



SOCIETY FOR THE PERFORMING ARTS

Bringing the World's Best to Houston

www.spahouston.org

Education Department Presents

Teacher's Guide

to the



Senegal St. Joseph Gospel Choir

Friday, November 7, 2014

8:00 PM

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ABOUT SOCIETY FOR THE PERFORMING ARTS

Founded in 1966, Society for the Performing Arts (SPA) is the largest independent non-profit presenting organization in the southwest United States. Since its inception, SPA has sponsored more than 1,000 performances of the world's finest music, dance and theater events, in adherence to the belief that the arts are fundamental to the overall enrichment and quality of life within the community. In addition to presenting artists, SPA seeks to provide a variety of learning experiences for adults and children through master classes, lectures and special student performances, as well as build relationships between the performing arts and other interests within the greater Houston area and throughout the state of Texas.

EDUCATION AND COMMUNITY ENGAGEMENT

PUBLIC PROGRAMS

Children and adults are invited to participate in various public programs offered throughout the season. On performance night, guests can arrive early to enjoy *Performance Preludes*, highlighting local performing groups of all ages, and *Arts Talks*, pre-performance discussions with artists or experts, giving insight to the evening's performance. *Master Classes* provide young, emerging dancers and musicians an opportunity to learn from the world-class artists SPA brings to Houston. Additionally, SPA presents *Community Events*, such as drum circles and open rehearsals at Jones Hall and the Wortham Center, as well as community centers located outside of the Houston Theater District.



STUDENT PROGRAMS

SPA is dedicated to enriching the lives of children throughout the greater Houston area through various student programs. The *Student Series* provides an opportunity for students to purchase discounted tickets to select evening performances throughout the season. *Student Matinee* performances introduce thousands of students to live performances every year. The program includes deeply-discounted tickets to daytime performances, study guides and partial reimbursement for bus transportation. The *Wells Fargo Student Art Contest* showcases the talent of Houston-area students in grades K through 12, with a chance to win a bevy of prizes. *Movement Toward Literacy* is a collaborative initiative between SPA and Writers in the Schools that explores the connection between words and actions to support learning and creativity in the classroom.



EDUCATOR PROGRAMS

SPA's professional development program is for all educators of grades K through 12. Facilitated by professional performers, these affordable workshops focus on teaching content through the arts.

For more information about SPA's Education and Community Engagement programs, visit www.spahouston.org/education.



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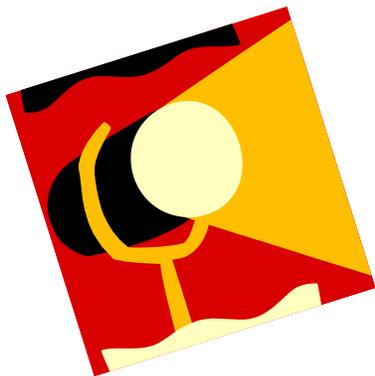
www.spahouston.org

THEATER ETIQUETTE

Attending a live theater performance is an exciting and unique experience shared between the performers on stage and the people in the audience. Live performances in the theater are different from the movie theater or television because the performers on stage can hear noises coming from the audience. As a courtesy to the performers and other people around you, it is important to review and understand the following tips before you attend a live theater performance.

BEFORE THE SHOW

- **Arrive on time.** You may not be allowed into the theater once the performance has started. Late arrivals can be distracting to the performers and disturb those who arrived on time. It is best to arrive about 30 minutes before the show begins.
- **Turn off all electronic devices.** These devices may interrupt the theater's sound system and can become extremely disruptive to both the audience and performers.
- **Do not bring any food, drink, gum or candy into the performance hall.** Food and drinks are not allowed in the theater, with the exception of Society for the Performing Arts sipper cups.
- **Visit the restrooms.** Public restrooms and water fountains are open before, during and after the performance; however, you should not leave your seat before intermission or before the performance ends.
- **Sit in your assigned seat.** Ushers are available to help you find your seats.
- **Be respectful of the audience around you.** You may talk quietly in your seats until the performance begins. Please keep your feet off the seats and do not kick the seat in front of you or stand during the performance.



DURING THE SHOW

- **No flash photography.** Photography and audio/video recording of any kind is not permitted during the performance.
- **Please do not talk, whisper or sing along during the show.** It is extremely distracting to other audience members and the performers.
- **Enjoy the performance!** Feel free to applaud, laugh and enjoy the show by having an honest reaction to what is taking place on stage.
- **Do not leave early, unless it is an emergency.** This is disruptive to other audience members and the performers.

