

teacher resource guide

**schooltime
performance
series**



**etienne charles
& creole soul**

**arts
education
njpac**

about the performance

Caribbean and New Orleans rhythms are brought to life by the brilliant trumpet player, composer, and bandleader Etienne Charles and his band, Creole Soul. In this compelling concert experience, you'll groove to jazz, calypso, reggae and soul music.

Etienne Charles is a Trinidadian native who has made a name for himself as a virtuoso on the trumpet. His artistic projects often dive into Afro-diasporic cultures, folklore and histories. Etienne advocates for access to the arts and believes live music uplifts people of all backgrounds. Putting his philosophy into practice, Etienne brings his music to schoolchildren and other groups who are unable to attend his performances in his homeland of Trinidad and Tobago.

The Jazz Times described Etienne Charles as "a daring improviser who delivers with heart-wrenching lyricism." He has received numerous awards, including the prestigious Guggenheim Fellowship. A graduate of the Julliard School master program, Etienne is currently a professor of Jazz Studies at Michigan State University.

Etienne Charles at Riddim Brass and Mas. Photo credit: etiennecharles.com

njpac on the mic podcast

with Etienne Charles



Etienne Charles at Riddim Brass and Mas.
Photo credit: etiennecharles.com



Scan the QR code to
access the NJPAC on
the Mic Podcast &
show notes

How to listen to this episode of NJPAC On the Mic
Scan the QR code or visit: njpac.org/arts-education/teacher-resources
to access the podcast and the following show notes:

Part 1: About | *Pre-show audio, 6 minutes*

Includes: An introduction to the performance, artists & venue, welcome message

Sound editing, sound design, and voiceover by Michael Aquino

Welcome message voiced by Etienne Charles

Part 2: Connect | *Post-show audio, 10 minutes*

Includes: Reflection questions, a look at Carnival in Trinidad and Tobago

Sound editing and sound design by Michael Aquino

Opening question voiced by Etienne Charles

Part 3: Spotlight | *Post-show audio, 16 minutes*

Includes: An interview with Etienne Charles, discussion starters

Sound editing and sound design by Michael Aquino

Interview guest: Etienne Charles

Additional Episode Credits

Series producers: Michael Aquino and Dania Ramos

Written and hosted by Dania Ramos

Additional writing by
the team behind Etienne Charles and Creole Soul

Theme and outro music:
NJPAC *TD Jazz for Teens* program

Additional music Epidemic Sound

About NJPAC On the Mic

NJPAC On the Mic allows students to engage their listening skills and deepen their understanding of creative content. This installment features three exclusive, curriculum standard-aligned episodes that supplement Etienne Charles and Creole Soul, presented as part of NJPAC's 2023-2024 *SchoolTime* Performances series.

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

Prepare for the performance

Listen to part one of the *NJPAC On the Mic Podcast: About*.
Introduce Etienne Charles with the video *Carnival: The Sound of a People*. Before viewing, share and review the discussion questions in the Student section with students. After viewing, lead a class discussion. Create an acronym or mnemonic device to remember the elements of Carnival, as stated by Etienne in the video clip.

Watch the video clip *Carnival: The Sound of a People*, featuring composer and trumpeter Etienne Charles.
Participate in a class discussion using the following questions:
1. What sounds inspired Etienne's work for *Carnival: The Sound of a People*?
2. What images stood out to you while watching the video? What words would you use to describe the images?
3. At the end of the video, Etienne states, "This is us as one people. This is our way of _____ freedom, _____ life, _____ death, _____ family, _____ our history, _____ our culture, _____ our food, _____ our music is all in one word, and that's Carnival." What word fills all of the blank spaces? Can you think of a clever way to remember all of these elements?

English Language Arts
NJLSA.SL2.
Visual and Performing Arts
Anchor Standard 9, 11
Career Readiness,
Life Literacies, and Key Skills
9.4.8.GCA.1

E

Experience the performance

Instruct students to reflect on the video they just watched. Review the acronym/mnemonic device created by the class to remind students of what to look and listen for during the performance. Remind students to consider the questions below while watching the performance.

Consider the following while watching the performance:

- What elements of Carnival depicted in the video appear on stage?
- How does Etienne Charles exemplify the spirit of celebration?
- How are aspects of different cultures fused with music?

