

Program Name: African, Caribbean, or Brazilian Music

Artist: Bird Fleming

Special Requirements:

Please select one of the three musical styles listed. 25 Students maximum per workshop.

Special Points of Interest:

Calypso music was original played on instruments that people made from things they could find, including bamboo tubes, paint cans, shipping cans, garbage cans, and oil drums.

Workshop Description

The drumming and dance traditions of the Senegambia region of Africa is one of the most exciting and dynamic musical traditions in the world today. In the Caribbean, the Afro-Caribbean sound is built upon a rich and diverse musical history that has given us percussive instruments such as the conga drum, bongos, maracas, and bombo. Brazilian culture is alive with the music of African drums and bells, Portuguese snares, and Turkish tambourines.

Teaching Artist Bird Fleming, Director of The Traditional Music Society, has created this workshop in which students will learn about the role of music in one

of these three cultures: Africa, Brazil, or the Caribbean, depending on the school's preference.

Bird illustrates the history and construction of these musical instruments as he invites the participants to play along in this hands-on program.

This workshop may be accompanied by either *Caribbean Voyage*, *Carnival Kaleidoscope*, or *Carnival on Parade*. These performances are available through KCYA.



Educational Objectives & Standards

Students will:

- Recognize the significance of music and dance in African, Caribbean, or Brazilian life.
- Be introduced to instruments native to Africa, the Caribbean, or Brazil and the key elements of their music.

Behavioral Studies:

- Knows how a culture's art works and artifacts reflect its values and beliefs.

Music:

- Identifies by genre or style music from various historical periods and cultures.

Artist Bio: Bird Fleming



Bird Fleming developed his interest in music and drumming in his fifth grade band class. Since his parents could not afford a drum set, he played the bongos. By the age of 20, Bird was proficient in a variety of African and Afro-Cuban instruments. His career then led to him San Francisco where he performed and studied traditional hand drumming.

After moving to Kansas City in 1981, Bird began performing

traditional music in schools, community centers, and universities throughout the metropolitan area. He formed The Traditional Music Society, an arts organization devoted to multi-cultural arts education. This organization, composed of musicians and dancers sharing a similar background in folk music, has developed programs that teach students about different cultures through music and dance.

List of Resources:

Books:

[The Latin Tinge: The Impact of Latin American Music on the United States](#)

by John Storm Roberts
Oxford University Press; 2nd edition (December 1, 1998)
ISBN: 0195121015

[Caribbean Currents: Caribbean Music from Rumba to Reggae](#)

by Peter Manuel, Kenneth M. Bilby, Michael Largey
Temple University Press;
(September 9, 1995)
ISBN: 1566393396

[The Healing Drum: African Wisdom Teachings](#)

by Yaya Diallo, Mitch Hall
Destiny Books; (January 1, 1990)
ISBN: 0892812567

Contact KCYA for more information about this and other programs

816.531.4022
KCYA.org

Vocabulary

Ago-go: a double-headed bell.

Apito: Brazilian samba whistle.

Bombo: A cylindrical shaped drum found in the Andean region and popular in the styles found in Argentina, Chile, Bolivia, and Peru.

Call and response: African musical concept in which a singer or musician answers a call from another singer or musician.

Djembe (pronounced 'jim bey'): A goblet or vase-shaped, single-headed hand drum played with the whole hand.

Samba: the national rhythm and dance of Brazil, brought there by African slaves.

Surdo: large bass drum played with one mallet.

Post-Workshop Activities

1. saw today. What role did music and dance play in West African society? What is the role of music and dance today in our country? How is the program you saw similar to the music and dance you have seen in this country? How is it different?
2. Africans used music to celebrate harvests, the arrival of guests, and everyday life from lullabies to songs to accompany chores. Examine the role of music in your own life. Do you use special songs or music on special

occasions? What music do you find stimulating, motivating, and soothing?

3. How else do you use music, and what are its effects on your everyday life?

