

Lesson 1

Ancient Mayan music

Continuation of Global Music Lessons by Lynne Cox

Global Music Unit: Music from the Mayans to Modern-day Mexico

Materials Needed:

Interactive white board

Computer with speakers

CD player

Global map or globe

Instruments such as rainsticks, drums, rattles, ocarinas (whistles), guirro (scraper-usually in shape of fish or frog), flutes, cabasas

Websites:

www.ballgame.org

www.princetonartmuseum.org/Jaguar/jaguar.html

www.mondaviarts.org/events/event

www.mayankids.com

www.mexicolore.co.uk

<http://cdbaby.com/cd/thunderbeat3> excerpt from 'Mayan Landing 2012' entitled 'Forgotten World' (track#10) and "Stargate" track 3

Entrance into class: <http://cdbaby.com/cd/thunderbeat3> excerpt from 'Mayan Landing 2012' entitled 'Forgotten World' (track#10) allows you listen to this excerpt track and it's a great example of Mayan music to play as they enter the classroom--not very melodic or structured in rhythm, more free form, floating quality. As they listen I explain where we are globally today and in what time in history. On the interactive Whiteboard I am online to www.ballgame.org which has a map of Mexico and a visual interactive timeline for the ancient civilizations in Mexico plus names of the tribes. URL is long so do this: skip intro and go to site map, then click on 'map and timeline' on lower green square. Here is the map of Mexico listing the tribes on left. You can move the 'skull' at bottom along a time line and the tribe at that time in history will light up on the map exactly where they lived during that time. I have now immersed the students into this music, time, and space-as much as virtual reality as possible. **cross disciplines:** geography, history, technology

Explain how important music was to these people, how they used it in their everyday lives and in important ceremonies--how they made instruments out of clay, reeds, etc. During all of this I have the 1st computer playing 'Forgotten World' mentioned above. It will keep repeating the excerpt. Ask students to listen to 'Forgotten World' and describe the music. (loud, soft, fast, slow, free rhythm or metered, calm, not much melody, texture thin or thick, any singing, what instruments they hear, etc.) This is music of the rainforest. **Goal #6** Learner will listen to, analyze, and describe music: and **Goal #9** learner will understand music in relation to history and culture. This activity will exercise the *Auditory Multiple Intelligence*. All 3 learning styles (aural, visual, and kinetic) are exercised with this lesson since they will be looking, listening, and playing instruments. **Cross disciplines:** Social studies, history, and geography.

Introduction of instruments of the rainforest of Mesoamerica--I make this dramatic and ceremonial with 'Forgotten World' playing in the background. (<http://cdbaby.com/cd/thunderbeat3> excerpt from 'Mayan Landing 2012' entitled 'Forgotten World' (track#10) and "Stargate" track 3)

I hold each instrument dramatically high in the air to show them and demonstrate. (This trick almost always ensures students focusing) Drums, *guiros* that look like wooden frogs that you scrape down ridges on their backs mimicking the sounds of frogs, flutes, rattles--some made of seeds to tie around ankles, panpipes made of reeds and some of pottery, rattling cup (rattle), bones, conch trumpets, *ocarinas*

(whistles made of pottery usually in shapes of animals). Music was in integral part of life and especially used during religious ceremonies, which were numerous. Most of these instruments are percussion (anything struck, scraped, or shaken) but the flutes and panpipes carried melodies.

How do we know these are authentic instruments? Artifacts of musical instruments were buried in tombs so that the person could have music in the afterlife (like Egyptian pyramid/tombs). Pictures, preserved instruments, and sculptures of them still exist.

Now switch to track 3, 'Stargate' excerpt. This has a definite 4/4 meter. Ask them what meter they hear. Explain that the reason is because they lived close to nature to survive and they noticed many things of four such as: 4 seasons in a year, 4 grandparents, 4 elements: *air, earth, fire, and water*, 4 directions *north, south, east, west*. This is the reason you hear much of their music in 4/4 meter, just as the other indigenous (original) people in the Americas.) used. For my students this is review of the Native American music in the U.S. **cross-discipline-math and science. Music Goal # listening to, analyzing, describing music and goal # 8 understanding relationship between music, arts, and disciplines outside the arts, Multiple intelligences: music, spatial, naturalist, mathematical**

Music of the rainforest—wouldn't it copy nature? Can you name some ways the musical instruments did that? (rainsticks copy rain or river; flutes copy birds; drums copy rhythm of the beating heart or rhythm of day and night; seasons, etc; guiro copy sounds of frogs; etc.)

