

Arts for Learning CT PROGRAM GUIDE

LEARNING OBJECTIVES

- To explore West African, Caribbean, and Brazilian culture through music and dance.
- To introduce students to a wider array of percussion instruments.
- To demonstrate how music and dance rely on rhythm often generated by percussion instruments.



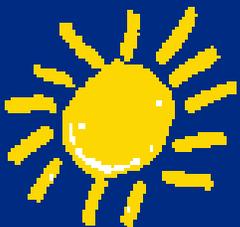
Mikata

Rhythmic Expedition
K-12

ABOUT THE PROGRAMS

In this program, powerful rhythmic music and dance carry you to the cultures of Nigeria, Ghana, Puerto Rico, Haiti, Jamaica, Dominican Republic and the U.S. In the Ewe language of Ghana, "Mikata" translates to "all of us." As the show progresses, the colorfully dressed Mikata ensemble takes the audience on a musical journey from West Africa, to the Caribbean, and to Brazil. Mikata: means 'all of us' in the Ewe language of Ghana. And Mikata invites all of you on a musical journey from West Africa to the Caribbean and Brazil. Winners of two state-wide awards for their contribution to the arts, Mikata has performed at over 500 public schools, festivals, colleges and universities around the country.

ARTS FOR LEARNING CT
1 EVERGREEN AVENUE
3RD FLOOR
HAMDEN, CT 06518



Arts for
Learning
Connecticut



About the Artist & Program Preparations

ABOUT THE ARTIST

Mikata has been delighting and educating audiences around the U.S, Canada, and abroad for over twenty years. They have been awarded the "Outstanding Contribution to the Cultural Life of the Community" award from the New Haven Arts Council. They have performed at over 500 public schools, festivals, and universities around the globe.

RESOURCES

Print:

Bascom, W.R. and J.J. Herskovits. *Continuity and Change in African Cultures*. Chicago: University of Chicago Press, 1959
Bebey, Francis, *African Music, A people's Art*. Westport: Lawrence Hill and Co. 1975
Dietz, Betty and M.B. Olatunji, *Musical Instruments of Africa*. New York: John Day 1965

PRE PROGRAM

- Research some of the drums that will be used in the performance such as the axaste, the gankogui, the shekere, the atsimevu, and the donno (or, talking drum).
- Are your students familiar with any of these instruments?
- Have any of your students played a percussion instrument? What makes these instruments important?

POST PROGRAM

- What are your students' favorite instruments from the show?
- How were the cultures of West Africa, the Caribbean, and Brazil introduced and demonstrated through music and dance?
- Ask your students how they feel music and dance function as a means of sharing one's culture?
- Do your students know any music and dances representative of their cultures?

Vocabulary

Popular music-- Music accessible to a wide audience, distributed through the mass media as a commercial product. It tends to be associated with urban rather than rural cultures, and is performed by professional musicians.

Jazz--An eclectic, expanding collection of 20th-century styles of American origin. More dependent on group improvisation and spontaneity, Jazz sets itself apart from Classical music, which is fixed in a written score.

Spiritual--A religious song used in English-speaking "free churches," especially in the United States, close to the style of popular music in the eighteenth and early nineteenth centuries.

Gospel Music--The successor to spirituals, Gospel consists of religious songs close to the style of late-nineteenth-century popular music.

Rhythmic Polyphony--The simultaneous use of two or more contrasting rhythms. It is a common element in African and African-American music. Polyrhythms often mimic the 'call and response' element of West African music that has translated through to one of the unique characteristics of American Gospel Music.

CURRICULAR LINKS

National Core Arts Standards:

Anchor Standard 10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Common Core Standards:

CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

CCSS.ELA-LITERACY.CCRA.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Our objective is to give students an understanding of Africa's strong links to the cultures of the U.S., the Caribbean and South America.

-Richard Hill, Founder/Director



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