

May It Please Your Highness: Music of the Asian Courts

A Smithsonian Folkways Learning Pathway for students in 3rd–5th Grade

Teacher's Guide

Lesson Hub 1:

It's Your Birthday! Introduction to the Asian Courts



Lesson Overview

Music has an exciting history in many cultures across the world. Some songs come from sadness, from love, from protest, from trying to connect with higher powers, from making work lighter ... and many musics have come to us from the royal courts of the past.

In 17th century Asia, these courts were the perfect place for creating music: Listening to live music was an important form of entertainment for the important leaders who lived in royal households. There was support for composers and musicians (money, time, food, and housing), and spaces for them to create, practice, and perform.

In this introductory lesson, upper elementary students are invited to take an exciting journey through space and time to celebrate their birthday in the royal courts of Asia! Attentive listening experiences will open their ears to the sounds of classical music from several different cultures. Creative activities, engaging imagery, and thoughtful discussion prompts will open their imaginations to the atmosphere of the royal courts where this music flourished long ago. Along the way, students will also make geography connections, discover new musical instruments (e.g., the *saron* from Java and *sitar* from India), and make their own personal connections with the music.

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Lesson Paths and Student Objectives*



1. [Your Birthday Trip to Asia](#) (20+ minutes)

- Students will identify Asia on a world map.
- Students will explain what a “court” is, and the roles courts (e.g., royal and imperial) serve/served in different world cultures.
- Students will identify several names for royalty around the world and places that have/had strong court traditions.



2. [Music in the Courts](#) (20+ minutes)

- Students will use musical terms to describe the sounds of several types of court music.
- Students will identify an important historical purpose of court music.
- Students will discuss what daily life might have been like for court musicians in Asia during the 17th century.



3. [Court Music Scavenger Hunt](#) (20+ minutes)

- Students will identify and describe the visual and sonic features of one Asian court instrument.
- Students will identify the country where an Asian court instrument originated on a map or globe.

*Note: The learning icons used above signify the type of learning used in each Path. Keep in mind that these Paths are not intended to be sequential; rather, teachers or students may choose which Paths they'd like to use from each Lesson Hub. The time estimate given for each path indicates "in class" time. The + indicates there are optional extension activities and/or a suggested homework assignment.

While all learning types ( History and Culture,  Music Listening,  Music Making and Creation, and  Creative Connections) fulfill 2014 National Music Standards, non-music teachers will be able to use  History and Culture and  Creative Connections Paths without specific musical knowledge.

Teaching Plan

1. Path One: Your Birthday Trip to Asia



To prepare:

- ☐ Read through the path.
- ☐ Preview **Path 1** of the **Lesson 1 Slideshow** (slides 4–13).

Open the “Launch Slideshow” link on the righthand menu of the Lesson 1 landing page. *(If you are able to use a different screen than the students, have them open the “Student Slideshow link, which will not show the notes.)*

- Optional: [Print birthday activity chart](#)
- Optional: [Print blank continent maps](#)

Slide 4: Path 1 Introduction

Slide 5: What do you like most about birthdays?

- **Encourage children to share their favorites.**
 - Consider using the chart like the one shown below: Children can add their names under favorite items, add check marks, etc. They can also add other items they love about birthdays. Find a [printable version of this chart](#) at the end of this teacher’s guide.

				
FOOD	MUSIC	PARTY	GIFTS	FRIENDS & FAMILY

Slide 6: A Musical Journey Back in Time

- **Ask students, if you are the tour guide, what information will you need to know?**
 - **Read the questions already listed on the slide and ask children for more ideas.**

- Optional: Write student responses on a chart or on the board.

Slide 7: Choose an aircraft for your birthday trip.

