



KOUY
ATÉ

Assane

KOUYATÉ

A Journey
Through West
Africa

Educational
Programming
K - 12



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OVERVIEW

West African culture is displayed in everyday life through many traditional art forms such as music, dance, art, sports, clothing and food. Exposing students to the beauty of these traditional art forms creates a lasting connection to our vast cultural history.

With Assane Kouyaté's program, 'A Journey Through West Africa,' students will...

- Explore West African instruments, tools & resources that influence artistic expression
- Analyze the characteristics of traditional rhythms, dance, music & song from diverse West African cultures, in particular, the Manding culture of Mali, Senegal & Guinea
- Discover how West African art forms are an important part of ceremonies and mark the experience of a person's life, teach social values, depict stories and history of the community.

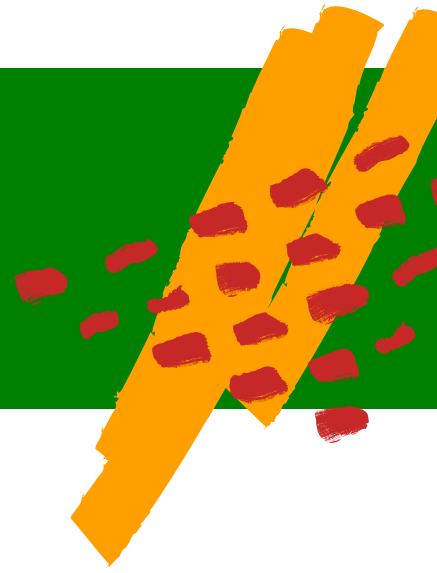
A more detailed study guide is provided following school program booking.





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CONNECTIONS

Kouyaté believes that art and culture are connected in many different ways. A few of those ways are described below. For each example of how art and culture are connected, have your students:

1. Think of ways that they have seen or experienced the examples in their own lives;
2. Discuss new examples that they learned from the performance.

Music

- Music connects people to history and culture

Physical Education

- Physical activity: motor skills and movement patterns are important for health, enjoyment, challenge, self-expression, and/or social interaction

Art

- Art is a means of self-expression that reflects history and culture, as well as shapes it

Dance

- Dance can communicate ideas and feelings, and has been used as a form of communication in various cultures throughout history.

Social Studies

- Geography and location (where people live) affects a society's economy, culture and development.
- Family and community customs and celebrations are part of a diverse American society

English Language Arts

- Stories and folktales contain lessons and morals

Technology

- Technology can present new possibilities for the arts, as well as challenges



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STANDARDS - SAMPLE

Developed with the purpose of an integrated curriculum, this program will cover a variety of standards. Customized programming to match your school's curriculum areas or performance standards is also available. Please connect for more details.

Examples of grade applicable Georgia Standards of Excellence (GSE) are outlined below:

Visual Arts

VA1.CR.3: Understand and apply media, techniques, and processes of two-dimensional art.

VA2.CN.1: Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art

VA2.CN.2: Integrate information from other disciplines to enhance the understanding and production of works of art.

English Language Arts

ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson

ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2SL1: Participate in collaborative conversations with diverse partners about [grade] topics and texts with peers and adults in small and larger groups;

ELAGSE3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **ELAGSE4SL3:** Identify the reasons and evidence a speaker provides to support particular points. **ELAGSE5L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELAGSE1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.



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STANDARDS - SAMPLE

Music

ESGM1.CN.2: Connect music to history and culture.

ESGM2.PR.2: Perform a varied repertoire of music on instruments, alone and with others

ESGM2.RE.3: Move to a varied repertoire of music, alone and with others

Social Studies

SSKG1: Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.

SSKG2: Explain that a map is a drawing of a place and a globe is a model of Earth.

SSIG3: Locate major topographical features of the earth's surface.

a. Locate all of the continents: North America, South America, **Africa**, Europe, Asia, Antarctica, and Australia.

SS7G4: Analyze the diverse cultural characteristics of the people who live in Africa.

SSSocC1: Explain the development and importance of culture.

SSSocC2: Evaluate how cultures evolve over time.

SSWG2: Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.

SSWH6: Describe the diverse characteristics of early African societies before 1500 CE/AD

a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.

Fine Arts - Dance

ESDK.CN.1: Understand and demonstrate dance throughout history and in various cultures.

ESDK.CR.2: Demonstrate an understanding of dance as a form of communication.

ESD5.CR.1: Demonstrate an understanding of the choreographic process.

MSD.PR.2: Understand and model dance etiquette as a classroom participant, performer, and observer.

DHSAR.CN.3 Identify connections between dance and other areas of knowledge.

DHSAR.PR.4: Understand and apply music concepts to dance.



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STANDARDS - SAMPLE

Physical Education

PEK.1: The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

PEK.2: The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance

PEK3: The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

PE5.5: The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Math (*activate prior knowledge / discussion of masks & costumes used in some West African cultures*):

MGSE1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

MGSE2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

