

WPT Project for 2017 WMEA Music Standards/CMP – Richard Tengowski **No. 6 – Middle School and High School Band**

Sounds of the Caribbean

Music can take us places even though we may have never stepped foot on foreign soil. It can give us clues to the rhythm of life next door or far away. In the Caribbean, there are a wide variety of styles and sounds that permeate the Caribbean culture. The rhythms give rise to a unique musical genre in Latin American music.

Music Selection:

Full Concert Band:

Cha-Cha Yunque by Antonio Garcia

Neil A. Kjos Music Company

Level/Grade: 3

<https://youtu.be/Y-20DiTiwfQ>

Jazz Ensemble:

A Brazilian Affair by Bob Mintzer

2016 UW Madison Honors Jazz Band

<https://wisconsinperforms.org/a-brazilian-affair/>

Target: Intermediate Ensemble (Level/Grade 3)

Descriptive Paragraph:

Latin American music encompasses a wide variety of influential styles such as samba, cha-cha, bossa nova, salsa, merengue and tango, just to name a few. Full concert bands will study an original Latin-style cha-cha written in a jazz setting named after the El Yunque rainforest in Puerto Rico. Major and blues scales provide a basis for optional solo sections so that even those new to jazz have an opportunity to improvise.

WMEA Music Standards:

This curriculum guide corresponds with the following WMEA Music Standards:

Artistic Process CREATE:

Enduring Understandings –

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question - How do musicians generate creative ideas?

Performance standard (sample): IMAGINE

Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr1.1.E.8a

Other performance standards to consider:

Plan and Make: MU:Cr2.1.E.8a
Evaluate and Refine: MU:Cr3.1.E.8a
Present: MU:Cr3.2.E.8a

Artistic Process: PERFORM

Enduring Understanding - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question - How does understanding the structure and context of musical works inform performance?

Performance Standard (sample): ANALYZE

Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
MU:Pr4.2.E.8a

Other performance standards to consider:

Select: MU:Pr4.1.E.8a _____
Interpret: MU:Pr4.3.E.8a
Rehearse, Evaluate, and Refine: MU:Pr5.1.E.8a
Present: MU:Pr6.1.E.8a & MU:Pr6.1.E.8b

Artistic Process: RESPOND :

Enduring Understanding –

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question - How does understanding the structure and context of music inform a response?

Performance Standard(sample): ANALYZE

Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU:Re7.2.E.8a

Other performance standards to consider:

Select: MU:Re7.1.E.8a

Interpret: MU:Re8.1.E.8a

Evaluate: MU:Re9.1.E.8a

Artistic Process: *CONNECT*:

Enduring Understanding –

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Question - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Performance Standard (sample): BROADEN

Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations.

MU:Cn11.1.E.8a-WI

BACKGROUND INFORMATION:

Composer Antonio Garcia states "I decided to write an original cha-cha that would take advantage of both the variety of wind colors and a well-stocked percussion section. The piece is named after the El Yunque ("YOON-kay") rainforest in Puerto Rico, which is my father's homeland. I visited there in 2000 and some listeners to this work may indeed envision the many different species of birds, animals, and fish present in the forest.

"Yunque" means "anvil" as the forest's mountain resembles that shape." The piece is a true Latin cha-cha in the sense that it has typical Latin rhythms, plenty of syncopation, layered melodies, and a flavoring of jazz.

GETTING STARTED:

1. **Journal:** Bring up a visual map of North America. Start by locating the Caribbean and asking students if they know any of the countries in the Caribbean. Identify Puerto Rico and ask the question, "If you were in the country of Puerto Rico, what do you think you might see and hear?" Pair & Share.
2. **YouTube Video:** Listen and watch *A Brazilian Affair* performed by the 2016 UW Madison Honors Jazz Band
<https://wisconsinperforms.org/a-brazilian-affair/>

Follow up: This music is a type of Latin American music called samba – one of many Latin American dance rhythms. We are about to embark on a journey to the Caribbean to learn about Latin American music, specifically the cha-cha.

