

SAMPLE SCHOOL RESIDENCY with the Spanish Art of FLAMENCO (p.1)

(Model from a recent Residency with Third Graders)

Residency Goals:

Artistic: Students learn to dance the Spanish art of Flamenco. They get general body-warm-up and cool-down in each session, along with all of the specifics of Flamenco dancing- *Braceo* (arm-movements), *Floreo* (hand- movements), and *Zapateo* (footwork). They also learn intricate rhythmic patterns and how to “*tocar las palmas,*” the rhythmic hand-clapping typical in Flamenco music and dance. The residency culminates in a final performance for the school, family, and friends.

Academic: Students learn about the geography of Spain, especially in relation to the rest of Europe and with regards to the Gypsy migration through Europe and, in our instance, into the South of Spain. They learn about the history of Spain, the melting pot of cultures that existed there prior to the Inquisition (Arabs, Jews, Gypsies), and about how many of those people were persecuted during the Inquisition. They learn that this particular mixture of cultures is what created Flamenco. They also learn about Spain as a country and society in the present world.

Social: Self-Awareness in Space with movement and in regards to other students around them. Confidence-building by learning a new skill and being able to execute foreign movement and rhythmic-patterns, as well as acquiring new language and vocabulary. Self-Control when learning new material and having to remember, repeat, and execute by themselves.

Developmental: Increase attention span and memory by learning new movement/rhythmic patterns and sequences; Release of Physical energy in a positive and productive way; cooperate with peers to form lines and be able to move in space without bumping into one another.

Connections to Common Core Standards:

- Mathematics- Students are taught fractions and division through music and through the intricate rhythmic patterns within Flamenco music and dance; students learn to subdivide beats and musical phrases and clap different rhythmic patterns; students identify whole notes, quarter notes, eighth notes, triplets, sixteenth notes, etc., and understand them within the context of both music and math.
- History/Social Studies- Students learn about the history and culture of Spain prior to and during the Inquisition, about the geography of Spain, Europe, and the migration of the Gypsies from India.

Grade Level: 3rd Graders

Planning/Collaborative process with the Teachers/Administration: I am in close communication with the head teacher/s prior to the residency via email and phone in order to outline the residency, the days/dates, the date of the final performance, our main goals, ideas about material, etc. I go into the school to meet the teacher/s once or twice, depending on necessity, for a face-to-face to finalize all of the details, from dates to class material.

Teachers’ Involvement: Teachers take materials and ideas from planning sessions, along with their own class material, and teach a mini-unit that corresponds with Residency sessions on Spain, its history, the different cultures that went into the creation of Flamenco. Teachers employ Spanish language in lessons to as much of a degree as possible depending on student population (this is especially pertinent if the classes are Spanish classes, dual-language, or ESL). Teachers help students to create “fun facts” about Flamenco that they will recite at the final performance, as well as create maps and other visual aids that are representative of Spain and Flamenco and complementary to the presentation. During Residency session, teachers help with classroom management and, ideally, learn some of the movements and the dance routine so that they can work

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Student Activities During Each Residency Day/Session

****NOTE: Classes can be taught in either Spanish or English, or both, using more or less Spanish according to students' level in the language. There is also a lot of room for Student-Created-Movement, Improvisation, etc., depending on the teacher's needs/goals.**

Day 1: Introduction to Flamenco; Talk to students about history, culture, geography of Spain and Europe (and all the way over to India, where the Gypsies were originally from); Ask questions about what they know; Introduce Key Vocabulary Words and Spanish Language; Demonstrate short dance with Castanets; Explain history of Castanets and teach students how to play them; DANCE: Whole Body Warm-Up and Intro into basic Flamenco positions with Body; Introduce Rhythmic *Jaleos* (shouts of encouragement) with movement. End with Flamenco Freeze Dance and Cool-Down.

Day 2: Review key points about history, culture & geography- Ask questions to have students offer information; Review Key Vocabulary and introduce new words; Review Castanets; DANCE: Whole Body Warm-Up; Introduce *Braceo* (arm-movements), *Floreo* (hand- movements), and *Zapateo* (footwork); Introduce "Palmas" (rhythmic hand-clapping); Talk about different time structures within Flamenco and how the measures are broken down into beats and how each beat can be subdivided; Do variations with "Palmas;" Review *Jaleos* and build in *Palmas* (this is intro to final performance); Begin simple routine that will be used for final performance. End with Flamenco Freeze Dance and Cool-Down.

