MASC
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STUDY GUIDE









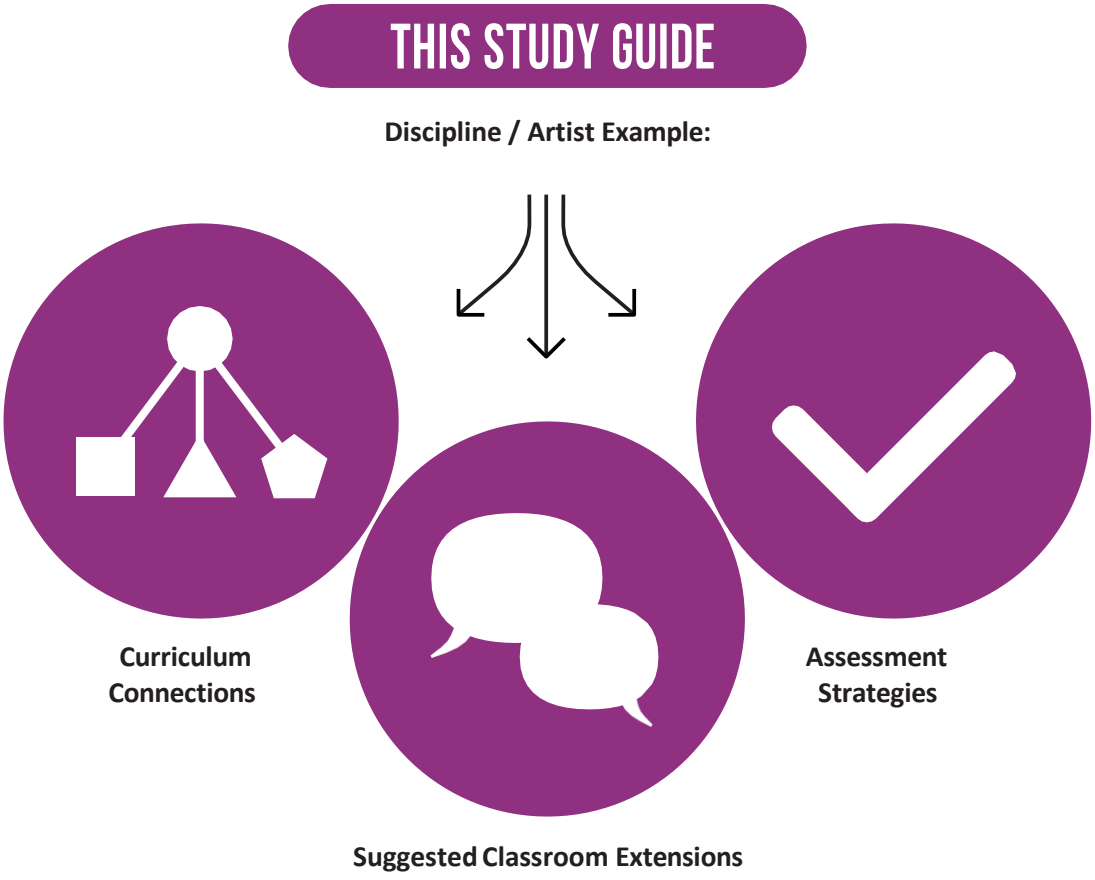


DISCIPLINE:
MUSIC

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.



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STUDY GUIDE: MUSIC

INTRODUCTION TO LATIN AMERICAN PERCUSSION: BATUCADA



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: Percussionist Alvaro de Minaya gives an introduction to the vast world of Latin American percussion and their exciting rhythms. We look at individual instruments as well as traditional ensembles small and big to have a bird's view of this beating heart trough Latin America.



Artistic Discipline: Music

Recommended Grade Levels: K - 12

Session Logistics: In person only

Cultural Context: South American Culture

Vocab bank/glossary: Click here

INTRODUCTION TO LATIN AMERICAN PERCUSSION: BATUCADA

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)
- Strand B – Reflecting, Responding and Analysing
    - 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 / Foundations
    - 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)
    - Demonstrate an understanding of the development, function, and characteristics of various forms of music. (Grades 11-12)

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

- What do you imagine different musical instruments might sound like?
- Have you ever heard someone tap out a rhythm with their hands?

During

- What sound is your instrument making right now?
- Can you follow the rhythm and tap along?

Post

- What was your favorite part of playing music today?
- Would you like to learn more instruments like this one?

GRADES
1-3

Pre

- What are some instruments you know, and how are they played?
- What do you know about music from Latin America?

During

- What instrument did you get to play, and what does it sound like?
- What was it like playing in time with someone else?

Post

- What did you learn about the different percussion instruments?
- How did playing rhythm help you feel connected with the music?
- What questions do you still have about these instruments or where they come from?

GRADES
4-6

Pre

- How might music reflect the geography, like the mountains or rainforest, of Latin America?
- What differences do you think exist between traditional and contemporary music?
- Why is percussion important in a music ensemble?

During

- What challenges did you face in matching the rhythm or sound?
- How did your instrument's sound add to the whole musical group?
- What did you notice about how different instruments interact in an ensemble?

Post

- How did the workshop help you understand music from Latin America?
- What did you find most interesting about percussion instrument techniques?
- How could you share what you learned about rhythm and teamwork in music?

GRADES
7-8

Pre

- How do instruments evolve based on cultural influences or local materials?
- What makes Latin American percussion styles distinct?
- How might music reflect cultural pride or resistance?

During

- How are technique and rhythm essential in playing this music?
- What did you notice about listening and adapting to the group's sound?

Post

- In what ways did the ensemble reflect Latin American cultural identity?
- How can music help you connect with culture, history, or personal identity?

GRADES
9-12

Pre

- How can traditional music be a form of cultural expression and resistance?
- What makes percussion integral to community and musical heritage?
- How does the context (e.g., Andes, Caribbean) shape instrumentation and rhythm?

During

- How are technical accuracy and emotional expression balanced in performance?
- How does your experience challenge or reinforce your understanding of world music?

Post

- How could you use what you learned in creative or academic projects across disciplines?
- What does this workshop teach you about identity, memory, and cultural storytelling through music?
- How might performing or preserving traditional music contribute to social cohesion and intercultural understanding?

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:

- **Percussion**: Musical instruments played by striking, shaking, scraping, or tapping.
- **Cajón**: A wooden box drum from Peru, played while sitting on it.
- **Conga**: Tall, narrow Cuban drums played by hand, often in sets.
- **Bongo**: A pair of small, high-pitched drums from Cuba, held between the knees.
- **Timbales**: Shallow Cuban metal drums played with sticks, integral to salsa and Afro-Cuban genres.
- **Güiro**: A notched gourd scraped with a stick to create a rhythmic sound.
- **Claves**: A pair of wooden sticks that create a sharp clicking rhythm and assume a rhythmic "key."
- **Maracas**: Rattles often played in pairs, commonly used in many Latin American music styles.
- **Agogô**: A double bell of West African origin, used in Brazilian music.
- **Guacharaca**: A notched percussion instrument from Colombia, scraped for a distinct rhythmic sound.

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