

The ARTS

AFROCENTRIC LESSON PLAN For Teachers

Grade 6-7 ages 11-12

Course of Study for 1 year

The Afrocentric Lesson Plans for Teachers are based on the book *Afrocentric School, a blueprint*. It will be the companion book and major source for the background to the Lesson plans in this handbook. Below you will see some books used in the development of the *Afrocentric School, a blueprint*.

The foundation of each Lesson Plan is based on the knowledge that Teachers are one of the first planned Educators in the lives of children who must attend school. Teachers play a powerful role in providing knowledge to the nation's children. We call the Teacher the Educator because she, he, they, hold the power to either educate or miseducate the children-pupils. There is also the recognition that school Teachers are taught what to teach the Nation's children within social hierarchies that privilege some and debase others. These hierarchies although false, manifest as social realities and impact on life chances, like race, gender, financial status, mental and physical abilities, and age. These cultural and social hierarchies influence the ideas of what Pupils and Teachers should learn.

The Afrocentric Lesson Plan has been developed to be inclusive of some ancient African principles and values, that show some of the complexities of our human past. The concept of Democracy that arose in Africa is used as a foundation for these lesson plans in that while we recognize hierarchies of superiority and inferiority the classroom is a place where there is an attempt through the environment and teachings that the dismantling of these unjust beliefs can begin to take place in the minds of the Pupils. It will be important for the Educator teaching these lesson plans to be aware of the Afrocentric history of social hierarchies by reading *Being Human Being* to understand her/his/their special role in an educational process.

It is therefore very important that the Educator of the nation's children has knowledge and information that can be passed on to the children. As Afrocentric Educators: Our wish is for Pupils to see themselves as equal and capable, no matter how differently they are perceived. It is the hope that Pupils will see their individual potential as part the collective potential in the classroom environment.

You will be expected to facilitate the use of:

Readings; Discussions; Presentations; Films; PowerPoints; Lectures; Books.

The Afrocentric plan includes several areas of Artistic investigation. Art is human expression. It appears in many forms. These forms overlap. This Lesson plan explains different forms and methods of Art.

The Arts of:

1. Speech
2. Writing
3. Music
4. Dance
5. Painting
- 6.

The Pupils will work on and produce their own creative copies/examples throughout the year.

Afrocentric Lesson Plan Objectives:

- To prepare the Grade 6 pupil of any gender aged from 11-12 years old to understand what culture is and how it impacts on our lived experiences.
- To show how culture influences the way we view the Arts and how Art influences our lives.
- To broaden the concept of the Arts to include its African origin.
- To show that the Arts may be viewed differently through the influence of different cultural orientations across the world.
- To see the potential of how we might live, think, behave, and express ourselves through the Arts into the future.
- To develop Cultural Identity which is based on learning history, language, and psychology.
- To enable the pupil to view her/his, their, cultural identity as a necessary feature of being part of a personal, social, US and global community.
- To become aware that what we are learning today is connected to what we knew in the past and how we may live in the future.

The Afrocentric concept of culture is grounded in the love of and respect for Africa. We move away from the Eurocentric Anthropology and the belief in the inferiority and primitivity of Africa and Black humanity. Culture will help the pupil see that what is considered Art may vary.

In the US and Europe, Art is commodified i.e., evaluated in terms of its financial potential for investment either to buy or create. The Pupil can feel as if being an Artist is unreachable for her/him/they.

The Afrocentric Educator

Dialogue between Educator and Pupils and Pupils and Pupils is critical to this Lesson Plan. The Educator learns what the Pupils understand and may adjust the Lesson Plan accordingly.

The classroom environment should encourage the pupils to see themselves as individuals who are important to the collective. Pupils' opinions in classroom discussions do matter in terms of whether they understand what they are being taught. Their ideas will influence the ways chosen to proceed in the plan. When pupils can speak truthfully, they can be guided. Essentially, the teacher provides a classroom that is a safe space for the students.

Students bring differing ideas and skills to the class and can contribute to classroom discussion even if some students are blind or deaf or autistic in some way. Use of the Closed Captions CC on films and videos is a must whenever possible. Through observation, whenever the need arises, stop the film, images, talk or produce a PowerPoint to make sure that the Students know the words used and understand what is happening. Students can help explain and teach each other.

Another objective is that the grade 6 pupils can see a link between the past and the present. They can learn that not everything from the past is inferior to what we practice today.

By the end of year 6:

The pupils will be able to:

1. Identify the significance of culture to humanity.
2. Learn who they are.
3. See themselves as part of a global cultural collective.
4. View themselves as a collective of learning growing thinkers.
5. See Art as a creative and natural feature of life.
6. Believe that they are creative or have creative potential.
7. Know that there are rules to creating art forms.
8. Enjoy the Lesson Plans.
9. Learn that they can change the world.

Suggested helpful books for the Teacher/Educator.

Asante, Molefi Kete, (1994), *Classical Africa*. Peoples Pub Group.

Asante, Molefi Kete, (2017), *Revolutionary Pedagogy*, UWP: Brooklyn, NY.

Asante, M.K. and Dove, N, (2021), *Being Human Being*, UWP: Brooklyn, NY.

Browder, Anthony, (1991), *Nile Valley Contributions to Civilization*, Institute of Karmic Guidance: Washington DC.

Dove, Nah, (2021), *The Afrocentric School (a blueprint)*. UWP: Brooklyn, NY.

Walker, Robin, (1999), *Classical Splendour, Roots of Black History: A Comprehensive Guide to the Ancient and Mediaeval History of Africa*, Bogle-L'ouverture Publications: London, UK.

