

## THE POWER OF MUSIC



### Overview

In this lesson, students will continue their Spain exploration through the world of artistic expression. They will see the power music has to tell a story - a hidden language. Students will learn about the history of flamenco music and make personal connections while listening to the sounds of flamenco. This lesson challenges students to analyze and reflect on messages presented in songs – and to express their own views addressed in songs.

### Teacher Background

<http://www.thetasteofspain.com/spanish-customs-and-traditions/flamenco/>

Flamenco is an art form that combines song (*cante*), dance (*baile*) and guitar (*guitarra*). It originated in the 18th century by gypsies in Andalusia – a Southern region in Spain – and it combines musical and dance styles that were influenced by the Moors, Jews, Christians and Eastern European cultures such as the Romans. Both the guitar playing and dancing are extremely passionate, and even the name flamenco reflects this passion as “flama” means flame and “enco” means pertaining to. Therefore, flamenco means pertaining to the flame, or passion. And passion is certainly evident in the dance, singing and guitar playing. (more information found on the link above)

<https://www.youtube.com/watch?v=sCpjPWWQB3s>

Flamenco is an art form that connects the musician with the dancer in an exchange of steps and chords. In this talk, be entranced by the musical stylings of flamenco musician Kristofer Hill and flamenco dancer Julia Chacon and learn how the cultural dance combines singing, dancing, guitar playing, hand-clapping, and finger-snapping to create its distinct musical style -- and to communicate a hidden language.

<https://www.globalonenessproject.org/library/films/sole%C3%A1>

Set in Seville, Spain, this short film follows a day in the life of flamenco guitarist Juan Ramírez. Through his eyes, we experience Soleá—the mother of flamenco—and Juan’s unusual journey to master his craft.

## Education Standards

### Fine Arts

**Historical and cultural relevance.** The student examines music in relation to history and cultures.

## Vocabulary

**Relevant** - related or connected to a subject or matter

**Lyrics** - the words of a song

**Flamenco** - an art form that combines song (*cante*), dance (*baile*) and guitar (*guitarra*)

## Student Objectives

Students will learn about the history and background of flamenco.

Students will learn and perform traditional flamenco palmas (clapping) and six compas (rhythm patterns).

Students will be introduced to the cante (singing style/lyrics) of flamenco music.

## Essential Questions

What role does music play in our lives?

How does music communicate ideas and feelings?

## Materials per team

YouTube video links:

**Flamenco 101 | Kristofer Hill with Julia Chacon | TEDxLSU**

<https://www.youtube.com/watch?v=sCpjPWWQB3s>

**Alegrías in the Plaza:**

[https://www.youtube.com/watch?v=UY3tjttal5s&feature=emb\\_logo](https://www.youtube.com/watch?v=UY3tjttal5s&feature=emb_logo)

**Solea in the Plaza (start at 0:25)**

[https://www.youtube.com/watch?v=JQTqQQa8Eyg&feature=emb\\_logo](https://www.youtube.com/watch?v=JQTqQQa8Eyg&feature=emb_logo)

**Short film: Soleá**

<https://www.globalonenessproject.org/library/films/sole%C3%A1>

Other materials:

- Easel pad or whiteboard
- White construction paper or plain white paper
- Watercolors (if available) or color pencils

## Activity

1. Introduce the lesson by playing a song from the above list. Ask: “What makes you enjoy a song? A good sound? Interesting words? When you listen to a song, do you really listen to the words? How often do you think about the meaning of a song?”
2. Pose the following questions to students, and record their answers on an easel pad or whiteboard:
  - a. How many of you like listening to music?
  - b. What are the reasons you listen to music?
  - c. How does music make you feel?
  - d. What might you learn from music?

3. Ask students: What do you think makes a good song – catchy music? interesting words? something else?
4. Present this question: “When you listen to a song, do you really hear its words or are you just hearing the music?” Explain that sometimes the same person who sings a song writes the words (lyrics) and music. Other times, one person composes the music, another writes the words, and a third person may sing the song. Many songwriters want to share a message or point of view with the audience. Ask: “Can you think of a song that conveys a songwriter’s message?” Allow all types of responses to any genre of music.
5. Share with students the background information about flamenco music. Explain how flamenco music is a form of expression used in all parts of Spain. If time permits, show clips of the TEDxLSU video describing the vocabulary of the dancer (explained at mark 4:20 in the video: <https://www.youtube.com/watch?v=sCpjPWWQB3s>)
6. Invite students to close their eyes while they listen to various pieces of flamenco music (start at mark 6:04 using the same video link above, stopping at mark 8:30). Ask students to think about their emotions/feelings as they listen to the music. Have students think about what story is being told through the music. Play the video again, this time having them watch the dance moves.
7. Allow students time to talk within their small groups about their thoughts on the music.
8. Students are to create an art piece using watercolors (or color pencils) that expresses their feelings while listening to flamenco music. What hidden language/message is being expressed?
9. Invite students to share their art work and the story behind their design.

## Extension

### The Power of Music Gallery Showcase:

Using students masterpieces, create an art gallery showcasing their work. Invite parents to come to learn about the history of Flamenco music. Student leaders can be art docents who share what they have learned, then invite parents to do a gallery walk of students work. Play flamenco music in the background. Optional: Have hors d'oeuvres or sampling of traditional snacks from Spain.

