

**Hispanic Arts and Culture Unit**  
**Comprehensive Visual Arts, Dance and Music Lesson Plan**

**Grade Level**

4<sup>th</sup>, 5th and 6th grade

**Duration**

Eight to Ten 45 minutes class sessions

**General Objective**

The goal of this unit is to introduce the students to the multicultural influences inherent in Latin Music and Dance, by demonstrating the various styles of Latin music and dance that incorporate African and European influences. Students will learn about the contemporary music and dance of Latin America, specifically those of Cuba, Dominican Republic, Argentina, Colombia, and the Garifuna communities of Belize and Honduras. They will also be exposed to African rhythms and Spanish Flamenco music. Students will also explore how visual art expresses mood and emotion, discover information contained within visual depictions, as well as employ their own visual art's abilities to represent the essence of dance and music.

**Outline**

Students will learn about the history of Latin Music and Dance by comparing diverse Latin rhythms presented to them from CDs, and Latin Dances presented to them from videos. The students will learn the history of Salsa and Merengue as well as the basic steps from the teacher. The students will then work in groups to learn about different rhythms from Latin-America to later present to their peers. Afterwards, the students will learn about the Clave rhythms, their history, how they apply to the studied rhythms, as well as learn how to play them with Clave sticks. Finally, the students will analyze realistic paintings which portray Latin Dances, African Dance, and Flamenco, as well as an abstract painting titled *Latin Dance*. They will contrast their characteristics and evaluate the artists' success at representing the dance, music, and cultural spirit of the studied rhythms. To conclude, the students will create their own painting representing what they think about Latin Dancing.

**Connections**

Arts & Humanities

Visual Arts

Music

Dance

Social Sciences

Geography

History

Foreign Language

Spanish

**Sources**

**ArtEdge - Kennedy Center**

<http://artsedge.kennedy-center.org/>  
**Lesson: Baila! Latin Dance in the Spanish Classroom**  
**Teacher Talk – Center for Adolescent and Family Studies**  
<http://www.indiana.edu/~cafs/>  
**Lesson: African Clave Rhythms and Popular Music**  
**Young Audiences of Easter Pennsylvania – Arts for Learning**  
<http://www.arts4learning.org>  
**Lesson: Building Cultural Bridges – Latin Fiesta**  
**Clarita Corona – Honda Dream Lab – Arts for Learning**  
<http://www.arts4learning.org>  
**Lesson: The Flamenco Tradition! – Origin of the Drum**

#### **Webquest**

<http://www.webquest.org>  
**Lesson: How does it make you feel? A personal look at art**

#### **Resources**

<http://www.latinsheetmusic.com/classroom.html>  
Sheet music for Latin pieces, glossary of Latin American musical terms, free downloadable and for-sale CDs of Clave Workshops, history, educational materials, and more!

<http://lafi.org>  
Website of The Latin American Folk Institute, offering articles, photographs and histories pertaining to the music, dance and folk arts of Latin American countries.

<http://www.cdnw.com>  
Plenty of good CDS under Latin Music, including Bachata, Samba, Salsa, Latin Jazz, Mambo, Merengue, and Tango.

<http://www.Salsaroots.com>  
<http://www.Salsaweb.com>  
Information on the history of Salsa

<http://www.smithsonianglobalsound.org>  
Downloadable music and information on Punta, Puerto Rican Bomba and Plena, and many other rhythms.

<http://en.wikipedia.org/wiki/Punta>  
<http://en.wikipedia.org/wiki/Bachata>  
[http://en.wikipedia.org/wiki/Salsa\\_\(dance\)](http://en.wikipedia.org/wiki/Salsa_(dance))  
[http://en.wikipedia.org/wiki/Salsa\\_music](http://en.wikipedia.org/wiki/Salsa_music)  
[http://en.wikipedia.org/wiki/Merengue\\_\(dance\)](http://en.wikipedia.org/wiki/Merengue_(dance))  
[http://en.wikipedia.org/wiki/Merengue\\_\(dance\)](http://en.wikipedia.org/wiki/Merengue_(dance))  
[http://en.wikipedia.org/wiki/Merengue\\_\(music\)](http://en.wikipedia.org/wiki/Merengue_(music))  
<http://en.wikipedia.org/wiki/Cumbia>  
[http://en.wikipedia.org/wiki/Tango\\_\(dance\)](http://en.wikipedia.org/wiki/Tango_(dance))

## Books

Aparicio, Frances. 1998. *Listening to Salsa: Gender, Latin Popular Music, and Puerto Rican Cultures*, Wesleyan University Press: Hanover.