Harrison, Valerie and D'Angelo, Kathryn Peach (2020), *Do Right by Me: Learning to Raise Black Children in White Spaces*. Temple University Press: Philadelphia, US

Other books to be added for Teacher's use

Lesson Plan 1

Background

The US "education" of the child and understanding of self is shaped in the main by the cultural ideas taught in school which are Eurocentric that is, that ideas of Teaching and Education are often centered in the European experience. Curricular often reflects this bias. Non-European people are

often not seen as important or relevant. Traditional Eurocentric curriculum development is grounded in patriarchal, thus gendered, anti-African, anti-Black beliefs in the inferiority and superiority of children/people primarily based on their color. The lighter, the more superior, the darker the more inferior whatever gender, social status, financial background, physical and mental ability, and age.

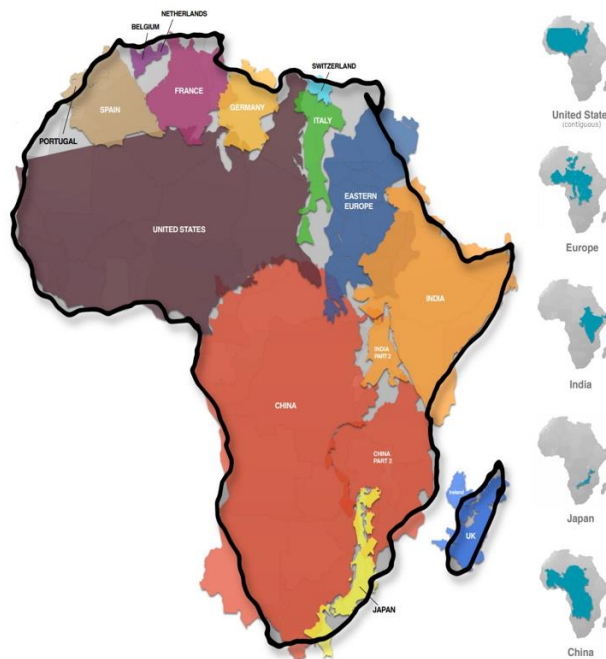
We know that these beliefs are false. These beliefs were created to divide us. Many wars have been fought based on these false divisions. This course is to show that we are part of a human family and how we think of each other matters. Art is the expression of what we think and feel in relation to where we are and what we need.

Lesson Plan 1

Lesson 1	Introduction to African Origin of Civilization
Objective	Identify the origin of humans
Key Words	Africa, Homo Sapiens, Humans, Civilization, History.
Resources	Word searches, map of Africa by regions, handout of maps. https://en.wikipedia.org/wiki/List_of_regions_of_Africa#/media/File:Africa_map_regions.svt
Main Lesson	<p>Pupils are shown unlabeled map of Africa or PowerPoint Africa.</p> <p>Explain:</p> <ul style="list-style-type: none"> • That the oldest bones of humans are found in Africa. • We are all Homo Sapiens. • Our Ancestors migrated out of Africa and populated the world.



Africa the birthplace of humans (Homo Sapiens)



The True size of Africa

<https://www.visualcapitalist.com/map-true-size-of-africa/>

Task 1	Pupils in groups, identify the current names of Nations in Africa from word search.
Task 2	Again, in groups, pupils use results of word searches to physically label countries. Note: We do not recognize the term Sub-Saharan Africa.
Task 3	Teacher gains feedback from pupils
Follow-up activity	Who is your favorite African music artist? What is your favorite African food? What is your favorite African design?
Evaluation	Pupils demonstrate what they know through a list of prepared questions. The Pupils should know: Africa is a continent. Africa is birthplace of humans (Homo Sapiens). Africa has been divided into 54 Countries-Nations. The size of Africa in relation to other countries. How many people populate Africa.

Teachers can keep in mind how to facilitate the Lesson Plans. The pupils will be able to discuss and or write what they have learned, and what they think about what they have learned by the end of each plan. This will provide you a record of your own “educational/teaching” input through their understanding of your guidance.


You may refer to *The Afrocentric School, a blueprint*.

Lesson Plan 2

Background

Africology recognizes Kemet as part of Classical Africa to relocate and connect African descended people today, who are just considered Black, to a relevant cultural history. Black people can no longer be considered Black Americans, UK Blacks, Black French, Black Germans, Black Bolivians, Black Egyptians, Black Brazilians. Those with the darkest skins are those who left Africa more recently in the last few hundred years. Black people have a cultural history located in Africa before enslavement and colonization.

Kemet was a Nation state (considered the first in the world as it has the most evidence of its existence), in Africa, it is well over 6,000 years old. This early African civilization birthed and documented its sciences, mathematics, writings, medicine, astronomy, astrology, universities, and religious temples and monuments, that influenced the development of all other civilizations across the world until today. Kemet, like other African societies, was founded on the cultural belief in the equality of women and men. Kemet is more recently called ancient Egypt. It was renamed by its invaders.