Instruments are shown on *people* on www.mayankids.com and on www.princetonartmuseum.org/Jaguar/jaguar.html

Activity 1: Allow students to take turns operating the Whiteboard on www.ballgame.org moving the 'skull' on the timeline watching the different areas on the map to light up. You can accomplish this with a projector and a laptop hooked up. Don't let students explore this excellent site alone. Need to give a little history here of when the Spanish came, Aztec civilization at its highest point, then vanished. Music is still playing. Very dramatic!!

Now go to www.princetonartmuseum.org/Jaguar/jaguar.html where it shows musical instruments and as the student clicks on one, it highlights the picture and gives the sound plus its name in Mayan.

Activity 2: naming ceremony: this is very popular with my students. As a review of the music of the Native Americans we studied that they held the number 4 sacred and this is why you hear the driving 4/4 meter of their drumbeats with a strong emphasis on the first beat. Four was sacred because: everyone had 4 grandparents, there are 4 seasons in the year, 4 elements (earth, air, fire and water), and because many of the animals they hunted for food had 4 legs. For the naming ceremony I shake the rattle the sacred 4 beats over their head, naming the boys an animal with 4 legs that they hunted like '*Running Jaguar*', and the girls something in nature, like '*Lovely Waterfall*'. Some of the animals are different here in Mesoamerica than they were in what is now the U.S.

Activity 3: Now have students come up and use instruments improvising along with '*Forgotten World*' still playing. 'Music of the Rainforest' Each instrument represents something parallel in nature: **Goal #2 learner will play on instruments, alone and with others, a varied repertoire of music;** **Goal 3 learner will improvise melodies, variations, and accompaniments.** When they finish and everyone has had a turn **Goal #7 is met when learners evaluate music and music performances.**

Books: related theme



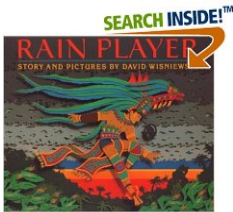
Book: 'Mario's Mayan Journey' by Michelle McCunney



Secrets of Ancient Cultures: The Maya--Activities and Crafts from a Mysterious Land
Arlette N. Braman Michele Nidenoff



Aztec, Inca, and Maya by Barry Clark



Rain Player by David Wisniewski

Emphasize we are studying Mesoamerica (Spanish for Middle America)

Ancient Mayans understood mathematics, astronomy, and had the most sophisticated writing system in the Americas.

Objectives:

Immerse students in ancient Mayan culture with emphasis on music *Goal #9 Learner will understand music in relation to history and culture*

Students will perform on Mayan instruments *Goal #2 Learner will play on instruments, alone and with others, a varied repertoire of music*

Students will improvise on various instruments *Goal #3 Learner will improvise melodies, variations, and accompaniment*

Students will listen to music and be able to describe what they hear *Goal #3 Learner will improvise melodies, variations, and accompaniments*

Students will remember why the sacred 4 is used in aboriginal music of the Americas (from previous lessons on Canada and US) *Goal #8 Learner will understand relationships between music, the other arts, and content areas outside the arts*

Students will carry their knowledge of technology into music class as they operate computer-generated screen *Goal # 8 again 8 Learner will understand relationships between music, the other arts, and content areas outside the arts*

Closure: www.mondaviarts.org/events/event. go to ballet folklorico de Mexico, see costumes, see video clips, listen to music, a culture speaking through its music and other arts

Lesson 2

Ancient Mayan/Aztec music

Continuation of Global Music Lessons by Lynne Cox

Global Music Unit: Music from the Mayans to Modern-day Mexico

Review Mayan/Aztec lesson 1--assessments

- Find Mexico on globe
- Describe Mayan/Aztec instrumental music
- Be able to correctly move the skull timeline on the Promethean Board
- Name at least 4 instruments used by these civilizations and what they represented
- Remember how to play them
- Name at least 3 ways they used music
- Compare music of these indigenous tribes of North America to others we have studied (Canada's First Nations people and US Native Americans)
- Compare timeline and geography of Mayan and Aztec civilizations (www.ballgame.org)
- Had the most sophisticated system of writing in the Americas (Mayans)-hieroglyphics—again Egyptian influence? Just raising questions that have never been successfully answered

Objectives: students will understand the pentatonic scale and the number always associated with that prefix. Teacher will demonstrate on xylophone and keyboard set on flute how to improvise melodies using this musical tool. **Goal 3 The learner will improvise melodies, variations, and accompaniments. Goal 4 The learner will compose and arrange music within specified guidelines.**

