

### Visual Analysis:

Analyze how visual elements—costume, setting, instruments and audience expressions—communicate the emotion and cultural meaning of taarab music.

### Visual and Media Analysis (15-20 minutes)-

#### Step 1: Personal Connection (3-5 minutes)

Write a few sentences about how music influences you and your family.<sup>1</sup>

#### Step 2: Image Analysis (5-7 minutes)

Scan the photos and captions from “The Heart-Moving Sound of Zanzibar.” Use the table below to guide your analysis.<sup>2</sup>

|               | Visual Element | What You See | What it Suggests |
|---------------|----------------|--------------|------------------|
| Attire        |                |              |                  |
| Instruments   |                |              |                  |
| Body Language |                |              |                  |

### Step 3: Instrument Comparison (5 minutes)

Review the terminology chart that includes the oud, qanun and dambak. Compare the instruments in the chart with those you're familiar with.<sup>3</sup>

### Step 4: Video Interpretation: Dhow Countries Music Academy

Watch the performance in the video below. Take notes on the sound, instruments, clothing and audience. Reflect on how this connects to the article.<sup>4</sup>



### Step 5: Project-Based Synthesis Task (Optional)

Create a visual and written product that communicates what taarab music expresses about Zanzibari culture.

Choose one:

- A. Design a one-slide presentation or digital poster with
  - a. 1 photo or still from the article or video
  - b. 3 labeled elements (attire, instruments, emotion)
  - c. A summary statement: “This image shows that taarab music \_\_\_\_\_.”
- B. Record a short audio or video segment (1-2 minutes) explaining how taarab music expresses community, identity and feeling.
  - a. Refer to visuals you analyzed.
  - b. Mention instruments or performance aspects.
  - c. Share how it connects to your own experience, or another music form you know.

### Assessment Rubric (For Optional Project)

| Criteria                | Emerging         | Developing        | Proficient             | Advanced                      |
|-------------------------|------------------|-------------------|------------------------|-------------------------------|
| <b>Cultural Insight</b> | Surface-level    | Basic Recognition | Clear understanding    | Rich detail, cultural insight |
| <b>Visual Evidence</b>  | Minimal detail   | 1-2 examples      | Accurate use of images | Skillful integration          |
| <b>Communication</b>    | Unclear or vague | Some structure    | Clear and focused      | Creative and expressive       |
| <b>Connection</b>       | Limited          | General link      | Thoughtful connection  | Personal and reflective       |

### Common Core Standard(s) Met:

**CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CCRA.SL.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCRA.W.2** Write Informative / explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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1 Students may reflect on musical genres they connect with (e.g., hip hop, classical, techno) or moments when music played an important role in their lives—such as weddings, birthday parties or religious holidays. Some may emphasize the emotional or communal power of music, while others may focus on the talent or style of vocalists and instrumentalists.

2 Expected observations may include traditional attire such as embroidered headscarves or robes, suggesting cultural identity or religious tradition. Instruments like the oud, qanun, violin or keyboard may reflect the fusion of Arab, African and Western influences. Body language—such as seated posture, closed eyes or clapping—may signal emotional engagement, discipline or audience connection.

3 Students may compare the oud to the classical guitar or lute, noting its fretless, rounded design. The qanun may be likened to a dulcimer or zither for its flat, plucked-string layout. The dambak (goblet drum) can be compared to bongos or djembes, as it is played with the hands and used in various percussion traditions.

4 Students may describe the music as hypnotic, joyful, or layered. Instruments might include drums, accordion, saxophone and traditional strings. Performers may wear colorful African dress or modern clothing. Audience engagement—such as clapping or smiling—often echoes the article’s themes of communal expression and cultural continuity.