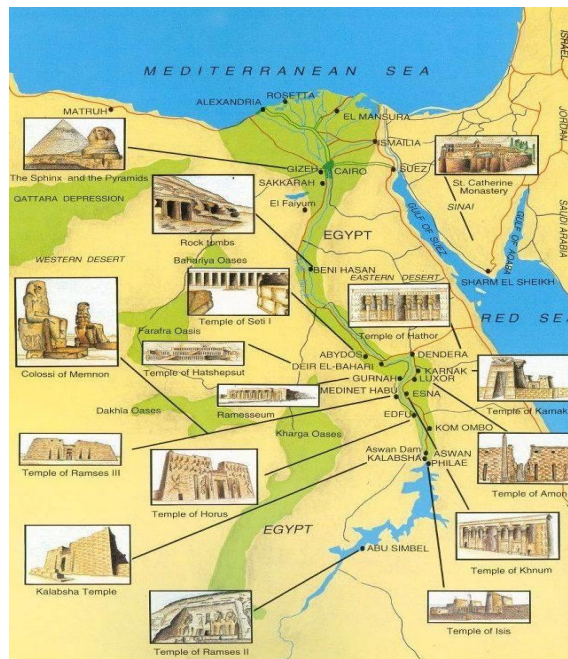
Lesson 2	Introduction to Kemet
Objectives	<p>To identify human origins in Africa That culture influences how we think and behave. To recognize Kemet as an ancient African civilization that grew from the Nile river populations. That the Nile river travels down from central Africa and was important to the movement of humans. To understand the importance of BCE before the common era and ACE after the common era. That history is very important to everyone.</p>
Key Words	Civilization, Archeology, Classical Africa, Culture (equality of women and men, genders, ethnicities).
Resources	<p>Map of where human fossils were found in Africa.</p> <p><i>Nile Valley Contributions to Civilization</i> by Anthony Browder. Questions and Answers in this book for memory testing.</p> <p><i>Reflections of my first trip to Africa</i> by Atlantis Browder. Questions and Answers in this book for memory testing.</p> <p><i>The Afrocentric School, a blueprint</i> by Nah Dove</p> <p style="text-align: center;"><i>National Geographic April 2018</i></p> <div style="text-align: center;">  <p>The image shows the cover of the April 2018 issue of National Geographic. It is a 'Special Issue' titled 'Black and White'. The cover features two young girls, one with light skin and curly hair, and one with dark skin and curly hair, both wearing white dresses. The text on the cover includes 'SPECIAL ISSUE', 'NATIONAL GEOGRAPHIC', 'Black and White', and 'These twin sisters make us rethink everything we know about race'. At the bottom, it says 'APRIL 2018' and 'WHAT'S YOUR STORY? #NatGeoMag'.</p> </div>

This issue looks at African origins and differences in skin tones and how the same parents as above can have twins, one classified as “White” and one classified as “Black”.

Map of Kemet

Some important landmark buildings

https://thatankhlife.com/wp-content/uploads/2019/04/map_help3.jpg



Images of ancient Egyptian Icons.

Equality of women and men
Stone carving of
Pharaoh Menkaure and his Queen
4th Dynasty 2490–2472 BCE (made 4,613 years ago)



Queen Tiye from Kush, grandmother of Tutankhamun



Tutankhamon



This is the golden mask of Tutankhamon which is on display in the Cairo museum.

The cobra and vulture sit on the crown on his forehead.

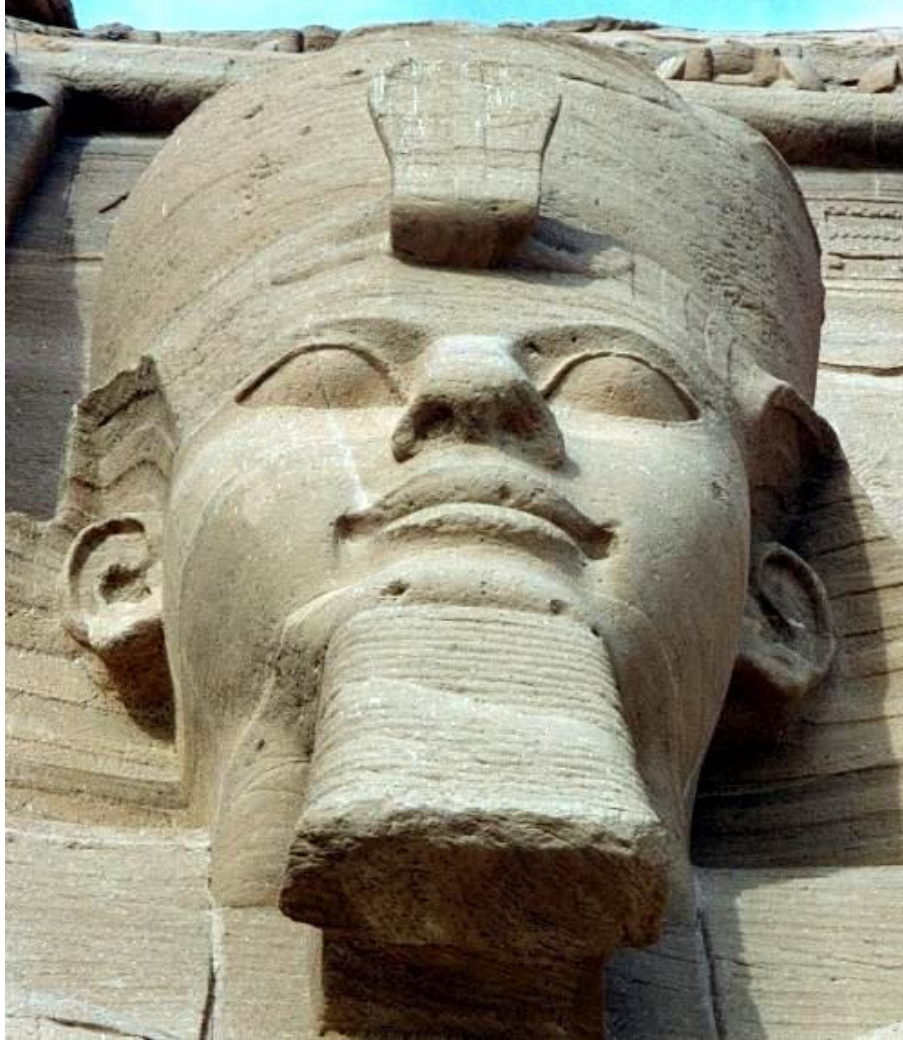
Maat, is a feminine Divinity and she represents Truth, Justice, Honesty, Harmony, Reciprocity, Balance. She is the Divine law of the universe. She holds the Ankh (symbol of life) in her hand (see below).



