



OKAIDJA & Shókoto

Study Guide



Dear Teachers & Parents,

Working with local schools is a fundamental part of The Sun Valley Center for the Arts' mission. Through residencies, performances, classes and professional development for teachers, The Center makes it a priority every year to bring a variety of world class artists and scholars to even the youngest members of our community. Sometimes these classroom experiences can excite a student to explore a new art form or give a youngster his or her first chance to witness music or live dance. Just last year, The Center saw 7,356 students. As we kick off the new school year, The Center is delighted to welcome Okaidja Afroso and his group Shókoto to the Wood River Valley! In addition to a public performance, he will be bringing traditional African music and dance to the elementary and middle schools of the valley. There will also be a workshop at the Community Campus on October 8th for high school students and adults. Check our website for details.



We hope this study guide will serve as a useful resource for you as educators and parents. It is designed to enhance student learning both before and after the performance, to support your classroom lesson plans and deepen the educational value of your students' experience. The information and classroom activities in this study guide support Idaho State Department of Education Common Core Standards in English Language Arts and Literacy for grades K-5.



Thank you for the sharing the magic of performing arts with your students!

-Sun Valley Center for the Arts



Okaidja & Shókoto's residency has been generously sponsored by Alan & Wendy Pesky, the Western States Arts Federation, and the National Endowment for the Arts. Season sponsors for The Center's concert series are Barbara & Tod Hamachek

Center Hours in Ketchum
M-F 9am-5pm
191 Fifth Street East, Ketchum

Center Hours in Hailey
Th 2-5pm
314 Second Ave. South, Hailey

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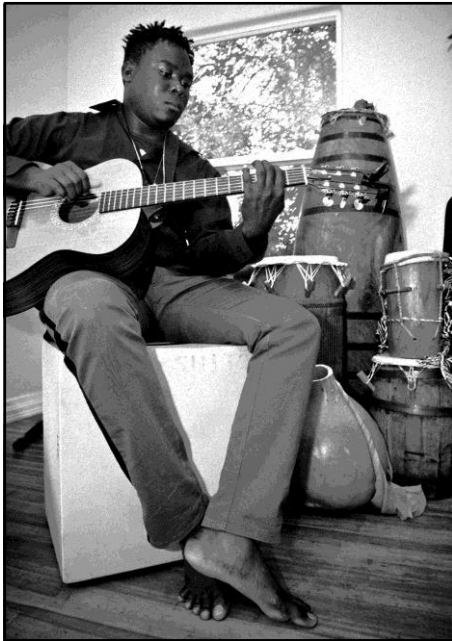
What does it take to be a GREAT audience?

Watching an artist perform in a concert setting can be really exciting and vibrant. The performer, audience, and all of the people who work behind the scenes to make it happen are all part of the experience. As audience members, your students will play an important role in the overall atmosphere of the performance.

To ensure that everyone has a great time at the concert, please share the following expectations with your students:

- Listen with your ears and eyes. You might be surprised what you notice when you really focus on what you are looking at and listening to.
- Be respectful. This ensures you and the people around you have an enjoyable experience and could influence whether the artist wants to return.
- Make sure cell phones are silent and put away so you don't distract the performer and people around you.
- Don't be afraid to participate when asked. Group participation allows you to interact with the artist and makes your experience more memorable.

Teacher Tip: Spark conversation with your students by asking them to remember a time when they were in an audience. Was it a great audience or were there distractions? Have students make their own criteria for what a GREAT audience is and share.



WHO IS OKAIDJA?

Okaidja Afrosu comes from a very musical family. Being surrounded by singers, songwriters, and composers, it was no surprise that Okaidja possessed musical talents of his own. He sang in church as a young boy and worked on fishing boats on the weekends, where he learned a cappella songs of the sea from the other fishermen. By the age of nineteen, he was already working as a professional musician and dancer for the University of Ghana's Institute of African Studies. From there, connections were made and a band was formed and now he tours the world spreading awareness about the traditions of Ghanaian dance and music.

<http://okaidja.com/about.html>

WHERE IS GHANA?



Ghana is located on the North Western coast of the continent of Africa. The word 'Ghana' means "warrior king"

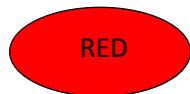


geology.com

worlddancesantabarbara.com

<http://www.modernghana.com/news/377043/1/what-is-the-meaning-of-ghana-and-where-did-we-come.html>

COLOR SYMBOLISM



Calamity, War, &
Sorrow



Fertility



Death



Royalty and Wealth



Purity, Victory, &
Virtue

Colors represent different concepts around the world. For example, Red symbolizes good luck in China and purity in India. In Ghana, the color red symbolizes war and sorrow. The Ghanaian flag is made up of three stripes of color. Red, representing the blood spilled to achieve independence; Gold, representing industrial and mineral wealth; and Green, representing the rich tropical rainforests and natural resources of Ghana.