- **Tell students that if they want to travel to Asia - they'll probably need to take a plane.**
 - o **Have students make their choice of aircraft they would choose for a trip to Asia** (between the two pictured on the slide) and share why. (The Mustang pictured can fly about 1,200km. A commercial long-haul airplane can travel 15,000km.)
 - o Optional geography and science connections: Using a globe, find where you are located and have children pinpoint how far the aircraft on the left may travel, compared to the aircraft on the right. Students may want to tape strings to the globe showing how far they think the older plane will travel.
 - o Optional movement activity: Play the embedded audio track (the sound of an airplane). If students need to stretch their legs - they can "fly" around the room (the track lasts for 35 seconds) and then "land" and settle in for the rest of the Path.
 - About the track: This is the sound of propeller Convair aircraft taking off (possibly the Convair 240 ... 2 engines and 40 passengers), likely recorded in late 1940s. These planes, manufactured from 1947 to 1954, were used mostly for commercial regional (shorter) flights.
 - Fun fact: In 1960, John F. Kennedy famously named his Convair 240 Caroline (after his daughter) during his presidential campaign. This aircraft is now preserved in the Smithsonian National Air and Space Museum:
https://airandspace.si.edu/collection-objects/convair-240-caroline/nasm_A19680236000.

Slide 8: Where is the Asian continent?

- **Prompt students to locate Asia on the world map** shown on the slide and **identify the continent they live on.**
 - o Optional geography activity: Hand out [blank continent maps](#), found in the worksheets section below. Using the map on slide 8 as a guide, have students color the Asian continent.

Slide 9: Found it!

- **Guide students into the next activity through questions:**
 - o *Is Asia a city, state, country, or continent?*
 - o *How many continents are there?*

- Optional music activity: Count and name the continents while learning and singing the embedded "Seven Continents" song - recorded by the First Lady of Children's Music - Ella Jenkins.
- *Where will the airplane have to fly to get us to Asia?*
 - Optional extension activity: If you have a globe in your classroom, locate Asia on the globe and trace the path the airplane will probably fly to get there.
- If you choose to do the map activity: Students can color your current continent (they can choose their own color). In a different color, have children draw a line from where you are now to the Asian continent.

Slide 10: We have many royal courts to explore in Asia!

- Using the map on the slide, **have students count the countries that are labelled**. Encourage them to identify other countries they see that are part of Asia.
 - Note: In this Music Pathway, there is a Lesson Hub dedicated to court music from each of the countries shown on this slide. All these places in Asia had strong court traditions, where music flourished - especially in the 17th century (over 300 years ago)!

Slide 11: Families in Royal Courts

- **Share information with students**: Put simply, the term “royal court” has historically been used to describe the household where royalty resides (which can include an important leader/monarch, their family members, and people who visit them or attend to them regularly.)
 - As you will see in this Music Pathway, many countries in Asia had strong royal court traditions, especially during the 17th century.
 - Additional context: You might have noticed that for the title of this Pathway we use the term "court" instead of "royal court". This is because language used to describe a court can change based on how it is structured and governed. For example, the household of a King or Queen is called a "royal court" whereas the household of an Emperor or Empress is usually called an "imperial court". Emperors and Empresses often rule over empires ... which can contain multiple kingdoms. Additionally, some courts are not presided over by one ruler/monarch/head of state.
- **Have students observe details in each photo** shown on the slide (families in royal courts):
 - Clothing and accessories?
 - Possible occasions?

Slide 12: Court Titles and Places

- **Tell students that important people in courts often have royal titles and bring attention to the three royalty titles shown on this slide (Empress, Sultan, King.)**
 - o Ask students if they know of a country where each royal title is used (e.g., Japan has an Empress, Malaysia has a Sultan, England has a King.)
 - o Ask students if they think of any other titles for royalty or other places that have royal courts.
- Optional extension activity: Click to the drop-down slide (12.2)
 - o Click the linked locations on the map to learn more about people who currently hold these titles in different places around the world (as of 2025).
 - o Have students share which royal title and location they would choose. *Why?*

Slide 13: Design Your Own Court

- This activity could be facilitated in several ways (depending on how much time you have). **Consider some of these ideas:**
 - o Students can draw a picture of what they think a royal court might look like (and who might live there.)
 - o Students can provide answers to these questions and teachers can make a list on the board:
 - *What do you think a royal court might look like?*
 - *Who might live there? What other names might the building be called?*
 - o Students can come up and draw pictures on the board (or work in a group to draw a picture on a large piece of paper.)
 - o Make a class “word/idea” web based on student ideas.
 - o Use Lego or blocks to create structures that could be part of the court setting.
 - o If you are short on time, simply have a quick discussion about these questions.
 - o While students are working, play the music provided on the drop-down slide (13.2).

