

# Young Audiences of Massachusetts

## *Educational Materials*

Please forward to teachers

05.26.06

### **ABOUT THE PERFORMANCE:**

**Sumaj Chasquis: Traditional Bolivian Music: Indians Discovered America**  
Grade levels: 6-12

*Sumaj Chasquis*, meaning “good messengers,” brings together Bolivian, Indian, and Mestizo musicians to share the enchanting culture and music of the Bolivian Andean Highland. The message of this hauntingly beautiful music is conveyed in three languages and on native Bolivian instruments. Students participate with the musicians throughout the program, discovering the traditions, legends, music and dances of Bolivia.

### **LEARNING GOALS:**

- 1) To foster appreciation and conservation of the music and culture of Bolivia
- 2) To preserve the traditions, legends, and customs of the Bolivian culture

### **PRE-ACTIVITY SUMMARY: *Making Music***

Discuss musical instruments and what the students know about them. Look into how they are played, what makes the sound, and how that sound is manipulated. Brainstorm what the students know already about Bolivian culture, and make predictions about what they will discover from the performance.

### **POST-ACTIVITY SUMMARY: *Music in Culture***

Examine influences of Bolivian culture. Research various cultures and explore the role that music plays within each of them. Share findings to the class in creative presentations.

### **CURRICULUM LINKS:**

Foreign Languages, History and Social Sciences, Music, Multicultural Studies

## PRE-ACTIVITY: MAKING MUSIC

### LEARNING GOAL:

To foster an appreciation and conservation of the music and culture of Bolivia.

### MATERIALS/PREPARATION:

Various musical instruments, ÅÅÅÅ Å@  
World map

### TIME:

45 -60 minutes

### Tips for the Teacher:

\*If you are unable to acquire the actual instruments, provide the students with pictures and sound clips.

### STEP 1:

**Discuss** musical instruments. How many can students name? Divide them into families: strings, woodwinds, brass, percussion. Include folk instruments from various countries as well as the standard orchestral instruments. Identify instruments that are associated with specific cultures. Ask any students with musical training to aide in teaching the rest of the class.

### STEP 2:

**Explore** how the sound is produced on different instruments. Is the instrument struck, blown, bowed, or plucked? Now examine how the sound is manipulated. What starts the sound? What vibrates to make the sound (string, air, reed, etc.)? How can the sound be changed?

### STEP 3:

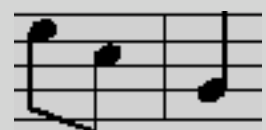
**Locate** Bolivia on a map of the world. Brainstorm what the students already know about Bolivia and its' culture. Make a chart with three columns, titled "What We Know," "What We Want to Know" and "What We Learned." Fill out the first two columns in regard to Bolivian culture.

### STEP 4:

**Predict** what kind of instruments are used in Bolivian culture and what the music may sound like.

### EXTENSIONS:

- 1) Assign students a well known standard orchestral instrument. Research the development of the instrument, and how different cultures have adapted it.
- 2) Research other South American music and art. Compare and contrast the results from different regions of the continent.



## POST-ACTIVITY: MUSIC IN CULTURE

### LEARNING GOAL:

To preserve the traditions, legends, and customs of the Bolivian culture.

### TIME:

45-60 minutes

### STEP 1:

**Complete** the “What We Learned” column as a class. Discuss what was interesting or surprising from the performance.

### STEP 2:

**Discuss** the great civilizations in the area of present day Bolivia. What aspects of these early civilizations remain today?

### STEP 3:

**Assign** each student a culture to research. Ask them to explore the role that music plays in that culture. Who makes music (professionals, amateurs, adults, children)? On what occasions is music played (celebrations, religious ceremonies, concerts, entertainment)?

### STEP 4:

**Report** the findings in an oral presentation or written report. Have students incorporate specific musical examples (recordings or live music) into their presentations.

### EXTENSIONS:

- 1) **Examine** the importance of culture in society. Have students research their own cultures with regard to the arts, language, food, celebrations, folk tales, dress, etc., and share findings with the class.
- 2) **Ask** everyone to bring in a recipe from home representing their culture. Compile a “Multicultural Family Recipe Book.” Encourage students to try the different recipes at home.



## Sumaj Chasquis: Traditional Bolivian Music: Indians Discovered America

Grade levels: 6-12

### **VOCABULARY:**

#### Wind Instruments:

Ica: Smallest of the panpipes, very high pitched sound

Malta: Panpipe, one note lower than the Ica

Zanka: Panpipe with a deeper sound than the Malta, about 20 inches long

Toyos: Panpipe one octave lower than the Zanka, about 55 inches long

Quena: Flute with open mouthpiece, made of cane or reed

Quenacho: Flute similar to the Quena with a deep, melancholy sound

Tarka: Wooden flutes in 3 sizes, from the Aymara civilization

#### String Instruments:

Charango: Small size, sound box made from the shell of armadillo, sounds like raindrops

Walaycho: Similar to the Charango, but smaller

Ronroco: Tuned as the Charango but larger and deeper in sound

Guitar: European instrument used for rhythm

#### Percussion Instruments:

Wangara: Drum made from hollowed tree trunk, covered with cow or goat hide.

Tambora: Small drum with strings that makes a high pitched sound

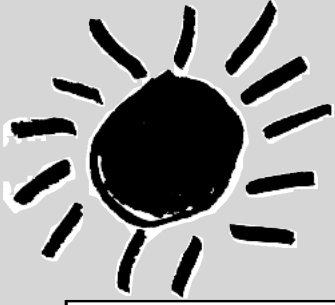
Chullus: Rattles made from goat hooves

### **ABOUT THE PERFORMERS:**

Described by the Boston Globe as “riveting... thoroughly impressive...,” **Sumaj Chasquis** has performed throughout the United States. Since 1991, the group has regularly performed in the annual World Anthropology Conference held at Harvard University and in numerous folk festivals. They have also performed and given workshops at colleges, as well as in elementary, middle, and high schools.

### **ABOUT YOUNG AUDIENCES:**

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region’s most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



# Young Audiences of Massachusetts

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## MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

### Sumaj Chasquis

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>History 4</i>	Society, Diversity, Commonality, and the Individual...learn the complex interplay that has existed from the beginning of our country between American ideals and American practice.
<i>History 8</i>	Places and Regions of the World...identify and explain the location and features of places and systems organized over time.
<i>World Language 9</i>	...provide and obtain information and knowledge.
<i>World Language 10</i>	...obtain new information and knowledge.
<i>World Language 16</i>	...identify cultural and linguistic characteristics.
<i>World Language 19</i>	...examine and analyze cultural contributions of diverse groups.
<i>World Language 20</i>	...use a world language to connect with other disciplines such as Arts, English Language Arts, Health, Mathematics, Science and Technology, Social Studies.
<i>Arts-Music 3</i>	Playing Instruments...play instruments, alone and with others, to perform a varied repertoire of music.
<i>Arts-Music 6</i>	Purpose and Meaning in the Arts...describe the purpose for which works of dance, music, theatre, visual arts, and architecture were and are created.
<i>Arts-Music 7</i>	Roles of Artists in Communities...describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.

