

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
FANA SORO



The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:

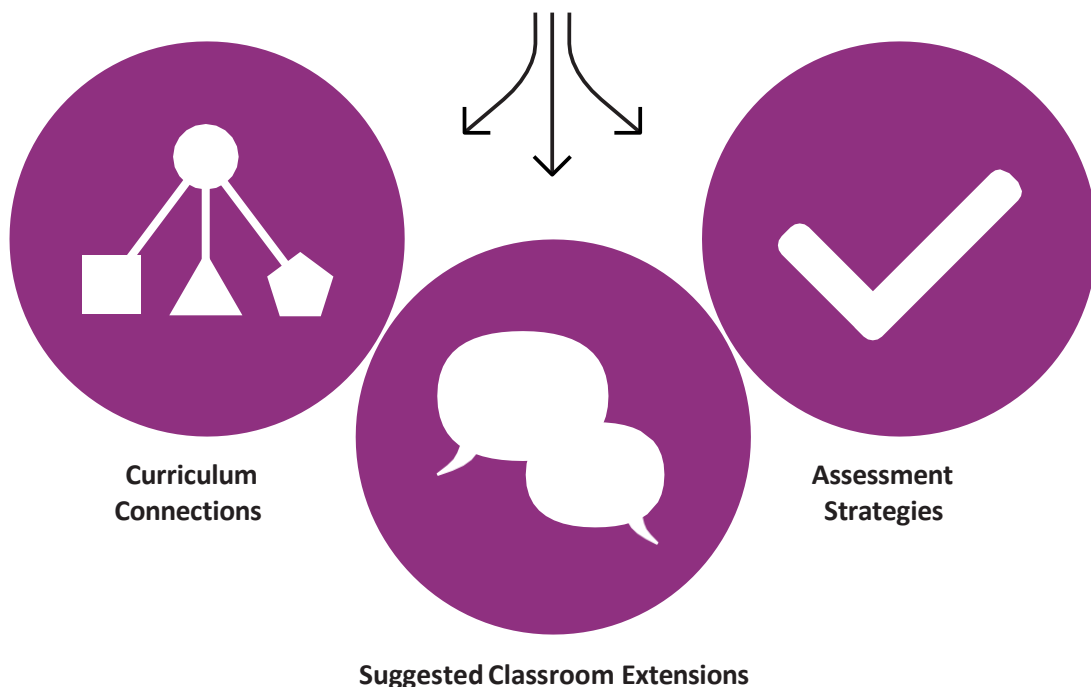


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STUDY GUIDE: MUSIC

CELEBRATE AFRICA!

Program Overview

Artist Name: Fana Soro

Artist Bio: Fana Soro, hereditary master of the balafon from the Senoufo tribe in Côte d'Ivoire, toured globally with the Ballet National. In 1990, he moved to Norway as an Artist in Residence and toured Northern Europe with Super Djembé Kan. Since 1997, he leads Masabo in Vancouver, specializing in West African music and dance. He has lived in Ottawa since 2010.

Program Description: Feel the explosion of energy when Masabo hits the stage! This dynamic ensemble of hereditary West African master musicians and dancers fill the air with soaring melodies and driving rhythms as the ancient arts of West Africa are brought to life. Led by renowned Fana Soro, the performance is a feast of traditional songs, stories, athletic dance and absolutely stunning musicianship.

Artistic Discipline: Dance, Music

Recommended Grade Levels: K - 12

Session Logistics: In person only

Cultural Context: African Culture, Black Legacy

Vocab bank/glossary: [Click here](#)





CELEBRATE AFRICA!

Curriculum Connections

Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
- Strand A – Creating and Presenting/Performing
 - Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas. (Grades 1-8)
 - Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music. (Grades 1-8)
- Strand B – Reflecting, Responding and Analysing
 - Demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures. (Grades 9-12)
 - Demonstrate an understanding of social and cultural influences on and effects of traditional, commercial, and art music. (Grades 11-12)
- Strand C: Exploring Forms and Cultural Contexts / Foundations
 - Demonstrate an understanding of a variety of musical genres and dance forms from the past and present, and their social and/or community contexts. (Grades 1-8)
 - Demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world. (Grades 9-12)

CELEBRATE AFRICA!

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

K

Pre

- What kinds of music and dance do you like?
- What do you think music from another part of the world might sound like?

During

- What instruments do you see or hear?
- How does the music make you feel?

Post

- What was your favourite part of the performance?
- Did you notice how the music and dancing went together?

**GRADES
1-3**

Pre

- What do you know about African music or dance?
- What do you think a performance with music, dancing, and stories might look like?

During

- What do you notice about the costumes or instruments?
- Are the rhythms fast or slow? Loud or soft?

Post

- What message did you hear or feel during the performance?
- Did the music make you want to move? How?

GRADES
4-6

Pre

- Why do you think music and dance are important in cultures around the world?
- What do you imagine traditional music from Côte d'Ivoire sounds like?

During

- What patterns do you hear in the music? Can you count the beats?
- What role do each of the performers play in the group?

Post

- What new ideas or emotions did the performance make you feel?
- How do you think the dancers trained to move so precisely?
- How is this type of performance similar to or different from performances you've seen before?

GRADES
7-8

Pre

- What do you know about West African musical traditions?
- Why might storytelling through music and dance be powerful in cultural traditions?

During

- What instruments stand out to you, and how are they played?
- How do the performers communicate without using words?

Post

- What did you learn about Côte d'Ivoire through the music and dance?
- How might participating in this kind of performance shape someone's identity?
- Can you draw any parallels between this and music/dance traditions from other cultures?

GRADES

9-12

Pre

- How can traditional performance serve as a form of cultural preservation or activism?
- What expectations do you have when attending a cross-cultural performance?
- What do you think it means to be a “hereditary master musician”?

During

- How are rhythm, movement, and narrative interconnected in this performance?
- In what ways is this performance educational? How does it transcend entertainment?

Post

- What role does tradition play in contemporary identity?
- How might the performer’s personal and cultural background influence his work?
- In what ways could you see this type of art used in education, activism, or diplomacy?

MUSIC OVERVIEW

Music is a universal form of expression that transcends language and culture, offering a deeply personal and collective means of connection, communication, and healing. It reflects cultural identity and promotes equity, diversity, inclusion, and reconciliation by uplifting diverse musical traditions and community voices.

Music education builds skills in listening, creativity, collaboration, and self-expression. It supports students' health and well-being by offering a safe and accessible space to express emotions and ideas, while nurturing confidence and a sense of belonging. Whether composing, performing, or simply engaging in musical play, students develop confidence, perseverance, and a sense of belonging.

Through the **creative and critical analysis processes**, students explore, refine, and reflect on musical ideas, depending on their understanding of music's emotional and cultural impact. These frameworks align with MASC's values and empower students to become thoughtful learners through the lens of music. Music serves as both medium and method: a form of communication, identity exploration, and social connection.



APPENDIX

Vocabulary bank/glossary:

- **Balafon:** A wooden xylophone-like instrument from West Africa.
- **Djembe:** A goblet-shaped hand drum from West Africa.
- **Rhythm:** A pattern of sounds or beats in music.
- **Choreography:** Planned and practiced dance movements.
- **Ensemble:** A group of performers working together.
- **Hereditary:** Passed down through generations in a family.
- **Côte d'Ivoire:** A country in West Africa, also known as Ivory Coast.
- **Cultural tradition:** A way of life or practice passed down within a group.
- **Storytelling:** Sharing stories to pass down knowledge, history, and culture.
- **Percussion:** Instruments that make sound when struck, shaken, or scraped.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning