

Presentation title: Outcomes of my Spring 2018 Sabbatical Project
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Presented by: Orna Arania
Associate Professor of Voice
School of Music

I am honored to present the outcomes of my 2018 sabbatical project.

Though I am a native Israeli, my artistic and academic endeavors for the last 25 years have been the classical European repertoire of opera, art songs and oratorio. Invitations for performance-projects of Jewish music in recent years persuaded me to pursue the research and performance of my own musical heritage, that of Israeli vocal music. Realizing that the majority of the resources were only available in Israel, and that I needed to devote significant time to this research, I decided to apply for my first sabbatical.

After preliminary review of resources in US libraries, I traveled to Israel in January 2018, where I conducted research in multiple libraries and institutions, interviewed Israeli composers, and examined hundreds of compositions for solo voice. Upon my return to Chicago I sorted through all the materials I collected and prepared the groundwork for the projects that followed, such as: lecture series and recitals of Israeli Art Songs as well as conference presentations such as my presentation at the National Conference of the College Music Society (CMS). My workshop proposal on Israeli Art Songs was accepted by the International Society for Music Education (ISME) for their 2020 international conference, which was canceled due to the pandemic. My postponed recital and lectures at NIU, originally scheduled for Spring 2020, will be rescheduled as soon as feasible.

The benefits to my students from the outcome of my sabbatical research would include:

1. Broadening the repertoire of songs for my students to choose to learn and perform.
2. Collaborating with colleagues and students in planned future performances of Israeli music.
3. Possibly creating a course that would explore repertoire of Judeo-Christian sacred music.
4. Adding to our foreign language singing diction classes an introduction to Hebrew phonetics.

However, I believe that the main impact on my teaching as well as on my students' learning, resulted from two main realizations from this research:

First, as my research showed, the early style of Israeli music was one of inclusion, of merging musical traditions from western and eastern Jewish diasporas, and one of renewal and a search for shared identity. It reminded me once again that beyond its melodies and texts, music lives in shared human experiences, and in identities both shared and newly defined. This led me to engage in continuous dialog with my students about music and subject matter that inspires them and reflects aspirations, stories and identities they would like to present. Through listening and writing assignments I now guide my students to distinguish between music that may be important for them to know as classical musicians, versus music they want to sing and express because it is directly meaningful to them.

Second, as I was examining old sheet music at the library of my Tel Aviv alma mater, some publications almost crumbled in my hands from lack of use. I also found that many of the Israeli songs I grew up on are not known to the generation of my nieces and nephews. It led me to the sad realization that we sometimes neglect the preservation of our own heritage, running the risk of it being forgotten and lost. This has strengthened my resolve to keep encouraging my students to engage in research and performance projects that explore their own heritages.

To give you one example: one of my Latina vocal music education students started researching music from Latin America with a specific focus on Mexican composers, and arrangements of Mexican folk songs, with the purpose of programming those works in her graduating recital next Fall.

But the overarching impact of my sabbatical is to encourage my Music Education majors, who make up the majority of my students, to go on to build music programs that offer their students a curriculum that includes, embraces, and celebrates all cultures and heritages, and that fosters pride in their own students' identity.

I am grateful to the Board of Trustees for providing faculty the possibility to carry out sabbatical projects, which in turn enrich research, artistry and learning for both faculty and students. Thank you.

To conclude my presentation, I would like to sing for you one of Israel's most famous songs.