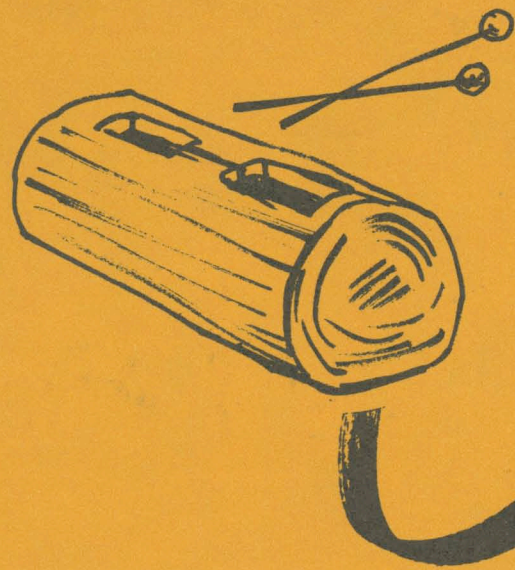


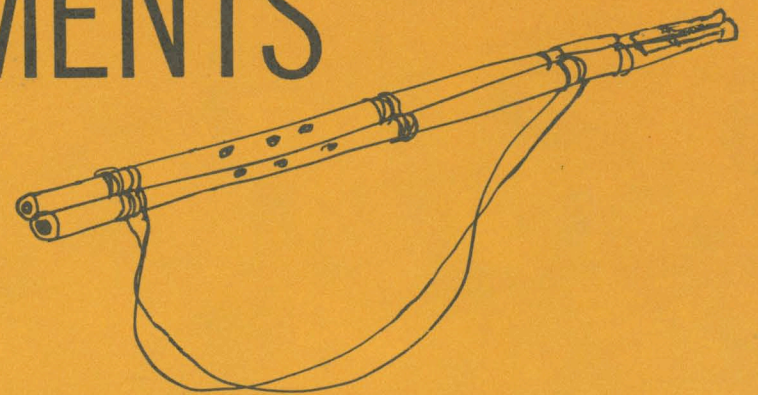
NORTH AFRICA-ISLAMIC INFLUENCE; SOUTH OF THE SAHARA

FOLKWAYS RECORDS FW 8460



# AFRICAN

## MUSICAL INSTRUMENTS



M  
1830  
A2577  
1970

with BILAL ABDURAHURAM acc. by Rahkiah Abdurahman, Ayyub Abdullah

MUSIC LP



NORTH AFRICA-ISLAMIC INFLUENCE;  
SOUTH OF THE SAHARA

# AFRICAN MUSICAL INSTRUMENTS

with BILAL ABDURAHURAM

acc. by Rahkiah Abdurahman,  
Ayyub Abdullah

## SIDE I

- Band 1. Zummarra-double reed oboe
- Band 2. Darabuka - hand drum
- Band 3. Tambourine dance
- Band 4. Clapping - varied rhythms
- Band 5. Greek holiday - Clarinet, darabuka,  
tambourine

## SOUTH OF THE SAHARA

- Band 6. Sounds of an African countryside
- Band 7. Ethiopian Masanka - one string viol
- Band 8. Mbutu, Mbira - sansa
- Band 9. Mbutu, Mbira - sansa, bells, drums
- Band 10. Shakery rhythms
- Band 11. Underarm talking drum
- Band 12. Talking drum with accompaniment
- Band 13. 3 types of drums a demonstration

## SIDE II

## SOUTH OF THE SAHARA

- Band 1. Dahomey Drum, Interludes
- Band 2. Zylophone and Drum
- Band 3. Zylophone melodic rhythms
- Band 4. Saxophone - Jazz motifs and moods

Cover design: Bilal Abdurahuram  
Photo: Moses Asch

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# AFRICAN MUSICAL INSTRUMENTS

## AN INTRODUCTION TO THEIR USE FOR CREATIVE CURRICULUMS



This album should serve a variety of classroom and other related school needs in introducing children or adults to African music. It is suggested that the teacher use



the material presented as a sort of "educational fun thing." This is to say rather than approach the music on a technical or highly academic level, the teacher should use this

with **BILAL ABDURAHMAN**

COVER DESIGN BY BILAL ABDURAHMAN  
PHOTOS BY MOSES ASCH

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material as a takeoff point to introduce the study of African music and instruments. Innovations should be a key word to challenge the mind of the creative teacher using this album. The aim is to introduce the student to African musical instruments in a meaningful, enjoyable manner and at the same time lead to new-unexplored uses of "old" familiar classroom instruments such as the tamborine, rhythm sticks, rattles and drums.

