

Alla Argentina

“In the Style of Argentina”



Author and School: Mary McCartney, Floresta Elementary School

Subject Area: Music Education

Topic: Music and Dance of Argentina

Grade Level: K – 5

Time Frame: 6 – 9 weeks with classes meeting 1 time per week

Unit Summary: To show the similarities and differences between Argentine and American music, dance and instruments. Through these comparisons, students should be able to conclude that even though we all may look different, talk

different, and have different cultural dances, music and celebrations, we are all basically the same.

Unit Overview

Stage 1 – Desired Results	
Established Goal(s): MU.3.H.1.1: Compare indigenous instruments of specified cultures. MU.3.H.1.3: Identify timbre(s) in music from a variety of cultures MU.4.H.1.1: Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments. MU.4.H.1.3: Identify pieces of music that originated from cultures other than one's own. MU.4.H.2.2: Identify ways in which individuals of varying ages and cultures experience music. MU.5.H.1.1: Identify the purposes for which music is used within various cultures. MU.5.H.1.3: Compare stylistic and musical features in works originating from different cultures.	
Understanding(s) Students will understand and explore the similarities and differences between Argentine and American music, dance and instruments. Through these comparisons, students should be able to conclude that even though we all may look different, talk different, and have different cultural dances, music and celebrations, we are all basically the same.	Essential Question(s): What are the similarities and differences between Argentine and American music, dance and instruments? How are the cultures of Argentina and the United States the same or different? How do these similarities and differences show that the people of Argentina and the people of the U.S. are basically the same?
Students will know.... Various dances of Argentina and the U.S. Various songs of Argentina and the U.S. Various instruments of Argentina and the U.S.	Students will be able to.... Compare and contrast various aspects of music, dance and instruments of two cultures, and draw conclusions from these comparisons.
Stage 2 – Assessment Evidence	
Performance task(s): Students will complete thinking maps to interpret and explain the similarities and differences between Argentine and American music, dance and instruments. Students will apply knowledge to make and play <i>sikus</i> (pan flutes). Students will interpret their own thoughts through the writing of <i>coplas</i> . Students will use learning scales to assess their own knowledge, and students will understand others perspectives and show empathy by donating proceeds from our multicultural night	Other Evidence: Making and learning to play the <i>sikus</i> (pan flutes) Teacher observation of students performing Argentine dances Student produced book of <i>coplas</i> Various thinking maps

to an Argentine school.

Stage 3 – Learning Plan

Learning Activities:

Students will learn how to find Argentina on a map, how to identify $\frac{3}{4}$ time in music through the waltz, and how the waltz and the tango are similar and how they are different. Using a double bubble thinking map, students will compare the similarities and differences between the waltz and the Argentine tango.

Students will learn the differences between the instruments of the Argentine tango orchestra and the American orchestra. They will learn how to classify instruments into their families.

Using a tree thinking map, students will classify instruments according to their timbre. Students will differentiate aurally between the Argentine tango orchestra and the American orchestra.

Students will learn what indigenous instruments were used in a specified culture, and how they were part of the cultural tradition. Using a Venn diagram, students will compare and contrast indigenous instruments of specified cultures.

Students will learn what a *copla* is and why they use *coplas* in Argentina. Students will learn why composers write songs. Students will interpret and sing a *copla*. Students will interpret their thoughts and write their own *copla*.

