



Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

7/14/09

ABOUT THE PERFORMANCE

Bamidele Dancers & Drummers

Grade levels: K-5

The **Bamidele Dancers & Drummers** takes audiences to Brazil, the Caribbean, and Africa with their instruments, exciting rhythms, costumes, folklore, celebratory dances, and songs. In this program, three dancers and drummers perform the songs and dances of Africa and explore the migration of African culture to the Caribbean and Brazil. Audience participation and the use of authentic costumes and instruments create a memorable learning experience.

LEARNING GOALS:

1. To explore the music, dance, and culture of West Africa, the Caribbean, and Brazil.
2. To broaden the students' understanding of African culture.
3. To demonstrate how African culture has influenced the cultures of the Caribbean and Brazil.

PRE-ACTIVITY SUMMARY: *Land of Africa*

Discuss the seven continents. First have students share what they know about North America (countries, people, geography, weather, food, etc.). Then discuss Africa and its basic characteristics. Discuss the differences between the two continents. Have students draw and color maps of Africa that include symbols of various African regions.

POST-ACTIVITY SUMMARY: *Making African Instruments*

Discuss percussion instruments and identify those influenced by African culture. Talk about the instruments that **Bamidele Dancers & Drummers** used in their performance. Collect materials that students can use to make percussion instruments. Have students make their own percussion instruments and create rhythms and layers of sound with them.

CURRICULUM LINKS:

African-American Studies, Multicultural Studies, Music, Physical Education, History and Social Sciences

PRE-ACTIVITY: *LAND OF AFRICA*

LEARNING GOAL:

To study the continent of Africa through a comparison of its basic characteristics to those of North America.

MATERIALS/PREPARATION:

Map
Books about Africa

TIME:

60 minutes

STEP 1:

Have the class name the seven continents. Ask students to define "continent." Guide them to think about the vastness of North America and name the countries that comprise it. Discuss the differences in the countries of North America (cultures, land, climate, etc.).

STEP 2:

Discuss Africa. Locate the continent on a map or globe. Where is Africa in relation to North America? Is it bigger than North America? How many countries are in Africa?

STEP 3:

Divide the class into groups. Assign each group a topic to brainstorm, such as the populations of Africa and North America, the languages spoken on both continents, etc.

STEP 4:

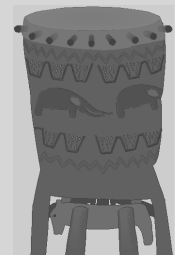
Create a chart on the board or on a large piece of paper to compare the two continents. Discuss the differences between the two continents.

STEP 5:

Have students draw or color maps of Africa from stencils or free hand. Ask students to draw something on their map that is symbolic of Africa.

EXTENSIONS:

- 1) **Listen** to traditional African music, Afro-pop, and music influenced by African culture.
- 2) **Explore** the African visual arts with special attention to the use of patterns and ideas.



POST-ACTIVITY: MAKING AFRICAN INSTRUMENTS

LEARNING GOALS:

To create percussion instruments.

To create layers of sound using percussion instruments.

MATERIALS/PREPARATION:

Coffee cans, beans, rubber bands, fabric, soda bottles and caps, paper towel rolls, paper clips, wooden sticks (for tapping), water

TIME:

45 minutes

TIPS FOR THE TEACHER:

* *Percussion instruments:* musical instruments sounded by striking, shaking or scraping.

* Collect coffee cans, soup cans, paper towel rolls, etc. in the weeks preceding this lesson.

STEP 1:

Discuss percussion instruments and instruments of African influence, including those that the Bamidele Dancers & Drummers used in their performance. How do these instruments make sound?

STEP 2:

Ask students to think of everyday materials that they could use to create instruments. Collect the materials. Discuss how students might vary the sounds of the instruments (amount of beans, different sizes of cans, etc.).

STEP 3:

Have each student make a percussion instrument from everyday materials. Encourage students to experiment with different sounds before making their final instruments.

STEP 4:

Give students time to practice playing their instruments by themselves and with partners.

STEP 5:

Have students play different rhythms with their instruments and create layers of sound by playing them with each other.

EXTENSIONS:

1) Have students draw imaginary musical instruments. Ask them to explain what they are made of, how to play them and what sounds they make.

