



**CARNEGIE HALL**  
Weill Music Institute

GLOBAL ENCOUNTERS

# MUSIC OF MEXICO

**Activity 4c: Music Freedom and Structure Project**

## ACKNOWLEDGMENTS

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## GUIDE TO THE TEXT FORMATTING

Throughout this curriculum, we have used different text formats to help simplify the directions for each lesson. Our hope is that this format will allow you to keep better track of your steps while you are on your feet in class teaching a lesson.

There are two main formatting types to recognize.

- 1) Any “scripted” suggestions—especially all questions—appear in “blue” with quotation marks.
- 2) Basic action headings are set in **bold italic**. (Options are in parentheses.)

Note: For CD tracks, we list the track number first, then the title.

For example:

### MEET THE ARTIST

- **Read** Celso Duarte’s Meet the Artist handout (out loud).
- **Summarize** what the artist has said (on paper).
- “Based on what we know about Celso, what might his music sound like?”
- **Play** CD Track 1, Celso Duarte’s *Cascabel*.
- “Now that you have heard the music, were your guesses right?”
- **Transition:** “Celso Duarte is an expert at working with musical freedom and structure. To get to know his work, we will need to become experts on freedom and structure.”



## ACTIVITY 4: FREEDOM AND STRUCTURE PROJECTS

**AIM:** What are our ideas regarding freedom and structure in global studies, English, music, and visual arts?

**SUMMARY:** Students work individually, in small groups, or with the entire class to create a research project.

**MATERIALS:** Global Encounters Mexico CD, Project Example materials

**TIME REQUIRED:** At least two class periods (possibly more depending on the depth of your class's project)

**NYC AND STATE STANDARDS:** Blueprint: Making Connections; NYS Social Studies: 2.3

In these lessons, we encourage teachers and students to create Freedom and Structure Projects using the knowledge and experience they have gained from studying Celso Duarte and son jarocho. Teachers will decide whether students will work on these projects individually, in small groups, or together as a class. Regardless of the size of the group(s) within the class, teachers will choose only one subject area—global studies / art, English/Spanish, or music, as outlined in the Project Example materials on the following pages—to be the content of their project.

Please use the Project Example materials on the following pages as a guide for your classroom work, but also feel free to let the projects take form according to your own interests and expertise.

### PROJECT PARAMETERS FOR FREEDOM AND STRUCTURE PROJECTS

All projects

- can be created by individual students, small groups, or the entire class
- should include creating an artifact or documentation that can be shared both in class and at the final concert
- should involve a minimum of two class periods of work
- can involve collaboration with arts specialists in your school

Original projects or project variations created by classroom teachers

- should include some of the ideas about freedom and structure that are at the center of our guiding question (see page 4)
- should include a connection with Mexican music or culture

The materials on the following pages present some project possibilities for the following subject areas:

- global studies / art (pages 30–31)
- English/Spanish (pages 32–33)
- music (pages 34–37)



## PROJECT EXAMPLE: MUSIC

**AIM:** How can we perform the freedoms and structures in Celso Duarte's music?

**SUMMARY:** Students re-create and restructure Celso's performances of *Cascabel* using whatever instruments or voices you have in your ensemble.

**TIME REQUIRED:** 120 minutes

### PERFORMING *CASCABEL*

- **Lead** students through an exploration of the music of Celso Duarte by having them perform or edit a new version of *Cascabel*. Here are four different options for students to explore the music using the provided materials.
  - o **Students create, perform, and record** their own arrangements of the songs. (30 minutes)
  - o **Students play** duets with Celso's recorded tracks. (30 minutes)
  - o **Students improvise** over Celso's recorded tracks. (30 minutes)
  - o **Students import** Celso's recorded stem tracks into GarageBand to morph and remix. (30 minutes)

### LIST OF MATERIALS PROVIDED

- Sheet music in simple score for an arrangement of Celso Duarte's *Cascabel* (see page 35)
  - o Vocal melody and lyrics
  - o Harp melodies and arpeggios
  - o Jarana strums and chords
  - o Double bass
  - o Zapateados and quijada
- Isolated Instrument Tracks on the Global Encounters Mexico CD (Tracks 15–18)



Flower vendors in Mexico City



# CASCABEL

SG14

**opening arpeggio** **cascabel riff** 4X 2X

vocal

jarana

harp *A m* *E 7* *mf*

bass *pizz.* *A m* *E 7* *mf*

zapateados & quijada *zap:* *mf*

**transition** **main groove** 4X

5

vocal

jarana *A m* *E 7* *A m* *rasqueado*

harp *E 7* *A m* *f*

bass *E 7* *A m*

zap/qui *zap:* *quijada:* *strike* *scrape*





**transition**                      **verse**

8

vocal

Yo soy co-mo'el cas-ca-bel \_\_\_\_\_ Yo soy co-mo'el cas-ca-bel \_\_\_\_\_  
 I am like a rat-tle-snake \_\_\_\_\_ I am like a rat-tle-snake \_\_\_\_\_

jarana

*rasqueado*

harp

*mp*

bass

zap/qui

12

vocal

que'an-te na-di-e se re-ba-ja que'an-te na-di-e se re-ba-ja Yo soy co-mo'el cas-ca-bel \_\_\_\_\_  
 to an-y-one who stoops \_\_\_\_\_ to an-y-one who stoops \_\_\_\_\_ I am like a rat-tle-snake \_\_\_\_\_

jarana

2

harp

2

bass

zap/qui



## **CASCABEL LYRICS**

SG16

Que bonito el cascabel  
Cuando ya está amaneciendo  
Cuando ya está amaneciendo  
Que bonito el cascabel

Quiero morirme con él  
que de amor estoy muriendo  
que de amor estoy muriendo  
y ya no puedo volver

Cascabelito sereno  
cascabelito agitado  
como quieres que yo ría  
si ya tu amor me has quitado

Yo soy como el cascabel  
que ante nadie se rebaja  
que ante nadie se rebaja  
yo soy como el cascabel

Si alguien testerea mi piel  
le anuncio con mi sonaja  
le anuncio con mi sonaja  
que mi mordedura es cruel

Ay dale, dale durito!  
Ay dale, dale durito  
durito y como lo bate  
que los besos de mi alma  
me saben a chocolate

Ay cómo rezumba y suena!  
Ay cómo rezumba y suena  
rezumba y va rezumbando  
rezumba y va rezumbando  
mi cascabel en la arena