OUTCOMES/STRATEGIES:

(More CMP in nature <http://wmeamusic.org/CMP/>)

1. **Students will execute syncopated rhythms found in various Latin dance styles.**
 - Students will listen to various Latin genres and dictate the prevailing dance rhythms.
 - During warm-ups, students will review and perform each of the dictated rhythms.
2. **Students will learn proper scale tones necessary for simple improvisation.**
 - Students will listen the major and minor scales found within the music.
 - Students will learn the scales found within the open improvisatory section of the music.
 - Through call and response, students will experience reciting and creating simple phrases and melodies.
 - i. Teacher will lead a series of simple one measure call using the improvised scale tone and the entire ensemble will play what they hear back to the teacher
 - ii. Roles are reversed: Individual students will take turns creating a one measure melody and the teacher will respond.
 - iii. Expand the calls and responses to two, three and four measures.
 - iv. Students team up in small groups and perform a call and response exercise without the teacher.
3. **Students will understand the importance of rhythms found in dance music.**
 - Students will listen to various Latin genres, determine tempi of rhythms and clap rhythms.
 - Dissect the tutti sections found in the music, isolate and clap each sections rhythms. After all the sections have been isolated, create a canon by starting with one rhythms and begin adding the different sections of rhythms creating a layered rhythmic groove.
 - Journal Entry: “Why is rhythms such an important music element in Latin music? Pair and share.
4. **Students will explore and celebrate the music of a different regions of the world.**
 - Students will research the Americas outside of class time and report one important fact that they learned back to the class. Create a list for all to see.

- Students will research music of the Caribbean outside of class time, identify the Latin genre and share a YouTube link for others to view. Create a list for all to see.
- Play several videos of bands playing the various Latin genres. Have students note what they hear in their notebooks or handout. You may want to play all or just part of each song. Provide links or QR codes for students so some of the listening could be done outside of class time.
 - 1) Rumba: There are two types of rumba: one is a very acrobatic solo dance for a male, and guaguancó, which is a couples dance
 - 2) Bolero: slow tempo dance
 - 3) Mambo: Fused rumba rhythms with big-band jazz. Became a USA craze in 1950's.
 - 4) Salsa: Originated in New York in the 1970's 2. Based on Latin rhythms and dances: son, rumba and mambo
 - 5) Merengue: Originated in the Dominican Republic. Very strong, fast beat. Merengue was considered lower class at first - later accepted by the upper class.
- Journal Entry: Each culture contributes something to make something new and the music is a reflection of the culture. "Why do you think so much of the Latin music genres are based on celebrations or dances?"

ADDITIONAL RESOURCES (Audio):

Samba:

A Brazilian Affair by Bob Mintzer and performed by the 2016 UW Madison Honors Jazz Band

<https://wisconsinperforms.org/a-brazilian-affair/>

Cha-Cha:

Cha-Cha Yunque by Antonio Garcia for Full Concert Band

<https://youtu.be/Y-20DiTiwfQ>

Oye Como Va (original version) by Tito Puente

<https://youtu.be/ZFpCALtVUCe>

Funky Cha-Cha performed by Arturo Sandoval <https://youtu.be/KRBapxRFxu0>

Rumba:

Besame Mucho by Orchestra Mare Azzurro

https://youtu.be/bb8uqm2_kfU

Bolero:

Bolero by M. Ravel (short version)

<https://youtu.be/3-4j5j74VPw>

Mambo:

Mambo Caliente performed by Arturo Sandoval

<https://youtu.be/D0Tmv5IQvu8>

Mambo scene from *West Side Story*

<https://youtu.be/kokbjvSEMUJ>

Salsa:

Music of the World: Best of Salsa

<https://youtu.be/zJ3JEd5Tkc0>

Merengue

Merengue by Robert Abigail

<https://youtu.be/VXvhT6SW1DE>

ASSESSMENT:

Students will execute syncopated rhythms found in various Latin dance styles.

- Students will accurately dictate the prevailing dance rhythms.
- Students will perform all dictated rhythms accurately in warm ups.

Students will learn proper scale tones necessary for simple improvisation.

- Using a performance assessment, students will demonstrate the proper major, minor and scales tones necessary to improvise.
- Have students video record their small group call and response performances and submit them to the theater.

Students will understand the importance of rhythms found in dance music.

- After listening to various Latin genres, ask the students to show their understanding by raising their hand and showing 1 finger for adagio all the way up to 5 fingers for presto.
- Video record the ensemble as they begin layering the rhythms to create a rhythmic groove.
- Have students pair and share their journal entry “Why is rhythms such an important music element in Latin music?”

Students will explore and celebrate the music of a different regions of the world.

- Create a Google Doc or Google Form inviting students to share one important fact that they learned, their YouTube link and name of Latin genre.
- Review student notebooks or handouts and review what students are hearing and notating.
- Have students pair and share their journal entry “Why do you think so much of the Latin music genres are based on celebrations or dances?”