

Performance Outline #3

The Rose Ensemble

Oli and Mele: Retracing the Path of Ancient Hawaiian Vocal Traditions

10:00-10:05

Music: The program begins with the performance of a *mele* from ancient Hawaii with unison vocal chanting, percussion instruments, and dance.

10:05-10:15

Students will be greeted and members of The Rose Ensemble introduced.

Question: What language was used for this song? What part of the world does the song come from?

Dialogue: Briefly discuss Hawaii's location and geography.

Question: How would you describe the vocal style used in this song? Is it similar to any other style you have heard? Where do you think this song was performed?

Dialogue: Introduce Hawaiian chant: *mele* (performed with hula dancing and percussion), and *oli*.

Question: What kind of instrument was played during the *mele*?

Dialogue: Introduce instruments: conch shell, *ipu*, *pahu*, *puniu*.

10:15-10:23

Music: An *oli* will be performed.

Question: How was this piece similar/different from the *mele* we heard in the beginning?

Dialogue: follows

Question: What is the mood of this piece? Where do you think this chant was performed?

Dialogue: Discuss Hawaiian religion, use of *oli* in serious religious ceremonies.

Question: Does the Hawaiian language have a written form?

Dialogue: Discuss Hawaii's oral tradition, use of *oli*, *mele*, and *hula* to preserve important information.

Follow up question: What other cultures use oral traditions?

10:23-10:31

Music: Performance of 19th Century *himeni*.

Question: How is this song different from Hawaiian chant? How would you describe our vocal style? What language were we singing in? Does this song sound like any other music you have heard?

Dialogue: Discuss the arrival of American missionaries, transcription of the Hawaiian language, and the concept of pre- and post-contact Hawaii. Discuss missionaries' condemning of ancient Hawaiian religion and practices (including *oli*, *mele*, and *hula*).

Follow up question: If the missionaries banned the practice of ancient Hawaiian religion, how is it that *oli*, *mele*, and *hula* survive today?

10:31-10:39

Question: Is Hawaii currently a country of its own, or part of another country? What type of government was in place before Hawaii became part of the United States?

Dialogue: Discuss the Hawaiian monarchy and King David Kalakaua's (the "Merry Monarch") efforts to restore ancient Hawaiian music and involve musicians from Europe in Hawaii's court. Discuss the musical interests of several members of the royal family, including Lili'uokalani, Hawaii's last monarch.

Special Activity/Music: Students are taught the chorus to a composition by Lili'uokalani, and invited to sing as the piece is performed.

10:39-10:45

Question: Are horses and cows native to Hawaii? How did they come to the islands? Who took care of the animals?

Dialogue: Discuss the establishment of ranches and the hiring of migrant workers from Mexico and the United States.

Question: Is sugar cane native to Hawaii? How did sugar become such a large industry in Hawaii?

Dialogue: Discuss the establishment of sugar plantations in the 19th Century and the influx of migrant workers from China, Japan, Korea, the Philippines, and Portugal.

Music: We are going to perform a song that comes from the migrant workers on ranches and sugar plantations. Think about what language we are singing in, what styles of music this reminds you of, and what countries this music may have come from. A *Paniolo* song (Hawaiian "cowboy" song) is performed.

Dialogue: Discuss the combination of Hawaiian language, Portuguese ukulele and Mexican (Spanish) guitar to create *Paniolo* style.

10:45-10:50

Questions and Answers