Slide 14: Learning Checkpoint

- *Where is Asia on a world map? (See map on slide 8.)*
- *What is a royal court? (Royal court is a term that has historically been used to describe a **royal household—which includes an important leader/monarch, their family members, and people who visit them or attend to them regularly.** As you will see in this Music Pathway, many countries in Asia had strong royal court traditions, especially during the 17th century.)*

- *What are some names for royalty around the world?* (Some royal titles mentioned in this Path were: **Empress, Sultan, and King.**)

Slide 15: Lesson Navigation

2. Path Two: Music of the Courts



To prepare:

- Read through the Path.
- Preview **Path 2** of the **Lesson 1 Slideshow** (slides 16–27).
Open the “Launch Slideshow” link on the righthand menu of the Lesson 1 landing page. *(If you are able to use a different screen than the students, have them open the “Student Slideshow link, which will not show the notes.)*

Slide 16: Path 2 Introduction

- Especially if you did not do Path 1, **share a quick recap with students:** “Court” or “royal court” are terms that have historically been used to describe a household where royalty resides—which can include an important leader/monarch, their family members, and people who visit them or attend to them regularly. These people often have titles of royalty (e.g., king, princess, empress, sultan, etc.) Many countries in Asia have had strong court traditions, especially during the 17th century (over 300 years ago).
- In this Path, we will step back in time and learn more about music that originated in several Asian courts (court music) and the musicians who played it.

Slide 17: Music in Our Lives

- **Have students respond to the first question on the slide:** *What music do you like to listen to?* (Some students may not yet have a sense of what they personally like.)
 - Optional: Write the answers on a chart.
- **Ask the second question:** *What music does your family listen to?* (You could write answers on the same chart.)
 - Include questions like: *Does your family dance to the music? Is it used in celebrations? Is it live music? What instruments are used?*
 - If time allows, you can listen to some examples of the music your students described.

Slide 18: A World Without Electronics

- Cross-discipline prompt: The question on this slide encourages students to think about and come to the conclusion that **music could occur only in real time if there was no electricity.**
 - Hint: In grades 3 and 4, have students work in small groups or pairs to come up with ideas of how they could listen to music without electricity.

Slide 19: Describe how your own court music would sound.

- **Tell students that in places that had/have court traditions, musicians were/are hired to play music that the people in the royal household liked/like. Music was an important form of entertainment!**
- Review each musical concept on the slide (**melody, rhythm, beat, tempo**), having students imitate what each concept sounds like.
- Working alone, in pairs, or in groups (no bigger than 4), **students can map out how they would want their court music to sound**, using the four conceptual terms outlined on the slide: Melody, rhythm, beat, tempo.
 - For example, students may come up with the following: My court music would be fast, with a high melody, an even rhythm, and a steady beat.
 - Students can verbalize what they'd like, or it can be written on a chart.

Slide 20: What did some court music sound like?

- Play an excerpt from each embedded track on this slide. Ask specific questions for listening (choose one at a time for young listeners; **answers will vary from one listening example to the next**): *What type of instruments do you hear? Is there a steady beat? How would you describe the tempo? Let's listen for high notes and low notes/upward and downward. Does the rhythm stay steady, or does it change?*
 - Hint: Explain that the first example may sound like something the students have heard before. The composer is from France.
- Optional extension: Prompt students to think about the online resources they usually use to find music to listen to (YouTube, Spotify, etc.)
 - Remind them that these resources can also be used to find unfamiliar music (like music that might have been played in the Asian courts.)
 - Demonstrate this idea by navigating to Spotify and typing in words like *gamelan*, *jeong-ak*, *maqam*, or *raga*.
 - If you have additional time, listen to short clips of the tracks that appear in the search and have students listen for a specific musical concept in each.

