

Strings with Salsa?

Multicultural Expressions
for the Beginning Orchestra

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STRINGS WITH SALSA?

MULTICULTURAL EXPRESSIONS FOR THE BEGINNING ORCHESTRA

Masterworks That Reflect Various Cultures

Listening:

- 1) Play a recording of a Masterwork as the students enter and exit the classroom.
- 2) Perform warm-ups to the steady beat of a Masterwork.
- 3) Pose questions or thoughts that illuminate the cultural aspect of a Masterwork.

Understanding the culture:

- 1) Identify the country/area where the music originated on a globe or map.
- 2) Learn the “story” or background of the music.
- 3) Understand how the music portrays the culture or subject of the “story.”
- 4) View artwork that extends or reinforces the musical form.
- 5) View artwork which illuminates musical concepts/culture.

Perform the melody of the Masterwork:

- 1) Perform the melody of the Masterwork or a melody of similar genre/style.

Use Accompaniments from a Variety of Cultures and Styles

Introduce pre-melody technique using accompaniments from a variety of cultures and styles:

- 1) Relate the style of the accompaniment to the technique.
- 2) Use authentic cultural settings and instruments to provide variety and interest:
 - a. Discuss the style of the accompaniment.
 - b. Identify the country/area where the music originated on a globe or map.
 - c. Identify the instruments used in the accompaniment. Discuss any similarities with string technique (pizzicato, arco, etc).
- 3) Use rhythm tracks (salsa, rock, reggae, African drums, etc.) to give variety when reinforcing the learning.

Encourage home practice using accompaniments from a variety of cultures and styles.

Encourage parent/student discussion of cultural heritage and style.

Concert Programming

- A. Concerts that feature compositions from different cultures:
 - 1) Holiday Concerts:
 - a) Inclusion of different religious affiliations.
 - b) Secular holiday songs from a variety of cultures.
 - c) Ask students of different ethnic backgrounds to share songs/music/instruments of their culture---especially at their holiday times (Ramadan, Hanukkah, etc).
 - d) Display corresponding maps and artwork as students perform the music.
 - 2) Multicultural Concerts:
 - a) Folk songs from different countries/cultures.
 - b) Encourage students to wear the costume of their native country.
 - c) Ask students of different ethnic backgrounds to share songs/music/instruments of their culture.
 - d) Display corresponding maps and artwork as students perform the music.
 - 3) Beginner Concerts:
 - a) Demonstrate techniques the students have learned. Explain how the style of the accompaniment relates to the technique being performed.
 - b) Display corresponding maps and artwork as students perform the music.
- B. Program Notes by Students:
 - 1) Write program notes for the compositions to be performed.
 - 2) Read/recite the notes before each composition is performed.

Folk Songs of Different Cultures

Use a variety of folk songs from different countries/cultures to teach and reinforce technique:

- 1) Pose questions or thoughts that illuminate the cultural aspect of the composition.
- 2) Identify the country/area where the music originated on a globe or map.
- 3) Discuss the “story” or background of the music.
- 4) Discuss how the music portrays the culture or subject of the “story.”
- 5) View artwork that extends or reinforces the musical form.
- 6) View artwork which illuminates the musical concepts/culture.
- 7) Use authentic cultural settings and instruments to provide variety and interest:
 - a. Discuss the style of the accompaniment.
 - b. Identify the instruments used in the accompaniment. Discuss any similarities with string technique (pizzicato, arco, etc).

SOURCES OF MUTICULTURAL MATERIALS

“Canadian Folk Dances” edited by Debbie Cavalier, Warner Bros. Publications
“Folk Dances from France” by Ruth DeCesare, Warner Bros. Publications
“Folk Dances Around the World” edited by Bruce Bowmar, Warner Bros. Publications
“Folk Dances of Hawaii” edited by Sylvia Marks and Valerie Sill, Warner Bros. Publications
“Folk Dances of Latin America” Edited by Bruce Bowmar, Warner Bros. Publications
“Folk Songs of Australia” arranged by Lois Shepheard, Warner Bros. Publications
“Folk Songs of Scandinavia” arranged by Kitty Paakkonen
“Games Children Sing Around the World” edited by Paul Ramsier, Warner Bros. Publications
“Mexican Folk Dances,” Warner Bros. Publications
“Ninety Songs of the Americas” arranged by Ruth DeCesare, Warner Bros. Publications
“The Global Song Book” by Andy Brick, Warner Bros. Publications
“Songs of Ireland,” Warner Bros. Publications
“Songs of the Middle East” by Dr. Sally Monsosur, Warner Bros. Publications
“Songs of Scotland,” Warner Bros. Publications
“Traditional Songs of Singing Cultures” by Patricia Shehan Campbell, Sue Williamson, and Pierre Perron, Warner Bros. Publications

MULTICULTURAL PERFORMANCE SELECTIONS

“Calyso Capers” (grade 1) an original melody arranged in calypso style by Elliott Del Borgo, Warner Bros. Publications

“Don’t Get Around Much Anymore” a classic jazz standard arranged by Ralph Ford, Warner Bros. Publications

“Folk Song Medley” (grade 1) American Folk songs arranged by Anthony Maiello, Warner Bros. Publications

“God Bless the U.S.A.” (grade 1) an American patriotic song arranged by Bob Cerulli, Warner Bros. Publications

“Indian Dance” (grade 1) a Bela Bartok folk song arranged by Jack Bullock, Warner Bros. Publications

“O Waly, Waly” (grade 1) a traditional British folk song arranged by Douglas B. Wagner, Warner Bros. Publications

“Over the Rainbow” (grade 1) melody from the film *The Wizard of Oz* arranged by Bob Cerulli, Warner Bros. Publications

“Sakura” (grade 1) an ancient Japanese folk song arranged by Michael Story, Warner Bros. Publications

“Themes from *Harry Potter*” (grade 1) American film tunes arranged by Paul Cook, Warner Bros. Publications