

## Arts for Learning CT PROGRAM GUIDE



# Arabiqa

with Karim Nagi

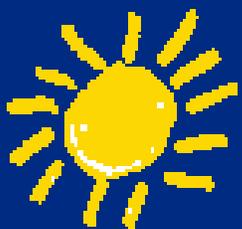
### LEARNING OBJECTIVES

- To provide an enriching, positive, and educational introduction to Arabic music and culture.
- To emphasize the importance of learning about cultures and detaching that learning from politics.
- To demonstrate the depth and wonder of Arabic culture.

### ABOUT THE PROGRAMS

Karim Nagi demonstrates many different Arabic percussion instruments and educates audiences on Arabic culture, music and dance. He begins his performances by discussing Middle-East geography, and then briefly provides background before bringing audiences into the magical world of Arabic culture.

His performances are concluded with the Dabka, a dance in which audience members are invited to join him on stage!



1 Evergreen Ave.  
Suite 33  
Hamden, CT  
06511



Arts for  
Learning  
Connecticut



# About the Artist & Program Preparations

## VOCABULARY AND TERMS

**Arab:** A member of a Middle Eastern ethnic group.  
**Arabic:** A language spoken nationally in twenty-three countries with a wildly different alphabet.  
**Islam:** A major global religion, founded in the Middle East.  
**Dum:** A deep, low-pitched sound.

**Tak:** A tight high-pitched sound.  
**Ka:** A loud high-pitched sound.  
**Oud:** An Arabic lute with 5 pairs of strings.  
**Nay:** An Arabic bamboo flute.  
**Segat:** An Arabic brass castanet.

**Buzuq:** An Arabic guitar.  
**Duff:** An Arabic frame drum.  
**Qanun:** An Arabic harp with 96 strings  
**Riqq:** An Arabic tambourine.  
**Tabla:** An Arabic hand drum.

## ABOUT THE ARTIST

Karim Nagi is a native Egyptian who now resides in the USA. He is a master of Arabic Music, Dance and Culture. He has recorded many CDs and has toured internationally, performing both traditional and modern Arabic music. He has presented in hundreds of schools, leads the SHARQ Arabic Music Ensemble. Karim travels the country educating audiences on Arabic culture with music and dance.

## PRE PROGRAM

- Study the physical geography of the Middle East. Learn the names of the countries and their general locations.
- Discuss the history of the Arab nations; review the cultures from ancient times, to modern.
- Discuss with your students how music and dance can be used to accurately reflect one's culture.
- Listen to Arabic music and discuss how it compares, and contrasts, with music from the United States.

## POST PROGRAM

- Review the rhythms you learned, and discuss how they compare with rhythms from music of the United States.
- Discuss how the demonstrated Arabic music and dance compare with the music and dance of the United States.
- Ask your students how the music and dance reflect the Arabic culture?

## CURRICULAR LINKS

**Standard CC.4.OA.5:** Students will develop and test different rhythm combinations that they could make in an eight-count per measure

**Standard CC.5.G.2:** Students will identify the directions and positions of movements applied to the rhythm patterns; left to right v. right to left (opposites) ; up and down; and diagonal, while interpreting a song

## Resources

<http://www.classicalarabicmusic.com/>

*"Many teachers felt that this was the very best cultural enrichment program we have ever experienced." Cindy Metrose, A.W. Cox School in Guilford*



Website:  
<http://www.aflct.org>



Contact:  
203.230.8101



Email:  
[info@aflct.org](mailto:info@aflct.org)