



The ROSE ENSEMBLE

Reawakening the Ancient

MPR Class Notes Programmatic Outlines
Land of Three Faiths Program

1) Arabic Classical Music's Relationship with Western European Music

- a. Single-line (unison) melody vs. unison, harmony/polyphony
 - i. *Cuando el Rey Nimrod* vs. *Hoy Comamos y Bebamos*
 - ii. Everyone singing/playing same melody with improvisation vs. melody plus harmony that is either improvised or notated
 - iii. Tradition of chant in many cultures: *Cives caelestis* (Latin), *Psalm 29* (Hebrew), *Ayyu-ha s-saqi 'ilay-ka* (Arabic)
- b. Improvisation
 - i. interplay between soloist and instruments: *Qubbat al-Sakbrah*
 - ii. *Taqsim* – intro to *Ayyu-ha s-saqi 'ilay-ka*
- c. Ornamentation
 - i. *Palestina Hermoza y Santa*
 - ii. Interplay between soloist and instrument, ornamentation on the melodic line
- d. Microtones/modes
 - i. Demonstrate major vs. minor Western classical keys (older: modes) and the “feeling” each has
 - ii. Demonstrate quartertone (microtone) in a scale
 - iii. Use *Cuando el Rey Nimrod I* to demonstrate microtone in a song
- e. Rhythm
 - i. Tim talks about different rhythms and Arabic classical traditions
 - ii. Allow participants to learn simple call-and-response rhythms based on Arabic primary and secondary accents
 - iii. Introduce primary percussion instruments
 - iv. Perform instrumental solo piece with high degree of improvisation; teach students 9/8 rhythm (1-2, 1-2, 1-2, 1-2-3)

2) Music's Universal Role in Storytelling, preserving Cultural Traditions

- a. Mix of cultures in Spain – movement of people and musical traditions
 - i. Spanish/Christian music: *Pues que tu*
 - 1. Harmony
 - ii. Ladino/Jewish Sephardic music: Cuando el Rey Nimrod (1)
 - 1. microtones
 - 2. Ladino
 - a. Similarity to Spanish but contains Hebrew
 - iii. *Bakkara Abram* chant
 - 1. Arabic, Maronite tradition
 - 2. Microtones
 - iv. Latin chant
 - 1. *Cives caelestis*
 - v. Arabic/Sufi tradition of music
 - 1. to *Ayyu-ba s-saqi 'ilay-ka* and *Qubbat al-Sakbrah*
 - 2. Improvisation
 - 3. Teach these Arabic-language refrains to students
 - vi. Common Threads
 - 1. Instruments used
 - 2. Mostly learned through oral tradition
 - 3. Peace, unity, community

3) Jerusalem – City of the Three Abrahamic Faiths

- a. Accessible conversation about the three Abrahamic faiths, Islam, Christianity & Judaism
- b. Music about the city of Jerusalem
 - i. Christian: *Cives caelestis* chant (metaphoric city)
 - 1. In latin
 - 2. Single line chant
 - ii. Islamic: *Qubbat al-Sakhrab* (physical city)
 - 1. In Arabic
 - 2. Improvisation in vocal and instrumental parts
 - 3. Single line melody
 - iii. Jewish: *Palestina Hermoza y Santa* (city of dreams, promised land)
 - 1. In Ladino (Spanish/Hebrew)
 - 2. Interplay of vocal line and instrumental line
 - 3. Ornamentation
 - iv. *Ya ribon Alam*
 - 1. Aramaic language – relationship to Arabic/Hebrew
 - 2. Single line melody
 - 3. Microtones
 - 4. Teach refrain to students as age-appropriate