



GUIDE OVERVIEW

Lost and Found DOROTHY CHANG



For dizi, flute, clarinet/bass clarinet, zheng, percussion, piano, erhu, violin, viola, cello.

Performance date: January 25, 2011

Length of Recording: 15 minutes

CURRICULUM CONNECTIONS

Music – Opportunity to use Musical Vocabulary through Music Creation and Analysis.

Music – Exploring Forms and Cultural Contexts – demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities.

Health – Living Skills – Personal Skills – Developing a realistic understanding of their own strengths; increasing awareness of self.

Geography – Settlement Patterns and Trends – global settlement, changing populations, integrating cultures

CHARACTER EDUCATION CONNECTIONS

Self Identity; Cultural Identity

MAJOR THEMES

Chinese Musical Tradition, Western Musical Tradition, the blending of the two; Exploring Cross-Cultural Work and Influences

IN THIS GUIDE:

About the Composer

In the Music – Movement by Movement

In the Music – Focus on the Instruments

In the Music – Key Concepts

Activity – Compose Yourself

Glossary

References

ABOUT SOUNDMAKERS RESOURCES

The Soundstreams' series of SoundMakers Study Guides have been created for educators to enhance the SoundMakers.ca experience. There is a wealth of *free* streamable and downloadable music available on SoundMakers. These guides give background information, activity ideas, and curriculum connections to help teachers get the most out of the Soundstreams commissions catalogue which is available online.

In-class workshops are also available through Soundstreams. Soundstreams composers and artist-educators can visit your school or organization for in-class workshops or for a staff learning session.

For more information or to provide us with feedback please contact:

resource@soundmakers.ca or call 416-504-1282

soundstreams.ca

This Resource Guide was written by Jessi Linn Davies

SoundMakers Resources have been made possible by the generous support of:



Canadian Heritage

Patrimoine canadien

Ontario Trillium Foundation



Fondation Trillium de l'Ontario



ONTARIO ARTS COUNCIL
CONSEIL DES ARTS DE L'ONTARIO

METCALF
FOUNDATION

FONDATION
SOCAN
FOUNDATION

THE CHAWKERS
FOUNDATION

ABOUT THE COMPOSER

b. 1970, CANADA

The music of composer Dorothy Chang is characterized by an emphasis on dramatic intensity and expressive lyricism, with a more recent interest in interdisciplinary works involving video, imagery and movement. Her music has been featured in concerts and festivals across North America and abroad, most recently at the PAN Music Festival (Seoul), Lontano Festival (UK), and World Music Days in Hong Kong. Dorothy began her music studies on piano at age six and began composing at the age of fourteen, and is presently Associate Professor of Music at the University of British Columbia in Vancouver, Canada.

FROM THE COMPOSER

“Growing up as a first-generation American-born Chinese, I had only limited exposure to Chinese music: my grandfather singing fragments of Beijing opera, the occasional concert performance by a Chinese ensemble passing through town, and the valiant efforts of my mother to teach my sisters and me to sing traditional folk songs from her youth. The influence of Chinese music is thus largely absent from most of my music, and it is always with some apprehension that I approach projects that aim to combine aspects of the Chinese and Western traditions. In composing Lost and Found, I decided to embrace what ‘Chinese music’ means to me, and to find ways in which it might intersect with my own musical voice. Lost and Found is therefore a musical exploration of sorts, written in five short movements that each represent a different approach to incorporating elements from both traditions.” – D.C.

IN THE MUSIC - MOVEMENT BY MOVEMENT

Lost and Found is comprised of five distinct movements. Here are some suggestions for exploring each one in turn:

FIRST MOVEMENT

“Folk Song” (0:00 to 2:20)

- If this section were a film score, what would be happening in the movie?
- Is there a melody here? What does the music make you feel?

- There are some cacophonous sounds in this section. Compare this section of music to the abstract paintings of Jackson Pollack or Wassily Kandinsky. Is one more worthy of being called ‘art’ than the other?
- What makes sounds “music?”

SECOND MOVEMENT

“Artifacts” (2:30 to 5:00)

“In the second movement ‘Artifacts,’ I composed what I perceive to be very distinct and unrelated gestures for the various instruments, and I present these fragments collage-style against a backdrop of string harmonics. The idea was to present a collection of characteristic but individual sound ‘objects’ in a series of phrases that would serve as structural containers, similar to glass case displays of collections of various objects, as one would find at a museum.” – D.C.

- What sort of “museum” does this music describe for you?

THIRD MOVEMENT

“Two Gardens” (5:15 to 8:40)

- Slithering, sneaking, climbing ... Use your own collection of verbs to describe the action of this section.
- Note the juxtaposition that comes in around 6:42 with sounds classically associated with Chinese music. Do your verbs change now that the new musical element is introduced?

FOURTH MOVEMENT

“Emergence” (9:00 to 11:24)

- Imagine this section as a sort of competition between two sides. What is represented by each side? What does the final gong symbolize?

FIFTH MOVEMENT

“In Silent Rain” (11:35 to 14:01)

- As you listen to this movement, imagine that the music is painting a landscape or the image of some new world or place. What does that place look like? What is one specific visual element in that place and which sound suggested it?

IN THE MUSIC - FOCUS ON THE INSTRUMENTS

In addition to Western instruments, Dorothy Chang employs the following traditional Chinese ones in *Lost and Found*. Listen to the following samples (available on SoundMakers.ca) to hear each specific instrument highlighted.

dizi (bamboo flute) – [Lost and Found Sample #09]*

erhu (2 stringed fiddle) -[youtu.be/A_AWLCTkBIIE]

pipa (lute) - [Lost and Found Sample #17]*

guzheng (zither) - [Lost and Found Sample #19]*

* All Lost and Found Samples are available at soundmakers.ca/soundstreams-commissions/lost-and-found-dorothy-chang

Questions to Ask

Have you ever heard these sounds before? If so where?

