



# World Music Exploration

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This module will focus on what we call “World Music,” which is music that comes from outside the European musical tradition. Although there are almost two hundred countries on the planet and exploring music of each would take time far beyond the scope of preliminary inquiry, we will investigate music from five different continents: Asia (Japan), the Middle East (Greece and Iran), Latin America, (Paraguay), Africa (Kenya) and North America (Indigenous Native American music).

Rationale: The purpose of this unit is to widen your musical knowledge by exposure to the vast musical cultures and traditions that exist outside the Western European framework. Expect, also, to gain information about music itself, as a discipline, which is studied throughout the world. Music is composed, researched and practiced globally in practically every nation at academic institutions. It is studied as a science. That science is called *musicology*.

Background: The various fields of musicology are the following:

- Historical Musicology: The study of European musical traditions.
- Systematic Musicology: The study of all levels of musical sounds and systems in relation to other academic fields of study, such as acoustics, medicine psychology and philosophy.
- Ethnomusicology: The academic discipline of all non-European musical traditions that exist in the world.
- The field of ethnomusicology will be our point of departure. The term itself, *ethnomusicology*, first used by Dutch musicologist Jaap Kunst in 1950, utilized two academic disciplines: *musicology* (the study of music) and *ethnology* (the study of different cultures). UCLA was the first university in the United States to offer a degree in ethnomusicology in the 1960's.

## Continent #1: Asia

Japan is a country that has existed for well over 3,000 years. It is difficult to pinpoint with accuracy when it was founded. The word in Japanese for music is *ongaku*.

The two forms of Japanese traditional music are *shomyo*, which is Buddhist chanting, and *gagaku*, which is orchestral court music. Several traditional Japanese instruments used therein include the following, among many others:

*Taiko* (drum), *Koto* (instrument with 13 strings), *Shakuhachi* (flute), and *Biwa* (lute).



*Taiko, Koto, Shakuhachi and Biwa.*

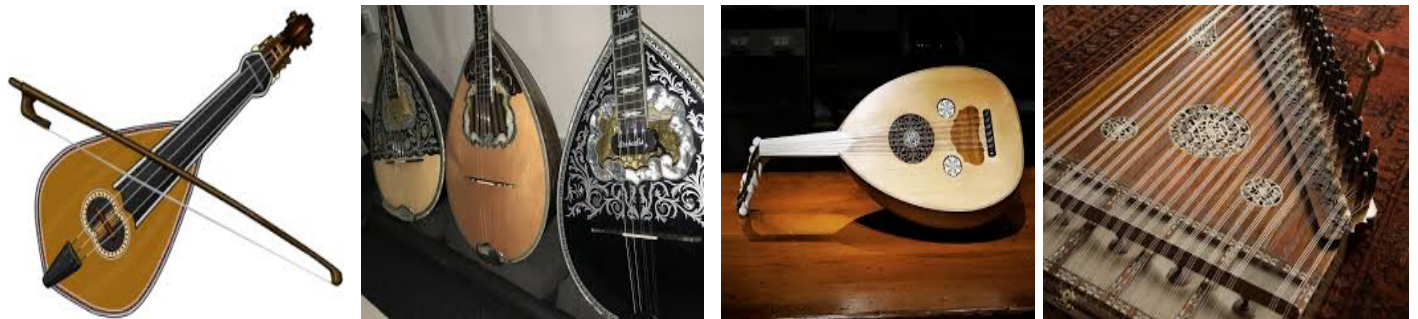
Example 1: Sawai, Hikaru: *Esoragoto* (Koto) <https://youtu.be/HmY1WieykpE>

Example 2: Ayako Kurahashi (Koto) and Preston Keido Houser (Shakuhachi Flute) of Kyoto, Japan: *Izumi* <https://youtu.be/M1XguDd43gc>

## Continent #2: Middle East

We explore now the music of Greece and Iran (Persia). Greek culture goes back at least 7,000 B.C., as historians have noted of agrarian cultures in the region. It is interesting to note that the music of ancient Greece closely parallels Greek mythology. The Greeks held music in high status. Notable Greek philosophers such as Pythagoras, Ptolemy and Plato wrote about the importance of music in academic curricula. Music was considered as one of the seven sacred arts in Greek culture. The English word for “music” is borrowed from the Greek language itself and come from “the muses.” *Mousa* means “muse.” *Mousiké* (*tekné*) means “art of the muses.”

Probably the most famous Greek musical instrument is the lyra. Other notable instruments are the *bouzouki*, *oud* and the *qanun*.



*Lyra, Bouzouki, Oud and Qanun*

Example 3: Greek National Dance Ensemble *Romiosini*: Greek Dance Suite: *Sirtaki*. This music features the bouzouki and the oud.

<https://youtu.be/5iR2bO9vEUc>

Example 4: Kings of Bouzouki: Voskotopos [https://youtu.be/2MgFDKS\\_JZc](https://youtu.be/2MgFDKS_JZc)

The music of Iran goes back at least 5,000 years. The word for “music” in Farsi is the same as in English. Notable musical instruments from ancient Persia are the *setar*, *dutar*, *barbat*, *kamancheh* and the *dayereh*.



