

Music of the Asian Courts:

A Smithsonian Folkways Music Pathway for students in grades 3–5.



Teacher's Guide

Lesson Hub 3:

Jeong-ak – Music of the Korean Court

Lesson Overview

This lesson will open students' ears to *Jeong-ak*, music of the royal court in Korea during the Joseon Dynasty, which lasted for over 500 years, from 1392 to 1910. Many generations of a single royal family—the Yi family—(pronounced “ee” as in bee) ruled the land for all that time. In fact, Korea was a remarkably stable political state. There were only three dynasties from the first unification of the country until 1910. Two factors were largely responsible for this stability: Korea's geographical advantage as a peninsular nation, and the Confucian system of beliefs in Korea, which guided both personal behavior and how people treated each other.

The Confucian tradition, which first developed in China, places great value on manners and personal interactions. For example, people bowed in accordance with their social standing; direct eye contact was considered disrespectful; most Korean people remove their shoes indoors. See [below](#) for more information on Confucianism.

There are multiple types of jeong-ak (court music), including *daechwita*, *sujecheon*, *jangchun bullo jigok*, and *jongmyo jerye-ak*; each is performed in different settings. Three distinct instruments used in jeong-ak include the *pyeon-gyeong*, *eo*, and *chuk*, which are a part of the jongmyo jerye-ak ritual that honors the former kings. Jongmyo jerye-ak also features a dance known as *ilmu*.

Students will learn about Korean history, traditional Korean manners and Confucianism. They will learn about Jongmyo jerye-ak, identify specific instruments, and even have a chance to learn and perform the *ilmu* dance!

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In This Guide

Lesson Overview.....	1
Lesson Paths and Student Objectives	2
Teaching Plan	3
Integrated Standards Connections.....	14
Further Information for Teachers.....	17
Additional Reading and Resources	18

Lesson Paths and Student Objectives*



1. 17th Century Korea (15–20 minutes)

- Students will identify where Korea and Seoul are on a map and understand the basics of geomancy.
- Students will explain the basics of Korean Confucianism through learning Korean mannerisms.



2. Jeong-ak Instruments (25–30 minutes)

- Students will aurally identify four different types of Korean court music.
- Students will aurally identify the *pyeon-gyeong*, *eo*, and *chuk*.
- Students will explain the purpose of the Jongmyo Jerye ritual.



3. The Ilmu Dance (15–20 minutes)

- Students will perform the *ilmu* dance and then create their own dance choreography to accompany jongmyo jerye-ak music.

*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.

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.

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Teaching Plan

Introduction (slides 1–5): **Start with the following introduction before you choose the Part you will focus on**

Slide 2: We're on our birthday trip to Asia!

This slideshow is one of many in the Music of Asian Courts Pathway. If you are presenting this to students after doing the introductory Lesson (Lesson 1), you can extend its birthday theme to this slideshow. Tell the students that they have just landed in Korea for their birthdays and are being greeted there with Jeong-Ak music!

Slide 3: Next stop, Korea!

Slide 4: Lesson Introduction and questions for consideration

Slide 5: Path Menu Slide: Choose the Path you'd like to teach.

1. Path One: 17th Century Korea



To Prepare:

- Read through the Path.
- Preview Path 1 of the **Lesson 3 Slideshow** (slides 6–13).
Open the “Launch Slideshow” link on the righthand menu of the Lesson 3 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.)*

Path One starts on Slide 6

Slide 7: Let's find Korea on a map

- Point out Korea on the map.
- “North and South Korea were one country during the Joseon Dynasty (which began over 600 years ago).”

Slide 8: Gyeongbok Palace

- Present the Gyeongbok Palace and play pronunciation audio. Practice pronouncing the name with the students.
- Bring attention to the photo of the palace grounds.
 - *Ask students what they notice. Post their answers.*
- “The gate, called Gwanhwamun, is huge!”
 - Ask students: *If this were 600 years ago, do you think the guard would let us in? Tell students that **royalty, staff (servants), and government officials on official business, as well as envoys to the court, were the only people allowed inside many years ago.***
 - Ask students: *A palace is the house and workplace of the king and his employees. Can you just walk into someone's house? What about someone's office? What sort of things would be good to have?*
 - **Guide them to the following answers:**
 - **An invitation**
 - Maybe a **gift** to thank the host (*do your parents' friends bring some food, drink, or flowers when they come for a dinner party?*)
 - You should probably **wear your best clothes**, too.