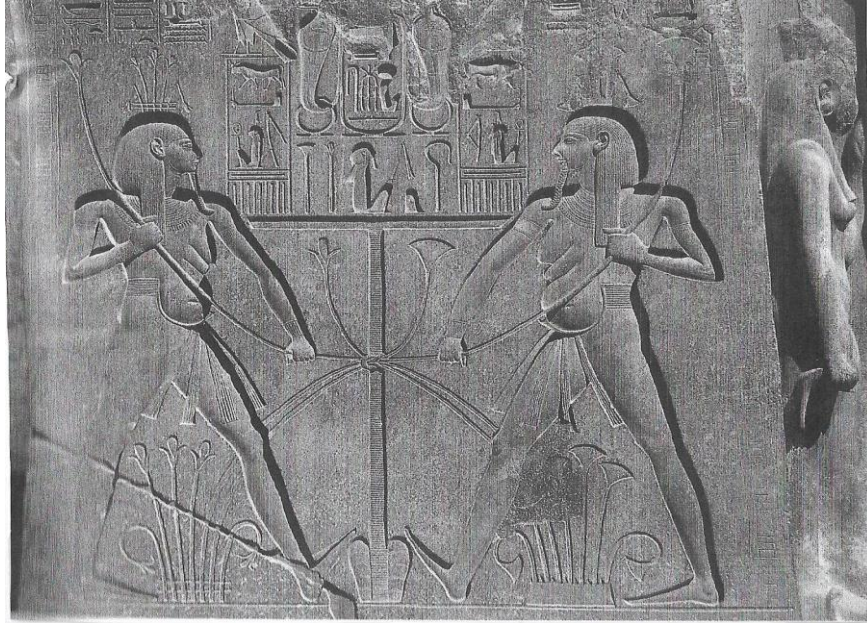
Giant (Colossal) Stone statue of Queen Tuya mother of Rameses II
Made in dedication to his mother 1279-1213

https://upload.wikimedia.org/wikipedia/commons/e/ea/Colossal_statue_of_queen_Tuya.jpg

Colossal stone head of Rameses II
At Abu Simbel, Kush.



Hapi, Divinity (God) of the Nile river is both male and female.
Stone carving of Hapi on the the throne colossal stone statue of
Rameses II in Luxor
Hapi represents the unity of the South and North Kemet
(see plants on their heads).



Pharaoh Queen Ahmose Nefertari
Married to Pharaoh Ahmose I, 1709-1683 BCE
Beloved of the people.



Ankh
Represents
The symbol of LIFE



Djehuti and Seshat

Divinities of Sacred Writing and Knowledge



Main Lesson	Brief discussion of key words – draw from pupils the meanings of civilizations. Compare with other civilizations that the pupils are familiar with. What are the elements of civilization?
Task 1	Ask pupils in groups to create their own civilization based on commerce, art and education/school and technology. Note social roles.
Task 2	Ask pupils to provide feedback
Task 3	How are the pupils' civilizations the same or different from Kemet (ancient Egypt)?
Follow-up activity	What type of Art can you see?
Evaluation	Pupils should be able to:

	Identify and recognize that Art is a part of any civilization. Know that Kemet (ancient Egypt) is a Black African civilization. List of questions.
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Lesson Plan 3

Speech (Rhetoric). The Art of speaking:

“The modest person is strong
and one who is true in word
and just in deed is praised”

(the book of Kangemi p. 49, *The Husia*).

Background

The Art of speaking as a discipline goes back historically to Africa to times when speech as communication was highly respected as a record of events that existed before technological communication that we call news today. Speech cannot be separated from the character of a person. Research has shown that all languages and thus all speech forms can be traced back to Africa. In Kemet, they believed that Nommo, the sound of speaking could be healing or destructive. It was considered important to speak truth to keep harmony with the world. The griots, women and men were historians and storytellers throughout West Africa. The griots have kept African history alive. Stories help us know who we are and who we can become.

Aesop an African, is one of the most famous storytellers. Some pupils may be familiar with Aesop’s fables while growing up. Sometimes, we learn stories without knowledge of the author. There are modern griots that we shall look at as those who use speech to give us knowledge and wisdom.

You may refer to:

Nah Dove *The Afrocentric School, a Blueprint*.

