

Arabiqa with Karim Nagi

Grades

K to 2

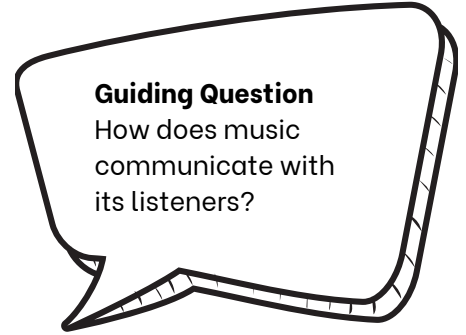
Video Length

38 minutes



Guiding Question

How does music communicate with its listeners?



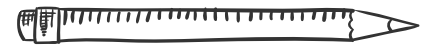
Standards of Learning

Music Standards of Learning for Virginia Public Schools

- History, Culture, and Citizenship K.6, 1.6, 2.6

History and Social Science Standards of Learning for Virginia Public Schools

- World Geography WG.10



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. Ask students what their favorite instrument was, why it was their favorite, and what the music that it creates makes them feel.
4. Pair students in groups of two or three to share their responses to the questions. Allow for five minutes of discussion. As an option, each pair can present their response(s) to the entire class.

Materials

Computer, Projector

Strategies for Differentiation

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

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.)

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), I'mma (head scarf), Aasaya (stick)

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?