Slide 9: The Palace in Seoul

- “The Gyeongbok Palace is in Seoul!”
- Show map of the city of Seoul and play audio with pronunciation. Highlight the fact that Seoul is a two-syllable word and sounds like “so-ul.”
- Explain that Koreans believe in **geomancy** (Chinese call this *feng shui*, Koreans call it *pungsu jiri seol*), which places great importance on the arrangement of buildings

and other sites. Geomancy dictates that important locations are **south-facing**, with a river to the south, a high mountain to the north, and two smaller mountains on the east and west. This theoretically brought good energy to the location.

- Ask students: *Is your house near a river or mountains? If you were to build a palace in your town, where would you put it? What would the advantages be to placing your palace between mountains and a river?* **Students may consider defensibility – how mountains and river would dictate the movement of people approaching the capital.**
- Additional information (optional): Seoul was founded at the start of the Joseon Dynasty (1392), and the court moved there a few years later in 1398. Each of Korea's dynasties had a different capital city.

Slide 10: The Joseon Dynasty

- Present the Joseon Dynasty and explain that they ruled Korea for over 500 years. Highlight the fact that the guiding philosophy was called Confucianism.
- Confucianism instructed rulers (like kings, emperors, and—in the modern world—presidents and prime ministers) how to be good leaders, and it instructed the people to keep a hierarchical and orderly society.
 - For more on Confucianism, click [here](#).
- Play the listening example: “Ah-Ahk,” performed by the Korean National Music Academy.
 - Explain: This music is a genre known as aak, which means “right” or “neat” music. It was imported from China. Musicians still write music in this style. This music was inspired by Confucian philosophy.

Slide 11: Manners were very important!

- Explain that **manners were very important in Confucianism**.
 - *What do you understand by ‘manners’?*
- Explain that **manners refer to the right way to act towards others. Manners change from one society to another.**
 - *Do you keep your shoes on inside your house, or take them off?*
 - *Do you take your hat off, inside? Did you ever see how in some religions you need a hat, but in others it is rude to wear a hat inside a place of worship? Do you use special words to talk to your teacher or grandmother that you might not use to your friend?*
 - *For example, do you say, “May I be excused?” instead of just standing up?*
- Ask students:
 - *What are some manners in your house?*
 - *What about manners in your school?*
 - *How do you show manners to your teacher, parents, and friends?*
 - “These are all examples of good manners in some societies.”

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- Explain: “If you were going to meet the king in his summer palace (pictured here), you had to have the best manners ever! You also had to be prepared to speak very formally, and to have an exemplary bow.”

Slide 12: Manners toward the king

- Bowing was one important sign of respect.
- Have students try the customary bow described on the slide.
- Then explain: “While bowing to the king was 90 degrees, to others, depending on their status and yours, bows can be 45 degrees, or 30 degrees or even 15 degrees.”
- Other Manners
 - People also would not turn their back on the king. They would keep their face toward him and back away.
 - No one would have eye contact with the king, for more than a couple of seconds’ glance. Eye contact is considered confrontational in Korean culture.
 - People would not speak to the king until they were given permission to speak.
 - Koreans do not wear shoes inside a house, and of course that included the living quarters of the royal family members.
 - However, some palace buildings did permit shoes depending on the type of building.
- This [video](#) (also linked in the slideshow), made by a former student of the author, shows some deep bows.

Slide 13: Learning Checkpoint

- Find Korea on a labelled map of Asia (**go down to slide 13.2 for a map**)
- What are two important things about the placement of a special building? (**South-facing, river to the South, high mountain to the North, two smaller mountains on the East and West**)
- Demonstrate a traditional Korean bow (**review slide 10 if necessary**)

Slide 14: Navigation Slide

2. Path Two: Jeong-ak Instruments



To Prepare:

- Read through the Path.
- Preview Path 2 of the **Lesson 3 Slideshow** (slides 15–23).
Open the “Launch Slideshow” link on the righthand menu of the Lesson 3 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:** Consider making simple replicas of the *chuk* and the *eo* (slides 20–21) for students to play during the videos on slide 22 (or in Path 3 for the ilmu dance).