Slide 21: Music Composers and Royal Families

- **Tell students that in the 17th century, many royal courts had large numbers of musicians because music was an important form of entertainment in the courts!**
 - Composers and musicians wanted to be the favorite of the ruling family because they wanted to be given the best performance opportunities.
 - Ask students what they would expect if they were the boss of the musicians.
 - Ask students: *Do you think the expectations are the same now as they were long ago?*

- **Share information about three composers who have written music for royal courts** (provided on the slide).
 - o Optional listening activity: Click the images on the slide to listen to an example of court music by each composer (Joseph Haydn, Leyla Saz, and Debbie Wiseman.)

Slide 22: We have a challenge!

- **Pose this scenario for students to consider:** We are in charge of music at a royal court.
 - o *What will we need to think about?*
 - o *How will you organize your court to make sure there is always music to listen to?*
 - **Steer students towards the concept of having musicians living and working at the court.**

Slide 23: Organizing Musicians and Composers

- **Have students look at the images on the slide** as they reflect on this question: *How do musicians and composers become good at what they do?*
 - o **The main point of this slide is to prompt students to think about practice: musicians and composers must spend time practicing.**
 - Students can share what they know about practice. It could be sports, cooking, dance, games, etc.

Slide 24: Creative Activity: Practice and Performance Space

- **Give instructions for the activity:**
 - o Tell students that they have four tasks to complete as organizers of music at a court (Slides 24–26).
 - Students can be divided into groups for each task, work as a class, or individually.
 - 1. Practice space: *Where will your artists practice?*
 - 2. Performance space: *Where will your artists perform? What would you prefer if you were performing?*
 - 3. Housing: Covered on slide 25
 - 4. Payment: Covered on slide 26

Slide 25: Creative Activity Continued: A Place to Call Home

- **Ask students what sort of home they would provide for musicians at their court.**
 - o Students may choose to draw and color their ideas or list them on a chart.
 - o There are also free websites students can use to draw their ideas. An example can be found [HERE](#) (they will need to create a free account).

- o Students can also access the following sites to choose pre-constructed examples and present their ideas:
 - <https://planner5d.com/editor?key=wizard&mode=wizard>
 - <https://designcrew-roomplanner-pbkids.outwardinc.com/ensemble>

Slide 26: Creative Activity Continued: Money for Performers

- **Remind students that being a court musician is a job.** Ask students what other jobs they know of, and if the people who do them get paid.
- Discuss what people must pay for to live (food, home, transportation, etc.)
 - o Note: Most children aged 7-9 are beginning to understand the concept of money. They may still see the bank (or the plastic card) as an unlimited resource.
- **Help students decide what they will pay the court musicians** (remind them the musicians may already be getting food and a place to live at the court):
 - o Decide what the musicians may want to use their money for. (Include the possible cost of buying an instrument.)
 - o Decide how much these may have cost a long time ago. (There is no correct or incorrect answer.)
 - o Agree on what the students feel is a fair amount to pay the musicians.
 - With grade 4 students, have them decide how much a musician today should be paid. Encourage them to think about skill level, type of concert, number of people in the audience, cost of a house, food, instruments, transportation, etc.

Slide 27: Learning Checkpoint

- How did royal families make sure they could listen to music any time they wanted to during the 17th century? (There was no electricity, so **they needed to hire court musicians to play live music**. In the 17th century, many courts had large numbers of musicians. Music was an important form of entertainment.)
- What did some of the music sound like? (**Review slide 20 for examples.**)
- What are three things you would need to think about if you had musicians living at your court? (Ideas discussed in this Path: **Where they would practice, performance spaces, where they would live, and how much they would be paid.**)

Slide 28: Lesson Navigation

3. Path Three: Court Music Scavenger Hunt!



To prepare:

- ☐ Read through the **Path**.
- ☐ Preview Path 3 of the **Lesson 1 Slideshow** (scavenger hunt, slides 29–46).
Open the “Launch Slideshow” link on the righthand menu of the Lesson 1 landing page. *(If you are able to use a different screen than the students, have them open the “Student Slideshow link, which will not show the notes.)*
- ☐ Print [student scavenger hunt worksheets](#) and have them ready for students.
- ☐ Print and post the [four Scavenger Hunt Clue Cards](#) in four stations around the classroom. (Students will travel in groups or alone to each station and find answers to each of the eight questions.)
- ☐ Optional: Have a globe available.

