

## WELCOME AND INTRODUCTION



This Curriculum Guide is designed to prepare, reinforce, and extend learning concepts and ideas from the MPR Class Notes Video

The information and activities in this guide are intended to make music come alive and to align with Minnesota Standards in Music Education. We hope you will personalize, modify, or adjust content to meet the needs of your unique classroom.

In this curriculum, you will find a number of activities both directly and indirectly related to content from *Mexican Music: Celebration, Rhythm, and History*.

In this video, Host Alison Young interviews Mexican composer Julio Morales. The tone is conversational but covers a broad and various range of information, including facts about music, geography, and culture.

Watching the video offers a general overview of Mexican music, including several characteristic Mexican instruments, and a sense of how some Mexican music combines aspects of folk music with traditional classical elements.

You could also decide to take some of these ideas or concepts a step further to deepen and enhance learning.

Based on the content of the video, here is a list of possible learning objectives. Following the list, there are some concrete ideas for deepening and expanding on these concepts.

Learning objectives:

- List one or two characteristics of Mexican music;
- List one or two unique features of music from the Tamaulipas region;
- List three characteristic instruments used in Mexican music;
- List one or two unique features of music from Veracruz;
- Know that Agustín Lara is from Veracruz and that he wrote many lyrical songs;
- Know that another famous Mexican composer, Arturo Márquez, he wrote music based on the *danzón*, a Cuban dance.
- Know and understand that Julio Morales is a living, breathing composer who is currently writing classical music that incorporates elements of Mexican music, jazz, and traditional classical, European-based music.

All of these objectives address several Minnesota Arts/Music Education Standards, including:

Grades 4 – 5	1. Artistic Foundations	1. Demonstrate knowledge of the foundation of the arts area.	Music	4.1.1.3.3.	3. Identify the characteristics of a variety of genres and musical styles such as march, taiko, mariachi and classical.
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Grades 4 – 5	1. Artistic Foundations	3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the art area.	Music	4.1.3.3.1	1. Describe the cultural and historical traditions of music including the contributions of Minnesota American Indian tribes and communities.
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## PREPARING TO WATCH THE VIDEO

Just as literacy teachers use pre-reading strategies, music teachers can use pre-listening/pre-watching strategies. This helps students create a mental framework within which to organize new ideas, to relate new content to prior knowledge, and to make connections.

1. Get out the map. This video focuses on the country of Mexico and two of its regions in particular: Tamaulipas and Veracruz, both of which lie on the country's east coast along the Gulf of Mexico. Find them on a map. In the video, Julio will talk about influences of surrounding areas, like Cuba and the Caribbean. Look at those too.
2. Preview both vocabulary and concepts. Having an understanding of these ideas beforehand will enhance comprehension. If the term is a genre or style of music, do some listening in advance. Here's a non-comprehensive list:
  - a. European polka music (listen to a little for fun!)
  - b. Mexican folk dances, especially the *huapango* and the *son huasteco*
  - c. Fandango
  - d. Falsetto
3. Have a conversation about how geography and culture affect music. Ask open-ended questions like:
  - a. How do we know that a certain kind of music comes from a certain place, or from a certain culture, or a certain group of people?
  - b. How would you describe the music of your country or culture?
  - c. Does all the music in one country sound the same?

You might follow these questions up with some listening examples. Play a variety of music from all over the world and ask students where they think it came from. Before revealing the answer, ask them *why* they guessed what they did. Ask them to name specific things they heard- rhythms, instruments- that gave them clues.

4. Ask students what they know (if anything) about Mexican music.

## REINFORCE IDEAS AND CONCEPTS FROM THE VIDEO THROUGH ACTIVE LEARNING

There is a wealth of information in this video. Choose a few elements to dig into and explore at greater length. Much of the information below comes from Julio Morales, who we see and hear in the video.

1. Explore Tampico (Julio's hometown) and the surrounding region. See next page for an overview.

Here's a link to a map: <http://www.destination360.com/north-america/mexico/tampico>

And some pictures:

<https://www.google.com/search?q=tampico+mexico&biw=1134&bih=519&tbm=isch&tbo=u&source=univ&sa=X&ei=CHRfVd6kCYGMyAS78IGACA&sqj=2&ved=0CCoQsAQ&dpr=1.1>



### Tampico and the Surrounding Region

Tampico is located on the southeast side of the State of Tamaulipas on the Mexican coast, along the Gulf of Mexico. It borders the municipality of Altamira to the north, and Madero City to the east, forming what is known as the *metropolitan zone*. Tampico is adjacent to Veracruz, to the south, connected to one another by the Tampico Bridge which crosses the Panuco River. To the west is San Luis Potosi.