Commented [LC1]: @Mellizo, Jen Do you have a suggestion for something teachers might have on hand that could replicate these?

Path Two starts on slide 15

Slide 16: The Joseon Dynasty

- (If you did Path One, you can skip this slide—or use it to review)
- Present the Joseon Dynasty and explain that they ruled Korea for over 500 years.

Slide 17: Time for music!

- Explain to students that during the Joseon Dynasty, which started over 600 years ago, the Korean royal courts had their own special music called *Jeong-ak*, which means “proper music,” or “elegant music.” It was different from the music of the common people.
- Play the pronunciation audio on the slide. Practice pronouncing with the students.
- Ask students:
 - *What do you think ‘proper music’ means? Write down responses.*
 - *Do you think that the individuals shown in the picture listened to jeong-ak music? (Yes, they are royalty).*
- Explain: “Jeong-ak includes both instrumental and vocal music. We will be focusing on **instruments.**”
- **OPTIONAL additional information:**
 - Jeong-ak was used for multiple contexts, everything from entertaining visitors to rites to bring the rain. We will explore this component more later.
 - All music was played only by men. At some times, women could dance while blind musicians, or sighted musicians hidden behind a screen, played for the women of the court. Less often, women danced for the men of the court as well, and the musicians could see them. Women could also be vocalists. Women, however, did not play music for the court.
- **OPTIONAL:** If the teacher chooses to add on to the idea of ‘proper music’ or ‘elegant music,’ parallels can be found in Lessons [2 \(Gagaku in Japan\)](#), [4 \(Yayue in](#)

[China](#)), and [5 \(nhã nhạc in Vietnam\)](#). (The navigation slide at the end of this Path will contain links directly to those Lessons).

The next 5 slides each focus on 4 kinds of jeong-ak. Teachers/students can choose to review as many as desired.

Slide 18.1: Joseon Dynasty Court Music: 4 kinds to choose from!

“There were 4 types of jeong-ak in the Korean court.”

- Encourage students to decide which type(s) they want to explore.
- Depending on the amount of time you have, you may choose only one, or you may review all of them.
- The rest of the Path will focus on *Jongmyo Jerye-ak*, so you may want to at least review that slide.

Slide 18.2: Daechwita

- Listen to the pronunciation file and repeat with students.
- Explain that *daechwita* means “loudly blowing and hitting.”
- Play the listening example of daechwita, played by the Chui-Ta Ensemble.
 - Explain: **This court music was played when soldiers were marching, or the king was going on an outing.**
 - Ask students:
 - *Does this music sound grand and important?*
 - *Why do you think the music has that name Daechwita?* (meaning “loudly blowing and hitting”)
 - *What instruments do you hear?* (**Students may not know exact terms, but might get close: drums, gongs, trumpets, and even conch shells!**)
- Optional: Play the [video example](#) of Daechwita
If you want to make a connection to contemporary Korean music, Agust D (aka Suga, member of K-Pop band BTS) has a song called “Daechwita.” The link to his YouTube video might make students excited to hear traditional instruments and see traditional dress referenced by this pop star. However, be very careful **NOT TO GO TOO FAR PAST THE 1:00 MARK**, as it becomes inappropriate for young students after that. (*Daechwita music is only featured until the 0:22 timestamp. After that, other non-daechwita instruments are introduced.*)

Slide 18.3: Sujcheon

- Listen to the pronunciation file and repeat with students.
- Play the listening example of sujecheon, performed by the Imperial Orchestra.
- Ask students:

- *Can you imagine on what occasions you might hear this music? **This music would have been played at fancy banquets or indoor celebrations.***
- *How does this music make you feel?*
- *Do you hear a steady beat? **(No. The drumbeat is not regular)***
- *Is the second pitch higher or lower than the first? **(higher)***

