



2010–2011
SEASON

SchoolTime Study Guide



Kodo

Friday, February 4, 2011 at 11 a.m.

Zellerbach Hall, University of California, Berkeley

Welcome to *SchoolTime*

On **Friday, February 4 at 11am**, your class will attend a *SchoolTime* performance of **Kodo** (Taiko drumming) at Cal Performances' Zellerbach Hall.

In Japan, "Kodo" means either "heartbeat" or "children of the drum." These versatile performers play a variety of instruments – some massive in size, some extraordinarily delicate that mesmerize audiences. Performing in unison, they wield their sticks like expert swordsmen, evoking thrilling images of ancient and modern Japan. Witnessing a performance by Kodo inspires primal feelings, like plugging into the pulse of the universe itself.

Using This Study Guide

You can use this study guide to engage your students and enrich their Cal Performances field trip. Before attending the performance, we encourage you to:

- **Copy** the Student Resource Sheet on pages 2 & 3 for your students to use before the show.
- **Discuss** the information on pages 4-5 About the Performance & Artists.
- **Read** About the Art Form on page 6, and About Japan on page 11 with your students.
- **Engage** your class in two or more activities on pages 13-14.
- **Reflect** by asking students the guiding questions, found on pages 2, 4, 6 & 11.
- **Immerse** students further into the subject matter and art form by using the Resource and Glossary sections on pages 15 & 16.

At the performance:

Your class can actively participate during the performance by:

- **Listening** to Kodo's powerful drum rhythms and expressive music
- **Observing** how the performers' movements and gestures enhance the performance
- **Thinking** about how you are experiencing a bit of Japanese culture and history by attending a live performance of taiko drumming
- **Marveling** at the skill of the performers
- **Reflecting** on the sounds, sights, and performance skills you experience at the theater.

We look forward to seeing you at *SchoolTime*!

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1 Theater Etiquette

Be prepared and arrive early. Ideally you should arrive at the theater 30 to 45 minutes before the show. Allow for travel time and parking, and plan to be in your seats at least 15 minutes before the performance begins.

Be aware and remain quiet. The theater is a “live” space—you can hear the performers easily, but they can also hear you, and you can hear other audience members, too! Even the smallest sounds, like rustling papers and whispering, can be heard throughout the theater, so it’s best to stay quiet so that everyone can enjoy the performance without distractions. The international sign for “Quiet Please” is to silently raise your index finger to your lips.

Show appreciation by applauding. Applause is the best way to show your enthusiasm and appreciation. Performers return their appreciation for your attention by bowing to the audience at the end of the show. It is always appropriate to applaud at the end of a performance, and it is customary to continue clapping until the curtain comes down or the house lights come up.

Participate by responding to the action onstage. Sometimes during a performance, you may respond by laughing, crying or sighing. By all means, feel free to do so! Appreciation can be shown in many different ways, depending upon the art form. For instance, an audience attending a string quartet performance will sit very quietly, while the audience at a gospel concert may be inspired to participate by clapping and shouting.

Concentrate to help the performers. These artists use concentration to focus their energy while on stage. If the audience is focused while watching the performance, they feel supported and are able to do their best work. They can feel that you are with them!

Please note: *Backpacks and lunches are not permitted in the theater. Bags will be provided for lobby storage in the event that you bring these with you. There is absolutely no food or drink permitted in the seating areas. Recording devices of any kind, including cameras, cannot be used during performances. Please remember to turn off your cell phone.*



2

Student Resource Sheet

Kodo

Questions to Think About During the Performance

- What does Kodo's name mean?
- Name an important part of Kodo's training.
- According to myth, what is the origin of taiko?
- How has taiko been used in Japanese culture?

What You'll See

Your class will attend a performance by Kodo, Japan's master taiko drumming company. Celebrating its 30th anniversary with the One Earth Tour, Kodo will perform new works as well as classic pieces. The 13-member troupe includes musicians, singers and dancers and features a large number of percussion instruments from hand cymbals to the enormous 800-pound o-daiko drum.

