

Instruction Guide for the “Music Between East and West” Presentation

The idea:

In this presentation the students will learn about Eastern and Western music, musicians and musical instruments. They will learn that we can be enriched by every culture.

Duration of the activity:

The activity can be conducted in two or three frontal lessons. The presentation can serve to advance shared citizenship in Israel in the framework of social and civics education, the framework of music lessons and in the framework of learning about the Arab and Islamic world.

Sample instructions:

Slide 1 – Music Between East and West

The students examine pictures of different musical instruments, both Arab and Western. They learn about the instruments while Arab music is heard in the background.

It is recommended to ask the students to listen to the music and consider:

- What do you feel when hear the music (enjoyment, boredom, happiness, sadness, anger or anything else)?
- Does the tune remind you of other tunes that you are familiar with?
- Who in the class learned or is learning to play an instrument? Which one?
- Can you identify the instruments in the slide? Which ones can you identify?
- Who among you have played the darbuka or participated in a drumming circle?
- Who among you have played the oud or have heard one played?



It is recommended to explain to the students: In the Music between East and West slide we will learn a bit about classical Arab and Western music which has influenced modern music. We will learn about the wealth and beauty in each culture.

Slide 2 – Listening to Music

In this slide the students will be exposed to different opinions about classical Arab and Western music. The entire presentation emphasizes music that comes from the world around us. This shows us that each culture, Western and Arab, comes with a rich and developed classical background. The presentation of different opinions encourages open discussion about accepting and respecting other cultures.

Tip – We suggest dividing the students into groups. Each group will discuss the different positions and choose one that suits it. Afterwards each group can be asked to explain its choice.

Ask the students:

- Which position did you choose? Why?
- Were there disagreements in the group? What were they? How did you solve them?
- What position did you totally disagree with? Why?



Did you know: In the early days of the State of Israel, music from Arab lands was not played on the radio. Only Western music was regarded as quality music. Jewish children who came from Arab countries, or whose parents came from Arab countries, were ashamed to hear Arab music or to let it be known that their parents listened to Arab music at home. There was a goal of creating a “melting pot” in which we, as Israeli sabras, would all be the same. Today the aspiration is to reach a multicultural approach with the understanding that there is no culture which is better or worse. We can be enriched by each culture and the different cultures should be respected.

The argument regarding music – which music is better or of higher quality and which music can be regarded as Israeli – continues until today.

The following are examples of some of the arguments that can be heard:

1. Yehoram Gaon awakened a storm when he criticized what in Israel is referred to as Mediterranean or Mizrahi music:

“It’s garbage the likes of which even the devil wouldn’t create... if it’s the work of Aviha Medina or Shlomo Bar, then it’s great. But most of it is an insult to our intelligence and garbage like we have never seen.”

(From: Yehoram Gaon on Mizrahi music: “A natural disaster”, 9.3.11 Akhbar Ha’ir online)

Moshe Peretz responded:

“Music that bonds and excites people is not garbage, but soul music.”

(From: Shany Gorkevitz, Moshe Peretz on Yehoram Gaon: Music that bonds people is not garbage,” 1.3.11 Walla)

2. Avi Medina was angered that the music he creates is called Mizrahi rather than Israeli:

“I was told that you are announcing that this is an evening of ‘the great Mizrahi musicians.’ It’s insulting. It’s so wrong. I am no less Israeli than each one of you. Where do you get the nerve to call me Mizrahi and not Israeli... I think that until today you still do not see us as a legitimate part of the Israeli people... you prefer to close us off in a ghetto called ‘Mizrahi’ so that we will not be your true partners.”

(From: Avihu Medina against the Galei Tshahal radio station: “They prefer to close us off in a ghetto called ‘Mizrahi’,” 26.5.13, Walla)

- Avihu Medina says: “You don’t see us as a legitimate part of the Israeli people.”

Who does he mean by “you” and who does he mean by “us” in this statement?

- When listening to music on different media outlets (radio, television, internet), do you think that they use a multicultural approach – an approach based on an understanding that there is no better or worse culture, that it is possible to learn and be enriched by each one and that each of the different cultures should be respected?

Recommendation: Students can be asked to pay attention to the different radio stations, to check which music is usually played, to note the differences between the different radio stations and the manner in which they define each kind of music.

Slide 3 – Music with friends and family

In this presentation the students will hear different kinds of music – classical Arab music, modern Arab music, classical Western music and modern Western music such as rock and jazz. The students will be asked about each kind of music – who listens to each kind, what music don’t they listen to and what music might they be interested in listening to more often. Their responses should be listed.

