

SINGING AFRICA!

TEACHER'S STUDY GUIDE—LINKED TO IRP'S

Available in both
French and English

ABOUT THE PERFORMANCE



Singing Africa features music, dance and storytelling from the African countries of Cameroon and Zimbabwe. Led by accomplished dancer Jacky Essombe, this participatory performance features music played on marimba, djembe, shekere, mbira, and various other traditional instruments. Audience participation is encouraged throughout the performance in the form of call-and-response, singing, clapping and dancing.

ABOUT THE MUSIC

Music is used for celebrating communal and personal events. Stages of a person's life are marked with music specific to adolescent initiation rites, weddings, ancestral ceremonies and funerals.

A most popular drum such as the **djembe** is made from skins of reptiles, cattle, goats and antelopes.



The **marimba** is a type of xylophone with wooden keys.



ABOUT THE DANCE



In Africa, dance is for everybody within the community. Jacky focuses on bringing confidence to everyone's ability to dance and therefore to be part of the group. We explore the steps with simple variations to fit everybody's physical abilities so that everyone is included in the experience. There are no levels of accomplishment in African dance - all it takes is for you to just love it!

THEMES:

- *Africa*
- *Culture*
- *Dance*
- *Geography*
- *Language*
- *Movement*
- *Music*
- *Rhythm*
- *Singing*
- *Society*
- *Storytelling*



www.kbamonline.com

Activities

K-3

Pre-show (20 min.)

Identify on a map where Cameroon, Guinea, and Zimbabwe are located. Discuss the differences and similarities in our Canadian culture.

K-3 Post-show (30-35 min.)

Responding to Music - Have students describe their feelings, thoughts or images they had while listening to the music. Have student volunteers re-create some of the drum rhythms using a tabletop or another object.

Society and Dance - Ask the students, Why do we dance? Answers may include to socialize with others (square dancing, swing dancing), celebrations (weddings, harvests), telling stories (the Nutcracker), etc.

Responding to Dance & Elements of Movement - Have students work with a partner and teach each other 1 or 2 dance movements they saw in the show. Then have them recall 1 or 2 pathways of movement from the show. Lastly have them put it together and re-create a short story/dance to present to the class.

Grades 4-6

Pre-show (20-30 min.)

Identify on a map where Cameroon, Guinea, and Zimbabwe are located. Discuss the differences and similarities in our Canadian culture. **Society and Dance** – Have each student write three purposes for dance and three emotions dance can evoke. Share with class.

Post-show Activity (40-45 min.)

Responding to Dance & Music – Have students identify the feelings and moods portrayed in the show and which components of the dance and/or music portrayed these feelings/moods. Have students describe the roles portrayed by dancers and the stories that emerged.

Elements of Movement – Have students re-create the posture of the dancers and some sequences of movement. Introduce the idea of how the African's posture— knees bent and low with torso forward— reflects the *earthiness* of the people. The body is held close to the ground reflecting their relationship to the land and how they live. Ask students to form groups and through a sequence of moves answer the question: *What elements of movement might our culture use to express stories and events?*

Grade 7

Pre/Post show Activities – Same as grades 4-6 except add a mini group project: Create a “New Society” through culture, dance and music.

To view a short video please visit: www.kbamonline.com/jacky-essombe-2/

