

World Dances



Lesson – *Macro & Micro Beat in Chobi Dance Music*

Companion Video - "Feast" from *Arabic Suite*

Suggested Grade Level

Grades 1-4

Objective

Students will become familiar with the history and culture of the traditional Arabic dance known as *chobi*. They will be able to identify and differentiate macro and micro beat in "Feast" from Agnes Bashir's *Arabic Suite*. Students will demonstrate their understanding of steady beat through movement to traditional Arabic dance music.

Suggested Materials

- BPO video of "Feast" from Agnes Bashir's *Arabic Suite*
- Additional Lessons & *Chobi* Dance Steps: Learning "Foag el-Nakhal,"
Time stamp: 1:33-2:15 - <https://tinyurl.com/chobidance>
- YouTube examples of *Chobi*
 - <https://tinyurl.com/yy875t8a>
 - <https://tinyurl.com/y6jgpdz3>
 - <https://tinyurl.com/y3gngv3f>
- Composer Fact Sheet (provided)

New York State Arts Standards

MU:Pr4.1.1a-4a	DA:CR1.1.1a-4a
MU:Pr4.2.1a-4a	DA:Pr4.1.1a-4a
MU:Pr4.3.1a-4a	DA:Pr4.1.1b-4b
MU:Re7.2.1a-4a	DA:Pr5.1.1c-4c
MU:Cn10.1.1c-4c	DA:Cn11.1.1a-4a

New York State English Language Arts & Literacy Standards

Speaking & Listening, Standard 1, 2, 4 & 6
Language, Standard 1, 3 & 6

New York State Learning Standards for Languages Other Than English

Standard 2: Cultural Understanding

New York State Physical Education Standards

Standard 1, 2, & 4



Procedure

Music and dance are used around the world to signify important events and celebrate special occasions. Music moves us and connects us across cultures through dance and celebration.

- 1) The *chobi* is a traditional Iraqi dance performed at festive occasions, such as weddings and holidays. The main focus of the dance is footwork and it is important for dancers to synchronize movement with their partners. It is performed in long a line (or circle) while holding hands, and is traditionally danced with the two people at the ends of the line with swords. In this traditional dance, women and men are permitted to dance together. Musical accompaniment traditionally includes a *qanun*, a zither-like string instrument, as well as traditional Iraqi drums.
- 2) Have students listen to the YouTube recording examples of the *chobi* dance. What qualities does the music in each example have? Encourage students to follow along with the steady beat. How does the rhythm of the music support the dancers' movements?
- 3) Introduce the background for Agnes Bashir's "Feast." *Arabic Suite* was written in Iraq and evokes traditional Arabic music sounds. "Feast" incorporates the traditional rhythms and tune of the *chobi* dance. The music represents a celebratory feast in the streets with food and lots of dancing.
- 4) Have the students listen through "Feast" and instruct them to follow along with the macro beat by either marching in place or clapping along to the music. Explain that the macro beat is the pulse that feels the longest and carries the most weight. Instruct students to listen for the introduction of the macro beat in the timpani at the beginning of the piece.
- 5) Have students listen through a second time and instruct them to follow along with the micro beat this time, either by marching in place or clapping along to the music. The micro beat is the shorter pulses felt in music. They are a division of macro beats. Listen for the micro beat in the strings.
- 6) At the end of the listening, pose the following questions:
 - a) How did the instrument(s) support the steady beat and rhythm throughout the music?
 - b) How is the tempo of the music used to encourage dancing?
 - c) How do the musical sounds compare and contrast to the *chobi* dance music examples they heard?
- 7) Have students watch the instructional *chobi* dance video to learn the dance steps. (Time stamp 1:33-2:15) Have students practice the dance steps on their own.
- 8) Have students perform the dance steps to the music in the "Feast" recording.



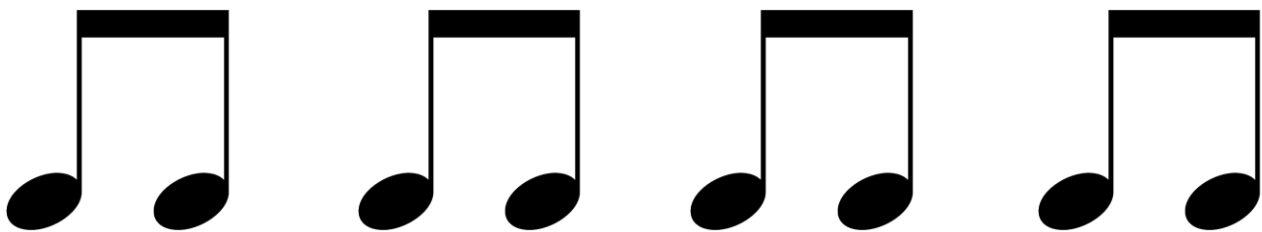


Kanun- a zither-like instrument

Macro Beat



Micro Beat



Agnes Bashir



Agnes Bashir was born in Tbilisi Georgia. She possessed an innate talent for music beginning at a very young age, having won first prize in a 20th century music competition at age 14.

She studied composition and piano at the Russian Academy of Music. After marrying fellow Iraqi musician, Fikri Bashir, Agnes moved to Iraq and has since worked as a concert pianist, composer, and music teacher at the

Music and Ballet School and the Fine Arts Institute, where she is involved in organizing concerts, special music events, and festivals. Along with her husband, she is one of the founding members of the Music and Ballet School and the Baghdad Chamber Ensemble, and was involved in the reorganization of the Symphonic Orchestra.

Since 1992, Bashir has lived in Jordan where she worked with the National Music Conservatory and performed her own compositions in festivals, including the Spring Festival in Paris and the 10th International Congress for "Women in Music" in Los Angeles.

In 1998 she was awarded the Medal of Recognition from the Italian Prime Minister for Equal Opportunities for Men and Women. Bashir also established the Arab Alliance of Women in Music (AAWM) in 2000, dedicated to fostering creativity and communication in music.

She has been a lifelong champion of the importance of music education, as well as making music more readily available to all people through inexpensive concerts, television programs, and special projects. In 2009, the AAWM established the Open Jordanian Youth Orchestra, a summer program where students ages 10-22 have the chance to study music free of charge.

