

Case study

Arash Zanganeh

Details

What:

Arash Zanganeh is a composer, music teacher and author whose work draws on Sufi traditions and Middle Eastern folkloric music. He is the Artistic Director of Sufi Art Group, which was founded in 2000 with the goal of preserving the art and culture of the East.

Arash also works as an art therapist for TAFE Queensland, where he runs a series exploring communication through drumming, beating and singing skills for young refugees.

In 2014, Arash published his book and accompanying audio program, *A guide to Daf technique & Middle Eastern rhythms*. The book, with accompanying audio program, brings together fifteen years of research to provide a practical resource with historical context and theoretical sections for beginning and intermediate players.

When:

November 2014 to January 2015

Where:

Brisbane



Arash Zanganeh. Image Courtesy of Arash Zanganeh.

Arts Queensland contribution:

\$4050 – Individuals Fund

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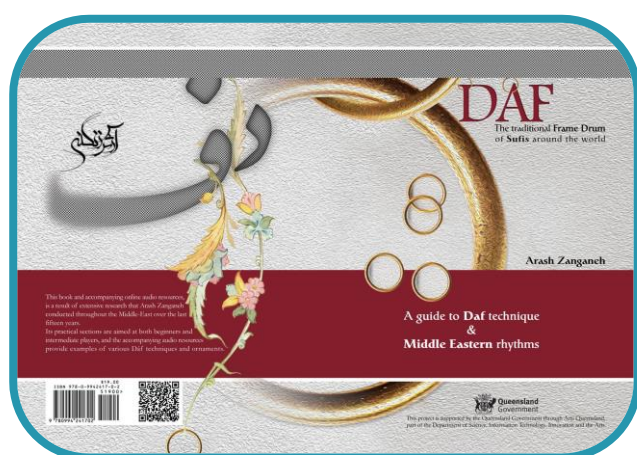
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Outcomes

- The book was launched along with a performance at Woodford Folk Festival in late December 2014. Arash was overwhelmed with positive responses at the launch, which led to an expanded network, especially of music academics.
- A publicity campaign commenced in mid-January 2015 which has contributed to 35 copies of the book being sold in the first few weeks of release.
- Since publishing his book, several educational institutions have requested to run his Art Therapy, Narrative Therapy and Music Therapy series.
- With a deepened understanding of instructional writing and the publishing process, Arash is now setting out to produce a second volume of his book. This volume will include chapter on the philosophy of Sufism in music.



A guide to Daf technique & Middle Eastern rhythms. Image courtesy of Arash Zanganeh.

Learnings and reflections

Arash reflected on his experience

“While on fieldwork, I observed a number of learning situations and while doing this, I got professional experience of pedagogical dimensions. For this publication, I explored the dimensions of Intellectual Quality and Supportive Academic Environments respectively. I began with the description of the learning situation and then explored how the particular dimensions are evident within them. I now identify the particular elements of these dimensions and make reference to those, which appeared absent in the learning situation. I have reflected on the importance of this project for fostering a broader knowledge of the Daf and Middle Eastern rhythms and also on the implications for my teaching in general.

Both ‘deep understanding’ and ‘deep knowledge’ were present in this book. The enthusiasts will hopefully gain a deep understanding of the underlying concepts of the drumming; they will be able to use their knowledge to play the traditional rhythms and will be able to establish the communication of music being about exchange and enjoyment more than just learning. “