

1. Cultural Fusion

- a) Explain that **Amanaska** likes to explore instruments and sounds from different cultures. Play Track 28 and ask the students what instrument they can hear that belongs to the Aboriginal culture. (didgeridoo) Ask them to describe the sound of the didgeridoo. (nasal, buzzy, imitates different sounds of animals)
- b) Play Track 29 and show the students a picture of the udu (an African instrument). What does it look like? (a vase with a hole in the side) Repeat this for the didgeridoo. Refer to the pictures and descriptions of the instruments at the back of this kit or visit the **Musica Viva In Schools** website and follow the links to **The Viva Zone** at www.musicaviva.com.au/education.

Play **Setomaa** Track 25 (CD cue 0:21-0:59) and ask the students what other instruments they can hear with the didgeridoo. (keyboard, udu and drums)

- c) Play Track 25 and have the students describe the structure. Explain to the students that the piece is made up of four different sections (refer to the Structural Outline and the table below as a guide). Play each of these sections separately to the class and have the students identify each section (A, B, C, A, D, A, C, A):

Section A	<i>Oh, yeah yeah yeah 3 part a capella</i>
Section B	Didgeridoo drone (or long sustained sounds) with keyboard fill-ins
Section C	Seto ladies folk song about spinning with drum beat and keyboard sustained chords
Section D	Trumpet solo with drums and keyboard

- d) ASSESSMENT: Based on the sounds heard in **Setomaa** and other prior learning on this piece, have the students select an appropriate drum loop to accompany the melodic lines, and create a composition using a combination of loops. The students may wish to use their two-note compositions from Activity 1c as a basis of the composition, and work out different ways of varying the tone and structure. The students may wish to use vocal or melodic instrumental sounds, or a combination of the two. Perform to the class, and together reflect upon each composition.



EXTENSION: Use a software program such as *Garage Band* or *Audacity*, and have the students use a combination of acoustic and electronic sounding loops. Select an appropriate drum loop to accompany the melodic lines or add extra layers for interest.



- e) Import or drag any of the following Tracks 27, 26, 28, 30, 31, 32 into a software program such as *Audacity* or *Garage Band*, and have the students create their own sound collage.

Play these compositions to the class and discuss the success of the fusion of different sounds through teacher or peer reflection or feedback. Find examples of other musicians who take a similar approach to arranging or performing.