Austerlitz, Paul. 1997. *Merengue: Dominican Musica and Dominican Identity*. Temple University Press: Philadelphia.

Daniel, Yvonne. 1995. *Rumba: Dance and Social Change in Contermporary*, Indiana University Press: Bloomington, Indiana.

Galan, Natalio. 1983. *Cuba y Sus Sones: Pre-textos/Musica*, Valencia, Spain.

Leon, Argeliers. 1984. *Del Canto y el Tiempo*. Editorial Letras Cubanas: Havana, Cuba.

Morales, Ed. 2003. *The Latin Beat: The Rhythms and Roots of Latin Music from Bossa Nova to Salsa and beyond*. Da Capo Press: Cambridge, MA.

Muñoz, José Esteban and Fraser Delgado, Celeste. 1997. *Everynight life: Culture and Dance in Latin/o America*, Duke University Press: Durham, NC.

Pacini-Hernandez, Deborah. 1995. *Bachata: A Social History of a Dominican Popular Music*, Temple University Press: Philadelphia.

Rodriquez, Olavo Alen. 1977. *Generos de la Musica Cubana: Primera Parte*. Ministry of Education: Havana, Cuba.

Rosow, Gene and Dratch, Howard, directors. 1997. *Roots of Rhythm*. Cultural Research and Communication, Inc.

## Dance (and Music) Lesson Plan

### **Objectives**

1. Students learn the history and cultural context of Merengue.
2. Students learn the basic steps for Merengue.
3. Students learn the history and cultural context of Salsa.
4. Students learn the basics steps for dancing Salsa.
5. Students create and give oral presentations about a Latin dance and its country of origin, in this case: Bachata (Dominican Republic), Punta (Honduras and Belize), Tango (Argentina), and Cumbia (Colombia)
6. Students learn about the history, country of origin and cultural context of Latin musical rhythms through oral group presentations on the dances and their country of origin.
7. Students learn the basic steps of the dance forms that accompany the studied musical rhythms.
8. Students apply the elements of dance and elements of music to descriptions of particular Latin dances, while comparing and contrasting them, through the creation of a chart.

### **Connections**

AH-E-1.1.25

Recognize and demonstrate the relationship between elements of music and expressive qualities of movement (e.g., tiptoeing to illustrate quiet music). [EPE] (1.14, 1.15, 2.23)

AH-E-1.1.32

Tempo: slow, fast. (1.14, 2.24)

AH-E-2.1.21

With a partner or in a small group, perform a dance using the elements of dance with locomotor and non-locomotor movements. [EPE] (1.15, 2.22)

AH-E-2.1.31

Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: space (shape, level, direction, pathways), time (beat, tempo), and force (use of energy while moving). (1.15, 2.23)

AH-E-2.1.35

Use appropriate terminology to describe how two examples of dance are similar and/or different. (1.15, 2.25, 2.26)

AH-E-2.2.21

Perform traditional folk dances, square dances, and ethnic dances. [EPE] (2.25)

AH-E-2.2.31

Explain how dance has been a part of cultures and time periods throughout history. (1.15, 2.23, 2.25)

SS-E-2.1.1

Language, music, art, dress, food, stories, and folk tales help define culture and may be shared among various groups.

SS-E-2.1.2

Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives.

### **Context**

The students have already learnt about different functions of dance in their P.E. classes. They have learnt about time signature and tempo in their music class. They have also learnt about the conquest of the Americas in their social sciences.

