

Kattam

et ses and his

Tam-Tams



Streaming Performances
for Schools



TEACHER RESOURCE GUIDE

Kattam and his Tam-Tams: Rhythms of West Africa

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EDUCATION



The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2012), Mathematics (2017), and Social Studies (revised 2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted by Jeanine Tesch in partnership with Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

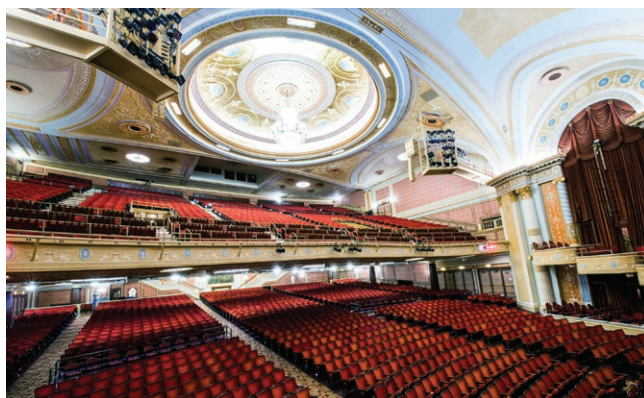
ABOUT PLAYHOUSE SQUARE



Playhouse Square is an exciting field trip destination! As the country's largest performing arts center outside of New York, the not-for-profit Playhouse Square attracts more than one million guests to 1,000+ shows and events each year. Five of Playhouse Square's 11 performance spaces are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances by Playhouse Square's eight resident companies: Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, The City Club of Cleveland, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the GE Chandelier, the largest outdoor chandelier in North America, and the retro Playhouse Square sign with its 9-foot-tall letters!



ABOUT THE SHOW

Written, Choreographed and Performed by Kattam Laraki-Côté
With original music by Kattam Laraki-Côté

Music is the best passport to discovering the many cultures of the world! Join percussionist Kattam Laraki-Côté on a West African adventure! Students will discover the culture of West Africa through drumming, singing, and dancing; experience the language and rhythms of the Krin, Djembe, Gongoma, Kashaka, N'goni and Doum doums; and learn how these instruments shaped and express regional culture. Explore the relationship between drums and dance in West African music. Are your students ready for the challenges Kattam will share?

Topics discussed during the performance address the following Ohio Learning Standards in Music: 1.1PR, 1.2CE, 1.2PR, 1.5CE, 2.1PR, 2.2CE, 2.3CE, 2.5CE, 3.3CE, 3.5PR, 4.3CE, 4.4PR, 5.1CE, 5.2CE; and Social Studies: 1.Geo.4, 1.His.2, 2.Geo.9, 3.Geo.8

ABOUT THE ARTIST

Kattam – who is part Québécois and part Moroccan – first trained in classical music, studying piano, singing and percussion. His keen interest in world music and travel has served as the basis for manifold musical experiences abroad. He studied conga, timbales and drum in Havana in 2005, djembe and doum doum in Guinea in 2007 with such international masters as Mamady Keïta and Famoudou Konaté, and derbouka in Morocco with Mustapha Antari. He has also studied dhol through The Dhol Foundation since 2012, and Indian tabla with Hindole Majumdar since 2015. He was able to perfect his skills in pop percussions with Céline Dion's percussionist, Paul Picard.

On the music scene, Kattam is currently part of Ayrad, winner of a Felix Award and several other distinctions, and has been an active member of several other bands. Kattam's artistic path has also been enriched by other experiences. In 2009, he joined Cirque du Soleil for a special event in Washington. In 2010 he performed at the Vancouver Winter Olympic Games, and in 2012 he was a dancer among the cast that presented a Bollywood dance performance at the Gala des Jutras.

Drawing on his extensive experience with youth and family audiences – with close to 200 shows per year – Kattam created his solo performance, titled *Kattam and his Tam-Tams*. The show has been successfully

The performance is split into a series of arts engagement videos, which teach different percussion and cultural lessons culminating in one final performance challenge for students. This virtual engagement allows videos to be easily split across multiple class sessions. Video titles and run times are:

- Series Introduction (02:03)
- Call and Response Challenge (13:51)
- Splitting Challenge (12:34)
- Dancing Challenge (14:09)
- Ultimate Challenge (07:38)

presented in performance venues across Quebec and Canada (theatres, festivals, elementary schools, daycare centers). In addition to his solo show, Kattam released his debut music album in 2016, *De Tombouctou à Bombay*, lending renewed momentum to his career.

