



CARNEGIE HALL presents  
GLOBAL ENCOUNTERS  
**MUSIC OF INDIA**

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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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### **Contributing Writer / Editor**

Daniel Levy

### **Consulting Writer**

Samita Sinha

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The Weill Music Institute at Carnegie Hall  
881 Seventh Avenue  
New York, NY 10019  
212-903-9670  
212-903-0925  
weillmusicinstitute.org

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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 4: FREEDOM AND STRUCTURE PROJECTS

**AIM:** What are our ideas regarding freedom and structure in global studies, English, music, and visual arts?

**SUMMARY:** Students work individually, in small groups, or with the entire class to create a research project.

**MATERIALS:** Citi Global Encounters India CD, Project Support Materials

**TIME REQUIRED:** At least two class periods (possibly more depending on the depth of your class's project)

**NYC AND STATE STANDARDS:** Blueprint: Making Connections; NYS Social Studies: 2.3

We encourage teachers and students to create Freedom and Structure Projects using the knowledge and experience they have gained from studying Sameer Gupta and Indian classical music. Teachers will decide whether students will work on these projects individually, in small groups, or together as a class. Regardless of the size of the group(s) within the class, teachers will choose only one subject area—global studies, English, music, or visual arts, as outlined in the Project Example materials on the following pages—to be the content of their project.

Please use the Project Example materials on the following pages as a guide for your classroom work, but also feel free to let the projects take form according to your own interests and expertise.

### PROJECT PARAMETERS FOR FREEDOM AND STRUCTURE PROJECTS

All projects

- can be created by individual students, small groups, or the entire class
- should include creating an artifact or documentation that can be shared both in class and at the final concert
- should involve a minimum of two class periods of work
- can involve collaboration with arts specialists in your school

Original projects or project variations created by classroom teachers

- should include some of the ideas about freedom and structure that are at the center of our guiding question (see page 4)
- should include a connection with Indian classical music or culture



Mosque arches

The materials on the following pages present some project possibilities for the following subject areas:

- global studies (pages 27–28)
- English (pages 29–32)
- music (pages 33–34)
- visual arts (pages 35–36)



## PROJECT EXAMPLE: GLOBAL STUDIES

**AIM:** How might India's social structure affect the freedoms of the Indian people?

**SUMMARY:** Students study the iconography of the Indian flag and make personal connections with the social freedoms and structures the flag represents.

**TIME REQUIRED:** 135 minutes (3 class periods total)

### PART 1: A NEW AMERICAN FLAG (45 minutes)

- The new President and Congress of the United States have agreed that the United States needs a new flag. You have been commissioned to create it. Draw a combination of shapes, colors, objects, and animals that will represent the United States. Remember to honor all cultures and religions of the United States in your drawing, and be sensitive that you do not offend any of these cultures or religions.
- **Students compare** their flags.
- ["What are the meanings behind the colors and symbols on your flag?"](#)
- Argue for or against this statement: The United States is too culturally complex to design a flag that will honor all of its cultures and religions, and will not offend anyone.

### PART 2: EXPLORING THE INDIAN NATIONAL FLAG (45 minutes)

- **Students decode** the Indian flag using the Support Materials.
- **Students research** and explore Indian culture and social structures, with the intent of making a connection between the flag's symbolism and the freedoms and structures they discover.
- **Students connect** their own lives with what they have learned about social freedoms and structures in Indian culture.

### PART 3: DOCUMENTATION (45 minutes)

- **Students document**, edit, and share their work.



## SUPPORT MATERIALS FOR GLOBAL STUDIES PROJECT EXAMPLE

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### ABOUT THE INDIAN FLAG

India's national flag has three horizontal bands. The upper band is saffron orange, the lower band is green, and the middle band is white with a dark blue wheel, containing 24 spokes, in its center. Saffron symbolizes courage, sacrifice, and renunciation; white represents purity and truth; and green symbolizes faith and fertility. The wheel is the Ashoka Chakra, an ancient Buddhist symbol used by the Indian king Ashoka to represent a "wheel of law."



### ABOUT THE DHARMA CHAKRA

*Dharma* is a religious term referring to "a virtuous path"; *chakra* is a Sanskrit word meaning "wheel" or "disc." The eight spokes of the Dharma Chakra represent the "Noble Eightfold Path of Buddhism": right view, right aspiration, right speech, right action, right livelihood, right effort, right mindfulness, and right concentration. The spokes are said to have sharp edges to cut through ignorance. Also, in Buddhist iconography, the overall shape of the Dharma Chakra is circular, representing the perfection of the dharma teaching. The hub stands for discipline, which is the essential core of meditation practice; the rim, holding the spokes, refers to mindfulness, which holds everything together.