Lesson 3	Speech in Art form
Objectives	To recognize that Art has different components. To describe and identify oral traditions and meanings. To understand the power of speech.
Key Words	Oral History, Fable – Storytelling – Knowledge – History – Discourse, Nommo.
Resources	PowerPoint or whatever is available on Kemet. Baba the storyteller on Aesop

	<p>https://www.youtube.com/watch?v=rjsQwRoi0yw</p> <p>Baba the storyteller and griot https://www.youtube.com/watch?v=U6jUy5Yh4U4</p> <p>Baba the storyteller tells a story of the man who never lied. https://www.youtube.com/watch?v=FCQ9dXxgIHk</p> <p>Jan Blake tells the story of the leopard woman https://www.youtube.com/watch?v=ZfOVnfGpjWM</p> <p>The story of the camel driver by Jan Blake https://www.youtube.com/watch?v=7MgpAG2sobk</p> <p>A fable (Anansi/Aesop) https://www.youtube.com/watch?v=ELEkNxAvM5Ujanuary77</p>
Main Lesson	<p>What Art forms are pupils familiar with?</p> <p>Draw from pupils, the importance of speech, poetry, storytelling, and Rap.</p> <p>Discuss the meanings of African fables, Anansi (Ghana) Aesop (Greece)</p>
Task 1	Read a short fable to pupils and discuss.
Task 2	Present some storytellers and discuss.
Task 3	Present some poets and discuss.
Follow-up Activity	<p>Pupils to write their own speech, fable, poem, or story.</p> <p>Pupils to read to the class their own creations in these forms.</p>
Evaluation	<p>Pupils should be able to:</p> <p>Understand that fables, stories, history are Art forms that are passed on through word of mouth (orally).</p> <p>That the story represents lessons and records using the values and beliefs of the culture that they come from.</p> <p>That the way that we use speech (make sound) is powerful.</p> <p>List of questions.</p> <ol style="list-style-type: none"> 1. What is the meaning on Nommo?

Below are some people who use the Art of words/speech to tell important stories and messages.

Baba



Baba the Storyteller has been a professional speaker since 1994 and is one of the few recognized U.S. born practitioners of the ancient West African storytelling craft known as Jaliyaa. He has received numerous awards over the years for his work as a folklorist, traditional harpist, storyteller, community activist and volunteer. Baba is known as E.L. Cyr.

He resides in Long Beach California, recognized as the municipality's Artist of the Year. Baba the storyteller has been honored with commendations from both the U.S. Senate and U.S. Congress. When not writing, presenting, or globetrotting he can be found trying to become the world's greatest husband, father, and grandpa.

Jan Blake



Jan Blake is one of Europe's leading storytellers who has been performing world-wide since 1986. Jan Blake was born in Manchester United Kingdom. Her parents are Jamaican. She travels around the world and specializes in stories from Africa, the Caribbean and Arabia. She is a dynamic and generous storyteller. Over the years of storytelling, she has created links with many organizations with places like the National Theatre, where she is the Consultant on Storytelling; the London Philharmonic Orchestra; and Battersea Arts Centre. She has performed at all major storytelling festivals, leads storytelling workshops for schools and universities and is a regular contributor to BBC Radio programs. Jan Blake runs her own storytelling company and school called the Akua Storytelling Project.

She has won many storytelling awards. In 2013, created and performed with British Awards for Storytelling Excellence (BASE).

Fannie Lou Hamer and her daughter Jacqueline Hamer



Fannie Lou Hamer was born in Mississippi in 1917. She was a civil rights activist, community organizer for voting rights for African people, especially women. She fought for the human rights of all Black people in the US to be able to become full citizens and have the right to vote. Fannie Lou Hamer was tortured, threatened, harassed, shot at, jailed, beaten, and assaulted by racists, including the police, while trying to register for and exercise her right to vote. She helped and encouraged thousands of people to vote in Mississippi. She continued to work for equality across all aspects of society and was involved in many projects, including Head Start, National Council of Negro Women, the Freedom Farm Cooperative, and the National Women’s Political Caucus. Her activism and hard work changed the political, social, and economic landscape for all Americans. She passed away in 1977. At the risk of death, she spoke words that told the truth.

Fanny Lou Hamer speaking for African Human Rights at Democratic National Convention 1964
<https://www.youtube.com/watch?v=IRCUUzpfV7k>

Amanda Gorman



Amanda S. C. Gorman is a poet and activist. She was born in 1998 in Los Angeles. Her work interests focus on issues of oppression, feminism, race, and marginalization, as well as the African diaspora. Amanda Gorman was the first person to be named National Youth Poet Laureate. She published the poetry book *The One for Whom Food Is Not Enough* in 2015.

Message to the people: The Hill We Climb by Amanda Gorman.
<https://www.youtube.com/watch?v=LZ055iliN4>

Poem called “The Miracle of Morning” by Amanda Gorman.
<https://www.youtube.com/watch?v=XoieGJl6g4s>

Chadwick Boseman



Chadwick Boseman born 1976, was an actor who chose his acting roles carefully and spoke his message carefully. He graduated from Howard University in Washington DC. During his twenty-year career, he received great praise for his acting ability and his use of speech. He earned two Screen Actors Guild Awards, a Golden Globe Award, a Critics' Choice Movie Award, a Primetime Emmy Award, and an Academy Award.

<https://www.youtube.com/watch?v=QkoCpVyXAmo>
<https://www.youtube.com/watch?v=qVNAj5Hp34U>

Lesson Plan 4

Writing - the Art of writing

Early writing forms were the models that helped us to write in the languages that we use today. Writing is based on symbols. The early African symbols led to the later symbols - writings of other languages. The earliest consistent form of writing that we know of was called Mdw Ntr, by the Africans from Kemet. Mdw Ntr means: Divine Words, Words of God.
































Several thousand years later when the Greeks conquered Kemet in 322 BCE, they replaced the term Mdw Ntr with the word Hieroglyphics, which we use today. It means: Sacred Sculptures, Sacred Carvings. Over thousands of years, the language of Kemet was no longer spoken because of invasions. The Mdw Ntr could no longer be understood. It became a dead language.