Lesson 1

Stage 1 – Desired Results	
Established Goal(s): MU.4.H.1.3: Identify pieces of music that originated from cultures other than one’s own. MU.5.H.1.3: Compare stylistic and musical features in works originating from different cultures. Map skills, ¾ time in music, waltz, tango	
Understanding(s): Students will understand and identify pieces of music that originated from Argentina. Students will compare stylistic and musical features in works originating from Argentina and the U.S.	Essential Question(s): Where is Argentina located in comparison to where we live? What is the prominent music of Argentina? How is the tango the same or different than the waltz?
Students will know.... How to identify ¾ time in music through the waltz. How the waltz and the tango are similar and how they are different.	Students will be able to.... Find Argentina on a map in comparison to Florida. Move their bodies in response to ¾ time in music. Perform the tango dance. Perform a waltz.
Stage 2 – Assessment Evidence	
Performance task(s): Using a “double bubble thinking map” students will compare the similarities and differences between the waltz and the Argentine tango.	Other Evidence: Students will self-assess their learning through the use of a learning scale (attached) pertaining to the desired learning outcomes.
Stage 3 – Learning Plan	
Learning Activities: *** This lesson may take more than one class period to teach. Pre self-assessment on learning scale: students self-assess what they already know about the similarities of Argentine music, dance and instruments, and those of the United States. This self-assessment will then be done again at the end of the unit to show personal growth of knowledge. Locate Argentina on a map (attached) and compare it to where we live in America. View video of the tango at Discovery Education: http://player.discoveryeducation.com/index.cfm?guidAssetId=1806AF2E-715D-44D5-B5E2-8BF6E9620069&blnFromSearch=1&productcode=US Learn the basic steps of the tango and perform to the song, “Maldita monogamia” (available via	

youtube and other sites; e.g., <http://www.youtube.com/watch?v=smfvpUxlum0>).

Learn the basic steps of the waltz and have students perform to the song, “Voices of Spring Waltz,” Johann Strauss Jr. (widely available on youtube; e.g., <http://www.youtube.com/watch?v=qgm9jaM5UPA>)

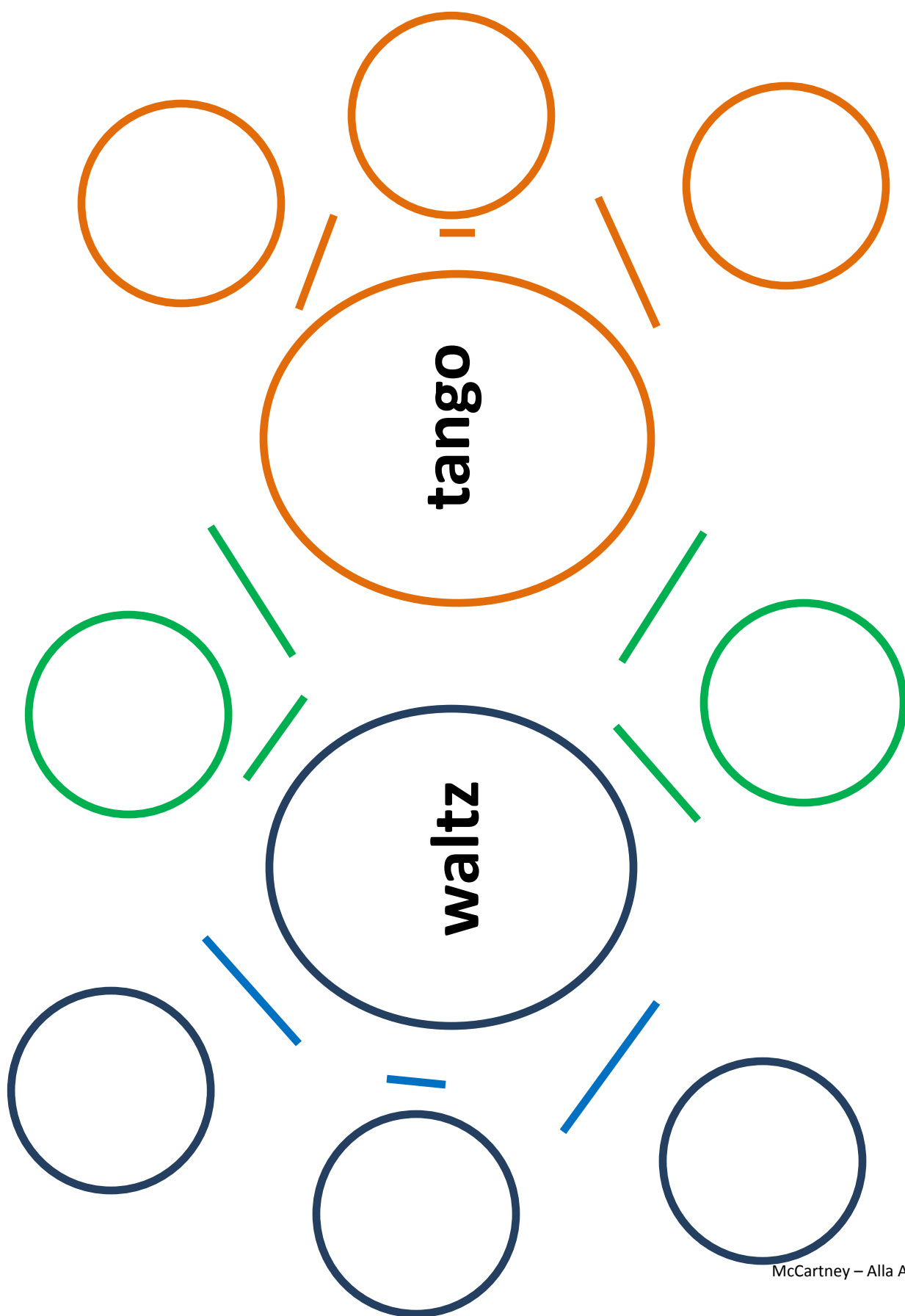
Use a “double bubble thinking map” (attached) to compare the tango to the waltz.



