

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

ABOUT THE PERFORMANCE

Manguito *Music of Latin America*

Grade levels: 6-12

Take a musical tour of Puerto Rico, Cuba, and the Dominican Republic with **Manguito**, a collaboration of six internationally known Latin American musicians who represent a variety of nationalities and backgrounds. They will introduce students to the music of Latin America including the *rumba*, the *bomba* and the Dominican *merengue* while playing Latin musical instruments. In addition, students will gain an appreciation of Latino culture as a unique fusion of Spanish, African, and Native American elements.

LEARNING GOALS:

1. To get familiarized with Latin American instruments and rhythms.
2. To explore the process of “acculturation” by examining how the music and history of the Caribbean and Latin America reflect the Native Americans, Spanish, and African cultures.

PRE-ACTIVITY SUMMARY: *Life as an Explorer*

Have students study maps of the Caribbean. Discuss the political changes in the region over the past 500 years. Have each student write a brief “ship’s log entry” (daily journal) from the point of view of a foreign explorer. Discuss what foreign explorers might have brought to the Caribbean and how this might have diversified the existing culture.

POST-ACTIVITY SUMMARY: *Cultures of the Caribbean*

Discuss the concept of culture. Have students talk about different aspects of their own cultures. Divide the class into groups. Have each group research a culture that inhabited the Caribbean. Have students present this information to the class using pictures, music, foods, etc.

CURRICULUM LINKS:

Foreign Languages, Multicultural Studies, Music, History and Social Sciences

PRE-ACTIVITY: *LIFE AS AN EXPLORER*

LEARNING GOAL:

To study the exploration of the Caribbean during the 1500s and its influence on the culture that exists there today.

MATERIALS/PREPARATION:

Maps of the Caribbean (if possible, maps that show the political changes of the land), photocopies of maps of the Caribbean

TIME:

45 minutes.

STEP 1:

Show maps of the Caribbean Islands. Divide the class into groups and assign each a region/country. Have them track the political changes in this region from the early 1400s to the 1900s.

STEP 2:

Have each group report on the political changes they researched. What was happening in the early 1500s and how did it affect land ownership?

STEP 3:

Have students imagine that they were on one of the exploratory voyages in the early 1500s. Discuss what they were trying to do and what they might have seen.

STEP 4:

Have each student write a brief "ship's log entry" from the point of view of a Spanish, Portuguese, Italian, French or Dutch person. Have them draw the route of their voyage on a map of the Caribbean. What would they bring to the places they visited?

STEP 5:

Have students share log entries and voyage maps with the rest of the class.

EXTENSIONS:

- 1) **Listen** to Latin American music. Ask students what sounds and instruments they hear.
- 2) **Discuss** the concept of "acculturation," the process by which one culture adopts the traits of another. Ask students to share examples of "cultural mixing" from their own homes, families and communities.



POST-ACTIVITY: CULTURES OF THE CARIBBEAN

LEARNING GOAL:

To use research and writing skills to explore the roots of the Caribbean culture.

TIME:

Two 45 minute classes

TIPS FOR THE TEACHER:

* Culture: the customary beliefs, social forms, and material traits of a racial, religious or social group.

STEP 1:

Discuss the meaning of “culture.” Have students share information about their own heritage and traditions. Ask them to give examples of language, food, celebrations, stories, dance, music, etc.

STEP 2:

Divide the class into groups. Assign each a different group that inhabited the Caribbean during the course of history. (Native American, Spanish, French, English, Dutch, African). Have students research this culture. Ask them to learn when and how the groups came to the Caribbean, where they lived, what they did there, and which elements of their culture became part of Caribbean life.

STEP 3:

Have the students create a presentation about the people they studied using pictures, music, dance, food, etc.

STEP 4:

Discuss the different cultures. Have students imagine what a country / region would be like if culture after culture brought in different customs.

EXTENSIONS:

- 1) **Discuss** “acculturation” the process by which one culture adopts the traits of another. Discuss how this happened in Latin American music. How has it happened in the United States (food, music, language)?
- 2) **Have** students research the Aztec, Mayan, and Incan cultures. Why did they disappear?



Manguito *Music of Latin America*

Grade levels: 6-12

RESOURCES:

Belpre, Pura. Once in Puerto Rico. Warne, 1973.

Jagendorf, Moritz. King of the Mountains: A Treasury of Latin American Stories. Vanguard, 1960.

Warren, Fred. The Music of Africa. Prentice Hall.

VOCABULARY:

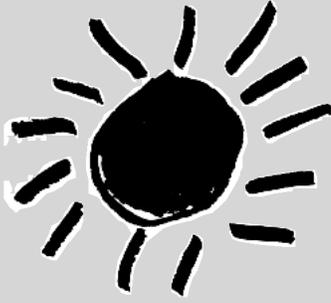
guitar	cuatro	conga drum	tambora
bongo drums	tambourine	Pandereta de Plena	guiro
guira	campana	claves	maracas
rumba	bomba	merengue	acculturation

ABOUT THE PERFORMERS:

Manguito brings together the diverse talents and cultures of five internationally known performing artists whose expertise covers Latin folk music, jazz, and pop. All have toured widely throughout the Americas. Ecuadorean, **Alex Alvear**, bassist and singer, is the leader of **Manguito**. He is a composer and arranger who works in a wide variety of musical styles. Percussionist/keyboardist and singer Gonzalo Grau from Venezuela comes from a prestigious musical family and he also leads his own group La Timba Loca. Percussionist, **Ernesto Diaz** from Columbia and he is a member of the faculty at Berklee College of Music. Percussionist, **Angel Wagner** from the Dominican Republic also leads his own band Grupo Fantasia. Singer/percussionist Manolo Mairena from Costa Rica is one of the most sought-after musicians in the New England Latin music scene.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



Young Audiences of Massachusetts

255 Elm Street, Suite 302, Somerville, MA 02144

(617) 629-YAMA (9262)

www.yamass.org

MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Manguito: Music of Latin America

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>History 4</i>	Society, Diversity, Commonality, and the Individual...learn the complex interplay that has existed from the beginning of our country between American ideals and American practice.
<i>History 8</i>	Places and Regions of the World...identify and explain the location and features of places and systems organized over time.
<i>World Language 10</i>	...obtain new information and knowledge.
<i>World Language 16</i>	...identify cultural and linguistic characteristics.
<i>World Language 19</i>	...examine and analyze cultural contributions of diverse groups.
<i>World Language 20</i>	...use a world language to connect with other disciplines such as Arts, English Language Arts, Health, Mathematics, Science and Technology, Social Studies.
<i>Arts-Music 1</i>	Singing...sing, alone and with others, a varied repertoire of music.
<i>Arts-Music 3</i>	Playing Instruments...play instruments, alone and with others, to perform a varied repertoire of music.
<i>Arts-Music 5</i>	Critical Response...describe and analyze their own music and the music of others using appropriate music vocabulary.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology / engineering.
<i>Arts-Dance 1</i>	Movement Elements and Dance Skills...identify and demonstrate movement and dance skills.

