

MUSIC AND DANCE OF SOUTH AMERICA



JUNE 2018

LIVING

STREETS

LET'S
WALK TO
SCHOOL

There are many different types of dances from all over the Americas. They can be fast like the salsa and samba or slower like the rumba. Some are partner dances and some are solo dances.

Samba comes from Brazil and describes a dance and a type of music that has its roots in African music and dance. It is performed at carnival time.

Did
you
know?



AIM

To listen and move to some Latin American dance music.

OBJECTIVES

- To identify rhythms in some Latin American dance music and begin to move in time with the music
- To describe what they can hear and how the music makes them feel
- To learn some simple merengue steps and create a class routine

TIMING 30 mins

RESOURCES

Samples of salsa, Argentine tango and samba music, a sample of merengue to dance to (several songs by Colombian artist Shakira are in merengue time but choose a piece with a strong beat).

CURRICULUM LINKS

England **PHYSICAL EDUCATION, MUSIC**

Wales **PHYSICAL EDUCATION, MUSIC**

Scotland **PHYSICAL EDUCATION, EXPRESSIVE ARTS**

We are Living Streets, the UK charity for everyday walking. These learning resources support participation in WOW, the year-round walk to school challenge.

For further information on WOW and the full set of learning resources, visit www.livingstreets.org.uk/walktoschool

Get in touch: walktoschool@livingstreets.org.uk 020 7377 4900

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LESSON PLAN



INTRODUCTION

Explain that the Americas are home to many different types of music and that today the children will have a chance to listen to some and to try out some steps. Listen to some salsa music and ask what instruments can they hear? Is it fast or slow? What does it make you think of? What sort of movements would suit this sort of music? Listen to Argentinian tango. Is it fast or slow, happy or sad? What sort of movements would fit this sort of music? What instruments can you hear? Listen to samba. What instruments can you hear? What sort of costume might you wear if you were dancing this dance? How does the music make you feel?

DEVELOPMENT

Now put on the three different types of music again and ask the children to find a space and move to the sounds. Encourage them to be creative and do whatever they feel like but to listen to the beat and rhythm and try and keep in time. Now listen to a merengue song and clap the beat. Merengue is counted in sets of eight equal beats so clap and count in sets of eight to the music. Explain that the basic merengue dance step is a left right step movement. Ask the children to listen and take small steps in time to the music – left right left right, lightly on their toes like a light march. Encourage them to move their arms along with the music almost in a piston-like fashion. Now they have the basic step put together a simple routine. Eight steps left, right, left, right, to the front, eight to the side, eight while rolling the hands in the air, eight while rolling the hands to the ground and repeat. Listen to the music and enjoy dancing the merengue!

PLENARY

Finish by having a free dance. Encourage the children to move, clap, sway, skip to the different types of music. Perhaps you could invite the head or deputy into the class to watch your Latin American routines.

EXTENSION

On the walk to school, ask children to listen to all the sounds they can hear and try to clap or count the rhythms. They might be natural sounds like birds singing, rain falling or water flowing or sounds from the built environment like traffic, pedestrian crossing bleeps or building works.

If you require these learning resources in Welsh please email wales@livingstreets.org.uk

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