

LESSON SNAPSHOT

FOCUS: Soleares rhythm pattern; performance development technique; review of flamenco terminology

- OBJECTIVES:**
- The student will clap the soleares pattern with a steady beat.
 - The student will play “Folk Song,” “The Blues Beat,” and “Flamenco Fantasy” with a steady beat and using performance development techniques.
 - The student will demonstrate an understanding of flamenco terminology by matching terms with their definitions.

CONTENT	PURPOSE	ACTIVITY	STUDENT BOOK PAGE	CD:TRACK
Tune-up and Warm-up	Prepare the learning environment	Listen Identify Evaluate Experience	9	CD 1:2
Concert Performances	Performance and review	Play Experience Review	17, 19	CD 1:9 CD 1:10 CD 1:13
Recording Progress I	Assess student progress in technique and musicianship	Teacher assesses		
Soleares Rhythm Study	Explore idiomatic world-music rhythmic pattern	Listen Play Experience Conduct		CD 1:14
Recording Progress II	Assess understanding of flamenco terminology	Teacher assesses	18	
WWW Scavenger Hunt Results	Present results	Listen Discuss Evaluate		
“Flamenco Fantasy”	Review	Play Review	19	CD 1:13
Guitar @ Home	Practice songs	Play Review		

TEACHER REFLECTIONS

INSTRUCTIONAL FRAMEWORK

NATIONAL STANDARDS

- NS2 (Playing)
- NS5 (Reading and Notating)
- NS6 (Listening)
- NS7 (Evaluating)
- NS8 (Making Connections)
- NS9 (History and Culture)

CRITICAL THINKING

- Core Thinking Skills: Observing, Encoding, Recalling, Setting Goals, Defining Problems, Identifying Attributes and Components, Ordering, Representing, Classifying, Formulating Questions, Comparing, Identifying Relationships and Patterns, Identifying the Main Idea, Identifying Errors, Elaborating, Summarizing, Restructuring, Inferring, Predicting, Establishing Criteria, Verifying, Predicting
- Bloom's Correlation: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

SCANS/LIFE SKILLS

- Basic Skills: Reading, Listening
- Thinking Skills: Seeing Things in the Mind's Eye, Knowing How to Learn, Reasoning
- Interpersonal: Participates as Member of a Team, Exercises Leadership
- Information: Acquires and Evaluates Information, Interprets and Communicates Information, Uses Computers to Process Information
- Technology: Selects Technology, Applies Technology to Task

STOP TO THINK

- Critical Thinking Process: Making Connections, Metacognition
- Lesson Content Target: Future goals with guitar
- Thinking Direction: Reflection, Metacognition
- Response Type: Verbal, Discussion

CREATIVE TOOLS OF MUSIC (VOCABULARY)

- Soleares: Consists of 12 beats with accents on the 3rd, 6th, 8th, 10th, and 12th.

STUDENT MATERIALS

- Student Edition
- Guitar
- Pencil
- Student Worksheet 1*

ASSESSMENT (RECORDING PROGRESS)

- **Assessment 1—Type:** Formative, Structured Experience.
Assessable Components: Technical Musical Skill
Achievement: Hand position, Note and rhythmic accuracy, tempo, sense of meter
 - Assessment Response Mode: Performance
 - Tool: Observation
 - Scoring Guide: Bi-level, Multiple criterion/Combined Levels Scores
 - Criteria: The student performs with
 1. Appropriate right-hand position
 2. Appropriate left-hand position
 3. Appropriate tempo
 2. Characteristic sense of meter
 3. Acceptable note and rhythmic accuracy
 - Levels of Achievement:
 - 1 = demonstrated
 - 0 = not demonstrated
 - Combined Levels Scores: Interpreting the scores:
 - 5 = demonstrated
 - 4 = partially demonstrated
 - 3 = minimally demonstrated
 - 2 = marginally demonstrated
 - 0, 1 = not demonstrated
- **Assessment 2—Type:** Formative, Structured Product.
Content Knowledge: Flamenco Vocabulary
 - Assessment Response Mode: Responding
 - Tool: Scoring
 - Scoring Guide: Point-system rubric
 - Criterion: The student successfully completes the Flamenco Vocabulary test.
 - Interpreting the scores:
 - 90-105 = Meets expectations
 - 60-75 = Near expectations
 - 30-45 = Below expectations
 - 0-15 = Unacceptable

TEACHER MATERIALS

- Teacher Edition
- CD player
- CD 1
- Metronome (drum machine)
- GPR*
- Student Worksheet 1*

*The Guitar Progress Record, student worksheets, assessment worksheets, and manuscript writing paper are all contained in the plastic envelope bound into Guitar Expressions Teacher Edition Vol.1. You may photocopy as needed.

