Cultural Engagement Project

Resource by Sara Joy

For Kodaly Level II Course Western University

Game Songs:

Al corro de la patata

Source: www.mamalisa.com; Cleofé García González

Performer: Alicia Calvo
Ethnicity/Region: Spain
Subject of Text: Circle Dance



Tone Set: drmfsl **Tonal Centre:** do **Tonality:** Incomplete major

Range: 6th Metre: 2/4 Number of Phrases: 4
Form: Binary Harmonic Implications: I V

Prominent Rhythmic Elements: ti-ti, ti-ti-ka, anacrusis

Prominent Melodic Elements: r-s

Pedagogical Uses: practice anacrusis, fun action game

Song Type: Game **Type:** Circle

Grade Suitability: 4 Comfortable Starting Pitch: D

Translation:

At the potato circle dance We will eat some salad Like gentlemen eat Oranges and lemons Alupe, alupe! Sitting down I stayed.

Game Instructions:

In a circle, the children will walk around to the beat while singing the song. On the words "Alupe", they crouch down.



Chocolate

Source: https://www.spanishplayground.net/spanish-hand-clapping-games/

Performer: Alicia Calvo Ethnicity/Region: Spain

Subject of Text: Clapping Game

Cho-co-la-te

Choco, choco, la, la

Choco, choco, te, te

Choco, la, choco, te

Choco, la, choco, te

Video: https://www.youtube.com/watch?v=JEOoHApBJgo

Tone Set: N/A Tonal Centre: N/A Tonality: N/A
Range: N/A Metre: 4/4 Number of Phrases: 5
Form: ABBCA Harmonic Implications: N/A

Prominent Rhythmic Elements: ti-ti, ta Prominent Melodic Elements: N/A Pedagogical Uses: Fun action game

Song Type: Chant Game Type: Clapping

Grade Suitability: 4

Comfortable Starting Pitch: N/A



Lullabies:

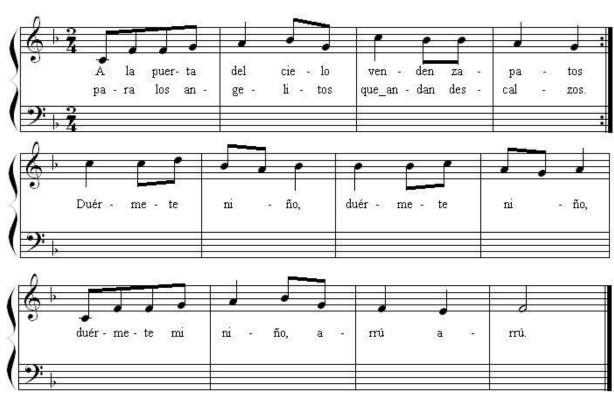
A la Puerta del cielo

Source: <u>www.mamalisa.com</u> **Performer:** Monique Palomares

Ethnicity/Region: Spain, Basque Region

Subject of Text: Sleeping Baby

WWW.MAMALISA.COM A LA PUERTA DEL CIELO



WWW.MAMALISA.COM

Tone Set: s, drmfsl **Tonal Centre:** do **Tonality:** Incomplete Major

Range: 9th Metre: 2/4 Number of Phrases: 4
Form: AABA' Harmonic Implications: I V

Prominent Rhythmic Elements: ti-ti, ta **Prominent Melodic Elements:** f-r, s-d **Pedagogical Uses:** Practicing f-r

Song Type: Lullaby Game Type: N/A

Grade Suitability: 4 Comfortable Starting Pitch: C

Translation:

A la puerta del cielo At the gates of heaven,

Venden zapatos They sell shoes
Para los angelitos For the little angels
Que andan descalzos That go barefoot.

Duérmete niñoSleep baby,Duérmete niñoSleep baby,Duérmete niñoSleep baby,Arrú arrúHush-a-bye now.

Further Information:

Source: http://www.alliancemusic.com/product.cfm?iProductID=757

The Basques are an ancient culture of people who have lived in the western Pyrenees Mountains, along the Bay of Biscay in modern day Spain and France for thousands of years. The Basque homeland includes the Spanish provinces of Navarra, Viscaya, Alava, and Guipuzcoa and the French provinces of Labourd, Soule, and Basse Navarre. The Basque people predate the migration of Indo-European tribes who later developed into modern Europeans. The Basque people have managed to preserve their culture despite many conquests.

The Basque people probably first migrated to the New Mexico region with Spanish explorers in the 1500s. More recently, Basque immigrants have settled throughout the American West as sheepherders. Although this lullaby was collected from Basque people in New Mexico in 1932 for the Federal Music Project of the New Deal, it is sung in Castilian Spanish, rather than the Basque language, Euskera.











