These resources were prepared by teachers, for teachers in partnership with the Aga Khan Museum, the Ministry of Education, and the Ontario Music Educators’ Association. These Curriculum-linked resources were inspired by the Museum’s Permanent Collection (Object information and images courtesy of the Aga Khan Museum). This resource was developed *to “expand students’ knowledge and understanding of the traditional music of Asia and the Islamic world as well as their contemporary expression.” (from the Aga Khan Museum website).*

To reach these objectives, OMEA convened a team of music educators. In their creative process, writers had the opportunity to explore the Aga Khan Museum, research and experience the music of Asia and the Islamic world, and connect these resources to the Ontario Music Curriculum. The result is an engaging collection of music resources for Ontario students from grades 1 through 12.

**Project Goals:**

• To “expand students’ knowledge and understanding of the traditional music of Asia and Islamic world as well as their contemporary expression”

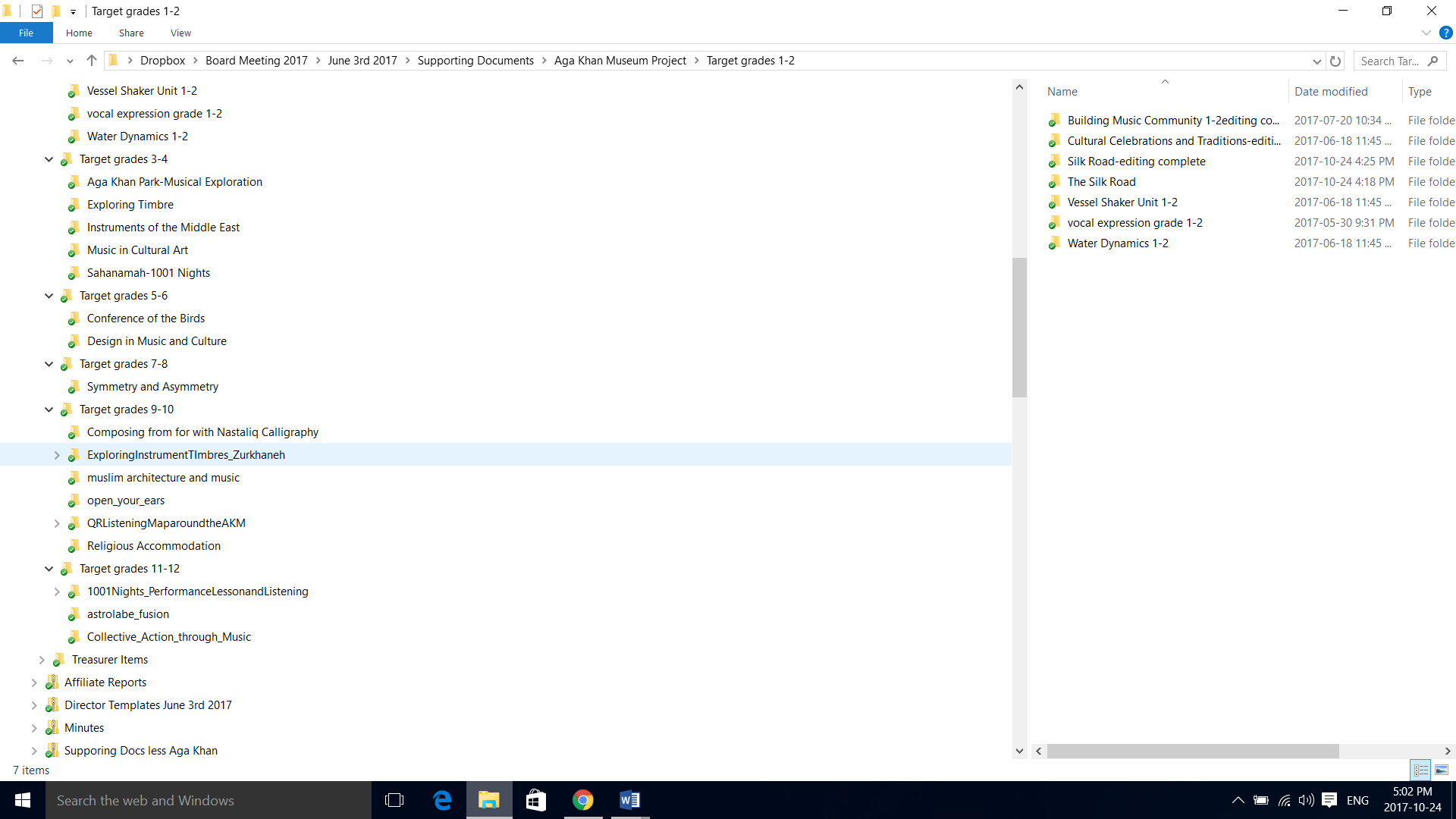
• To connect with overall expectations in the Arts/Music curriculum of Ontario