North and South America



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4 I've got this! I could help teach it.

3 I understand this and can do it.

2 I understand this but need more practice.

1 I'm really not sure – I need help.

0 I do not know anything about this.

Lesson 2

Stage 1 – Desired Results	
Established Goal(s): MU.4.H.1.1: Examine and describe a cultural tradition, other than one’s own, learned through its musical style and/or use of authentic instruments. MU.5.H.1.1: Identify the purposes for which music is used within various cultures.	
Understanding(s): Students will understand an Argentina cultural tradition through its use of musical instruments. Students will understand the purposes for which music is used within various cultures.	Essential Question(s): What instruments are found in the Argentine tango orchestra, and how do they compare to the instruments found in the American orchestra? How are these instruments the same and how are they different?
Students will know.... The differences between the instruments of the Argentine tango orchestra and the American orchestra. How to classify instruments into their families.	Students will be able to.... Identify instrumental timbre and classify instruments into their families. Differentiate aurally the Argentine tango orchestra and the American orchestra.
Stage 2 – Assessment Evidence	
Performance task(s): Using a tree thinking map, students will classify instruments according to their timbre. Students will differentiate aurally between the Argentine tango orchestra and the American orchestra.	Other Evidence: Students will self-assess their learning through the use of a learning scale pertaining to the desired learning outcomes.
Stage 3 – Learning Plan	

Learning Activities:

Introduce the families and instruments of the orchestra using the following Discovery Education video:

<http://player.discoveryeducation.com/index.cfm?guidAssetId=A86F9D38-F7E0-4078-BE9A-D1C234B739A9&blnFromSearch=1&productcode=US>

Introduce the instruments of the tango orchestra using the following photos and the music, "Ojos Negros" (available on youtube; e.g.,

<http://www.youtube.com/watch?v=9PmVVvtWwFc&feature=related>)

Using the tree thinking map (attached), classify the instruments of the orchestra into their appropriate families. Then add in the instruments of the tango orchestra to the tree map as well (see attached list for both sets of instruments).

Instruments of the tango orchestra



Piano



Bandoneon



Violin



String Bass



McCartney – Alla Argentina
p. 11

El Afronte – 2011, www.elafrente.com.ar

Instrument Families

<u>Strings</u>	<u>Woodwinds</u>	<u>Brass</u>	<u>Percussion</u>

List of Instruments to use for Instrument Family Tree Map

Both American orchestra and tango orchestra
instruments...

