

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
MASABO AND 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:

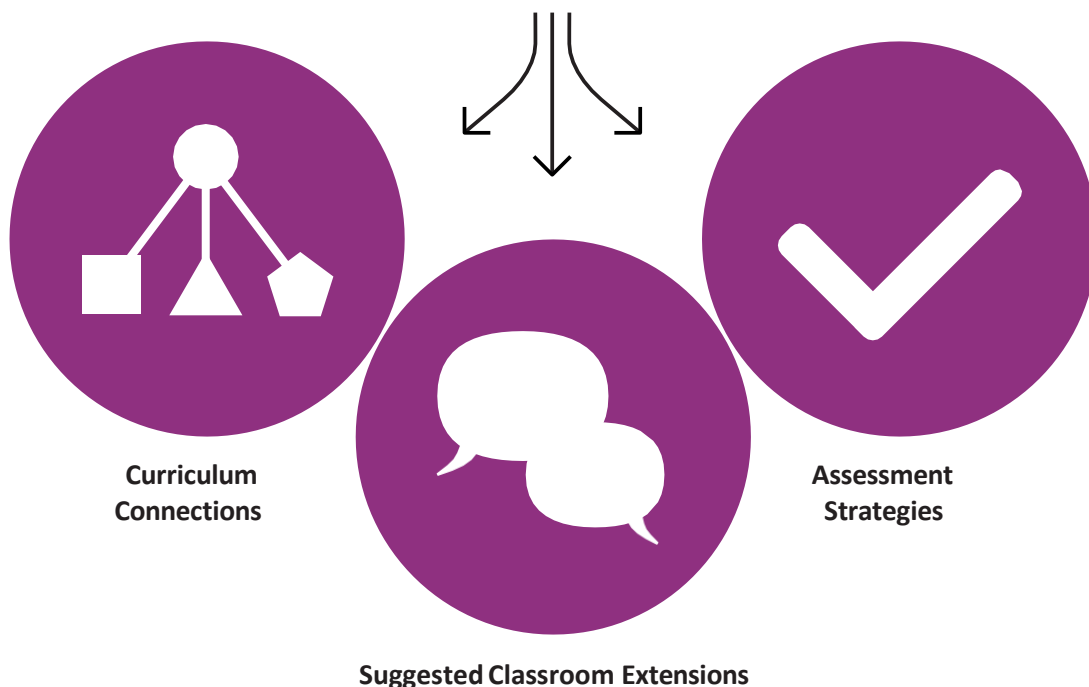


TABLE OF CONTENTS

STUDY GUIDE: LITERARY ARTS.....4

 Program Overview 4

 Curriculum Connections 5

 Extend the Learning (Discussion Prompts)..... 6

LITERARY ARTS OVERVIEW.....9

APPENDIX..... 10

 Vocabulary bank/glossary:..... 10

 Student Health and Well-Being 11

 Additional Resources 11

STUDY GUIDE: LITERARY ARTS

MASA-SENEKELA, THE CULTIVATING KING

Program Overview

Artist Name: Masabo and Fana Soro

Artist Bio: Fana Soro, a hereditary master of the balafon from the Senoufo tribe in northern Côte d'Ivoire, toured internationally with the Ballet National de Côte d'Ivoire. After performing and teaching in Norway, he formed Masabo in Vancouver, specializing in West African music, dance, and storytelling. Since 2010, Fana and his family have lived in Ottawa.

Program Description: Students will take a journey to West Africa and hear the story of Masa-Senekela, a farmer-king who is worried about the future of his people. Masa-Senekela creates dances, songs and music to encourage the new generation to start working towards a brighter future.

Artistic Discipline: Literary Arts, Dance, Drama, Music

Recommended Grade Levels: K - 12

Session Logistics: In person only

Cultural Context: African Culture, Black Legacy

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



MASA-SENEKELA, THE CULTIVATING KING

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Using movement, rhythm, and music to bring a traditional folktale to life.
 - Exploring call-and-response and audience participation as creative performance tools.
- Strand B – Reflecting, Responding and Analyzing
 - Recognizing how music, storytelling, and dance work together to communicate meaning.
 - Responding to cultural performance elements and discussing their impact on the audience.
 - Identifying the messages and values within a traditional folktale.
- Strand C: Exploring Forms and Cultural Contexts
 - Understanding the cultural significance of West African instruments, music, and dance.
 - Exploring themes of community, cooperation, and respect for the land in storytelling.

MASA-SENEKELA, THE CULTIVATING KING

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.

GRADES K-3

Pre

- What do you know about stories from other parts of the world?
- How can music help tell a story?

During

- How do the performers use their voices, instruments, and bodies to show the story?
- What patterns of sound or rhythm do you notice?

Post

- What lesson or message do you think the story teaches?
- How could you retell it in your own way?

GRADES
4-6

Pre

- How can music and dance help us understand a culture?
- What instruments do you know from different parts of the world?

During

- How does the call-and-response make the performance more engaging?
- What details in the costumes, music, or movement tell you about the story's setting?

Post

- How does this story connect to ideas of community and working together?
- How could you adapt a similar story for your own performance?

GRADES
7-8

Pre

- What role do traditions play in keeping cultures alive?
- How can performance art pass on values or history?

During

- How do the rhythms, melodies, and storytelling techniques shape your understanding of the culture?
- What moments in the performance had the biggest impact?

Post

- How could you use a mix of music, movement, and narration to share a cultural story from your own or another tradition?
- What elements would you keep or change?

GRADES
9-12

Pre

- How can traditional performance be adapted for modern audiences while respecting its origins?
- What makes a cultural story powerful?

During

- How do the performers balance authenticity with audience engagement?
- How do musical structure and choreography reinforce the story's themes?

Post

- How could you research and adapt a cultural story into a performance of your own?
- How does this presentation challenge or expand your perspective on cultural storytelling?

LITERARY ARTS

OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

The creative and critical analysis process guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Narrator:** A person who tells the story to the audience.
- **Chorus:** A group that sings or speaks together in a performance.
- **Improvisation:** Creating dialogue, music, or movement on the spot.
- **Audience participation:** Involving the audience in the performance through actions, responses, or movement.
- **Djembe:** A West African hand drum shaped like a goblet.
- **Balafon:** A wooden xylophone from West Africa.
- **Call-and-response:** A musical pattern where a leader sings or plays a phrase and others answer.
- **Polyrhythm:** Two or more rhythms played at the same time.

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