

# Dance, Drum and Fiddle

MARCH 12  
10:15 AM



**This program celebrates the incredible diversity of Buffalo, especially in the BPO's neighborhood around Kleinhans Music Hall.**

I. United States National Anthem, *The Star Spangled Banner*

2. ASIA

*The Karen, My Nation* arr. Jay Matthews  
Guest artists: Burmese Community Choir  
through the International Institute of Buffalo

5. MIDDLE EAST

*Feast from Arabic Suite*  
By Agnes Bashir, Iraq

3. LATIN AND SOUTH AMERICA

*Brasil* by Ary Barroso, Brazil (Samba)  
*Danzon No. 2* by Arturo Marquez, Mexico (Salsa)  
Guest artists: Latin American Institute  
dancers Calvin Rice and Fanny Olaya

6. AFRICA

*Akinla* from *African Suite* by Fela Sowande, Nigeria  
Guest artists: African American Cultural Center's  
Dance and Drum Performance Company

4. EUROPE

Tchaikovsky Violin Concerto, 3<sup>rd</sup> mvt  
Guest artist: 2012 Sphinx Competition winner,  
violinist Ade Williams

7. AMERICA, THE MELTING POT

*Cuban Overture* by George Gershwin, America  
Guest artists: Student performers from  
DaVinci High School under the direction  
of Druminar

This concert is presented by Harter Secrest & Emery LLP with support from the Buffalo Public Schools and the Better Buffalo Fund.  
Support for the live broadcast of this concert provided by Time Warner Cable and Western New York BOCES.





## Lesson 1 - Your Musical Heritage

### Objective

Students will explore their own musical heritage and discover the qualities that make music both universal and unique to each region.

### Suggested Materials

Research materials (computers with internet, books, magazines, etc.), poster boards, markers and any other art supplies

### Learning Standards

#### New York State Arts Standards

3 – Responding to and Analyzing Works of Art

4 – Understanding the Cultural Dimensions and Contributions of Art

#### Common Core Learning Standards for ELA & Literacy

Reading, CCR 1, 4, and 7

Writing, CCR, 7 and 8

Speaking & Listening, CCR 1, 2 and 5

Language, CCR 1 and 2

### Procedure

1) Ask students to choose a country that is associated with a family member. Then, have them do some research (internet, library, interviews, etc.) on that country to discover the following information:

- 1 - What kinds of music originated in this country?
- 2 - What instruments are/were used there?
- 3 - Are there any famous musicians from this country?
- 4 - How has music in this country changed over time?
- 5 - What is unique about the music from this country?
- 6 - Can you find a recording of this music? What does it sound like?

2) To display the information they have discovered in their research, ask students to create a poster advertising a concert (real or fictional) that features music from this country. Ask them to include as many details as possible to attract potential audience members who may not be familiar with this music. This can also be done as a group project if there are several students researching the same country.

3) Display posters in the classroom or school hallways to share with classmates



## Lesson 2 – Our Culturally Diverse Neighbors

### Objective

Students will uncover and appreciate the value of refugees and immigrants as new citizens to our region; to expand understanding of why refugees have fled their home countries; to enhance tolerance, acceptance and celebration of cultural diversity as a force for positive change in their

adopted communities — showing how refugees and immigrants can contribute to making their new countries a better place for all to live.

### Suggested Materials

Access to the internet for optional research from International Institute of Buffalo, white board or large paper to write discussion questions as well as student’s answers for all to see

