



NATIONAL ARTS CENTRE  
CENTRE NATIONAL DES ARTS  
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# REGGAE ROOTS

module 1. **Bashment to Bacchanale**



**NAC+O**  
National Arts Centre  
Orchestra

[nac-cna.ca/en/reggae-roots](http://nac-cna.ca/en/reggae-roots)



## A NOTE FOR EDUCATORS

Module 1, *Bashment to Bacchanale* (BAH-kuh-NAL) walks us through music by some of the earliest non-Indigenous people to live in the Western world. Brought over through slavery, many tribes from the African continent carried with them hope, strength, and wonderful musical traditions that have influenced a lot of popular music today. This module also introduces students to popular genres of the Caribbean and explores how elements of African culture continue to resonate within these musical styles. Your students will better understand the *hybridization* of African music, Afro-Caribbean music, and Western orchestral music.

Explain that each module contains three components that will be used interchangeably to present key concepts: *music, audio-visual media, and participatory activities*. At the end of Module 1, students will be able to:

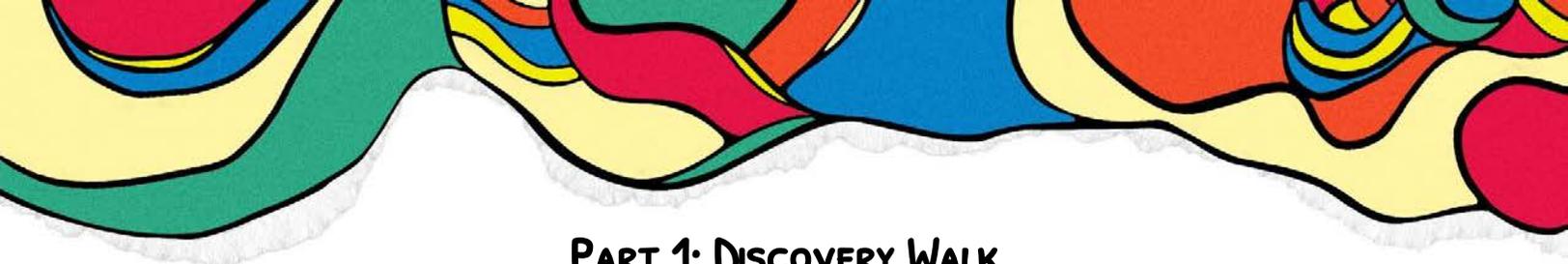
1. **Talk about their family roots and the role music plays in their family life using a “Music Map”**
2. **Define the terms diaspora, bashment, and bacchanale**

A downloadable slide presentation of Module 1 is available on the NAC Reggae Roots webpage. It is recommended that these materials be adapted to your teaching environment.

The various project-based activities included in Module 1 are structured around the following 21st-century competencies: *critical thinking, communication, collaboration, creativity, and innovation*.

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## PART 1: DISCOVERY WALK

### Note to Instructor

Activity Time length: 35 Minutes

Intended for Grades 4-8

**Preparation:** Post each question below on a piece of chart paper or whiteboard. Hang or place questions in different places throughout the classroom. Splitting students into groups of three to five, have them visit each question in stations. Choosing one recorder for the group, students will respond to each question.

- a. What words or images come to mind when you think of the word “roots?”
- b. What places, communities, or countries from around the world are members of your family from?
- c. If you had to guess, what do you think the word **bacchanale** (BAH-kuh-NAL) means?
- d. If you had to guess, what do you think the word **diaspora** (die-AS-pur-rah) means?

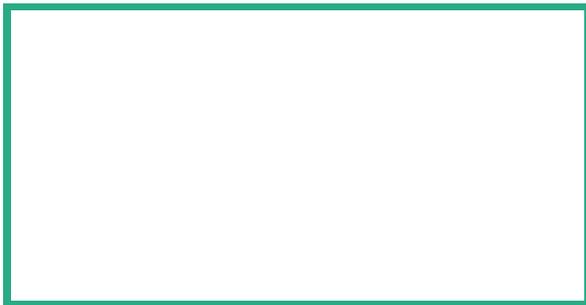
To get started, we are going to embark on a discovery walk in small groups of three to five. This activity should be completed *thoughtfully* and *without rushing*.

**1. Search for the four discussion questions posted throughout your classroom.**

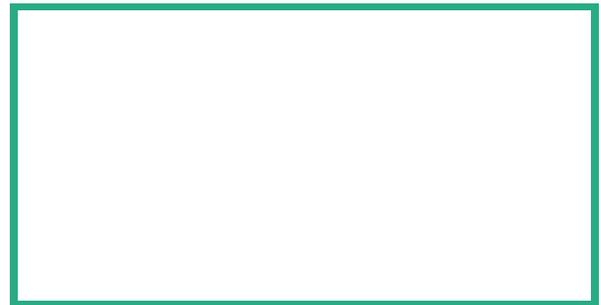
As you arrive at each of the following questions, take time to discuss your responses. Make sure that everyone in your group has a chance to share their thoughts.

