

ASSEMBLY COORDINATOR: PLEASE DISTRIBUTE/POST/ANNOUNCE!

ASSEMBLY DATE: _____

ASSEMBLY TIME: _____

FOR: _____



Young
Audiences
Arts for
Learning

Maryland



SSUUNA

PRESENTS

“Mujje: Come Together”

A dancer, drummer, singer, songwriter, storyteller, and reggae artist, Ssuuna is a versatile, energetic performer from Uganda with a wide range of performing experience. In addition to having delighted and educated school audiences in Maryland, Virginia, and Washington D.C., about life in East Africa, Ssuuna has performed at the World Bank, the Kennedy Center, the Smithsonian in Washington, D.C., and on numerous college campuses around the country, including Howard University, Louisiana State, George Mason, and M.I.T.

- Prep Information For Assembly Coordinator -

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PLEASE PASS ALONG THE ATTACHED TEACHER PROGRAM GUIDE TO ALL PARTICIPATING CLASSROOMS.

SET-UP REQUIREMENTS:

- A cleared stage area
- Electrical outlets
- No interruptions during the program (bells, announcements, etc.)

ARTIST ARRIVAL TIME: 20-30 minutes prior to performance

SUGGESTED INTRODUCTION:

“Ladies and Gentlemen, Boys and Girls, let's give a warm welcome to Ssuuna (pronounced Soo-Na) presenting... Mujje: Come Together!”

YAMD CONTACT NUMBER: 410.837.7577

INCLEMENT WEATHER: DON'T WORRY! Artists will follow school closings/delays. They will work with you to reschedule the performance if necessary.

AFTER HOURS/EMERGENCY NUMBER: Call 410.837.7577 and follow the prompts to be connected with a staff member on call.

Teacher Program Guide



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“Mujje: Come Together!”

Artist: Ssuuna

GRADE
LEVEL:
K-5;
6-8; 9-12

Inside this guide:

Artist Bio

Performance
Description

SC Connectors

Vocabulary

List of Resources

Post-Performance
Activities

Contact Young
Audiences for more
information on this
and other programs.

410.837.7577
www.yamd.org

Artist Bio

A dancer, drummer, singer, songwriter, storyteller, and reggae artist, Ssuuna is a versatile, energetic performer from Uganda with a wide range of performing experience. In addition to having delighted and educated school audiences in Maryland, Virginia, and Washington D.C., about life in East Africa, Ssuuna has performed at the World Bank, the Kennedy Center, the Smithsonian in Washington, D.C., and on numerous college campuses around the country, including Howard University, Louisiana State, George Mason, and M.I.T.

Performance Description

Opening: Specializing in the *endingidi*, the *engalabi*, and the *kalimba*, among other Ugandan instruments, Ssuuna takes his audience on a cultural journey to his country with traditional songs, dances, and costumes.

Body: Ssuuna shares his experiences in Uganda, and mixes his own music and dance with opportunities for participants to try Lugandan phrases (the language of Uganda), instruments, dances, and costumes.

Finale: The program culminates in a performance of a modern Ugandan dance, which connects traditional dance movements with music similar to that with which students are familiar.

Optional Workshop: “African Drumming and Dancing”

Following the program “Mujje: Come Together,” students can learn some of the dances and rhythms of traditional and modern East Africa demonstrated by Ssuuna. He can tailor each workshop to the needs of the classroom; focusing on only dancing, singing, or drumming, or including some of each discipline. Fill out the day of the program with single session dance workshops or plan a full residency for a class, which may culminate in a performance with Ssuuna and the students together.

Maryland State Curriculum Connectors

Fine Arts Content Standards in MUSIC

2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression

Fine Arts Content Standards in THEATRE

2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.

Vocabulary

Bakisimba: a graceful waist dance

Djembe: a West African drum

Ebinyege: leg rattles

Endingidi: a fiddle-like instrument

Engalabi: a long drum

Entongoli: bow lyre

Kalimba: a thumb piano

Kizino: the cow dance

Luganda: language of Uganda

Ndobolo: a combination of traditional and contemporary African Dance



Ssuuna

List of Resources

DVDs:

- *FitKids Classroom Workout* with Judy Notte
- *African Drumming* with Babatunde Olatunji

Websites:

- www.drumjourney.com
- www.megaphoneproject.com/
- www.musicuganda.com

CDs:

- *Reggae for Kids*, music performed by various artists, available on Amazon.com

Book:

- "African Folktales" by Roger Abrahams

Post-Performance Activities

1. Use the **Vocabulary Resource Sheet** to define and discuss key concepts from the program.
2. Compare and Contrast African and hip-hop music. Can African moves be performed to hip-hop music? You may have students try.
3. **Ideas/Questions for Discussion**
 - A. How are different cultures expressed through rhythm?
 - B. Why do you think there are similarities in the instruments and rhythms from around the world?
 - C. How are drums and other percussion instruments used in our culture today? Compare and contrast their use in our culture today with their historical use in other cultures.



Vocabulary Resource Sheet

Ssuna

“Mujje: Come Together”



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Bakisimba: _____

Djembe: _____

Ebinyege: _____



Endingidi: _____

Engalabi: _____

Entongoli: _____

Kalimba: _____

Kizino: _____

Luganda: _____



Ndobolo: _____

Name: _____ **Date:** _____