About Kodo

The name Kodo comes from two Japanese written symbols for "child" and "play," showing Kodo's wish to play their music with the "heart of a child." Kodo also means heartbeat, the most basic of all rhythms. The group was formed in 1981 by men who moved to Sado Island in the Sea of Japan ten years earlier to concentrate on taiko, the traditional Japanese drum, and to study and preserve traditional Japanese performing arts. Kodo also creates new directions for taiko drumming through collaborations with artists from different musical styles, including jazz, rock and world folk musicians. The company has performed thousands of shows and tours the world eight months of the year.

Performers' Strength

Building physical endurance is an important part of Kodo's training. Performers need energy and strength not only to play the drums, but also to load and unload their instruments, including the huge o-daiko drum that needs eight people to lift and set it into place.



Kodo Apprentice Center

Because Kodo is considered the world's leading taiko ensemble, many people come to Sado Island to learn from them. In response, Kodo created an apprentice program – like a mini-university – to offer training in taiko and other Japanese performing arts. Students also learn about additional elements of Japanese culture, like history, farming and cooking.

About Taiko Drumming

The word taiko means “big drum” in Japanese. It also refers to all drums used in classical Japanese music and to the drummers who play them. Taiko come in all shapes and sizes, from the huge o-daiko to the small shime-daiko.

Origins of Taiko

Drums similar to Japanese taiko were introduced from China and Korea around the 4th century. Taiko became known as the voice of Buddha with the power to spread wisdom, compassion, truth and beauty through its rhythms.

According to Japanese myth, the sun goddess once hid herself in a cave causing the world to go dark. In an attempt to coax her out, the goddess Ame no Uzume danced, stomping her feet on a wooden tub. The loud drumming drew the sun goddess out of the cave, bringing light to the world again.

Uses of Taiko

Taiko has played a number of important roles in Japanese culture and traditions, with specific kinds of drums used for different events.

In warfare: Loud enough to be heard during battle, taiko was used in wars to inspire soldiers, frighten the enemy and issue commands.

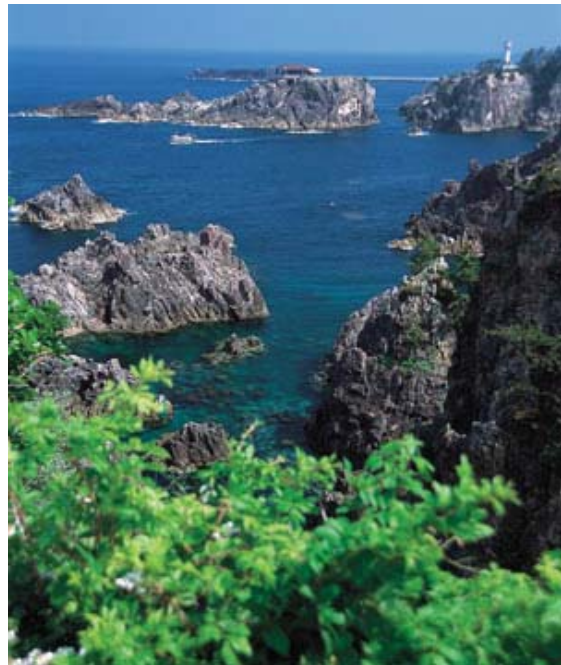
At Imperial Court: Gagaku, one of the oldest styles of court music featured taiko drums and was performed in castles and shrines across Japan.

In Performing Arts: Used in traditional Japanese theater like Noh and Kabuki, taiko sets a mood or recreates sounds of weather and nature.

In Daily Life: In villages, taiko was central to many folk festivals. Farmers believed its thunder-like sound brought rain to their fields. Drumming signaled when men went to hunt and when storms were coming.

Taiko was also used to determine the borders of villages. Since a village was only as large as the sound of their drums could travel, villages tried to create the loudest drums and have the best players.

In Spiritual Practice: In the Shinto belief system, spirits live in all natural things including the mountains, water, fire and animals. The taiko’s “voice” called these gods when praying and giving thanks. Priests also used taiko to drive away pests, illness and evil spirits.



