



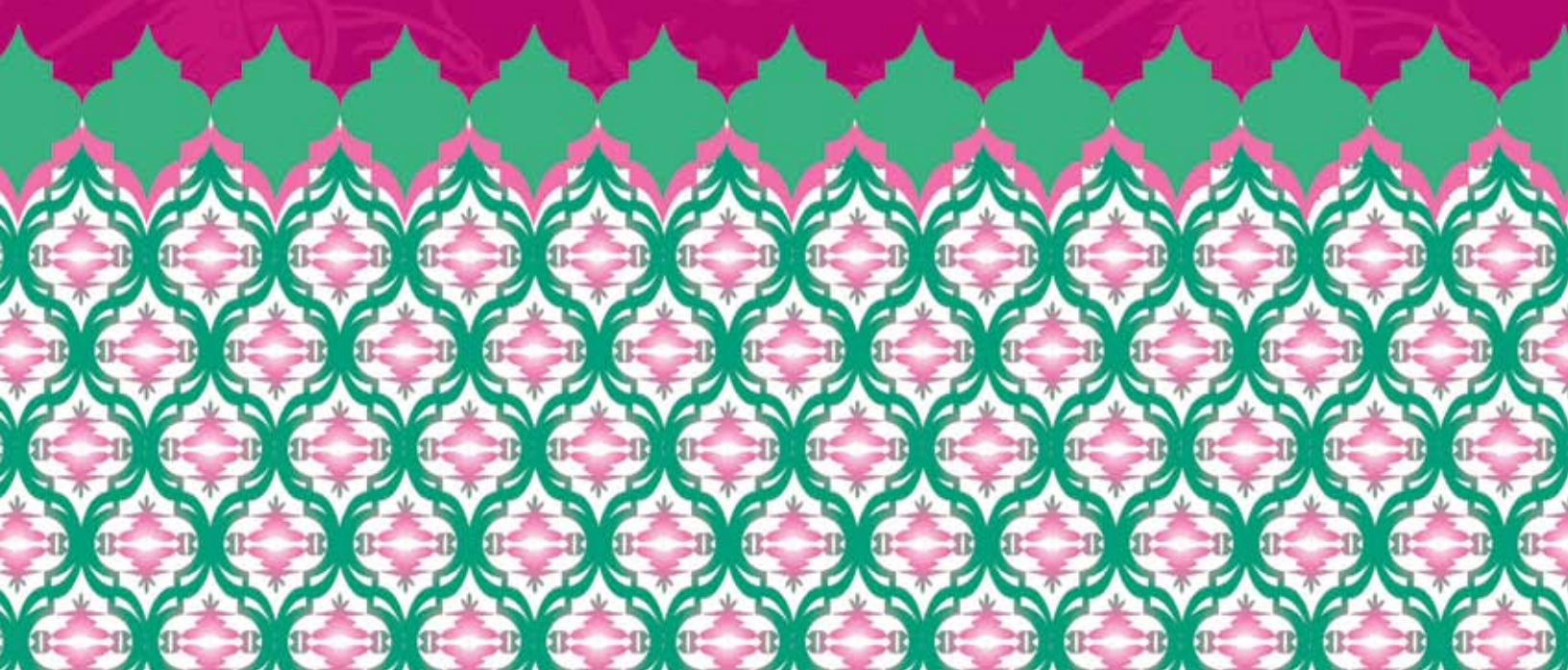
CARNEGIE HALL presents
GLOBAL ENCOUNTERS
MUSIC OF INDIA

A Program of The Weill Music Institute at Carnegie Hall

TEACHER GUIDE

 The Weill Music Institute
at Carnegie Hall

CARNEGIE HALL



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GUIDE TO THE TEXT FORMATTING

Throughout this curriculum, we have used different text formats to help simplify the directions for each lesson. Our hope is that this format will allow you to keep better track of your steps while you are on your feet in class teaching a lesson.

There are two main formatting types to recognize.

- 1) Any “scripted” suggestions—especially all questions—appear in “blue” with quotation marks.
- 2) Basic action headings are set in **bold italic**. (Options are in parentheses.)

Note: For CD tracks, we list the track number first, then the title.

For example:

MEET THE ARTIST

- **Read** Sameer Gupta’s Meet the Artist handout (out loud).
- **Summarize** what the artist has said (on paper).
- “Based on what we know about Sameer, what might his music sound like?”
- **Listen** to CD Track 1, Sameer Gupta’s “Yaman.”
- “Now that you have heard the music, were your guesses right?”
- **Transition:** Sameer Gupta is an expert at working with musical freedom and structure. To get to know his work, we will need to become experts on freedom and structure.



ACTIVITY 3: FREEDOM AND STRUCTURE IN TEACHING AND LEARNING

AIM: What role did freedom and structure play in Sameer Gupta’s musical education?

SUMMARY: Students explore the relationships between teachers and students.

MATERIALS: Your Learning Experience worksheet, Primary Source Materials handout, Sameer Gupta’s Learning Experiences worksheet

TIME REQUIRED: 40 minutes

NYC AND STATE STANDARDS: Blueprint: Making Connections; NYS Social Studies: 2.1

REMEMBERING AN IMPORTANT LEARNING EXPERIENCE (15 minutes)

- Write on the board: Remember a time in your life when you learned a lot and loved it—your best learning experience. Recall details of this learning experience: where and when it occurred, what other people were involved, the subject matter of what you learned, and what you actually did during the learning process. Then, answer the questions on the Your Learning Experience worksheet.
- Students individually complete the Your Learning Experience worksheet.

