AFOUTAYI

LESSON PLANS

CLASS NOTES®
PRESENTED BY CLASSICAL MPR

THESE MATERIALS ARE MADE POSSIBLE IN PART BY THE MINNESOTA LEGACY AMENDMENT’S ARTS AND CULTURAL HERITAGE FUND.
AFOUTAYI
KINDERGARTEN LESSON

LEARN about Haiti.
• Afoutayi (“AH-foo-TIE-ee”) celebrates Haitian music and culture.
• Look up Haiti here or here, and find it on a map here.

LEARN about Afoutayi.
• Here is a video with lots of pictures, showing some ways Afoutayi celebrates Haitian culture and traditions.
• Storytelling is an important part of Haitian culture. Watch Afoutayi tell a story about a mermaid and a whale—“Lasirenn Ak Labalenn.” Music and movement help tell the story.

MOVE, DANCE, AND PLAY PERCUSSION INSTRUMENTS TO THE BEAT
Afoutayi seamlessly integrates singing, dancing, and playing instruments.
• Keep a steady beat with classroom instruments. Add instruments and dancing to favorite classroom songs.

CALL AND RESPOND WITH SINGING
• Watch Afoutayi perform “Tik Tak” in the MPR studios. Notice how once the music gets going, one performer calls something out, and the others respond, “Tik-tak-tik-tak!” Try doing this in your classroom.
• Practice a call and response song in class, like “Che Che Koolay.”
• Learn “Funga Alafia.” Learn the whole thing (it’s short!), then ask students to listen while you sing/call “Funga alafia” and ask them to respond with “Ashay, ashay.”

LEARNING CHECKLIST
☐ I can explain that music from Haiti tells stories and often includes dancing.
☐ I can move to music with others.
☐ I can sing with others and follow call and response vocal patterns.

KEY WORDS
Haiti, call and response
LEARN about Haiti.

- Afoutayi ("AH-foo-TIE-ee") celebrates Haitian music and culture.
- Look up Haiti [here](#) or [here](#), and find it on a map [here](#).

LEARN about Afoutayi.

- [Here](#) is a video with lots of pictures, showing some ways Afoutayi celebrates Haitian culture and traditions.
- Storytelling is an important part of Haitian culture. Watch Afoutayi tell a story about a mermaid and a whale—"Lasirenn Ak Labalenn." Music and movement help tell the story.

LISTEN to and identify rhythmic patterns and steady beats.

- Percussion and rhythm are an essential part of Haitian music and culture.
- Watch Afoutayi perform "Balanse Fofo."
- Make a list of all the instruments you see and hear.
  - trumpet
  - various hand drums
  - shekere
- Notice each instrument’s part. Who plays a melody, with high and low pitches?
- Remember that all of the other instruments are percussion instruments. Notice that some play patterns, and some play a steady beat. Ask students if they can identify who plays a steady beat (shekere and the tall yellow drum, played by the same person).
- Listen and watch again. Find a quiet movement to keep the steady beat, along with the shekere.
- Toward the end of the piece, all the percussion instruments stop and those musicians keep a steady clapping beat. Join them.
- Watch Afoutayi perform “Zamn Telele.” Who keeps the steady beat here? What do they play? (Buckets!) Notice how they use different movements to keep a steady beat.

LEARNING CHECKLIST

- I can explain that music from Haiti tells stories and often includes dancing.
- I can identify various percussion instruments and explain how each makes its sound.
- I can listen to rhythmic patterns and tell the difference between rhythmic patterns and steady beats.

KEY WORDS

Haiti, melody, steady beat
LEARN about Haiti.

- Afoutayi (“AH-foo-TIE-ee”) celebrates Haitian music and culture.
- Look up Haiti here or here, and find it on a map here.

LEARN about Afoutayi.

- Here is a video with lots of pictures, showing some ways Afoutayi celebrates Haitian culture and traditions.
- Storytelling is an important part of Haitian culture. Watch Afoutayi tell a story about a mermaid and a whale—“Lasirenn Ak Labalenn.” Music and movement help tell the story.

