

Dear Educator,

Welcome to the 2017-18 season of 92nd Street Y's Musical Introduction Series. We are delighted to partner with you and your students on an exciting year of music in the concert hall and the classroom!

92nd Street Y's Musical Introduction Series (MIS) empowers children in grades K-3 to explore the world's musical genres, engage in music-making, and, by learning about rich musical traditions in class and at live performances, cultivate a global perspective that nurtures empathy for people from diverse cultures and backgrounds.

In order to best meet the curricular and instructional expectations for classroom teachers, we have aligned activities in the Curriculum Guide with Common Core State Standards and 2nd grade benchmarks in NYC's Blueprint for Teaching and Learning in Music. Included in the guide are fun, multidisciplinary activities that give teachers the option of fulfilling core literacy requirements. The accompanying *My Music Journal* includes engaging resources for each unit that lead students on a musical and cultural journey around the world. (Each student will receive his or her own journal.) There are a variety of journal pages providing students an opportunity to freely reflect on their experiences throughout the year. In this way, each student's journal becomes an interactive document that reinforces learning and understanding.

Our theme this season is *Silk Road: Musical Caravan*. Students will imagine themselves as merchants in the medieval Silk Road caravan. As they travel and trade goods in each artists' musical culture of origin, students will perform songs, dances and folktales from each culture. Our distinguished roster of artists for the season highlights the power of music to share our stories and inspire our imaginations.

China - Wu Man and Friends
Armenia - Zulal
India – Jiva Dance
Syria - Gaida

We have created lessons designed to appeal to children's diverse learning styles and connect to schools' language arts, math, social studies, and science curricula. By embedding multiple modalities of instruction in each unit, we recognize that students learn and process information in different ways. 92Y teaching artists will visit each of your classrooms throughout the year prepared to build on the important work that you have done through the classroom teacher lessons in this curriculum. The curriculum and accompanying recordings are crafted to assist both specialists and classroom teachers.

Students will demonstrate knowledge of instruments, languages, stories, traditional songs and dances from China, Armenia, India, and Syria, key regions along the Silk Road. This music-centric cultural study will develop students' ability to understand context, compare cultures, and engage with each work of art.

To those returning to MIS, it has been a joy to collaborate with you, and we are thrilled to continue our work together. To those joining us for the first time, we welcome you and hope that you and your students will be enriched by our partnership.

Larisa Gelman
Director
92Y Center for Education Outreach

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Contributors to the Curriculum Guide:

Authors

Daniel Levy

Editors

Ava Lehrer

Daniel Levy

Larisa Gelman

Design

Francesca Faber

Naomi Dubin

Emily Robinson

Audio Production

Daniel Levy

Additional Thanks

Carol Fineberg

Jennifer Dayton

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This VSA program is provided in 2017-2018 under a contract with the John F. Kennedy Center for the Performing Arts.



2017-18 Season Schedule

Wu Man and Friends

Monday, November 27
Tuesday, November 28
Wednesday, November 29

Jiva Dance

Tuesday, March 27
Wednesday, March 28
Thursday, March 29

Zulal

Tuesday, January 23
Wednesday, January 24
Thursday, January 25

Gaida

Wednesday, May 16
Thursday, May 17
Friday, May 18

Concerts take place at 10:00 am and 11:30 am
92nd Street Y Kaufmann Concert Hall

Professional Development Workshop:

Monday, October 23, 2017
4:00-6:00 pm in the Weill Art Gallery at 92nd Street Y
1395 Lexington Avenue, between 91st and 92nd Streets

Preparing students for a visit to the 92nd Street Y Kaufmann Concert Hall

Before your students come to each of the concerts at 92nd Street Y, please have a discussion with them about what a concert is, and their important role and tasks as audience members. Here are some suggested discussion points:

- When you first arrive at 92Y's concert hall, please go quietly to your seats. If students need to use the restrooms, please do so before the concert begins. Try not to leave the concert hall during the performance. Teachers, please remain with students in the concert hall at all times during the show.
- Please explain to your students that there is no talking during the performance. This includes whispering and discussing the concert while it is taking place.
- As audience members, your students are a very important part of the event. Remember that part of their job is to listen to and observe carefully what they hear and see on stage. This means that they should sit quietly, while paying close attention to everything that takes place during the performance. By doing their very best job as listeners, they are helping the performers do their jobs well - playing music just for them!
- Children from many different schools will be coming to the concert. This might be a little confusing at first, but remember that everyone has come to listen to the music. Show other students that you understand your job as an audience member by remaining quiet and attentive to the performers even when other children might be talking or not paying attention.
- When performers come on stage, welcome them with your applause. When the performance begins, please show the performers how much you respect and appreciate them with your most attentive, quiet concert behavior. A good mnemonic for remembering their jobs as audience members is "**Attention, Appreciation, and Applause.**"
-

Note:

Taking of photographs and videos is not allowed in the concert hall. There will be no food, beverages, or gum chewing in the concert hall. There is no available space at 92Y for students to eat their lunches. All cell phones must be turned off throughout the duration of the concert.

Thank you for being part of these events. Have a great time listening to the music!



The Music of the Silk Road

Learning Objectives:

Students will demonstrate knowledge of the instruments, languages, stories, traditional songs, and dances of China, Armenia, India, and Syria, key regions along the ancient Silk Road. This music-centric cultural study will develop students' ability to understand context, compare cultures, and engage with each work of art.

Understanding Context

What did the Silk Road mean for the merchants and townspeople who it connected?

Students will be able to:

- Describe the historical Silk Road in basic geopolitical terms (what, when, where, why).
- Narrate and empathize with the lives of various imaginary participants in Silk Road trading.
- Bargain for imaginary goods.

Comparing Cultures

How are the songs, instruments and music-making cultures of the Silk Road countries the same? How are they different?

Students will be able to:

- Describe and perform specific songs from all four cultures.
- Recount the stories behind specific songs from each culture.
- Perform traditional dances from each culture.
- Compare and contrast string, woodwind, and percussion instruments from all four cultures.

Engaging with the Work of Art

Which of the Silk Road artists and songs do I love? How do I connect with them? What do they mean to me?

Students will be able to:

- Describe and perform specific songs that are meaningful to them.
- Describe the artists' individual approaches to music making.
- Connect their own life experience with that of the performers.

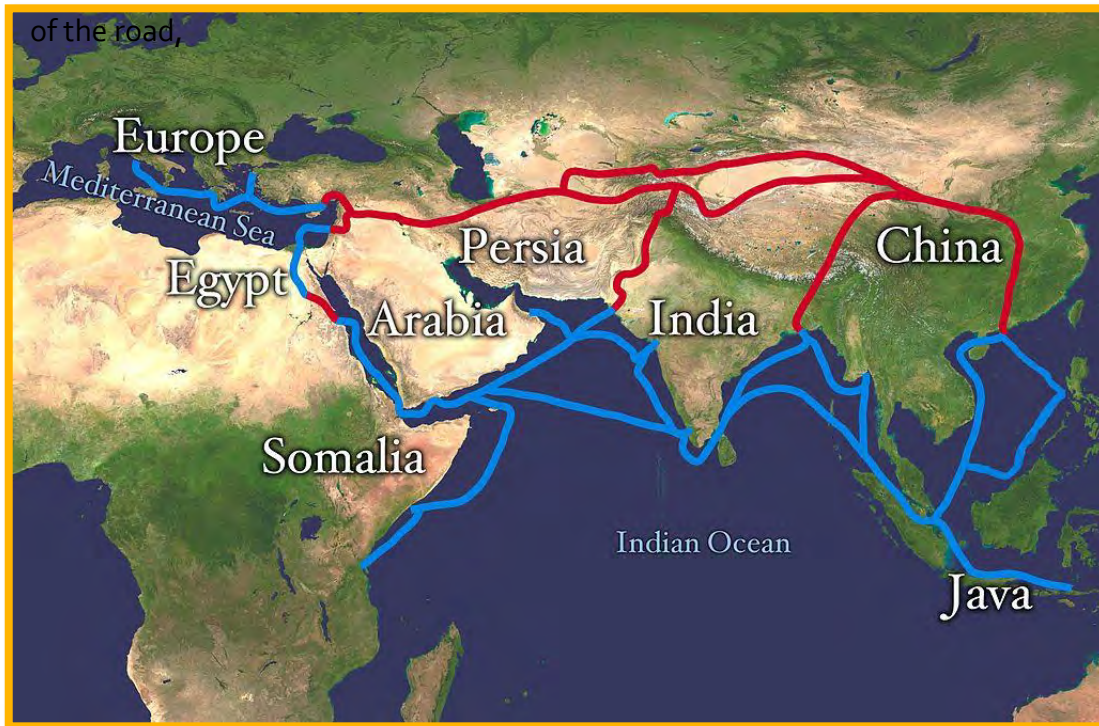
About the Silk Road

What is the Silk Road?

