

# Arabiqa with Karim Nagi

**Grades**

3 to 5

**Video Length**

38 minutes

**Standards of Learning**

Music Standards of Learning for Virginia Public Schools

- History, Culture, and Citizenship 3.6, 4.6, 5.6

History and Social Science Standards of Learning for Virginia Public Schools

- World Geography WG.10

**Guiding Question**

What do we mean when we refer to music as the universal language?

**Student/Teacher Actions**

1. Before the video, ask students if they have ever heard of “the Arab world” before. Allow students to make educated guesses about the location and countries.
2. Play *Arabiqa*.
3. Separate students into groups of four to six and pose the question, “What are ways that musicians can communicate through their instruments?”
4. In each group, have students make a list of responses—at first without discussion. Have each student fold the paper in half when they’ve finished writing and pass it to the next student. When finished, unfold the paper, and compare responses. If there is time left, allow groups to share with the whole class.

**Materials**

Computer, Projector, Paper, Pencil

**Strategies for Differentiation**

- Provide opportunities for small group interaction.
- Include visuals throughout the lesson.
- Demonstrate steps for students.

**Vocabulary**

Riqa (Arabic tambourine), Duff (drum for rituals), Sagat (domes), Buzuq (great-grandparent of the guitar) Tablah (goblet-shaped drum), Percussion, Music, Arab World, Galabaya (tunic), Ta’aya (hat), l’mma (head scarf), Aasaya (stick)

**Extensions and Connections**

- Ask students to think of and share about instruments that they use for rituals in their lives. (Rituals can include birthdays, weddings, etc.)

**Assessment (options)**

*Exit tickets can be asked individually, as written responses, or in small groups.*

- Can you name a type of ritual that the duff, also known as the drum, is used for?
- What is one way that Karim Nagi communicates while playing his instruments?