CREATE original rhythmic patterns.

- Explain to students that percussion and rhythm are an essential part of Haitian music and culture.
- Watch Afoutayi perform “Balanse Fofo.”
- Ask students to name all the percussion instruments they see and hear.
- Notice the patterns of each percussion instrument. Notice that some play patterns with combinations of long and short sounds, and some instruments play a steady beat. Ask students if they can tell you which ones play the steady beat (shekere and the big yellow drum, played by the same person).
- Listen and watch again. Find a quiet movement to keep the steady beat, along with the shekere.
- Toward the end of the piece, all the percussion instruments stop playing and the musicians start clapping a steady beat. Join them.
- Watch Afoutayi perform “Zamn Telele.” Who keeps the steady beat here? What do they play? (Buckets!) Notice how they use different movements to keep a steady beat.
- Tell students it is time for them to create their own beat patterns. Watch “Balanse Fofo” again and isolate one of the drums that plays a pattern. For example, notice the small yellow drum plays a pattern of long-long-long—short! short! Practice this pattern together: first in an echo pattern, then all together, using the words to help everyone stay together.
- Using classroom instruments or found objects (like the buckets), ask students to create their own repeating patterns using long and short sounds. Encourage simplicity.
- Share patterns with the class and practice echoing each student’s pattern.
LEARNING CHECKLIST

☐ I can explain that music from Haiti tells stories and often includes dancing.
☐ I can identify various percussion instruments and explain how each makes its sound.
☐ I can keep a steady beat.
☐ I can generate rhythmic patterns.

KEY WORDS
Haiti, melody, steady beat
AFOUTAYI
THIRD GRADE LESSON

LEARN about Haiti.
• Afoutayi ("AH-foo-TIE-ee") celebrates Haitian music and culture.
• Look up Haiti here or here, and find it on a map here.

LEARN about Afoutayi.
• Here is a video with lots of pictures, showing some ways Afoutayi celebrates Haitian culture and traditions.
• Storytelling is an important part of Haitian culture. Watch Afoutayi tell a story about a mermaid and a whale—"Lasirenn Ak Labalenn." Music and movement help tell the story.

CREATE original rhythmic patterns.
• Explain to students that percussion and rhythm are an essential part of Haitian music and culture.
• Watch Afoutayi perform “Balanse Fofo.”
• Ask students to name all the percussion instruments they see and hear.
• Notice the patterns of each percussion instrument. Notice that some play patterns with combinations of long and short sounds, and some instruments play a steady beat. Ask students if they can tell you which ones play the steady beat (shekere and the big yellow drum, played by the same person).
• Listen and watch again. Find a quiet movement to keep the steady beat, along with the shekere.
• Toward the end of the piece, all the percussion instruments stop playing and the musicians start clapping a steady beat. Join them.
• Watch Afoutayi perform “Zamn Telele.” Who keeps the steady beat here? What do they play? (Buckets!) Notice how they use different movements to keep a steady beat.
• Tell students it is time for them to create their own beat patterns. Watch “Balanse Fofo” again and isolate one of the drums that plays a pattern. For example, notice the small yellow drum plays a pattern of long-long-long—short! short! Practice this pattern together: first in an echo pattern, then all together, using the words to help everyone stay together.
• Show students a visual representation of this pattern. For example:
• Explain or review the idea that music often includes beats of silence. Musicians use rests to show silence. Together as a class, try a pattern that includes a rest. For example:

![Music Pattern Diagram](image)

• Using classroom instruments or found objects (like the buckets), ask students to create their own repeating patterns using long sounds, short sounds, and rests. Encourage simplicity.

• Share patterns with the class and practice echoing each student’s pattern.

**LEARNING CHECKLIST**

- I can explain that music from Haiti tells stories and often includes dancing.
- I can identify various percussion instruments and explain how each makes its sound.
- I can generate rhythmic patterns with long sounds, short sounds, and rests.