Activity 1: *As you listen to this music, does it remind you of the music of another culture? (Asian countries). This is because DNA testing has proven that the indigenous peoples of North and South America migrated from Asia, crossed a land bridge that existed in the last Ice Age (now is water) and came down the Americas, following animals they hunted for food. These people brought their ways with them, including their music. Goal 6 The learner will listen to, analyze, and describe music.*

As you listen to the music you will hear most of the instruments that were used in ancient Asia, such as flutes and drums. The music copies nature. Melodies of these 2 ancient cultures were built on the pentatonic (5-note scale) instead of the diatonic (7-note scale of Europe). This is musical proof that they came from Asia. One of the pentatonic scales is easy to play on the piano if you only play on the black notes (5 different ones). Technology in music has advanced so that you can program in a flute sound on a keyboard, improvise melodies on the black keys, and produce music much like the ancient Asian or North and South American music.

Activity 2: (review) have students form an ancient Mayan/Aztec orchestra playing along with one of the instrumental tracks chosen **Goal 2 The learner will play on instruments, alone and with others, a varied repertoire of music.** Explain that the music is free-form, not a real steady beat. It is to be played slowly and softly—we are in the rain forest. This time add improvising melodies on a 5-note scale pattern set up with a xylophone or keyboard set on pan pipes and a pentatonic scale marked. MELODY IS ADDED THIS LESSON. Still, this should be free-form.

Assessment: have a table set up with Mayan/Aztec instruments and put an instrument that doesn't belong, such as violin (fiddle)—have them decide which one doesn't belong. (Spanish did bring these later) Explain that rain sticks were added along with pottery whistles called *ocarinas*. Can students explain and demonstrate melodies based on a pentatonic scale?

Art-pottery—Mr. Stortz, our art teacher, will show and tell about the *ocarinas* since his specialty is pottery. **Goal 8 The learner will understand relationships between music, the other arts, and content areas outside the arts.**

Activity 3: Give out picture of jaguar or other animal of the rainforest to color, adding vines, monkeys, etc. at the top to represent the rainforest of Mesoamerica. (Rainforest Alliance website has lots of coloring pages to give away-download free) This could be a take-home activity. **Goal 8 The learner will understand relationships between music, the other arts, and content areas outside the arts.** If I ever let them color during class I always have lesson-aligned music playing in the background, since I enjoyed doing this as a child.

Assessment: Did students seem immersed in the music and art of the rainforest w/this activity?

Activity 4: explain about the ancient pyramids in Mesoamerica. Ask what other culture had pyramids? The pyramids in Mesoamerica each had 4 equal sides with a base of a square (spatial intelligence—if you were at the top looking down, what shape would be seen? This was an EOG test for 3rd graders a few yrs ago). They were highly developed in math and the science of astronomy (explain difference between astrology and astronomy). Their calendar was much like ours, 365 days (ours has the extra 1/4 day). Their pyramids reflected the calendar in that the odd number, the 365th day, was represented by the temple at the top. They divided the rest of the number by 4, representing the steps on each side of the pyramid (364 divided by 4 = 91 steps per side.) The division of the year by 4 also represented loosely the 4 seasons. The most famous pyramid in North America is the Pyramid Kukulcan in Chichen Itza in the Yucatan Peninsula of Mexico. The calendar is on www.mexicolore.co.uk—just click on calendar— Great free download of colorful pictures. Free resource: an info sheet based on the famous 20 day signs of the Aztecs. Click on resources on the Aztec page. Don't let them explore this site on their own.

Activity 5: Watch video segment (www.unitedstreaming.com 'Aztec Religion' (#8) on 'Explorers, The: Ancient Civilizations of Mexico: The Maya and the Aztec'. This dance represents their calendar and the 4 male dancers are called the *volodoras*. These four dancers at the top of a pole, safely attached to a rope by their feet, throw themselves out into space. They make rotations around the pole lowering gradually to the ground. One of them plays sacred music on an instrument as he flies through the air. This, like their pyramids, has a direct connection with their astronomy, calendar, and math. In their calendar, 52 years made a century. So each dancer rotates **exactly** 13 times around the pole, gradually moving down toward the ground. (52 divided by 4 = 13 rotations each) **cross disciplines: math, science of astronomy, arts**
Goal 8 The learner will understand relationships between music, the other arts, and content areas outside the arts. Goal 9 The learner will understand music in relation to history and culture.