2) **Listen** to African music. Ask students to identify the instruments they hear.



Bamidele Dancers and Drummers

Grade Levels: K-5

RESOURCES:

Bebey, Francis. African Music, A People's Art. NY: Lawrence Hill & Co, 1975.

Courlander, Harold. A Treasury of African Folklore. NY: Crown Publishing, 1975.

Courlander, Harold. A Treasury of African-American Folktales. NY: Crown Publishing, 1976.

Sherlock, Philip. Anansi the Spider. London: Macmillian Press.

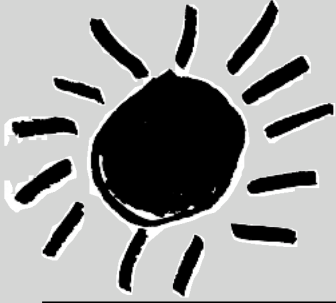
Jones, Bessie and Bess Lomax Hawes. Step it Down. NY: Harper & Rowe, 1972.

ABOUT THE PERFORMERS:

The Bamidele Dancers & Drummers was founded in 1983 by Bamidele Osumarea (1947-1995). The company, based in Amherst, Massachusetts, continues under the direction of Marilyn M. Sylla. The group is proud to have in residence Sekou Sylla, a dancer, acrobat and drummer from Les Ballet Africains, the national dance company of the Republic of New Guinea, West Africa. Mrs. Sylla and members of the group have studied and performed in West Africa, Brazil, the Caribbean, and Europe. Marilyn and Sekou are adjunct faculty at Mt. Holyoke College, Smith College, the University of Massachusetts Amherst, and Greenfield Community College in western MA. Members of Bamidele conduct ongoing community and private classes and offer concerts, workshops, and residencies. The Bamidele Dancers & Drummers performed for Nelson Mandela in Boston in June 1990. In addition, the group has performed with folk singer Pete Seeger and has appeared in the film Luxor. Bamidele has traveled throughout the United States to universities, various festivals, and cultural events and was selected Best World Beat Group of the year in the Pioneer Valley. Bamidele have released two CDs, *Live* and *United*, in addition to an African dance instructional video, *Wofa Baron*. Their CD *Live* contains rhythms from their program and other African and African-rooted music. For more information on Bamidele, please visit their web site: www.bamidele.com.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YAMA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has been serving as a link between teaching artists and the region's school children, providing dance, storytelling, music and theater programs to children in schools, libraries and hospitals in the form of assembly performances, workshops and residencies. The organization's mission is to encourage lifelong engagement with the arts by making them an integral part of every child's education.



Young Audiences of Massachusetts

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Bamidele Dancers & Drummers

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>History 4</i>	Society, Diversity, Commonality, and the Individual...learn the complex interplay has existed from the beginning of our country between American ideals and American practice.
<i>History 8</i>	Places and Regions of the World...identify and explain the location and features of places and systems organized over time.
<i>World Language 9</i>	...provide and obtain information and knowledge.
<i>World Language 10</i>	...obtain new information and knowledge.
<i>World Language 16</i>	...identify cultural and linguistic characteristics.
<i>World Language 19</i>	...examine and analyze cultural contributions of diverse groups.
<i>World Language 20</i>	...use a world language to connect with other disciplines such as Arts, English Language Arts, Health, Mathematics, Science and Technology, Social Studies.
<i>Arts-Dance 1</i>	Movement Elements and Dance Skills...identify and demonstrate movement and dance skills.
<i>Arts-Dance 3</i>	Dance as Expression...demonstrate an understanding of dance as a way to express and communicate meaning.
<i>Arts-Dance 5</i>	Critical Response...describe and analyze their own dances and the dances of others using appropriate dance vocabulary.
<i>Arts-Dance 6</i>	Purpose and Meaning in the Arts...describe the purpose for which works of dance, music, theatre, visual arts, and architecture were and are created.
<i>Arts-Dance 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Dance 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.
<i>Arts-Music 3</i>	Playing Instruments...play instruments, alone and with others, to perform a varied repertoire of music.
<i>Arts-Music 4</i>	Improvisation and Composition...improvise, compose, and arrange music.