**KEY WORDS**

Haiti, steady beat, rhythm, rests, percussion
AFOUTAYI
FOURTH GRADE LESSON

LEARN about Haiti.
• Afoutayi (“AH-foo-TIE-ee”) celebrates Haitian music and culture.
• Look up Haiti here or here, and find it on a map here.

LEARN about Afoutayi.
• Here is a video with lots of pictures, showing some ways Afoutayi celebrates Haitian culture and traditions.
• Storytelling is an important part of Haitian culture. Watch Afoutayi tell a story about a mermaid and a whale—“Lasirenn Ak Labalenn.” Music and movement help tell the story.

COMPARE AND CONTRAST cultural context.
• Explain or review the idea that music is influenced by personal, societal, cultural, and historical context.
• Remind students that Afoutayi celebrates the music, culture and traditions of Haiti. The following grid details some common characteristics of Haitian music.

<table>
<thead>
<tr>
<th>Haitian Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent use of various percussion instruments</td>
</tr>
<tr>
<td>Song lyrics often tell a story</td>
</tr>
<tr>
<td>Uses call and response vocal patterns</td>
</tr>
<tr>
<td>Music and dance and often mixed together</td>
</tr>
</tbody>
</table>

• Ask students to think of music from another culture—either one they are familiar with or one they can research. Fill in a grid detailing characteristics of music from another culture. Compare and contrast the results with the Haitian music description. Use listening to focus in on differences and similarities in sound, instrumentation, and other details.
• Note that there may be discussion around how to define a style of music. Categorization of music brings up lots of interesting questions. Some generalization is necessary, yet assumptions and stereotypes should be avoided. Discussing this together with students in an open and supportive atmosphere will encourage them to thoughtfully consider these issues.
LEARNING CHECKLIST

☐ I can describe various characteristics of Haitian music.
☐ I can identify various percussion instruments and explain how each makes its sound.
☐ I can explain how music is influenced by culture and compare and contrast music from various cultures.

KEY WORDS

Haiti, culture, call and response, percussion
AFOUTAYI
FIFTH GRADE LESSON

LEARN about Haiti.
• Afoutayi (“AH-foo-TIE-ee”) celebrates Haitian music and culture.
• Look up Haiti here or here, and find it on a map here.

LEARN about Afoutayi.
• Here is a video with lots of pictures, showing some ways Afoutayi celebrates Haitian culture and traditions.
• Storytelling is an important part of Haitian culture. Watch Afoutayi tell a story about a mermaid and a whale—“Lasirenn Ak Labalenn.” Music and movement help tell the story.

CREATE MUSIC inspired by Afoutayi.
• Together with students, identify core characteristics of Haitian music.

<table>
<thead>
<tr>
<th>Haitian Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent use of various percussion instruments</td>
</tr>
<tr>
<td>Song lyrics often tell a story</td>
</tr>
<tr>
<td>Uses call and response vocal patterns</td>
</tr>
<tr>
<td>Music and dance and often mixed together</td>
</tr>
</tbody>
</table>

• Put students in small groups. Explain that they will create their own piece of music, influenced and inspired by Afoutayi. Watch a few of the videos again, noting the key characteristics.
• For this project, focus on storytelling and rhythmic patterns. Give an option to speak or rhythmically chant instead of singing a melody. Adjust the grid above to create a checklist for groups to work with:

<table>
<thead>
<tr>
<th>Our Haitian-Inspired Story/Music Will Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of various percussion instruments, playing ostinati or rhythmic patterns in an established time signature</td>
</tr>
<tr>
<td>A story, either spoken or sung</td>
</tr>
<tr>
<td>Optional: dance element, call and response element</td>
</tr>
</tbody>
</table>

• For story ideas, encourage a simple, familiar folk tale (Aesop’s fables work) or visit the media center and find a selection of short, easy books to use as inspiration.

• As students work on their project, circulate among the groups. Ensure each group is on track by checking in:

  › Who is doing what? Does everyone have an assigned role? Roles for this task might include storyteller, percussionist(s), dancer(s), caller, responder(s). Roles should be documented. Remember to decide who is giving starting cues. Starting and stopping together are often tricky and need extra rehearsal.