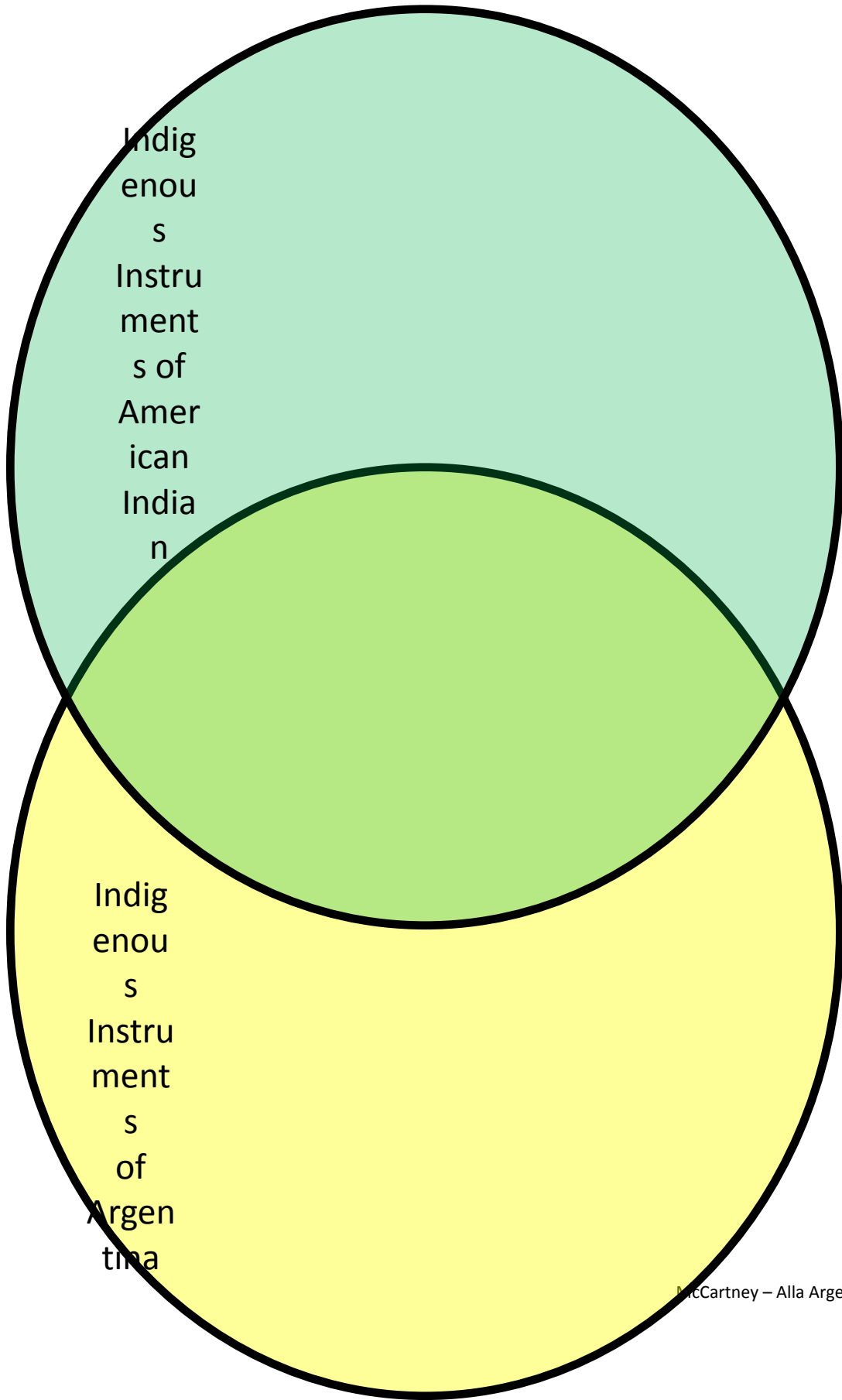
Flute	Oboe	Clarinet	Bassoon	Trumpet
French Horn		Trombone	Baritone	Tuba
Violin	Viola	Cello	Double Bass	Tympani
Snare Drum		Bass Drum	Cymbals	Triangle
Tambourine		Xylophone	Piano	Bandoneon

