

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
MEHDI CAYENNE

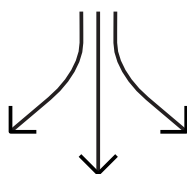


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

MEHDI CAYENNE

Program Overview

Artist Name: Mehdi Cayenne

Artist Bio: Mehdi Cayenne is a Francophone singer-songwriter, poet, and actor known for his eclectic, minimalist style. With four albums and over 10 years of teaching writing workshops at MASC, he has performed across Canada and internationally, including France, Belgium, and Russia. Charismatic and energetic, Mehdi has won several awards and captivates audiences with his edgy performances.

Program Description: Mehdi's shows are a breath of fresh air! Delivered with pleasure and conviction, they blend song and spoken word poetry in an inclusive performance that leaves students of all ages amazed and inspired.

Artistic Discipline: Music

Recommended Grade Levels: K - 12

Session Logistics: In person or online

Cultural Context: Culturally Diverse, Francophone, Men+, Person of Colour

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



Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Exploring how lyrics and melody work together to express emotions or tell a story.
 - Experimenting with voice, rhythm, and dynamics to create a unique musical style.
- Strand B – Reflecting, Responding and Analyzing
 - Identifying how tempo, tone, and arrangement influence the listener's experience.
 - Discussing how personal and cultural influences shape and artist's music.
- Strand C: Exploring Forms and Cultural Contexts
 - Understanding the role of contemporary singer-songwriters in the music industry.
 - Exploring how diverse musical traditions and genres influence modern compositions.
 - Connecting musical expression to identity, storytelling, and social themes.

MEHDI CAYENNE

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 makes a song interesting to listen to?
- How can a singer tell a story with music?

During

- What words or parts of the song stood out to you?
- How did the music change the way you felt?

Post

- What message do you think the artist wanted to share?
- How could you make up your own song?

GRADES
4-6

Pre

- How can music show someone's personality or feelings?
- What kinds of songs do you enjoy most?

During

- How does the artist use melody, rhythm, and lyrics to tell a story or express emotions?
- Which performance choices stood out to you?

Post

- What was one thing you learned about songwriting or performing from watching this?
- How would you change the song if you performed it?

GRADES
7-8

Pre

- How do artists combine different music styles to create their own sound?
- What makes a performance memorable for you?

During

- How does the artist's voice, tempo, and lyrics work together to create mood?
- Can you hear any influences from other genres or cultures?

Post

- How could you apply what you saw to create your own music or spoken performance?
- What emotions or ideas did the performance leave you with?

GRADES

9-12

Pre

- How can a songwriter use music to explore identity or address social themes?
- What performance skills help connect with an audience?

During

- How does the artist balance technical skill with emotional delivery?
- How do arrangement choices affect the overall impact?

Post

- How might you adapt the performance style you observed for your own artistic work?
- What messages or ideas will stay with you?

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:

- **Melody:** A sequence of notes that create a tune.
- **Rhythm:** The pattern of sounds and silences in music.
- **Tempo:** The speed of the music.
- **Dynamics:** The volume of the music, from soft to loud.
- **Improvisation:** Creating or performing music spontaneously without preparation.
- **Lyric:** The words of a song.
- **Refrain:** A repeated part of a song, often the chorus.
- **Verse :**A section of a song with changing lyrics but the same melody.
- **Harmony:** Different musical notes played or sung together to create a pleasing sound.
- **Cue:** A signal to start playing, singing, or performing.
- **Audience engagement:** Interacting with listeners to make them feel included.
- **Collaboration:** Working together to create something.

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