

About the Partners

Nada Brahma Productions has been dedicated to serving our communities by promoting multicultural awareness through presentations of world music and dance since 1991. To that end, director Tim Gregory journeys to the far ends of the earth in search of melodies, rhythms, and dances that personify a region and its people. He then brings those 'living artifacts' back to share with children-- they sing, dance and feel the cultures alive from those distant places.

Tracey Eldridge is one of the most popular children's performers in the Maryland/D.C. area for the past 25 years. Her energetic and interactive performances at concerts, libraries, schools, mall "Kid's Clubs", camps and children's birthday parties have delighted countless kids and parents.

DISCOVERY THEATER (www.DiscoveryTheater.org), the **Smithsonian Institution's theater for children**, is dedicated to offering the best in live educational performing arts for young people. Each year, more than 50,000 children and their adults visit Discovery Theater on the National Mall to explore American history and cultures, folk tales from around the world, and exciting, accessible science and math programs. Our new specially-designed performance space is located next to the Smithsonian Castle, in the S. Dillon Ripley Center—the Smithsonian's underground learning center with classrooms, lecture halls, artists' studios and more. For details, call 202-633-8700 or see: www.DiscoveryTheater.org.



Nada Brahma's energetic and creative performances provide an exciting introduction to world music and dance. This is a highly interactive program that explores the vital role that music plays in many world cultures.

Come and join Tim and Tracey on a musical journey through Africa, Asia, the Australian Outback, Polynesia, the Andes Mountains of South America, the Caribbean and North America. Get ready to sing, move your body and experience some pretty cool instruments like the didjeridoo, steel pan, kalimba and panpipes to name a few.

Discovery Theater Artistic Director:
Roberta Gasbarre
Handout Layout: Jacqueline E. Lawton

Discovery Theater programs are made possible, in part, by gifts from



The Smithsonian Associates

Guenther and Siewchen Yong Sommer

(202) 633-8700 • [Info@ DiscoveryTheater.org](mailto:Info@DiscoveryTheater.org) • DiscoveryTheater.org
See our website for tickets, location, directions, resources for teachers, and much more!

Tim Gregory Speaks About His Work:

The approach to music and instruments around the world can offer some valuable lessons. People are like musical instruments. Sometimes they look little different and sound a little different and other times the differences are more profound. The Native American flute, the Irish tin whistle and the Indonesian suling are all recorder style wind instruments. It is easy to see the similarities however they all sound quite different from each other. The Australian didgeridoo and the South American bull horn are also from the same family of simple trumpets. They look quite different but have a similar sound.



The guitar is a world-wide instrument. However the sounds that come from Appalachia, Spain and Central Africa are quite different because it is played differently. The same goes with flutes. The majority of them are played with the mouth, but in Polynesia they prefer to use their nose. On both of these examples one approach is not better than the other, they are just different. Some people go to church, some to the mosque and others to the synagogue. One is not better than the other; they are just different.

Imagine a world where there was only one instrument and it sounded and looked the same everywhere you ventured. Now imagine a world where everyone looked and sound the same. Diversity enriches life and makes it special. You don't have to agree with how someone different approaches life, just respect it.

The Regions & Instruments Explored:

Sub-Saharan Africa: *Kalimba* (finger piano), *Djembe* (hand drum)

South & Southeast Asia: *Angklung* (Indonesian bamboo flute & rattles), *Kanjira* (Indian frame drum)

The Middle East: *Dumbek* (hand drum)

Australian Outback: *Didgeridoo* (wooden trumpet) and *Bilma* (wooden sticks)

The Andes: *Zampoña* (bamboo panpipes), *Chaca-Chacs* (goat hoof rattle), *Ocarina* (clay whistle)

The Caribbean: *Steel Pan* from Trinidad

South West U.S.: *Native American Flute*

Appalachia/Cajun: *Rub Board, Harmonica, Spoons & Guitar*

Europe: *Irish Tin Whistle*

Polynesia: *Ukelele, Nose Flute & Conch Shell*

Pre-Performance Activities:

- 1) Using a map, locate the various regions and countries listed.
- 2) Ask students what they already know about the musical instruments, music and dance from the regions listed from personal experience or previous study.
- 3) For regions that may be unfamiliar, ask the students what they imagine the instruments, music and dance would be like and why. You may want to base this on environmental issues such as natural resources and climate.

Follow-Up activities:

- 1) Conduct further research about the regions explored. Read and dramatize folk tales from these regions.
- 2) Make musical instruments. Emphasize recycling and using some of their own immediate resources such as household items.
- 3) Play rhythmic music and have students work together to create a dance. Have the dance tell a story. Use themes such as harvesting, traveling, etc.
- 4) Discuss the importance of honoring diversity.

Resource Materials:

The Kids' Multicultural Art Book, Terzian (Williamson, 1993)

Hands Around the World, Milord (Williamson, 1992)

Earth Tales from Around the World, Caduto (Fulcrum Resources, 1997)

The Singing Sack, East (A&C Black, 1992)

Check out these websites...

<http://timgregory.org/>

<http://www.BashtheTrash.com> excellent resource for making instruments