

TOGETHER! – A GLOBAL MUSICAL EXPERIENCE



- Study Guide -

PROLOGUE
to the Performing Arts
• aux arts de la scène •

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About the Group

KUNÉ – Canada's Global Orchestra – was developed from a major initiative by The Royal Conservatory of Music in Toronto to explore and celebrate Canada's cultural diversity and pluralism. The musicians hail from all corners of the globe — Peru, Burkina Faso, Cuba, Ukraine, and beyond—and are now living in the Toronto area. The eleven musicians of KUNÉ play instruments as diverse as they are, from the tar of Iran to the lyra of Greece to the sitar of Pakistan. Over the course of 2017 the ensemble has an opportunity to share each other's cultures and musical traditions as they rehearsed, composed, and gave workshops and community concerts. In 2018 they recorded their first album and in 2019 they will be collaborating with the Winnipeg Symphony Orchestra and the Kitchener-Waterloo Symphony Orchestra.

About the Show

In - Together! A Global Music Experience - we share with students our experiences as musicians who emigrated to Canada and brought with us our instruments, our repertoires, our knowledge, our curiosity and our thirst for learning new music. We will showcase the sounds of instruments from all over the world like the Sitar, Cajon, Oud and the Tar. We will sing songs in different languages like Urdu, Farsi, Greek, Portuguese and Bwamu. Some of these songs were learned as children in our countries. Some were learned along the way, and others we written ourselves. Finally, we will demonstrate how we listen to each other; learn from each other and work together to create new music from the experience of encountering each other's music, experiences and culture.

Curriculum Connections

Elementary:

The Arts (Grades 1-8): Exploring Forms and Cultural Contexts

Social Studies (Grades 1-6): Heritage and Identity, People and the Environment

Geography (Grades 7 and 8): Global Settlement

Language Arts (Grades 1-8): Oral Communication

Secondary:

Citizenship Education Framework

Music (Grades 9-12): Music and Society

Geography (Grades 9-12): Changing Populations, Livable Communities

History (Grades 9-12): Canada 1982 to present

World Cultures (Grades 9-12)

Goals for Educational Performances

- To share our knowledge of musical traditions and repertoires from different parts of the world.
- To showcase a wide variety of musical styles from all over the world, some of which may be familiar to some students and completely new to others.
- To share our experiences as musicians who immigrated to Canada from our native countries.
- To share some of the strategies that we use as a multi-cultural group attempting to create new music, adapt our musical traditions to a new context and learn from each other's styles and repertoires.
- To invite students, teachers and staff to participate in our music-making by singing, clapping and dancing to different rhythms and songs.
- To invite students, teachers and staff to reflect on the experience of migration, whether it occurs in their own life or of those around them.

Pre-Show Discussion Suggestions

- What styles of music do you listen to at home?
- What kinds of music do your parents or other relatives like to listen to?
- What songs remind you of your home?
- What styles of music do you enjoy the most?
- What kinds of music don't you know but would like to learn more about?
- If you had to move to a different place, would you take a musical instrument with you? Which one?

Post-Show Discussion Suggestions

- Which sounds did you find most interesting? Why?
- Did you know any of the songs that were performed? Are you familiar with any of the languages that the songs were in?
- Were you familiar with any instruments used in the performance already? Which ones?
- Were any of the instruments completely new to you? Which ones?
- What surprised you the most about these musicians, their music and their instruments?

Vocabulary

- Maqam/Raag/Mode: different names for music that is based on a collection of notes, usually between five and seven within an octave. Different modes have different emotional qualities, depending on the participants' cultural referents.
- Improvisation: to make music without making use of a pre-composed melody. To improvise means to make decisions as to what to play in the moment. Different cultures have different costumes for improvisation.
- Rhythm: the underlying pulse or pattern of beats that underlie any kind of music, especially music that is meant for dance. Different cultures have different rhythmic patterns or different ways of interpreting the same patterns.
- Clave: a specific rhythmic pattern and the name of a musical instrument from Cuba. The same rhythmic pattern can be found across the Caribbean and Latin America, as well as many parts of Western Africa.
- Fret: made out of metal or fibre, it subdivides the neck of any plucked or bowed string instrument in order to play a specific note. Different kinds of instruments have different placements and different kinds of frets.
- Koma: notes that are not found on the European piano. Many musical cultures around the world use notes that are "in-between" the notes of the piano, especially in and around the Middle East where these notes are called koma.