AFTER THE SHOW

- **Applaud the performers.** The performers will end the show with a bow while the audience applauds.
- **Exit the theater in a courteous manner.** Be sure to stay with your group.





ABOUT THE SENEGAL ST. JOSEPH GOSPEL CHOIR

Founded in 1950 by Julien Jougá, the Senegal St. Joseph Gospel Choir, a company of singers and drummers, interprets Gospel/Negro Spirituals, traditional African Songs and the magnificent Masses in Senegal's four national languages: Ouolof, Diola, Sérère and Portugese Creole. The voices – to which drums, guitar and kora are occasionally added – rise in a local polyphony, a testament to the nation's languages, rhythms and musical traditions. Both Catholic liturgy and the indigenous Muslim songs of Senegal are combined to create an extraordinary harmony between the two cultures that comprise the nation. The Senegal St. Joseph Gospel Choir therefore represents the humanity and the fraternity that exists within the capital city, Dakar, and throughout the country of Senegal.



At a Glance:
Hometown: Dakar, Senegal
Founded: 1950
Number of Singers: 15
Number of Drummers: 4

WHAT IS SABAR DRUMMING ?

The sabar is a traditional drum of the Wolof tribe in the West African country of Senegal. Originally, the sabar was used as a form of communication between villages. Its sounds can reach distances up to 15 kilometers away. The various rhythms simulated spoken language and could imitate cries for help or warnings. Today, you can hear sabar drumming during celebrations such as weddings, birthdays, naming ceremonies and other holidays.

The sabar drum is made from the wood of a Baobab tree. It has seven pegs around the body of the drum and the head is covered with goat skin. The drum is unique from that of other African drums because it is played with one hand and one long, thin stick. The drumming stick, called a *galan*, is made from the sump tree.

Sabar drummers usually perform in groups of three or more. A lead drummer guides the performance, while the other drummers play



various fast, frenetic and upbeat rhythms. Each performer has a drum of a different size or shape that changes the sound. Both dancing and call-and-response chants typically accompany the drumming.

The art of Sabar drumming is passed down from generation to generation. While some women play the drum, it is usually an art form taught by fathers to their sons. Young boys watch their fathers play and practice the sounds and rhythms using tin can drums. Once a father feels that his son has mastered the drum, the boy is invited to join in with other drummers.



ALL ABOUT SENEGAL

- Senegal is a small country on the western coast of Africa.
- Over 13.5 million people live in Senegal.
- Dakar is the capital city of Senegal. It is also the country's largest city.
- French is the official language of Senegal, but many people also speak Wolof, Soninke, Serer, Fula, Maninka and Jola.
- Islam is the country's primary religion.
- It has a tropical climate and is warm for most of the year.



- Senegal is known throughout Africa for its musical heritage. Sabar drumming is especially popular.



- Story-telling is also an important art form in Senegal. *Griots* are professional Senegalese story-tellers.

CURRICULUM CONNECTIONS: ALIGNING WITH ELPS AND TEKS

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Listening

2(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions

2(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs

Speaking

3(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency

3(E) share information in cooperative learning interactions

Reading

4(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language

4(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs

Writing

5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

Social Studies Grade 3

113.14.4 (E) identify and compare the human characteristics of various regions

113.14.13(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities

113.14.17(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps

113.14.18(A) express ideas orally based on knowledge and experiences

Social Studies Grade 4

113.15.19(B) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas

113.15.21(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

113.15.22(A) use social studies terminology correctly **(C)** express ideas orally based on research and experiences **(D)** create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

Social Studies Grade 5

113.16.22(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States

113.16.24(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

113.16.25(A) use social studies terminology correctly **(C)** express ideas orally based on research and experiences **(D)** create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

Social Studies Grade 6

113.18.15(A) define culture and the common traits that unify a culture region **(B)** identify and describe common traits that define cultures

113.18.18(A) explain the relationships that exist between societies and their architecture, art, music, and literature **(D)** identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes

113.18.21(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures **(C)** organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

113.18.22(A) use social studies terminology correctly **(C)** express ideas orally based on research and experiences **(D)** create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research

Social Studies Grade 7

113.19.19A explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances

113.19.21C organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

113.19.22(A) use social studies terminology correctly **(D)** create written, oral, and visual presentations of social studies information

Social Studies Grade 8

113.20.23(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity

113.20.26(A) describe developments in art, music, and literature that are unique to American culture

113.20.29(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

113.20.30(A) use social studies terminology correctly **(D)** create written, oral, and visual presentations of social studies information

LESSON PLAN: EXPLORING WORLD CULTURES

Targeted Grade Levels

This lesson is recommended for grades 3-8; however, it can be adapted for both younger and older students.