Day 3: Watch Video Clip of live Flamenco performances- male and female dancers, guitarists, singers. Talk about video and the different artistic/musical elements within Flamenco (*el baile, el toque, el cante, las palmas, el cajon, etc.*). Review Vocabulary in this context and introduce a few new words; Whole Body Warm-up; *Braceo, Floreo, Zapateo* combinations; Review *Palmas* and teach different rhythmic patterns- talk more about subdivision of beats and how many beats to each phrase; Review *Jaleos* combination and dance routine- build on it. End with Flamenco Freeze Dance and Cool-Down.

Day 4: Review Key topics- history, culture, artistic elements in Flamenco, vocabulary. DANCE: Whole Body Warm-up; *Braceo, Floreo, Zapateo* combinations; Review *Palmas* and teach different rhythmic patterns; ask students to identify which beat I'm clapping, whether I'm using a quarter note/ eighth note/ triplet and how each is subdivided within a single beat; Review *Jaleos* combination and dance routine- build on it and set it so that students begin to memorize it and can practice it with teachers. End with Flamenco Freeze Dance and Cool-Down.

Day 5: Lecture-Demonstration with Rebecca and Musician to see how all the elements of Flamenco come together in a live format; Musician speaks about guitar, singing, percussion; Introduce the idea of *Letras*, or lyrics, and how they connect to the history and culture of Spain and the cultures that created Flamenco; Talk about the communication between musician and dancer; Question & Answer with Rebecca and guitarist; Students do *palmas, jaleos*, dance routine with musician.

Day 6: Review key elements of Lec-Dem; Questions and Answers; DANCE: Whole Body Warm-up; *Braceo, Floreo, Zapateo* combinations; Review *Palmas* and teach different rhythmic patterns; Review *Jaleos* combination and dance routine- Practice entering and exiting stage and performing it on stage; *Students take turns speaking/ presenting what they have been rehearsing with teachers in classrooms and we fit it into the performance schedule; End with Flamenco Freeze Dance and Cool-Down.

Day 7: Final Rehearsal: DANCE: Whole Body Warm-up; Review *Jaleos* combination and dance routine; Practice whole performance with Students speaking/presenting Flamenco/Spain Facts; Practice entering and exiting stage and performing whole show on stage; End with Flamenco Freeze Dance and Cool-Down.

Day 8: Final Performance! Students arrive early to put costumes on (shawls, flowers, skirts for girls; vests and neck-ties for boys); Practice entering and exiting stage and performing whole show on stage twice; Parents, friends, school enter. Rebecca &

SAMPLE COMMUNITY RESIDENCY with the Spanish Art of FLAMENCO (p.1)

Sector/ Type of Community Servng: After-School Program in lower-income neighborhood with significant Hispanic population.

Participants: After-School students grades 5-8

The Planning/Collaborative Process with the Site Staff: The first contact with the Community Center Staff is in a face-to-face meeting where we decide when to carry out the residency, what days/times works best for the age group determined, and who will be the main group of students involved (or, if they are not pre-chosen, how we will get students to sign up and come consistently to the classes). I also ask the staff if there are any particular things they would like my sessions to focus on with students. Several weeks prior to the residency, I go to the site several times to observe the after-school program and the students that will be involved in the residency to get familiar with the structure, environment, population, etc.

The Staff's Involvement: Community-Center staff help identify the population of students that will be involved in the residency. If necessary, they help publicize the opportunity and gather students who are interested and committed to attending all the residency sessions and performing in the final performance. Throughout the residency, they take time to practice the routine and review material with students on off-days, and during the sessions they help with classroom and behavior management.

Residency Goals:

Artistic: Students learn to dance the Spanish art of Flamenco. They get general body-warm-up and cool-down in each session, along with all of the specifics of Flamenco dancing- *Braceo* (arm-movements), *Floreo* (hand- movements), and *Zapateo* (footwork). They learn intricate rhythmic patterns and how to "*tocar las palmas,*" the rhythmic hand-clapping typical in Flamenco music and dance. Students also learn to improvise and create their own movement and rhythmic phrases and Flamenco poses. The residency culminates in a final performance for family, friends, and members of the community.

