

# GRAMMY IN THE SCHOOLS FEST – AN OVERVIEW OF LATIN MUSIC AS ANOTHER WAY TO APPRECIATE ALL MUSIC

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## STUDY GUIDE

Opening our students' ears and intellectual appreciation of Latin music will enrich the listening and creating music process beyond these genres. This awareness might also develop a deeper cultural appreciation of traditions and artistic treasures from the communities this music represents. The first step to approaching Latin music is to understand the term "Latin," as from an American academic perspective, it might include not only a variety of genres but represent a vast number of geographical areas, including Latin America and Spain and the strong roots from West Africa.

## SPARK CURIOSITY!

Inspiring students to appreciate Latin music will open their musical and cultural horizons and help many of them embrace their cultural legacy. As professionals, they can also get in touch with one of the strongest market shares of the music industry.

## LEARNING OBJECTIVES

1. Understand musical elements such as rhythm, melody, harmony, and instrumentation
2. Identify the different geographical areas that produce Latin music
3. Recognize the languages used, Spanish and Portuguese; understand which stories tell the lyrics
4. Promote appreciation and respect for these genres and the communities they represent

## LESSON PLANS

Consider developing lesson plans to meet these learning objectives through listening sessions. Encourage your students to get familiar with the Spanish and Portuguese languages by reading the lyrics of the songs, or finding poetry. Visit the suggested playlists on Apple Music and Spotify. Boost afterward the listening training with examples from YouTube where musicians are playing live.

- Open our playlists. Let your students choose any song from there. What is attractive to their ears? Can they tap or clap any rhythmic pattern? Can they dance to the music? Mention tools and musical elements from African music as call-response and "claves." Other leading questions could be: Is this an instrumental or a vocal piece? How is the singing style? Loud, soft, dramatic, intimate? Present the concept of "band" and "ensemble." Are there many musical instruments in these songs, or only a few? Can they identify any of these instruments?
- Propose two songs from the playlist and share the lyrics and an attached translation into English. You can use one in Spanish (ranchera from Mexico) and one in Portuguese (bossa-nova from Brazil). What is the story? What are the most recurrent words? How does this language sound to them? Warm, bright, rhythmic?
- Play a song from Spain (flamenco music), a song from Cuba (danzón or son), one from Brazil (bossa nova), from Argentina (tango and folk), Mexico (ranchera), one from Colombia (cumbia, vallenato), from Cabo Verde (morna music), and from Dominican Republic (merengue and bachata). Find two characteristics in each piece that are exclusive to each style. Help your students find things in common between these songs.
- Listen to contemporary styles as reggaeton, trap, música urbana. The combination of modern technologies and traditional styles in contemporary productions.

## GITS: AN OVERVIEW OF LATIN MUSIC

<https://open.spotify.com/playlist/0gttuvE2K2KJNVs3DS3w2R?si=7f82f481c5fd440a>

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## COUNTRIES, SONGS AND PERFORMERS

### ARGENTINA

LIBERTANGO (Astor Piazzolla)  
MALENA (Horacio Salgán)  
LA CUMPARSITA (Francisco Canaro)  
PIEDRA y CAMINO (Mercedes Sosa)  
DE MÚSICA LIGERA (Soda Stereo)  
BUENOS AIRES (Nathy Peluso)

### BRAZIL

AGUAS DE MARZO (Elis Regina-Antonio Carlos Jobim)  
ONE NOTE SAMBA (Frank Sinatra-Antonio Carlos Jobim)  
SAMBA DE UMA NOTA SÓ (Antonio Carlos Jobim)  
BEBE (Hermeto Pascoal)  
AGUA & VINHO (Egberto Gismonti)  
DESDE QUE O SAMBA E SAMBA (Caetano Veloso-Gilberto Gil)

### CAPE VERDE

SODADE (Cesária Evora)  
MODA BO (Cesária Evora)

### COLOMBIA

CHECARNAVAL (Checo Acosta)  
SOY COLOMBIANO (checo Acosta)  
SI TE VAS TE OLVIDO (Diomedes Díaz)  
ANHELOS (Alfredo Gutiérrez)  
YO ME LLAMO CUMBIA (Totó La Momposina)

### CUBA

CHAN CHAN (Buena Vista Social Club)  
DÓNDE ESTABAS TÚ? (Omara Portuondo)  
TRES PALABRAS (Bebo Valdés, Chucho Valdés)

### CHILE

GRACIAS A LA VIDA (Violeta Parra)

### DOMINICAN REPUBLIC

PAMBICHE DE NOVIA (Juan Luis Guerra)  
OJALÁ QUE LLUEVA CAFÉ (Juan Luis Guerra)

### MEXICO

EL REY (Vicente Fernández)  
POR UN AMOR (Linda Ronstadt)

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ERES (Café Tacvba)

HASTA LA RAÍZ (Natalia Lafourcade)

LA LLORONA (Lila Downs)

## PERU

MARIA LANDÓ (Susana Baca)

DE LOS AMORES (Susana Baca)

CARDO O CENIZA (Lucho Gonzalez – Chabuca Granda)

## PUERTO RICO

IDILIO (Willie Colón)

EL CANTANTE (Héctor Lavoe)

VIVIR MI VIDA (Marc Anthony)

OJITOS LINDOS (Bad Bunny)

## SPAIN

ENTRE DOS AGUAS (Paco de Lucía)

TRES NOTAS PARA DECIR TE QUIERO (Vicente Amigo)

MALAMENTE (Rosalía)

TÚ ME DEJASTE DE QUERER (C.Tangana)

## VENEZUELA

MI AMIGO EL CAMINO (Reynaldo0 Armas)

TONADA DE LUNA LLENA (Simón Díaz)

CABALLO VIEJO (Simón Díaz)

## URUGUAY

TERAPIA DE MURGA (Rubén Rada)

CANDOMBELEK (Hugo Fattoruso)

## RESOURCES

History Channel:

<https://www.history.com/news/origin-latin-music-styles>

Encyclopedia Britannica

<https://www.britannica.com/art/Latin-American-music>

Rhythm notes:

<https://rhythmnotes.net/what-is-latin-music/>

Musical U

<https://www.musical-u.com/learn/open-your-ears-to-traditional-latin-music/>