Duration

120 minutes or more (can be over multiple days or class periods)

TEKS & ELPS Standards

See pages 8-9 of this study guide.



Objectives

1. The student will understand that cultures have unique customs and traditions.
2. The student will investigate world cultures and their various customs and traditions.
3. The student will present information about a specific custom or tradition.

Materials

- Computer and/or projector
- Copies of "What is Sabar Drumming?" and "All About Senegal" handouts
- Access to library or computer lab
- Books or websites about different cultures
- Various art supplies

Key Vocabulary

- *Community* – a group of people living in the same place or having a particular characteristic in common
- *Culture* – the characteristics of a particular group of people, including language, religion, cuisine, social habits and arts
- *Custom* – a practice followed by a people of a particular group or region
- *Tradition* – beliefs, legends, customs or information handed down from generation to generation

Anticipatory Set/Hook

1. Open the lesson by showing a clip of the Senegal St. Joseph Gospel Choir (<http://goo.gl/wPFqt3>). As students watch, ask them to think about the following questions:
 - What do you see? What is unique about the performers' outfits? The location?
 - Can you understand the language? Does that affect your ability to enjoy the performance?
 - How do you think the performers feel? Happy? Sad? How can you tell?
 - Where do you think this group of performers is from? Why do you think that? Are there any identifying characteristics that help you infer what culture or country they are from?
2. Lead the class in a short discussion about the country of Senegal and its customs and traditions. Additional information and handouts about Senegal can be found on pages 6 and 7 of this study guide. Introduce the key vocabulary.

Procedures

1. Have the class brainstorm various cultures, countries and geographical locations. Discuss the traditions, customs and beliefs associated with each group (ex. sabar drumming from West Africa, Boxing Day holiday in England, celebration of *quinceñeras* in Hispanic cultures). Record students' responses on an anchor chart or poster.
2. In small groups or individually, allow students to choose a culture to investigate by visiting the library or a computer lab. Have them focus on one aspect of the culture, such as types of cuisine, holidays, religious beliefs, art forms or clothing styles. Research time can vary depending on the students' grades and the project's level of complexity preferred by the teacher.
3. Students should create visual representations of their findings. For example, they could write a poem in the style of a Japanese *haiku*, create a recipe book of classic dishes from Greece, draw or paint a picture of a woman's *sari* from India, create a PowerPoint about the history of Turkish folk dance, etc.

Closing/Wrap-Up

1. Display finished work throughout the classroom. Allow the students 10-15 minutes to perform a "gallery walk" around the room, viewing and discussing each others' presentations.
2. While students are walking, have them consider the following questions. Responses can be discussed with the entire class at the end of the lesson or shared individually through short-answer essay responses.
 - Were you able to guess which country or culture your classmates' projects represented? Why or why not? What clues did you find to help you make inferences?
 - How do traditions and customs make a culture unique? Why are they important?

Assessment

Students can be graded on participation as well as on their finished project. Wrap-up discussion questions can be used to determine if students mastered the lesson's objectives.

Extensions

Depending on the students' grade levels, teachers may want to consider the below options as follow-up lessons or for further study:

- Explore musical contributions of other cultures and discuss how they contributed to the "melting pot" of America.
- Have students research their own family's culture and share their findings through a project or presentation.
- Extend this lesson into a project-based learning experience. Allow students multiple days or class periods to research a custom or tradition and create a more comprehensive project or presentation (paint or draw in a specific style from a culture, choreograph and perform their own folk dance, design and create a traditional outfit, write a short-story based on a folktale, etc.) to share with the school or local community.

PRE-SHOW ACTIVITY

Targeted Grade Levels

This activity is recommended for students in grades 6-12.