Dancers can also tell stories. **When they perform**, a story is read while the movements of the dancers tell of the events of the tale. The dance goes on for hours because it is a long story. Every ancient culture has this. A perfect example of this is the traditional 'Deer Dance' in which a lone male dancer dressed like a deer, mimics the deer's life, complete with drinking water, running from an enemy. You can view this on YouTube XXXXXXXXXX Discuss languages (indigenous people of Mexico are identified today as to which ancient language they speak rather than by where they live) Many of the old languages are dying out-being absorbed & blending.

Closure: www.mayankids.com —excellent website beautiful clipart, easily navigable, easily cross disciplines with science of animals, astronomy, building pyramids, history and geography, and other facts beautiful coloring pages you can purchase immediately as you download. Let students explore, keeping the Mayan music playing on CD—this site is rich in everything but music, very kid friendly. Nice games on here. (technology is integrated). I let my Mayan CD play as background to this site, or students improvising. People who live in a civilization have more time for arts, proven in this website. **Goal 8 The learner will understand relationships between music, the other arts, and content areas outside the arts (technology)**

Lesson 3

Ancient Mayan music

Continuation of Global Music Lessons by Lynne Cox

Global Music Unit: Music from the Mayans to Modern-day Mexico

Entrance—today's lesson features music after the Spanish came, bringing with them their musical instruments to 'New Spain' (we have a New England)--stringed instruments such as guitars and harps; brass instruments such as trumpets and other horns. Equally important they brought a new scale structure on which melodies are made—the diatonic 7 (8) note scale we are all used to: do re mi fa so la ti do, as compared to the pentatonic scale we have been studying that the Mayans and other indigenous people used which they brought with them from Asia. Have any mariachi music playing as they enter. Notice the blends that occur in music.

Preview to lesson 3:

Did you notice on the timeline when the Spanish came? Next week we will explore the music they brought with them. Explain about the Spanish conquerors and how they and the French brought their own music from Europe such as guitars, other stringed instruments and brass instruments. We will hear how the cultures blended their music into what is known as Mexican music today, especially the mariachi music which uses brass, strings, maracas and guiros. Lyrics are sung in Spanish. Music of Mexico today showcases beautiful blends of different music. (Play any mariachi music as example)

Activity 1: Have a pentatonic scale *written* on music score (previous lessons have been by rote). **Goal 5 The learner will read and notate music.** Go over the notes, demonstrate on a xylophone, have children improvise on this instrument. It helps to remove all bars except the 5 (6 if you double one) being used. One form of a pentatonic scale is DEGAB, or use the 5 black notes of the piano. Assign them a keyboard, instruct them to program in a pan flute sound and play these notes. They are then to make up their own melodies based on this scale.

Assessment: Ask questions pertaining to paragraph above. Ask them to demonstrate by performing task on xylophone. Then assign them to keyboards programmed in on pan flutes, or a wooden xylophone with only 5 bars representing the pentatonic scale, and have students play as they read the short musical score. Since this is free-style rhythm I don't put meter or bar lines in, just eighth, quarter, and half notes

Activity 2: Learn my 'Hola, Mes Amigos' song –this is a song I wrote that is simple and bilingual. If you want to see the musical score and listen to the melody, open this up—click on 'remind me later' and then on 'continue' and it should load up. It warns you of corrupt files but I have never had any on the Finale site. You might have to download Finale notepad (free) on your computer to do this. **Goal 1 The learner will sing, alone and with others, a varied repertoire of music.**



'Hola Mes Amigos'.MUS

Lyrics: Hola, mes amigos, hello there, my friends.

¿Como estás? Estoy muy bien. La, la, la, la, la, etc., etc.

Assessment: Is this a bi-lingual song? Explain. Does it use the diatonic 7-note scale or the pentatonic?

Activity 3: listen to and learn Spanish and English lyrics to ‘*The Painted Rooster*’ Music of the Maya; words in English and Spanish. p.82 in student book, ‘**Making Music 3**’, Silver Burdette 2002, Pub. Pearson Education, CD 3-track 2 in English pronunciation track CD 3-track 4. (My assumption is that the Mayans had a song and story about the painted rooster, but the Spanish put it to music using the European 7 (8) note diatonic major scale). This melody would be simple for students to play on a pitched instrument since it mainly uses only the first 5 notes of D major scale. (DEF#GA)