Fast Facts About Japan

Capital: Tokyo

Population: 127,463,611 people

Official Language: Japanese

Money: Japanese yen

Monarchy: Japan is the only country in the world with a reigning emperor. Although emperors have no real power, they symbolize Japan’s traditions and unity.

Area: 145,883 square miles (roughly the size of Montana)

Major Rivers: Biwa, Inawashiro, Kasumigaura

Geography: Japan is an archipelago, or string of islands, on the eastern edge of Asia. There are four main islands: Hokkaido, Honshu, Shikoku, and Kyushu. Almost four-fifths of Japan is covered with mountains. The highest peak is Mount Fuji, a volcano considered sacred by many Japanese. Japan has about 200 volcanoes, 60 of which are active.

Three of the tectonic plates that form the earth’s crust meet near Japan. They often move against each other causing the country’s dangerous earthquakes. More than a thousand earthquakes hit Japan every year.

3 About the Performance & Artists

Kodo

Guiding Questions:

- ♦ What will you see at a Kodo performance?
- ♦ What goal did Kodo's founders have?
- ♦ What does Kodo's Apprentice Center offer?



The *SchoolTime* Performance

With “tense, angular postures, stylized, frozen gestures and animal-like scampering and slithering, Kodo reminds its audience that, above all, its music is a matter of flesh and blood, wood and stretched skin” (*The New York Times*).

Kodo celebrates its 30th anniversary with the 2011 One Earth Tour and the release of its new album, *Akatsuki*. Artistic Director Mitsuru Ishizuka designed the production to suggest a Japanese shrine surrounded by large sacred trees. “People gather at a shrine to sing, dance and drum so that their prayers may reach the heavens,” Ishizuka explains.

The *SchoolTime* performance features new cross-genre collaborations as well as traditional crowd-pleasers like *O-daiko*, *Miyake*, and *Yatai-bayashi* from the Kodo repertoire.

The Ensemble

Kodo was formed in 1981 by men who moved to Sado Island in the Sea of Japan ten years earlier to devote themselves to the study of the taiko, the traditional Japanese drum. The 13-member troupe includes dancers, singers and musicians, and features a vast array of percussion instruments from hand cymbals to the mammoth 800-pound o-daiko drum. The ensemble studies and

preserves traditional Japanese performing arts, and creates new directions for this vibrant living art-form.

The name Kodo comes from two Japanese characters for “child” and “play,” illustrating Kodo’s desire to play with the “heart of a child.” Kodo is also a homonym for heartbeat, the most primal of all rhythms.

Physical conditioning is an important part of Kodo’s training. Strength is needed not only to play the drums but also, since the company has no stage hands, everyone loads, unloads and sets up the instruments including the o-daiko drum that requires eight people to lift and set into place.

Kodo Apprentice Center

Considered the fountainhead of taiko experience and wisdom, Kodo has established an apprentice program for people who want to learn taiko and associated artistic and cultural disciplines. The program serves as a mini-university, fulfilling part of Kodo’s original vision. Open to all qualified applicants, it offers intensive training in diverse Japanese performing arts, including many the related disciplines that inspired and inform them. These include rice agriculture and vegetable farming, tea ceremony, cooking and cuisine, history and calligraphy, among others. Select graduates may become junior performing members.

Touring & Collaboration

Kodo places great emphasis on cultural exchange through collaborative activities, including performances, festivals and workshops. The troupe has given more than 2,600 performances on all five continents, touring up to eight months a year. While the company preserves traditional Japanese performing arts, its touring and research trips around the world have influenced its own work. Collaborations with artists across the musical spectrum include jazz drummer and composer Max Roach, Indian tabla drummer Zakir Hussain, Grateful Dead drummer Mickey Hart and Brazilian percussionist Airto Moreira. “The technique they use to play percussion instruments is totally different from anything I’ve ever seen” stated Roach. “[T]hey deal with that ‘visual sound’ more than anyone I’ve ever known” (*The Village Voice*).