The Silk Road is a complex series of land and sea trade routes dating from 138 BC through the 10th Century. It linked the cultures of East and West through the exchange of spices, goods, language, and arts. Traders, migrants, armies, clergy, diplomats, and bandits all made use of the Silk Road. Beginning with the Chinese silk trade of the Han Dynasty (206 BC-220 AD), it traversed Central Asia and linked China and Europe, but the term "Silk Road" wasn't coined until the 19th century.

The 7,000-mile-long "road" was made up of many caravan paths, and included key marketing cities and rest stops at way stations (*caravanserais*) along the way. The 21 countries on the land-based Silk Road include Afghanistan, Armenia, Azerbaijan, China, Georgia, India, Iraq, Iran, Jordan, Kazakhstan, Kyrgyzstan, Lebanon, Mongolia, Nepal, Pakistan, Russia, Syria, Tajikistan, Turkmenistan, Turkey, and Uzbekistan. Few people needed to travel all the way from end to end (Xi'an to Rome), a journey that would have taken over year.

Most traders traveled only their favored sections depending on what goods they hoped to trade.



Why is the Silk Road important?

Trade along the Silk Road influenced political and economic interactions between the civilizations it connected. The cities along the road served as cultural hubs for discourse on technology, creative arts, religion, cuisine, science, philosophy, and all manner of cultural exchange and diffusion.

How will students learn about the artists and connect with the Silk Road?

This season, students will imagine themselves as merchants in a medieval Silk Road caravan. As they travel and trade goods in each artists' musical culture of origin, students will perform songs, dances, and folktales from each culture.

2017-2018 Essential Questions

- 1) What did the Silk Road mean for the merchants and townspeople who it connected?
- 2) How are the songs, instruments, and music-making cultures of the Silk Road countries the same? How are they different?

2017-18 Season Artists

Unit 1



Wu Man / China

Unit 2



Zulal / Armenia

Unit 3



Jiva Dance / India

Unit 4



Gaida / Syria

About the Artists



Focal Works	Teaching Artist Activities	Vocabulary
<i>White Snow In A Sunny Spring</i> <i>Ambush From All Sides</i> <i>A Quiet Night Thought</i>	<ul style="list-style-type: none"> • Meet Wu Man • Compare Instruments • <i>Night Thoughts</i> (connect poetry and music) • My Chinese Character Poem (write a poem that includes ideograms) • <i>White Snow In Spring</i> (listening to music without words) • <i>Dancing Ambush From all Sides</i> (dance a battle scene) • Compose New Music For Pipa (compose for the pipa) • Re-connect with the Silk Road (a co-taught lesson) 	Ambush Ancient Luxury Modern Takalamakam Textile



Focal Works	Teaching Artist Activities	Vocabulary
<i>Mogats Shugen</i> <i>Katser Im Shugen</i> <i>Lachin U Manan</i> <i>Hink Edz</i> <i>Ghapama</i> <i>Vijag</i> <i>Sari Siroon Yar</i> <i>Tamzara</i>	<ul style="list-style-type: none"> • Meet Zulal • Compare Instruments • <i>Mogats Shugen</i> (how musical layers work) • <i>Katser Im Shugen</i> (learn the story and sing the song) • <i>Katser Im Shugen</i> (drawing voice parts) • <i>Lachin U Manan</i> (sing and draw musical layers) • <i>Hink Edz</i> (draw the story) • <i>Vijag</i> (explore Armenian village life) • Reconnect With The Silk Road (co-taught lesson) 	A cappella Accompaniment Improvise Modern Refrain





Focal Works	TA Activities	Vocabulary
<i>Krishna Leela (Krishna Tales)</i> <i>Sadjam</i> <i>Alarippu</i> <i>Mallari</i> <i>Chandrasekaram</i> <i>Javali</i>	<ul style="list-style-type: none"> • Meet Jiva Dance • Compare Instruments • The Nine Moods (perform classical facial expressions) • Bharatanatyam Make-up Coloring (explore traditional make-up) • Create A Hasta Dance (choreograph hand gestures) • Namaskar (dance the traditional dancer's blessing) • My Mridangam (play the drum, make your own drum) • <i>Krishna Leela</i> (study stories of Krishna) • Re-connect With The Silk Road (a co-taught lesson) 	Asamyuta hasta Carnatic music Dum/Tek Jiva Konnakol Namaskar Silk Road



Focal Works	TA Activities	Vocabulary
<i>Ammar</i> <i>Almaya (To The Water)</i> <i>El Hilwa Di (The Sweet One)</i> <i>Blowin' In The Wind</i>	<ul style="list-style-type: none"> • Meet Gaida • Compare Instruments • Darbouka Warm Up (play drum patterns) • Re-imagine <i>Ammar</i> (sing a wedding song) • Social Justice Song (sing <i>Blowin' In The Wind</i> in Arabic) • Sing <i>Almaya</i> (sing along in Arabic) • <i>El Hilwa Di</i> (explore Syrian village life) • Syrian Circle Dance (a traditional dance) • Reconnect With The Silk Road (a co-taught lesson) 	Accompaniment Compose Improvise Modern Social justice

Season 2017-18 at 92nd Street Y:

The Music of the Silk Road

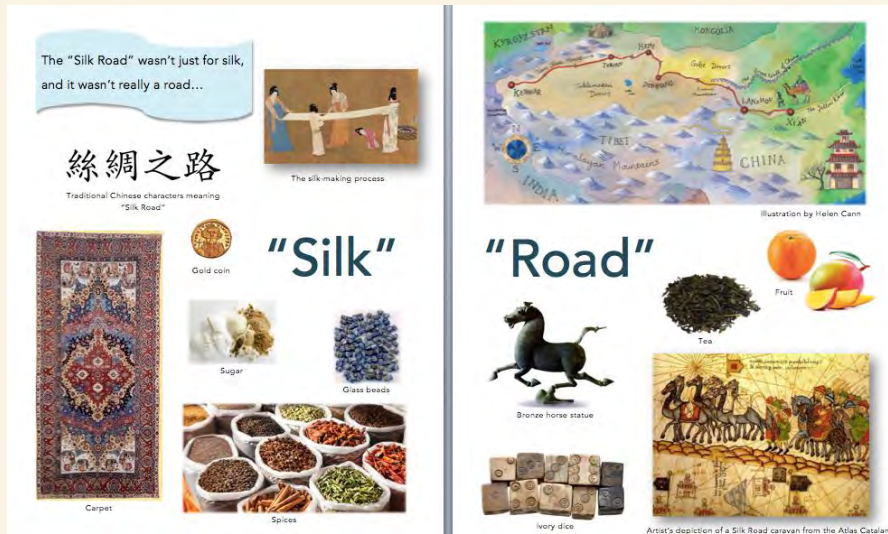


WATCH



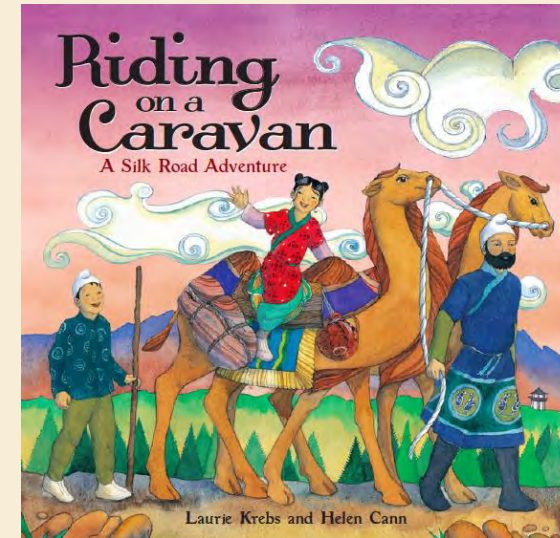
- Watch and discuss video: The Silk Road (4:45).

EXPLORE



- Read and discuss the "Silk Road" on My Music Journal pg. 6-7.
- Describe the items you see.
- How do these things connect with the Silk Road?