Slide 18.4: Jangchun bullo jigok

- Listen to the pronunciation file and repeat with students.
- Play the listening example of jangchun bullo jigok.
- Tell students that this sample is a Korean genre that originated in China around 1,400 to 1,200 years ago. It originally accompanied dances in the Chinese royal courts. It is considered a combination of Chinese and Korean musical styles.
- Ask students: *What types of instruments do you hear playing the melody? **(flutes)***
 - **We can hear the *daegeum* (a transverse bamboo flute) and the *piri* (a reed instrument somewhat similar to an oboe).**

Slide 18.5: Jongmyo Jerye-ak

- Listen to the pronunciation file and repeat with students.
- Share information
 - This piece is meant for performance at the Jongmyo shrine.
 - The Jongmyo shrine is a very special place that houses the spirit tablets of the kings and queens of the Joseon Dynasty, the same one we learned about earlier.
 - Do you see the hole in the spirit tablet? It was believed that the soul was entering and exiting through this hole. The hole is called "gyu," and the king's courtesy name and posthumous name are written on the front.
- Play the example of Jongmyo Yongsinak.
 - Ask students to describe the tempo of this piece **(Medium)**
 - Ask students: *How does this music make you feel?*
 - Explain: This music was imported from China about 900 years ago, but Koreans have adapted it to their own culture.
- Optional information: After Korean independence in 1945, the National Classical Music Institute (now called the National Gugak Center), sponsored by the Korean government, encouraged musicians to compose new pieces in this style to preserve and foster Korean classical music.

Slide 19: What Are Instruments Made From?

- Have students brainstorm different instruments they might know.
- As students mention instruments, ask,
 - *What material do you think that instrument is made from?*
- Point out the drum and drumsticks in the photo on the slide.

- *What material is used to make these instruments?*
 - **Drum: wood, leather, and metal**
 - **Drumsticks: wood and cloth**
- Because upcoming slides have an instrument made from slabs of rock, see if they consider rock a proper material for making instruments (if they don't bring it up themselves).
- Ask students: *What shapes do instruments come in? Can they look like animals?*

Slide 20: Three Instruments for Jongmyo Jerye-Ak

- Explain to students that they will see many different instruments in the upcoming videos: they will be exploring three specific instruments, used in the last type of music explored above – *Jongmyo Jerye-Ak*:
- As you read the descriptions on the slide, play the pronunciations, describe the instrument, and ask students to identify the picture of the instrument.
 - Pyeon-gyeong
 - Made of 16 rock slabs that the musician hits with a mallet like a chime
 - Slabs are all the same shape but vary in thickness.
 - The thinner the slab, the lower the pitch.
 - Eo
 - Made of wood and shaped like a tiger
 - The musician runs a bamboo stick across the tiger's back to signal the ends of sections of music.
 - Chuk: a box made of wood that is played at the beginning of a performance to signal the symbolic opening of the sky and ground.
- For information on more jeong-ak instruments, [click here](#).

Slide 21: Listening to each sound

- In [this video](#) (also embedded in the slide), made by the National Theatre of Korea, Watch and listen as the man describes the instruments in Korean.
- You can hear the instruments:
 - Pyeon-gyeong: starts at 1:14
 - Both chuk and eo [start at 4:00](#).
- Ask students:
 - *Are the high keys of the pyeon-gyeong thicker or thinner? (thicker)*
 - *What does the chuk mallet look like? (a baseball bat)*
 - *How many different sounds does he play on the eo? (two - one by tapping on the head and one by scratching the tiger's back)*

- **Optional:** The way the chuk and eo are played is so simple, you could try to construct a substitute for these instruments and play them in your classroom, too (this will come in handy for the next slide, as well as Path 3!).

Slide 22: Watch the *Jongmyo Jerye* ceremony and look for the instruments

- Explain that students will watch a performance of the *Jongmyo Jerye* ceremony.
- Play the [video](#) (embedded in the slide, start at 0:56)
- Ask students to identify the instruments in the following ways:
 - *Pretend you are playing the chuk when you hear it* (at 1:49).
 - *Hold your “pretend mallets” when you hear the pyeon-gyeong* (Starting at 2:01, more prominent at 3:00).
 - *Sweep across your imaginary eo when it sounds* (advance to 13:00, sounds at 13:11).

