**Educational Outline—Land of Three Faiths**

Personnel/Instruments:  
*Soprano (sometimes two)*

*Alto*

*Tenor*

*Bass*

*Hurdy-gurdy, psaltery*

*Various Middle-Eastern percussion  
harp, vielle, rebec, ‘ud*

Sephardic Song:***“Cuando’l Rey Nimród”*** (all musicians)

Greetings, introductions, brief explanation of program theme: music from Medieval Spain. Ask participants what ideas and images the word “Medieval” brings to their minds. Invite them to identify the language of this song. Introduce the word “chant” and the practice/idea of chanting and how it is featured in many cultures and spiritual traditions.

Latin Chant: ***“Cives caelestis patriae”*** or ***“Nicolaus Pontifex”***(singers, *a cappella*)

Ask participants what this music reminds them of, and what kind of place this music might be performed in. Explain the use of Latin chant in the Christian faith. Invite them to identify the language of this song, explain a “dead” language. Depending on age group, we usually identify and discuss the so-called “Romance” languages.

Hebrew Chant: **“*Adon HaSlichot”***or **“*Meyuchad”*** (singers, *a cappella*)

Invite participants to identify the language of this song, invite them to share their impressions of this music – was it similar to and/or different from the Latin chant? Explain the use of Hebrew chant in the Jewish faith. In what parts of the word do people speak Hebrew today?

Arabic Song: **“*Ayyu-hā s-sāqī ‘ilay-ka l-muštakà****”* (**all musicians**)

Invite participants to identify the language of this song, invite them to share their impressions of this music. Explain that Arabic was spoken primarily by people of the Islamic faith in Medieval Spain, but that many Jewish people also spoke Arabic as well. In what parts of the world do people speak Arabic today?

Sephardic Song: **“*Porke Yorash”***(**all musicians**)

Invite participants to identify the language of this song, invite them to share their impressions of this music. Explain that Ladino is a mixture of Hebrew and Spanish and was spoken by people of the Jewish faith (the Sephardic Jews) in Medieval and Renaissance Spain. Talk about the expulsion of peoples of non-Christian faith – particularly those of Jewish faith – by the Spanish government in 1492. Younger kids: talk about being homeless or people in our time sent away from their homes because of war or famine – how does that make you feel and does the music we heard also sound sad because of this? Older kids: read an excerpt from the *Alhambra Decree* published and posted by King Ferdinand and Queen Isabella.

Briefly discuss common rhythms in our culture and invite participants to clap or tap along with this 9/8 meter (*aksak*) instrumental piece:

***“Arabaya Taş Koydum”*** (high-energy Turkish *karşilama* featuring *‘ud* and percussion)

Demonstrate anad identify origins of the instruments just featured, followed by the stringed instruments. Perform a piece featuring many instruments and identify as a melody coming from Spain: ***“B’tayhi-M’saddar”*** (Arab-Andalusian)

Wrap-up

Why are we using Middle-Eastern instruments on a Spanish (European) piece? All of these instruments, languages, and musical styles existed together for some time in Medieval and Renaissance Spain, and many traditions borrowed ideas, forms and designs from each other, even though today we identify them as “Western” or “Middle-Eastern,” “Arabic “or “European.” In today’s United States there are also many people from different cultures living and working together, learning each other’s languages and sharing/borrowing aspects of culture. Invite participants to think about some of the ways we grow individually and as a community by celebrating our cultural similarities and differences and positively reinforce being bilingual or trilingual by inviting participants to shout out the name of the non-English language they speak, they are learning or want to learn.

Q & A

Closing  
For younger kids: invite them to think of the names of all the languages and instruments they learned. For older kids: introduce the figure of Abraham, father of the so-called “Land of Three Faiths.”  
Sephardic/Abrahamic Song: **“*Kuando el Rey Nimród*”** (**all musicians**)