CONNECT



- Read the book *Riding on a Caravan*.
- Explore the "Silk Road" on My Music Journal pg. 6-7.
- Explore Camel Fun Facts on My Music Journal pg. 8-9.
- Explore My Caravan Camel on My Music Journal pg. 10.

Wu Man and Friends

China



WATCH



- Watch video: Meet Wu Man (4:00)
- Discuss:
 - *What is a pipa?*
 - *What did you notice about Wu Man and her pipa?*
 - *What kinds of songs can be played on the pipa?*
 - *What does it sound like?*
 - *Is the pipa like any other instruments you know?*
 - *What was on Wu Man's fingertips?*
 - *Is the pipa ancient, or modern, or both?*
 - *How many strings? (four)*
 - *Where was it invented? (Persia)*

EXPLORE



- Turn to My Music Journal pg. 24-25, Wu Man Artist / Culture.
- Describe the items you see.
- How do these things connect with the Silk Road?

CONNECT

How About You?

Me /

My Name:

My Songs:

My Country:

My Town:

My Products:

My Coin/Money:

My Bread:

My Spice:

My Textile Pattern:

My favorite way to say...

Hello:

Yes:

No:

Thank you:

Goodbye:

Musical Introduction Series

- Turn to My Music Journal pg. 18, How About You?
- Complete each blank item to create a page that describes you and your culture; then share your work.

Zulal

Armenia



WATCH



- Watch video: Meet Zulal (6:30).
- Discuss:
 - *What did you notice about Zulal?*
 - *How would you describe the sound of their voices?*
 - *How do they feel about singing?*

EXPLORE



- Turn to My Music Journal pg. 32-33, Zula Artist / Culture page and describe the items you see.
- *How do these things connect with the Silk Road?*

CONNECT

Role Play: At the Silk Road Market (K-4)

- Turn to My Music Journal pg. 19, Role Play: At the Silk Road Market, and act out one of the two-person scenes:
 - Two Children at the Silk Road Market
 - Two Children from different cities
 - TV Reporter on the Silk Road

Silk Road Mysteries: Where Am I From? Where Did I Go? (K-4)

- Turn to My Music Journal pg. 22-23, Silk Road Mysteries, and read each story one at a time.
- Use the Artist / Culture pages to solve each mystery.

Fill-In Market Bargaining Stories (K-4)

- Turn to My Music Journal pg. 11, Market Bargaining Stories, and fill in the blanks.
- Share stories with the class.

Role Play: Bargaining at the Silk Road Market (3-4)

- Turn to My Music Journal pg. 20-21, Role Play: Bargaining at the Silk Road Market, and prepare bargaining strategies.
- Act out two-person scenes.

Instrument Coloring Pages (K-2)

- Turn to My Music Journal pg. 37, Instrument Coloring Page, and color while playing Zula's music.

Jiva Dance

India

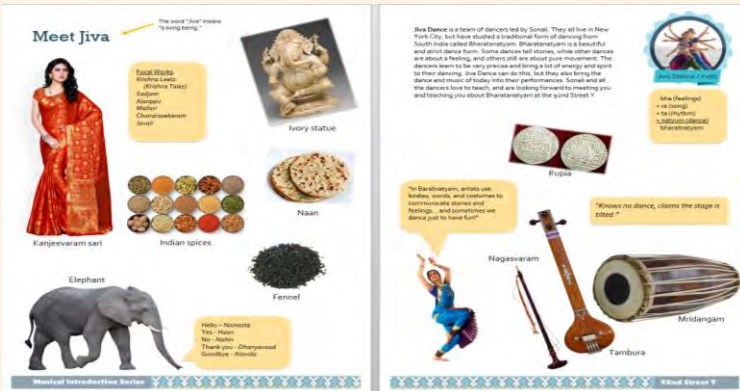


WATCH



- Watch video: Meet Jiva Dance.
- Discuss:
 - What did you notice about Jiva Dance?
 - How would you describe the sound of their music?
 - How would you describe the way they dance?

EXPLORE



- Turn to My Music Journal pg. 38-39, Jiva Dance Artist / Culture page and describe the items you see.
- *How do these things connect with the Silk Road?*

CONNECT

Role Play: At The Silk Road Market (K-4)

- Turn to My Music Journal pg. 19, Role Play: At the Silk Road Market, and act out one of the two-person scenes:
 - Two Children at the Silk Road Market
 - Two Children from different cities
 - TV Reporter on the Silk Road

Silk Road Mysteries: Where Am I From? Where Did I Go? (K-4)

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Fill-In Market Bargaining Stories (K-4)

- Turn to My Music Journal pg. 11, Market Bargaining Stories, and fill in the blanks.
- Share stories with the class.

Role Play: Bargaining at the Silk Road Market (3-4)

- Turn to My Music Journal pg. 20-21, Role Play: Bargaining at the Silk Road Market, and prepare bargaining strategies.
- Act out two-person scenes.

Instrument Coloring Pages (K-2)

- Turn to My Music Journal pg. 40, Instrument Coloring Page, and color while playing Jiva's music.

Gaida

Syria



WATCH



- Watch video: Meet Gaida.
- Discuss:
 - *What did you notice about Gaida's song?*
 - *How would you describe the sound of her voice?*
 - *How do you think she feels about singing?*

EXPLORE



- Turn to My Music Journal pg. 48-49, Gaida Artist / Culture page and describe the items you see.
- *How do these things connect with the Silk Road?*

CONNECT

Role Play: At The Silk Road Market (K-4)

- Turn to My Music Journal pg. 19, Role Play: At the Silk Road Market, and act out one of the two-person scenes:
 - Two Children at the Silk Road Market
 - Two Children from different cities
 - TV Reporter on the Silk Road

Silk Road Mysteries: Where Am I From? Where Did I Go? (K-4)

- Turn to My Music Journal pg. 22-23, Silk Road Mysteries, and read each story one at a time.
- Use the Artist / Culture pages to solve each mystery.

Fill-In Market Bargaining Stories (K-4)

- Turn to My Music Journal pg. 11, Market Bargaining Stories, and fill in the blanks.
- Share stories with the class.


Role Play: Bargaining at the Silk Road Market (3-4)

- Turn to My Music Journal pg. 20-21, Role Play: Bargaining at the Silk Road Market, and prepare bargaining strategies.
- Act out two-person scenes.

Instrument Coloring Pages (K-2)

- Turn to My Music Journal pg. 52, Instrument Coloring Page, and color while playing Gaida's music.

Teaching Artist Unit 1: China - Wu Man and Friends

ACTIVITY	STEPS & GUIDING QUESTIONS	SUPPORT
<p>THIS SEASON AT 92Y (15 min)</p>	<ul style="list-style-type: none">• Connect with the classroom teacher's Silk Road activities.• Watch Video: <i>This Season at 92Y</i>.<ul style="list-style-type: none">○ <i>What will we be doing this year?</i>○ <i>What are you looking forward to?</i>• Learn to sing <i>Riding on a Caravan</i> (My Music Journal pg. 4).	<p>Show this video again at the beginning of each unit. You may also want to refer to My Music Journal pg. 24-25, Wu Man Artist / Culture page.</p> <p>Sing <i>Riding on a Caravan</i> whenever you want to reconnect with the idea of the Silk Road.</p>
<p>VIDEO: MEET WU MAN (10 min)</p>	<ul style="list-style-type: none">• Introduce Unit One: Wu Man / China.• Watch Video: Meet Wu Man.<ul style="list-style-type: none">○ <i>What did you notice about Wu Man and her music?</i>	
<p>COMPARING INSTRUMENTS (10 min)</p>	<ul style="list-style-type: none">• Turn to My Music Journal pg. 16-17, Musical Instruments of the Silk Road.<ul style="list-style-type: none">○ <i>What do you see on this page?</i>• Play CD: <i>Pipa, Daluo, and Dizi Instrument Demos</i>.• Identify and color in the Chinese instruments.	<p>You may want to show this video more than once. You may also want to refer to My Music Journal pg. 24-25, Meet Wu Man.</p> <p>Guide students to notice instruments, countries of origin, categories, similarities, and the connection to This Season at 92Y.</p>

ACTIVITY

NIGHT THOUGHTS
(20 min)

Part I: Our Night Thoughts

Part II: Wu Man's Night Thoughts

STEPS & GUIDING QUESTIONS

- Create some short poems about night thoughts on chart paper.
 - *What kind of music would go well with these poems?*
- Read poems aloud with TA-improvised musical accompaniment, or with the *Night Thoughts* CD track.