### Learning Standards

#### Common Core Learning Standards for ELA & Literacy

Reading, CCR 7

Writing, CCR, 7 and 8

Speaking & Listening, CCR 1 and 5

Language, CCR 1

#### New York State Social Studies Standards

2 – World History

5 – Civics, Citizenship, and Government

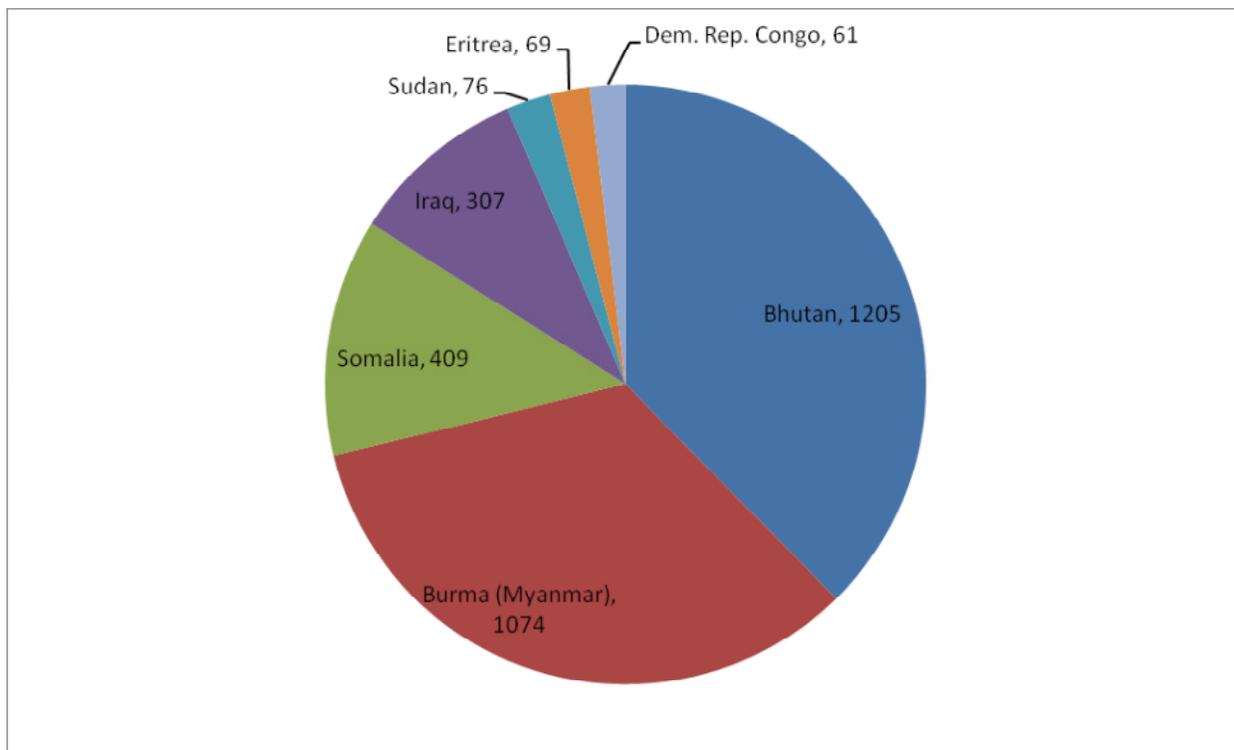
### Procedure

Hundreds of refugees arrive in Western New York each year from countries all over the world. Many of those refugees settle in Buffalo and a large percentage of them live on the West Side in the neighborhoods surrounding Kleinhans Music Hall. Over half of the refugees arriving each year are from Asia, specifically from Burma and Bhutan. The next largest ethnic group arriving is from Africa and the third largest is from Iraq in the Middle East. Lead a dialogue with students using these questions to start the conversation:

- 1) What does it mean to be a refugee? How is that different from being an immigrant?
- 2) Why do refugees and immigrants leave their own countries?
- 3) Why do you think they are coming to Western New York?
- 4) What challenges do you imagine refugees and immigrants might encounter when they leave their own country and arrive in Western New York?
- 5) What are some of the benefits that refugees and immigrants offer to their new communities? Ask students to identify a restaurant, or piece of clothing, or type of music that they enjoy that came from another country.

For more information, please visit the International Institute of Buffalo’s website: <http://www.iibuff.org/>

Refugee Arrivals in New York State in 2012 (Erie County receives the highest number of refugees in the state) listed by country of origin.



Data from NYS Bureau of Refugee and Immigrant Assistance

At the concert on March 12<sup>th</sup>, students will hear music sung by a choir from the Burmese community in Buffalo, a piece written by a composer in Iraq, an African dance and drum company performing with the orchestra and other diverse musical traditions. This concert is dedicated to our uniquely diverse West Side neighborhood and the people who live in it.



## Lesson 3 - Sphinx Organization: Celebrating Black and Latino Classical musicians

### Objective

Students will understand the mission and vision of the Sphinx Organization and learn about the Sphinx soloist for the *Dance, Drum and Fiddle* concert.

