

A JOURNEY THROUGH ANCIENT PERSIA



YEAR 7 AND 8 – CURRICULUM GUIDES

AUSTRALIAN CURRICULUM

- Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music.

INTERNATIONAL BACCALAUREATE

- MYP Performing Arts key and related concepts composition and expression p5.

OBJECTIVE

To learn about ancient Persian instruments.

RESOURCES

Laptop connected to interactive display screen.

BACKGROUND - 5 min

In ancient Persia (modern day Iran) the traditional and mystical instruments of the Santur, Daf, Darbuka and Tombak, were commonly used.

- Santur** The Iraqi santur (also santour, santoor) is a hammered dulcimer. It is a box zither with a walnut body and 92 steel (or bronze) strings. The strings, tuned to the same pitch in groups of four, are struck with two wooden mallets called "midhrab". It is native to Iraq, Syria, India, Pakistan, Turkey, Iran, Greece (the Aegean coasts) and Azerbaijan. It is the main instrument used in the classical Maqam al-iraqi tradition. The instrument was brought to Europe by the Arabs through North Africa and Spain during the Middle Ages.
- Daf** is a Middle Eastern frame drum with metal rings attached. It has been used in popular and classical music in Iran and Pakistan since 224AD. Daf is the national musical instrument of Pakistan.

- Darbuka** is a goblet drum. The origin of the term darbuka probably lies in the Arabic word "daraba" ("to strike"). They have been around for thousands of years, used in Mesopotamian and Ancient Egyptian cultures.
- Tombak** is an Iranian goblet drum. It is considered the main percussion instrument of Persian music. The tombak is normally positioned diagonally across the torso while the player uses one or more fingers and/or the palm(s) of the hand(s) on the drumhead, often (for a ringing timbre) near the drumhead's edge. Sometimes tombak players wear metal finger rings for an extra-percussive "click" on the drum's shell.

LISTEN AND LOOK - 🕒 15 min

View the video below and discuss the performance with students, using the dot points to highlight musical elements. If it's too long, forward to the changes of instruments to listen for contrasts in pitch (high or low sounds) or tone (the specific sound of an instrument or voice).

[Ananda Mela Australia Evening Concert: Ben Kashi](#)

- 00:01 Opening repeated two note pattern
- 00:01 - 00:31 Ostinato (repeated pattern) of bottom note
- 00:32 Tempo (speed) accelerates, repeated bottom note take up an octave higher
- 02:26 - Tempo varies in the middle section
- 02:57 Technique of playing one note fast with two hands
- 03:26 Pauses in the music, varied tempo
- 04:40 *Shift to a second instrument*
- 05:15 Use of melody at 3 different pitches
- 06:41 *Shift to a third instrument*
- What other pitched sounds can be heard?

SOUND INFUSION - 🕒 15 min

- Log in to Sound Infusion
www.soundinfusion.org.au
- Explain that to the class that instruments make their sound in various ways
 - idiophones, such as the xylophone, which produce sound by vibrating themselves;
 - membranophones, such as drums or kazoos, which produce sound by a vibrating membrane;
 - chordophones, such as the piano or cello, which produce sound by vibrating strings;
 - aerophones, such as the oboe, which produce sound by vibrating columns of air.

- Locate Iran on the website map, and click play on the Tombak (the second arrow on the picture) to hear what it sounds like.
- Next, click on the Studio, select Iran and then use different sounds to arrange a piece of music in the Studio with the class
- Save it to share at an assembly or to another class.