

Arts for Learning CT PROGRAM GUIDE

LEARNING OBJECTIVES

- To introduce students to the music and culture of Mesoamerican, South American, and North American peoples.
- To inspire cultural awareness and improve self-esteem in diverse student populations.
- To impress upon students the importance of environmental awareness, and demonstrate the importance of nature in native cultures.



Sirius Coyote Grades K - 12

ABOUT THE PROGRAMS

Filled with enchanting rhythms and powerful folklore, this incredibly entertaining performance is made up of contemporary and ancient American music. Audiences sing, clap, and dance on a journey from Mesoamerica and the Caribbean to the music of the North American Eastern Woodlands and Plains. The performers are accomplished musicians skilled with over thirty instruments of ancient and contemporary origin. Many of the instruments, in fact, have been handcrafted by the musicians themselves. Sirius Coyote is an exciting and educational experience, these artists are always impressive, and thrill audiences while providing an invaluable learning experience.



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Arts for
Learning
Connecticut

About the Artist & Program Preparations

PRE/POST PROGRAM

- Have a short geography lesson on Latin America focusing not only on the physical geography, but also on the areas culture and history.
- Have your students research Latin culture, create a report, and present to the class.
- Compare the youth in Latin cultures and the traditional youth in the United States. How are the two groups similar; and how are they different?
- Listen to examples of Latin music, and listen to contemporary radio. What differences do your students notice? What do the students suppose the performance will be like?
- Discuss the importance of global ecosystems. Focus not only on the environmental importance of these ecosystems, but also on the cultural impacts native ecosystems have on populations.

POST PROGRAM

- Remembering your earlier discussion on the differences between Latin and contemporary music from the U.S. discuss whether the performance was similar to your students' expectations, or not.
- Have your class evaluate the performance. What were the high points, and low points; what did they like, and dislike?
- Have the class debate how, and to what degrees, environment and culture are intertwined.

VOCABULARY and CONCEPTS

ATABAQUE: Large conga drum used in Brazilian candomble music.

AYOYOLES: Ankle shakers made with seed pods.

BERIMBAU: Stringed bow from Brazil of African origin.

BOMBO: Large drum from South America with skins on both sides.

CAJON: Wooden boxes of various sizes played with the hands.

CAMPANAS: Metal bells (Cowbell, Agogo), one or two tones.

CARACOL: Conch shell cut to sound like a trumpet.

CAXIXI: Woven basket rattle used widely in Brazil.

CHARANGO: Hybrid stringed instrument made on an armadillo shell.

CHEQUERE: Large Caribbean gourd rattle with outer woven beads.

CHIRIMIAS: Reed flutes used in Mexico by the Aztecs & Maya.

CLAVES: Hardwood sticks used to cue the rhythm section.

CONGA: Afro-Caribbean drum with metal tuners.

CUICA: Small friction drum from Brazil used in Samba music.

FURRUCO: Large friction drum from the Andean regions of Peru.

GUIRO: Rasping instrument made by cutting grooves on long gourds.

GUIARRA: Nylon string guitar of Spanish origin.

HUEHUETL: Large three legged drum from Mexico used in Aztec dances.

MARACAS: Rattles made from small gourds filled with pebbles.

MARIMBULA: Four tones thumb piano used in Caribbean folk music.

OCARINAS: Clay whistles used in North and South America.

PALO DE LLUVIA: Rainstick made of bamboo filled with pebbles.

PANDERO: Tambourine used in Brazilian and Puerto Rican music.

QUENA: Vertical flute producing five tones used by the Incas.

QUIJADA: Bone rattle made from a horse's jaw with loose teeth.

SONAJAS: Rattles made from gourds, seeds, bones or other objects.

SURDO: Brazilian large drum used for samba and in parades.

TAMBORA: Two sided barrel sized drum used in the merengue.

TEPONAZTL: Log drum from Mexico made out of hollow log.

TORTUGA: Turtle shell used as a two tone drum.

XICAHUASTLI: Aztec rattles made of hollow wood or gourds

CURRICULAR LINKS

National Core Arts Standards

Connecting: Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Next Generation Science Standards:

ESS3-2 Earth and Human Activity: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*

Common Core Standards: Speaking and Listening, Comprehension & Collaboration

ABOUT THE ARTIST

The acclaimed artists who form the group Sirius Coyote, are dedicated to cultural education and environmental awareness. They blend Latin, Folk, Pre-Columbian, Afro, and Jazz to create an original sound. Experts at playing over thirty musical instruments from the traditional, to the classical, to the ancient, these artists even craft many of their instruments by hand. They have recorded eight albums, including a collection of children's songs from Latin America. Their members have lived, and worked, all over the world in Venezuela, Mexico, Columbia, and the U.S. One of their members, Giovanni, is a Connecticut Master Teaching Artist.



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