

# 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
- 2 No music is totally "pure" and the vitality of a tradition can be measured by its ability to integrate new contributions<sup>1</sup>. – Ted Andrews, 20th century American author
- 3 Folk music is the "original melody" of man; it is the "musical mirror" of the world. – Friedrich Nietzsche, German philosopher (1844-1900)
- 4 Music washes away from the soul the dust of everyday life.– Ned Rorem, American composer (1923-)
- 5 Music is the shorthand<sup>2</sup> of emotion. Emotions, which let themselves be described in words with such difficulty, are directly conveyed<sup>3</sup> to man in music, and in that is its power and significance. – Leo Tolstoy, Russian author (1828-1910)
- 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 English philosopher and writer (1894-1963)
- 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, German composer (1813-1883)

**Task 2 – Reading – What is World Music?**

- 1 Ethnomusicology is the academic study of world music. Usually, an ethnomusicology program has a dual<sup>4</sup> 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 immersion<sup>5</sup> 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 loincloths<sup>6</sup>, banging on clay pots<sup>7</sup> 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 lyrics<sup>8</sup> that also reflect a cultural or social reality.
- 3 World music often depends on your perspective. The clay pot banging<sup>7</sup> 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 is 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 Fusion<sup>9</sup> or World Beat. Peter Gabriel made World Beat a household term when he founded Real World Records, a label<sup>10</sup> 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)<sup>11</sup>    clapping<sup>12</sup>    American Indian influence    up-beat tempo<sup>13</sup>

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

voices in harmony    sampling    bagpipes<sup>15</sup>    chanting<sup>16</sup>    celebrating opening of new church

cultural fusion    electronic    wind instruments (e.g. flute, piccolo)<sup>17</sup>    mixed chorus<sup>18</sup>

Bulgarian folk music    line dance    high shrill voice<sup>19</sup>    trill (melismatic)<sup>20</sup>    accordion<sup>21</sup>

guitar accompaniment (ukulele)    audience applause<sup>22</sup>    Pacific island music

### **Task 4 – Follow up questions**

- 1 Do you like this music? Why?
- 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 diversity<sup>23</sup> can be one of the most appealing<sup>24</sup> \_\_\_\_\_ 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 - 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 shrill<sup>19</sup>.
- 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 a 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 obecnstva
23. *diversity	rozmanitost
24. *appealing	působivý

### **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	naděšená kritika
32. bad reviews	nepříznivá kritika
33. chorus	refrén

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