- Introduce and read Li Bo's poem aloud.
- Connect Li Bo's use of "hometown" with the idea of traveling the Silk Road.
- Watch video: *Night Thoughts*.
 - *How does the pipa paint a picture of night thoughts?*



SUPPORT

In this activity, students make connections between night-time feelings, images, poetry and music.

Use "night words" to paint a picture in the listeners mind:

- Qualities: dark, quiet, still, black, sleepy, slow, warm, lonely, happy, dreamy
- Objects: bed, pillow, blanket, sheets, candle, moon, stars

「靜夜思」
床前明月光
疑是地上霜
舉頭望明月
低頭思故鄉

—Li Bo (701–762)

*In front of my bed, there is a bright moonlight.
It appears to be frost on the ground.
I lift my head and gaze at the August Moon,
I lower my head and think of my hometown.*

Two contrasting videos of Wu Man performing *Night Thoughts* are on the CD. The second one is shot in close-up.

ACTIVITY

MY CHINESE
CHARACTER POEM
(20 min)

WHITE SNOW IN A
SUNNY SPRING
(10 min)

STEPS & GUIDING QUESTIONS

Prepare:

- Turn to My Music Journal pg. 26-27, My Chinese Character Poem.
- Explore the poem and the characters.
- Practice drawing characters with an imaginary brush.
- Draw characters on a practice page

Create:

- Model creating a short poem using two characters and a few English words.
- Create a poem on the My Music Journal page.
- Share and celebrate work.

- *Wu Man's songs don't have any lyrics.*
- *When Wu Man plays a song, what can we notice and enjoy, instead of the words?*
- Cue up a video, and explain this process:
 - Viewing 1: Watch the first minute, and silently find some things to notice and enjoy.
 - Viewing 2: Watch the first minute again, stopping and starting to point out things that you noticed and enjoyed.
- Watch, notice and enjoy.

SUPPORT

For K-1, a single line would make a poem. Older students may want to write longer pieces with more characters.

Classroom teachers may want to take on this activity for their own.

The word for poem in Chinese is Shi, which includes 言, the word for speech, and 寺, which is the word for temple; therefore, a poem is a "temple of speech." While exploring the characters, ask students to find the character for Moon in the Chinese version of the Li Bo poem.



Moon

In this activity, students develop listening skills for pipa songs with no lyrics. You may want to define *vocal music* vs. *instrumental music*. Students may need you to model the listening, noticing, and enjoying process. Point out details that genuinely appeal to you, both objective (phrases, gesture, techniques) and subjective (feelings, images). Encourage students to begin with *I noticed...* and *I enjoyed...*

The CD includes three contrasting videos of *White Snow* and two of *Night Thoughts* that you might compare:
White Snow... Video A (a slow, clear version)
White Snow... Video B (a faster version)
White Snow... Video C (a close-up version)

ACTIVITY

DANCING AMBUSH
FROM ALL SIDES
(15 min)

COMPOSE NEW
MUSIC FOR PIPA
(30 min)



STEPS & GUIDING QUESTIONS

- Turn to My Music Journal pg. 30, *Ambush From All Sides* and introduce the piece.
- Explain how the activity will work.
- Watch Video (or play CD): *Ambush From All Sides*.
- Clarify activity and rules.
- Watch Video (or play CD) again, and role play being soldiers.

- Turn to My Music Journal pg. 28-29, My Music for Pipa.
- Explore the squiggles/sounds.
- Model creating sequences of squiggles/sounds.
- Compose in one of three modalities:
 - Large paper: Draw each new composition on large paper; play back on guitar or ukulele.
 - Index cards: Cut out a set of “cards” showing multiple copies of each musical gesture. Assemble a new composition using those cards; play back on guitar or ukulele
 - Noteflight.com: Use the online software to copy and paste each new composition; sounds are played back by the program.
- Perform and modify each new work.

SUPPORT

Ambush From All Sides describes the victory of King Liu Bang over King Chu in 202 BC, which established the Han dynasty.

Instructions: In this activity, students improvise movements as they pretend to be the soldiers depicted in eight sections from a programmatic work for solo pipa (duration 3:15). Students silently act out what the narrator (Teaching Artist) describes and embellishes. Ask students to match their movements to the music as best they can. Before beginning, use the My Music Journal page to decide what armor and weapons students will use in your battle, and which side belongs to which king.

Rules: *No touching anyone else – this is all pretend.* For safety, keep battling partners on opposite sides of the room (soldiers of King Liu Bang vs. soldiers of King Chu).

Options: form two equal size groups. Group A will move while Group B watches; then reverse roles. The CD announces each section as it begins, and also includes each movement on a separate track, in case you want to stop and start the action. Use visual cues (cards) to help start and stop each section.

When modeling, first demonstrate and clarify the squiggles and their sounds. Then invite students to make compositional choices.

When modeling for older students, include ascending vs. descending vs. mixed direction, dynamics, and crescendo. You may prefer to use a topic or subject to inspire your composing, such as nature (snow, rain, waves, wind) or battle (swordfight, arrows, horses).

ACTIVITY

RE-CONNECT WITH
THE SILK ROAD
(40 min)



STEPS & GUIDING QUESTIONS

- Reflect on the concert experience.
- Choose and co-teach any activity from the classroom teacher's *Connect* activity list:
 - What Is The Silk Road? (My Music Journal pg. 6).
 - *Riding On A Caravan* (book).
 - Meet Wu Man (My Music Journal pg. 24-25).
 - How About You? (My Music Journal pg. 18).
 - Role Play: At the Market (K-4) (My Music Journal pg. 19).
 - Silk Road Mysteries: (K-4) (My Music Journal pg. 22-23).
 - Fill-In Market Bargaining Story (K-4) (My Music Journal pg. 11).
 - Role Play: Bargaining at the Market (3-4) (My Music Journal pg. 20-21).
- Explore the Spices of the Silk Road
 - Turn to My Music Journal pg. 5: Spices of the Silk Road.
 - Share the ginger root spice with students.
 - Complete the chart.

SUPPORT



Teaching Artist Unit 2: Armenia - Zulal

ACTIVITY	STEPS & GUIDING QUESTIONS	SUPPORT
<p>RE-CONNECT WITH THE SILK ROAD (10-15 min)</p>	<ul style="list-style-type: none"> • Connect with the Classroom Teacher’s Silk Road activities. • Watch Video: <i>This Season at 92Y</i>. <ul style="list-style-type: none"> ○ <i>What have we been doing this year?</i> • Turn to My Music Journal pg. 4, <i>Riding on a Caravan</i>, and sing. 	<p>Show this video at the beginning of each unit. You may also want to refer to My Music Journal pg. 32-33, Zulal Artist/Culture page.</p> 
<p>MEET ZULAL (15 min)</p>	<ul style="list-style-type: none"> • Introduce Unit Two: Zulal/Armenia. • Watch Video: Meet Zulal. <ul style="list-style-type: none"> ○ <i>What did you notice about Zulal and their music?</i> ○ <i>Does Zulal’s music remind you of any other music we have heard this year?</i> • Turn to My Music Journal pg. 12-13, Silk Road Market Songs. <ul style="list-style-type: none"> ○ <i>How are Zulal’s songs connected to the Silk Road market?</i> 	

ACTIVITY

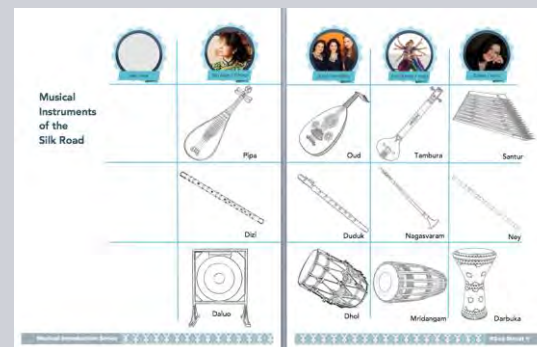
COMPARING
INSTRUMENTS
(10 min)

STEPS & GUIDING QUESTIONS

- Turn to My Music Journal pg. 16-17, Musical Instruments of the Silk Road.
 - *What do you see on this page?*
- Play CD: *Oud, Duduk, and Dhol Instrument Demos*.
- Identify and color in the Armenian instruments.
- Play CD: *All Instrument Demos* (mix and match).
 - *What instrument is playing?*
 - *Where is it from?*
 - *How did you recognize its sound?*

SUPPORT

Guide students to notice instruments, countries of origin, categories, similarities, and the connection to The Season at 92Y. This concert includes only voices and oud, but we're keeping Armenian instruments on this chart for continuity.