Developmental: Students gain confidence by learning a new skill and being able to execute foreign movement and rhythmic-patterns, as well as acquiring new language and vocabulary. They gain confidence and independence through exercises in which they create their own movement and rhythmic phrases.

Social: Identify with and work with peer group in non-academic setting. Aware of others through movement and learn to work in small groups to create a short dance routine or rhythmic phrase. For Hispanic students, they gain a sense of belonging and comfort through the common language of the art form/instructor and their own first language.

Participant Activities During Each Residency Day/Session:

Day 1: Introduction to Flamenco; Talk to students about history, culture, geography of Spain and Europe (and all the way over to India, where the Gypsies were originally from); Ask questions about what they know; Introduce Key Vocabulary Words and Spanish Language; Demonstrate short dance with Castanets; Explain history of Castanets and teach students how to play them; DANCE: Whole Body Warm-Up and Intro into basic Flamenco positions with Body; Introduce Rhythmic *Jaleos* (shouts of encouragement) with movement. End with Cool-Down.

Day 2: Review key points about history, culture & geography- Ask questions to have students offer information; Review Key Vocabulary and introduce new words; Review Castanets; DANCE: Whole Body Warm-Up; Introduce *Braceo* (arm-movements), *Floreo* (hand- movements), and *Zapateo* (footwork); Introduce "Palmas" (rhythmic hand-clapping) and the different rhythms and beats found in Flamenco; Do variations with "Palmas;" Review *Jaleos* and build in *Palmas* (this is part of final performance); Begin simple routine that will be used for final performance. Have students create 2 different

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Day 3: Watch Video Clip of live Flamenco performances- male and female dancers, guitarists, singers. Talk about video and the different artistic/musical elements within Flamenco (*el baile, el toque, el cante, las palmas, el cajon, etc.*). DANCE: Whole Body Warm-up; *Braceo, Floreo, Zapateo* combinations; Review *Palmas* and different rhythmic patterns. Do Call-and-Response with *Palmas* and *Zapateo*; Have students pair off to create their own rhythmic pattern, perform and teach to rest of class; Review *Jaleos* combination and dance routine- build on it. End with Cool Down... Students end in final pose of their choice.

Day 4: Review key artistic elements of Flamenco and some vocabulary. DANCE: Whole Body Warm-up; *Braceo, Floreo, Zapateo* combinations; Review *Palmas* and different rhythmic patterns; Do Call-and-Response with *Palmas* and *Zapateo*; Students pair off and create movement phrases that they perform for class; Review *Jaleos* combination and dance routine- build on it and set it so that students begin to memorize it and can practice it with staff. End with Cool-Down.

Day 5: Lecture-Demonstration with Rebecca and Musician to see how all the elements of Flamenco come together in a live format; Musician speaks about guitar, singing, percussion; Introduce the idea of *Letras*, or lyrics, and how they connect to the history and culture of Spain and the cultures that created Flamenco; Talk about the communication between musician and dancer; Question & Answer with Rebecca and guitarist; Students do *palmas, jaleos*, dance routine with musician; Students take turns doing some of the rhythmic patterns and movement phrases they've created.

Day 6: Review key elements of Lec-Dem; Questions and Answers; DANCE: Whole Body Warm-up; *Braceo, Floreo, Zapateo* combinations; Review *Palmas* and rhythmic patterns; Review *Jaleos* combination and dance routine- Practice entering and exiting stage and performing it on stage; Students pair off and review their own movement or rhythmic phrases; Work these phrases into final performance. End with Cool-Down.

Day 7: Final Rehearsal: DANCE: Whole Body Warm-up; Review *Jaleos* combination and dance routine; Practice whole performance with Students presenting their own movement/rhythmic phrases in pairs; Practice entering and exiting stage and performing whole show on stage; End with Cool-Down.

Day 8: Final Performance! Students arrive early to put costumes on (shawls, flowers, skirts for girls; vests and neck-ties for boys); Practice entering and exiting stage and performing whole show on stage twice; family, friends, community members enter for show; Rebecca & Community Center Staff talk about residency and... STUDENTS PERFORM!!!