### **Materials**

Music CD including:

- Track 1. Any Disney song
  - Track 2. Any hip hop song
  - Track 3. Any song by Shakira
  - Track 4. A reggaeton such any song by Daddy Yankee
  - Track 5. Any slow salsa
  - Track 6. Any faster salsa
  - Track 7. Any slow merengue
  - Track 8. Any faster merengue
  - Track 9. Gardel's *Mi Buenos Aires Querido* \*
  - Track 10. A modern tango such as anything by Narcotango.
  - Track 11. A folkloric cumbia such as *La Pollera Colora*.
  - Track 12. An upbeat song by Carlos Vives, such as *El Amor de mi tierra*.\*
  - Track 13. *Bachata Rosa* \*
  - Track 14. A recent and faster bachata such as *Shorty* by Xtrail.
  - Track 15. *Sopa de Caracol* by Banda Blanca \*
  - Track 16. Another punta song.
- \* These specific songs or artists are necessary because they are referred to in the note cards with information about these particular rhythms used in this lesson.

### **Materials for Stations**

You should set up four stations with material for students to prepare oral presentations on four different dances. Each station should have: a poster boards, markers, glue, note cards with information on the dance forms (see sample information below), and illustrations relevant to each dance (such as a map of the country of origin, pictures of dancers and musicians, pictures of instruments, etc., which can be found through some online research).

CD player

A copy of the video recording *Roots of Rhythm* with the following scenes marked:

- Chapter 1 - Across the Ocean
  - Scene 1 - In the Beginning. Min. 0 to 7:35
  - Scene 2 - A Momentous Turn. Min. 10:25 to 13
  - Scene 3 - The New World. Min. 17:25 to 20:00
- Chapter 2 - The Fiery Romance
  - Scene 1 - Musical Melting Pot. Min 1:02:16 to 1:03:21

A computer with access to the internet and projector to show the following videos:

Fania All Stars: Our Latin Thing intro

[http://www.youtube.com/watch?v=\\_QnC5kMgCjM](http://www.youtube.com/watch?v=_QnC5kMgCjM)  
African Dance class  
[http://www.youtube.com/watch?v=yfqelw\\_7UFE](http://www.youtube.com/watch?v=yfqelw_7UFE)  
Flamenco dancer  
<http://www.youtube.com/watch?v=ag3WY7Ey2G0>  
Cumbia Dance  
<http://www.youtube.com/watch?v=C6lhwRXXjH4>  
Bachata Dance class  
<http://www.youtube.com/watch?v=qBbZSHwi3mg>  
Milonga (faster argentine tango)  
<http://www.youtube.com/watch?v=41egnLZ27i8>  
Slower tango performance  
<http://www.youtube.com/watch?v=jmby9J42OfE>  
Punta performances  
<http://www.youtube.com/watch?v=Y0SfADHuWdo>  
Garifuna group playing and dancing Punta  
<http://www.youtube.com/watch?v=hejfJHy4qO0>

A chart with the Elements of Dance

Poster Board with a six row chart to be filled out

A World Map

Salsa Poster Board with pictures relating to the geography, history, dancers, and instruments of Salsa. For example, a map of the U.S. and the Caribbean, pictures of salsa musicians and dancers, and pictures of conga drums and other instruments can be found through simple Google image search.

Merengue Poster Board with pictures relating to the geography, history, dancers, and instruments of Merengue. For example, a map of the Dominican Republic and the Caribbean, pictures of merengue musicians and dancers, and pictures of a guiro and other merengue instruments can be found through simple Google image search.

Assessment Rubrics (attached)

## **Procedure**

### **A. Introduction 1**

- Explain that similar to the way in which the U.S. was settled by people coming from England, Latin-America was settled by people coming from Spain. They brought along their language, religion, costumes, music, and dance forms. They also brought African slaves. Tell them that all Latin music forms emerged from the mixture of European and African rhythms. None of these music and dance forms was created by a single person, or taught in school, or upheld by the ruling class in the style of European court dances. They are “popular” dance and music forms, which means they were bred by the working class, some in rural areas many generations ago, others in urban areas much more recently. As such, they all reflect Latin culture and everyday life. Watch clip one from the *Roots of Rhythm* DVD.
- Explain that some Latin rhythms are distinctively African-rooted percussive styles; while others are hardly distinguishable as dance forms

with African origins, and lean more towards the European dance forms, such as a waltz.