After watching the video, you might want to try to sing the English version at the same time as the Armenian. The men's names will occur on the same notes in both versions.

Musical notation for the song "Katzet Im Shugen" in C#m. The lyrics are:

I went to the mar-ket to buy a-pri-cots (to buy a-pri-cots) but in-
stead of a-pri-cots, I saw Mih-ran (I saw Mih-ran) Mir-han
Yes! Mir-han Mir-han... if you don't mar-ry me (if you don't mar-ry me) then I
hope you ne-ver mar-ry a-ny-bo-dy (a-ny-bo-dy)!

KATSER IM SHUGEN
(10-15 min)

- Turn to My Music Journal pg. 34, *Katzer Im Shugen* Lyrics.
- Read the lyric as if it were a story.
 - *What is happening in this song?*
- Sing the song in English.
- Watch video: *Katzer Im Shugen*.

ACTIVITY

KATSER IM SHUGEN VOICE PARTS

STEPS & GUIDING QUESTIONS

- Turn to My Music Journal pg. 35, *Katzer Im Shugen* Voice Parts.
- Play CD: *Katzer Im Shugen* lyrics, and sing along.
- Discover the accompaniment layers.
 - *Before we hear the words "Katzer Im Shugen..." what else do we hear?*
- Use the CD and My Music Journal page as you:
 - Sing each vocal part
 - Draw each vocal part
 - Draw all three together

SING AND DRAW HINK EDZ (15 min)

- Introduce the story behind the song.
- Play CD: *Five Goats* (all).
- Learn to count and sing the "Eee-lee-lee Dee-lee-lee" refrain.
- Turn to My Music Journal pg. 36, Drawing *Five Goats*.
- Draw the story in the empty boxes while CD Track for *Five Goats* 1-2-3 plays.
- Share drawings.

SUPPORT

These three vocal parts do not use Armenian words, but instead imitate instruments, scat-singing style. The CD includes each part on a separate track (Yeraz, Teni, Anaïs), followed by a combined track (All Three). Use the My Music Journal page as you see fit. Model drawing a vocal part in the appropriate box before asking students to do so. Make clear connections between the sound in the vocal part and the mark you make. Use different colors for each part in both the individual and trio drawings.

Story: There are five goats (*Hink Edz*), which give buckets full of milk, jugs full of yogurt, and bowls full of cream. After the goats are milked, the goatherd puts everything onto a tiny wagon with big wheels and drives down the steep mountain to the market town. But the hill is very steep, and the cart goes faster and faster, bumping down narrow, twisted streets that only a cat could follow. "Ho ho," says the goatherd, and encourages the pony to go faster with a whip made of camel hair. Will the wagon crash? Will all the milk and yogurt and cream be spilled? We don't know. The song ends with the wagon driver saying: "If I don't make it there, Uncle Minas, you will simply just have to come to us and be our guest."

Process: If all students are drawing the first three parts of the story, you may want to repeat play each section on the CD while students are drawing that section; separate tracks of each section are on the CD. If teams of four each take an individual section of the story to draw, you might let the full CD track play through several times.

ACTIVITY

MOGATS SHUGEN
LAYERS
(5-15 min)

Part I:
Sing the Refrain

Part II:
Discover the Layers

STEPS & GUIDING QUESTIONS

- Turn to My Music Journal pg. 12-13, Silk Road Market Songs, and locate *Mogats Shugen*.
- Introduce the story behind the song.
- Learn to sing the refrain "*Halal e jan lale.*"
- Play CD: *Mogats Shugen*, and sing along with each refrain.

- *Before we hear the words "Mogats Shugen..." what else do we hear?*
- *What other sounds do you hear (later in the song)?*
- *When do those sounds stop and start?*
- Play CD: *Mogats Shugen*, and imitate the vocal layers.
- Add movement to each layer as you sing it.
- Volunteers perform three different layers while CD plays.

SUPPORT

Mogats Shugen means "at the market in the town of Moks."
The refrain *Halal e jan lale* means "all is well, sweetheart."

Story: A young woman watches two young men walking together in the long and wide Moks market. One man has a mustache and one does not. The woman thinks: "The one with the mustache has wealth and a home and looks like my sweetheart! The one without the mustache is not someone I would speak highly of. I built a home at the mouth of the river with two types of wood—peach and apricot. An apricot melts in the mouth like a kiss from a sweetheart."

Stop and start the CD as needed when imitating vocal layers.

ACTIVITY	STEPS & GUIDING QUESTIONS	SUPPORT
<p><i>LACHIN U MANAN</i> LAYERS (5-15 min)</p> <p><u>Part I:</u> Sing the Refrain</p> <p><u>Part II:</u> Discover the Layers</p>	<ul style="list-style-type: none"> • Introduce the story behind the song. • Learn to sing the refrain "<i>Hoor hay lachin u lachin u manna.</i>" • Play CD: <i>Lachin U Manan</i>, and sing along with each refrain. • <i>Before we hear the words "Hoor hay lachin..." what else do we hear?</i> • <i>What other sounds do you hear (later in the song)?</i> • Play CD: <i>Lachin U Manan</i>. • Stop, start and repeat as needed to imitate vocal layers. • Add movement to each layer as you sing it. • Watch video: <i>Lachin U Manan</i>. 	<p>The title <i>Lachin U Manan</i> means Lachin (a girl's name) and the Spinning Wheel. "<i>Hoor hay</i>" and "Chhh... T-T-T" are the sounds of the wheel itself.</p> <p><u>Story:</u> A young woman named Lachin sits at the spinning wheel, combing and spinning wool. She hears a knock at the door. It is her sweetheart! He tells her, "Tell your mother to open the door, but quietly, so that no one will hear!" Later, Lachin gets married and gives birth to twins. Why twins? It turns out that her sweetheart, who is now her husband, was bringing her two loaves of bread as a gift... but he ate them himself before he got home!</p> <p>See Curriculum Guide pg. 33 for <i>Lachin U Manan</i> notation.</p>



ACTIVITY

SARI SIROON YAR
(10 min)

VIJAG
(15 min)

STEPS & GUIDING QUESTIONS

- Introduce the story behind the song.
- Play CD: *Sari Siroon Yar (refrain)* and learn to sing the refrain.
- Play CD: *Sari Siroon Yar (all)* and sing along with each refrain.
- Watch video: *Sari Siroon Yar*

- Introduce the story behind the song.
- Watch video: *Vijag*
- Watch again.
 - *How does Zulal use their three voices at the beginning of the song?*

SUPPORT

Sari Siroon Yar means “Sweetheart of the Mountains.”

Story: A young mountain man on a black horse is searching for his sweetheart, a girl of a thousand graces raised amidst a thousand flowers, a girl with scented hair. He visits her village home, but he finds her door closed. He feels lost. In the song, he sings these words:

Armenian

Sari siroon yar

Sari mekhag per

Akh, che inch mekhag?

Siro grag per

English (literal)

Sweetheart of the mountains,

Bring carnations from the mountains.

What, no carnations?

Then bring the fire of your love.

Vijag is an ancient game of fortune. See Curriculum Guide pg. 33 for lyrics and background information.

ACTIVITY

RE-CONNECT WITH
THE SILK ROAD
(40 min)

STEPS & GUIDING QUESTIONS

- Reflect on the concert experience.
- Choose and co-teach any activity from the classroom teacher's *Connect* activity list:
 - What Is The Silk Road? (My Music Journal pg. 6).
 - *Riding On A Caravan* (book).
 - Meet Zulal (My Music Journal pg. 32-33).
 - How About You? (My Music Journal pg. 18).
 - Role Play: At The Market (K-4) (My Music Journal pg. 19).
 - Silk Road Mysteries: (K-4) (My Music Journal pg. 22-23).
 - Fill-In Market Bargaining Story (K-4) (My Music Journal pg. 11).
 - Role Play: Bargaining at the Market (3-4) (My Music Journal pg. 20-21).
- Explore the Spices of the Silk Road
 - Turn to My Music Journal pg. 5: Spices of the Silk Road.
 - Share the garlic spice with students.
 - Complete the chart.
 - Compare the Armenian garlic with Chinese ginger.