4

About the Art Form

Taiko Drumming

Guiding Questions:

- ♦ How has taiko drumming evolved?
- ♦ What are some roles taiko has played in Japanese culture?
- ♦ Describe different kinds of taiko drums.

Taiko

The word taiko means “big drum” in Japanese. The term also refers to all drums used in classical Japanese music and to the drummers who play the instruments. Taiko come in many different sizes and shapes, from the gigantic o-daiko to the small shime-daiko. Taiko has been an integral part of Japanese culture for over 1500 years, as found in early Japanese clay dolls, paintings and poems.

History of Taiko

Taiko drums are thought to have evolved from Chinese and Korean instruments introduced to Japan during the 4th to 9th centuries. Taiko became known as the voice of Buddha with the ability to spread wisdom, compassion, truth and beauty through its rhythms.

Through the 9th century, Japanese culture was influenced by China, Korea, and India. However, around the 10th century these influences faded as the imperial court focused on Japan’s own flourishing arts and literature. Since that time, Japanese craftspeople and performers have been the only ones to shape the drum’s physical form and techniques and today, taiko is considered uniquely Japanese.



Daihachi Oguchi formed several taiko groups including the famed San Francisco Taiko Dojo who have performed in several Hollywood movies over the past 40 years.

Modern taiko dates to post-World War II when Japan’s borders re-opened to the West. Its current form is largely attributed to a jazz drummer named Daihachi Oguchi who changed the rhythms of the traditional drum song and added taiko drums. He and his fellow players also contributed the sense of speed, fluid movement and choreography found in contemporary taiko technique.

A taiko performing ensemble is called kumi-daiko. It is characterized by simultaneous drumming on many different taiko drums, and often incorporates movement and impressive athleticism. Kodo, the premiere taiko band of Japan, has popularized the art form worldwide. Since 1988, the group has also hosted *Earth Celebration*, which brings taiko artists and enthusiasts from all over the world to Sado Island.

Taiko's Origin Myth

According to myth, taiko was started by Ame no Uzume, a female deity. One day, frustrated with her naughty younger brother, the sun goddess Amaterasu Oomikami hid herself in a cave. The world became pitch-black and the other deities tried to appease Amaterasu, so the world would be bright



The sound of Ame no Uzume dancing lures the sun goddess out a self-imposed exile, restoring light to the world.

again. They held a big party in front of the cave and Ame no Uzume danced, stamping her feet on a wooden tub. The gods laughed and cheered loudly and the noise provoked Amaterasu to come out of her cave. And thus, the world saw light again.



Drums accompany a samurai battle in this ancient painting.

Uses of Taiko

Taiko has held a place in Japanese culture in a wide variety of settings over time. Specific kinds of taiko are associated with different kinds of events.

In warfare: Loud enough to penetrate the din of battle, taiko was first used as a battlefield instrument. It served to inspire samurai before combat, frighten the enemy, issue commands and coordinate troop movements. According to paintings, one soldier carried the taiko lashed to his back, while two other soldiers beat the drum on each side.

At Imperial Court: Gagaku, one of the oldest styles of court music, featured taiko drums in performances in castles and shrines across Japan.

In Performing Arts: Taiko drumming establishes a mood or evokes the sounds of weather and nature in traditional Japanese theater like Noh and Kabuki.

In Daily Life: In villages, the taiko was central to many folk festivals. Farmers believed its thunder-like sound would bring rain to their fields. At harvest time, they played to give thanks for bountiful crops. Drumming signaled that hunters were setting out and when storms were coming. When a river ran between two villages, the village whose drummer could play the longest won the right to control the use of the water.

Taiko was also used to determine the borders of villages. Since a village was only as large as the sound of their drums could travel, villages strove to create the loudest resonating drum and to maintain the best players. Specific kinds of taiko were played in traditional Japanese performing arts, others for religious ceremony and still others for community festivals.

In Spiritual Practice: Taiko also played an important part in Japanese religions. In the Shinto belief system, spiritual deities live in all natural phenomena including the mountains, water, fire and animals. The taiko was used as a voice to call these gods when praying and giving thanks. Music was also an offering to the deities so they might bring good luck. Priests used the drums to ward away illness, to drive evil spirits from villages and purge insects from rice fields.

