



Longwood Center for the Visual Arts  
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**Professional Development Teacher Workshop**  
*Power and Beauty: New in the African Art Collection*  
October 5<sup>th</sup>, 2012

**Lesson: *Shake Your Shekere***  
**Grade Level: Pre-K – K**

Goals	Virginia Standards of Learning
The students will use motor skills to attach stickers to their “Shekere”, add noise materials by using a funnel, put beads on string to be attached to their “Shekere”, and use markers to draw on their “Shekere”.	<b>K.10</b> The student will use motor skills to create two-dimensional and three-dimensional works of art.
The students will learn that the Shekere’s are made in Africa and that it is a form of art.	<b>K.13</b> The student will discuss the concept that people in all cultures create works of art.
Each student will be asked to give one compliment to another students finished Shekere.	<b>K.17</b> The student will select a preferred work of art from among others and explain why it was chosen.

**Supplies and Materials:**

- Gallon or half gallon milk jugs (rinsed out with the lid)
- Markers (for if you want to draw the string patterns on the plastic jugs – permanent markers work the best)
- Stickers (such as paper reinforcements or the little round stickers used to price items at yard sales).
- Colorful yarn or string for handles and for adding beads
- Beads
- Fun objects to put inside the Shekere (rice, beans, bird seed, dry macaroni etc.)
- Electrical tape (for sealing the instrument and keeping the content inside)
- Smocks (because the markers are permanent)
- Dry gourds (optional to use as examples – can be purchased at craft stores)

### TEACHER AND STUDENT PROCEDURE

TIME	TEACHER PROCEDURE	STUDENT PROCEDURE
<b>MIN</b> <b>Before class</b>	The teacher may want to procure examples of gourds to show the students.	
<b>5 Minutes</b>	Show students what a Shekere is and how it is used. You can show pictures, books or videos. (see below)	The students will see examples of gourds and examples of gourds as Shekeres.
<b>5 Minutes</b>	Show an example of a finished “Shekere” and demonstrate how to attach stickers, draw on the “Shekere”, and how to add the sound objects to the jug.	Students will watch to see how to add things to their “Shekere”, draw on their “Shekere”, and how to add the noise making objects to their “Shekere”.
<b>15 Minutes</b>	The teacher will let everyone work on their own “Shekere”.	Students will work on putting stickers and drawing the lines on their “Shekere”.
	As the students are working, the teacher will call students to another table to add the noise making part to their “Shekere” one-by-one.	The students will come to the teacher one by one to put the noise making objects into their “Shekere”.
	The teacher will let the students help fill their “Shekere” with once choice of material (rice, beans, dried macaroni etc.) by using a funnel.	Students will choose one type of object to put into their “Shekere”. They will use the funnel.
	The teacher will then tape the cap securely	They will return to their seat to finish their “Shekere”.
<b>15 Minutes</b>	After all Shekeres have been filled and securely taped, the teacher will go around and see if any students need help tying the yarn with beads onto the handle of their “Shekere”.	Students, if they choose to, should have threaded beads onto yarn that will be tied onto their “Shekere” handle.

#### References:

- Gonzalez, Marta. *Shekere: The Story of a Gourd*. N.p.: Author House, 2007. Print.
- <http://youtu.be/ZmnQcElx7lw>
- <http://youtu.be/JSMPQHolKaM>
- <http://www.dariamusic.com/shekere.php>
- [www.vimeo.com/dariamusic/here-come-our-mothers](http://www.vimeo.com/dariamusic/here-come-our-mothers)
  - You can hear the use of the Shekere in the background