

Caravan

Exploring the Arab World through Music and Dance

Five Day Residency Lesson Plan

Grade Level and Number of Students

K- 12, Colleges and Universities, Communities, up to 25 core student group suggested.

This residency will present the rich heritage of Arabic music and dance as a living art form to students and teachers by providing education about its authentic form and its cultural context. Through music and dance students can start to appreciate what is unique and beautiful about another people. Zulaika will talk about the Arabic people, their culture and music. She will demonstrate dances from different Arabic countries and teach dance movement. Under her direction students will use worksheets, music, dance, videos, photographs, folk wear and other artifacts to enhance their learning experience.

Learning Objectives

1. Students will learn basic facts about the Arab people and their culture - geography, language, religions, arts and customs.
2. Students will learn about the importance of improvisation in Arabic music and dance.
3. Students will learn how Arabic dances differ from western dances in the use of the body and broaden their movement vocabulary.
4. Students will learn the importance of dance and music in Middle Eastern everyday life and celebrations.
5. Students will learn how Arabic culture contributed to our own culture.
6. To help to dispel stereotypes by increasing students' awareness of the Middle Eastern arts and culture.

Student Activities

Culture & Language

1. Geography; locate Middle East & North Africa on world map or globe, major religions, traditional lifestyles vs. modern lifestyles.
2. Traditional styles of folk dress; display or use student models for folk costumes from different countries, view photos of other styles of Middle Eastern dress, discuss "modesty" styles, veiling, who veils and why.
3. Vocabulary; *Malaya, abyya, burka, hijab, caftan, galabayya, shayla*, Islam, Muslim, modesty.
4. Language; English words of Arabic origin, assign name tags w/ Arabic names (adopt an Arabic name for duration of Residency), practice common Arabic greetings, learn to count in Arabic, exhibit calligraphy art, Arabic script work sheets, read Arabic folktales or poetry.
5. Other Arts: Present examples of mosaics, architecture and other arts.

Arabic Music

1. Traditional instruments; show pictures and actual instruments used in Middle Eastern music, listen to different Arabic instruments, watch video selections of Arab orchestras and folk bands.

2. Arabic rhythms; count and clap to various Arabic rhythms, play finger cymbals
3. Types of Arabic music; listen to recordings of various types of Middle Eastern music ≡ pop, classical, country, from different countries.
4. Types and importance of improvisation; musicians, singers
5. Traditional forms of audience participation; clapping, singing, *zagareet* (traditional vocal expression of enjoyment).
6. Vocabulary: *maqam*, *taqasim*, *mawal*, ornamentation, *oud*, *riq*, *kanoon*, *ney*, *sagat*, improvisation, *tarab*, *zagareet*.

Arabic Dance

1. View video segments of Middle Eastern dance performances in rural and theatrical settings.
2. Discussion on differences between western dances and Arabic dances.
3. Learn basic Arabic dance movements and isolations.
4. Learn an Arabian folk dance; Egyptian *tahtib*, Lebanese *debkhe*, Saudi *khalijiyya*
5. Participate in a *Zeffa*; Egyptian wedding procession to demonstrate dance's connection to everyday life and celebrations.
6. Create henna designs on worksheets or using watercolor pencils on hands (traditionally don on the brides hands and feet before her wedding).
7. Vocabulary: henna, *zeffa*, *zagareet*, isolation, ornamentation, *debkhe*, *thobe nashal*.

Curriculum Correlations

Dance, Music, Arts, People/Culture, World Languages, Social Studies.

Teacher Contact Time

Prior to initial planning time, teachers will receive an introductory packet of information including educational materials and resources for their own use, an outline of residency topics and activities, and a resource list for their students use. This will be used as a basis for designing the residency. Planning time will be used to determine the teachers' expectations for their students and used as a guide to selecting the major topics to be covered. With the teachers' guidance, activities will be chosen and geared to the, ages, learning styles, the number of students, and length of contact time. Planning time will also be used to setup workable schedule for the students, school, and artist including selection of an appropriate space for the selected activities. Other planning topics to be covered are; an agreed-upon list of materials to be provided by the school and those to be provided by the artist, where they are located, and where they are to be stored during the residency, the schools discipline policies, and the type of community event to be sponsored.

Community Event

Community events can include either classroom, school, or community events such as student and/or artist performances, displays of artifacts and completed activities to be viewed by other students or community members, student journals to be shared with other students and family, or a lecture/demonstration by the artist.