This port city has a population of approximately 295,000, which represents almost eleven percent of the total population of Tamaulipas. Added to the population of Altamira and Madero City, the *metropolitan zone* consists of roughly 659,000 people in a geographical area of approximately 1,800 square kilometers. The influence of the region extends to the people living in Valleys; Ebano; Tamuin; San Luis Potosi; Tantoyuca; Temporal; Panuco; Tuxpam; Cerro Azul; Naranjos; Pueblo Viejo; Veracruz; Huejutla; Hidalgo; Mante Aldama; Gonzalez; and Manuel Tamaulipas, together forming a market of roughly two million people.

The region's climate is predominantly subtropical and humid, reaching an average temperature of 24° Celsius, with a maximum temperature of 37° Celsius during the summer and a minimum of 9°C during the winter. The winds are strong during autumn and typically come in from the north, while in other seasons, the winds can vary in origin from south to north. The annual precipitation varies from 189 to 1,044 cubic millimeters. July is considered the rainiest month.

The region is also one of the most important watersheds in the country. It's surrounded by a wide system of rivers and lagoons, ensuring the availability of water in the area. There are five water supply plants in the region, collectively having the capability to deliver more than 2,200 lts/seg.

Tampico is mainly a commercial and services city. It is home to prominent national and international businesses, banks, schools, universities, and modern hospitals. Beyond that, it has a great deal of tourist attractions. In fact, Tampico has the largest number of services in the region, so the tourism and leisure businesses represent an important sector.

2. Explore the music of Tampico, Veracruz, or another location in Mexico. Ask the questions below to reinforce student learning. Students may need to watch the video again or do some internet research to answer their questions. Below is an example, with answers. Feel free to use or modify the questions below. Put these questions into a worksheet format to structure the activity.
  - **NAME YOUR REGION IN MEXICO:** Tampico, Tamaulipas
  - **LIST TWO OR THREE CHARACTERISTICS OF MUSIC FROM THIS REGION:**
    - Uses an ensemble consisting of the *jarana*, violin, and *huapanguera*
    - Combines elements of European polka and traditional Mexican folk music
    - Is celebratory in nature
  - **EXPLAIN ONE WAY THAT THE MUSIC OF YOUR REGION DIFFERS FROM OTHER MEXICAN MUSIC:**
    - Music from Tampico utilizes the violin more than music from other regions in Mexico.
  
3. Learn about the *son huasteco*, a style of Mexican song originally from the Huasteca region. Read the facts below and play some “true/false” or do some quizzing.

**FACTS ABOUT THE SON HUASTEKO**

- The “son huasteco” is a style of Mexican songs which originated in the Huasteca Region.
- It originated in the nineteenth century.
- It was influenced by Spanish, African, and Indigenous musical features.
- Its time signature is ternary, in 3/4 and 6/8 tempos.
- It is usually played by a group called a *Conjunto Huasteco*, a trio of *huapanguera* guitar, *jarana huasteca*, and violin.
- Singers use a falsetto singing voice with violins.
- There is a dance that goes with it called a stomp.
- Improvisation plays an important role in this style, with musicians creating their own lyrics and arrangements.
- Among the most popular songs are “La Huasanga,” “La Leva,” “La Rosita,” “El Zacamandu,” “Cielito Lindo Huasteco,” “El Caiman,” “La Petenera,” “El Llorar,” “El Gusto,” “La Azucena,” “El Aguanieve,” and “El Fandanguito.”
- See it here: <https://www.youtube.com/watch?v=7dAhnWlltgE&spfreload=10>

4. Read up and research Agustín Lara or Arturo Márquez, two celebrated Mexican composers. Lara was from Veracruz; Márquez was born in the state of Sonora, but composes music inspired by Veracruz. A wonderful video of a performance of Márquez's Danzón No. 2 from Gustavo Dudamel and the Simón Bolívar Symphony Orchestra:

<https://www.youtube.com/watch?v=PA7vEIJ6Lzk&list=RDPA7vEIJ6Lzk#t=49>



5. See and hear some of Julio Morales's music.

From Julio: "I like choir music most of all. But always, I try to create combinations between choir music and Mexican folk rhythmic music..."