THE IMPORTANCE OF DANCE



Dancing is a way of communicating with your body. Okaidja and his band incorporate dance in their performances and the movements reinforce the message of the music.

Teacher Tip: Have your students brainstorm what kinds of ideas or emotions dance can communicate. Have students take turns demonstrating a movement and see if the class can guess what the student was trying to communicate.

RESOURCES

- www.sunvalleycenter.org
 - Check out upcoming events
- <http://www.flickr.com/photos/sunvalleycenter/>
 - Great source of pictures from our events
- <https://www.facebook.com/sunvalleycenterforthearts>
 - Like us on Facebook
- <http://okaidja.com/>
 - Official website for the artist
- <http://www.ghana.gov.gh/>
 - Government website for Ghana
- <http://www.youtube.com/watch?v=LiLUHhJ0Of4>
 - Video of the artist speaking about his work
- <http://kids.nationalgeographic.com/kids/places/find/ghana/>
 - National Geographic for kids fun website with great info and images on Ghana
- <http://www.youtube.com/watch?v=PtDesnSBnjw>
 - Video link to life, school and dance of children in the small coastal fishing village of Moree Ghana

BEFORE YOU SEE THE PERFORMANCE

Play a selection of Okaidja's music and ask your students to fill in the blanks. You can play selections off of the following website: <http://www.cdbaby.com/cd/okaidja2> Ask students to share their answers with each other and discuss how their answers are similar or different.

This music reminds me of _____ because _____
_____. The rhythm or pattern of sound seems _____
_____ compared to the kind of music I normally listen to. The instruments
I think I hear are _____. I think
the song is about _____ because
_____. Three words I would use to describe this music are
_____, _____, and _____. I expect that when I see this
artist perform in person, it will be _____

MATCH THE TRADITIONAL GHANAIAN INSTRUMENTS WITH THEIR DESCRIPTION



1. Gonkoqui

A Pronounced (DOH noh), this instrument is often called the "Talking Drum" because it can play high, medium, and low pitches. At each end of its hourglass-shaped body is a drumhead. These two drumheads are attached to each other with leather strings. By striking one drumhead with a curved stick and squeezing or releasing the leather strings with one arm, the players can adjust the pitch of the sound.



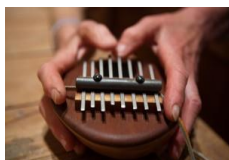
2. Axatse

B This traditional 10 note instrument has hardwood keys, gourd resonators and beaters made from old tires. It is traditionally played on its own or with flute or drum, and is used at funerals, festivals and celebrations providing both melody and rhythm.



3. Donno

C This instrument traditionally consists of a wooden board with metal tines of varying lengths. The longest tines are typically in the center, with shorter (and thus higher-pitched) tines arranged in ascending order towards both sides of the instrument. This instrument is most commonly held in both hands, with both thumbs being used to pluck tines.



4. Kalimba

D Pronounced (" gone-co-gui "), this bell shaped instrument provides the key, rhythmic pattern for much of African music. It is like a muted drum. The gankogui consists of two differently-pitched bells joined together so that when traditionally played provide a melodic-like pattern. The gankogui is held in one hand and sits vertically on your knee or lap while the other hand strikes the bells with a stick.



5. Balafon or Marimba

E Pronounced (Ka-hone), this six-sided, box-shaped percussion instrument is slapped with hands, fingers, mallets, or sticks to create a beat.

F Pronounced ("ah-hot-say"), this hollow gourd rattle is made with bamboo, wooden, glass beads or seeds woven around it on a net. It is held loosely around the neck of the gourd with one hand, while the other hand acts as a striking mallet. The gourd is rhythmically raised up and down in between the striking mallet hand and the thigh of the player to produce sound and create rhythms



6. Cajon

http://www.world-beats.com/instruments/axatse_gonkoqui.htm

http://www.soundtravels.co.uk/p-Ghanaian_Pentatonic_Xylophone-1631.aspx

<http://culturalinfusion.org.au/soundinfusion/culturalinfor/ghana/>

Answers: 1(D),2(F),3(A),4(C),5(B),6(E)

AFTER YOU SEE THE PERFORMANCE

Draw how the performance made you feel in the space below.

List three things you saw or heard during the performance that you had never seen or heard before.

1.

2.

3.

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Write a letter to the Sun Valley Center for the Arts, sharing what you thought of the performance and what you learned. P.O. Box 656 Sun Valley, ID 83353

Front View

Side View



TEACHER FEEDBACK: OKAIDJA

Teacher Name (optional) _____ Grade _____

Please share your thoughts with us on the level of your students' engagement during the performance.

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How could this experience be improved?

How were you able or will you incorporate elements from this study guide and the performance into your teaching?