

**YOUNG PEOPLE’S CONCERTS
2018-2019 STUDY GUIDE**



THE ACADEMY OF KUCHIPUDI DANCE

Classical Dances of India

Tuesday, October 30, 2018

4TH - 12TH GRADES

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ABOUT THE ARTISTS

Kuchipudi is a classical South India Dance Form, known for its graceful, fluid movements and for its strong narrative and dramatic elements. Sasikala Penumarthy extensively trained as a Kuchipudi Artist under the legendary Guru Vempati Chinna Satyam, Chennai, India, and moved to Atlanta in 1991. She continued her pursuits by teaching her own students, performed and produced dance dramas. Sasikala established the **Academy of Kuchipudi Dance**, a non-profit organization in 1997 to propagate this art into the mainstream. She teaches dance at the Hindu Temple of Atlanta in Riverdale and her own dance studio in Suwanee, Georgia.



ABOUT THE STORY



Once a huge black serpent called Kaliya came to live in the river Yamuna. He poisoned the water of the river with his venom. The people of Vrindavan were very scared of the serpent, who was very strong. One day, Krishna decided to teach Kaliya a lesson. He jumped into to kill the serpent. Kaliya was furious and rushed to attack Krishna. But before the snake could catch him, Krishna quickly climbed on Kaliya's head. To shake him off, Kaliya tried to coil around Krishna and crush him. He even tried to drown him but Krishna stayed underwater without breathing. Eventually, Kaliya got tired. Krishna then started jumping and stamping on Kaliya's head and the serpent started vomiting poison.

Kaliya begged Krishna for forgiveness and Krishna ordered the serpent to leave the Yamauna. kaliya bowed his head and quietly left, and the people of Vrindavan rejoiced.

ABOUT THE MUSIC

The performance usually begins with stage rites. Then, each of the characters comes on the stage and introduces themselves with a **dharavu** (a small composition of both song and dance.) The dharavu introduces the identity of the character and sets the mood. The drama then begins. The dance is accompanied by song, typically **Carnatic music**. The singer is accompanied by a small ensemble of musicians, consisting of a melodic accompaniment (usually a violin), a rhythm accompaniment (usually a

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mridangam), and a tambura, which acts as a drone throughout the performance. There may also be a veena or flute. Carnatic music is mainly sung through compositions, especially the **kriti** (or kirtanam).

Carnatic music is considered one of the oldest systems of music in the world. Western classical music is based upon the equal tempered scale, and rests upon melody, harmony and counterpart while Swara and Tala are the two basic components of Indian classical music. **Swaras** are the twelve notes and the intervening semitones, while a **Tala** is a cycle of beats.

Indian classical music is based on the **ragas** ("colors"), which are scales and melodies that provide the foundation for a performance. Unlike western classical music, Indian classical music allows for a much greater degree of "personalization" of the performance, almost to the level of jazz-like improvisation. Thus, each performance of a raga is different. The goal of the raga is to create a trance-like state, to broadcast a mood of ecstasy. The main difference with western classical music is that the Indian ragas are not "composed" by a composer, but were created over the centuries. Thus they do not represent mind of the composer but a universal idea of the world.

Each Raga has its own scale consisting of minimum five and maximum seven notes (swaras).

ACTIVITY: Make Indian Ankle Bracelets



Big kids and little kids will love this easy musical craft activity. All you need are jingle bells and chenille pipe cleaners. This craft takes minutes to create and provides hours of fun!

What you need

- Jingle bells
- Chenille pipe cleaners

The process of making these is pretty self-explanatory. Just thread a pipe cleaner (you'll first want to cut off a quarter or third of it to better fit small wrists and ankles) through several jingle bells. Then twist the ends together and voila! You'll be dancing in no time!

If you're concerned about the sharp ends of the pipe cleaner poking into your child's skin, here's something I'd suggest doing before you put the bracelet or anklet on. Fold the ends (just 1/4 of an inch or so) onto itself. This will create a tip that is not quite so sharp.



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CURRICULUM STANDARDS

Standard	Explanation
MK-5GM.6	Listening to, analyzing, and describing music a. Identify specific music events in an aural example, given appropriate terminology. b. Identify characteristics of musical elements in music, which represent diverse genres and cultures.
MK-5GM.7	Evaluating music and music performances. a. Evaluate musical performances of themselves and others. b. Explain personal preferences for specific musical works and styles using appropriate vocabulary.
M6-12GM.9	Understanding music in relation to history and culture a. Perform, listen, move and/or distinguish between music from various historical periods and cultures (e.g., various world regions). b. Describe how music and musicians function in various cultures. c. Demonstrate appropriate audience behavior for the context and style of music performed
Program Focus	
DK-5FD.1	Identifies and demonstrates movement elements, skills, and terminology in dance
DK-5CR.2	Demonstrates an understanding of dance as a way to create and communicate meaning a. Improvises movement based on own ideas, feelings, concepts, and kinesthetic awareness b. Recognizes and accurately describes movement and dance elements. c. Moves expressively to music or other accompaniment (e.g., sound, text)
DK-5CO.3	Integrates the use of technology and new media a. Explores dance as an art form through the use of media and technology
DK-5CO.1.g.	Describes the similarities and differences in various dance styles (e.g., ballet, jazz, tap, folk)
TAMS6-12.7	Integrating various art forms, other content areas, and life experiences to create theatre a. Identifies similarities between theatre and other art forms
TAMSK-5.11	Engaging actively and appropriately as an audience member in theatre or other media experiences a. Models appropriate audience behaviors b. Analyzes the relationship between an audience and a performer
SS7G9	Locate selected features in Southern and Eastern Asia. a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Chang Jiang (Yangtze) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula. b. Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.
SS7G11	SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia. a. Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.
SS7G12	SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia. a. Explain the differences between an ethnic group and a religious group. b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.

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RESOURCES

http://www.kidsgen.com/fables_and_fairytales/indian_mythology_stories/krishna_and_kaliya.htm

<http://mynearestanddearest.com/jingle-bell-bracelets/>

<http://kuchipudi.us/home.html>

<http://www.culturalindia.net/indian-dance/classical/kuchipudi.html>

<http://www.carnaticindia.com/>