#### B. Method 1

- Show them the video on African Dance. Explain that bent knees and a relaxed upper body are important characteristics of the dance. Dance some West African dance movements with them.
- Show them the video on Flamenco Dance. Ask them how this dance is different from the African Dance (lifted upper body, stiffer posture, shoes, etc.) Teach them a basic “zapateo” combination.

#### C. Introduction 2

Ask the students whether they know what salsa is. After listening to their answers, tell them that you will make them hear some songs and you want them to tell you to stop whenever they hear a Salsa. Play a few seconds of each of the first four tracks in the introduction CD, correct them by stating the name of the rhythm they are listening to if they confuse it with Salsa. Point out that just because it has Spanish lyrics, that doesn't make it a Salsa. After listening to a little bit of the slow Salsa (5<sup>th</sup> track), reassure them that it is a Salsa, albeit a slower one. Finally, play the faster Salsa (6<sup>th</sup> track). Let them that know that you will be studying Salsa today.

Present to the students the following material utilizing the Salsa Poster Board (detailed in the materials section) and World Map:

- Ask them what else they know that is called “salsa” besides the dance. When they mention the sauce ask them why do they think a dance would be called after a sauce? When/if someone mentions they are both spicy explain to them that the term was first used in the ‘60s and it most likely came from encouragement expressions like “echale salsita” (spice it up) addressed to dancers.
- Let them know that Salsa is not a traditional dance from any particular country. It has roots on many traditional Latin rhythms, such as Cuban son and Puerto Rican bomba, but it actually originated in the ‘60s in New York city. It was the creation of immigrant Latin musicians from a number of Latin countries. Show them the Fania All Stars: Our Latin Thing introduction video.
- Explain to them that there are many types of dancing: religious dances (such as the ones indigenous groups perform to bring down the rain), performance dances (such as a ballet or a musical), and recreational and social dancing. Salsa is a social dance and in most cases it is danced in couples.
- It is widely believed that Salsa, in specific, originated from Cuban son, which then mixed with musical forms from all of Latin-America, including jazz, in New York in the late 1960's. The word Salsa came from expressions in CD titles and song lyrics that referred to “alegria, salsa nama, que cosa rica, y ponerle salsa al baile (osea ganas, sabor).” Watch Clip 2 from the *Roots of Rhythm* DVD.

#### B. Method 2

Play Salsa Music.

- Clap and count with the music, counting “1-2-3-4, 1-2-3-4.” Ask them if they know what’s the time signature for salsa? (4/4) Once they answer ask them how they knew that? (You counted four beats for each measure)
- Demonstrate and teach the Basic Salsa step to the sides, emphasize the relaxed knees, and the change of weight with consequential hip movements.
- Once the students have mastered the Basic step to the side, demonstrate and teach the Basic step to the front and back.
- Utilizing the front, side, and back Basic step demonstrate and teach the Cross.

### C. Introduction 3

- Have the children sit down again, and announce that you will now talk about Merengue.
- Explain that Merengue is a lively, festive dance from the Dominican Republic, which is located north of the Caribbean Sea. Show it on a map. Demonstrate the Merengue step
- Point out that the steps have a limping appearance. Tell them that there is a legend in the Dominican Republic that traces the Merengue dance step to slaves whose ankles were chained, as well as another legend that attributes it to a fad of imitating the dance style of a General who limped. In the 1930s, Merengue was promoted by, then-president of the Dominican Republic, Rafael Trujillo, and it became the country's national music and dance.

### D. Method 3

- Play Merengue music.
- Clap and count with the music, counting "1-2, 1-2, 1-2, 1-2." Ask them if they know what’s the time signature for salsa? (4/4) Once they answer ask them to explain what does it mean that it’s a 2/4 rhythm? (Two beats per measure)
- Point out that hip is an important part of the dance. When a knee bends, the hip on that same leg should drop. Ask them to march and then return to the Merengue so they can recognize the up and the down accent that differentiates them.