FOCUS

FOCUS THE LESSON

1

Tune Up

STRANDS: Perform: *Play*;
Respond: *Move, Listen, Evaluate*

- Students will tune all six guitar strings to match CD 1, Track 2. Or tune to a piano or your guitar.
- Ask the students to perform Warm-up Exercise 2 from page 9.

CD 1:2

DEVELOP

DEVELOP THE LESSON

2

Concert Performances

STRANDS: Perform: *Play*;
Respond: *Listen, Evaluate, Move*;
Connect: *Relate, Apply*

- The students should break into their pre-assigned groups (partners or ensembles). Each group should prepare to perform “Folk Song,” “The Blues Beat,” or “Flamenco Fantasy” (from pages 17 and 19) in front of the class with the CD as accompaniment (students will choose).
- Before the mini-concert, discuss performance development (etiquette) with the students (see below):
 - Demonstrate how to bow with a guitar by holding the guitar’s neck with both hands in front of oneself and bending slightly at the waist.
 - Lead the students as they practice bowing together.
 - Discuss listening attentively and politely.
 - Place chairs and music stands at the front of the room. Students will simulate walking onto the stage while the rest of the class claps for these performers.
 - The performers bow with their guitars to acknowledge the audience.
 - In each group, one student is assigned to be the leader and the other students follow him or her in bowing. Students perform with the leader counting off.

CD 1:9

CD 1:10

CD 1:13

2 Concert Performances Continued

- The class applauds as the performers stand up, take a bow, and walk off the stage. Discuss the effect of positive feedback and how students should respond as an audience.

Recording Progress I

What:

Do the students perform their pieces with appropriate hand technique, proper tempo, rhythmic and melodic accuracy, and sense of meter?

How:

1. Inform the students when you are going to begin the assessment.
2. Share the scoring procedure (below) and clarify any questions.
3. Observe and assess as each group performs. Mark the GPR accordingly.

Marking the GPR:

There are five criteria in this assessment. Determine the level of achievement score, and then add these scores together to obtain a total combined levels score. Apply the total score to the rubric below.

Criteria:

The student performs with appropriate, acceptable, or characteristic:

1. Left-hand position: the thumb behind the neck—fingers perpendicular to the strings.
2. Right-hand position: relaxed, with the pick held between the thumb and index finger.
3. Tempo.
4. Note and rhythmic accuracy.
5. Sense of meter.

Levels of Achievement/Points earned:

1 = demonstrated
0 = not demonstrated

Rubric:

5 = Excellent
4 = Good
3 = Fair
1, 2 = Poor, needs additional work
0 = No effort; did not perform



It is at the teacher’s discretion to determine what is appropriate, acceptable, or characteristic performance.

3 Soleares Rhythm Study

STRANDS: **Perform:** *Play*;
Respond: *Listen, Evaluate, Move*;
Connect: *Relate, Apply*

CD 1:14

- Soleares is defined as the mother of flamenco song and is a great starting place for students to experience flamenco. A soleares rhythm consists of 12 beats with accents on the 3rd, 6th, 8th, 10th, and 12th.
- Play CD 1, Track 14 as an example.
- *Today we are going to clap a rhythm pattern that is a core of flamenco music. It is the rhythmic building block of the soleares. If you can count to 12, you can clap this rhythm.*
- Count 12 beats at a moderately slow tempo. Ask the class to count along with a steady beat. Make sure that there are no accents on any of the 12 beats.
 | |: 1 2 3 4 5 6 7 8 9 10 11 12 : | |
- *What makes the flamenco soleares pattern unique is where the accents are placed. The accents are on beats 3, 6, 8, 10, and 12.*
- Direct the students to write the numbers 1–12 on a piece of paper with repeat symbols. Then they will place accent symbols on 3, 6, 8, 10, and 12 (demonstrate).
 | |: 1 2 3 4 5 6 7 8 9 10 11 12 : | |
 > > > > >
- Ask the class to count 12 beats with a steady tempo while clapping on the accent beats: 3, 6, 8, 10, and 12. Select a tempo that will allow the students to accomplish this exercise successfully.
- Direct the class to count and clap along with CD 1, Track 14.