*Setar, Dutar, Barbat, Kamancheh and Dayereh.*

Example 5: Mahdieh Mohammadkhani: In Celebration of the Persian New Year: *Nowruz Khosh Amad*. It utilizes the oud and dayereh. <https://youtu.be/YzRMGUYK7TA>

Example 6: Navid Dehghan: Ghanmar Ensemble: *Not Until You Return*  
[https://youtu.be/eum\\_9ls54ag](https://youtu.be/eum_9ls54ag)

### Continent #3: Latin America

Latin American music is a combination of three facets: The indigenous native cultures which existed in Central and South America combined with Portuguese and Spanish influences upon their arrival in South America, and African slaves which they brought as a labor force. Since the peoples of Latin America are so diverse, we can explore only here one specific culture from Paraguay. Instruments that are native to Paraguay are the *Paraguayan Harp*, the *Charango*, the *Bandurria*, the *Cajón*, and the *Quena* (flute). Within the borders are seventeen indigenous cultures, the most famous of which are the Guarani, Ayoreo, Toba-Maskoy, Aché and Sanapan. The main cultures that make up the country today are Amerindian and Spanish cultures.





Paraguayan Harp, Charango, Bandurria, Cajón, and Quena

Example 7: *Los Chiriguano de Paraguay* are two men from the tribe of Chirigua, which belongs to the language group Guarani, Indians who have lived in central South America long before the Spaniards came in 1527. Pablo Vicente Morel is the harpist. He made his own harp which has 37 strings; it resembles the ancient minstrel harp and large Irish harp. According to the legend, this harp will “make evil spirits fly, make the river stop flowing and make the cattle forget to eat.” *Viva Jujuy* [https://youtu.be/SU3nwQ\\_xCtM](https://youtu.be/SU3nwQ_xCtM)

Example 8: Paraguayan Folk Harp: *Tessa Whale: Cascada* (Waterfall) <https://youtu.be/zFplg-Zor1I>

#### Continent 4: Africa

Today in Kenya, Africa, there is immense diversity; 68 different languages are spoken. Native Kenyan instruments include small rattles called *njingiri*, Kenyan lyres called *obokano* and many different sizes of *ngoma* (drums) such as *congas* and *djembe* made from animal hides. A common form of singing in Kenya is “call and response,” meaning that a leader intones and the rest of the ensemble joins in. The country of Nigeria has its own individualized ethnic groups that feature their own musical instruments, such as the *udu*, techniques and songs. Traditional Nigerian music is almost always functional; it is performed to mark a ritual such as a wedding or funeral and not to achieve artistic goals.



*Njingiri, udu, obokano and ngoma*



Example 8: Kasiva Mutua: *Jam* <https://youtu.be/3mL4IFmucN0>

Example 9: The *Muungano National Choir*: Anonymous: *Missa Luba – Kyrie*  
<https://youtu.be/wjoWqQqPEl0>

Example 10: Igbo Ikorodo Dance: Agbani-Nguru Ikorodo Ensemble: *Lje nwayo*  
<https://youtu.be/31Z2XhcA-ns>

#### Continent #5: North America

The indigenous tribes that lived on the North American continent numbered over 500 before the arrival of the Europeans. Today, native cultures flourish on reservations and in most American, Canadian and Mexican cities. The Navajo tribe from the Pacific Southwest communicate their history, thoughts, ideas and dreams from generation to generation through symbols and signs. Native American bird and animal symbols and totems are believed to represent the physical form of a spirit helper and guide. Famous Native American instruments are the flute, and drums, considered sacred by all tribes.



ts'isqqs (flutes), can cega (drums), lakota (drums)

Example 11: R. Carlos Nakai (Navajo/Ute): Peter Kater: *Lakota (Sioux) Flute Song*  
<https://youtu.be/sDI8Chf4EJg>

Example: 12: Red Shadow Singers: *Eagle Song* <https://youtu.be/fwYa14fk8IE>

#### Further Listening Extra Credit Modern-Day Fusions

Vangelis: Theme from *Antarctica* <https://youtu.be/GOwunilgYXM>

Morricone: Theme from *The Mission* <https://youtu.be/lxby9BzJfEo>

Dead Can Dance: *Rakim* <https://youtu.be/kq59rEVWQNI>

Peter Gabriel: *A Different Drum*, from the film *The Last temptation Of Christ*  
<https://youtu.be/87rNmVXzQrE>

Robbie Robertson and the Red Road Ensemble: *Coyote Dance*, from *Music for the Native Americans* [https://youtu.be/A3\\_DxB\\_LvMI](https://youtu.be/A3_DxB_LvMI)



## World Music Exploration Answer Sheet

1) Provide notes about *Esoragoto* \_\_\_\_\_

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2) Provide notes about *Izumi* \_\_\_\_\_

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3) Provide notes about *Sirtaki* \_\_\_\_\_

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4) Provide notes about *Voskotopos* \_\_\_\_\_

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5) Provide notes about *Nowruz Khosh Amad* \_\_\_\_\_

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6) Provide notes about *Not Until You Return* \_\_\_\_\_

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7) Provide notes about *Viva Jujuy* \_\_\_\_\_

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8) Provide notes about *Jam* \_\_\_\_\_

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9) Provide notes about *Missa Luba – Kyrie* \_\_\_\_\_

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10) Provide notes about *Lje Nwayo* \_\_\_\_\_

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11) Provide notes about *Lakota Flute Song* \_\_\_\_\_

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12) Provide notes about *Eagle Song* \_\_\_\_\_

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13) Which two selections from these twelve affected you the most? How did they make you feel? \_\_\_\_\_

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14) Short essay: As a result of listening and discovering, how can music serve to unify cultures? \_\_\_\_\_

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Extra credit: Of the compositions in the "Modern-Day Fusions" section, which did you like the most and why? \_\_\_\_\_

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