The drum is believed to have a *kami*, a spirit of its own. It is associated with the changing of the seasons, the cycles of nature, and the celebration of life. Taiko is deeply embedded in the traditions of the Japanese people and embodies the heartbeat of the Japanese spirit.



Types of Taiko Drums

Taiko drums are beautifully crafted, hand-made instruments. The Asano family, one of the oldest and most respected drum makers in Japan, has been building taiko for nearly 400 years. Like many other artistic and cultural traditions, the art of building taiko is carefully passed down from generation to generation.

While there are many types and variations of taiko, these instruments are most frequently seen at taiko performances.

Nagadou-daiko

The nagado-daiko (long-bodied taiko) is the most popular drum used in the modern kumi-daiko style of playing.

It is common at festivals and in temples and shrines (where it is called miya-daiko.) Its sound is characteristically deep and reverberant. This drum can be placed on various stands for different styles of playing.



O-daiko

The largest drum in the ensemble, O-daiko literally means “big fat drum” and some o-daiko can reach huge proportions. It is made out of a hollowed tree trunk, over which a cow hide is stretched and tacked down. The larger the drum body, the deeper the sound. O-daiko are typically placed on a stand and played horizontally, often by two people at the same time. Usually, one player beats out a basic rhythm while the other solos. Often built for shrines and temples, mammoth o-daiko can



cost hundreds of thousands of dollars and take the builder years to complete.

O-kedo

Believed to be the oldest taiko style drum, the body of the o-kedo is made from staves or planks rather than a solid piece of wood. It is easier to carry because the skin is roped rather than tacked. These drums are about six feet long and three feet in diameter and are usually raised up on a high stand and played horizontally. Short bodied O-kedo, which are light enough to be carried and played while dancing, are becoming increasingly popular. These may be struck with slats of bamboo to produce a sharp, slapping sound.



Shime-daiko

Similar to the o-kedo in that the skins are attached by rope rather than tacked, shime-daiko are much smaller with a high, sharp sound. In taiko groups, the shime-daiko is often used to keep the basic rhythm and establish time, but it is a versatile solo instrument as well. It has a one piece body carved out of hardwood, and the shell is often beautifully lacquered and decorated.



Uchiwa

This hand-held drum is shaped like a paddle or fan (uchiwa means fan). Often seen in parades and festivals, temple monks originally used it to keep time while they chanted.



Bachi

Bachi are sticks used to play the drums. Large drums are played with large bachi, small drums with small bachi. These sticks are often made from a dense wood such as oak.



When the word taiko is used in a compound word situation, the “t” changes to a “d.”



Taiko Costume Elements

Hachimaki

Headband made from a strip of cloth, usually brightly colored. Said to have come from warriors' practice of securing their helmets to their heads with cloth strips, hachimaki are tied around the forehead before engaging in strenuous activities.

Fundoshi

A cloth wrapped around the legs and waist that is worn when playing the O-daiko or O-kedo.

Happi or Hanten

Colorful "short coats" usually worn with an obi (belt). There is often a symbol, called a mon, on the back. The mon is a family crest possessed by every Japanese family. In taiko ensembles, the mon contains the name and logo of the group.

Obi

A belt or sash that holds a happi. Made of thick, stiff fabric three to four inches wide and about three to five feet long, it is tightly wrapped twice around the body and tied in a decorative bow.

Tabi

Shoes/slippers in which the big toe is separated like the thumb of a mitten.

Momohiki

Pants that resemble long underwear or tights, but tie around the waist.

5 About Japan

Guiding Questions:

- ♦ What are some of Japan's unique geographical features?
- ♦ Describe Japan's history with the United States.
- ♦ What are matsuri?



Geography

Japan is an archipelago, or string of islands, on the eastern edge of Asia. There are four main islands: Hokkaido, Honshu, Shikoku, and Kyushu. There are also nearly 4,000 smaller islands. Japan's nearest mainland neighbors are the Siberian region of Russia in the north and Korea and China farther south.