Learn more at kattam.ca/en/kattam-and-his-tam-tams.



DISCOVER THE INSTRUMENTS



Djembe



Doum Doums



Gongoma



Kashaka

Djembe

The djembe is a West African drum that originates along the Ivory Coast and other West African countries. It is believed to have been developed in the 12th century in the Mali Empire, making it one of the oldest known African drums. The word “djembe” comes from the Bambara language, spoken by the Mandinka people, and it translates to “gather in peace” or “everyone gather together.” This name reflects the drum’s role as a powerful instrument used for community gatherings, celebrations, ceremonies, and communication.

Doum Doums

These large drums serve as the bass in an African percussion ensemble, often accompanying other drums such as the djembe. It is created out of a hollowed-out log with a natural skin or hide stretched over both ends and held in place with rope or twine. Doum doums are often used in a set of three and is thought of as the “heartbeat” for many African dances.

Gongoma

The gongoma, also known as a thumb piano, is made from a calabash fruit. Calabash fruits are large gourds that usually grow in subtropical areas of the world such as Guinea. This instrument is played by tapping out rhythms on its hard shell and 3-6 saw blades cut to different lengths for varied percussion pitches.

Kashaka

The kashaka consists of two small gourds filled with beans and connected by a string of rope. Though it originated in West Africa, it has been used in many other countries under different names, including Japan and the USA. To play the kashaka, one gourd is held in the percussionist’s hand and the other is swung around to hit it, producing shaking sounds and percussive clicks on contact.

Krin

Also known as an African log drum, the krin is made from a single piece of wood or bamboo that is hollowed out. It is an idiophone, meaning it creates sound by vibrating the whole instrument rather than only one part such as strings. There is evidence of this drum dating back to the 6th century and variations on this drum have been used by many Native American cultures as well. The krin was originally used for two purposes: long-distance communication and village ceremonies.

N’goni

The n’goni is a traditional West African stringed instrument that is part of the lute family. The N’goni is closely associated with traditional griot (jeli) musicians who are oral historians, storytellers, and praise-singers, passing down history and cultural knowledge through generations. The instrument has been traditionally used to accompany singers, solo performances, and group ensembles.



Krin



N’goni

KEY TERMS & EVENTS

Choreography – synchronized movements for a performance

Continent – a large piece of land with its own countries, people, and cultures

Culture – all the traditions that make a group of people special and unique

Dance – moving your body to music or rhythms in a fun or expressive way

Djembe – a drum made from big hollowed-out logs that you play with your hands

Flag – a piece of cloth material used as a symbol of a country. African flags often bear the colors yellow, red and green.

Music – an art form that uses sound and rhythm to create beautiful and expressive songs

N'goni – a stringed, guitar-like, instrument with a hollowed-out body

Percussion – a group of instruments that you play by hitting or shaking

Performance – when you show your special talents or skills to an audience

Rhythm – special beat or musical pattern

DID YOU KNOW?

West Africa is made up of 16 countries:

- Benin
- Burkina Faso
- Cape Verde
- Côte d'Ivoire
- Gambia
- Ghana
- Guinea
- Guinea-Bissau
- Liberia
- Mali
- Mauritania
- Niger
- Nigeria
- Senegal
- Sierra Leone
- Togo



West Africa is more culturally diverse than the whole continent of Asia. Nigeria alone uses more than 500 languages!

■ PRE-SHOW ACTIVITIES

Roll-a-Word (Grades 1-5)







The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: L.1.4, L.1.5, L.2.4, L.2.5, L.3.4, L.3.5, L.4.4, L.4.5, L.5.4, L.5.5

Use the vocabulary words on the Key Terms and Events page of this guide to complete the following activity or choose a list of your own!

Directions:

Roll a die. Choose a vocabulary word. Follow the direction assigned to your rolled number to practice the word.

Roll	Action
	Define or describe it.
	Use the word in a sentence.
	Draw an example.
	Give a synonym or find a similarity with another object.
	Name an opposite, or antonym.
	Act it out or spell it with body movements.

An Introduction of West Africa (Grades 1-5)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

English/Language Arts: RI.1.5, RL.1.1, SL.1.4, RI.2.5, RL.2.1, SL.2.6, RI.3.5, RL.3.1, SL.3.4, RL.4.1, RI.4.9, SL.4.4, RI.5.9, SL.5.4

Social Studies: 1.Geo.4, 1.His.2, 2.Geo.8, 2.Geo.9, 3.Geo.8, 4.Geo.9, 5.Geo.4, 5.Geo.6

When you and your students watch *Kattam and his Tam-Tams*, you are going to be transported to West Africa. He will immerse you in the rich musical culture that countries in this region are known for.