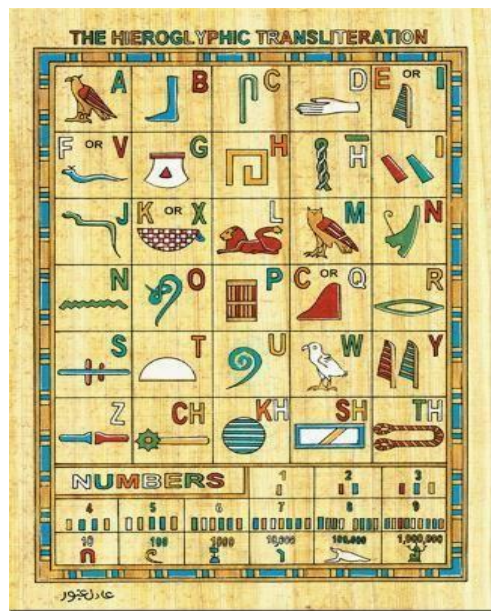
The modern invasion of Egypt by Napoleon led to the European study of Egyptology. Egyptology is the historical study of ancient Egypt. Jean-François Champollion in Paris in 1820, was able to translate the Mdw Ntr. Champollion translated the famous Rosetta Stone. The stone was named Rosetta as it was found in a place called Rosetta. It was a very important stone as it had writing on it. The people of Kemet wrote on stone and papyrus (paper made from reeds). The stone had 3 languages written on. Each language said the same thing. The writing on the Rosetta stone was a praise to the Greek Pharaoh of ancient Egypt called Ptolemy V. The 3 languages were:

- Greek,
- Demotic Egyptian (a more modern Egyptian language) and
- Mdw Ntr.

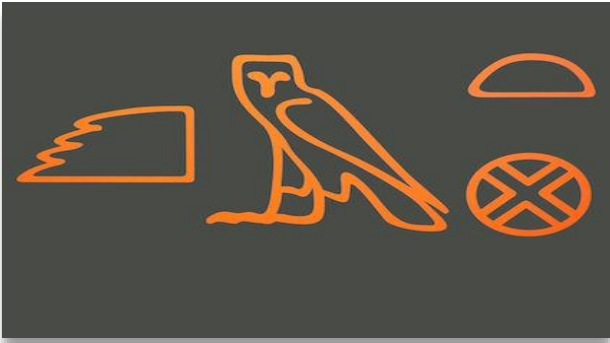
Champollion could read Greek and the Demotic language so he was then able to translate the Mdw Ntr.

Lesson 4	Writing is a form of Art
Objectives	<p>To learn and know:</p> <p>The first writing came from Africa. Writing is based on symbols. The earliest writing like today's writing came from Kemet. Writing is powerful and can impact the world. The alphabet of the Mdw Ntr. Writing is considered a valuable social skill. To write is to be literate.</p>
Key Words	Literacy, Mdw Ntr, Symbols, History, Knowledge, Language and Translation, Hieroglyphics, Review.
Resources	Mdw Ntr alphabet. A page from <i>Middle Egyptian: An Introduction to the Language and Culture of Hieroglyphics</i> James P. Allen.

SYMBOL	TRANSL.	NAME
 (vulture)	ʾ	aleph ("AL-if")
 (reed-leaf); also  (dual strokes)	j	j
 (double reed-leaf)	y	y
 (arm)	ʿ	ayin ("EYE-in")
 (quail-chick); also  (curl of rope)	w	w
 (foot)	b	b
 (stool)	p	p
 (horned viper)	f	f
 (owl); also  (unknown object)	m	m
 (water); also  (red crown)	n	n
 (mouth)	r	r
 (enclosure)	h	h
 (rope)	ḥ	"dotted h"
 (unknown object)	ḥ	"third h"
 (belly and udder)	ḥ	"fourth h"
 (doorbolt)	z	z
 (bolt of cloth)	s	s
 (pool)	š	shin
 (hill)	q	q
 (basket) (also )	k	k
 (jar-stand); also  (bag)	g	g
 (bread-loaf)	t	t
 (hobble)	ṯ	"second t"
 (hand)	d	d
 (cobra)	ḏ	"second d"



	<p>The Mdw Ntr Alphabet</p> <p>https://www.youtube.com/watch?v=63m0BAWE9Ow</p> <p>https://www.youtube.com/watch?v=C1ONSA8d5AQ</p> <p>How we learned the forgotten meaning of the symbols of the Mdw Ntr.</p> <p>https://www.history.com/news/what-is-the-rosetta-stone</p>
<p>Main Lesson</p>	<p>To understand that Writing is an Artistic expression of the mind. Writing is an expression of speech. Writing symbolizes sound on paper. Begin to read the Mdw Ntr.</p> <p>The Mdw Ntr is a classical African language that was written. Mdw Ntr is the oldest writing system. It has an alphabet. It influenced all other writing.</p> <p>https://www.youtube.com/watch?v=_j_H9ZFTQ8w</p>
<p>Task 1</p>	<p>Identify some ways that writing can be used to help people or destroy people.</p> <p>The Pupils will learn the Mdw Ntr alphabet in a group. When Pupils all remember the letters and symbols, they will write their names and explain the meaning of each letter that spells their names. All names have a meaning. The meaning of some African names can be found in <i>The book of African names</i> by Molefi Kete Asante. You can find African names online. Each Pupil can also choose an African name and tell the class the meaning and why it represents her/him/they.</p>

