



## SENEGAL-AMERICA PROJECT LESSON PLAN



<b>AUTHOR:</b> Kathy Snyder & Zan Lombardo	<b>GRADE LEVEL:</b> Elementary School
<b>SUBJECT:</b> Art	<b>DATE:</b> December 11, 2005
<b>TOPIC:</b> Chiwara Headdress Mali, West Africa	
<b>ESSENTIAL QUESTIONS:</b> What does the Chiwara headdress represent to the Bamana tribes of Mali, West Africa? How do they use the headdress in their harvest festivals?	
<b>PERFORMANCE OBJECTIVE:</b> After learning about the Bamana tribes of Mali, West Africa, students will create an original Chiwara headdresses using oaktag, scissors, paint, coloring tools and raffia, and then perform an antelope festival dance while wearing them and holding dowel sticks.	
<b>THINKING SKILL:</b> T-7 Access and reflect diverse sources, contexts, disciplines, and cultures.	
<b>LESSON CONTENT:</b> <b>Cognitive</b> —1. Students will recognize abstracted antelope figures in the Chiwara headdresses. 2. Students will be able to use exaggeration and simplification to design their own Chiwara headdresses. <b>Psychomotor</b> —3. Students will draw a preliminary sketch of their headdress in a sketchbook. 4. Students will enlarge their drawings onto oaktag, paint them and cut out the shapes to make a three dimensional headdress. 5. Students will color the headbands and attach raffia in lengths sufficient to cover most of their bodies. 6. Students will use dowel sticks to imitate a dancing antelope. <b>Affective</b> —7. Students will be able to transform themselves beneath the cover of the headdress and raffia to convincingly give an imaginative festival performance.	
<b>PENNSYLVANIA ACADEMIC STANDARDS FOR THE ARTS AND HUMANITIES:</b> 1. E. Students will be able to demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts. 1. K. Students will be able to know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities. 2. A. Students will be able to explain the historical, cultural and social context of an individual work in the arts. 2. G. Students will relate works in the arts to geographic regions (Mali, West Africa). 3. D. Students will be able to explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response. 4. D. Students will recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities.	

## **INSTRUCTIONAL PROCEDURES:**

1. Teacher greets the class wearing a handmade Chiwara headdress with raffia, which streams down and disguises the face and body.
2. Teacher explains the history and culture of the Bamana tribes in Mali, West Africa, showing a globe or map to help students locate the country on the continent of Africa.
3. Students design their own headdresses by drawing antelope in their sketchbook, inspired by pictures of antelope from nature preserves in Africa. These drawings will be exaggerated and simplified until Teacher-made templates
4. Students enlarge them onto the oaktag and paint it with brown tempera paint and let it dry. Then when paint is dry, students can cut out their headdress. Using a long strip of manila paper, students color in a colorful headband using crayons or markers. Punch holes down the length of the band, loop raffia in the holes. Staple the headband to the Chiwara, each student has headband fitted by teacher before stapling into a circle.
5. Students will participate in a final festival performance with African drum music wearing their headdresses and using dowel sticks. Students will bend over, keeping feet on the ground, and use dowel sticks to imitate how the prancing front legs of an antelope might look, moving to the music.

## **EVALUATION PROCEDURES:**

Teacher questioning and observation of process and product

## **MATERIALS AND AIDS**

- Visual examples of Chiwara headdresses from Mali, West Africa.
- Globe or map of Africa to show location of Mali, West Africa.
- Oaktag
- Crayons or markers
- Hole punch
- Scissors
- Brown and burnt sienna tempera paint
- Paint brushes
- Raffia
- Dowel sticks
- African drum music CD or tape



## Bamana Chi Wara

Seguo Region, Mali

Wood- size: 13"x33" h

The **Chi wara** appear in pairs for harvest festivals. This example is the female, representing the earth. The young antelope on her back represents mankind. The male counterpart represents the sun. They are worn tied to a basket on the head. The body is hidden by a raffia fiber costume. The chi wara is the mythical hero who came from the skies to teach the people to farm. The chi wara is part antelope and part man. Many chi wara have elements of other animals. The chi wara is one of the 'societies' of the Bamana. The Chiwara dance was originally a "religious" ceremony. Now, for many of the Bamana it is for a plentiful harvest.

The Bamana have abstracted animals--exaggerating some of the characteristics of the animals. The surface is carved with texture and is polished smooth with palm oils. The graceful curving line of the neck is echoed in the lines of the male fawn.

The tall horns represent the millet that is harvested.

## ART IN CONTEXT: How is the *Chi Wara* Used?

### TO HONOR CHI WARA

The Bamana people believe that a mythical farming antelope named Chi Wara taught their ancestors to farm successfully. To imitate the Chi Wara's hoeing the earth with his long horns, the dancers butt their heads up and down and scratch the earth with long sticks.



### TWO HEADDRESSES

The celebration takes place at the time of planting and harvesting. It includes two male dancers wearing one male and one female headdress (Look above). This symbolizes that men and women must work cooperatively in their farming life order to have an abundant harvest.

### THE COSTUME

The Chi Wara is tied to the top of the head and then the face and body is covered in a costume of natural grasses. The honoring of the Chi Wara himself is most important in the festival, so the body of the dancer is hidden. The long thin strands of raffia remind the farmers of the rain that they need for a good harvest.

Information from <http://www.princetonol.com/groups/iad/lessons/middle/tkchiwar.htm>