Mr. Abdurahman the creator of this album is teacher, musician--graphic artist. He has illustrated for such publishers as Harper Bros. Magazine, Scholastic Magazine, Folkway Records, worked in numerous art studios and created sound tracks for film. He and Mr. Abdullah, percussionist and accompanist on this album, in the past two years have demonstrated African instruments at Public Library Branches in New York and performed at the recent opening of the African Sculpture exhibit at the Brooklyn Museum. A frequent recording artist of both jazz and ethnic music he also performs at public schools and colleges welcoming new challenges in innovative curriculum research.

Having performed and played for such renown dance teachers as the great Katherine Dunham, Mr. Abdurahman has acquired a great admiration and insight into the worlds of creative, modern and related forms of the dance. These experiences and more he brings to the field of creative education and is currently a teacher coordinator of African Studies for the N.Y.C. Board of Education in Brooklyn, N.Y.

## SAMPLE FOLLOWUP LESSON

**Theme:** The music of Africa and how it influenced music of other lands.

**Focus:** African Musical instruments have been traced to such new world countries as Cuba, Haiti, Guatemala. How did they arrive there?

**Example:** The same type marimba found in the Congo today was taken centuries ago to Guatemala by Congolese Africans.

### **Objectives:**

To develop an interest and appreciation for African music and its contributions to world music.

To provide a vehicle for creative expression and musical enjoyment.

### **Materials needed:**

Map of Africa

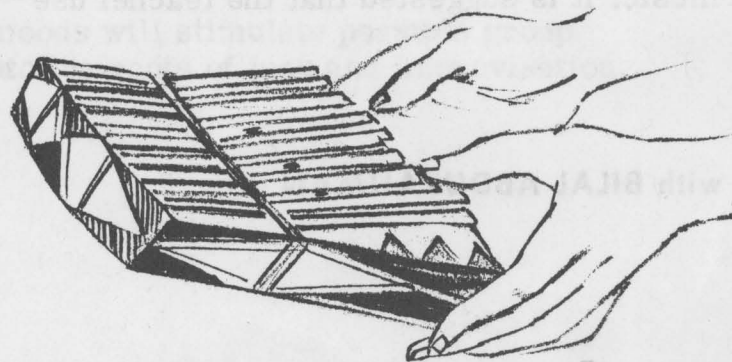
Drums, rattles and other available rhythm instruments--teacher can introduce clapping.

### **Teacher preparation:**

Listen to recording, read notes.

Choose section of recording to discuss.

## **MBUTU**





### Procedure:

Have students listen, explain and define the sound of each instrument.

Question: Do these instruments sound anything like those which they are familiar with? Discuss.

Assign students to outline related areas on map of African countries.

Have previously prepared student material read.

### Understandings:

African music is a highly developed, functional art form. Traditional ways of life require the use of an assorted array of unique musical instruments. These instruments are not "factory made" in the Western sense, but are made by master musicians and instrument makers from amongst the everyday masses.

Music is an international means of communication.

Bilal Abdurahman



### SUGGESTED ACTIVITIES

Ideas to explore

- (a) What are the basic differences between African and Western music. Do Africans use sheet music in their traditional forms of music? (research paper)
- (b) What instruments of African origin are now used around the world?
- (c) Are there many types and shapes of drums in Africa? Can you draw them?
- (d) Create word games with the names of African instruments.
- (e) Create an African type rhythm band to get into the "feel" of African music.
- (f) Use public library and museums for further reference.



## NORTH AFRICA-ISLAMIC INFLUENCE

### SIDE I

- Band 1 Zummarra- An ancient double reed oboe played in Egypt and other Arab countries.
- Band 2 Darabuka- North African hand drums played throughout the North African countries.
- Band 3 Tambourine Dance- Hand clapping accompaniment that is typical of Northern Africa.
- Band 4 Clapping emphasized- Varied rhythmic patterns, teacher note similarity to Flamenco style which North Africans brought to Spain.
- Band 5 Greek holiday- Clarinet dabuka, tambourine.

## SOUTH OF THE SAHARA

- Band 6 Sounds of the African countryside with shakery and whistle.
- Band 7 Ethiopian Masanka- One string viol plays an ancient ode.
- Band 8 Mbutu, Mbira-sansa
- Band 9 Mbutu, Mbira-sansa with bells and drums.
- Band 10 Shakery rhythms.
- Band 11 Underarm type talking drum- capable of playing a variety of melodic tones.
- Band 12 Talking drum- with accompaniment.
- Band 13 Demonstration of sounds from Cuban type drums which are of African derivation.

### SIDE II

- Band 1 Drum from Dahomey, West Africa
- Band 2 Xylophone and drum
- Band 3 Xylophone and drum and shakery- Melodic and rhythmic fantasy.
- Band 4 Saxophone- Jazz motifs and moods will stimulate possible group discussion as to an inquiry into the roots of jazz and improvisation.