It is also possible to conduct activity in groups and ask each group to present the participants’ responses to these questions. The groups’ presentations can include the variety of responses heard along with the considerations behind the participants’ opinions.

It is recommended to address the students’ choices: Which music do most of the students listen to, which music is least familiar to them, are the students open to hearing new music and if not, why.

Tell the students about yourselves: Which music do you listen to, what shows or concerts have you been to and which music would you like to know better.

Questions:

The slide features a title 'Music with friends and family' at the top. Below the title, there are five rows of music genres: 'Classical Arab music', 'Contemporary Arab music', 'Classical Western music', 'Rock', and 'Jazz'. Each row has a set of five circular icons for interaction. To the right of these icons is a small image of two people, a woman and a man, standing next to a large drum. Below the genre lists is a text input field with the placeholder 'type your text here'. At the bottom of the slide, there are navigation controls: a 'Previous' button, a 'Next' button, and a set of instructions: 'Press ◀ to listen. Press ▶ to stop the music. Click on the circles to mark them. Write your comments in the white rectangle. Press "next" to continue.'

- Is there a connection between your ethnic background and your musical choices?
- In your opinion how does the music that you listen to usually connect to concepts such as “identity” and “belonging”?
- In your opinion, from among the songs that we just heard, does one express “Israeliness” more than another?
- Do you listen to music that your parents listened to? Do you think that there is music that suits the older generation and different music that suits the youth?
- Does everyone in your home listen to the same music or are there different preferences?
- Is there music that is not heard in your home at all?
- It is said that music is a language of feelings. What feelings do the musical pieces we just heard awaken in you? Which music is more upbeat and which is calmer?
- If you were to learn to play a musical instrument, which music would you prefer to play? Why?
- There are those who say that music is an international language. What is the meaning of this statement?

Slide 3B – Violin or Oud

Present the film clip to the students.

Discussion questions:

- Are you familiar with the television series “Arab labor”? Speak about the series.
Did you know? The Arab Labor series is the first series on Israeli television in which Arab actors speak Arabic and in which characteristics of Arab culture - music, language, customs and holidays – are presented. The series is broadcast prime time and receives very high ratings.
 - Describe what happens in the scene.
 - Why, in your opinion, does Maya want to play the oud?
 - Why is it important to Maya’s father that she learn to play the violin?
 - Have your parents ever wanted you to learn to play an instrument that you were not interested in learning? Tell more about that.
 - What instrument would you like to learn how to play?
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- Discuss the answers and try to identify what they have in common. Note the similarities between the answers.



- Notes elaborating on what the students think about Maya's experience can be enlarged. Ask the students to read aloud what they wrote on the enlarged notes.

After discussing Maya's answers the question presented can be erased and replaced by: "Why does Maya's father prefer that she play violin rather than oud?"

The answers to this question will show the other side of the coin – the way in which Maya's father sees the situation (explanation below).

Explain to the students: In the "Arab Labor" series, Amjad moves into a building in a Jewish neighborhood. He wants to integrate into his surrounding and tries to get his daughter to like Western classical music, like the neighbors. Maya prefers to return to her roots and play Arab music on an Arab instrument.

- What instruments and what style of music are a part of your roots?
- Are you familiar with them?
- Would you like to learn more about them?

Did you know? Many Israeli musicians, like Cobi Oz and Dudu Tassa, are returning to their roots and playing music that comes from the home of their grandparents or parents who immigrated from Morocco or Iraq.

Recommendation: Go to YouTube and play the students songs of Cobi Oz, Dudu Tassa, Miki Gavriellov and others who play music from the lands from which their parents and grandparents came.

Elohai – Cobi Oz with the voice of grandfather Nissim Masika

[iU237atjyk-http://www.youtube.com/watch?v=](http://www.youtube.com/watch?v=iU237atjyk)

Dudu Tassa – Wen Ya Qalb

ون, يا قلب

<http://www.youtube.com/watch?v=1EGhJuEYCGY>

Yair Dalal and Shlomo Bar

<http://www.youtube.com/watch?v=jnJNCRRRyis>

Additional options:

Idan Reichel's Project -, Mema'amakim

<http://www.youtube.com/watch?v=kmW2yAYhMmM>

Miki Gavriellov – Turki, Turki

<http://www.youtube.com/watch?v=03IKedTKnyA>

Shlomo Yidov – Sfat Imi
<http://www.youtube.com/watch?v=VhjLYijl2Cc>

Corrine Allal – Sfat Imi
<http://www.youtube.com/watch?v=5kzObgXJ-3g>

Discussion questions:

What musical instruments can you identify in these songs?