4 Student Worksheet 1: Flamenco Terminology (Portfolio File Entry)

Recording Progress II:
 Flamenco Terminology

What:

Do the students know the Flamenco terminology used in this unit?

How:

1. Hand out Student Worksheet 1 titled “Flamenco Terminology.” Following is the master key.
2. Share the scoring procedure for the worksheet, clarifying any questions that may arise.
3. Have the students to complete the worksheets.
4. Collect and assess these using the scoring procedure below. Mark the GPR accordingly.

Marking the GPR:

Each correct choice will be worth 15 points. Count the correct number of responses and multiply by 15 to obtain the students final score. The maximum number of points on this test is 105. Apply final scores to the point-system rubric below.

Interpreting the scores:

90-105	Good understanding
60-75	Fair understanding
30-45	Minimal understanding
0-15	Little to no understanding

TIP The scale above is interpreted in a general way to give teachers an idea of the level of understanding of this terminology that their students are demonstrating on this test. Because of the variety of reporting systems across the United States, the teacher is expected to convert this scale to their school district's grading scale to the best of their ability. If your system uses a letter grade system, you should carefully decide which scores best match the intentions of the grades you must give. For example, 90-105 might be an A; 60-75 might be a B; and so on. This is left to the discretion of the teacher.

4 Student Worksheet 1: Flamenco Terminology (Portfolio File Entry)
Continued

Setting up the writing environment in the guitar class

- To create the best environment for writing, allow the students to get into a comfortable sitting position. The writing time should be silent, thoughtful, and reflective. Students with questions should raise their hands, and when called upon, quietly come to you with their question or request. It is important to set up the writing environment this way early in the year so the students understand this management structure right away.
- You may want to have a set of sharpened pencils ready for the students, or you can require the students to bring pencils to guitar class.
- The written work completed in this lesson will begin the students' Guitar Portfolio File (see the following information).

4 Student Worksheet 1, Answer Key



Answer Key

Student Worksheet 1: Flamenco Terms

Scoring Procedure:
Each correct choice will be worth 15 points. Count the correct number of responses and multiply by 15 to obtain the students final score. The maximum number of points on this test is 105. Apply final scores to the point-system rubric below.

Interpreting the scores:
90-105 Good understanding
60-75 Fair understanding
30-45 Minimal understanding
0-15 Little to no understanding

Match the term with the proper definition

- | | | |
|--------------|----------|---|
| A) Golpe | <u>D</u> | A joyful dance, from the traditional folk music of Aragón, brought to the Andalusia region of Spain by soldiers during the War of Independence in the early nineteenth century. Main characteristics of this style are the richness of its guitar accompaniment and the intricacy of the dancing. |
| B) Andalusia | <u>B</u> | Region of southern Spain where flamenco was born and developed. |
| C) Rumba | <u>C</u> | Lively New World style typified by many pop-flamenco artists such as Gipsy Kings. Characterized by rapid syncopated strumming with the whole right hand. |
| D) Alegrías | <u>E</u> | Rapid strumming technique unique to flamenco guitarists. |
| E) Rasgueado | <u>G</u> | A free-form Flamenco style. |
| F) Soleares | <u>A</u> | Percussive beats tapped by the guitarist on the top of the guitar, to create the appropriate accents. |
| G) Tarantas | <u>F</u> | Defined as the mother of flamenco song. Consists of 12 beats with specific accents. |

4 Student Worksheet 1: Flamenco Terminology (Portfolio File Entry)
Continued

Building Portfolios in Guitar

- Use the following steps to aid students in collecting and managing their written work in music class. Determine the type of binder or notebook in which these will be organized. A pocket folder or a one inch, three-ring binder is suggested. If you use a three-ring binder you will need to be sure there is a way to three-hole punch the papers for easy insertion.
 1. Be sure that students clearly identify their notebooks/binders.
 2. Explain to the students that they are responsible for keeping all of their Guitar Portfolio entries (and other worksheets, compositions, etc.) in this notebook, and that they will need to keep them organized by date (or any other way that you determine to be best for your situation.) Students may also include tapes or CDs of their playing if you permit. These should be placed in page protectors in the binder to keep them from getting lost.
 3. Instruct the students that these are to come to the Guitar room with them every day, and that you will periodically review these for their completeness.

TIP Written work that should be placed in the Portfolio File will be indicated throughout the teacher's edition as follows: Portfolio File Entry.

5 WWW Scavenger Hunt Results

- If the WWW Scavenger Hunt was used as a **Guitar @ Home** assignment, the hunt results can be presented to the class.