Slide 29: Path 3 Introduction

- Especially if you did not do Paths 1 or 2, **share a quick recap with students:**
 - o “Court” or “royal court” are terms that have historically been used to describe a household where royalty resides—which can include an important leader/monarch, their family members, and people who visit them or attend to them regularly. These people often have titles of royalty (e.g., king, princess, empress, sultan, etc.) Many countries in Asia have had strong court traditions, especially during the 17th century (over 300 years ago).
 - o Music was an important form of entertainment in 17th century courts. Since there was no electricity, royal families hired musicians to play live music. They often lived and worked in the court.
- In this Path, students will deepen their understanding of the role music played in 17th century Asian courts by completing a scavenger hunt activity.

Slide 30: Explore the world of court music!

- **Introduce the scavenger hunt activity:** Explain to students that they are embarking on a scavenger hunt.
 - o They will be given [scavenger hunt worksheets](#) that they are to complete in pairs or groups of three, or individually if some prefer.
 - o Students will circulate around the room to four stations; each station has a poster that provides answers to the two questions on their scavenger hunt sheet.
 - o When students complete all the questions, have them gather as a group to go through answers on slides 31–42. (During this part of the activity they will have an opportunity to listen to each example of court music.)

Slides 31 – 44: Scavenger Hunt Questions and Answers

- As a class, navigate through this series of slides after they complete the scavenger hunt. **Provide the correct answers, make relevant geography connections** (you could also use a globe), and **listen to excerpts from the embedded audio examples**. Focus points could be:
 - o *Does the sound remind you of an instrument you know? Which instrument?*
 - o *How would you describe the tempo of this music? (fast, medium, slow)*
 - o *Describe the sounds of the instrument(s) you hear.*
 - o *Describe what kind of mood the music creates.*
- Note: Further exploration into each type of Asian court music featured in the scavenger hunt activity can be found in the following lessons:
 - o Lesson 7: Court Music of Java, Indonesia
 - o Lesson 3: Jeong-Ak: Music of the Korean Court
 - o Lesson 8: Courts of India
 - o Lesson 11: Music at the Turkish Court

Slide 45: Learning Checkpoint

- Name or describe one instrument you learned about in the scavenger hunt and the continent where it is located. (**Asia: Java, India, Turkey, or Korea.**)
- Locate this country on a map or globe.
- Name a court music instrument associated with this country (**Answers will vary: some possibilities include saron or gong [Java]; deagung, gayageum, or changgo/janggu [Korea]; sitar or tabla [India]; oud [Turkey].**)

Slide 46: Lesson Navigation

Integrated Standards Connections

2014 National Core Music Standards:

MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

- Can I identify a historical purpose of music in royal courts?
- Can I discuss what daily life might have been like for court musicians in Asia during the 17th century?
- Can I describe what my own ideal court music would sound like?

MU:Re7.1.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural.)

- Can I use musical terms (e.g., melody, rhythm, and beat) to describe the structure of several different types of court music and how music elements are used?
- Can I describe the visual and sonic features of one Asian court instrument and identify the country where it originated?

MU:Re8.1.4a a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

- Can I identify differences in tempo between several different types of court music and explain how changes in tempo help to reflect expressive intent / mood?
- Can I identify instrumental timbres in several different types of court music and explain how it affects expressive intent / mood?

MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Can I explain what court music is, where it has historically been performed, and for what purposes?
- Can I describe the visual features of one Asian court instrument?
- Can I discuss what daily life might have been like for court musicians in Asia during the 17th century?
- Can I identify three things I would need to do if I had musicians living in my court?
- Can I explain why music from ancient courts is so important in the history of music?
- Can I demonstrate my understanding of geography in relation to the music from this lesson (where is Asia, what are the seven continents)?

2014 National Core Visual Arts Standards:

VA:Cr2.1.4a Explore and invent art-making techniques and approaches.

- Can I draw a picture or create a model of what I think a royal court might look like and who might live there?
- Can I draw or choose another way to design the sort of home I would provide for musicians if I oversaw a royal court?

VA:Cn11.1.4a Through observation, infer information about time, place, and culture in which a work of art was created.

- Can I describe the visual characteristics of artwork, musical instruments, clothing, and accessories that relate to the courts and court music in several Asian cultures, past and present?

College, Career, and Civic Life (C3) Framework and Standards for Social Studies:

D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and service.

- Can I explain why court musicians might have been considered human capital in the 17th century and what type of service they provided?
- Can I explain why court musicians needed to practice so much?

D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.

- Can I explain why people would have wanted to be employed as a musician in a 17th century Asian court?

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

- Can I locate Asia on a world map and/or globe?
- Can I identify individual countries on a map of Asia?
- Can I use a map or globe to describe the relationship between the place where I live and the Asian continent?

D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

- Can I identify the location (country) where one Asian court instrument originated on a map or globe?

D2.His.2.3-5. Compare life in specific historical time periods to life today.

- Can I explain how people listened to music in the 17th century compared to how we listen to music today?

Common Core State Standards (ELA):

CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- Can I effectively and respectfully contribute to a class discussion about topics such as: what life might have been like for a 17th century court musician, musical characteristics of different types of Asian court music, and my own personal musical experiences and preferences?

Additional Reading and Resources

- Brunet, Jacques. 1976. *Indonesia: Music from West Java*, liner notes. Paris, France: AUVIDIS / IICMSD / UNESCO, UNES08041. <https://folkways-media.si.edu/docs/folkways/artwork/UNES08041.pdf>.
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- Sonneborn, Daniel Atesh. 2006. *When the Soul is Settled: Music of Iraq*, by Rahim Alhaj, liner notes. Washington, DC: Smithsonian Folkways Recordings, SFW40533. <https://folkways-media.si.edu/docs/folkways/artwork/SFW40533.pdf>.
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Worksheets



FOOD

MUSIC

PARTY

GIFTS

FRIENDS & FAMILY

FOLKWAYS

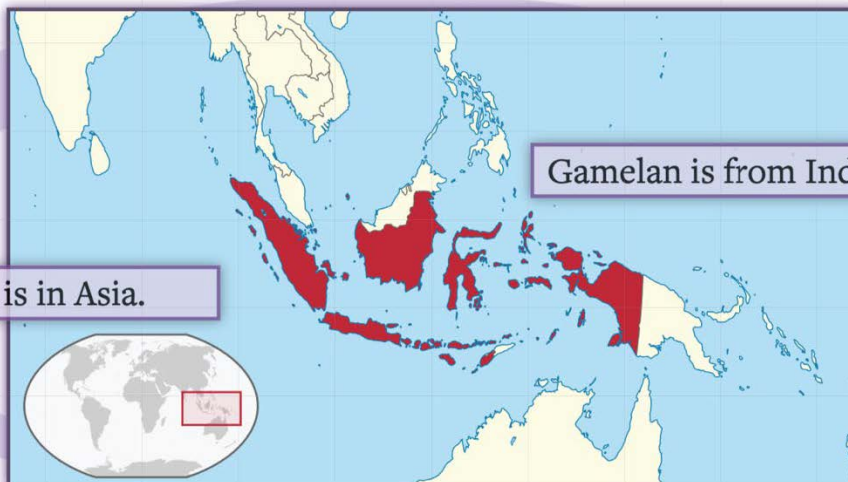


FOLKWAYS

Scavenger Hunt Worksheet

- 1) What country is gamelan from? _____
- 2) Name an instrument that plays in the gamelan: _____
- 3) What country is Jeong ak from? _____
- 4) Name one instrument that plays Jeong ak. _____
- 5) Which country are ragas from? _____
- 6) What is one instrument that plays ragas? _____
- 7) What region of the world are maqam scales from? _____
- 8) What is one instrument that plays maqam scales? _____

SCAVENGER HUNT CLUESHEET 1

Gamelan is from...