<https://www.youtube.com/watch?v=P4glUpmsGGc&spfreload=10>

<https://www.youtube.com/watch?v=7H6-n7JP56g>

Julio's choir, the Vox Populi Project: [https://www.youtube.com/watch?v=Ju\\_9BBi6CLo](https://www.youtube.com/watch?v=Ju_9BBi6CLo)

6. Learn about instruments used in Mexican music, especially those mentioned in the video:
- Jarana (resembles a ukulele)
  - Violin
  - Huapanguera (resembles a guitar)
  - Quijada (the jawbone and teeth of a donkey)
  - Marimba Chiapaneca
  - Arpa Jarocho



### EXTEND LEARNING WITH PROJECTS AND ACTIVITIES

1. Compare and contrast music from Veracruz and Tampico. Extend or modify by comparing Mexican music to classical music. Create a Venn Diagram to get a visual depiction of both the common and distinctive features.
2. Create a chart to document and categorize characteristics and qualities of various kinds of music in and around Mexico. Expand to include music from other cultures. Here's a partially completed example:

<b>REGION</b>	Tampico, Tamaulipas, Mexico		
<b>COMMON INSTRUMENTS</b>	Jarana, violin, huapanguera		
<b>RHYTHMIC CHARACTERISTICS</b>	Ternary time signatures (3/4 or 6/8)		
<b>MELODIC CHARACTERISTICS</b>	Falsetto singing		
<b>NOTABLE INFLUENCES</b>	European polka, Mexican folk music (like the <i>son huasteco</i> )		

3. Interview a living, breathing composer. In this Class Notes video, we learn about Julio Morales, a Mexican composer. Find another composer in your community and ask them questions about how their nationality and cultural background influences their compositions.

#### RELATED CLASS NOTES VIDEOS & CURRICULA

This video makes reference to the time signature shared by both Tamaulipas and Veracruz:

**3**                      **6**  
**4**    or    **8**

These Class Notes videos and curricula explain what time signature is and how it works—

#### ***How Notes and Beats Go Together***

<http://www.classicalmpr.org/story/2014/08/26/class-notes-how-notes-and-beats-go-together->



### ***A Look Inside the Score***

(<http://www.classicalmpr.org/story/2014/09/23/class-notes-whats-in-a-score>)

### ***What Does a Conductor Do?***

<http://www.classicalmpr.org/story/2014/09/19/class-notes-what-does-a-conductor-do>

Four other Class Notes videos delve into composers and composition:

In ***How Do Composers Compose?*** (<http://www.classicalmpr.org/story/2015/04/28/class-notes-how-do-composers-compose>) students get a glimpse into the creative process of another young composer, Jake Runestad.

The videos ***Antonín Dvořák in the New World*** (<http://www.classicalmpr.org/story/2014/11/04/class-notes-dvorak-in-the-new-world>) and ***How History Influences Music*** (<http://www.classicalmpr.org/story/2014/08/19/class-notes-how-history-influences-music>) trace the compositions of Antonín Dvořák and Zoltán Kodály.

For teachers, the video ***Teaching Composition*** offers ways to initiate and engage students in the process of composition: <http://www.classicalmpr.org/story/2013/08/14/classical-mpr-in-the-classroom-teaching-composition>.

**All other Class Notes videos** can be found here:  
<http://www.classicalmpr.org/topic/class-notes-videos>.

¡Cantaré! is a unique program from the Minneapolis-based choral music organization VocalEssence designed to bring the talents of composers from Mexico directly into Minnesota classrooms. Julio Morales's appearance in this Class Notes video was made possible through the generous cooperation of ¡Cantaré! and VocalEssence. For more information about the program, go here—  
<http://www.vocalescence.org/what-we-do/for-schools-and-students/cantare/>.

## **STANDARDS**

As noted in the preface, this curriculum addresses standards that demonstrate understanding of the personal social, cultural and historical contexts that influence the arts area.

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Music

for

learning.



**CLASS NOTES™ from Classical MPR/APM**

Video Series Curriculum Guide: *Mexican Music: Celebration, Rhythm, and History*



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