Social Studies
6.2.12.HistoryCC.1.g
6.2.12.HistoryUP.2.a
Visual and Performing Arts
Anchor Standard 7, 9
Career Readiness,
Life Literacies, and Key Skills
9.4.8.GCA.1
SEL: Social Awareness
Sub-competency 9

R

Reflect, respond and read

Listen to *NJPAC on the Mic Podcast: Connect*.
Reflect: Share the following quote from Etienne Charles' video *Etienne Charles: the Making of Creole Soul*: "In the world we live in today, it's impossible not to be a Creole. It's impossible not to have a blend of ideas, a blend of traditions, a blend of sounds that inspire or shape or determine who we are. There's a little bit of a Creole in all of us. We all have a mix of feelings, and there's a mix of sounds, a mix of ideas and influences. And what makes the world an amazing place is that we can all be together." Ask students what Etienne is describing in this quote.
Respond: Encourage students to share what elements of the performance mirrored the spirit of different cultures. Allow this to be an open-ended discussion with general reactions. Invite students to offer a definition of the word culture. Create a class definition and a list of elements that comprise a person's culture.
Read: Have students read the *Retrospect Journal* article, *The Origins and Evolution of Carnival in Trinidad and Tobago*. Students will then complete **Activity Sheet 1: Comparing Cultural Celebrations**.

Reflect: Etienne is proud of his Creole background. Listen to the quote your teacher shares. When he mentions ideas, traditions, sounds, feelings and influences, what larger concept do you think he is referring to?
Respond: How did Etienne Charles fuse elements of different cultures with music? What is your definition of the word culture? What elements comprise a person's culture?
Read: Read the article *The Origins and Evolution of Carnival in Trinidad and Tobago*. Consider cultural aspects of Carnival included in the article. Think about the cultural aspects of a holiday you celebrate. Complete **Activity Sheet 1: Comparing Cultural Celebrations**.

English Language Arts
NJLSA.SL1.
Social Studies
6.2.12.HistoryCC.5.d
6.2.12.HistoryUP.2.a
Career Readiness,
Life Literacies, and Key Skills
9.4.8.GCA.1
9.4.8.IML.7
SEL: Self-Awareness
Sub-competency 3

F

Focus

Show the class this **short video clip**, which shares the origins and purpose of Carnival.
While Etienne's album *Carnival: The Sound of a People* focuses on the Carnival celebrations in Trinidad and Tobago, it is important to recognize that Carnival takes place in other parts of the world as well. Use the links below to introduce the celebrations in Brazil (Carnaval) and New Orleans (Mardi Gras). Provide students time to research the cultures of both celebrations.
Brazil (Carnival): 10 Fascinating Facts about Brazilian Carnival, What is Carnival Without You?, Brazil's Carnival is back in full form after pandemic
New Orleans (Mardi Gras): The story of Mardi Gras in New Orleans?, Celebrating Mardi Gras in New Orleans, Authentic Mardi Gras Experience
Foster a class discussion about students' findings while researching the cultures of Carnaval and Mardi Gras. Ask them which of the three Carnival celebrations studied thus far (Trinidad and Tobago, Brazil, New Orleans) they would most like to attend.

Etienne shares his Carnival experiences as a Creole person, but did you know that Carnival is a worldwide celebration? Check out the origins and purpose of Carnival, as well as some of the other places it's celebrated in the video clip. Spend time researching the celebrations in Brazil (Carnaval) and New Orleans (Mardi Gras), as well as the cultural aspects of both. If you could attend one of the three Carnival celebrations (Trinidad and Tobago, Brazil or New Orleans), which would you choose?

English Language Arts
NJLSA.SL1.
Social Studies
6.2.12.HistoryCC.5.d
6.2.12.HistoryUP.2.a
Career Readiness,
Life Literacies, and Key Skills
9.4.8.GCA.1
9.4.8.IML.7
SEL: Social Awareness
Sub-competency 9

O

Originate

Listen to *NJPAC On the Mic: Spotlight*.
Introduce the Carnival podcast interview activity as a fictionalized account of a student's experience at Carnival in one of the three locations (students choose!). Instruct students to complete **Activity Sheet 2** while also doing additional research on their chosen celebration. They will also need to include music from their celebration, so have them research that as well.
Note: If you plan to share the episodes publicly, music should be under a royalty-free license or in the public domain.