Duration

30-45 minutes

TEKS Standards

Music Grade 6 117.33.5(A) describe aurally-presented music representing diverse styles, periods, and cultures

Music Grade 7 117.36.5(A) classify aurally-presented music representative of diverse genres, styles, periods, and cultures

Music Grade 8 117.39.5(A) classify aurally-presented music representing diverse styles, periods, and cultures

Music I 117.60.5(A) listen to and classify music by style and/or by historical period

Music II 117.61.5(A) classify aurally-presented music by genre, style, and historical period

Music III 117.62.5(A) classify by style and by historical period or culture representative examples of music, justifying the classifications

Music IV 117.63.5(A) classify representative examples of music by style and by historical period or culture, justifying the classifications

Objectives

1. The student will discover the various styles of music performed by the Senegal St. Joseph Gospel Choir.
2. The student will compare and contrast the various styles of music performed by the Senegal St. Joseph Gospel Choir.

Materials

- Computer with speakers
- Various video clips (see Procedures)
- Copies of "Musical Influences: Senegal St. Joseph Gospel Choir" and "Musical Influences: Compare & Contrast" handouts

Key Vocabulary

- *Tempo* – how fast or slow music is played
- *Instrumentation* – what sorts of instruments (or voices) are used in a piece of music
- *Dynamics* – how loud or soft music is
- *Melody* – the part of the music a lead vocalist would sing (also known as the "tune")
- *Structure* – the form of the piece (Do particular sections repeat? How many times?)
- *Rhythm* – what makes music flow; it's made up of sounds and silences and usually creates a steady beat

Procedures

1. Review with students the key vocabulary terms. Encourage them to listen for the various musical elements during the activity.
2. Play musical styles clips for students (See "Teacher Resources" at the end of this lesson). If students may be distracted by the video, only play the audio portion of the clips. Encourage them to take note of characteristics of each style and their musical elements using the "Musical Influences: Senegal St. Joseph Gospel Choir" handout.
3. After each clip, have students "turn and talk" with a partner about what they just heard.
4. Individually or in pairs, have the students select two styles of music to compare and contrast using the "Musical Influences: Compare & Contrast" handout.

Closing/Wrap-Up

Close the activity with a whole-group discussion about what the students learned. Guiding questions could include:

1. Which two styles were the most similar? Most different?
2. In what ways do you think the Senegal St. Joseph Gospel Choir will combine these different types of music? How do you think it will sound?

Extension

Students can write compare and contrast essays about two different styles of music.

Students can compose an original piece of music incorporating two or more styles of music.

Teacher Resources

The following YouTube clips can be used as examples of the various styles of music performed by the Senegal St. Joseph Gospel Choir.

1. **African Hymn**
Thixo Ono Thando performed by the Nelson Mandela Metropolitan University Choir (2011)
<http://goo.gl/RhNNWh>
2. **Gospel**
Amazing Grace performed by the Soweto Gospel Choir (2009)
<http://goo.gl/NGOsEF>
3. **Catholic Mass**
Kyrie performed by the Atlanta Symphony Chorus and Orchestra (2012)
<http://goo.gl/a7OFCJ>
4. **Sabar Drumming**
Wolof Sabar Drum Party (2008)
<http://goo.gl/tkfuxx>

POST-SHOW ACTIVITY

Targeted Grade Levels

This activity is recommended for students in grades 3-12.

Duration

15-25 minutes

TEKS Standards

Music Grade 3 117.12.6(A) define basic criteria for evaluating musical performances; (B) exhibit audience etiquette during live performances

Music Grade 4 117.15.6(A) apply basic criteria in evaluating musical performances and compositions; (B) justify, using music terminology, personal preferences for specific music works and styles; (C) practice concert etiquette as an actively involved listener during live performances

Music Grade 5 117.18.6(A) apply criteria in evaluating musical performances and compositions; (B) evaluate, using music terminology, personal preferences for specific music works and styles; (C) exhibit concert etiquette as an actively involved listener during varied live performances

Music Grade 6 117.33.6(A) identify criteria for evaluating performances; (B) evaluate the quality and effectiveness of music and musical performances; (C) exhibit concert etiquette as an informed, actively involved listener during varied live performances.

Music Grade 7 117.36.6(A) design and apply criteria for evaluating the quality and effectiveness of music and musical performances; (C) exhibit concert etiquette during live performances in a variety of settings

Music Grade 8 117.39.6(A) design and apply criteria for evaluating the quality and effectiveness of music and musical performance; (C) apply specific criteria appropriate for the style of the music and offer constructive suggestions for improvement; (D) exhibit concert etiquette during live performances in a variety of settings

Music I 117.60.6(A) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances; (C) practice informed concert behavior during live performances in a variety of settings

Music II 117.61.6(A) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances; (C) exhibit concert etiquette during live performances in a variety of settings

Music III 117.62.6(A) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement; (B) exhibit informed concert etiquette during live performances in a variety of settings

Music IV 117.63.6(A) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement; (B) exhibit concert etiquette during live performances in a variety of settings

Objectives

1. The student will analyze his/her experience at the Senegal St. Joseph Gospel Choir performance and will make judgments about the artistic merits of the show.