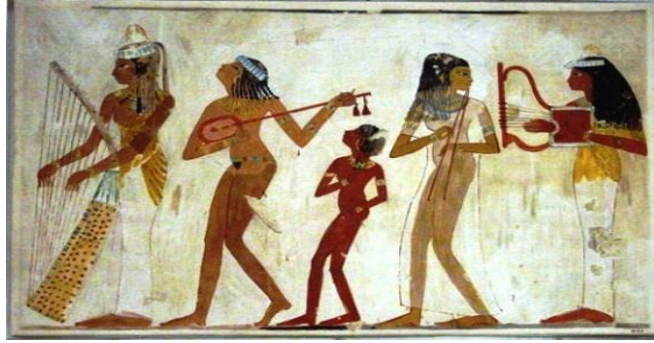
	<p>The Pupils can discuss names and their meanings from all over the world.</p> <p>The Pupils can talk about where their original names come from.</p> <p>Most Africans in America, in the Caribbean, South America, the continent, the UK, Portugal, France, Germany, have been given Arab or European names by the people who enslaved and colonized them.</p> <p>Refer to the map of Africa to see all the countries and the languages spoken. See <i>The Afrocentric School, a blueprint</i>.</p> <p>Changing names can be linked to the change of Kemet to ancient Egypt, the name of Mdw Ntr to Hieroglyphics, the change of Kush to Sudan etc.</p> <p style="text-align: center;">The word Kemet means Nation of Black people.</p> <p style="text-align: center;">Khem the first symbol is Charcoal=Black M is the Owl=Wisdom T is the food (bread) = the feminine principle The circle with the cross = Nation.</p> <div style="text-align: center;">  </div>
<p>Task 2</p>	<p>The Pupils will work together as a group and translate some small extracts from written examples. Here are some examples to be translated:</p>
<p>Task 3</p>	<p>To visit a museum of ancient Egyptian (Kemet) antiquities whether metaverse or real to see the ancient Egyptian artifacts</p>

	and the Mdw Ntr written on some of them. Pupils take notebooks to copy words they see. Translate them in class together.
Follow-up activity	Write 3 sentences about you in Mdw Ntr.
Evaluation	<p>The Pupils should be able to:</p> <p>Read the Mdw Ntr exercise that they are given.</p> <p>Translate Mdw Ntr that they are given.</p> <p>Write some sentences in Mdw Ntr.</p> <p>Put the sentences in a short story or poem or rap about Kemet and why it is important to know culture and history.</p> <p>Review and Discussion:</p>

Lesson Plan 5
The Art of Music

The Art of Music is a creative skill that all people can produce with voice used as an instrument or instruments used to create sound. Music produces sounds that can heal or destroy or confuse much like speech. The perfect sounds are harmonious. Music carries messages of all kinds that can range from joy and happiness to pain and sadness. The voice may provide the message, or the created instruments may provide the messages and the tone for the environment that it is producing. The sound was seen as the "voice" of things: the rocks, the wind, the sea, the trees, the animals, the insects. It was considered a precious gift of life. Music can be a source of joy and serenity of the soul. The temples were created as special spaces where people went to pray, much like the churches and mosques and temples of today. Music and religion or spirituality were joined.

The art of making and creating sounds was a mystery and a person who became a musician was trained in these special skills. Singing and instrumental music were an important part of temple life. Singers and musicians were involved in special occasions like birth and death and celebrations of special days in the calendar.



These African women are playing different kind of harps. We are not sure if they sang and or danced to the harp music that they made.

Lute player



We do not know if the lute player below sang or danced too.

We know of ancient music from Kemet because of the instruments, paintings, carvings that they left.

Very little is known about the Kemetic ancient musical system. We understand that it was an ancient art and attached to spirituality and religion. We know that it was African and learned from Africans who lived in Africa before Kemet was built. This art was imitated by civilizations that came later. We know that music was used in the art of healing and medicine because it is written in Mdw Ntr.

Although there are many instruments in Africa, we shall focus on instruments the harp and the Kora and the drum. Please keep in mind that the piano is a harp inside a wooden body. Little hammers hit the strings instead of fingers. The Kora normally has 21 strings. The piano has around 230 strings and 88 keys. The harp has 47 strings.

Educator

African drums should be part of the instrument selection in your school. A drummer or drummers may be invited to perform for the Pupils and explain the importance of the drum, why s/he, they, play. They may also be invited to teach the Students.

Lesson 5	Music is an Art form
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Objectives	<p>To understand: The roots of Music. Music is as old as humanity. Music is important to life. Music is influenced by the cultural beliefs of people who create it. How to play the drum.</p>
Key Words	<p>Harmony, Sound, Nommo, Griots, Ritual, Communication, Community.</p>
Resources	<p>Musical Instruments, Drums, Drummers, stringed instruments.</p> <div data-bbox="735 705 1032 1003" data-label="Image"> </div> <p style="text-align: center;">Sona Jobarteh.</p> <p>Sona Jobarteh from Gambia in West Africa is playing Kora, a West African musical instrument played by Griots. Griots are storytellers and historians. They keep the record of human journey.</p> <p>After Islam came to Africa, griottes (women griots) could sing or speak, but were not allowed to play the Kora. Sona Jobarteh was trained traditionally by her father, a Kora player. She is the first woman in the family lines of this griot tradition going back to the 1300s. She sings and speaks in Mandinka her own language from the Gambia West Africa.</p> <p>https://www.youtube.com/watch?v=0InaUgwlrqo https://www.youtube.com/watch?v=PtmmlOQnTXM</p> <p>This is a drum from Kemet, it is thousands of years old. The drum is considered one of the most ancient musical instruments in the world. It is sometimes known as the heart of the people.</p>



Speech as drum messages

<https://www.youtube.com/watch?v=12cQIJX96Tw>

Drums, Drummers, and Messages

Djembe drummers 11 years old.