### Suggested Materials

Computer(s) for visiting website, pencil and paper, bio of Ade Williams (provided)

### Learning Standards

#### New York State Arts Standards

4 – Understanding the Cultural Dimensions and Contributions of Art

#### Common Core Learning Standards for ELA & Literacy

Reading, CCR 1, 4, and 7

Writing, CCR, 2, 4, 7 and 8

Speaking & Listening, CCR 1 and 2

Language, CCR 1 and 2

### Procedure

- 1) Let students know that they will be hearing the 2012 Sphinx Competition winner Ade Williams perform at the *Dance, Drum and Fiddle* concert on March 12. Share her bio with students.
- 2) Direct students to the website for The Sphinx Organization: [www.sphinxmusic.org](http://www.sphinxmusic.org) Ask students to find out the answers to the following questions and write them down:
  - 1 - What is the mission of the Sphinx Organization?
  - 2 - How many years has the Sphinx Organization been in existence?
  - 3 - Under the tab “Sphinx Artists” find Ade Williams. What instrument does Ade play and where is she from?
  - 4 - Who is eligible to enter the Sphinx Competition?
  - 5 - Who is the founder of Sphinx? Why did this person decide to create this organization?
- 4) If your school computers allow playing videos, students can watch the Overview Video under the “About Sphinx” Video tab. There is also a video of Ade’s winning performance.
- 5) Use the following discussion/writing prompts to encourage a dialogue about Sphinx:
  - 1 - Sphinx works to promote and maintain positive opportunities for young Black and Latino strings players. Why is this important?
  - 2 - What causes or issues do you see in your own life or in your community that you would like to promote or that you would like to improve? Why?



## Adé Williams, violin

### **Sphinx Virtuosi**

### **Sphinx Competition Winner**

2012 Junior Division first place Laureate - age 14

2011 Junior Division semi-finalist - age 13

Adé Williams, 15, is the first William Warfield scholarship recipient and a member of the Music Institute of Chicago's (MIC) Academy program where she studies violin with MIC artist faculty Almita and Roland Vamos. Adé is the first place laureate of the Junior Division of the 2012 Sphinx Competition. She is also a first place winner of the 2011 DePaul

Concerto Festival for Young Performers, first place and best interpretation winner of Korean music in the 2010 Senior and 2009 Junior Divisions of the Sejong Cultural Society's Music Competition, and winner in various other competitions.

Named Artist-in-Residence with the Waukegan Symphony Orchestra in 2012, Adé also had a year of exciting opportunities in 2011, including a 14-city tour with the Sphinx Virtuosi and international soloing in Switzerland and Bermuda. Adé's 2004 orchestral debut at the age of six was with the Chicago Sinfonietta as that orchestra's youngest ever soloist. Since that time she has soloed with a number of orchestras around the country. Her 2006 radio debut was on WFMT's "Young Artist Showcase."

In 2004, Adé founded SugarStrings ([www.SugarStrings.com](http://www.SugarStrings.com)) with her cousins Mira and Ayanna. In 2011, the string trio was featured on WFMT's "Introductions," CNN/*Essence Magazine* "What Matters," ABC7's "Windy City Live," and in a cover story in *N'Digo Magazine*. Other features include NBC Nightly News with Brian Williams (2010), NBC5 Local News (2010), ABC7's "Someone You Should Know" (2009), the Milwaukee Journal Sentinel (2009), Ebony Magazine (2007), and the Chicago Tribune (2006). SugarStrings has had the outstanding privilege of playing for Chicago Symphony Orchestra and Milwaukee Symphony Orchestra events, debuting at Ravinia, and performing at numerous civic and charitable events for the City of Chicago and other worthy causes around the country.

Adé performs on a violin by Jan van Rooyen, 2008, after the "Comte de Villares" Stradivarius, 1720, on generous loan from the Rachel Elizabeth Barton Foundation. She is honored to be a Bauder Fellow, a Links Fellow, and recipient of generous support from Alexandra Nichols. She is a charter member of the Junior Division of the Chicago Music Association.

Adé enjoys family time (especially with her little brother, cellist Jonathan), ballet, acting, soccer, and movie classics.

