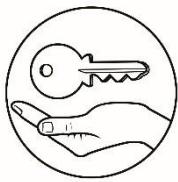
Additional Activities

Directions:

1. Listen to the Rhythm of the song from Israel Zum Gali Gali.
<https://www.youtube.com/watch?v=lIcF11XH6fk>
2. Observe the various sounds and rhythms played.
3. Simulate the rhythm by using any improvised percussion instruments that you can find in your home/locality.

Rubrics to be used for scoring your performance.

Criteria	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Sound is played with correct rhythm.					
2. Variation of rhythmic pattern is evident.					
3. Appropriate rhythmic instrument is used.					
4. Good sound quality of improvised instrument is evident.					
5. Confidence in delivery is observed.					



Answer Key

WHAT I KNOW

1. A
2. C
3. C
4. A
5. D
6. D
7. B
8. C
9. A
10. B
11. A
12. B
13. C
14. B
15. B

WHAT'S IN

1. Membranophone
2. Chordophone
3. Idiophone
4. Aerophone
5. Aerophone
6. Idiophone
7. Aerophone
8. Chordophone
9. Membranophone
10. Chordophone

WHAT'S NEW

1. G
 2. J
 3. H
 4. I
 5. F
 6. B
 7. D
 8. A
 9. E
 10. C
- 2 - Percussion Instruments
- 2 - Wind Instruments
- 2 - Stringed Instruments

WHAT'S MORE

- Psaltery - Israel - Chordophone
- Sitar - India - Chordophone
- Tabla - India/Pakistan - Membranophone
- Rubab - Pakistan - Chordophone
- Shofar - Israel - Aerophone
- Mridangam - India - Membranophone

ACTIVITY 2

- Psaltery - Israel - Chordophone
- Sitar - India - Chordophone
- Tabla - India/Pakistan - Membranophone
- Rubab - Pakistan - Chordophone
- Shofar - Israel - Aerophone
- Mridangam - India - Membranophone

ASSESSMENT

1. C
2. A
3. A
4. B
5. A
6. C
7. C
8. B
9. B
10. D
11. A
12. C
13. A
14. D
15. B

- Chordophone - Sitar, Ekta, Rabab, Sarangi
- Aerophone - Shankh, Bansuri, Shehnai
- Membranophone - Daf, Dhol, Tabla
- Idiophone - Gharam, Kharatal,

ACTIVITY 4

- Chordophone - Sitar, Ekta, Rabab, Sarangi
- Aerophone - Shankh, Bansuri, Shehnai
- Membranophone - Daf, Dhol, Tabla
- Idiophone - Gharam, Kharatal,

WHAT I HAVE LEARNED

ACTIVITY 3

WHAT'S NEW

1. G
 2. J
 3. H
 4. I
 5. F
 6. B
 7. D
 8. A
 9. E
 10. C
- 2 - Percussion Instruments
- 2 - Wind Instruments
- 2 - Stringed Instruments

References

Book:

Anido, Belind R., Baldoz Augusro R., Parakikay Myrna T.,et.al.(2013). Music andArts of Asia, Leaner's Module for Grade 8. DepEd-IMCS

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<https://www.youtube.com/watch?v=i-UbYsGeZTw>

<https://www.youtube.com/watch?v=Gfnoh5ENFx4&list=RDGfnoh5ENFx4&index=2>

https://www.youtube.com/watch?v=BKwmxpQ_jx0

https://www.google.com/search?q=ghatam&source=lnms&tbo=isch&sa=X&ved=2ahUKEwjnwLulwIfnAhWCyIsBHYV4D1kQ_AUoAXoECBMQAw#imgrc=ax6G2-sVyNvPCM:

https://www.google.com/search?tbm=isch&sa=1&ei=iQggXrb9C-G2mAWi_YnQAg&q=nout+instrument+of+india&oq=nout+instrument&gs_l=img.1.1.0i67j016.0.0..64980...1.0..0.95.178.2.....0.....gws-wiz-img.4J2ThrNbzF0#imgdii=MKRKQt-FQVvlOM:&imgrc=h0CevBxPTTdJhM:

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