### E. Method 4

- Tell the class that they'll be hearing more about Latin music and dance forms from other Latin-American countries from each other.
- Explain that you will break them into groups and they will be responsible to learn about a Latin rhythm and present it to their fellow classmates.
- Break them into four groups.
- Have each group go to a station you have previously prepared: Bachata, Cumbia, Tango, and Punta.<sup>1</sup> Each stations should have all the materials children will need to create a poster board, as well information about one of the above mentioned dance form and their country of origin written in index cards. The note cards should include information about the dances, available in the cited resources, such as country of origin, history, function, form, etc. Sample information for these

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<sup>1</sup> This are the four dances I have provided detailed information for in this package, but the lesson can be adapted to explore any other Latin dances.



four dances is attached at the end of this lesson. Encourage them to be creative in their presentations.

- Give the groups 10 to 15 minutes to prepare.
- Then, have the groups present their dance one by one.
- Play the music and teach them the basic step to each dance after each presentation.

#### F. Teaching Learning Process

- Review the “Elements of Dance” poster board to go over the main elements of dance: space, time, and energy, as well as dance terminology.
- Play a song from the Afro-Latin CD and move with the kids to the music while explaining the elements (i.e. to demonstrate the concepts of low, middle, and high levels, have them crawl, roll, and creep on the floor; then walk, run, or slide; then leap and jump across the room.)
- While looking at the Elements of Dance poster board, ask students to describe Merengue using dance terminology.
- Ask students to describe Salsa utilizing the dance terminology they have learned.
- Sample discussion questions:
  - Which movements are involved in Merengue?
  - Stepping in place similar to marching, hip movements
  - Which movements are involved in salsa? Steps forward, sideways, backwards and diagonal, always followed by a step back in place.
  - Which of these movements are locomotor? (Stepping in place is a non-locomotor movement. Walking would be a locomotor movement.)
  - Does Salsa consist of mostly locomotor or non-locomotor movements? (Salsa consist mainly of non-locomotor movements.)
  - What about Merengue? (The Merengue basic step can be locomotor when we perform little steps sideways, forwards or backwards.)
  - How would you describe the tempo or pace? - fast, medium, or slow? Which dance has a faster tempo, Salsa or Merengue? Which of all the dances presented is the fastest?
  - Are these dances performed at a low (on the ground), medium (kneeling), or high, level?
  - Which of all the dance forms performed is the lowest? The highest?
  - What are some similarities and differences between Salsa and Merengue? How are all the dance forms presented similar or different?
  - What are the countries of origin of each one of the dances?
  - Which of the dances we presented was originally a ceremonial dance?

#### G. Closure

Write the students responses as they come up during the Teaching Learning Process in the chart comparing the dance forms. Have the students look at the chart and congratulating them for what they have created. If possible, leave time for free dancing and/or questions.

#### **Assessment**

A. Dance abilities

Utilize Dance Performance Scoring Rubric to assess student's coordination and motor development while dancing the Latin rhythms taught by the teacher and/or peers.

B. Final Presentations

Set up your stereo so students can play music during their speech.

Have each group present their research to the class. As each group gives their presentations, the rest of the class should take notes. Inform them that they will be quizzed on the material presented.

C. Comparison Chart

Use the Assessment Rubric to evaluate students' work, in sections B and C.

Latin Dances Lesson Plan  
Assessment Rubric

**Student Name:** \_\_\_\_\_

<b>The student is able to:</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Novice</b>	<b>Comments</b>
apply the elements of dance to descriptions of particular Latin dances.				
create and give an oral presentation about a Latin dance and its country of origin.				
Recall facts about the presented dance forms such as countries of origin.				
successfully compare and contrast Latin dances.				

Latin Dance Lesson Plan  
Dance Performance Scoring Rubric

**Student Name:** \_\_\_\_\_

<b>The student is able to:</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Novice</b>	<b>Comments</b>
Maintain a defined placement during non-locomotor step, and a steady pattern during locomotor steps.				
Follow the music's tempo, and maintain it steady (no acceleration or deceleration).				
Maintain concentration and focus.				
Perform the taught steps with accuracy, precision, and coordination.				