Materials

- Copies of "Reflections: Senegal St. Joseph Gospel Choir" handout
- Envelopes and stamps for optional lesson extension

Procedures

1. Open the activity with a short discussion about the show. What did students like? What did they dislike? Was there anything that surprised them? How would they rate the show overall? Did they enjoy the experience of going to Jones Hall to view a live performance?
2. Distribute copies of "Reflections: Senegal St. Joseph Gospel Choir" handout and have students complete the short-answer essay questions.

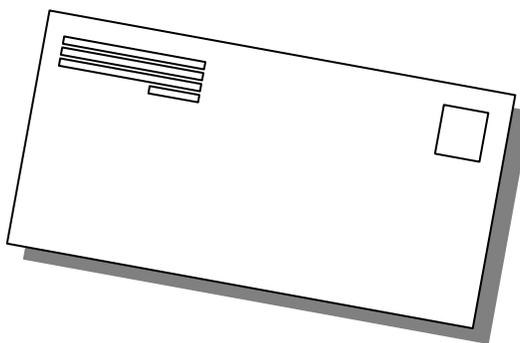
Closing/Wrap-Up

Ask students if anyone would like to share his/her responses before collecting the assignment.

Extension

Have the students write a letter to the SPA Education Department about their experience at the Senegal St. Joseph Gospel Choir performance. Letters can be mailed to:

Society for the Performing Arts
Attn: Education Department
615 Louisiana Street, Suite 100
Houston, Texas 77002



MUSICAL INFLUENCES: SENEGAL ST. JOSEPH GOSPEL CHOIR

AFRICAN HYMN:

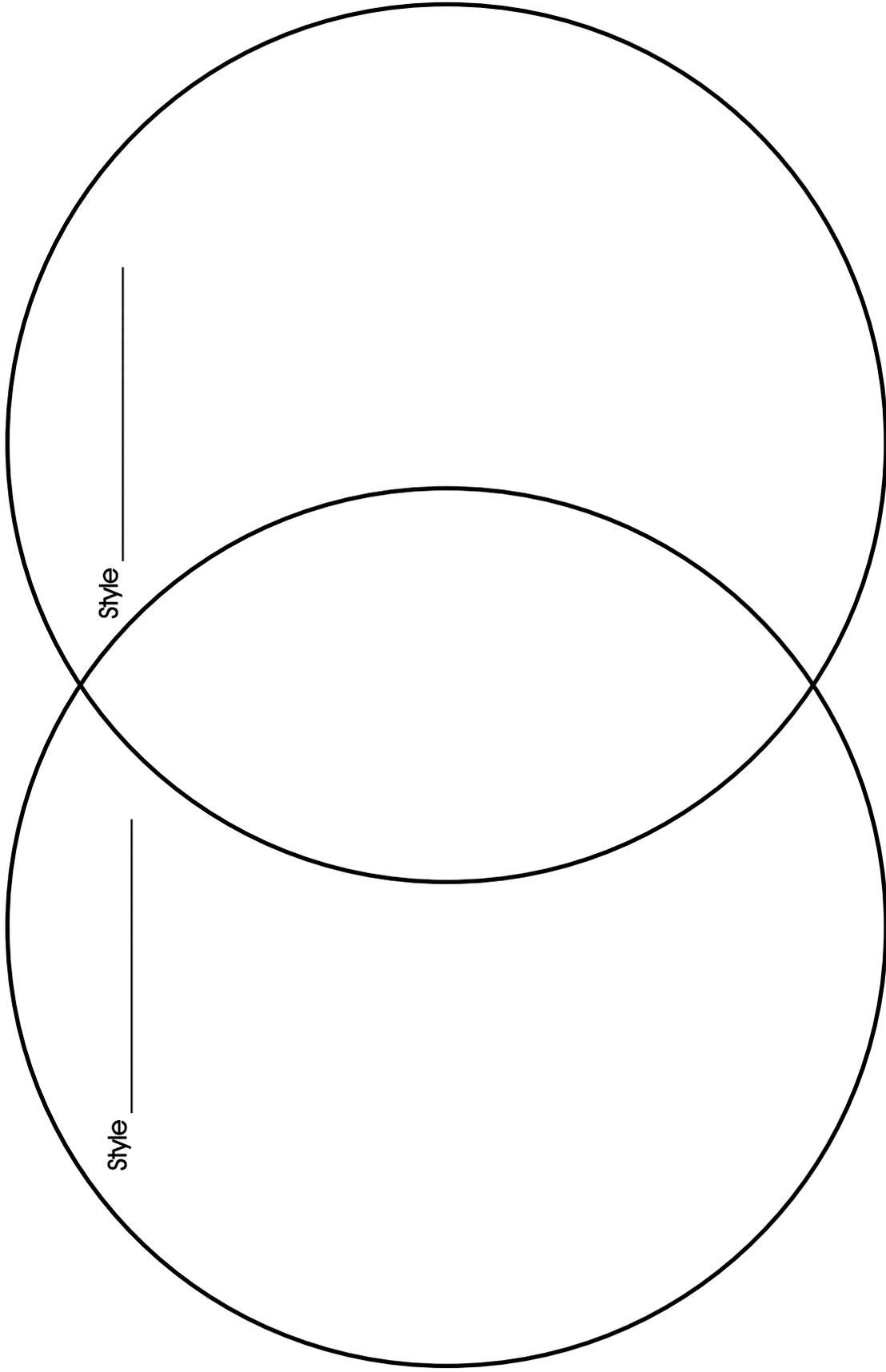
GOSPEL:

