

CLASSROOM GUIDE

RHYTHM IN MOTION is a dance story that compares the similarities of dances of the Diaspora -- from West Africa, Central Africa, the Caribbean to the new world and beyond.

Program Description

The "Drum Call" song will be followed by a demonstration of "Sunu," which is a social dance. The market place dance from Congo, Central Africa, as well as Reggae (Caribbean) dances will be performed. Demonstrations of Modern, Hip-Hop, and Charleston dances and their comparison to Sunu will be observed and discussed. There will be an audience participation component with song and dance steps of African, Modern and Hip-Hop dances. The program concludes with a Sunu dance performance.



Bio

Manga African Dance, Inc. is a non-profit - 501(c) 3 organization based in Atlanta, Georgia. It was founded in 1990 by Ramatu Afegbua-Sabbatt. Originally under the umbrella of Barefoot Ballet, Inc. – called Barefoot ballet Many, it was later incorporated as Manga African Dance, Inc. in March, 1996. The ensemble provides schools with high quality professional programs as well as training to aspiring performers.

Manga performed in the 2003 Georgia State University's World Music Festival and was featured in the opening and closing ceremonies of the 1996 Olympic Games and was sponsored by Motorola to perform for the corporate pavilion. Manga host 2 major annual event: The dance and drum conference in April and Osun Festival in August.

The company's high-energy repertoire includes dances and rhythms from Ghana, Senegal, Guinea, Gambia, Mali, Liberia, South Africa and Nigeria.

Key Vocabulary

- Write vocabulary words here.
- Sunu – A celebratory dance that originated from Mali and also done in Senegal and Guinea, West Africa.
- Diaspora
- Similarities
- Comparison
- Continent/country
- Audience

Objectives

- Write objectives here.
- 1. Preserving and maintaining African culture through dance, drums, songs and adornment.
- 2. Teaching the community about the connections between various American dances and African cultural dances.
- 3. Building self-esteem and universal connection between individuals of all races and ethnic groups through dance.
- 4. Bringing awareness of the link between the Arts and classroom subjects.
- 5. For upper-level students (high school and college), teach about cultural retention in the African Diaspora through dance, art, and cultural practices.

Standards

Music and dance: class incorporates knowledge of different beats and rhythms and promotes coordination between the physical dances and the musical beats of the drum. The history of dances as they connect to each other is exposed. Unification of culture proves that dance is a universal language.

Assess the Learning

Include a list of questions that can be asked to assess student learning following the program.

1. Describe the following music instruments: Djembe, Djundjun, Songba, Kenkene, agogo, sekere.
2. What does comparison mean?
3. What is dance?
4. What is rhythm, motion?
5. Name 1 country in West Africa, Central Africa, and the Caribbean.
6. Who was responsible for Manga performing in our school?

Extend the Learning

Include at least 3 suggestions of activities that can extend the learning. These can be pre-show activities and/ or post-show activities.

- Before the program discuss with your students what makes a good audience.
- Compare appropriate behavior for different kinds of audience situations – e.g., rock concert, sporting events, ballet.
- Students will get more out of the program if they come prepared. Use this guide to help students anticipate what to listen and look for.
- Set a good example. Catch up on paperwork after the performance.

Pre-Performance Learning Activities

- American social dances – Charleston, Modern and Hip Hop (K-5)
- Map of Africa – locate Senegal and Congo (K-12)
- Discuss how African Americans came to the United States in history class. (K-12)

Additional Resources

Include relevant websites, apps, books, music, etc...

www.mangadance.org

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