  › How is the group documenting/notating their piece? Traditional notation can be used (especially for rhythmic patterns), or possibly a combination of traditional and alternative methods of notation. Encourage students to find a way to document so that they can consistently perform the same material multiple times.

  › In the Afoutayi videos, notice that rhythms are often repeated ostinati. Encourage percussionists to create a simple, repeated pattern. Integrate time signature/meter if appropriate.

• Share the final product in the classroom.

**LEARNING CHECKLIST**

- I can name several characteristics of music from Haiti.
- I can create a piece of music integrating various aspects of Haitian music.
- I can collaborate with others to create and perform music.
- I can use a time signature to note the meter of a composed rhythm.

**KEY WORDS**

Haiti, percussion, call and response, time signature, ostinato
**Afoutayi**

**Sixth Grade Lesson**

**Learn** about Haiti.
- Afoutayi (“AH-foo-TIE-ee”) celebrates Haitian music and culture.
- Look up Haiti [here](#) or [here](#), and find it on a map [here](#).

**Learn** about Afoutayi.
- [Here](#) is a video with lots of pictures, showing some ways Afoutayi celebrates Haitian culture and traditions.
- Storytelling is an important part of Haitian culture. Watch Afoutayi tell a story about a mermaid and a whale—“Lasirenn Ak Labalenn.” Music and movement help tell the story.

**Create Music** inspired by Afoutayi.
- Together with students, identify core characteristics of Haitian music.

<table>
<thead>
<tr>
<th>Haitian Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent use of various percussion instruments</td>
</tr>
<tr>
<td>Song lyrics often tell a story</td>
</tr>
<tr>
<td>Uses call and response vocal patterns</td>
</tr>
<tr>
<td>Music and dance and often mixed together</td>
</tr>
</tbody>
</table>

- Put students in small groups. Explain that they will create their own piece of music, influenced and inspired by Afoutayi. Watch a few of the videos again, noting the key characteristics.
• For this project, focus on melodic development. Adjust the grid above to create a checklist for groups to work with:

<table>
<thead>
<tr>
<th>Our Haitian-Inspired Story/Music Will Include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of various percussion instruments, playing ostinati or rhythmic patterns in an established time signature</td>
</tr>
<tr>
<td>A story, either spoken or sung</td>
</tr>
<tr>
<td>Optional: dance element, call and response element</td>
</tr>
</tbody>
</table>

• For story ideas, encourage a simple, familiar folk tale (Aesop’s fables work) or visit the media center and find a selection of short, easy books to use as inspiration.

• To encourage the creation of a melody, encourage each group to isolate a few key pieces of text (a repeated phrase, the moral of the story, an especially interested excerpt of dialogue) to highlight and notate. Remind students that the entire text does not need to be sung.

• As students work on their project, circulate among the groups. Ensure each group is on track by checking in:
  › Who is doing what? Does everyone have an assigned role? Roles for this task might include caller, responder(s), percussionist(s), dancer(s), storyteller. Roles should be documented. Remember to decide who is giving starting cues. Starting and stopping together are often tricky and need extra rehearsal.
  › How is the group documenting/notating their piece? Traditional notation can be used (especially for rhythmic patterns), or possibly a combination of traditional and alternative methods of notation. Encourage students to find a way to document so that they can consistently perform the same material multiple times.
  › In the Afoutayi videos, notice that rhythms are often repeated ostinati. Encourage percussionists to create a simple, repeated pattern. Integrate time signature/meter if appropriate.

• Share the final product in the classroom.

**LEARNING CHECKLIST**
- I can name several characteristics of music from Haiti.
- I can create a piece of music integrating various aspects of Haitian music.
- I can collaborate with others to create and perform music.
- I can use a time signature to note the meter of a composed rhythm.
- I can create, notate, and sing a melody.

**KEY WORDS**
Haiti, call and response, time signature, ostinato, melody