Have you ever wondered what it would be like to experience a Carnival celebration? Create a fictional account of a trip to one of the three studied Carnival celebrations by writing and recording a short interview podcast episode. Complete **Activity Sheet 2**. Also, find music from your celebration to be a part of your episode.

English Language Arts
NJLSA.SL1.
Visual and Performing Arts
Anchor Standard 1, 10, 11
Career Readiness,
Life Literacies, and Key Skills
9.4.8.GCA.1
9.4.8.IML.7

R

Rehearse

Pair students up and ask students to designate who will ask the interview questions and who will provide the answers. Have students write a script for their episode and conduct a practice interview. When students feel confident, they should record using a free digital recording tool like BandLab, Soundation or another resource. Have them listen back to the recording, make initial changes to the script, and re-record until they are satisfied.

With a partner, decide who will be the interviewer and the guest. Write a script for your episode and try a practice interview to see what works. Once you feel confident, record your episode using a digital recording tool. Listen back — what changes would make your podcast believable, exciting and fluid? Make any necessary changes to the script and re-record until you are proud of the final product.

English Language Arts
NJLSA.SL1.
Visual and Performing Arts
Anchor Standard 2, 3, 6, 11
Career Readiness,
Life Literacies, and Key Skills
9.4.8.GCA.1
9.4.8.IML.12
SEL: Relationship Skills
Sub-competency 16

M

Make magic

Share the podcast interviews with the class. This can be done by compiling on a tool such as SoundCloud, uploading to a shared Google Drive folder or a gallery walk with QR codes linked to each podcast episode. Because these are digital products, they can be easily shared with the school community, administrators and/or parents. Remind students they have created a product that merges culture and music just as Etienne Charles does!
Reminder: If you plan to share the episodes publicly, music should be under a royalty-free license or in the public domain.

Listen to your classmates' podcast episodes and consider what similarities and differences you notice in the content and the music. You and your classmates have followed the same path as Etienne Charles by blending cultural celebrations with music. Well done!

Visual and Performing Arts
Anchor Standard 7, 8, 9
Career Readiness,
Life Literacies, and Key Skills
9.4.8.GCA.1
9.4.8.IML.12
SEL: Relationship Skills
Sub-competency 16

curriculum standards

NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 8: Interpreting intent and meaning.
- 9: Applying criteria to evaluate products.
- 10: Synthesizing and relating knowledge and personal experiences to create products.
- 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

common core state standards

Career Readiness, Life Literacies, and Key Skills

9.4.8.GCA.1

Model how to navigate cultural differences with sensitivity and respect.

9.4.8.IML.7

Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

9.4.8.IML.12

Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

English Language Arts

NJSLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SEL: Relationship Skills

Sub-competency 16

Utilize positive communication and social skills to interact effectively with others.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS

corestandards.org/ELA-Literacy

NATIONAL SOCIAL STUDIES STANDARDS

socialstudies.org/standards

NATIONAL CORE ARTS ANCHOR STANDARDS

nationalartsstandards.org

SEL: Self-Awareness

Sub-competency 3

Recognize one's personal traits, strengths, and limitations.

SEL: Social Awareness

Sub-competency 9

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Social Studies

6.2.12.HistoryCC.5.d

Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.HistoryCC.1.g

Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12.HistoryUP.2.a

Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.





Etienne Charles performing at Riddim Brass and Mas. Photo credit: etiennecharles.com

vocabulary

Ash Wednesday

The first day of Lent in the Western Christian Church, marked by services of repentance.

Calinda

The national martial art of Trinidad and Tobago that is commonly performed during Carnival.

Calypso

A kind of West Indian (originally Trinidadian) music in syncopated West African rhythm, typically with words improvised on a topical theme.

Canboulay

A festival that preceded Carnival in Trinidad and Tobago and gave birth to calypso music.

Creole

A person of mixed European and Black descent, especially in the Caribbean.

Culture

The customs, arts, social institutions and achievements of a particular nation, people or other social group.