Activity 4: listen to the song, ‘*De Colores*’ (Silver Burdett “Making Music” series, Gr. 5, 2002 edition.) p. 90 in student book, lyrics in Spanish and English: CD 4, track #15 in English, track #16 in Spanish. I teach the colors with this melody by ‘piggybacking’ the Spanish words for colors onto the melody—they fit perfectly if you sing the colors in this order: *Amarillo* (yellow), *anaranjado* (orange), *morado* (purple), *azul* (blue), *rojo* (red), and *verde* (green) repeat. <http://www.kids-korner.net/activities/coloring/may/pic-2-may.html> has a wonderful coloring page to download for free. Have the music playing in the background while students color and sing. **Goal 8 The learner will understand relationships between music, the other arts, and content areas outside the arts. Goal 1 The learner will sing, alone and with others, a varied repertoire of music.**

Assessment: did the students pronounce the Spanish colors correctly? As you sang each one, could they sing it back to you with the right pitches and rhythm?

Does this melody use the diatonic 7 (8)-note scale or the pentatonic scale (5-note)?

Activity 5: Play CD or cassette, ‘*Sing, Dance, Laugh and Eat Tacos 2*’—*Fun in Spanish* series by Barbara Macarthur. This will be the instrumental music they will dance to. After listening they are to describe the music (fast or slow, what instruments are heard? etc)
Goal 6 The learner will listen to, analyze, and describe music.

Activity 6: Begin to teach the dance (choreography last page of this lesson) but remember to take only 1 section at the time, when they learn that add the 2nd section. Before you add a new section, back up to the beginning and go to that point. You may not be able to get through the entire dance in one lesson, just 3 sections.

Assessment: Are students dancing at least the first 3 sections with 80% accuracy?

Closure: Discuss Mexican influence in our music today in the US----name some famous singers and actors from Mexico. Have students name some of their favorite Latin singers, musicians, artists, actors, etc. Watch streaming video or one of these you downloaded from www.unitedstreaming.com Your school has to subscribe to this to use it. Two videos that are excellent are:

*Explorers, The: Ancient Civilizations of Mexico: The Maya and
The Aztec or Mexico: Its People, History, and Government.*

‘*Explorers, Ancient Civilizations of Mexico: the Maya and the Aztec* 17:56 minutes long.

All 3 learning styles used, multiple intelligences Choreography for dance—

Dance choreography: make 2 concentric circles, one smaller one inside a larger one (*geometry*) with this sequence (*repeating pattern-math*: boy, girl, boy, girl, etc. Children will join hands and dance a circle dance with each circle going in opposite directions giving a kaleidoscope effect with these colorful costumes. You can adapt these sections using some or all or even repeating to almost any Mexican music, I want students to listen for the different sections or themes in the music and know what to do. I made up the following routine:

Lesson plan #4—last in unit
Ancient Mayan music
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Main Objective : practice everything they have learned including finishing the dance today for fiesta/program they will present next week. I make a video of it and let them critique it later. **Goal 7 The learner will evaluate music and music performances.**

New Objective 1: students will learn how to perform the “*Musical Bullfight*”

Activity: ‘*Musical Bullfight*’—with mariachi music playing in the background, one student is El Torro and the other is El Matador. Give the matador a red cape to wave and demonstrate how he waves it in front of the bull. The student who is the bull puts his fingers to his head for horns, paws the ground with his ‘hooves’ before charging the matador (keeping in time with the music). Lay down ground rules that this is to be as a dance, and no rough playing is allowed. When the bull runs through the other students shout ‘Ole!’ **Goal 8 The learner will understand relationships between music, the other arts, and content areas outside the arts.**

Objective 2: students will review songs in Spanish: “De Colores” naming the colors in Spanish and ‘Hola Mes Amigos’. **Goal 1 The learner will sing, alone and with others, a varied repertoire of music. Goal 9 The learner will understand music in relation to history and culture.** They should be able to accompany themselves with percussion instruments such as guiros, castanets, cabasas, claves, and maracas.

Objective 3: Review for students how to operate the skull timeline on www.ballgame.org and different sites on www.mayankids.com which will be on the program.

Objective 4: Finish learning the dance. Fun, easy costumes are making panchos for the boys out of Mexican blankets, and full skirts that wrap around the girls (directions for making costumes at end of this lesson plan). Make these very colorful. For color effect in the dance arrange the dance circles boy, girl, boy, girl. Inexpensive sombreros are available on Oriental Trading. Girls wear flowers in their hair. **Goal 8 learner will understand relationships between music, the other arts, and content areas outside the arts.**

Objective 5: students may want to make colorful invitations to next week’s fiesta for family and administrators.

