

STUDY GUIDE

DISCIPLINE:
MUSIC

ARTIST:
COLORES ANDINOS



The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:

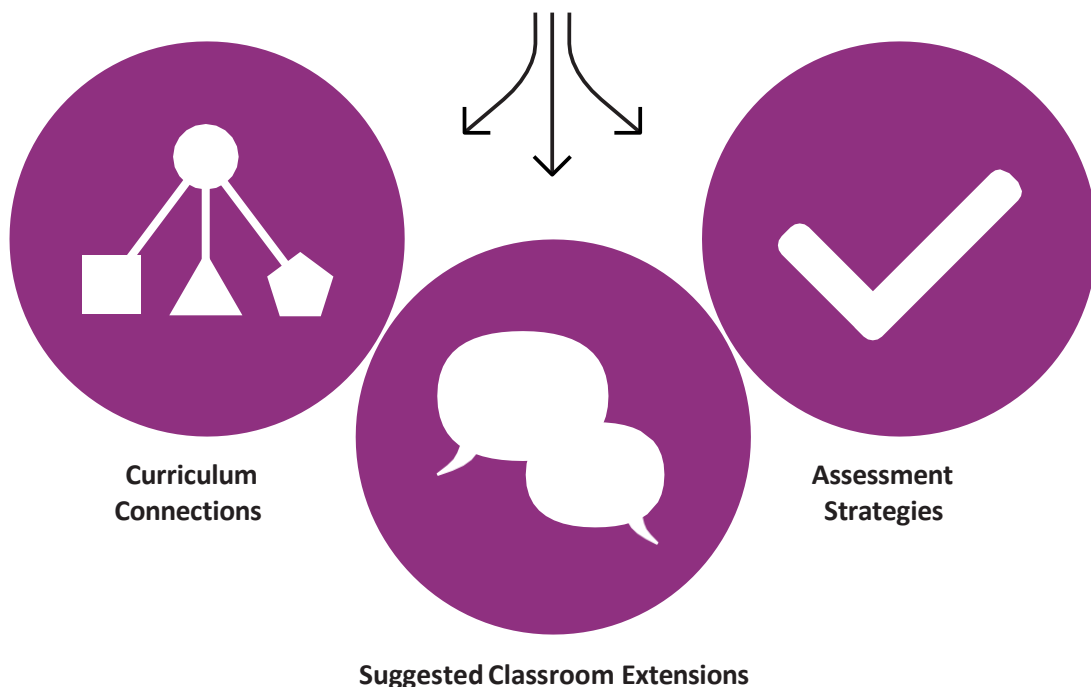


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STUDY GUIDE: MUSIC

ANDEAN PAN-FLUTES

Program Overview

Artist Name: Colores Andinos

Artist Bio: Colores Andinos is a Latin-Andean fusion group with members from Chile, Ecuador, El Salvador, Peru, and Canada. Known for their energy and talent, they play over 20 modern and traditional Latin American instruments. Their unique sound reflects the blend of multicultural roots and experiences, creating a truly Canadian musical encounter that captivates audiences.

Program Description: Peruvian flutist Luis Abanto introduces students to traditional techniques of Andean pan-flutes (zampoñas). Students work in pairs to play a song and practice a basic repertoire.

Artistic Discipline: Music

Recommended Grade Levels: K - 12

Session Logistics: In person only

Cultural Context: South American Culture

Vocab bank/glossary: [Click here](#)



ANDEAN PAN-FLUTES

Curriculum Connections

Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
- Strand A – Creating and Presenting
 - Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music. (Grades 1-8)
 - Use a variety of techniques and technological tools when performing music and composing and/or arranging music. (Grades 9-10)
 - Use a range of techniques and technological tools in a variety of applications relating to music. (Grades 11-12)
- Strand B: Reflecting, Responding, and Analyzing
 - Demonstrate an understanding of social and cultural influences on and effects of traditional, commercial, and art music. (Grades 11-12)
- Strand C: Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts. (Grades 1-8)
 - Demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world. (Grades 9-10)

ANDEAN PAN-FLUTES

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

K

Pre

- Have you ever heard music from another country? What did it sound like?
- What do you think a flute made of bamboo sounds like?