Sample Information for Note Cards

## Music Lesson Plan

### **Objectives**

1. The students will be able to explain the origin of the clave rhythms.
2. The students will describe how the clave became a part of Latin-American popular music.
3. The students will identify the clave rhythms in examples of current popular music.
4. The students will play Clave sticks.

### **Connections**

AH-E-1.1.22

Perform simple rhythmic, melodic, or chord patterns on classroom instruments. [EPE] (1.14, 2.22)

AH-E-1.2.31

Identify similarities and differences in musical elements used in the music of Native American, American Folk, and West African cultures, including instruments unique to each culture. (2.23, 2.24, 2.25, 2.26)

SS-E-2.1.1

Language, music, art, dress, food, stories, and folk tales help define culture and may be shared among various groups.

SS-E-2.1.2

Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives.

### **Context**

This lesson is expected to build on the dance and music lesson.

### **Materials**

"Salsa" tunes

"Reggae(ton)" tunes

Other popular music that uses the clave

i.e. "Iko-Iko" by the Dixie Cups (Soundtrack from Rainman)

"I Just Want To Be King" (Soundtrack of The Lion King)

songs by Carlos Santana (i.e. Black Magic Woman and Oye Como Va)

Claves and/or other percussion instruments

### **Procedure**

A. Introduction

Hook: Explain that the word Clave [Klah'-Vey] has two different meanings: 1) One or a pair of cylindrical hardwood sticks that are used as a percussion instrument (show them the instruments); and 2) a kind of rhythm.

Introduce students to the origin of the clave rhythm: African music. Demonstrate the clave rhythm.

Talk about how slaves were brought from Africa to the U.S., South America, and Caribbean countries during the 18th and 19th Centuries. Remind them of the movie clips

they watched during the Dance lesson. It showed that the slaves brought with them their culture and their music. Music was an important element of the slave's culture and religion. Drumming was an important element of the slave's music. The clave rhythm was usually expressed through drumming.

Many slave owners in the U.S. suppressed drumming because they wanted to suppress the slave's cultural ties. Also, drumming was a method of long-distance communication and many slave owners wanted to eliminate contact between their slaves and the slaves of other owners.

On the other hand, slaves' drumming in some South American countries, such as Brazil, and some Caribbean islands, such as Jamaica, was not suppressed. This was also the case in some places like Congo Square in New Orleans. In these places, the slaves expressed their music, including the clave rhythm. The rhythm soon found its way into the local music. In this way, African rhythms began to influence music in the Americas and so we have Samba in Brazil, Reggae in Jamaica, and Jazz in New Orleans.

#### B. Method

Have the students become familiar with the clave rhythm. They can express it by clapping, using claves, or using other Latin percussion instrument available.

Once they are familiar with the clave rhythm, students can begin to identify this rhythm in popular music. Play Salsa music from CDs and guide students in clapping or playing the rhythm to the tunes.

Explain to the students that they have mastered the best-known clave rhythm, the salsa clave, which is often referred to as "la clave"/"the clave". Nevertheless, each of the Latin rhythms that we have been studying has their own specific clave.

Demonstrate and teach the reggae clave. Once the students have learnt it, explain that you will now play "Reggaeton", the newest Latin popular music which started by a mix of Reggae and Merengue under the profound influence of American hip-hop music.

Have the students identify and play to the reggae clave in reggae.

#### C. Teaching Learning Process

Discuss the following questions with the students:

How does Reggaeton compare to the previously studied rhythms of Dominican Merengue and Jamaican Reggae? Is it very much like popular American hip-hop music? How is it different?

How are the Salsa and the Reggae clave similar or different? They all have 5 accented beats, but the accents are placed differently, and the notes are different (shorter versus longer notes/ 1/8 and 1/4 notes). All of the Salsa clave's 5 beats are repeated continuously, while only the last four beats of the Reggae clave are repeated in continuation (if there is enough time, another example of a 5<sup>th</sup> beat become the 1<sup>st</sup> beat of the next bar is the Ragga clave.)