Activity teacher reads book, “*The Mayan Journey*” **Goal 8 learner will understand relationships between music, the other arts, and content areas outside the arts.**

Closure: show video clip of **Ballet Folklórico de México**. This truly exemplifies cultures speaking through their music, dance, and other arts (costumes, etc.) Discuss how the different music (Mayan vs. Sp influence represents the different cultures and blends) www.mondaviarts.org/events/event Go to ballet folklórico de México.

Directions for girls’ skirts—like a wrap-around apron with ribbon as a waistband, leaving long ends to tie skirt around in back. They can wear these skirts over their shorts or rolled-up jeans. I make them in 3 tiers, cutting 3 pieces (bright colors, usually 3 different ones) of material into long rectangles, each one longer than the other. Gather the shortest rectangle (making a ruffle) and sew onto ribbon waistband, then gather next shortest one and sew it onto bottom of the first one, 3rd one onto the middle or second one. These are easy, cheap, and look great!!

Lesson plan #5—last in unit
Ancient Mayan music
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FIESTA TIME!!!!!!!!!!!!!!!!!!!! (AND PROGRAM)

Parents and other guests enter to the students' performing on the rain forest instruments—into the virtual world of the mayan. Maybe students drew backdrop of a Mayan pyramid, or rain forest, etc. (perhaps the art teacher or classroom teacher can help students on the art). Have the pictures displayed they colored in music class of the jaguar in the rainforest and various Mayan Gods. (lessons 2 and 3). Students are dressed normally or perhaps in Mayan attire. Nothing is spoken yet. After everyone is in the room teacher or student will welcome visitors to the world of music in Mesoamerica, from the time of the Mayans to present-day Mexico. On the White Board the time line on www.ballgame.org is shown and the room is ½ dark. Truly, a virtual world.

Dialog:

1. Student demonstrates the timeline as he slides the skull across the years and different tribes light up in various areas of what is now Mexico. Student explains to audience what is happening.
2. Another student holds a globe and tracks the Asian early hunters from Asia across the top of the globe, explaining how scientists have proven with DNA samples that the indigenous peoples (first people in a region) in North and South America migrated from Asia. Explain that we are going to musically prove this is so. The music is so similar, except for the Asian gong and metal chime tress, which raises scientific speculation that these early hunters left Asia before the bronze age.
3. Invitation to parents to listen to students play the ancient music of the Mayans (rainforest music they learned 1st lesson) Let another student explain the various instruments and what they represent in nature (lesson 1)
4. Explain the pentatonic scale and demonstrate on keyboard set on panflutes (lesson 3)
5. Switch the website on White Board to www.mayankids.com and student navigates through this website explaining to audience while the students in the rainforest 'orchestra' still play soft music.
6. Another student announces that the Spanish arrived in 1519 and with them brought their language, food, musical instruments such as guitars, violins (fiddles), harps, brass instruments such as trumpets and other horns. Music of the Maya and Spanish began to blend. Words to songs were now in Spanish. This evolved into the various musical styles we hear in Mexico today, such as the mariachi. (switch to CD of mariachi music—students can accompany the CD with maracas, cabasas, claves, guiros, anything that is not pitched as accompaniment.
7. Group sings 'Hola Mes Amigos'
8. Sing 'De Colores' with words of the colors
9. Mexican Bullfight
10. dance (can have students already dressed or boys and girls can disappear behind 2 screens and just put costumes on over their clothes

REFRESHMENTS!!!!!! Perhaps a local Mexican restaurant would supply cinnamon crispas for refreshments—especially if you advertise their restaurant in the program—community outreach

Perhaps you have some parents of Mexican heritage who would come in and sing with guitars (parental involvement).

Global Music:
Mrs. Lynne Cox
May, 2008

Post Test: Music of the Mayans, the Rainforest Music

1. List at least 3 musical instruments used by the Mayans (**RAIN FOREST MUSIC**) and describe what each represented in nature. _____
2. Extra 10 points if you can name **THE ONE** instrument that carried a melody rather than just a beat, etc.

3. What instrument on the table does not belong in the Mayan music? _____
4. Describe the scale structure used in the Mayan music (how many notes) _____
5. Where do scientists think the Mayans and other tribes of Native Americans in North and South America migrated from thousands of years ago? _____
6. Name one (or 2) things the Mayans and Aztecs had in common with Egypt. _____
7. Were numbers important to them? Can you name one thing to prove this? _____

8. Who were the Volodores? _____
9. When did the Spanish come to Mexico? _____
10. What did they bring with them musically? _____

12. What language is spoken in Mexico today? _____