

All

SEMINAR 6 World Music

Task 1 – Read the quotes, discuss your views with a partner, and present to the class.

- 1 “It is the culture-conditioned mind, rather than the ears, that does the listening today.” – **Ted Andrews**, 20th century American spiritual author and teacher of ancient mysticism.
- 2 “No music is totally ‘pure’ and the vitality of a tradition can be measured by its ability to integrate new contributions¹. – **Ted Andrews**, 20th century American spiritual author and teacher of ancient mysticism.
- 3 “Folk music is the ‘original melody’ of man; it is the ‘musical mirror’ of the world.” – **Friedrich Nietzsche** (1844-1900), German philosopher.
- 4 “Music washes away from the soul the dust of everyday life.” – **Ned Rorem** (b.1923), American composer.
- 5 “Music is the shorthand² of emotion. Emotions, which let themselves be described in words with such difficulty, are directly conveyed³ to man in music, and in that is its power and significance.” – **Leo Tolstoy** (1828-1910), Russian author.
- 6 “As the music is, so are the people of the country.” – **Turkish proverb**.
- 7 “After silence, that which comes nearest to expressing the inexpressible, is music.” – **Aldous Huxley** (1894-1963), English philosopher and writer.
- 8 “The language of tones belongs to all mankind, and melody is the absolute language in which the musician speaks to every heart.” – **Richard Wagner** (1813-1883), German composer.

Task 2 – Reading – What is World Music?

1 Ethnomusicology is the academic study of World Music. Usually, an ethnomusicology program has a dual⁴ approach that combines both music and anthropology. The musical component involves theory -- analyzing the music itself as well as exploring the instruments used to create it -- while the anthropological study involves the culture itself, using music as the framework. What is the history behind the music? What role does music play in this particular society? What are the unique cultural aspects of this society which gave way to this kind of music being created and performed? These aren't easy questions to answer, and often require a total immersion⁵ into the particular culture (referred to as "field work"), which includes living among the people, sometimes for years, and learning their language. An ethnomusicologist becomes a participant, not just a member of an audience.

2 To a lot of people I know, the term "World Music" makes us think of men in loincloths⁶, banging on clay pots⁷ in Africa – a style of music that is particular to a specific, usually non-Western culture. To an extent, they are right: World Music is, to over-simplify, music from around the world – sounds that reflect a particular culture through the use of geographically-specific musical structure, instruments, and lyrics⁸ that also reflect a cultural or social reality.

3 World music often depends on your perspective. The clay pot banging⁷ mentioned above is part of day to day life for those villagers, just as cabaret was in Berlin during the 1930's, and salsa and merengue are part of Latin culture. No matter from which genre the music originates, when a kind of music crosses over into World Music, the listener gains a perspective of the culture behind the music.

4 Sometimes musical styles and cultures start to mix. This is when things get interesting. In general, music using a wide range of cultural instruments and styles is called World Fusion⁹ or World Beat. Peter Gabriel made World Beat a household term when he founded Real World Records, a label¹⁰ that supports and distributes the work of many World artists. It really doesn't matter where an artist is from or what his or her background is -- if a performer uses different ethnic influences that are obvious in the sound of the finished work, that's World Music.

Discussion questions

1 Do you listen to ethno or world music? Can you give some examples?

2 What is the difference between these two concepts?

3 Do you think that music is universal?

4 Do you think that the music of a country can tell us something important about its people?

Task 3 – Listening

Listen critically to the following pieces of music and do the following tasks:

1 What musical genre is it? a) ethno b) pop c) folk d) fusion e) world music

2 Guess where each extract is from.

3 Write the number of the piece above the following words that you associate with each extract:

4 Add any other words that you think of when listening to each piece.

1 Café Europa * 2 Izlel e Delio Haidutin * 3 Beet! * 4 La Tarara * 5 Granada en Flor

live concert performance Spanish lyrics Arabic influence female vocals love song

castanets World Music Spanish guitars North African sound flamenco slow tempo

dance dulcimer (cimbalom)¹¹ clapping¹² American Indian influence up-beat tempo¹³

string instruments (e.g. guitar, lute)¹⁴ synthesizer percussion (e.g. bongos) ethno music

voices in harmony sampling bagpipes¹⁵ chanting¹⁶ celebrating opening of new church

cultural fusion electronic wind instruments (e.g. flute, piccolo)¹⁷ mixed chorus¹⁸

Bulgarian folk music line dance high shrill voice¹⁹ trill (melismatic)²⁰ accordion²¹

guitar accompaniment (ukulele) audience applause²² Pacific island music

Task 4 – Follow up questions

1 Do you like this music? Why or why not?

2 What is the function of this music?

Task 5 – Gap fill – Music and Language

World Music makes use of a lot of styles from many different countries. As a result, World Music also includes a lot of different _____ in different languages. Many of these languages are only spoken in those _____ countries -- African dialects; French in France and Quebec; German; Hebrew; Spanish in Latin America and Spain . . . the list goes on.

This linguistic diversity²³ can be one of the most appealing²⁴ _____ of World Music. Songs become _____ into the particular culture of the artist in every way from instruments to language. In some cases, music becomes a way in which a person _____ another language. When I was a student, I found a good way to remember almost anything was to put it to a _____.

How does this apply to music and language? If someone studying English was struggling, then when an English-language artist with a fascinating sound is _____, all of a sudden pronunciation becomes _____. But the act of simply listening to music in a particular language is not enough to make one _____. The only way to master a language is to live for a while _____ native speakers: become interested in the culture, read books and magazines in the language, and write e-mail messages to new-found friends.

As a World Music enthusiast, however, I _____ to music in many languages. It's unrealistic to expect that I will learn every language in which I hear someone sing, any more than I will learn how to play every musical instrument used to _____ the music. It raises lots of questions, but one in particular: why listen to songs with lyrics you don't _____?

create discovered particular rhythm lyrics fluent amongst
understand learns aspects windows easier listen

Task 6 – Listening - Gap fill

1. World Music is _____ music from _____ other than Western European and the USA.
2. It has been referred to as _____ traditional music – still being _____ and enjoyed, not being _____ or rediscovered.
3. Most modern American popular music is rooted in _____ .
4. Anglo-American popular music is more _____ and commercialised – World Music is more alive and _____ -
5. Many West African musicians belong to _____ who have been making music for _____ -
6. Soukous and salsa music makes you want to _____ .
7. The music of the Andes and Hungary is very _____ .
8. Asian music uses different _____ from Western music.
9. The term 'World Music' was _____ by a group of record _____ to help buyers to know where to find such recordings in a record shop.
10. Peter Gabriel's motto is 'High-tech and _____ '.

Task 7 – Grammar – Focus on *so, such, and such a*

- 1 That was really an outstanding performance. _____ great musicians are hard to find.
- 2 It was a super concert. We had _____ good time that we will always remember it.
- 3 I didn't enjoy the music. The singers were _____ loud and shrill¹⁹.
- 4 The lyrics were _____ difficult to understand; I really couldn't catch even a single word.
- 5 We can't decide which performance to attend; it's _____ dilemma.
- 6 It was _____ difficult music, that we had a hard time appreciating it.
- 7 He is _____ good composer that he gained worldwide recognition.
- 8 The open-air concert was excellent but it was _____ bad weather that we left before it ended.

Task 7 – Grammar – Focus on *few and a few; little and a little*

- 1 _____ of the band members gathered for a jam session last night.
- 2 There was very _____ applause after the embarrassingly bad performance.
- 3 Very _____ people came to the concert, as it was not very well promoted.
- 4 Could you turn up the volume _____?
- 5 There was _____ attention paid to the event in the media, therefore almost nobody came.
- 6 I was really lucky to get the tickets, because there were only _____ left.
- 7 Just _____ people can read music these days.
- 8 I listen to this kind of music just _____ bit.

Vocabulary

- | | |
|-------------------------------|----------------------------|
| 1. *contribution | příspěvek |
| 2. shorthand | zkrácená forma |
| 3. *to convey | sdělit, vyjádřit |
| 4. *dual | dvoji |
| 5. *immersion | pohroužení, zahloubání do |
| 6. loincloth | bederní zástěrka domorodců |
| 7. banging on clay pots | bušení do hliněných nádob |
| 8. lyrics | text písně |
| 9. fusion | spojení |
| 10. label (record company) | značka nahrávací firmy |
| 11. dulcimer (cymbalom) | cimbál |
| 12. clapping | tleskání |
| 13. up-beat tempo | rychlé tempo |
| 14. string instruments (lute) | strunné nástroje (loutna) |
| 15. bagpipes | dudy |
| 16. chanting | liturgický zpěv |
| 17. wind instruments (flute) | dechové nástroje (flétna) |
| 18. mixed chorus | smíšený sbor |
| 19. high shrill voice | vysoký ostrý hlas |
| 20. trill (melismatic) | trylkovat |
| 21. accordion | tahací harmonika, akordeon |
| 22. audience applause | potlesk obecenstva |
| 23. *diversity | rozmanitost |
| 24. *appealing | půvabný |

Word bank

1. to have an ear for music	mít hudební sluch
2. to have a good ear	mít hudební sluch
3. to play an instrument	hrát na hudební nástroj
4. to sing out of tune	zpívat falešně
5. tune	nápěv, melodie
6. lyrics	slova, text písně
7. to play by ear	improvizovat
8. to read music	číst z not
9. to sing in a choir	zpívat ve sboru
10. classical music	vážná hudba
11. serious music	vážná hudba
12. drums	bubny
13. percussion	bicí
14. flute	flétna
15. accordion	tahací harmonika
16. to conduct an orchestra	dirigovat orchestr
17. conductor	dirigent
18. band/group	skupina
19. to practise	cvičit (na hudební nástroj)
20. brass band music	dechová hudba
21. scales	stupnice
22. applause	potlesk
23. to applaud	tleskat
24. record	nahrávka, deska
25. live concert	živý koncert
26. to compose music	skládat hudbu
27. composer	skladatel
28. dance to music	tančit na hudbu
29. masterpiece	mistrovské dílo
30. interpretation of a song	podání písně
31. rave reviews	nadšená kritika
32. bad reviews	nepříznivá kritika
33. chorus	refrén

Reading text modified from <http://www.insideworldmusic.com/library/bl1011b.htm>; viewed on 3.30.2004.
Gap fill text modified from <http://www.insideworldmusic.com/library/bl1013.htm>; viewed on 3.30.2004.