

RHYTHM: THE HEARTBEAT OF LATIN AMERICAN MUSIC

Subjects: Social Studies and Music

Theme: Introduction to Latin American Music and Culture

INTRODUCTION: This lesson introduces students to the geography and music of Latin America. The lesson focuses on the Andean mountain region as this is the source for the melodies, dances, instruments, and rhythms found in the *Misa Criolla*. Students are also introduced to some of the musical instruments found throughout Latin America (although the instruments sometimes have different names in different countries). Teachers can adapt this lesson for any Latin American country being studied as part of the unit.

OBJECTIVES

- To identify at least two cultural and geographical characteristics of the Andes that affected the creation of native musical instruments.
- To perform and identify two rhythmic patterns found within the "Credo" movement of the *Misa Criolla* with 90% accuracy.

STANDARDS

- National Music Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.
- National Music Standard 6: Listening to, analyzing, and describing music.
- National Social Studies Standard 3: Social studies programs should include experiences that provide for the study of people, places, and environments.

MATERIALS

- *Celebrating Sacred Rhythms* CD
- CD Player
- Classroom Map
- Computer with internet access and audio capabilities
- *Bless Me Ultima* novel (optional)
- *Andes: The Dragon's Back* DVD (optional)
- Songs of Latin America book (optional)
- "Andean Instruments" Student Reading pp. 5-7
- "'Credo' Movement" p. 71
- "Andean Musical Instruments Listening Activity" p. 73

APPROXIMATE LENGTH

- 90 minutes



PRIOR KNOWLEDGE

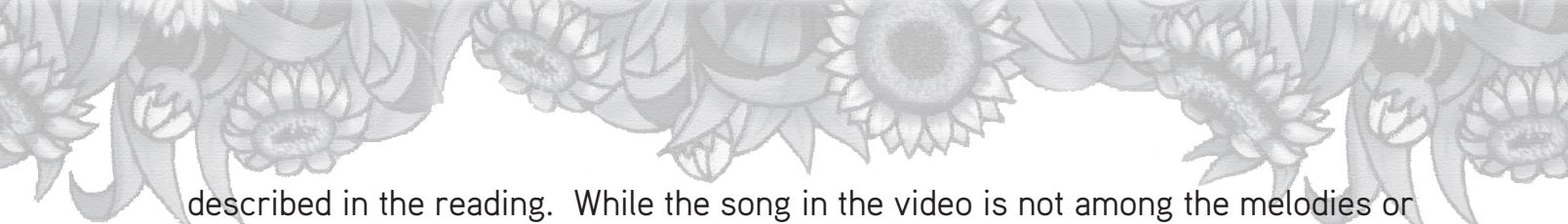
- Students have studied how geography affects the lifestyle, trade, and product creation of people.
- Students have begun a unit of study on Latin America.

FOCUS AND REVIEW

- Review with the students what they have previously learned about Latin America during the unit of study.
- If the class is reading the novel *Bless Me Ultima*, you can discuss the elements of Latin American culture portrayed in the novel.
- Ask the students if they know anything about Latin American music (popular or folk).

PROCEDURES

1. Using a classroom map, make sure the students know where to find the following:
 - Central America
 - South America
 - Argentina
 - Andes Mountains
 - Specific country being studied
2. Provide the students with additional historical and cultural information appropriate to the students' ability. Excellent brief introductions to a series of Latin American countries can be found in *Songs of Latin America* (see Additional Resources p. 103 for more information). These introductions are easy to read for most students.
3. As time permits, teachers should read appropriate story books/assign short stories or poetry to strengthen students' understanding of the culture being studied. Recommended resources are listed in the Additional Resources section p. 103.
4. Introduce the students to the Andean Mountain Range.
 - Note: Many of the musical instruments, rhythms, and musical styles that are the focus of this teacher's guide come from the Andes.
5. Introduce the climate, products, geography, lifestyle, etc. of the Andes to the students.
6. Watch the PBS video *Andes: The Dragon's Back* (optional).
7. Have the students work in small groups to create a list of attributes that define life in the Andes. Teachers should direct this group work based on student abilities.
8. Have the students read the "Andean Instruments" student reading. Be sure that the students look carefully at the photographs.
9. Lead a class discussion about the climate and geography of the Andes as it relates to the materials used in making the instruments described in the "Andean Instruments" student reading.
10. Watch the YouTube video found at <http://www.youtube.com/watch?v=NoaO42Kbaj4> which allows students to see a performance of all the instruments (except the quena)



described in the reading. While the song in the video is not among the melodies or dances used in the *Misa Criolla*, it is a fairly traditional performance of the Andean musical style and will provide the students with a good introduction.

11. Complete the "Andean Music Instruments Listening Activity."
12. Teach the students to clap/play the bombo (tenor drum) rhythm found in the "Credo" movement.
 - This rhythm is found on the "'Credo' Movement" page.
 - Tips and resources for teaching rhythms are found in the Musical Information and Activities section pp. 61-69.
13. Listen to the "Credo" movement (track 14) and ask the students to identify the instruments they hear in the accompaniment of this piece. All of the instruments in the "Instruments of the Andes" reading are featured on the recording.
14. Introduce the students to the chacarera dance style by completing the rhythm and listening activities described on the "'Credo' Movement" page.

CONCLUSION

- Review the information covered about the Andean Mountains, specifically focusing on those elements that have affected the instruments described in the reading. Be sure that students can name at least two ways in which the instruments of the Andes are directly affected by the geography, climate, etc. These can include:
 - Armadillo shell used for the charango.
 - Guanaco skin used for the drum head of the bombo.
 - Bamboo used for both the siku and the quena.
- Practice the two rhythms from the "Credo" movement, again ensuring that each student can perform these rhythms. These rhythms will be used as the warm-up for all of the other lessons.

EVALUATION

- Students performed the two "Credo" movement rhythms with 90% accuracy during the conclusion activity.
- Students identified two of Andean geography that have affected the creation of the four musical instruments studied.

EXTENSIONS

- **Chacarera** - Watch additional YouTube videos of Chacarera and Chacarera Trunca music and dance performances. Teach the students to sing, play, and dance "Chacarera" from *Songs of Latin America* (see Additional Resources p. 103 for more details).
- **Folk Songs and Dance**
 - **Primary Students:** Learn to sing and dance one or more of the folk songs found in



Songs of Latin America (see Additional Resources p. 103 for more information).

- **Secondary Students:** Complete the Smithsonian Folk Global Sound Lesson "Dance Traditions of Argentina" (see Additional Resources p. 103 for more information).
- **Listening and Rhythmic Activities** - Complete the "'Kyrie' Movement" and "'Sanctus' Movement" rhythmic and listening activities pp. 70 and 72.



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Teacher's Notes