#### D. Closure

Divide the students in two groups.

Have the first group listen to a danzon, merengue, bachata, or rumba piece with a clearly marked claves, and recognize and clap to the clave rhythm of the song.

Meanwhile, teach the second group the reversed salsa clave, further divide in two groups, and have the practice performing a forward over a reverse salsa clave for the second group.

Have the second group do the listening activity to a different song while you have the first group practice performing a salsa clave over a reggae clave.<sup>2</sup>

Have each group perform what they learnt for the other group.

Have each group clap a 4/4 rhythm while the other group plays their clave.

Have the first group play the Salsa Clave and the second group play the reversed Salsa clave at the same time.

### **Assessment**

Recapitulate by asking the students:

Ask the students

What are the two different meanings of the word “clave”?

Which continent did the Clave rhythms originally come from?

How many beats are there in a typical clave rhythm?

Evaluate the students’ performance according to the rubric.

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<sup>2</sup> If you don’t have enough room for both groups to do this listening and playing activities at the same time without the noise interrupting each other, groups will have to take turns.



Clave Rhythms Lesson Plan  
Music Performance Scoring Rubric

**Student Name:** \_\_\_\_\_

<b>The student is able to:</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Novice</b>	<b>Comments</b>
Accurately and precisely perform the rhythmic pattern.				
Follow the correct tempo, and maintain it steady (no acceleration or deceleration).				
Maintain proper dynamics (sound is clearly hearable but not disturbingly loud).				
Successfully play the percussion instrument assigned to him/her, and/or clap his/her hands.				

## Visual Arts (and Dance) Lesson Plan

### Objectives

1. The students understand the elements of art.
2. Students understand the expressive function of art.
3. Students understand the difference between realistic and abstract art.
4. Students understand that (visual) art can express feelings and emotions.
5. Students reflect upon the feelings and emotions paintings provoke in them.
6. Students understand that art reflects elements of its culture of origin.
7. Students write about how particular art pieces make them feel.
8. Students visualize and understand the history of Hispanic Dancing by contrasting and comparing paintings of Spanish and African dances to those of Latin-American dances.
9. Students compare paintings utilizing proper terminology (abstract vs. realistic, referring to lines, colors, etc.)
10. Students relate the cultural components present in ethnic dance forms to the particular emotions evoked by paintings coming from said cultures and depicting said dance forms.
11. Students utilize painting techniques to express their personal thoughts and emotions regarding the studied ethnic dance forms, what their concept of Latin Dance is, and how it makes them feel.

### Connections

#### SS-E-2.1.1

Language, music, art, dress, food, stories, and folk tales help define culture and may be shared among various groups.

#### SS-E-2.1.2

Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives.

#### AH-E-2.2.31

Explain how dance has been a part of cultures and time periods throughout history. (1.15, 2.23, 2.25)

#### AH-E-2.2.33

Describe, using appropriate terminology, differences and commonalities in dances of different cultures (African, Native American, Colonial American), purposes, and styles. (1.15, 2.23, 2.25, 2.26)

#### AH-E-1.2.31

Identify similarities and differences in musical elements used in the music of Native American, American Folk, and West African cultures, including instruments unique to each culture. (2.23, 2.24, 2.25, 2.26)

#### AH-E-2.1.36

Explain, using appropriate terminology, how dance communicates ideas, thoughts, and feelings. (1.15, 2.23)

#### AH-E-2.1.32

Discuss how the elements of dance and the expressive qualities of movement (ideas, emotions) contribute to the idea of the dance. (1.15, 2.23)

AH-E-2.1.35

Use appropriate terminology to describe how two examples of dance are similar and/or different. (1.15, 2.25, 2.26)

AH-E-4.1.31

Describe works of art using appropriate art terminology (subject matter, ideas, elements of art, principles of design). (1.13, 2.23)

AH-E-4.1.32

Art elements - line, shape, form, texture, and color (primary and secondary hues) and color groups (warm, cool, neutral)