**2. Sketch the roots of a tree in the space below!**

What lies beneath the ground?



**3. Use words to describe how tree roots might represent your family heritage?**



Next, you'll meet Caribbean-Canadian conductor Daniel Bartholomew-Poyser. Daniel will guide you through the orchestra's programme. He will also introduce you to Jamaican music culture!



## PART 2: DANIEL BARTHOLOMEW-POYSER

### Note to Instructor

Activity Time length: 10 Minutes

Intended for Grades 4-8

Preparation: Cue “Intro to Hlonolofatsa Bacchanale” from the video series.

Meet **Daniel Bartholomew-Poyser**! Daniel is a Canadian orchestral conductor with Trinidadian and Jamaican heritage. He conducts orchestras across North America and creates concert experiences that bring orchestral music to audiences in new and often surprising ways.

**Hlonolofatsa Bacchanale** is a piece composed by Daniel and is based on an African folk song with roots in the Sotho tribe of South Africa. In the Sesotho language, the word “Hlonolofatsa” translates to “blessing” in English. Daniel’s composition combines the African song Hlonolofatsa, with **Calypso**, the music of Trinidad and Tobago—uniting them by way of the writing techniques of Western Europe. As you listen, notice how the melody is passed around to every instrument of the orchestra!

→ Listen First: Hlonolofatsa Bacchanale by Daniel Bartholomew-Poyser ←

Daniel’s journey tells the story of the Caribbean diaspora. The term **diaspora** comes from the Greek word for “scattering seeds.” Today, diaspora refers to people who live in a different place than where their ancestors had lived.

When people move from one part of the world to another, they often bring recipes, music and art, clothing styles, and much more. These items make up culture! Being part of a diaspora means sharing parts of culture with others who have common roots.

*Answer the following questions on your own. Next, pair up with a classmate and talk over your answers!*

1. **Do you consider yourself part of a diaspora?**

If so, write down the places, communities, or countries that make up your diaspora!



2. **Do you know others living in a diaspora? Where did their families come from?**

You can learn about others living in a diaspora through discussion with friends and classmates.

3. **How would you feel if you had to move away to another country?**

What would you be leaving behind?

4. **What items or traditions would you take with you?**

Draw and label your chosen items or traditions using the space below. What represents you?

