Global Rhythms with Max and Zara

Learning objective: To identify and describe instruments and musical traditions from different regions of the world, understanding how music is influenced by culture.

Max the monkey is trying to understand the mathematical patterns in world music, while Zara the zebra is looking for the artistic inspiration behind different instruments. Match the description of the musical tradition to its correct region and instrument. Write the letter of the region and the name of the instrument next to the description.

Word bank: West Africa · India · Japan · Brazil · Djembe · Sitar · Koto · Samba Drums

1. 1. This tradition uses the Djembe drum to communicate messages and lead dance. It originates from which region? (2 marks)

2. 2. In this country, musicians play a stringed instrument called a Sitar, known for its long neck and sympathetic strings. Which region is this? (2 marks)

3. 3. This style of music from Brazil involves high-energy drumming patterns often used in large street carnivals. What is the name of this instrument group? (2 marks)

4. 4. This traditional Japanese instrument is a long, plucked zither with 13 strings. Name this instrument. (2 marks)

5. 5. Why do you think different parts of the world developed such unique instruments? Mention one factor like geography or available materials. (2 marks)

Draw: Draw a world map and place a small sketch of a musical instrument in its country of origin. Add colourful patterns around your instruments to show the 'mood' of the music, just like Zara would!

Extension challenge: Research a piece of world music online or in the library. Write three sentences describing the tempo (speed) and the rhythm. Is it fast or slow? Does the rhythm repeat in a pattern?