

A BEGINNER FLUTE METHOD BOOK

USING MALAYSIAN FOLK SONGS

AHMAD HISHAM BIN YEOP ISMAIL

**THIS RESEARCH PROJECT SUBMITTED TO ACQUIRE THE TERMS
FOR MASTERS OF EDUCATION**

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DECLARATION

I admit that this thesis is my own work except for musical excerpts of which have been duly acknowledged.

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AHMAD HISHAM BIN YEOP ISMAIL

M20092001193

ABSTRACT

This project aims to produce a flute method book based on Malaysian Folk Songs, Patriotic Songs, famous songs from the Malaysian legend the late Tan Sri P.Ramlee (1929-1973) and Children's Songs. Forty songs were selected based on key, range and register for the first level of learning. The music selected is very important as a means to further enhance students' knowledge about their local culture. Here, method books play an important role for teachers to develop and organize strategies to produce capable students. The elements of music are based on the fundamentals level from beginner for the first year of learning. This book can also be used for recorder or piccolo or used for oboe and treble instruments in the C Clef.

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LIST OF ABBREVIATIONS

FPN	Falsafah Pendidikan Negara (National Education Philosophy).
KBSR	Kurikulum Bersepadu Sekolah Rendah (Primary School Syllabus).
RTM	Radio Televisyen Malaysia (Malaysian Radio and Television Network).

A BEGINNER FLUTE METHOD BOOK USING MALAYSIAN FOLK SONGS

CHAPTER 1

INTRODUCTION

1.1 Background

“Music is a society activity that a number of people must understand what the organized sounds are, and what they are for, or else the sounds are meaningless...” (Abeles, 1995)

Since ancient times, music has been an important function in humanity. It has many different roles. In Malaysia, apart from being used as a tool for entertainment, music plays an important role in community and rituals such as traditional ceremonies and Royal events. In addition, it is also used to boost the spirit of patriotism and national identity amongst the people. Malaysia has a rich arts heritage in which the people take much pride:

Orang-orang Melayu sebenarnya mempunyai dayacipta yang unik dan tersendiri. Terutama dalam bidang seni. Kehalusan ciptaan seninya mempersonakan. Penciptaan begitu rupa lahir daripada sifat dan sikap yang mempunyai nilai budi yang tinggi dan daya rasa yang halus. Dengan demikian karya yang dihasilkan begitu tinggi nilainya. (Madulara, 1984)

Malay people have their own unique creativity, especially in the field of arts performing. The fineness of artistic creation is exemplified. Such that the creation of character and attitude born of a high absolute value and its delicate taste. The performing arts are valued very highly. (Madulara, 1984, Translation Hisham, 2011)

The results of a study published by the *Policy Research Unit, Ministry of Education Malaysia, July 2000* state:

“Masyarakat Malaysia mampu bersaing dan menerima cara hidup yang toleran dengan mendengar berbagai-bagai irama muzik dari pelbagai etik dan budaya. (Unit Penyelidikan Dasar, 2000)

The Malaysian society is able to compete and receive a tolerant way of life by listening to a variety of music from a variety of ethical and cultural backgrounds. (Policy Research Unit, 2000, Translation Hisham, 2011)

According to many activities that have been enacted to uphold these treasures, the Ministry of Education has also played a role in placing songs in the Malaysian Music Education Syllabus *Kurikulum Bersepadu Sekolah Rendah* (KBSR) and create clubs and associations for co-curricular school activities.

Today, extra-curricular activities in schools are designed to give students opportunities to grow, strengthen, and practise their knowledge, skills and values which they have learnt in the classroom. It is also designed to support the government's efforts to produce a comprehensive and well balanced student *Falsafah Pendidikan Negara* (FPN) (National Education Philosophy).

Co-curricular learning is defined by FPN as a channel based on the planned work, where work is an extension of teaching and learning in the classroom. Extra-curricular activities in the government and government assisted schools include:

- (a) Participation in sports.
- (b) Participation in club and societies.
- (c) Participation in uniform bodies.
- (d) “Other activities” which are written by the Minister in “Warta Kerajaan” (Government Gazette) dated 31st December 1997, Jld. 41, No. 26, Tambahan No.94, Perundangan A.P.U. (A) 531, Akta Pendidikan 1996.

Music in Malaysian secondary schools is both a curricular and co-curricular activity which may encompass playing in music ensembles. Co-curricular activities offered include Marching Band and Concert Band. This involves learning the technical skills of the instruments in the band. To further strengthen the quality of these ensembles, proper training and techniques are needed to create a unified group. In this study, the author chose the music for the flute to create a book with a Malaysian content. The reason flute was selected was due to the popularity of the instrument in the Marching Bands and Concert Bands.

1.2 Goals

The main goal of the method book is to help Malaysian students to learn and to develop basic flute technique. The repertoire is based on Malaysian Folk Songs, Patriotic Songs, famous songs by the Malaysian legend the late Tan Sri P.Ramlee (1929-1973) and Children’s Songs. This book can also be used as a supplement to the existing method books. In Marching Bands and Concert Bands, the flute plays a vital role. Flute players require much skill to perform in these ensembles. Moreover, flute students in Malaysia should have some repertoire with local content at the beginning level.

1.3 Rationale

In Malaysia, there are many flute method books that used in teaching and learning music in class. Many teachers are using these existing method books. However, the songs that are used are based mostly on Western Folk Songs. For this method book the entire repertoire is based on a selection of Malaysian Folks Songs, Patriotic Songs, the late Tan Sri P.Ramlee Songs and Children's Songs.

Traditional folk music provides the best and most natural material for becoming a literate musician. Everyone has a mother tongue the language spoken at home. The traditional folk music of that language provides the source from which the basic elements of music literacy can be drawn. Following the study of authentic folk songs of the native culture(s), we can then explore of the music of other cultures and connect traditional music with all styles of composed music. (Zoltan Kodaly, 2010)

The interest in folk songs in general has lead to interest Malaysian students to their local musical heritage.

.... kita sebagai bangsa Melayu haruslah memiliki kekuatan untuk mempertahankan di dari daya-daya Barat. Letak kekuatan kita pada warisan budaya, bukan saja dari segi luaran, tapi pemahaman warisan (budaya) untuk menjaga identitas kita (Professor Datuk Doctor Abdul Latif Bakar, 2008)

.... we as Malays should have the strength to defend the strong Western influence. Our strength lies in our cultural heritage, not only from the outside, but the understanding of

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heritage (culture) to maintain our identity.... (Professor Datuk Doctor Abdul Latif Bakar, 2008, Translation Hisham, 2011)

The music selected is a means to further enhance student's knowledge about musical aspects. This is important on a technical and pedagogical level. In addition, the music is also a very important means to enhance student's knowledge about their culture and communities. Here, music method books play an important role for teachers to develop and organize strategies to produce capable students.

1.4 Scope

Most of the construction of this book is based on flute method books such *A Tune A Day for Flute Book 1*, *Best in Class - Flute Book*, *Standard Of Excellence Book 1* and *Practice Book For The Flute*. The level of skill taught is the first year of instruction. The skill elements of music are based on the fundamental levels from beginner for the first year of learning. This book can be used for recorder or piccolo, or used for oboe and treble instruments in the C Clef.