During

- What sound does the pan-flute make when you blow into it?
- How does the instrument feel in your hands?

Post

- What was your favourite part of the workshop?
- Can you show how you made the pan-flute sound?

GRADES**1-3****Pre**

- What kinds of instruments do you know? Which are blown into?
- What do you think music from the Andes might sound like?

During

- How do you change the sound when you blow into different tubes?
- What do you notice when you play with a partner?

Post

- What did you learn about pan-flutes today?
- How is this instrument different from others you've seen?
- Why is it important to learn music from other cultures?

GRADES**4-6****Pre**

- What do you already know about South America or the Andes?
- Have you heard of the pan-flute or seen one before?
- Why might music be important to people in different parts of the world?

During

- What techniques helped you play the instrument better?
- How did working in pairs help you learn?
- What role do you think music plays in keeping a culture alive?

Post

- What did you learn about Andean culture through this experience?
- Would you want to learn more about this kind of music or another traditional style?

GRADES
7-8

Pre

- What are some examples of traditional music from different cultures?
- How can the environment (like mountains or climate) influence the instruments people create?
- What do you think it takes to become skilled at a traditional instrument?

During

- What did you find challenging or surprising about playing the pan-flute?
- How does this experience compare to other music you've played or heard?
- How do you think this music communicates cultural identity?

Post

- In what ways does traditional music help preserve culture and language?
- What connections can you make between this workshop and what you're learning in other subjects (e.g., geography, history, arts)?

GRADES
9-12

Pre

- What do you know about the history of Andean music and instruments like the pan-flute?
- How do traditional instruments function as tools for cultural preservation and storytelling?
- What are some challenges of bringing traditional music into modern or global contexts?

During

- What techniques were key to producing a clear and synchronized sound?
- How did the ensemble aspect (playing in pairs) affect your performance?
- What artistic or emotional qualities did you notice in the music?

Post

- How might learning a traditional instrument influence your perspective as a musician or artist?
- In what ways is this workshop relevant to contemporary conversations about cultural appreciation and appropriation?
- How does this experience relate to music as a form of social, political, or environmental expression?

MUSIC OVERVIEW

Music is a universal form of expression that transcends language and culture, offering a deeply personal and collective means of connection, communication, and healing. It reflects cultural identity and promotes equity, diversity, inclusion, and reconciliation by uplifting diverse musical traditions and community voices.

Music education builds skills in listening, creativity, collaboration, and self-expression. It supports students' health and well-being by offering a safe and accessible space to express emotions and ideas, while nurturing confidence and a sense of belonging. Whether composing, performing, or simply engaging in musical play, students develop confidence, perseverance, and a sense of belonging.

Through the creative and critical analysis processes, students explore, refine, and reflect on musical ideas, depending on their understanding of music's emotional and cultural impact. These frameworks align with MASC's values and empower students to become thoughtful learners through the lens of music. Music serves as both medium and method: a form of communication, identity exploration, and social connection.



APPENDIX

Vocabulary bank/glossary:

- **Pan-flute (Zampoña):** A traditional Andean wind instrument made from a series of hollow tubes.
- **Andes:** A mountain range in South America where the pan-flute originated.
- **Breath control:** The ability to manage airflow when playing a wind instrument.
- **Pitch:** How high or low a musical note sound.
- **Harmony:** Two or more musical notes played together to create a pleasing sound.
- **Repertoire:** A set of pieces or songs a performer can play.
- **Cultural tradition:** Customs, practices, and beliefs passed down in a group over time.
- **Folk music:** Traditional music reflecting the life and culture of a community.
- **Duet:** A musical piece performed by two people.
- **Resonance:** The rich, full quality of a sound, especially in a hollow space or instrument.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning