

# Vazzy / Music Performance / Music & Dance Workshops

KNOW

About the Artist	
	<p>Music was always present in the households of the two artists when growing-up, one from classical background and the other from the folk tradition. Their passion for history and the French-Canadian musical and cultural traditions inspired them to create occasions to share them with the public, thru performances and workshops. For traditions to keep alive, they must be passed-onto younger generations, often evolving and adapting to the times in the process. Playing music, singing and dancing are wonderful ways to create, to express ourselves and to embark on lifelong journeys we can share with others.</p>

About the Performance	
<p><b>Music-multidisciplinary performance: <a href="#">Vazzy in New-France • Vazzy en Nouvelle-France / K-12</a></b></p>	
<p><b>Vazzy in New- France</b> is a lively, interactive and theatrical period performance of traditional French-Canadian songs and music accompanied by historical and cultural anecdotes depicting life in the early days of Canada. The musical voyage starts in France, crossing the Atlantic Ocean to the New World where we meet with First Nations and establish various colonies. You will hear instruments of the period: fiddle, bagpipes, early guitar, jaws harp, Arabic lute, mandolin, foot percussion, spoons, tambourine, frame drum and doumbek. The audience participates in singing, spoon playing, dancing, acting/mime, improvisation and various French language interactions. French or English narration. Performance / 50 min / Set-up: 1 hr before and after / 2 artists We perform three versions of the performance targeting: K-7 / 6-8 / 9-12</p>	
<p><b><a href="#">The traditional arts workshops / K- 12</a></b></p>	
<p>Multidisciplinary / Full day of workshops (5-6 workshops/day with different classes) / Max: 30 students per workshop</p> <ul style="list-style-type: none"> <li>_Traditional rounds, dances and rhymes from French-Canada ( K-3)</li> <li>_Foot percussion and spoon playing (4-12)</li> <li>_Folk and Social Dances ( K-12)</li> <li>_Traditional French-Canadian song workshop (K-12)</li> </ul> <p>Students and teachers can use the activities learned in the classroom, for special events such as school performances by students, carnivals, etc... For entire school projects, multi-day residencies are available. Artstarts <b>AIC Artists/Grants</b> For full <b>Workshops/Residency Guide</b>, e-mail: <a href="mailto:vazzymusik@hotmail.com">vazzymusik@hotmail.com</a> EN &amp; FR website: <a href="http://www.vazzy.ca">http://www.vazzy.ca</a></p>	

WONDER

About the Art Form	
<p>Music, songs, dances and many other art forms and traditions have defined people of all cultural backgrounds for centuries. The sharing of our cultural art forms and traditions permits us to better understand and appreciate the human diversity found in today's society. Exposure to various musical instruments and playing styles nurtures inquiry, curiosity and interest in all music and art forms, opening our creative minds and inspiring us to learn.</p>	

Links to Curriculum	
<p><u>Fine Arts</u>: music, song and dance develop artistic expression and re-enforce cultural identity.  <u>Social Studies</u>: language arts, early Canadian history, First Nations contributions to the development of our society.  <u>Daily physical activity</u>: Include dances learned with the help of support material. <u>Science</u>: the human body (songs)          The performance sheds light on why French language is part of the school curriculum across Canada today.</p>	

LEARN

Pre-Performance Discussion Questions	
<p>The New-France era officially began in 1605 with the founding of its first colony: Acadia. It ended in 1763, when France ceded the territory to England. Was it the end of French people in North- America?</p>	
<p>Encourage students to research their personnel cultural heritage by asking their parents, grandparents and other family members about languages spoken, art forms and traditions celebrated in their family when growing-up.  <u>Post workshop activities</u>: Keep singing and dancing using support materials. Students can share songs, dances, games, rhymes associated with their upbringing and personnel backgrounds.</p>	
Post-Performance Discussion Questions	
<p>Were some of the musical instruments played during the performance unknown to the students?          Do you think the era of New-France still has influences in your school today? If yes, in what ways?          Do you think the era of New-France influences Canadian society and politics today? If yes, express ways in which it does.</p>	