BORDER CROSSING

CURRICULUM

CLASS NOTES®
PRESENTED BY CLASSICAL MPR

THESE MATERIALS ARE MADE POSSIBLE IN PART BY THE MINNESOTA LEGACY AMENDMENT’S ARTS AND CULTURAL HERITAGE FUND.
WELCOME TO CLASS NOTES CONCERTS!

We are so excited to bring live music into your school—thanks for hosting a concert. This curriculum includes:

- Learning prompts for before, during, and after the concert experience
- Standards-based, K-6 lesson plans based on themes and ideas from your Class Notes Concert.

Everything is designed to help you and your students get the most out of the experience. Please share your experience with us!

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BEFORE THE CONCERT

LEARN WHAT YOU WILL HEAR

Border CrosSing sings a mix of early music (old music) and new music in many different languages and from many different countries in Latin America. Their Class Notes Concert will include a selection of the following pieces:

EARLY MUSIC
- _Tleycantimo Choquiliya_ (Mexico, 17th century, sung in Nahuatl) by Gaspar Fernandes
- _A Este Sol Peregrino_ (Peru, 18th century, sung in Spanish) by Tomas de Torrejón
- _Xicochi conetzintle_ (Mexico, 17th century, sung in Nahuatl) by Gaspar Fernandes
- _Hanacpachap cussicuinin_ (Peru, 18th century, sung in Quechua)—traditional
- _Tonada del Chimo_ (Peru, 16th century, sung in Mochica)—traditional

MODERN MUSIC
- _Alfonsina y el Mar_ (Argentina) by Ariel Ramirez
- _La Barca de Oro_ (Mexico)—traditional
- _Yo ya me voy a morir a los desiertos_ (Mexico)—traditional
- _Dos corazones heridos_ (Mexico)—traditional
- _Cancion de cuna para dormir a un negrito_ (Spain-Paraguay) by Xavier Montsalvatge
- _Alma llanera_ (Venezuela)—traditional
- _Canto de lavanderas_ (Venezuela)—traditional

Listen and watch Border CrosSing perform at Classical MPR at the Border CrosSing Lesson Plan Audio playlist.
LEARN ABOUT LATIN AMERICA

During their Class Notes Concert, Border CrosSing will sing pieces from the following countries:

- Mexico
- Peru
- Argentina
- Paraguay
- Venezuela

Find them on a map!
MEET THE PERFORMERS

Ahmed Anzaldua is a pianist and conductor from Mexico. He loves turtles, guinea pigs, and video games.

Alyssa Anderson is a musician and arts administrator. She grew up in New York but now lives in Minneapolis. Her favorite food is tomatoes.

Bethany Battafarano is a singer and pianist. She grew up in Hawaii, rides horses, and has six brothers and sisters.

Gabby Doran is a mom of four and lives in St. Paul. She loves to sing, especially the really high notes! Someday Gabby wants to learn how to do magic tricks.

Jake Endres works as a singer, actor, music director and composer. He lives in St. Paul, and if you are wearing orange, you will probably look like Jake.

Nico Munoz is a Latin American musician, teacher and caregiver. He lives in St. Paul in the Schmidt Artist Lofts and the “force” is always with him.

Shahzore Shah is a classical singer, teacher and a stay-at-home dad in Highland Park, St. Paul.

Justin Staebell is a singer and teacher. He lives in Shoreview and likes woodworking.

Rahn Yanes is a bass player who loves playing music from all around the world. He once found the remains of a bass that was being used as a sandbox by some kids.
MEET THE INSTRUMENTS

DOUBLE BASS

The double bass is the biggest—and lowest—instrument in the string family. It is so big that players need to stand or sit on a special stool to play it.

CAJÓN

The cajón is basically a big plywood box with a sound hole cut into one side. It’s a percussion instrument, originally from Peru. Players sit on the cajón and use their hands to create a variety of sounds by tapping the front panel in different ways and in different places.

SHAKER, MARACA, RAINSTICK

There are many types of shaker instruments; basically anything you shake to make a sound can be an instrument. Border CrosSing will play several different kinds of shakers, including maracas and a rainstick.
The harpsichord is a keyboard instrument. Unlike a piano, when a key is pressed, it plucks a string inside the instrument. Listen to and look inside a harpsichord.

The ocarina is a wind instrument. It is a type of vessel flute, often made of clay or ceramic. Ocarinas have been around for a very long time. Size, shape, and number of finger holes varies depending on when the ocarina was made and where it comes from. The picture to the right is an ocarina andina. It is circular instead of oblong and looks the one Border CrosSing will use in their Class Notes Concert.

The zampoña is a traditional Andean panpipe. The player blows across the opening of the tubes to create a sound. Which tubes do you think make the highest sounds? How about the lowest?
CHARANGO

The charango is a stringed instrument originally from areas near and around the Andes mountains. It is extremely loud for its size because it has five strings that are each doubled, for a total of ten strings. Doubling the strings makes the sound twice as loud. The back of the charango is shaped like an armadillo or turtle shell, which also amplifies (makes louder) the sound.

BOMBO

Bombos are a family of drums from Latin America. Their size and shape may vary, but they are typically a bit smaller than the bass drum you’d see in a European concert band or orchestra. The drum head is made from cow or goat hide and is still hairy. That gives it a unique, muffled sound.
**GUITAR**

The guitar is a common, recognizable instrument used in the music of many cultures around the world. It usually has six strings.

**GOAT HOOVES**

Goat hooves are exactly what their names says—goat hooves! When they are bunched together and bound onto a stick or handle, you can shake them to make a percussive sound.

**DISCUSS IN CLASS**

- How can we use our bodies to listen?
- How can we show respect to performers and other audience members?
- What does it mean to be an audience?
- Watch a video about concert etiquette.