Some of the Languages We Speak and Sing In

- Pashto: spoken in Afghanistan and parts of Pakistan
- Farsi: spoken in Iran, parts of Afghanistan and Tajikistan
- Mandarin: the main language of Northern China
- Urdu: the main language of Pakistan
- French: spoken in France, in Canada, parts of the Caribbean, Western and Northern Africa, the Middle East and Southeast Asia and others.
- Bwamu: the language spoken by Bwa people in Burkina Faso and Mali.
- Spanish: spoken in Spain, most Latin American and many Caribbean countries. It is also spoken in parts of Western Africa and the Philippines. Although not an official language, it is spoken by millions of people in the USA.
- Greek: spoken in Greece, Cyprus and Albania as well as in parts of Turkey and other European countries.
- English: the official language of 67 countries including Canada and the USA in North America; England and Ireland in Europe; Jamaica, Bahamas and other Caribbean countries; Nigeria, South Africa, Kenya and other African countries; Australia, New Zealand and other countries in Oceania; India and Pakistan. English is also learned as a second language all over the world.
- Jula: spoken in Burkina Faso, Mali and the Ivory Coast.
- Turkish: spoken in Turkey and Cyprus as well as parts of Bosnia and Herzegovina, Iraq, North Macedonia and others.
- Portuguese: spoken in Portugal, Brazil, Angola, Mozambique, Guinea-Bissau and other African countries.

A Musician's Luggage

When you pack your bag to go to another place you need to think of the things you will need when you are there. These items may include a passport, toothbrush, clothing, an umbrella and maybe a book for when you are sitting on a train or waiting for the bus. When KUNE moved to Canada we packed all of these things as well as our instruments. But instruments normally don't fit in a suitcase so in most cases, they need to travel in their own case. You have probably seen a guitar case before but some of the instruments we play only fit in cases that have odd looking shapes. You may not have seen before these before, so here are some examples.



The sitar is an instrument from India and Pakistan, it has between 18 and 21 strings! It is made of wood, gourd, metal and camel bone. Some famous sitar players include Ravi Shankar and Vilayat Kahn.



The oud is the grandfather of the modern guitar, it has a history that goes back 3000 years but in its modern form it is used mainly in the Middle East, North Africa and Greece. It has no frets and uses six double order strings.



The Cajon is a percussion instrument from Peru. When Africans were kidnapped and brought as slaves to the Americas, they were forbidden from building and playing drums. So they used everyday objects like crates, bones and gourds instead. The modern Cajon is the result of their creativity and resistance in the face of oppression.



The Ngoni is a string instrument, similar to the European harp. It is one of the instruments used by the *griots* who are historians, advisors and story tellers in many places of West Africa. The Ngoni uses nylon or gut strings and it is made using wood, calabash, animal skin and metal.

Would you like to see these instruments out of their cases and hear how they sound like? Come to our show!

A Kuné Map



1. Matias Recharte is from Lima, PERU
2. Aline Morales is from Belo Horizonte, BRAZIL
3. Paco Luviano is from Acapulco, MEXICO
4. Alyssa Delbare-Sawchuck is from Winnipeg, CANADA
5. Luis Deniz is from Camaguey, CUBA
6. Demetrios Petsalakis is from Athens, GREECE
7. Selcuk Suna is from Istanbul, TURKEY
8. Padidhe Ahrarnejad is from Tehran, IRAN
9. Dora Wang is from Baoding, CHINA
10. Salif "Lasso" Sanou is from Boho, BURKINA FASO
11. Anwar Kurshid is from Peshawar, PAKISTAN

Each one of the members of Kuné grew up in different parts of the world. That is where we learned our musical traditions. We began playing our instruments and now we live in Toronto, Canada, where we continue to play our instruments and our music. This is also the place where we got an opportunity to learn about each other's musical traditions.

Final Questions for Consideration:

- Where did you grow up?
- Where did your parents, grandparents or relatives grow up?
- Where do you live now?
- What can you learn from others who grew up in different places or countries?
- What do you think you could teach others about the place that you grew up in?

KUNÉ

Canada's Global Orchestra

For more information including our performance schedule go to
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