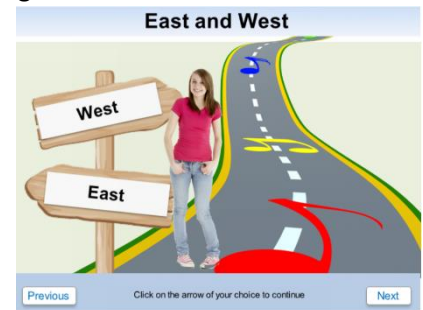
In your opinion what roots are these musicians trying to connect to? Where were their parents born?

Slide 4 – East and West

In this slide the students choose whether they would like to begin by learning about Eastern or Western music. Clicking on one of the signs “Western Music” or “Arab Music” will open two slides on the same music. It is recommended to learn about both kinds of music.

It is recommended to ask the students:

- What does it mean to choose between East and West? What are the thoughts and images that come to mind when hearing the words “East” and “West”?
- Are you familiar with classical Western Music?
- Are you familiar with classical Eastern Music?
- Which sign should I choose first? Which music would you like to learn about more in-depth?



Slide 4A – Learning about classical Arab music

With this slide the students listen to four musical instruments from Arab culture – oud, darbuka, qanun and nai. It is recommended to play the sounds of each instrument for the students and open the windows with information on each one. Ask the students to try to match the sound to the instrument as instructed in the slide.

Learning about classical Arab music



Discussion questions:

- Which sounds were easier to match to the right instrument and which were more difficult?

- Which instruments are more familiar to you and which ones are less familiar?
- Would you like to know how to play one of the instruments presented? Which one?
- Do you know Israeli songs in which instruments from Arab culture are played?



Slide 4B – Learning about Arab musical artists

In this slide students see pictures of five famous Arab musical artists. By pressing their names, students receive further information on each one. In the background we hear the song Salimouli Ala Hob, sung by the Lebanese singer Fairuz.



Discussion questions:

- Do you know any of the artists appearing on the slide?
- If so, what do you know about them?
- Do you know additional Arab musical artists?

Recommendation: Ask each group to learn about one of the artists and to present him or her to the group members. After learning about the artists ask the students to try to match their names to their pictures.

Discussion questions:

- What new things did you learn from the slides?
- Did you learn something that surprised you? Speak about it.

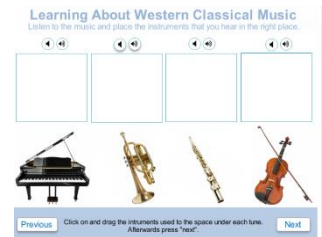
Slide 4C – Learning about classical Western music

With this slide the students will listen to four instruments from Western culture – piano, flute, violin and trumpet. It is recommended to play the sounds of each instrument for the students and open the windows with information on each one. Ask the students to try to match the sound to the instrument as instructed in the slide.



Discussion questions:

- Which sounds were easier to match to the right instrument and which were more difficult?
- Which instruments are more familiar to you and which ones are less familiar?
- Do you play or did you learn to play one of these instruments?
- Would you like to learn how to play one of the instruments presented? Which one?



Slide 4D –Western Composers

In this slide the students see pictures of four famous Western composers. More information appears on them by pressing each name. In the background we hear a minuet by Mozart.

Discussion questions:

- Are you familiar with any of the composers appearing on the slide?
- If so, what do you know about him?
- Do you know additional Western composers?



Recommendation: Ask each group to learn about one of the composers and to present him to the group members. After learning about the composers, ask the students to try to match the name to the picture.

Discussion questions:

- What new things did you learn from the slide?
- Did you learn anything that surprised you? Speak about it.

Final Slide:

After the students learned about the two kinds of music, it is recommended to summarize and ask:

- What new things did you learn from the slides?
- Would you like to learn more about the music, the artists and the instruments that were discussed?
- If so, what interests you and what would you like to learn?

- Is there necessarily a separation between Arab and Western music or can they be combined?
- If you were to produce an event combining East and West, which of the artists who we learned about would you invite to perform together on the stage?
- What is now your opinion about the message: It is possible to learn from and be enriched by each culture?