Much of Japan is covered with mountains. The Japanese Alps run down the center of the largest island, Honshu. The highest peak is Mount Fuji, a cone-shaped volcano considered sacred by many Japanese. Japan has about 200 volcanoes, 60 of which are active. Three of the tectonic plates that form the earth's crust meet near Japan. They often move against each other causing dangerous earthquakes. More than a thousand earthquakes hit Japan every year.



More than 126 million people live in Japan, which is comprised of large, metropolitan cities like the capital, Tokyo, and small rural villages. Most of Japan's population is located in the coastal cities.

History

Japan is known as the "Land of the Rising Sun," an association symbolized by its flag. Its known history dates back thousands of years. From 1100-1800, feudal lords (shoguns) held political control. They forced out all foreigners in the 1600s and Japanese culture developed in isolation for generations. In 1854, Matthew Perry of the U.S. Navy, sailed to Japan, opening the country to Western influences.

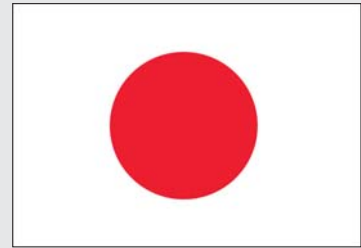
The shoguns lost political control of Japan in the 1860s, and the Emperor regained power. In the following years Japan's world influence and military power grew and on December 7, 1941, Japan attacked U.S. naval forces at Pearl Harbor. In 1945, the United States counter-attacked Japan, dropping two atomic bombs on the cities of Hiroshima and Nagasaki, forcing the collapse of the Japanese empire and the surrender of Japan. In 1947, Japan, under the direction of the United States, adopted a new constitution, renounced war, granted basic human rights, and declared itself a democracy.

Today, the United States has a good relationship with Japan and its government, which consists of a Prime Minister and legislative bodies. Japan is also the only country in the world with a reigning emperor, although he serves mostly as a figurehead. The present emperor of Japan, Akihito, took the throne in 1989. Japan is once again a major player on the world stage with the third largest economy after the United States and China and

Culture

Written Japanese language, or kanji, is closely related to written Chinese, utilizing pictorial symbols to depict the meaning of words. The Japanese also use two phonetic alphabets, hiragana and katakana, which incorporate the characters, and a third alphabet, called romaji, which uses Roman letters.

Festivals or matsuri mark all aspects of Japanese life, from observing the seasons, to celebrating children to remembering ancestors. Hundreds of matsuri take place all over Japan every year, and taiko are drums and drummers are usually central to these events.



Japanese Flag

Japan is often called the Land of the Rising Sun due to its geographic location in the far east. The Japanese flag, illustrates this phrase, with the red circle, symbolizing the sun, in the center of a white field.



Kanji

Kanji are symbols of words borrowed from the Chinese written language, and often look similar to the words they represent. Here are the kanji for tree (left), woods (middle), and forest (right). Notice how the kanji for tree looks like a tree, and as you add more trees, you create the woods, and finally, the forest.



Mon: Japanese Family Crest

Mon started in the 11th century when ruling dynasties of the Imperial Court designed family symbols to adorn their formal clothing. The designs of flowers and birds represent elegant images of court life. The samurai class used similar emblems on their banners, flags, and weapons after they came to power in the 12th century. Samurai chose designs to represent warriors, such as arrows, dragons, and bats. Later, common people came to use family crests too, with symbols depicting familiar objects like rabbits, mountains and tools.

Mon designs are created to fit inside a small circular space. This composition shows something about the Japanese economic use of space.

6

Learning Activities

Music (Grades 1-8)

Rhythm

Taiko drummers use a variety of drums and movements to create new rhythms. Invite students to create their own rhythms with their bodies and other instruments they find in the classroom.