CATHOLIC MASS:

SABAR DRUMMING:

MUSICAL INFLUENCES:

COMPARE & CONTRAST



REFLECTIONS:

SENEGAL ST. JOSEPH GOSPEL CHOIR

What did you enjoy most about the show?

What did you like least about the show?

If you were the director, what might you have done differently to improve or change the show?

How would you describe the culture of Senegal? Think about the music, languages, costumes and dances you heard and saw.

PRE-ASSESSMENT

Name: _____

Match the vocabulary term to the correct definition:

_____ 1. COMMUNITY

_____ 2. CULTURE

_____ 3. CUSTOM

_____ 4. TRADITION

A. beliefs, legends, customs or information handed down from generation to generation

B. a group of people living in the same place or having a particular characteristic in common

C. the characteristics of a particular group of people, including language, religion, cuisine, social habits, and arts

D. a practice followed by a people of a particular group or region

Choose the best answer:

5. Thiès is the capitol city of Senegal.

- A. True B. False

8. Only one language is spoken in Senegal.

- A. True B. False

6. A *sabar* is a type of _____.

- A. Dance C. Clothing
B. Drum D. Song

9. The Senegal St. Joseph Gospel Choir incorporates a variety of gospel spirituals, Catholic hymns and traditional African songs into their music.

- A. True B. False

7. Senegal is located on what continent?

- A. South America C. Australia
B. Asia D. Africa

10. What types of performing art are popular in Senegal?

- A. Story-telling C. Drumming
B. Dance D. All of the above

11. How do traditions and customs make a culture unique? Why are they important?

Answers: 1. B ; 2. C ; 3. D ; 4. A ; 5. B ; 6. B ; 7. D ; 8. B ; 9. A ; 10. D

POST-ASSESSMENT

Name: _____

Match the vocabulary term to the correct definition:

_____ 1. COMMUNITY

_____ 2. CULTURE

_____ 3. CUSTOM

_____ 4. TRADITION

A. beliefs, legends, customs or information handed down from generation to generation

B. a group of people living in the same place or having a particular characteristic in common

C. the characteristics of a particular group of people, including language, religion, cuisine, social habits, and arts

D. a practice followed by a people of a particular group or region

Choose the best answer:

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11. How do traditions and customs make a culture unique? Why are they important?

Answers: 1. B ; 2. C ; 3. D ; 4. A ; 5. B ; 6. B ; 7. D ; 8. B ; 9. A ; 10. D

A NOTE FOR TEACHERS

The SPA Education Department is always seeking new and improved ways to support teachers. In order to help create a worthwhile experience for you, please share with us your opinions about this Teacher's Guide and the Senegal St. Joseph Gospel Choir performance. A brief survey is available at:

<https://www.surveymonkey.com/s/HQ3Z5RQ>