

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:

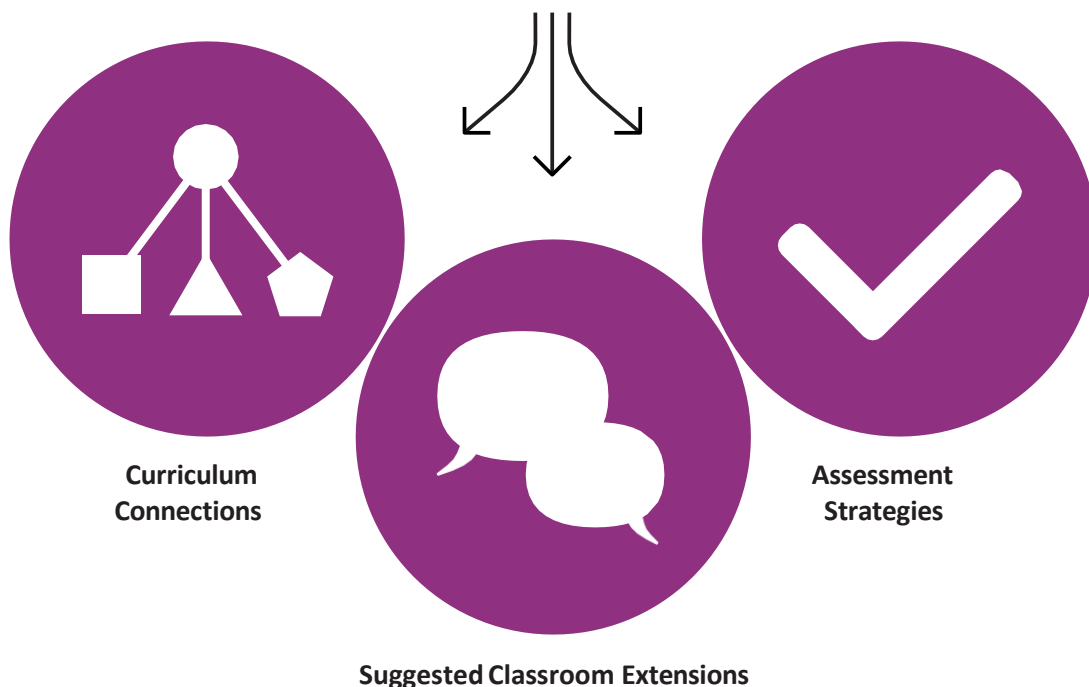


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STUDY GUIDE: MUSIC

LATIN AMERICAN MUSIC

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: A lively and authentic performance featuring more than 20 instruments, including bamboo flutes, string and percussion instruments from modern and traditional Latin American heritage. From Mexico to Argentina, evoking regions such as the Andes, Central America, and the Caribbean islands, Colores Andinos blends traditional and contemporary rhythms and songs, offering a genuine and wide panorama of the past and present of Latin American culture.

Artistic Discipline: Music

Recommended Grade Levels: K - 12



Session Logistics: In person or online

Cultural Context: South American Culture

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



LATIN AMERICAN MUSIC

Curriculum Connections

Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
- Strand B – Reflecting, Responding and Analysing
 - Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences. (Grades 1-8)
 - Demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures. (Grades 9-12)
 - 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 9-12)
 - Demonstrate an understanding of the development, function, and characteristics of various forms of music. (Grades 11-12)

LATIN AMERICAN MUSIC

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 kinds of music do you like to listen to?
- Have you ever heard instruments made from wood or bamboo?
- What do you think music from other countries might sound like?

During

- What instruments did you hear? What did they sound like?
- Can you clap or move your body to the rhythm of the music?

Post

- What was your favourite instrument? Why?
- How was this music different from the music you usually hear?
- Can you draw a picture of how the music made you feel?

GRADES

1-3

Pre

- What do you know about music from other countries?
- What is the difference between old (traditional) and new (modern) music?

During

- Which instruments looked or sounded new to you?
- Could you hear the difference between fast and slow songs?

Post

- Why do you think the performers use so many different instruments?
- What would you like to learn more about—an instrument, a country, or a rhythm?

GRADES

4-6

Pre

- What do you already know about Latin American music or instruments?
- Why is it important to preserve traditional music?
- What do you think music teaches us about history or culture?

During

- What traditional and modern instruments did you notice?
- How did the performers blend old and new styles?

Post

- How do you think the group's multicultural background shapes their music?
- Which country or region represented in the show would you like to learn more about?
- How is music a form of storytelling?

Pre

- What role does music play in shaping or preserving cultural identity?
- How do instruments reflect the geography or materials of the region they come from?

During

- How do the performers balance tradition and innovation?
- How did the music reflect different moods, regions, or histories?
- Did you notice differences between Caribbean, Andean, or Central American rhythms?

Post

- What connections can you make between Latin American music and music you listen to?
- How can music like this help build cross-cultural understanding?
- What elements of this performance could inspire your own creative expression?

GRADES
9-12

Pre

- How has colonization, migration, and cultural exchange shaped Latin American music?
- What does musical fusion reveal about identity in a multicultural society like Canada?
- How does the instrumentation and rhythm of traditional music influence modern genres?

During

- How were themes of heritage, storytelling, and resistance expressed musically?
- What modern influences did you hear in the performance?
- How does the performance challenge or confirm your understanding of Latin American culture?

Post

- In what ways can music serve as a tool for cultural diplomacy and education?
- How does this performance reflect the complexity of hybrid identities?
- What is your own connection to music, identity, and cultural heritage?

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:

- **Fusion:** A blend of different musical styles or traditions.
- **Tradition:** A cultural practice or custom passed down through generations.
- **Rhythm:** The pattern of beats or timing in music.
- **Melody:** A sequence of musical notes that make up the main tune of a song.
- **Percussion:** Instruments you hit, shake, or scrape to make sound (e.g., drums, maracas).
- **Bamboo Flute:** A wind instrument made from bamboo, common in Andean music.
- **Panpipes (Zampoña):** Traditional Andean wind instrument made of multiple vertical pipes.
- **Multiculturalism:** The presence and coexistence of many cultural traditions within a society.
- **Andes:** A mountain range in South America, home to many Indigenous musical traditions.
- **Improvisation:** Creating music spontaneously, without reading or writing it down.

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