- Brainstorm with students everyday rhythms they may hear, see or feel (their pulse, footsteps, a dripping faucet, a train). Students can also sound out the rhythms of syllables in their names.
- Clap out a few rhythms for the class to echo. Start with simple rhythms and gradually move to more complex ones. Vary clapping with stomping your feet, snapping your fingers or gently slapping your legs, arms and chest.
- Divide the class into groups and have each group come up with their own rhythm. Groups can share their rhythms one after another, as a call and response or simultaneously.
- Next, invite students to look around the classroom for ordinary objects that can be used to create new sounds. For example, crumpling a piece of paper, shaking a plastic bag, opening and closing a pencil box or backpack, etc.
- Ask students to create a short rhythm using their chosen “instrument” and have them write out a notation for their rhythm. (Students can invent their own notation symbols, or your school’s music specialist might help with this.)
- Arrange and play the notated rhythms in different orders to create a music piece for the class.

Post-show activity:

- Ask students if they remember any of the rhythms played during the performance. Have them use their found object instruments or their hands and bodies to re-create the rhythms they remember.

Make a Taiko Drum For Your Class

Materials:

- An empty large plastic tub or container (for example, from extra large laundry detergent)
- 2 rolls clear packing tape
- 1 roll duct tape
- Heavy object, like old phone books or a big rock
- Bachi (sticks). You can get dowels (around 15 inches long) from a hardware or craft store

Steps:

- 1) Strengthen your drum by wrapping the top edge of the tub with duct tape. Wrap 3-4 layers for maximum strength
- 2) Place the phone book/rock or other weight inside the tub
- 3) Using clear packing tape, tape a strip over the top of the tub (make sure the tape strip extends 3-4 inches past the edges of the tub so it can secure strongly onto the sides of the tub.) Tape another strip over the top of the tub, making an X with the two strips.
- 4) Using the X as a guide, keep covering the top of the tub with tape and use up both rolls of packing tape. Reinforce the edge again (like in step 1) with a few layers of duct tape.
- 5) Get your sticks – you’re ready to play taiko!

Visual Arts / Social Studies (Grades 3-8)

Family Crest

- Show students examples of Japanese mon (family crests), as well as family crests from other countries.
- Discuss the possible origins and meanings of students’ last names, such as Smith or Miller. Discuss the translation of names from other languages.
- Have students consider other possible sources for their family crest, like a family business, or the interests or “personality” of their family. Encourage them to brainstorm ideas with their families.
- Ask students to choose specific symbols to represent their families.
- Within the frame of a circle (at least 8 inches in diameter), ask students to sketch ideas for the design of their mon. Students may then select one design to embellish in marker pen or paint.
- Invite students to share their mon and discuss their process and choice of design.

Additional Resources

Web Site

Kodo

www.kodo.or.jp

Video Clips

http://www.youtube.com/watch?v=qyGaK1FR6gU&feature=player_embedded

<http://www.youtube.com/watch?v=WNBBMXmnEqk&feature=related>

<http://www.youtube.com/watch?v=usxt4z4Ns60&feature=related>

Japanese Culture and History:

<http://web-japan.org/kidsweb/>

<http://www.japan-guide.com/e/e641.html>

Books

- The Bee and the Dream: A Japanese Tale. Retold by Jan Freeman Long, illustrated by Kaoru Ono. 1996.
- Japanese Children's Favorite Stories. Edited by Florence Sakade, illustrated by Yoshisuke Kurosaki. 1958
- Modern Japan: An Idea Book for K-12. Publication Manager. Edited by Mary Hammond Bernson and Betsy Goolian. 1992.
- Taiko. By Eiji Yoshikawa, translated by William Scott Wilson. 1992.
- The Way of Taiko. by Heidi Varian. 2005

DVDs

Kodo - One Earth Tour Special, 2005.

Kodo: Live at Acropolis, 2002.

