

Español

Nombre

Andes Manta

Fecha

Guided listening and follow-up AAA

MOD



All students are responsible for learning about Andes Manta, those on the field trip and those who chose not to attend.

All students must complete a follow-up activity.

You are encouraged to work in groups of 2-4 students, but you may choose to work alone.

This will be a AAA grade (Understanding of a cultural topic related to Spanish)

### Learning Targets:

I can identify

- the Andes on a map
- the indigenous cultures of the Andes
- some instruments used in traditional Andean music and materials used to make them
- some sounds in nature that the instruments reproduce

I can recognize and define the elements (instruments, sounds) of traditional Andean music

I can recognize the rhythms of a given song or poem

I can appreciate the story that a song or poem tells

Andes Manta Follow-up Activity Options: Choose ONE of the following options. You are encouraged to work in groups or 2-4 people. Group members do not have to be from the same class, but should have the same teacher.

1. **Put together an arpilleras**, a quilted wall hanging created from pieces of cut or sewn cloth (you may use paper) Arpilleras tell stories of important events in everyday life. Some have packets on the back to hold written parts of the story. Include about 3 panels per person. Bring to class and be prepared to share with the class.
2. **Make instruments from the essentials of nature**, such as rocks, sticks and shells. Experiment with the sounds and rhythms found in the environment. Listen to the music you create and tell a story, including the moods found in nature. Bring your instruments (at least one per person) to class. Write a description of the experience. Include what story your instrument and/or music tell about you. Be prepared to share with the class.
3. **Create instruments from household objects**. Bring your instruments (at least one per person) to class. Write a description the experience. Include what story your instrument and/or music tell about you. Be prepared to share with the class.

Some ideas...but feel free to think of your own!!

Triangle: hang kitchen utensils from a string and tap with a pencil.

Tamborine: experiment with aluminum pans

Maraca: glue paper soup bowl together with uncooked popcorn inside

Drums: coffee cans with plastic lids on one or both ends

Drumsticks: fasten cork or wooden beads to the end of chopsticks

Chimes: tie house nails together or put keys on a string

Unusual sounds: tap thimbles or grate sandpaper on wooden blocks.

Kazoo: asten wax paper to the end of a paper towel roll

Castanets: glue buttons onto strips of cardboard and rub together

4. **Read a poem aloud** to sense the basic rhythm and content

Choose one from this website or find your own!

<http://www.andes.org/poems.html>

[Cultures of the Andes: poems in Quechua, Spanish \(Castilian\) and English](#)

Print a copy of the poem you choose. Read it aloud in Spanish (not English or Quechua!). You may record your audio and email it to me or do it live in AT, study hall or after school. Write a description the experience Include what story the poem tells. Be prepared to share with the class.

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Please answer these questions during the performance. If you do not attend, please Answer 2-12 by while exploring their website. [Andes Manta http://www.andesmanta.com/index.html](http://www.andesmanta.com/index.html)

1. ¿Cuál fue tu parte favorita del concierto Andes Manta? ¿Por qué?

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2. ¿Qué es la música tradicional Sudamericana?

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3. ¿Que hace la música "tradicional"?

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4. ¿Dónde están los Andes? Describe la geografía y el clima brevemente (briefly).

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5. ¿Quiénes son los miembros de la banda?

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6. ¿De dónde son?

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7. ¿De cuál(es) cultura(s) indígena(s) vienen?

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8. ¿Cómo aprendieron a tocar los instrumentos los miembros de la banda?

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9. ¿Por qué se llama "Andes Manta" la banda?

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10. Da 5 ejemplos de instrumentos específicos y los materiales usados para hacerlos (to make them)

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11. ¿Cómo puedes reconocer este tipo de música cuando la escuchas (How can you recognize this type of music when you hear it?) ¿Qué la distingue de otra música que conoces? ( What distinguishes it from other music you know?)

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12. Cuáles cuentos intenta contar el grupo con su música? (What stories does the group strive to tell with their music?) Compara éste con otro estilo de música que tú conoces y cuáles cuentos aquél estilo intenta contar. (Compare this with another style of music you know and what stories that style strive to tell).

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