Improvisation

A performance, especially a piece of music, drama, etc., created without preparation.

Lent

The period preceding Easter in the Christian Church that is devoted to fasting, abstinence and penitence in commemoration of Christ's fasting in the wilderness. In the Western Church, it runs from Ash Wednesday to Holy Saturday and includes 40 weekdays.

Mas

Short for masquerade, a big parade that occurs as part of Carnival where the participants dress up in costumes, masks and other disguises, and dance or perform in the parade.

Soca

Calypso music with elements of soul, originally from Trinidad.

resources

Websites

NJPAC's Arts Education programs
njpac.org/arts-education

About NJPAC
njpac.org/about

NJPAC | Arts Education resources
njpac.org/arts-education/teacher-resources

NJPAC resources | *Etienne Charles & Creole Soul*
njpac.org/education-program/etienne-charles-creole-soul-resources/

Etienne Charles: Official Site
etiennecharles.com/rbm2024

Kennedy Center | Etienne Charles
kennedy-center.org/artists/c/ca-cn/etienne-charles

NPR | Etienne Charles
npr.org/artists/121784833/etienne-charles

Vimeo | Etienne Charles
vimeo.com/etiennecharles

YouTube | Etienne Charles
youtube.com/@etchala

Retrospect Journal | *The Origins and Evolution of Carnival in Trinidad and Tobago*
retrospectjournal.com/2018/11/11/the-origins-and-evolution-of-carnival-in-trinidad-and-tobago-2

RioCarnaval.org | *What Is Carnival Without You?*
riocarnaval.org/rio-carnival/what-is

PBS NewsHour | *Brazil's Carnival is back in full form after pandemic*
pbs.org/newshour/world/brazils-carnival-is-back-in-full-form-after-pandemic

Authentic Mardi Gras Experience
neworleans.com/events/holidays-seasonal/mardi-gras

Podchaser | *Afropop Worldwide - Etienne Charles: The Freedom of Carnival*
podchaser.com/podcasts/afropop-worldwide-209803/episodes/etienne-charles-the-freedom-of-180017630

Cult of Pedagogy | *Why You Should Bring Podcasts Into Your Classroom*
cultofpedagogy.com/podcasts-in-the-classroom

Edutopia | *How to Promote Student Voice With Podcasting*
edutopia.org/article/way-promote-student-voice-literally

The Edge Magazine | *Trinidad Carnival: Kambule*
the-edge-mag.com/2023/04/05/trinidad-carnival-kambule

Smithsonian Magazine | *Trinidad and Tobago - Music and Performing Arts*
smithsonianmag.com/travel/trinidad-and-tobago-music-and-performing-arts-18393257

NPR Music | *Soca: The Music of Trinidad's Carnival*
npr.org/sections/therecord/2011/03/14/134264326/soca-the-music-of-trinidads-carnival

Traditional Mas Archive
traditionalmas.com | [#carnival-characters](https://twitter.com/traditionalmas)

Videos

Etienne Charles: Creole Soul - Library of Congress concert
youtu.be/eZP5FMXVOXw?si=hZ-1B_17WMzW6pps

Etienne Charle - *Carnival: the Sound of a People* (Research)
vimeo.com/200010695

10 Fascinating Facts about Brazilian Carnival
youtu.be/vrsb1EZsVbA?si=K1wcrJZootjanzvG

What is carnival: origins of the world's biggest party
youtu.be/ltXfR_TlIEE?si=kKqgptrqPn-A9Qk4

The Story of Mardi Gras in New Orleans?
youtu.be/zUR9ldQuUQ?si=A1NNT7v52dx10Rj

Celebrating Mardi Gras in New Orleans
youtu.be/EklZwXbSh-Y?si=dX8a3fvJm3eb_m9P

Etienne Charles - *The Making of Creole Soul*
youtu.be/83gUTq_qTc?si=AJaEY18oNrcg91Ud

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NJPAC Arts Education performances team:

Rosa Hyde, Treasure Borde, and Kendall Lipham. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. CM Studios producers: Michael Aquino and Dania Ramos. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

the arts in your school

In-School Residencies: NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Or visit njpac.org/education

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+ deceased

study the arts at njpac

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.