Indonesia in its Region, TUBBS, Wikimedia Commons.

Two instruments of the gamelan

This instrument is called a *saron*.
It is like a xylophone.



Gamelan Jawa Saron Demung Anyar, Culturehistory.

This is called a *gong*.



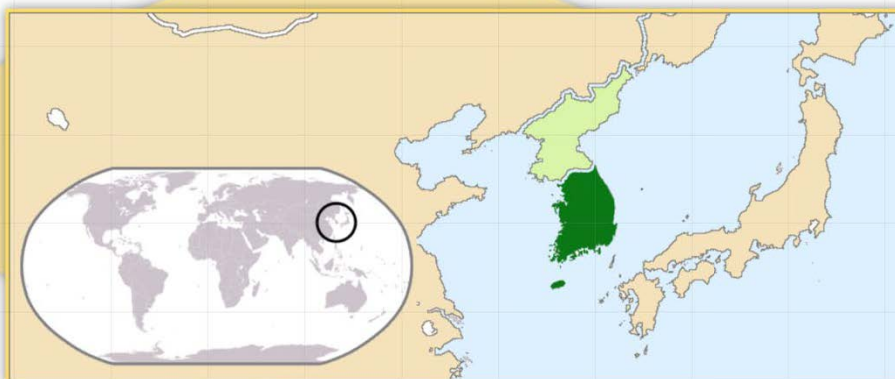
Gong, Jennifer Walden, personal collection.

SCAVENGER HUNT CLUESHEET 2

Jeong-ak is from...

Jeong-ak is from Korea.

Korea is in Asia.



South Korea Locator Map, Ksiom, Wikimedia Commons.

Instruments that play Jeong-ak



Daegeum Player, by Badagnani, CC BY-SA 3.0, via Wikimedia Commons.

The *daegung* is a type of flute.

Click to play



"Su-Je Chon," by the Imperial Orchestra



Joyce Kwon Playing Gayageum, by Gianina Ferreyra. Personal Collection.

The *gayageum* has many strings.

Learning How to Play the Traditional Korean Janngu, by Korea.net / Korean Culture and Information Service, CC BY-SA 2.0, via Wikimedia Commons.

The *changgo* (or *janggu*) is a double-headed drum.

SCAVENGER HUNT CLUESHEET 3

Ragas are from...

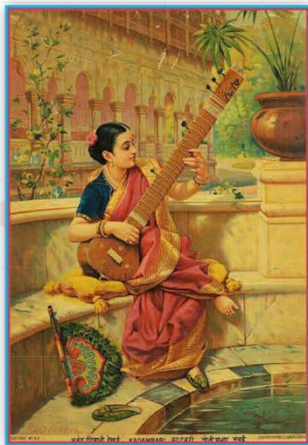
India Map, Planemad, Wikimedia Commons

Ragas are from India.

Location India, Deepak Gupta, Wikimedia Commons

India is in Asia.**One instrument that plays ragas is...**

...the sitar.



Kadambari playing sitar, Raja Ravi Varma, Wikimedia Commons.



Sitar, Universidad Nacional de La Plata

SCAVENGER HUNT CLUESHEET 4

Maqam scales are from...

Maqam scales
are from The
Middle East or
Southwestern
Asia.



Middle East Locator Map, Keepscases, Wikimedia Commons.

An instrument that plays maqam scales is...

...the Oud (which
rhymes with food!)

*Does the Oud
have strings?*



Oud, Jo Dusepo, Wikimedia Commons.

*Does it look like an
instrument you know?*

The word, "lute," comes
from the Arabic word,
"al oud."



The Lute Player, Caravaggio, Wikimedia Commons.