

## Unit 2: Rhythms in Mexican Music

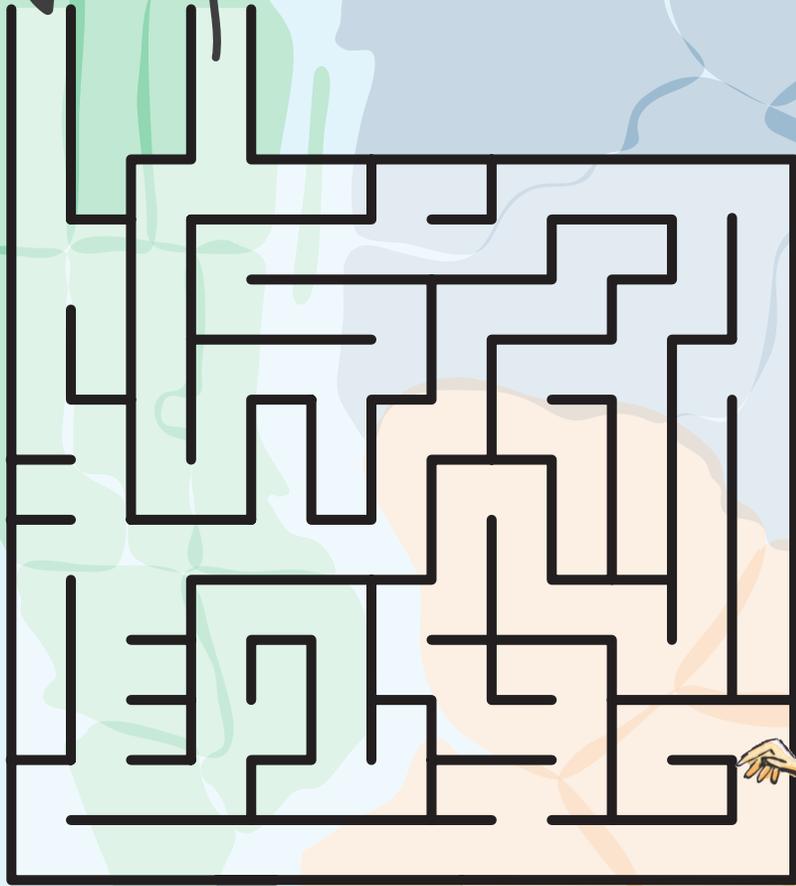
### Find Our Second Neighborhood (5 minutes)

The Conductor now takes us on a journey from Morningside Heights, Manhattan, to East Harlem, Manhattan, to meet our next singer, Celso. Have students turn to SG9, and help them do the following:

- Locate Gaida in Morningside Heights, Manhattan.
- Locate Celso in East Harlem, Manhattan.
- Complete the maze that takes them from Morningside Heights to East Harlem.

# Find Our Next Neighborhood

Find Gaida in Morningside Heights, Manhattan, on the map. In the maze below, draw the path to Celso in East Harlem, Manhattan. Let's go!



QUEENS



## Lesson 1: Learning “Lluvia de San Juan”

**AIM:** How can lyrics tell a story in Mexican song?

**SUMMARY:** Students meet the artist, sing, and create new lyrics for a Mexican song.

**MATERIALS:** chart paper, markers

**TIME REQUIRED:** 40 minutes

**STANDARDS:** US 1, 2, 4, 6, 7, 9; NYC 1, 2, 3

**VOCABULARY:** fandango, harp

### WARM-UP (10 minutes)

- Perform the “Warm-Up Rhyme,”  Track 2.
- Warm up with the “Sirens,” “Yawning Kittens,” or “Floating Balloon” exercises,  Tracks 3, 4, and 5.
- Vocal tip: Remind students to take deep “belly breaths.”
- Sing the “Carnegie Hall Musical Explorers Song,”  Track 1.

### MEET CELSO DUARTE (10 minutes)

- Meet Celso on SG10.

### EXPLORE “LLUVIA DE SAN JUAN” (10 minutes)

- Listen to “Lluvia de San Juan,”  Track 11. 
- Sing along with the chorus at the beginning and end of the song.



