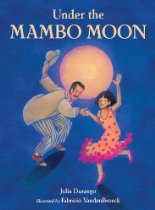
**Hispanic Arts and Culture Unit**

**Comprehensive Visual Arts, Culture, Dance and Music Lesson Plan**

**Subject**

Arts & Humanities , Visual Arts

Music ,Dance , Culture



**Grade Level** 4th, 5th and 6th grade

**Duration**

Eight to Ten 45 minutes class sessions

**General Objective** The goal of this unit is to introduce the students to the multicultural influences inherent in Latin Music and Dance, by demonstrating the various styles of Latin music and dances. Students will learn about the contemporary music and dance of Latin America, specifically those of Cuba, Dominican Republic, Argentina, Colombia, and the Garifuna communities of Belize and Honduras. They will also be exposed to Spanish Flamenco music. Students will also explore how visual art expresses mood and emotion, discover information contained within visual depictions, as well as employ their own visual art’s abilities to represent the essence of dance and music. Each student should have a chance to utilize each of the 5 senses in this lesson.

**Outline** Students will learn about the history of Latin Music and Dance by comparing diverse Latin rhythms presented to them from CDs, and Latin Dances presented to them from videos. The students will learn the history of Salsa and Merengue as well as the basic steps from the teacher. The students will then work in groups to learn about different rhythms from Latin-America to later present to their peers. Afterwards, the students will learn about the Clave rhythms, their history, how they apply to the studied rhythms, as well as learn how to play them with Clave sticks. Finally, the students will analyze realistic paintings which portray Latin Dances, African Dance, and Flamenco, as well as an abstract painting titled *Latin Dance*. They will contrast their characteristics and evaluate the artists‟ success at representing the dance, music, and cultural spirit of the studied rhythms. During this lesson each student will have a chance to see, hear, touch, taste and smell the latino culture. At one point we will bring in food from these countries to sample. To conclude, the students will create their own painting representing what they think about Latin Dancing.

**Lesson: Baila! Latin Dance in the Spanish Classroom**

**Teacher Talk – Center for Adolescent and Family Studies**

**http://www.indiana.edu/~cafs/**

**Lesson: African Clave Rhythms and Popular Music**

**Young Audiences of Easter Pennsylvania – Arts for Learning**

**http://www.arts4learning.org**

**Lesson: Building Cultural Bridges – Latin Fiesta**

**Clarita Corona – Honda Dream Lab – Arts for Learning**

**http://www.arts4learning.org**

**Lesson: The Flamenco Tradition! – Origin of the Drum**

**Webquest**

**http://www.webquest.org**

**Lesson: How does it make you feel? A personal look at art**

**Resources**

http://www.latinsheetmusic.com/classroom.html

Sheet music for Latin pieces, glossary of Latin American musical terms, free downloadable and for-sale CDs of Clave Workshops, history, educational materials, and more! http://lafi.org

Website of The Latin American Folk Institute, offering articles, photographs and histories pertaining to the music, dance and folk arts of Latin American countries.

http://www.cdnow.com

Plenty of good CDS under Latin Music, including Bichat, Samba, Salsa, Latin Jazz, Mambo, Merengue, and Tango.

http://www.Salsaroots.com

http://www.Salsaweb.com

Information on the history of Salsa

http://www.smithsonianglobalsound.org

Downloadable music and information on Punta, Puerto Rican Bombay and Plena, and many other rhythms.