SUPPORT

Zulal: Music and Lyrics

Lachin U Manan: Layers

Layer 1

Layer 2

Layer 3

Katser Im Shugen

Lachin U Manan

About Vijag:

Vijag is an ancient game of fortune. In the morning, young unmarried girls would walk freely in the fields and gather flowers. Towards evening, they would take a pail and go to seven different homes or to seven fountains to fill their pails with water. During this ritual called "stealing water", they are not allowed to talk, look back, or place the water pails on the ground. They place the flowers they gathered earlier in the pails of stolen water.

Each person and household participating in the vijag would place a personal belonging (nshan) such as a ring, bracelet, or necklace into the pail. That night, this pail was placed out in the open, under the stars, so that the stars would influence the nshans and grant their owners their hearts' desires.

Many people believe that this is a night of miracle. At midnight nature finds the gift of speech; the water is still for a second; the sky and the earth embrace; the stars kiss one another. Plants are said to hug one another at this moment, after which they begin to tell one another what cure and remedies each of them can have. Space and time stop, and the one who witnesses these magic moments will have his or her dreams fulfilled.

Throughout this magical night, the girls would keep watch over their vijag pails so that the young men of the neighborhood would not snatch them away. If the boys managed to do so, the girls would have to give a ransom to get the vijag pail back.

After church the next day, all participants would take the pails and meet for a picnic. One of the girls dressed up as a bride. Songs were sung and poems were recited. After each song, the "bride" would draw one of the nshans out of a pail. If the object drawn from the pail was your object, then the song was telling you your fortune.



Teaching Artist Unit 3: India - Jiva Dance

ACTIVITY

RE-CONNECT WITH THE SILK ROAD (10 min)

STEPS & GUIDING QUESTIONS

- Connect with the classroom teacher's Silk Road activities.
- Watch Video: *This Season at 92Y*.
 - *What are we doing this year?*
 - *What are you looking forward to?*
- Turn to My Music Journal pg. 4, *Riding On A Caravan*, and sing.

MEET JIVA DANCE (10 min)

- Turn to My Music Journal pg. 39, Meet Jiva Dance.
- Introduce Unit Three: Jiva Dance/India.
- Watch Video: Meet Jiva Dance.
 - *What did you notice about Jiva Dance's movement and music?*

SUPPORT



The word **Bharatnatyam** is formed by combining four Sanskrit words: *bha* from *bhava* (emotion), *ra* from *raaga* (melody), *ta* from *taala* (rhythm) and *natyam* meaning dance. In this way, emotion plus melody plus rhythm plus dance equals Bharatanatyam. There is also another school of thought that says that Bharatanatyam is derived by combining *Bharatamuni* with *Natyashastra* (the title of a comprehensive, seminal book on dramaturgy).

Meet Jiva

The word "Jiva" means "to sing and dance."

Class Words:
Karnjeevaram
Indian spices
Naan
Elephant
Fennel

Indian Spices: Coriander, Turmeric, Mustard, Cloves, Cardamom, etc.

Naan: A traditional Indian flatbread.

Elephant: A large mammal with a trunk.

Fennel: A herb used in cooking.

Other items: Ivory statue, Rupia (coin), Nagasvaram (musical instrument), Mridangam (drum), Tambura (musical instrument).

Jiva Dance is a form of dance led by Surali. They all live in New York City, but have studied a traditional form of dancing from South India called Bharatanatyam. Bharatanatyam is a beautiful and ancient dance form. Some dances tell stories, while other dances are about a feeling, and others still are abstract movement. The dance form is so very graceful and brings a lot of energy and spirit to their dancing. *Jiva Dance* can do this, but they also bring the dance and music of today into their performances. Surali and all the dancers love to teach, and are looking forward to meeting you and teaching you about Bharatanatyam at the 92nd Street Y.

Jiva Dance!
-to sing!
-to dance!
-to sing and dance!

"In Bharatanatyam, which can soothe, excite, and enlighten the emotions, senses and feelings... and sometimes we dance just to have fun!"

"Kisses no dance, claims the stage is blood."

ACTIVITY

COMPARING INSTRUMENTS (10 min)

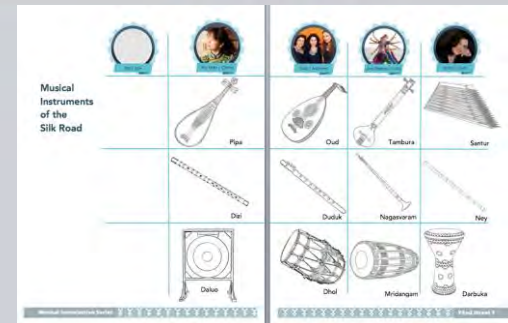
THE NINE MOODS (20-30 min)

STEPS & GUIDING QUESTIONS

- Turn to My Music Journal pg. 16-17, Musical Instruments of the Silk Road.
 - What do you see on this page?
- Play CD: *Tambura, Mridangam, and Nagasvaram Instrument Demos*.
- Identify and color in the Indian instruments.
- Play CD: *All Instrument Demos (mix and match)*.
 - What instrument is playing?
 - Where is it from?
 - How did you recognize its sound?

- Turn to My Music Journal pg. 41, The Nine Moods.
- Create each of the nine moods with your face and body.
- Fill in the “In Words” section.
- Watch video: *The Nine Moods*.
- Imitate the dancer’s gestures.
- Play a guessing game: “What Mood Is This?”
- Fill in the “In Rhythm” section.

SUPPORT



Tambura (guitar), mridangam (drum), and nagasvaram (flute).

In Bharatanatyam, emotional expression focuses on The Nine Moods:

- | | |
|--------------|----------------------|
| 1. Shringar | Shy but loving |
| 2. Hasya | Laughing happily |
| 3. Karuna | Empathy |
| 4. Raudra | Anger |
| 5. Veera | Courage and strength |
| 6. Bhayanaka | Fear |
| 7. Bibhatsa | Disgust |
| 8. Adbhuta | Wonder or surprise. |
| 9. Shanta | Peaceful and calm |

Empathy: Something bad has happened, and you want to help.

“What Mood Is This?” guessing game:

One student creates an expression, and other students identify, name it, and support their identification with details.

For the My Music Journal activity:

IN WORDS: Fill in the words you would say if you were in this mood.

IN RHYTHM: Create a rhythm that would match the feeling of this mood. If students are familiar with the konnokol syllables, use those.

ACTIVITY

BHARATNATYAM
MAKEUP COLORING
(15 min)

STEPS & GUIDING QUESTIONS

- Turn to My Music Journal pg. 41, The Nine Moods.
 - *What parts of the dancer's face are important for the audience to see?*
- Turn to My Music Journal pg. 42, Bharatnatyam Makeup Coloring Page.
 - *How would you use makeup to make this dancer's face more expressive?*
- Watch video: *Traditional Makeup*.
 - *What are the traditional ways to make a dancer's face more expressive?*
- Imitate the dancer's makeup, or create your own makeup style, on the Makeup Coloring Page.

CREATE A HASTA
DANCE
(10-20 min)

- Turn to My Music Journal pg. 42-43, Asamyuta Hastas.
- Create some of the hastas with your right hand.
- Watch video: *Asamyuta Hastas*.
- Imitate the dancer's hand gestures as the video plays.
- Create a story that uses hastas to support the storytelling.

SUPPORT



The parrot said to the



lion: tonight I'm going to
try to fly to the



moon.



Asamyuta Hasta means single-hand gesture. In Bharatanatyam, these hastas communicate specific ideas, events, actions, or creatures.

To create a story, scaffold up from single sentences to longer forms. Try out the hastas as you go. Try giving partners or small groups some work time once the model is clear.

- *What are some of the animals, birds or objects you might include in your story?*
- *Who can make a sentence that includes one hasta? Two hastas?*
- *Who can tell a little story using three or more hastas?*

ACTIVITY

BHARATNATYAM IN A SINGLE WORD
(5 min)

MY MRIDANGAM
(10-15 min)

STEPS & GUIDING QUESTIONS

- Turn and talk with a partner:
 - *If you had to describe Bharatanatyam in a single word, what would that word be?*
- Share your words; give a silent “thumbs up” to the ones you like the most.
- Watch video: *Bharatanatyam in One Word*.
- Give a silent “thumbs up” to the ones you like the most.