Pajarito que cantas

Source: www.mamalisa.com
Performer: Alicia Calvo
Ethnicity/Region: Spain

Subject of Text: Baby, go to sleep

WWW.MAMALISA.COM PAJARITO QUE CANTAS



WWW.MAMALISA.COM

Tone Set: s, t, drmfslTonal Centre: DoTonality: Major ScaleRange: 9thMetre: 3/4Number of Phrases: 4Form: AA'BA"Harmonic Implications: I V

Prominent Rhythmic Elements: ti-ti, ta Prominent Melodic Elements: f-r-t-s Pedagogical Uses: Singing in 3/4

Song Type: Lullaby Game Type: N/A

Grade Suitability: 4 **Comfortable Starting Pitch:** F



Songs:

El Senor Don Gato

Source: https://www.spanishplayground.net/spanish-hand-clapping-games/

Performer: Élodie Chebat Ethnicity/Region: Spain Subject of Text: A cat

Text with Translation:

Estaba el señor Don Gato Sentadito en su tejado Miarrau miau miau miau Sentadito en su tejado.

Cuando le vinieron nuevas Que había de ser casado Miarrau miau miau miau Que había de ser casado.

Con una gatita parda Con un pinta en el rabo Miarrau miau miau miau Con un pinta en el rabo.

El gato de la alegría Se ha caído del tejado Miarrau miau miau miau Se ha caído del tejado.

Se ha roto siete costillas Y la puntita del rabo Miarrau miau miau miau Y la puntita del rabo. Lord Tom Cat was Sitting on his roof, Marrameow, meow, meow, meow, Sitting on his roof

He received news
Saying he had to get married
Marrameow, meow, meow, meow,
Saying he had to get married

With a grey kitty
With a spot on her tail
Marrameow, meow, meow,
With a spot on her tail

The cat in his exuberance Fell down from the roof Marrameow, meow, meow, meow, Fell down from the roof

He broke seven ribs And the end of his tail Marrameow, meow, meow, And the end of his tail Le llevaron a enterrar Por la calle del pescado miarrau miau miau miau Por la calle del pescado.

Al olor de las sardinas Don Gato ha resucitado Miarrau miau miau miau Don Gato ha resucitado. He's taken to be buried Through the street of the fishmongers Marrameow, meow, meow, Through the street of the fishmongers

Smelling some sardines Lord Tom Cat was resuscitated Marrameow, meow, meow, Lord Tom Cat was resuscitated

©www.mamalisa.com/ EL SEÑOR DON GATO



WWW.MAMALISA.COM/FR/

Tone Set: drmfslt

Range: 7th

Metre: 4/4

Form: ABA'ACA'

Tonal Centre: Do

Tonality: Major Scale

Number of Phrases: 5

Harmonic Implications: N/A

Prominent Rhythmic Elements: ti-ti, tum-ti, ti-ti-ka

Prominent Melodic Elements: |-f

Pedagogical Uses: Practice tum-ti and ti-ti-ka

Song Type: Story-Telling **Game Type:** N/A

Grade Suitability: 4 Comfortable Starting Pitch: N/A



Gatatumba

Source: Smithsonian Folkways

Performer: Alicia Calvo Ethnicity/Region: Spain

Subject of Text: Sounding the instruments



Translation:

Gatatumba, tumba tumba
With timbrels and rattles
Gatatumba, tumba tumba,
Don't get in the hay
Gatatumba, tumba tumba
Sound the whistle and the rebeck
Gatatumba, tumba tumba
Tambourine and jingle bells

Tone Set: rmfsltdTonal Centre: doTonality: Major ScaleRange: 7thMetre: 2/4Number of Phrases: 4Form: ABA'CHarmonic Implications: I V

Prominent Rhythmic Elements: ti-ti **Prominent Melodic Elements:** r-l

Pedagogical Uses: Learning about new instruments, creating ostinato

Song Type: Christmas Game Type: N/A

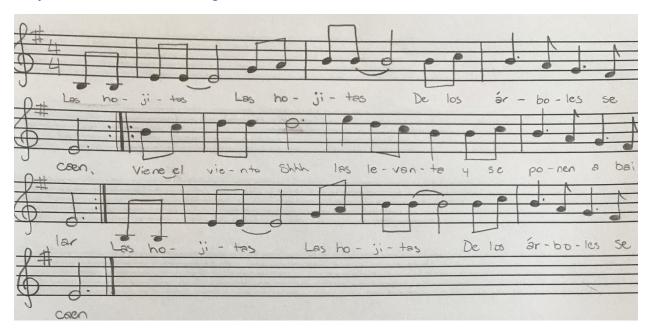
Grade Suitability: 4 Comfortable Starting Pitch: A



Las hojitas

Source: www.mamalisa.com
Performer: Alicia Calvo
Ethnicity/Region: Spain

Subject of Text: Leaves dancing in the wind



Translation:

The little leaves, the little leaves, Fall from the trees.
The wind comes and lifts them,
And they begin to dance.

