

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
MEHDI CAYENNE

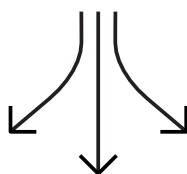


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

REAL TALK TIME!

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: A relaxed and inspiring discussion and short performance, touching on various aspects of creativity in performance as well as all domains of life. An interesting and surprising ask-an-artist opportunity for students of all ages.

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](#)



REAL TALK TIME!

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Developing confidence in speaking and expressing ideas in front of others.
 - Experimenting with voice, pacing, and body language to communicate clearly.
- Strand B – Reflecting, Responding and Analyzing
 - Recognizing how tone, choice of words, and body language affect meaning.
 - Listening actively and respectfully to understand different point of views.
- Strand C: Exploring Forms and Cultural Contexts
 - Understanding the role of spoken performance in different cultures and contexts.
 - Exploring how conversation and dialogue can be tools for storytelling and advocacy.
 - Connecting personal stories to broader cultural or social themes through speech.

REAL TALK TIME!

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 good conversation?
- How can we show respect when someone is speaking?

During

- How does the speaker's tone or movement help you understand what they mean?
- Which part made you smile or think?

Post

- What was the most interesting idea you heard?
- How could you share your own idea clearly?

GRADES
4-6

Pre

- How do tone and body language change the way we understand words?
- What topics are you most comfortable talking about?

During

- What strategies does the speaker use to keep people listening?
- Which ones would you try?

Post

- How did listening to different people's ideas make you think differently?
- How could you make your message even stronger?

GRADES
7-8

Pre

- How can conversation be used to share experiences or inspire others?
- What makes someone an engaging speaker?

During

- How does the speaker adapt their message to connect with the audience?
- How do they use pacing, gestures, or humour?

Post

- What communication techniques did you find most effective?
- How could you use them in school or community settings?

GRADES
9-12

Pre

- How can dialogue be used as a tool for advocacy or social change?
- How do you prepare yourself to speak confidently?

During

- How does the speaker balance structure and improvisation?
- How do they respond to audience reactions in real time?

Post

- How can you refine your own communication style for different contexts—classroom discussions, public speaking, or creative performance?

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:

- **Dialogue:** A conversation between two or more people.
- **Expression:** The way someone shows thoughts or feelings through words, tone, or body language.
- **Tone:** The emotion or attitude expressed in speech.
- **Active listening:** Fully focusing on and understanding what someone is saying.
- **Improvisation:** Speaking or performing without a script, making it up in the moment.
- **Projection:** Speaking clearly and loudly enough to be heard.
- **Pacing:** The speed at which you speak.
- **Clarity:** Speaking so that your words are easy to understand.
- **Point of view:** A person's perspective or way of seeing something.
- **Persuasion:** Using words or arguments to convince someone.
- **Body language:** Nonverbal communication through gestures, posture, and facial expressions.
- **Audience engagement:** Involving listeners so they feel part of the conversation.

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