<b>Item 1:</b>	<b>Item 2:</b>
<b>Item 3:</b>	<b>Item 4:</b>





## PART 3: MUSICAL MAP

### Note to Instructor

*Activity Time length: 35 Minutes*

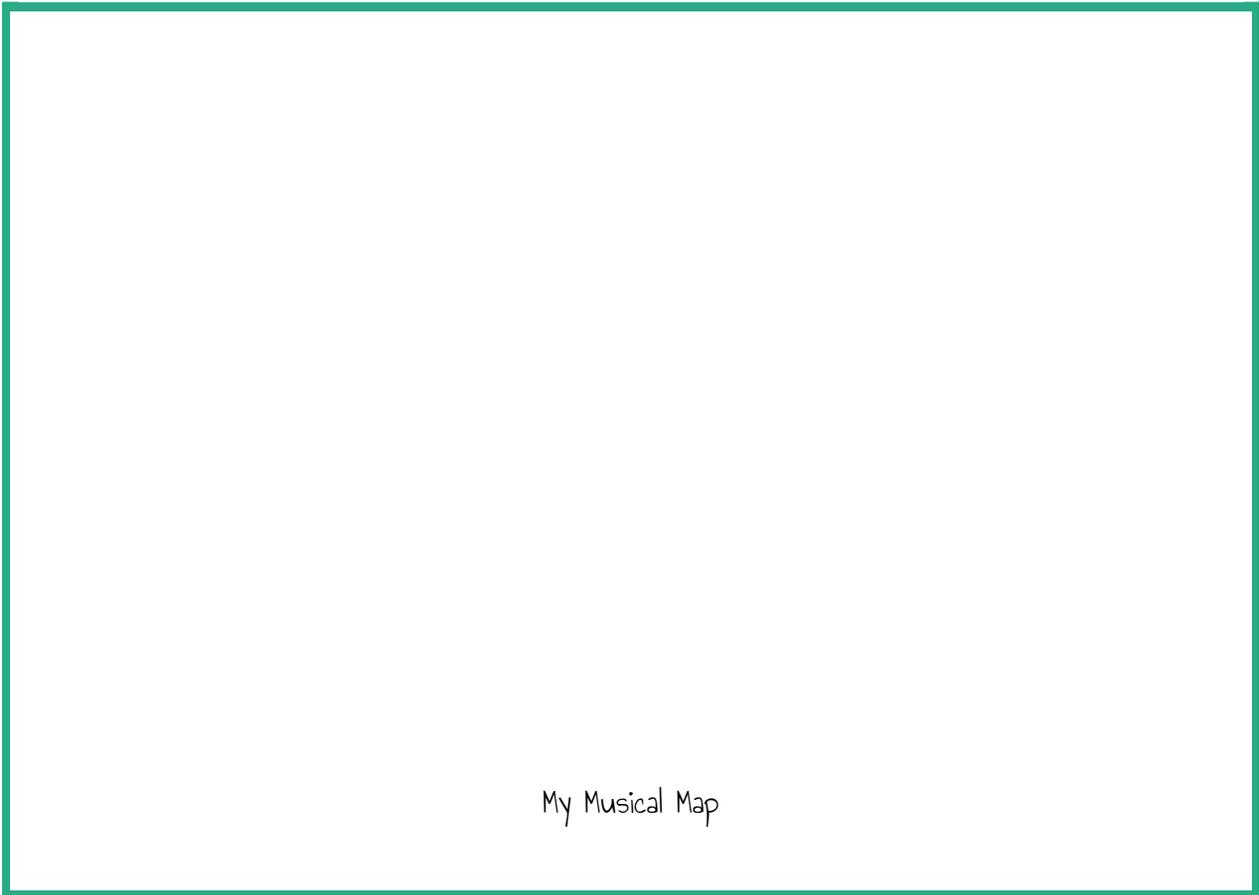
*Intended for Grades 4-8*

Preparation: N/A

**Daniel's story takes him from Trinidad to Jamaica to Canada.**

Think about your family, your friends, and your community. Consider the music and sound you hear every day and the musical instruments you (or those around you) like to play.

1. **Fill the space below with the instruments, music, and sounds that you share with those around you!** You can use words, illustrations, or a combination of both. Be creative!



My Musical Map



2. **Share the following information about your Musical Map with the class!**

Your teacher may pose these questions as a class discussion.

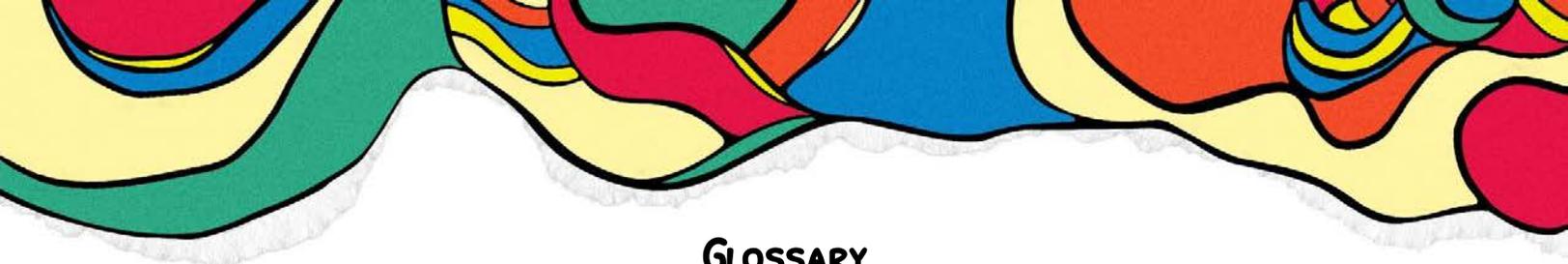
- What have you chosen to include in your Musical Map?
- What could an observer learn about you from looking at your Musical Map?
- How does your Musical Map differ from those around you? Why?
- What other sounds, instruments, or music would you like to listen to or learn how to play?

3. **In the video we watched, Daniel describes the opening melody as a song of “joy” or “blessing.”**

How many different instruments do you hear play this tune?

4. **Daniel developed Hlonolofatsa for his composition. What are the different ways he said composers can develop a melody for the orchestra?**





## GLOSSARY

- **Bacchanale:** A carnival. A large party or celebration. (The Caribbean Dictionary)
- **Bashment:** A uniquely Jamaican word that is heavily linked to dancehall music, and it speaks to the styles, dances and other behaviours that are characteristic of this space.
- **Calypso:** A style of music originating in Trinidad and Tobago. Calypso is often marked by lively duple meter with lyrics that can be improvised. Lyrics often depict local personalities and events in humorous ways. (Merriam Webster)
- **Daniel Bartholomew-Poyser:** A Canadian orchestral conductor with Trinidadian and Jamaican heritage. He conducts orchestras across North America and creates concert experiences that bring orchestral music to audiences in new and often surprising ways.
- **Diaspora:** The movement, migration, or scattering of a people away from an established or ancestral homeland. (Merriam Webster)
- **Hlonolofatsa Bacchanale:** An African blessing song written by Daniel Bartholomew-Poyser. (Playbill, 2022)
- **Hybrid musical genres:** Refers to a combination (or “fusion”) of two or more stylistic, themed musical categories or “genres.” (Carrier, InfoBloom, 2022)