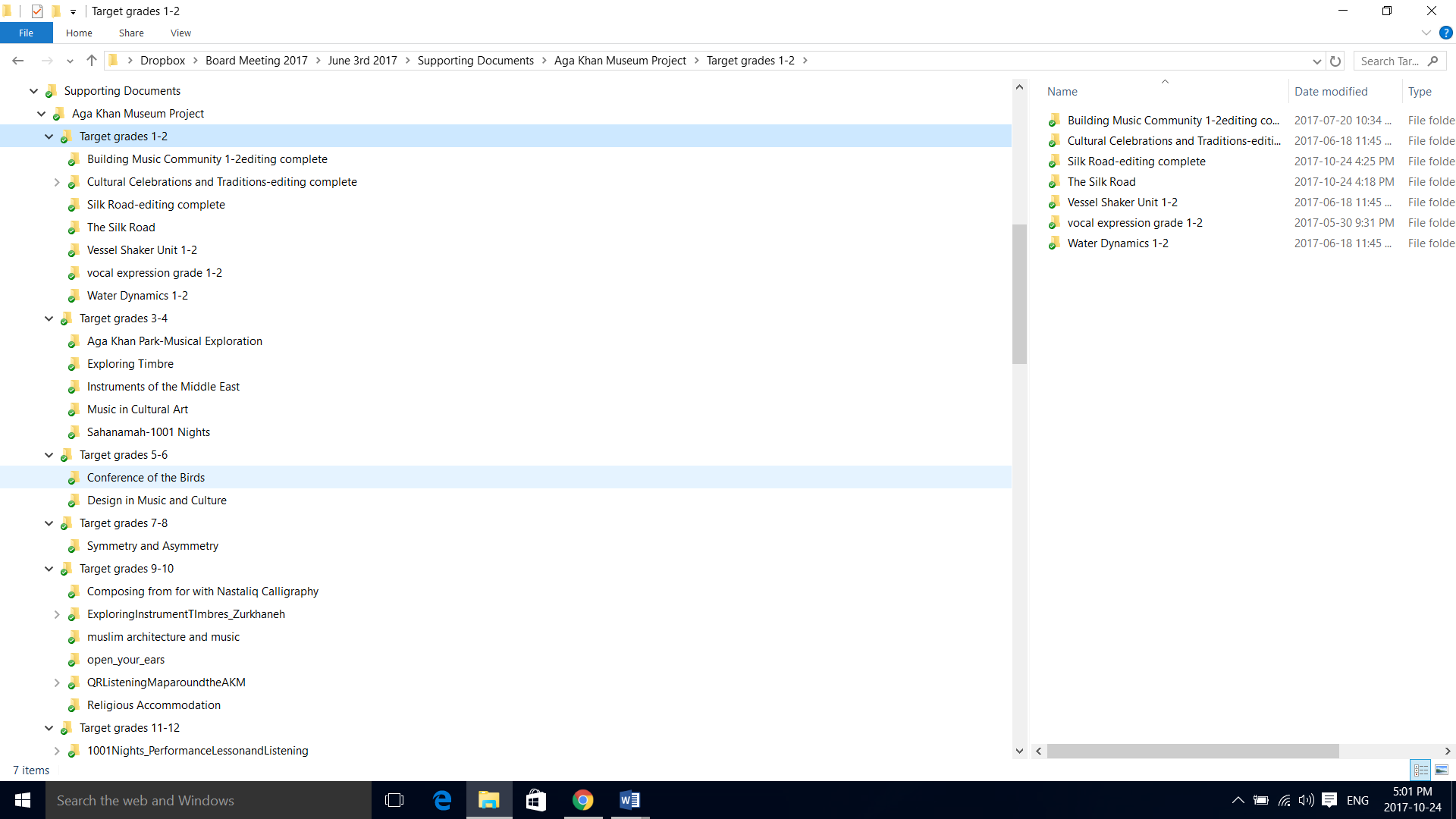
• To encourage cross-cultural collaborations

• To integrate technology and other Ontario curricula

• To develop learning through the Ontario Arts Curriculum’s Creative and Critical Analysis Processes.

**Project Content:**





**An Important Consideration:**

While OMEA has worked in good conscience with the Aga Khan Museum, and while the writing team itself included music educators from some of the cultures this resource touches upon, we in no way present these resources as a thorough or complete consideration of the music and culture of the vast Muslim world. There are many ways of seeing, understanding, and creating Art, and this resource does not pretend to reflect them all. In recognition of this, we have often used learning strategies that encourage further research and thinking, including employing the Critical Process and a variety of inquiry-based learning models. It is our sincere hope that these resources support a spirit of musical and cultural understanding.