Slide 23: Learning Checkpoint

- *What does Jeong-ak mean? “Proper music” or “elegant music”*
- *What are two materials used to make instruments?*
 - **Draw from discussion, but re-iterate that the eo and chuk are made of wood, and the pyeon-gyeong involves stone.**
- *Name one purpose of Korean court music.*
 - **To accompany soldiers or the King (daechwita)**
 - **Fancy celebrations (sujecheon)**
 - **To accompany court dances (jangchun bullo jigok)**
 - **Ritual performance at a shrine (jongmyo jerye-ak)**
- *Describe the tempo of Jeong-ak. (slow to medium)*

Slide 24: Navigation slide

3. Path Three: The Ilmu Dance



To Prepare:

- Read through the Path.
- Preview Path 3 of the **Lesson 3 Slideshow** (slides 25–31).
Open the “Launch Slideshow” link on the righthand menu of the Lesson 3 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.)*

Path Three starts on slide 25

Slide 26: The Joseon Dynasty

- (If you did Paths One or Two, you can skip this slide—or use it to review)
- Present the Joseon Dynasty and explain that they ruled Korea for over 500 years.

Slide 27: A Trip to Jongmyo Shrine

- Explain to students: “To Koreans in the Joseon Dynasty who followed Confucian principles, ancestors were extremely important. Every Korean held multiple ceremonies for memorializing their ancestors each year. The biggest and most important of these ceremonies was the Jongmyo Jerye where the royal family memorialized the deceased kings. The ceremony included music, dance, and offerings of food and drink.”
- “The *Jongmyo Jerye* is a Confucian ritual held by descendants of the Yi (pronounced “ee”) royal family.”
 - “It is held at the Jongmyo shrine in Seoul on the first Sunday in May to honor the memory of the ancestors of the Joseon dynasty, which started over 600 years ago and ended only 100 years ago. It includes song, dance, and instrumental music as well as a prayer for the eternal peace of the ancestors’ spirits.”
 - Ask: *Can you think of yearly celebrations in your country that honor or commemorate important people? (e.g., Indigenous People’s Day, Martin Luther King, César Chávez [California])*
- The physical shrine, the ritual, the music, and the dance practice are protected heritage, and are very special to the Korean people.

Slide 28: Let’s Move! Time to Learn Ilmu

- Copy the movements of the dancers with students as you all watch the video. Students can hold a ruler in one hand and a pencil in another.
- It may help to suggest what some of the movements look like, to help students distinguish.
 - Author suggestions: weight lifters building their lats, tracing giant circles, making bows

- Or: they could make their own names like "scaring away snakes" or "looking for the best shoes" or "sketching clouds," etc.

Slide 29:

- Watch a [stage performance](#) of Jongmyo Jerye. This affords a closer and more detailed view of the orchestra and dancers.
- Play the first few minutes of the video: instruct students to choose three movements they prefer. Students can be in pairs or small groups.
- Optional: If you did Path 2, consider asking some students to act as the musicians and play the *chuk* (starts at 0:30, in the back left), *pyeon-gyeong* (starts at 0:45, back right), and *eo* (advance to 8:30, back right) with the video.

Slide 30: Create an original Ilmu!

- Use a recording of jongmyo jerye-ak from the Smithsonian Folkways catalog (embedded in slide).
- Have students continue in pairs or small groups to create an original ilmu choreography.
- Ask for volunteers to perform their ilmu for the class.
- Optional: have some students play or imitate playing the *chuk*, *pyeon-gyeong*, or *eo* from Path 2.

Slide 31: Learning Checkpoint

- How are Ilmu dance steps different from hip-hop?
- What is the purpose of the Ilmu dance? (**to honor the memory of the ancestors of the Joseon dynasty**)

Slide 32: Navigation slide

Integrated Standards Connections

2014 National Core Music Standards:

MU:Cr1.1.4a **Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).**

- Can I create three Ilmu dance steps?
- Can I explain the meaning of the Ilmu dance?

MU:Cr2.1.2a **Demonstrate and explain personal reasons for selecting patterns and ideas for music that represents expressive intent.**

- Can I describe my intentions behind my choices of dance steps?

MU:Pr4.2.2a **Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.**

- Can I support my choice of meter of different Jeong-ak styles?