AH-E-4.1.33

Principles of design - organization of visual compositions: emphasis (focal point), pattern, balance (symmetry), contrast (light/dark)

AH-E-4.1.35

Media - crayon, pencil, paint, fabric, yarn, clay, paper, papier-mâché (used to produce artworks)

AH-E-4.1.39

Analyze how an artist uses various media and processes to communicate meaning in a work of art. (1.13, 2.23)

AH-E-4.1.41

Create artwork using the elements of art and principles of design. [PE] (1.13, 2.22)

AH-E-4.1.42

Use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork. [PE] (2.22)

AH-E-4.2.32

Purposes of Art - expressive (express emotions and ideas), narrative (describe and illustrate experiences), functional (decorate objects) (1.13, 2.23)

AH-E-4.2.36

Styles: realistic, abstract, non-objective

### **Context**

This lesson must take place after the Dance and Music lessons.

### **Materials**

Blank pages approximately 8 x 5''

Watercolors.

Construction Paper (9x12'' or larger)

Glue Sticks

Medium or large color printings of the following paintings (purchase from posters.com):

*Flamenco Dancer I* by Caroline Gold

*Tango Argentina* by Misha Lenn

*Cuban Dancers* (anonymous)

*African Dancers* by Upjohn

*Ebony Dancers* by Romeo Downer

*Latin Dance* by Alfred Gockel

## Procedure

### A. Introduction

- Ask the students to form couples or groups to work in. Have one person of each couple at a time assume the posture/position of the dancer(s) in one of the paintings. The other person should try to guess which painting his /her partner is embodying. Alternatively, you can have one student at a time come to the front of the room, and the student who guesses gets to go next.
- Invite the students to sit down and ask them what kind of music do they think the dancer in each paintings are dancing to. Ask how they know what type of dance they paintings represent. Make emphasis on the movement styles, postures, lines, clothing, instruments, etc.
- Ask them if they know what kind of painting Alfred Gockel's is. If they answer "abstract" ask them how they know that and what makes it different from the other paintings. Ask them if abstract paintings have meaning? Can lines, colors, and forms, be used to express ideas or emotions? Ask them why they think the artist chose the colors he chose for that painting. Ask them what else do they think the painting reflects about Latin dance. Write the words realistic and abstract in the board. Reinforce that the painting expresses what the author thinks and/or how the author feels about Latin Dance. That is one of the functions of art: expressive (to express emotions and ideas).

### B. Method

- Give out the painting materials and ask the students to create their own painting reflecting how Latin Music makes them feel, or what they think about a specific Latin Dance. Remind them not to include people or objects, but to utilize colors, lines, shapes, etc., to convey some things they have learned about Latin Dance.
- Afterwards ask them to paint a realistic painting including dancers, instruments, clothing, or any other elements of Latin music and dance they have learnt about.
- Give out the construction paper and ask them to glue the paintings side by side in the center of the construction paper to create a frame.

### C. Teaching Learning Process

- Ask the students to write something in the back of their art piece about their paintings and what they have learned about Latin Dance. Let them know that they can look at the poster boards from all the previous classes you have put up around the room.

### D. Closure

Have a few students come to the front of the classroom to show their paintings and read their paragraphs to the rest of the class. Tell them they can take those paintings with them home.

**Assessment**

Use rubric to grade students according to observation of class participation and book projects.

Visual Arts Lesson Plan  
 Assessment Rubric

**Student Name:** \_\_\_\_\_

<b>The student is able to:</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Novice</b>	<b>Comments</b>
apply the studied elements of arts/principles of design to descriptions of particular Latin dances, and relate elements of dance to visual characteristics of paintings.				
create a painting portraying their personal concept of Latin Dance.				
explain their personal concept of Latin Dance through a description of how they used the elements of art/principles of design in their painting.				
write a paragraph explaining how a painting convey ideas about a dance form.				
write a paragraph contrasting two painting according to the studies art elements and principles of design.				
successfully compare two Latin Dances through the contrast of two paintings.				