Have students choose an instrument and do some research on it. What does it look like? How is it played? When was it invented? Where can you learn to play it in your city?

IN THE MUSIC - KEY CONCEPTS

IDENTITY

What is your musical identity? What or who influences your musical identity? What genres of music do you listen to at home or when you are with your friends? Do they differ? Use the list below to help you think about different genres of music you might hear in your everyday life. Where would you hear this type of music? How do you relate to it?

Musical Genres:

Classical	Jazz	Country
Dance/Electronic	Rock	Blues
Pop	R&B	Latin
Folk	World	Experimental

Have students think about these questions by themselves and allow time to share their answers in small groups or in pairs. Encourage students to use music from their iPods, cell phones, or favourite music streaming websites as examples.

CHINESE VS. WESTERN MUSICAL TRADITIONS

Characteristics of Chinese Music

Listen for the Chinese influences in *Lost and Found* such as use of the pentatonic scale; the importance of plucked string instruments; and a light, singing quality to the music.

Characteristics of Western Music

Listen for the Western influences in *Lost and Found* such as melodies derived from the 7-note major or minor scales; instruments from the Western orchestra such as the piano, violin, and clarinet; and harmonies that may sound familiar to those of you who were raised in North America.

Questions to Ask

Are there parts of *Lost and Found* that are distinctly Chinese or distinctly Western for you? Are there sections where you could not make such a classification? Which are easier for you to identify, the familiar sounds or the new kinds of sounds?

ACTIVITY - COMPOSE YOURSELF

“... I wanted to consider the idea of traditional Chinese music and its place in my musical voice. As a second-generation Chinese-American-Canadian, I had some exposure to Chinese music throughout my youth, but my musical training was strictly Western. This piece is a very honest expression of my musical voice – acknowledging the influences of Chinese music (albeit as a “non-native speaker” of the musical language) as well as those of various musical influences ranging from 80’s pop music and marching band half-time shows to Bartok and Ligeti.” – D.C.

Dorothy Chang reflects on her own childhood, upbringing, history, training, and interests to create five sections in *Lost and Found*; each reflect a bit of her layered musical personality.

In this exercise, create your own musical version of “You.”

Materials: markers, paper, pencils, found objects

STEP 1 Write down three to five words to represent different areas of your life. These words could reflect your heritage, hobbies, skills, and personality traits —

Continued

some of the things that combine to make the unique You. (Ex. Scotland, Soccer, Environmentalism, Chef).

List these words as headings across the top of a blank page.

STEP 2 Under each heading write words to describe what kinds of sounds could be associated with each category. (Ex. Soccer – “kick, kick, swish” of percussion, like “bass, bass, soft snare” on a drum kit).

STEP 3 Once you have sound ideas for each category, compose your “You Song” by layering or arranging these sounds together in some way. Try mixing them together, or playing them in sequence. You could find samples on SoundMakers that represent your sounds and use sound-mixing software to do this, or become a one-person-band and give a live performance using found instruments.

Explain your composition process, your inspiration words, and why you chose the sounds you did.

TIPS FOR SOUND GATHERING

- Take live recordings of parts of your life and use them in a digital composition. (Ex. sister whining, crowd cheering, blender mixing).
- Download clips from SoundMakers.ca to use as source material for one or more of your categories.
- Bring in objects that visually represent your categories and use them to create found sounds used for recording or live performance. (Ex. A textbook [leaf pages to make sound], a soccer ball [bounce for sound], violin [play a phrase]).

TEACHER EVALUATION TOOLS

- Evaluate skills of composition, originality, use of technology.
- Include a written or oral Artist’s Statement component to accompany the presentation of the work and evaluate the clarity of the statement.
- Have students watching each presentation try to break apart the composition into inspiration words, guessing based on their knowledge of their classmate and the sounds presented. Have students hand in a written summary of one or two of these evaluations of the work of others.

GLOSSARY

Beijing Opera is a stylized Chinese form of opera dating from the late 18th century, in which speech, singing, mime, and acrobatics are performed to an instrumental accompaniment.^[1]

Found Sound describes instruments or sounds created from undisguised, but often modified, objects or products that are not normally considered instruments, often because they already have a non-musical function. i.e. a coffee can, cereal box, or a ring of keys.

Pentatonic Scale is a scale of only five different notes, and distinguished from the diatonic scale (which has seven notes) or the chromatic scale (which has twelve). The pentatonic scale is common in the music of several Chinese, Scottish, African, and other indigenous cultures.^[2]

Pizzicato is the name of the technique used while plucking a string instrument, rather than bowing it to produce sound.

Movement refers to the single pieces of a larger composition, as in a symphony with four movements.

[1] http://en.wikipedia.org/wiki/Beijing_opera

[2] http://en.wikipedia.org/wiki/Pentatonic_scale

RESOURCES

WEB

The Destiny and Culture of China, Oracle Think Quest

<http://library.thinkquest.org/20443/instruments.html>

Chinese Musical Instruments, Leisure and Cultural Services Department, Hong Kong

http://www.lcsd.gov.hk/CE/CulturalService/MusicOffice/intro_music/chi_eng_main.html

Dorothy Chan’s Profile, The Canadian Music Centre

<http://www.musiccentre.ca/node/37779/biography>