<https://www.youtube.com/watch?v=vlwveNWGhbA>

Djembe drummer Isaiah 6 years old with his teacher.

<https://www.youtube.com/watch?v=n7kMm6pu6iU>

Djembe drummer teacher Nasira Marino Keita 14 years old

https://www.youtube.com/watch?v=Ev4GcQF_ZhQ

Nimbaya at Symphony Space, New York

https://www.youtube.com/watch?v=t-oyC5DG3_w

<p>Main Lesson</p>	<p>To understand the power of Music, communication, and the message (Griot). To learn to play the Drums together. In time, the Pupils can begin their classes with the music of the drum. To use the power of Music to communicate with each other and build good relationships.</p>
<p>Task 1</p>	<p>Evaluating the meaning of music. What is the message of the Music?</p>

	<p>What is the purpose of its Message? Is the message one of sadness, happiness, worry, war?</p> <p>Listen to how traditional Djembe drumming can help heal trauma Francis Agyakwa TEDxMileHigh</p> <p>https://www.youtube.com/watch?v=TyH0joQf7_A</p> <p>Pupils as a group, can bring to class examples of drum music and other instrumental music and discuss whether the sounds are healing or not from their own experiences.</p>
Task 2	<p>Becoming drum messengers. Introduce the Pupils to drums that they will learn to play: Djembe drums are about \$20.00 each.</p> <p>Introduce a Drum Teacher to the Pupils. An example: https://www.youtube.com/watch?v=NfGj97WV-TQ</p> <p>A Lesson on playing the Djembe drum. https://www.youtube.com/watch?v=q5U8md4rZS8&list=RDCMUCsJbboIjkvAkxbnEu6w3nyg</p>
Task 2	<p>Inventing a drum story</p> <p>The Pupils will create a story about:</p> <ol style="list-style-type: none"> 1. A character she/he/they who uses the drum to send an important message that can save lives. 2. A character that uses the drum to heal a friend, family member or stranger. 3. A character or characters who become famous at playing the drum/s. <p>One of these stories, chosen by the collective, will become a musical play acted out by members of the class.</p> <p>The musical play will be recorded. The collective can make changes in the play.</p>

Task 3	Evaluating the drum musical. The Pupils will write a review of the musical play that they have produced.
Follow-up Activity	Invite the parents to an afternoon presentation of drumming and the drum musical created by the collective. Leave a simple evaluation sheet for the audience.
Evaluation	Review and Discussion: List of questions.

Lesson Plan 6 The Art of Dance

Dance is an expression of life. African dance is the source and root of all dances. Times have changed the forms and techniques so that dance may not seem connected to Africa.

Below is a 9,000-year-old rock paintings in India showing dancing. This image was found with painted stories of hunting, childbirth, rituals, and burials.



Today's African dance across the world.
<https://www.youtube.com/watch?v=TH4V-yHbJXk&t=86s>

Dancing in Senegal today.
https://www.youtube.com/watch?v=fDgrU_nu73Q

Papua New Guinea dance.
<https://www.youtube.com/watch?v=1dPfv474z2I>

AfroMexican dance.
<https://www.youtube.com/watch?v=Mi92OnIy8XI>

Talhassee school African Caribbean drum dance.

https://www.youtube.com/watch?v=OEXXCIE1_5I

Bomba, African drum music in Puerto Rico.

<https://www.youtube.com/watch?v=3RGqiGHWDrQ>

Lesson in African dance with drum.

<https://www.youtube.com/watch?v=Ewqq-3xJfDI>

Healing dance from the Wampanoag Nation of North America.

<https://www.youtube.com/watch?v=c2z1QEtP9V8>

Afro Bolivian music and dance.

<https://www.youtube.com/watch?v=srscUgeNqdc>

Afro Bolivian king descended from an African royal family.

<https://www.youtube.com/watch?v=iyAE4dF3wkY>

Petit Afro dance in Paris

https://www.youtube.com/watch?v=Gte2gmL_8og

Petit Afro dance in Paris

<https://www.youtube.com/watch?v=KSsbYRJ9tsA>

Afrodance the Netherlands (Holland) workshop

https://www.youtube.com/watch?v=Gte2gmL_8og

African dance lesson by Marquette Camara

<https://www.youtube.com/watch?v=AeJlb-n89LA>

Open level African dance lessons by Flair studio

<https://www.youtube.com/watch?v=vlhhHKAGhE8>

African dance still practiced from 1300s in Cote D'Ivoire, West Africa.

<https://www.youtube.com/watch?v=oWLxYPJjXyg>

AFRICAN DANCE BROUGHT TO THE US
and taught and performed as art and theatre production

Educator PBS documentary

<https://www.youtube.com/watch?v=UcN0G7xItwo>

Katherine Dunham

<https://www.youtube.com/watch?v=UcN0G7xItwo>

African dance Katherine Dunham technique

<https://www.youtube.com/watch?v=7k7SLEaTh7U>

Afrodance the Netherlands (Holland) workshop
https://www.youtube.com/watch?v=Gte2gmL_8og

Kariamu Welsh created the dance technique of the Mfundalai
<https://www.youtube.com/watch?v=bzVrKe7zqoM>

sangoma, highly respected healer among the Zulu people of South Africa who diagnoses, prescribes, and often performs the rituals to heal a person physically, mentally, emotionally, or spiritually.

<https://youtube.com/shorts/DFAbQtWWnZQ?feature=share>

Lesson Plan 7 Painting as an Art form



Painting by San people of South Africa. It is painted on mountain rocks in the uKhahlamba-Drakensberg mountains. It is over 3,000 years old.