

Wayang Kulit

YEAR 7 -10 – CURRICULUM GUIDES



AUSTRALIAN CURRICULUM

The lesson plan addresses the three elements of the Intercultural Understanding Curriculum:

- Recognising culture and developing respect
- Interacting and empathising with others
- Reflecting on intercultural experiences and taking responsibility

INTERNATIONAL BACCALAUREATE

IB Diploma Programme Subject Brief 2019 Individuals and societies: Social and cultural anthropology

Areas of anthropological inquiry in this course are: belonging; classifying the world; communication, expression and technology; conflict; development; health, illness and healing; movement, time and space; production, exchange and consumption; and the body. Key anthropological concepts addressed in this lesson plan include: belief and knowledge, change, culture, identity and symbolism.

OBJECTIVE

To learn about wayang (shadow or ghost) and kulit (leather or skin) two-dimensional Puppets from Java, Indonesia.

RESOURCES

- Teacher laptop linked to wifi and digital display screen
- Teacher-created free account with Sound Infusion (optional) at www.soundinfusion.io

Background Wayang Kulit - 20 min

Wayang Kulit puppets are flat, semi-transparent figures cut out from leather and projected against a screen. Movements between the light and screen create a seemingly living silhouette, and theatrical storytelling brings to life the ancestral spirits which are said to dwell within the puppets. The scenes are based on Hindu epics such as the Ramayama cycle. Watch the video below and ask students to look out for the main topics listed below

Wayang Kulit video

00:00 What is Wayang Kulit?

00:32 Components

01:03 Occasions for Performance

01:33 The Dhalang

02:12 The Gamelan Orchestra

02:46 Music in Wayang Kulit

At the end, discuss what was most interesting about these topics for students, using these key questions to encourage responses:

1. Where did Wayang Kulit come from? (India)
2. What part of Indonesia is it from? (Java)
3. What else came from India to Indonesia (Hinduism)?
4. What components do performances have? (oil lamp, screen, puppets, banana log, gamelan orchestra)
5. Reasons for performances: celebrating marriage, harvest
6. What does a dhalang (master puppeteer) have to be good at (music, puppetry, narration)?

Gamelan Orchestra - 15 min

Watch the clips to find out more about Indonesian instruments.

Angklung An instrument from the Sudanese region in Western Java, Indonesia made of bamboo tubes attached to a frame, carved to have a resonant pitch and are tuned to octaves.

Talempong A traditional music of the Minangkabau people of Western Sumatra, Indonesia. The talempong produce a sound consisting of interlocking rhythms.

Sasando Also called Sasandu from Sandu or Sanu, **Sasando** is a harp-like instrument traditional to Rote Island of East Nusa Tenggara, Indonesia. The name sasando is derived from the Rote dialect word "sasandu", which means "vibrating" or "sounded instrument". The sasando has been known to the Rote people since the 7th century.

Wayang Kulit

Extension: - 🕒 10 - 20 min

Arranging Indonesian Instruments (Optional)

Log in to Sound Infusion www.soundinfusion.io

1. 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.
2. Locate Indonesia on a map, and click play on the gambang to hear what it sounds like. This is one of the instruments heard in the video, often used as part of a gamelan orchestra to accompany dancers.
3. Next, click on the Studio
4. Select Indonesia and then find different types of instruments to listen to and arrange in the Studio with the class