Start the lesson by discussing what culture means and why it is important to learn about different cultures. Show a world map or globe and locate West Africa. Some of the countries located in West Africa include: Nigeria, Ghana, Senegal, Mali, Côte d'Ivoire (Ivory Coast), Guinea, Sierra Leone, Liberia, and Niger.

To help deepen the students' understanding of the West African culture, read or listen to the story, *I Lost My Tooth in Africa*, by Penda Diakit . A read-aloud version is available on our Resources page. This book follows a young girl named Amina as she visits her family in Mali, West Africa. Amina loses her tooth and participates in a traditional African celebration, providing insights into Malian culture and customs.

After listening to the story, engage the students in a discussion about the differences in culture and traditions between them and the young children in this story. What do they find interesting? Were there any traditions that were similar to ones in their cultures?

Questions about *I Lost My Tooth in Africa*

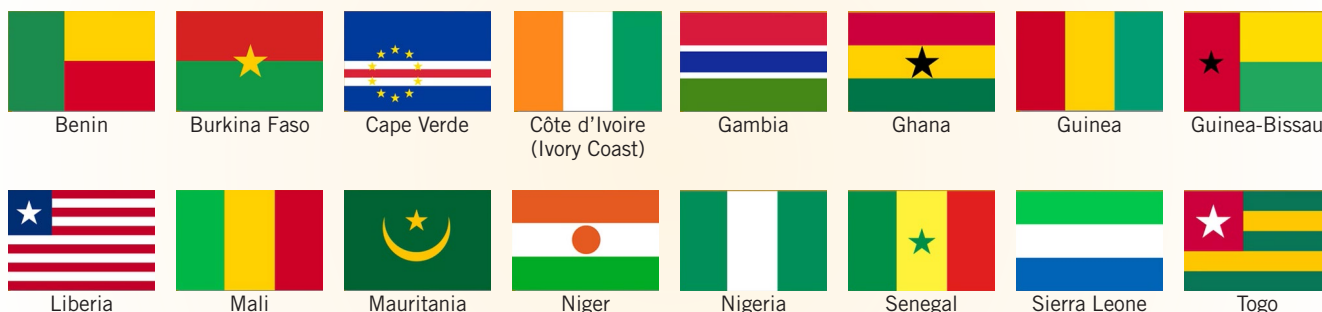
- What does the main character do with their lost tooth?
- How does the main character's family celebrate the lost tooth?
- What kind of animal does the main character encounter in Africa?
- How does the main character feel about their trip to Africa?
- What does the main character learn from their experience in Africa?

Next, split the class into 4 groups and have each select a West African country to research. Please ask them to do the following:

- Locate the country on a map or globe. Where is it in relation to the other countries being researched?
- Draw the country's flag.
- Find 10 facts about the country.

Share the findings as a class. Are there many similarities? What is their favorite thing they learned?

Flags of countries of Western Africa



Pass the Beat (Grades Pre-1-5)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

Fine Arts: Music: 1.1CE, 1.1PR, 1.2CE, 2.1PR, 2.2CE, 2.4PR, 3.2CE, 3.2RE, 3.6PR, 4.2CE, 4.8CE

Begin the lesson by discussing the concept of rhythm and its role in music. Explain that rhythm is the pattern of sounds and beats that create a musical groove. As a class, watch or listen to Kattam's "Rap de l'Afrique" (see Resources pages). In this video, students will witness rhythms produced by drums, the human voice, and an electronic synthesizer. Watch the video again, but this time, see if students can point out each time the rhythm changes.

Engage students in a discussion about how rhythm makes them feel and why it is important in music. Arrange the students in a large circle, sitting or standing.

Explain the following rules:

- Each student will play a rhythmic pattern using their hands or feet and pass it to the person next to them, creating a continuous rhythm around the circle. Start the rhythm by playing a simple pattern.

- Begin 'passing' the beat clockwise, with each student adding their unique rhythm to the ongoing pattern. Encourage students to listen carefully, match the rhythm, and maintain the beat as it passes around the circle. Use a stopwatch or timer to measure how long the group can successfully pass the beat without breaking the rhythm.
- Have the students practice starting the same rhythm on different beats to perform it in a round.
- Challenge the students to beat their previous record in subsequent rounds. They must repeat the prior beats and add onto it before passing it to the next student.

