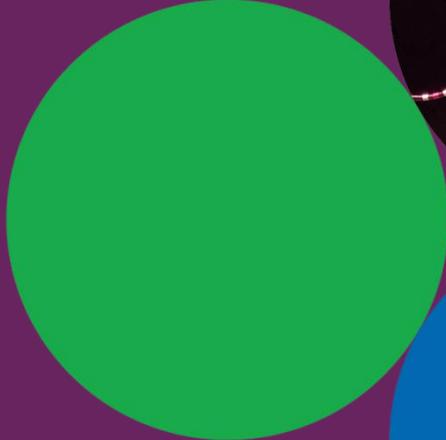


STUDY GUIDE



**DISCIPLINE:
MUSIC**

**ARTIST:
FANA SORO**

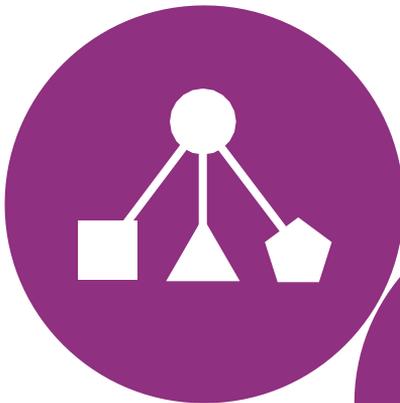
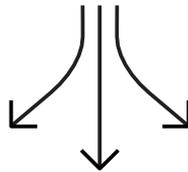


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: MUSIC

YAMO! YAMO!

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: "Yamo! Yamo! "means" Hello! How are you?" in Baoulé, one of the 63 languages spoken in Côte d'Ivoire. Fana Soro, master musician and hereditary dancer of the Senoufo people, shares the ancestral arts of West Africa. The music features the balafon, a traditional West African xylophone, the djembe, the most popular African hand drum, as well as various other traditional instruments. (Max 300 participants)

Artistic Discipline: Dance, Music

Recommended Grade Levels: JK - 12

Session Logistics: In person or online

Cultural Context: African Culture, Black Legacy

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





YAMO! YAMO! (EN)

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 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)
- Strand C: Exploring Forms and Cultural Contexts / Foundations
 - Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts. (Grades 1-8)

YAMO! YAMO! (EN)

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.

JK-SK

Pre

- What do you think music from a different country might sound like?
- Have you ever said “hello” in another language?

During

- Can you hear the different instruments? What do they sound like?
- Can you clap or move your body to the beat?

Post

- What was your favourite part of the music or dancing?
- Did you learn any new words or sounds today?

GRADES
1-3

Pre

- Where do you think Côte d'Ivoire is in the world?
- Why do you think people use music and dance to say hello?

During

- What do the instruments look and sound like?
- How does the music make you feel or want to move?
- What do you notice about the patterns or rhythms?

Post

- What did you learn about the music or language of Côte d'Ivoire?
- Which instrument would you like to try and why?

GRADES
4-6

Pre

- What do you think is the role of music and dance in a culture?
- Have you ever heard of the balafon or djembé before?

During

- How do the sounds of the balafon and djembé differ?
- What cultural stories or messages do you hear through the performance?
- What rhythms or patterns stood out to you?

Post

- What did you learn about West African traditions through this performance?
- How does music help preserve and share culture?
- What connections can you make between music, identity, and community?

GRADES

7-8

Pre

- What do you know about West African music or instruments?
- How is performance used as a way to pass down history or culture?

During

- What is the function of each instrument you see/hear?
- How do call-and-response or rhythm patterns shape the performance?
- What did you observe about body movement and cultural expression?

Post

- How did this performance challenge or expand your view of African music?
- What role does the artist play in preserving tradition?
- How can cross-cultural experiences like this help build understanding?

GRADES
9-12

Pre

- What roles do traditional instruments like the balafon or djembé play in African societies?
- How do artists like Fana Soro serve as cultural ambassadors?

During

- How does this performance blend oral tradition, music, and storytelling?
- What do the instruments, movements, and greetings communicate?
- What are the cultural and historical roots of the instruments used?

Post

- In what ways is this kind of performance educational beyond entertainment?
- How might traditional West African music compare with other global musical traditions?

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 traditional West African xylophone with wooden keys.
- **Djembé:** A goblet-shaped drum from West Africa, played with bare hands.
- **Senoufo:** An ethnic group from Côte d'Ivoire known for their rich music and dance traditions.
- **Baoulé:** One of the 63 languages spoken in Côte d'Ivoire.
- **Côte d'Ivoire:** A country in West Africa also known as Ivory Coast.
- **Call and Response:** A musical form where a leader sings or plays and the group responds.
- **Traditional Music:** Music passed down through generations, rooted in culture and history.
- **Percussion:** Instruments that produce sound when struck or shaken.
- **Cultural Heritage:** Traditions, practices, and expressions passed from generation to generation.

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