L'lu- via de San Jaun      L'lu- via    de San Juan      y to- das gri - tan - do L'lu- via de San Juan

- Use hand or body percussion to fill in the empty spaces at the end of the first, second, and fourth measures with different rhythms. For example:



L'lu- via de San Jaun (clap)    L'lu- via de San Juan (clapclap)    y to- das gri - tan - do    L'lu- via de San Juan (c-c-clap)

### CREATE NEW LYRICS FOR “LLUVIA DE SAN JUAN” (10 minutes)

- “Lluvia de San Juan” means “Rain in San Juan.” In the song, the weather and feelings are connected—rain and happiness. That’s right—happiness! In San Juan, it doesn’t rain very much, so the people are very happy when it does.
- What other connections can we make between weather and feelings? (Examples: wind—worried, snow—playful, storm—scary)
- Create new lyrics about New York City weather or seasons using the melody and rhythm from “Lluvia de San Juan”. For example:

The image shows two staves of musical notation in 4/4 time, with a key signature of one flat (Bb). The melody consists of quarter notes and half notes. The first staff has the lyrics "Rain falls in New York rain falls in New York". The second staff has the lyrics "eve - ry - thing gets washed when Rain falls in New York.".

- Perform your version of the song with the instrumental version of the “Lluvia de San Juan” Chorus,  Track 12, including the hand and body percussion fills you invented.

### MUSICAL WORD WALL

Add the words *fandango* and *harp* to the Musical Word Wall.

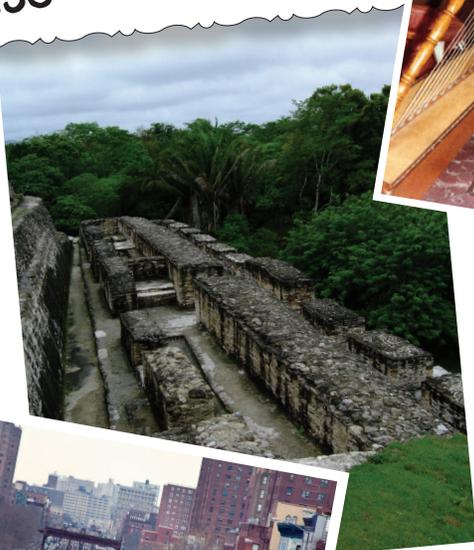
# Meet Celso!

Dear Musical Explorers,  
 Hola from East Harlem! I'm originally from Paraguay, but I grew up in Mexico. I have a very rich musical tradition between the Mexican and the South-American rhythms that I have listened to since I was a baby. I play several string instruments, and I studied violin at music school, but my favorite instrument is the harp. I love it! I love all music, but my favorite is folk. I also love to go to fandangos—they are so fun, and everybody can participate by dancing, singing, or playing instruments. I can't wait to meet you and share some music with you!

Sincerely,  
**Celso**



Musical Explorers  
 c/o Carnegie Hall  
 881 Seventh Avenue  
 New York, NY 10019



## Lesson 2: Exploring “Iguana”

**AIM:** What are the rhythms of Son Jarocho?

**SUMMARY:** Students clap and dance a traditional Son Jarocho zapateado.

**MATERIALS:** chart paper, markers

**TIME REQUIRED:** 40 minutes

**STANDARDS:** US 1, 2, 6, 7, 8, 9; NYC 1, 2, 3

**VOCABULARY:** Son Jarocho, zapateado

### WARM-UP (10 minutes)

- Perform the “Warm-Up Rhyme,”  Track 2.
- Warm up with the “Sirens,” “Yawning Kittens,” or “Floating Balloon” exercises,  Tracks 3, 4, and 5.
- Vocal tip: Remind students to take deep “belly breaths.”
- Sing the “Carnegie Hall Musical Explorers Song,”  Track 1.

### EXPLORE LAYERS OF RHYTHM IN “IGUANA” (15 minutes)

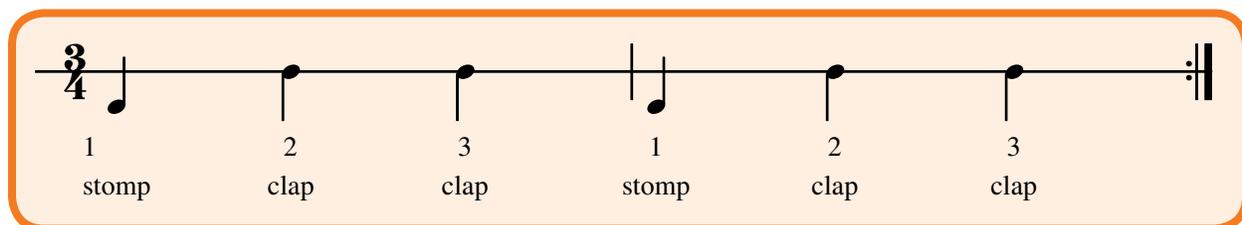
- [What is an iguana?](#)
- Listen to “Iguana,”  Track 13. 
- [In Mexico, you might hear “Iguana” at a fandango. Led by musicians, poets, and dancers, communities gather at this special nighttime party where everyone sings and dances: men and women, young people and old people. You can be a part of Celso’s fandango once you learn the “Café con Pan” zapateado.](#)
- Learn to perform (sing, clap/tap, and/or dance) the pulse and zapateado rhythmic layers from “Iguana,” slowly at first, then faster.

#### “Iguana” Pulse (Rhythmic Layer 1) Track 14

Count:	1	2	3	1	2	3
Move:	left	right	left	right	left	right

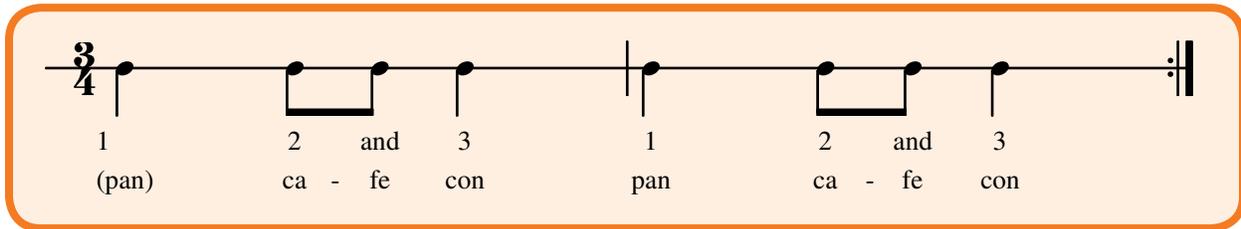
#### “Iguana” Pulse (Rhythmic Layer 2) Track 14

Count:	1	2	3	1	2	3
Move:	stomp	clap	clap	stomp	clap	clap



### “Iguana” Zapateados (Rhythmic Layer 3) Track 15 (slow) and Track 16 (fast)

Count:	<b>pan</b>	café	con	<b>pan</b>	café	con		
Move:	right	left	left	right	left	right	right	left



- Dance along with “Iguana” Zapateados (Rhythmic Layer 3, slow),  Track 15, and “Iguana” Zapateados (Rhythmic Layer 3, fast),  Track 16
- Using the same rhythm, try to dance along with “Iguana,”  Track 13. (It is very fast!)

### CREATIVE EXTENSION (20 minutes)

**SUMMARY:** Students create their own Veracruz-style drawings.

- Have students turn to SG11 and look at the traditional rock carving images.
- “La Lluvia de San Juan” and “Iguana” are examples of a style of music called *Son Jarocho*. *Son Jarocho* music began in Veracruz, Mexico. In Veracruz, the native people have a deep connection with animals, and long ago had a special style of making pictures of them by carving their images into rocks.
- While looking at each drawing, ask the students:
  - *What animal do you think this is? Why?*
  - *How has the artist made the drawing special?* (Examples: drawing feathers as different kinds of lines, showing the wings extended, big round eyes, simple and thick lines instead of thin and complex ones, drawing within an imaginary circle or square and filling it up with the animal)
- Review the ancient Veracruz style of representing animals. Students then choose an animal that is important to them and create their own Veracruz-style animal drawings.

### MUSICAL WORD WALL

- Add the words *Son Jarocho* and *zapateado* to the Musical Word Wall.

### Traditional Veracruz Rock Carvings

Look at the rock carving images below. Choose an animal that you like and try drawing it in a similar style in the space below!