Now, play a song of your choosing and test students to see if they can create a rhythm that matches the song. Have fun and get creative!

For a great example of how music and rhythms can build upon itself, view Kattam's "I Like to Move It" video also available on the Resources page.



■ POST-SHOW ACTIVITIES

Everyday Instruments (Grades 1-5)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Fine Arts: Music: 1.6PR, 2.6PR, 3.4PR, 4.2CE, 4.2RE, 4.3PR, 5.2PR

Music is all around us. Engage in a class discussion about traditional musical instruments and the idea that music can be created using anything that produces sound, even items in your classroom! Show various everyday objects and discuss the different sounds they can make. Allow students to explore the objects and experiment with creating sounds by tapping, shaking, scraping, or plucking them. How do the sounds produced differ by instrument and technique?

Guide students in creating simple rhythms by combining sounds from multiple objects. Encourage students to experiment with different patterns and sequences to create their own unique rhythms. Ensure the chosen everyday objects are safe for students to handle and use. Emphasize the importance of respecting objects and using them responsibly. Adapt the activities based upon what they can use appropriately in the classroom. Alternatively, you may plan to have students bring materials from home that they can create music out of.



Musical Math (Grades 1-3)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

Fine Arts: Music: 1.2CE, 2.3PR, 2.4PR, 3.6PR

Mathematics: 1.OA.5, 1.OA.8, 2.OA.2

On Kattam's journey, he talks a lot about rhythm and beats. Rhythm and beats are made from musical notes each of which has a timed value. Using the printable sheets on the following pages, explore these values with your students as they pertain to counts.

Print out multiple pages of the musical note cards. Then, break the students into groups and see if they can work together to get different combination values. Have them create a combination that equals the total number of counts on each of the combination cards. Note: They may need multiple sheets of note cards or to share or borrow amongst each other to complete this activity.

Students can employ various mathematical techniques to create their musical rhythms. Encourage students to write the problem out as equations. For example, they can determine counts remaining using this structure: $4+4+\square=10$.

For an advanced challenge, see if students can clap out their combinations, being mindful of rests and how many counts each note is worth.



Musical Note Key Note Cards



Half Note



**Dotted
Half Note**



Quarter Note



**Dotted
Quarter Note**



Half Rest



Quarter Rest



Whole Note



Whole Rest



Musical Math Combinations

Cut out each box. See if your group can mix and match the notes to equal the number of beats in each of these boxes.

8
beats

12
beats

16
beats

7
beats

3
beats

10
beats

24
beats

36
beats

15
beats

RESOURCES

BOOKS

Anna Hibiscus, series by Atinuke

Beatrice's Goat, by Page McBrier
Handa's Surprise, by Eileen Browne

I Lost My Tooth in Africa, by Penda Diakité

One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia, by Miranda Paul

Silent Music, by James Rumford

The Butter Man, by Elizabeth Alalou and Ali Alalou

The Dancing Granny, by Ashley Bryan



WEB



Britannica Kids. <https://kids.britannica.com/students/article/Africa/272745>

"I Like to Move It (en spectacle!) – Kattam et ses Tam-Tams." *Kattam* on YouTube. <https://www.youtube.com/watch?v=6oF8LwP6eXo>

I Lost My Tooth in Africa, by Penda Diakité, Youtube read aloud. <https://youtu.be/ieY3A2Y0icg>

Kids' World Travel Guide. <https://www.kids-world-travel-guide.com/africa-facts.html>

National Geographic Kids.
<https://kids.nationalgeographic.com/>

"Rap de l'Afrique (en spectacle!) - Kattam et ses Tam-Tams." *Kattam* on YouTube. https://www.youtube.com/watch?v=rOkAdMtbL_g

"The Krin, the African Log Drum," *The Gambia Experience*. <https://www.gambia.co.uk/blog/the-krin-the-african-log-drum>



CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Roll-a-Word	7
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	1	Roll-a-Word	7
RI.1.5	Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.	1	An Intro to West Africa	8
RL.1.1	Ask and answer questions about key details in a text.	1	An Intro to West Africa	8
SL.1.4	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.	1	An Intro to West Africa	8
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Roll-a-Word	7
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	2	Roll-a-Word	7
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2	An Intro to West Africa	8
RL.2.1	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	2	An Intro to West Africa	8
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2	An Intro to West Africa	8
L.3.4	4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Roll-a-Word	7
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.	3	Roll-a-Word	7
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3	An Intro to West Africa	8
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3	An Intro to West Africa	8

SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.	3	An Intro to West Africa	8
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Roll-a-Word	7
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4	Roll-a-Word	7
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4	An Intro to West Africa	8
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4	An Intro to West Africa	8
SL.4.4	Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4	An Intro to West Africa	8
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5	Roll-a-Word	7
L.5.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	5	Roll-a-Word	7
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5	An Intro to West Africa	8
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5	An Intro to West Africa	8

Fine Arts – Music

Standard	Description	Grade	Activity	Page
1.1CE	Identify echo and call/response.	1	Pass the Beat	9
1.1PR	Demonstrate echo and call/response.	1	Pass the Beat Performance Video	9
1.2CE	Explore steady beat, rhythm and meter.	1	Pass the Beat Performance Video Musical Math	9 11
1.2PR	Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.	1	Performance Video	4

1.5CE	Explore selected musical instruments aurally and visually.	1	Performance Video	4
1.6PR	Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.	1	Everyday Instruments	10
2.1PR	Demonstrate rounds and canons.	2	Pass the Beat Performance Video	9
2.2CE	Identify rounds and canons.	2	Pass the Beat Performance Video	9
2.3CE	Listen to and identify music of various styles, composers, periods and cultures.	2	Performance Video	4
2.3PR	Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.	2	Musical Math	11
2.4PR	Improvise and compose simple rhythmic and melodic phrases.	2	Pass the Beat Musical Math	9 11
2.5CE	Explore selected musical instruments visually and aurally.	2	Performance Video	4
2.6PR	Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.	2	Everyday Instruments	10
3.2CE	Identify and discriminate between sounds produced by various instruments and the human voice.	3	Pass the Beat	9
3.3CE	Listen to and identify the music of different composers of world cultures.	3	Performance Video	4
3.2RE	Notice and describe what they hear in selected pieces of music and compare their responses to those of others.	3	Pass the Beat	9
3.4PR	Play a variety of classroom instruments with proper technique.	3	Everyday Instruments	10
3.5PR	Sing, move and respond to music from world cultures and different composers.	3	Performance Video	4
3.6PR	Improvise and compose simple rhythmic and melodic phrases.	3	Pass the Beat Musical Math	9 11
4.2CE	Describe the way sound is produced by various instruments and the human voice.	4	Pass the Beat Everyday Instruments	9 10
4.2RE	Describe the connection between emotion and music in selected musical works.	4	Everyday Instruments	10
4.3CE	Listen, identify and respond to music of different composers and world cultures.	4	Performance Video	4
4.3PR	Play a variety of classroom instruments with proper technique.	4	Everyday Instruments	10
4.4PR	Sing, move and respond to music from world cultures and different composers.	4	Performance Video	4
4.8CE	Describe the use of technology and digital tools in music.	4	Pass the Beat	9
5.1CE	Explore and identify musical instruments from different historical periods and world cultures.	5	Performance Video	4

5.2CE	Listen to, identify and respond to music of different composers, historical periods and world cultures.	5	Performance Video	4
5.2PR	Perform, on instruments, a varied repertoire with accurate rhythm. and pitch, appropriate expressive qualities, good posture and breath control.	5	Everyday Instruments	10

Mathematics

Standard	Description	Grade	Activity	Page
1.OA.5	Relate counting to addition and subtraction, e.g., by counting on 2 to add 2.	1	Musical Math	11
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.	1	Musical Math	11
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	2	Musical Math	11

Social Studies

Standard	Description	Grade	Activity	Page
1.Geo.4	Maps can be used to locate and identify places.	1	An Intro to West Africa Performance Video	8
1.His.2	Photographs, letters, artifacts and books can be used to learn about the past.	1	An Intro to West Africa Performance Video	8
2.Geo.8	Cultures develop in unique ways, in part through the influence of the physical environment.	2	An Intro to West Africa	8
2.Geo.9	Interactions among cultures lead to sharing ways of life.	3	An Intro to West Africa Performance Video	8
3.Geo.8	Communities may include diverse cultural groups.	3	An Intro to West Africa Performance Video	8
4.Geo.9	A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	4	An Intro to West Africa	8
5.Geo.6	Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.	5	An Intro to West Africa	8
5.Geo.4	Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.	5	An Intro to West Africa	8