Tone Set: m, Itdrmfsl'

Range: 11th

Metre: 4/4

Number of Phrases: 5

Form: AABBA

Harmonic Implications: i V

Prominent Rhythmic Elements: ti-tum, tum-ti

Prominent Melodic Elements: m-l

Pedagogical Uses: Practice ti-tum and tum-ti, singing in minor tonality

Song Type: Children's Song **Game Type:** N/A

Grade Suitability: 4 Comfortable Starting Pitch: B



Yo te dare

Source: https://www.spanishplayground.net/spanish-hand-clapping-games/

Performer: Élodie Chebat Ethnicity/Region: Spain

Subject of Text: Giving someone coffee

Translation:

I will give you,
I will give you my pretty,
I will give you a thing,
The only thing I know, coffee.



Tone Set: I, drmfl AND rmfsltd **Tonal Centre:** la and do **Tonality:** Minor and Major Tonality **Range:** 8th **Metre:** 6/4 **Number of Phrases:** 7

Form: ABBCA Harmonic Implications: N/A

Prominent Rhythmic Elements: ti-ti, ta **Prominent Melodic Elements:** N/A

Pedagogical Uses: Switching between major and minor tonality
Song Type: Chant
Game Type: Clapping

Grade Suitability: 4 Comfortable Starting Pitch: N/A



Engaged Listening Activity

(2-3 Classes)

https://www.youtube.com/watch?v=QLnEjHuMFsA

Play the video over the speakers:

- Interpret the piece using the eight categories of Laban's *Action Drive* (slash, punch, press, wring, float, glide, flick, dab)
- Ask:
 - O What instruments do you hear in the music?
 - O What words might you use to describe this music?

Show a collage of images of flamenco performers. In partners, ask students to discuss what they see, describing the people, images, and movements in the photos. After a couple minutes of discussion, have students share observations and questions with the class.

- Ask:
 - o How did you figure that out?
 - O How did you come to know that?

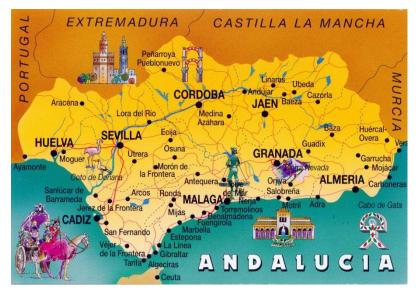
(Images below)



Watch the video (from the same link above) and have small group discussion afterwards:

- What are some of the movements you saw?
- What do you think the relationship was between the dance and the music?
- What were some of the emotions the dancer was conveying?

Context:



Flamenco originated in Andalusia – a region in the south of Spain.

Project the following paragraph and read as a glass:

"Flamenco, form of song, dance, and instrumental (mostly guitar) music commonly associated with the Andalusian Roma (Gypsies) of southern Spain. (There, the Roma people are called Gitanos.) The roots of flamenco, though

somewhat mysterious, seem to lie in the Roma migration from Rajasthan (in northwest India)

to Spain between the 9th and 14th centuries. These migrants brought with them musical instruments, such as tambourines, bells, and wooden <u>castanets</u>, and an extensive <u>repertoire</u> of songs and dances. In Spain they encountered the rich <u>cultures</u> of the Sephardic Jews and the Moors. Their centuries-long cultural intermingling produced the unique art form known as flamenco."

From: https://www.britannica.com/art/flamenco

Have students pair up and choose something from this paragraph to research further. It could be an instrument, what Spain looked like (geographically, socially, politically, etc.) at some point between the 9th and 14th centuries, one of the cultures in Andalusia, and have them present their findings to the class.

Flamenco Dance Lesson:

Have students watch the following video and try out some of the flamenco movements. *If possible, have a flamenco dancer come in to work with your class*

Ask:

- What did the movements feel like to you?
- How did the movements fit with the music? https://www.youtube.com/watch?v=RhHFmbYaVAI



https://www.donquijote.org/spanish-culture/traditions/flamenco/ https://www.allaroundthisworld.com/learn/western-europe-and-the-nordic-countries-2/spain/spain-flamenco/#.XSb_suhke2w https://www.britannica.com/art/flamenco	Sources:	
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