Local venues featuring Japanese Culture:

Japanese Tea Garden at Golden Gate Park in San Francisco

<http://japaneseteagardensf.com/>

Asian Art Museum

<http://www.asianart.org/>

200 Larkin Street, San Francisco

Japan Society

<http://www.usajapan.org>

Japanese Cultural & Community Center

<http://www.jccnc.org>

1840 Sutter Street, San Francisco

7 Glossary

Bachi—general Japanese term for drum sticks

Beat—the regular rhythmic pattern of music. Time is counted in music by using beats

Choreography—arranging the movements, steps, and patterns of performers

Composer—a person who writes music

Emperor—the male ruler of an empire

Fundoshi—a piece of cloth worn around the loins or hips, particularly used by taiko performers

Gagaku—traditional court and religious music of Japan

Hachimaki—a stylized headband, worn as a symbol of perseverance or effort

Happi—a short, lightweight coat worn with a narrow sash

Hiragana—the cursive and flowing variety of kana (Japanese syllabic writing) used in most modern Japanese texts

Imperial—of or relating to an empire, emperor or empress

Kabuki—a type of popular Japanese drama, in which elaborately costumed male performers use stylized movements, dance and song to enact tragedies and comedies.

Kami—a divine being or spiritual force in Japanese Shinto religion

Kanji—a system of Japanese writing using Chinese-derived characters.

Katakana—the more angular, less commonly used of the two Japanese types of syllabic writing

Kumi-daiko—(translates as “grouped drums”) a taiko ensemble and the modern style of taiko playing using many drums and performers at the same time.

Matsuri—the Japanese word for festival or holiday

Momohiki—close-fitting pants/tights worn by taiko players

Mon—the badge of a Japanese family, especially of a family of the ancient feudal nobility. The most frequent form of the mon is circular, and it commonly consists of conventionalized forms from nature.

Nagadou-daiko—drum made of two cow-skin heads stretched over a single-piece wooden body and tacked to high tension.

Noh—the stylized classic drama of Japan using music, dancing, chanting, elaborate costumes, and themes from religious stories or myths

Obi—sash or belt used to hold a happi or kimono closed

O-daiko—the largest drum in a taiko ensemble, usually refers to any drum larger than 33 inches in diameter.

O-kedo—small taiko drums made from planks, traditionally they are used in festivals, and worn around the player’s neck

Percussion—the sound or vibration produced when one strikes objects together. Percussion instruments all make sound in this way.

Rhythm—the patterns of time and beats in music.

Romaji—a system of writing Japanese using the letters of the Latin alphabet.

Samurai—knights of feudal Japan

Shime-daiko—small high pitched, rope-tensioned taiko drum

Shinto—the native religion of Japan, primarily a system of nature and ancestor worship

Shogun—one of a line of military governors ruling Japan until the revolution of 1867–68

Solo—performed by one person

Tabi—shoes worn by taiko players in which the big toe is separated like the thumb of a mitten

Taiko—General term for Japanese drums, sometimes spelled “daiko” when combined with another word.

Tabla—a small drum or pair of drums from India tuned to different pitches and played with the hands.

Troupe—a company, band, or group of performers

Uchiwa—a drum shaped like a fan, with the skin stretched around a metal hoop and a handle, they come in various sizes.

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California State Standards

Music Grades K-12

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).

Diversity of Music

3.2 Identify different or similar uses of musical elements in music from diverse cultures.

3.4 Describe the influence of various cultures and historical events on musical forms and styles.

4.0 AESTHETIC VALUING

Responding to, Analyzing and Making Judgments about Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.



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About Cal Performances and *SchoolTime*

The mission of Cal Performances is to inspire, nurture and sustain a lifelong appreciation for the performing arts. Cal Performances, the performing arts presenter of the University of California, Berkeley, fulfills this mission by presenting, producing and commissioning outstanding artists, both renowned and emerging, to serve the University and the broader public through performances and education and community programs. Cal Performances celebrates over 100 years on the UC Berkeley Campus.

Our *SchoolTime* program cultivates an early appreciation for and understanding of the performing arts amongst our youngest audiences, with hour-long, daytime performances by the same world-class artists who perform as part of the main season. *SchoolTime* has become an integral part of the academic year for teachers and students throughout the Bay Area.



This Cal Performances *SchoolTime* Study Guide was written, edited and designed by Laura Abrams, Rica Anderson, and Nicole Anthony with material adapted from study guides by the Dublin Arts Council, San Jose Taiko, Portland Taiko and the University Musical Society.

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