MU:Pr4.3.2a **Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.**

- Can I identify how music connects to the Ilmu dance?

MU:Pr6.1.1a **With limited guidance, perform music for a specific purpose with expression.**

- Can I present at least three movements accompanied by Jeong-ak?

MU:Re7.1.3a **Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.**

- Can I explain connections between music, dance, and Jeong-ak culture?

MU:Re7.2.3a **Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).**

- Can I identify the rhythms and techniques of two Jeong-ak instruments?

MU:Re9.1.2a **Apply personal and expressive preferences in the evaluation of music for specific purposes.**

- Can I articulate why I prefer one type of Jeong-ak over another?

MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Can I use musical terms to articulate why I prefer one type of Jeong-ak over another?
- Can I describe how my choices of Ilmu dance steps relate to Jeong-ak?

MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Can I explain how the materials used for instruments relate to the intent of representing nature?

C3 Framework (for Social Studies State Standards)

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

- Can I share my own opinions about Korean court music while considering others'?

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

- Can I explain some of the purposes of *Jeong-ak* in Korean courts?

D2.Eco.6.K-2. Explain how people earn income.

- Can I identify some of the jobs in the Korean court?

D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

- Can I explain the connection between materials used to make instruments and the surrounding environment?

D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.

- Can I summarize how *Jeong-ak* was used in Korean courts?

D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

- Can I name two instruments from the Korean court?
- Can I explain one element of *Jeong-ak*?

D2.His.2.K-2. Compare life in the past to life today.

- Can I describe one difference between ancient Korean court music and popular Korean music?

D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.

- Can I identify one difference between the people of the ancient Korean court and people of modern Korea?

D2.His.10.K-2. Explain how historical sources can be used to study the past.

- Can I describe the connection between Korean court instruments and ancient court customs?

Common Core Standards

CCSS.ELA-LITERACY.RI.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- Can I discuss/origins the stories behind the chuk and the eo?

CCSS.ELA-LITERACY.RI.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- Can I explain what is happening in a painting from ancient Korea?

CCSS.ELA-LITERACY.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

- Can I point out details in a diagram to help explain my thoughts?

Further Information for Teachers

More about Confucianism and societal hierarchy

Confucianism was NOT a religion. It was a moral philosophy that made a deep impact on East Asia. Confucianism instructed rulers (like kings, emperors, and in the modern world presidents and prime ministers) how to be exemplary and moral leaders, and it instructed the people in preserving a set of hierarchical relationships that ordered society.

Under Confucianism **the five relationships between elder and younger** (this was counted by birth year: if you're born in 2010 and someone else is born in 2011 the person both in 2010 was considered one year older, even if they were born in December and January and were only 1 month different in age), **king and his subjects, husband and wife, parents and children, and friend with friend** (only people who were born in the same year) were clearly delineated.

Every person knew who was above and who was below them. If you were above someone there were certain advantages—the elder could ask the younger to carry their bag—but there were responsibilities, too. For example, the older person should definitely buy lunch for the younger person, because the older person should have a better job and earn more money. Just as you might get a free lunch from the older person, later you would have to support people younger than you.

Likewise, everyone did things for the king, but at the same time the king had huge responsibilities to everyone in the kingdom. In that era if there was a drought, for example, everyone would blame the king and assume he had done something to cause the drought. [[Back to Slide 10](#)]

[[Back to Lesson Overview](#)]

More about Jeong-Ak Instruments

- Stringed instruments: **gayageum** (“ga-ya-guhm”), the **geomungo** (“go-moon-go”), and **haegeum** (“hay-gum”)
- the **daegeum** (“dae-gum”), a bamboo flute, and
- the **janggu** (“jahng-goo”), a traditional Korean drum.

See the PDF guide to all Korean traditional instruments, made by the National Center for Korean Traditional Performing Arts, in the Additional Resources section.

[[Back to Slide 20](#)]

Additional Reading and Resources

Killick, Andrew P. 2002. "Music and Theater in Korea." In Vol. 7 of *The Garland Encyclopedia of World Music*, edited by Robert C. Provine, Yosihiko Tokumaru, and J. Lawrence Witzleben, 941–947. New York and London: Routledge.

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