

## ASSYRIAN-IRAQI BAND AZADOOTA



### YEAR 7 AND 8 – CURRICULUM GUIDES

#### AUSTRALIAN CURRICULUM

- General Capability: Intercultural Understanding.
- Intercultural understanding develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically.

#### INTERNATIONAL BACCALAUREATE

- MYP Performing Arts key and related concepts composition and expression p5.

### OBJECTIVE

To learn about the music and background of Azadoota.

### RESOURCES

Teacher laptop connected to display screen.

### BACKGROUND - 5 min

Azadoota's frontman Robin Zirwanda comes from Iraq, where the Assyrians trace their ancestors back 7000 years. Recognised throughout the diaspora as a goodwill ambassador for his nation, Robin sings catchy originals in his native Assyrian Aramaic language. Wearing the costumes of their royal ancestors, Azadoota's powerful horn section heralds a renaissance of their ancient culture, while a driving rhythm section gives new life to traditional dance beats. Azadoota's goal is to break down stereotypes and promote tolerance and harmony. Azadoota means "Freedom".

### WATCH AND LISTEN - 15 min

Click on CC on the bottom of the video to see English subtitles. Either use the questions below it as a focus for later discussion or display them whilst video is watched for students to answer.

[Azadoota "Mazreta" OFFICIAL VIDEO](#)

1. Symbolism of spinning top - time passing
2. Harmony in chorus - sung by a woman
3. Solo instrument - guitar
4. Percussion instrument in the verses that isn't a drum kit (triangle)
5. Other spinning images in video: fire twirling, dancers, hula hoops, ribbons
6. Where in the song is there an accelerando (increase in speed)? Coda - end.

### SOUND INFUSION - 15 min

- Log in to Sound Infusion [www.soundinfusion.org.au](http://www.soundinfusion.org.au)
- Explain that to the class that instruments make their sound in various ways
  - idiophones, such as the xylophone, which produce sound by vibrating themselves;
  - membranophones, such as drums or kazoos, which produce sound by a vibrating membrane;
  - chordophones, such as the piano or cello, which produce sound by vibrating strings;
  - aerophones, such as the oboe, which produce sound by vibrating columns of air.
- Locate Iraq on the website map, and click play on the riq to hear what it sounds like.
- Next, click on the Studio, select Iraq and then use different sounds to arrange a piece of music in the Studio with the class
- Save it to share at an assembly or to another class.