Before the play-along activity:

- Turn to My Music Journal pg. 14-15, Instruments of the Silk Road.
- Watch Video: *Mridangam Master*.
- Introduce the idea of playing home-made mridangams.
- Plan the collection, decoration, and storage of your home-made mridangam.

For play-along activity:

- Watch video: *Mridangam Master*, and play home-made drums along with the video.
- **or**
- Recite, then play and recite the *konnakol* for *Sanjam*.
- Play CD: *Sanjam*.
- Play home-made drums and recite konnakol along with the CD track.

SUPPORT

In this one-minute video, Sonali’s students at Jiva dance attempt to describe Bharatanatyam in single word. Grades 2-4 may know that they are looking for adjectives.



Mridangam - An ancient percussion instrument from South India that creates the primary rhythmic accompaniment in a Carnatic music ensemble. The drum was originally made from clay. The word *mridangam* is derived from the Sanskrit words *Mrid* (clay) and *Angam* (body).

Carnatic: One of two main sub-genres of Indian classical music.

Optional: A home-made Mridangam could be any empty two-headed cylinder: coffee cans with lids, oatmeal containers. No glass or ceramic. A tummy drum is the left and right side of one’s tummy. Or, you can tap tummy for low and lap for high drum sounds.

Konnakol: The art of performing percussion syllables vocally in South Indian music.

Sanjam konnakol:

$\bullet = 82$ or $\bullet = 114$

|| $\frac{4}{4}$ 

din ka ta ka din din din dha khi ta ta ka ta ka ta ka ta ka din din din dha

ACTIVITY

KRISHNA LEELA
(10-30 min)

RE-CONNECT WITH
THE SILK ROAD
(40 min)

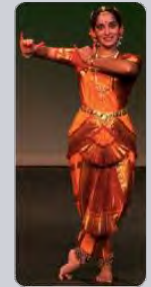
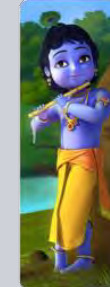
STEPS & GUIDING QUESTIONS

- Turn to My Music Journal pg. 44-45, Krishna Leela.
 - Introduce and compare the five Krishnas.
 - Read the stories aloud.
 - Narrate the three illustrations: *What is happening in this picture?*
 - Watch video: *Little Krishna*.
 - Color the Krishna on My Music Journal pg. 44-45.
 - Connect Jiva Dance with Krishna Leela.
-
- Reflect on the concert experience.
 - Choose and co-teach any activity from the classroom teacher's *Connect* activity list:
 - What Is The Silk Road? (My Music Journal pg. 6-7).
 - *Riding On A Caravan* (book).
 - Meet Jiva Dance (My Music Journal pg. 36-37).
 - How About You? (My Music Journal pg. 16).
 - Role Play: At the Market (K-4) (My Music Journal pg. 17).
 - Silk Road Mysteries: (K-4) (My Music Journal pg. 20-21).
 - Fill-In Market Bargaining Story (K-4) (My Music Journal pg. 11).
 - Role Play: Bargaining at the Market (3-4) (My Music Journal pg. 18-19).

SUPPORT

This piece highlights *leelas*, or stories, from the life of Krishna.

In Hinduism, Krishna is an avatar of the Supreme Being, so his actions contain many layers of narrative and spiritual meaning. Krishna spent his life protecting humanity and destroying evil, easily lifting mountains, swallowing forest fires, and killing numerous extraordinarily powerful demons. In Hinduism, persons who have depth of character and the capacity to fight evil are depicted as blue-skinned.



- Explore the Spices of the Silk Road.
 - Turn to My Music Journal pg. 5: Spices of the Silk Road.
 - Share the garlic spice with students.
 - Complete the chart.
 - Compare the Indian charnushka with Armenian garlic and Chinese ginger.

Teaching Artist Unit 4: Syria - Gaida

ACTIVITY

RE-CONNECT WITH THE SILK ROAD (10 min)

MEET GAIDA (10 min)

STEPS & GUIDING QUESTIONS

- Connect with the classroom teacher's Silk Road activities.
 - Watch Video: *This Season at 92Y*.
 - *What are we doing this year?*
 - *What are you looking forward to?*
 - Turn to My Music Journal pg. 4, *Riding on a Caravan*, and sing.
-
- Turn to My Music Journal pg. 46-47, Meet Gaida.
 - Introduce Unit Four: Gaida/Syria.
 - Watch Video: *Meet Gaida*.
 - *What did you notice about Gaida and her music?*
 - Turn to My Music Journal pg. 12-13, Silk Road Market Songs.
 - *How are Gaida's songs connected to the Silk Road market?*

SUPPORT

You may also want to refer to My Music Journal pg. 46-47, Gaida Artist/Culture page.



Silk Road Market Songs

Riding on a Caravan
 "We're riding on a caravan, a caravan, a caravan, a caravan.
 We're riding on a caravan to take the caravan."

Camel Bath
 "On the Silk Road"
 "I'm taking a camel bath, I'm taking a camel bath, I'm taking a camel bath, I'm taking a camel bath."

Magh Shagan
 "The market is the town of Magh"
 "Magh's a town, 'til you see it, you'll see it!"

Hiq Ede
 "The market is the town of Magh"
 "The market is the town of Magh, the market is the town of Magh."

Kumar In Shagan
 "I want to be the market to buy spicery,
 But instead of spicery, I see shagan.
 Shagan is a Syrian shagan, if you don't know me,
 Then I hope you can name me!"

Always
 "A girl is walking in the spring, the girl is just with water.
 A boy was her walking from the spring and says, 'What's your name your water?'"

ACTIVITY

COMPARING INSTRUMENTS (10 min)

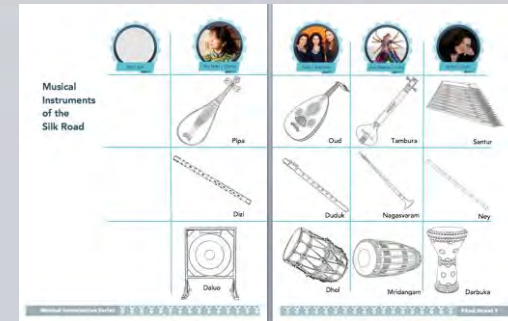
STEPS & GUIDING QUESTIONS

- Turn to My Music Journal pg. 14-15, Musical Instruments of the Silk Road.
 - *What do you see on this page?*
- Play CD: *Santur, Darbouka, and Ney Instrument Demos*.
- Identify and color in the Syrian instruments.
- Play CD: *All Instrument Demos (mix and match)*.
 - *What instrument is playing?*
 - *Where is it from?*
 - *How did you recognize its sound?*

DARBUKA WARMUP (20-30 min)

- Introduce the darbouka's dum-tek sounds using call and response.
- Invite students to invent their own dum-tek patterns.
- Turn to My Music Journal pg. 49, Darbouka Dum-Tek Patterns.
- Experiment with the patterns.
- Invite students to invent (perform, draw, move) new dum-tek patterns.
- Watch and play along with video: *Darbouka Demo*.

SUPPORT



Santur (guitar), darbouka (drum), and ney (flute).

Experiment: perform, draw, move, identify, mix, compare or layer them.

Performing, Drawing, and Moving Dum-Tek Rhythms

<i>Dum</i>	<i>Tek</i>
Foot stomp	Hand clap
Side of fist on desktop	Flat of hand on desktop
Flat horizontal line on paper	Vertical line on paper
Black square on paper	Black triangle on paper
Full body knees bent squat, arms bent and tight against side	Pop up straight and tall, hands arms open and out

The Darbouka Demo video includes ten popular rhythms: Maqsoom, Baladi, Ayub, Malfuf, Saidi, Masmoudi, Chiftetelli, Fellahi, Khaleegy, Wahda

ACTIVITY

RE-IMAGINE AND SING
AMMAR
(15 min)

STEPS & GUIDING QUESTIONS

- Imagine: *Your two best friends are getting married. What are their (pretend) names?*
- Make a list:
 - *What are some of the things you wish for them?*
- Play CD: *Ammar Doumbek Loop*.
- Model, then invite students to rap or sing their good wishes and the couple's names while the music plays.
- Introduce Gaida's song *Ammar*.
- Play CD: *Ammar* and sing along with the chorus.