LOOKING AT SAMIR GUPTA’S LEARNING EXPERIENCE (15 minutes)

- Students locate the Primary Source Materials handout, and Sameer Gupta’s Learning Experiences worksheet in their Student Guides (pages 22 and 23 in the Teacher Guide), and divide into small groups.
- Small groups read through the Primary Source Materials handout.
- Small groups complete the Sameer Gupta’s Learning Experiences worksheet.

DISCUSS THE LEARNING EXPERIENCE WORKSHEET (10 minutes)

- Discuss students’ responses to the Learning Experiences worksheet.
- “Who can describe the best learning situation and ideal student-teacher relationship for themselves, personally?”
- “Who has a contrasting learning situation that they prefer?”
- “Do you think your best learning situation and ideal student-teacher relationship would apply to learning to play a musical instrument?”

HOMEWORK: IMAGINING LEARNING STRUCTURES

Imagine that you have decided to learn to play a musical instrument. You need to invent a learning structure that will ultimately allow you the greatest possible freedom of expression once you reach mastery. Outline your invented structure, including

- your relationship with your teacher
- your teacher’s style of teaching
- your style and attitude as a student
- the time, place, and duration of contact with your teacher
- the time, place, and duration of your practicing and playing



YOUR LEARNING EXPERIENCE WORKSHEET

Remember a time in your life when you learned a lot and loved it—your best learning experience. Recall details of this learning experience: where and when it occurred, what other people were involved, the subject matter of what you learned, and what you actually did during the learning process. Then, answer these questions:

SG7

How old were you when you had this learning experience?

What was your relationship with the teacher(s)?

What subject were you studying? Did any other subjects unexpectedly become part of that study?

What was the structure of your learning situation? (For example: How often did you meet with your teacher? How much time did you spend in between these meeting times preparing or studying?)

What qualities or attitudes did you bring to the student-teacher relationship?

What did your teacher(s) do to shape your learning experience?

What qualities or attitudes did your teacher(s) bring to the student-teacher relationship?

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PRIMARY SOURCE MATERIALS HANDOUT

SG8



SAMEER GUPTA TALKS ABOUT HIS EARLY TRAINING

During my first week of playing, four years before I met my guru, I worked with a teacher for roughly three or four hours every day. Afterward, I worked on the material he showed me for another three or four hours, with very few breaks. My arms were sore and my brain was tired by the second day. In order to develop stamina and muscle strength, I had to discipline myself to maintain good posture, proper hand technique, and relaxed muscle control.

My training also involved sitting in front of my teacher with no pen or paper, and having to immediately repeat what was recited to me. Sometimes the compositions were very long, and I was expected to memorize them on the spot, without many chances to ask my teacher to repeat anything. My guru has very little ego. He has a great attitude toward all artists, beginners and experts alike, and is able to effortlessly connect with students of all levels.

Our relationship is based on trust, honesty, and hard work. I look to his decades of experience and, consequently, his wisdom, through which he can keep me on the right track. I have the pleasure of having found a guru who is very generous and humble, which makes our relationship even more meaningful, as I admire him as a complete person.

WHAT IS A GURU?

A guru is a person who has great knowledge, wisdom, and authority in a certain area, and uses this knowledge to guide others. The word comes from the Sanskrit syllables “gu,” which means “darkness,” and “ru,” which means “the destroyer of.” The term “guru” thus refers to a person who dispels spiritual ignorance (darkness) with spiritual illumination (light). “Guru” also refers to a religious teacher or guide, and is commonly used in Hinduism, Buddhism, and Sikhism, as well as in some new religious movements. In these religions, the guru is considered a sacred conduit for wisdom and guidance; finding a true guru is often considered a prerequisite for attaining self-realization.

WHAT IS A TEACHER?

In education, a teacher is one who helps students or pupils, often in a school—but also in family, religious, or community settings. A teacher’s role may vary between cultures. Many societies emphasize academic subjects, but a teacher’s duties may include instruction in craftsmanship or vocational training; spirituality, civics, and community roles; and life skills. In modern schools and most contemporary societies, teaching is considered a specialized profession.

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SAMEER GUPTA'S LEARNING EXPERIENCES WORKSHEET

In small groups:

- Read the Primary Source Materials handout.
- Work together and answer the questions below about Sameer Gupta's learning experiences.

SG9

How would you describe Sameer's relationship with his guru?

What were some of the structures of Sameer's learning situation?

What qualities or attitudes did Sameer bring to the student-teacher relationship?

What emotions do you think Sameer felt when studying with his guru?

What qualities or attitudes did Sameer's guru bring to the student-teacher relationship?

How would an Indian-style guru fit into your ideal student-teacher relationship?

What questions did you think of when you read about the traditional guru-student relationship?

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ACTIVITY 3 HOMEWORK: IMAGINING LEARNING STRUCTURES

SG10

Imagine that you have decided to learn to play a musical instrument. You need to invent a learning structure that will ultimately allow you the greatest possible freedom of expression once you reach mastery. Outline your invented structure, including

your relationship with your teacher:

your teacher's style of teaching:

your style and attitude as a student:

the time, place, and duration of contact with your teacher:

the time, place, and duration of your practicing and playing:



Musicians in New Delhi