Lesson 3

Stage 1 – Desired Results	
Established Goal(s): MU.3.H.1.1: Compare indigenous instruments of specified cultures. MU.4.H.1.1: Examine and describe a cultural tradition, other than one’s own, learned through its musical style and/or use of authentic instruments.	
Understanding(s): Students will understand an Argentine cultural tradition through its use of musical instruments. Students will compare Argentine and American Indian indigenous instruments.	Essential Question(s): What instruments are indigenous to Argentina? How do they compare to the indigenous instruments of the American Indian? How are these instruments the same and how are they different?
Students will know.... What indigenous instruments were used in a specified culture, and how they were part of the cultural tradition.	Students will be able to.... Identify and compare indigenous instruments of specified cultures. Make and learn to play an Argentine siku instrument.
Stage 2 – Assessment Evidence	
Performance task(s): Using a Venn diagram, students will compare and contrast indigenous instruments of specified cultures.	Other Evidence: Students will self-assess their learning through the use of a learning scale pertaining to the desired learning outcomes.
Stage 3 – Learning Plan	
Learning Activities: *** This lesson may take more than one class period to teach. Introduce the indigenous instruments of Argentina using the Argentina section of the indigenous instruments PowerPoint (available for download from this website: http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/) and the music: “Susurro” by Quilapayun (http://www.youtube.com/watch?v=aXl4jtReKPc). Introduce the indigenous instruments of the American Indian using that section of the indigenous instruments PowerPoint. Using the Venn diagram (attached), compare and contrast the indigenous instruments of Argentina with the indigenous instruments of the American Indian. Make an Argentine <i>siku</i> (see attached directions) and learn to play rhythm patterns on the instrument. Use <i>siku</i> PowerPoint (available for download from this website:	

<http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>) to teach rhythm patterns on the instrument.

Comparing Indigenous Instruments of Various Cultures



Directions for Making Argentine *Siku* Instrument

Materials needed: ½ inch PVC pipe, popsicle sticks, twine, hot glue gun and glue sticks, PVC pipe cutter, shoe sole material (crepe) from a shoe repair shop, piano to help tune pipes, permanent marker.

1. Cut PVC pipe to correct lengths of 8, 7, 6, and 5 inches. The number of sikus you wish to make is how many you will need of each length.
2. Push one end of each pipe into the shoe sole material so it is inside the pipe.
3. Push the rubber material up into the pipe using the end of a popsicle stick. Push it up high enough to tune the pipe according to the tune chart provided, or to the note(s) you wish for them to be tuned to.
4. Hot glue one of each length of pipe to a popsicle stick, leaving a little bit of popsicle stick sticking out the side, with the longest pipe length starting on the right hand side. Each shorter pipe length then goes to the left of the longest length.
5. Hot glue another popsicle stick on the top side of the pipes. Cut any unusually long popsicle stick from the edges.
6. Using twine, wrap the *siku* around the pipes and popsicle sticks, tying and hot gluing the end pieces. This helps to secure the instrument and keep it more stable.
7. Number each pipe at the top edge to make it easier for students to know which pipe you want them to play (numbers work better, as you may change the tune of each pipe according to songs)

Tuning for *siku* pipes:

Longest pipe: tune to C

Next tune to E

3rd pipe tune to G

Smallest pipe tune to A



Lesson 4

Stage 1 – Desired Results	
Established Goal(s): MU.4.H.1.3: Identify pieces of music that originated from cultures other than one’s own. MU.5.H.1.1: Identify the purposes for which music is used within various cultures.	
Understanding(s): Students will identify music that originated from Argentina. Students will understand the purposes for which music is used within various cultures.	Essential Question(s): What is a <i>copla</i> and what is it used for? How does a <i>copla</i> compare to a composition written by an American composer?
Students will know.... What a <i>copla</i> is and why they used <i>coplas</i> in Argentina. Why composers write songs.	Students will be able to.... Identify a piece of music that originated from another culture. Interpret their thoughts and respond to a <i>copla</i> .
Stage 2 – Assessment Evidence	
Performance task(s): Students will interpret and sing a <i>copla</i> . Students will interpret their thoughts and write their own <i>copla</i> .	Other Evidence: Students will self-assess their learning through the use of a learning scale pertaining to the desired learning outcomes. Students will create a page for our book of <i>coplas</i> .
Stage 3 – Learning Plan	
Learning Activities: Introduce the Argentine <i>copla</i> using the PowerPoint on <i>coplas</i> (available for download from this website: http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/) and the <i>copla</i> chord chart. Using the PowerPoint, have students sing various <i>coplas</i> from the following book: <i>Coplas</i> – Graciela Repún Enrique Melantoni; Editorial El Ateneo, 2005 Or use one of the <i>coplas</i> in the PowerPoint. Using their knowledge about <i>coplas</i> , students will write their own <i>copla</i> to be added to a song book of <i>coplas</i> .	

Lesson 5

Stage 1 – Desired Results	
<p>Established Goal(s): MU.4.H.1.1: Examine and describe a cultural tradition, other than one’s own, learned through its musical style and/or use of authentic instruments. MU.4.H.1.3: Identify pieces of music that originated from cultures other than one’s own. MU.4.H.2.2: Identify ways in which individuals of varying ages and cultures experience music. MU.5.H.1.1: Identify the purposes for which music is used within various cultures.</p>	
<p>Understanding(s): Students will show their understanding about cultural traditions other than their own by participating in a culminating event. Students will identify and perform pieces of music using authentic instruments and dance, and identify the purposes and ways individuals experience and use music within various cultures.</p>	<p>Essential Question(s): How can we share the things we have learned about Argentine dance, music and culture? What pieces of music can we perform and dance to share these traditions with others?</p>
<p>Students will know.... How to choose pieces of music and dance that represent the cultural traditions of Argentina, and how to present the knowledge they have learned to others in the community.</p>	<p>Students will be able to.... Share the various aspects of music, dance and the instruments of a culture other than their own. Students will be able to draw conclusions and have a better understanding of a culture other than their own.</p>
Stage 2 – Assessment Evidence	
<p>Performance task(s): Students will apply and share their knowledge of how to make and play <i>sikus</i> (pan flutes). Students will interpret and share their own thoughts through the writing of <i>coplas</i>, and produce a book of <i>coplas</i> to share with others. Students will learn and perform various dances of Argentina.</p>	<p>Other Evidence: Student demonstration of how to make and play a siku (pan flute) Student produced book of <i>coplas</i> Performance of Argentine dances Student post self-assessment</p>

Stage 3 – Learning Plan	
<p>Learning Activities:</p> <p>Post self-assessment on learning scale: students self-assess what they have learned about the similarities of Argentine music, dance and instruments, and those of the United States. Learning scale is attached with Lesson 1.</p> <p>Students will use the knowledge they have gained to create a culminating celebration of Argentina. Students will perform the Argentine tango, play tunes on the <i>siku</i> instrument, produce a book of <i>coplas</i> to perform for others (optional: and to share with a school from Argentina), and will show the things they have learned about Argentina and use that knowledge to decorate appropriately for this celebration.</p> <p>This should be a celebration of the knowledge they have learned, and sharing that knowledge with the school, their parents, and the community. Through these experiences, students should be able to conclude that even though we all may look different, talk different, and have different cultural dances, music and celebrations, we are all basically the same.</p>	