SUPPORT

Ammar is a wedding song Gaida wrote for her brother Ammar, and for his bride and the two families at the wedding. The chorus lyric "*Ammar, Ammar, Ya bader lebdoor woo-le-emar Ammar*" means "Ammar you are the moon of moons." The last verse of the song means "Mother and aunt are so happy, and dad's heart is like a shield over us. Congratulations and blessings to Ammar and his bride."

Gaida explains: "When my younger brother Ammar got married, wanted to create a song together with our friend Adel, but I developed a frustrating case of writer's block. It was getting close to the wedding date and I still couldn't come up with anything. Adel called me and said, 'You are not going to do it; I'm going to do it.' And I said, 'No I will do it!' and hung up the phone and started singing a song. I called my brother back and started singing for him. He said, 'Oh my goodness that is it. That is it!' We recorded *Ammar* in Adel's tiny bedroom studio in Queens, New York."

See Curriculum Guide pg. 45 for *Ammar* chorus notation.

ACTIVITY

SOCIAL JUSTICE SONG
(15 min)

SING ALMAYA
(15 min)

STEPS & GUIDING QUESTIONS

- List: *What are some of the changes that need to happen in order to make the world fair and equal for everyone?*
- Re-state your “changes we need” list in Dylan’s lyric format (see support column).
- Turn to My Music Journal pg. 48, *Blowin’ In The Wind*.
- Introduce Dylan’s song, and Gaida’s Arabic version.
- Compare the songs (play CD tracks).
- Play CD: *Blowin’ In The Wind (Arabic Chorus)* and learn to sing the chorus.

- Play CD: *Almaya*.
- Sing along with each Dum-Tek breakdown.
- Introduce the song, and read the lyrics aloud as a story:
 - *What story do these lyrics tell us?*
 - *Why is water especially important in Syria?*
 - *What will it mean if the girl shares her water? Do you think she should?*
- Learn to sing the chorus in Arabic with the CD.
- Experiment with singing the chorus and performing the darbouka pattern.

SUPPORT

To re-state your list in Dylan’s lyric form:

<i>List</i>	<i>Dylan Lyric Format (list re-stated as a question)</i>
People should be fair to each other.	<i>How many times must people be unfair before they decide to be fair?</i>
Everyone should feel safe.	<i>How many years must people feel afraid before they’re allowed to feel safe?</i>
Everyone should have good food to eat.	<i>How many times must people be hungry before they’re allowed to eat well?</i>
People should all have a chance to succeed.	<i>How many years must people be stopped before they’re allowed to succeed?</i>

See Curriculum Guide pg. 45 for notation of the *Blowin’ In the Wind* and *Almaya* choruses.

The Dum-Tek breakdown is the two-measure darbouka solo that follows every chorus; it is notated in the Dum-Tek pattern page.

Almaya (which means “to the water”) is a traditional Syrian song about a girl and boy who meet by a spring and fall in love.

ACTIVITY

EL HELWA DI
(15 min)

SYRIAN CIRCLE DANCE
(10 min)

STEPS & GUIDING QUESTIONS

- Imagine and describe...
 - How the day begins in your neighborhood.
 - How the day began in a Syrian village on the ancient Silk Road.
- Play CD: *El Helwa Di (Instrumental)*.
- Introduce *El Helwa Di*.
- Play CD: *El Helwa Di*.
 - *How is your neighborhood like the Syrian village in El Helwa Di, and how is it different?*

- Learn the Syrian Circle Dance.
- Dance along with CD Tracks:
 - *El Helwa Di Dance Loop (slow, drums only)*
 - *El Helwa Di Dance Loop*

SUPPORT

Imagine how the day begins in your neighborhood. It is early morning, and the sun is just coming up. What do you see? What are people doing? What are all the people thinking about at the beginning of the day?

Imagine a Syrian village from long ago. It is early morning, and the sun is just coming up. What do you see? What are people doing? This is a very poor village, but a happy one. What are all the people thinking about at the beginning of the day?

It is early in the morning.

A beautiful girl wakes up to knead the bread, and the rooster crows: ku-ku ku-ku.

Fellow farmers, let us begin the day - and may you have a happy morning, boss!

Patience is a virtue. Things will change.

If the rich have money, the poor have their faith.

In this glorious morning, there's not a penny in our pockets - but we are healthy and cheerful.

The door of hope is your portal, our merciful Lord.

Syrian Circle Dance

Dancers form a circle, holding hands. This dance moves to the right, and uses a six equal beat pattern:

1 - Left foot crosses in front of right.

2 - Right foot moves right.

3 - Left foot crosses in front of right again.

4 - Right foot moves right again.

5 - Left foot steps forward (and does not cross over the right).

6 - Left foot steps back.

Repeat sequence.

ACTIVITY

RE-CONNECT WITH
THE SILK ROAD
(40 min)

STEPS & GUIDING QUESTIONS

- Reflect on the concert experience.
- Choose and co-teach any activity from the classroom teacher's *Connect* activity list:
 - What Is The Silk Road? (My Music Journal pg. 6-7).
 - *Riding On A Caravan* (book).
 - Meet Gaida (My Music Journal pg. 46-47).
 - How About You? (My Music Journal pg. 16).
 - Role Play: At the Market (K-4) (My Music Journal pg. 17).
 - Silk Road Mysteries: (K-4) (My Music Journal pg. 20-21).
 - Fill-In Market Bargaining Story (K-4) (My Music Journal pg. 11).
 - Role Play: Bargaining at the Market (3-4) (My Music Journal pg. 18-19).
- Explore the Spices of the Silk Road.
 - Turn to My Music Journal pg. 5: Spices of the Silk Road.
 - Share the garlic spice with students.
 - Complete the chart.
 - Compare Syrian allspice with charnushka, garlic, and ginger.

SUPPORT

Gaida: Music and Lyrics

Blowin' in the Wind, Arabic chorus:
Yaskunul jawab dakhilal Anfass
Yaskunu fee kullil Anfass

*The answer resides in our breaths
(i.e. souls or consciousness)
It is in every breath.*

Musical notation for the Arabic chorus of "Blowin' in the Wind". The first staff shows the melody with chords F, G, C, and Am. The lyrics are: Yas - ku - nul ja - wab da - khi - lal An - fass Yas - . The second staff shows the continuation of the melody with chords F, G, and C. The lyrics are: ku - nu fee kul - lil An - fass .

Almaya, chorus and lyrics:

Musical notation for the chorus of "Almaya". The first staff shows the melody with a C chord. The lyrics are: Al - mah - ya Al - mah - ya A - la - i - n ya mel - la - ya . The second staff shows the continuation of the melody. The lyrics are: es - gee - ny al - shan tee - ny ma - ya .

To the spring for the water where she is going to fill - I'm thirsty says he, give me water to drink.
Oh her eyes are so beautiful, when she bats her eye lashes, she covers me with beauty.
To the spring for the water where she is going to fill - I'm thirsty says he, give me water to drink.
Oh she's gracefully tall like a magical sword; oh she will be mine forever.
To the spring for the water where she is going to fill - I'm thirsty says he, give me water to drink.
Oh I'm distracted by her charm and spell; I will follow her footsteps, no matter what happens.
To the spring for the water where she is going to fill - I'm thirsty says he, give me water to drink.

Ammar, chorus:

Musical notation for the chorus of "Ammar". The first staff shows the melody with a Cm chord. The lyrics are: Am - mar, Am - mar, Am - mar, Am - mar . The second staff shows the continuation of the melody. The lyrics are: Ya ba - der leb - door woo - le - mar Am - mar .

Blowin' In The Wind Music & lyrics by Bob Dylan

How many roads must a man walk down
Before you call him a man?
Yes, 'n' how many seas must a white dove sail
Before she sleeps in the sand?
Yes, 'n' how many times must the cannonballs fly
Before they're forever banned?
The answer, my friend, is blowin' in the wind.
The answer is blowin' in the wind.

How many years can a mountain exist
Before it's washed to the sea?
Yes, 'n' how many years can some people exist
Before they're allowed to be free?
Yes, 'n' how many times can a man turn his head
Pretending he just doesn't see?
The answer, my friend, is blowin' in the wind.
The answer is blowin' in the wind.

How many times must a man look up
Before he can see the sky?
Yes, 'n' how many ears must one man have
Before he can hear people cry?
Yes, 'n' how many deaths will it take till he knows
That too many people have died?
The answer, my friend, is blowin' in the wind.
The answer is blowin' in the wind.

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