

Playing History: Professional and Curriculum Development Sessions
Lesson Plan
Discipline: Orchestral Music
Level: Beginners (Level I) Grades 6th to 7th

Objectives:

Historical – Conceptual / To study the history of the song, “Aguinaldo: El Motin;” and how it can be used to relate Hispanic cultures throughout the world.

Behavioral / Students will understand the social applications of the song. In addition, they will learn the historical context of the song and how it applies to cultures in the Hispanic world. Students will make connections with supportive situations in which they helped friends or family members with oppressive situations and how this can be done in peaceful means.

Musical - Conceptual / To study harmonic, melodic structure, and form (contrast in melody, harmony or rhythm).

Music Literacy: Discuss common time, key signature, dynamics, musical gesture, and the roadmap of the piece (repeats, rehearsal sections, etc.)

Behavioral / Students will recognize the basic form of the piece (A-B-A) and its melodic and harmonic patterns.

Aesthetic/Reflective

Aesthetic/ - Conceptual / To study aesthetic aspects of “Aguinaldo:” How the musical intervals play an important role in the melodic and harmonic function of the music.

Behavioral / Students will identify aspects in the music performed that highlight the mood or emotions outlined in the history presented in class or their in personal experiences. Students will identify the mood or feeling of “Aguinaldo,” and explain how the rhythmic & harmonic patterns provides a particular character to the piece.

1:30 PM Music Component = Warm Up: The students will practice as a full ensemble their daily exercises from the Standard of Excellence

1:35 PM Motivation – The students will review different ways of celebrating holidays around the world and how these festivities usually commemorates historical events of that particular region (video clips will be presented). They

1:45 PM Historical Component (Mr. Martinez)- Students will learn about the “Historical Background of the Aguinaldo” (see description at the end of the plan). Students will learn how this melodic structure, originally from Spain is present in most Spanish speaking countries around the world.

2:00 PM Music Component = Students will break into sectionals (woodwinds, brass, strings, & percussion) in order to continue with more focused practice.

2:20 PM Music Component/ Reflection- Students will perform “Aguinaldo” as a full ensemble. Students will reflect on the effect of the music depicting the history studied in class. (10-15 minutes)

2:30 Reflection (Ms. Ortiz) - Students will discuss how historical connections and music can unify cultures and how this aspect applies to personal contexts within their lives.

2:45 Concluding Activity - The students will write in their journals about how they relate to the topics presented in class and if they feel comfortable, will share their experiences with the group (5 minutes.)

2:50 Pack up for end of class- Discuss what needs to be practiced over the break.

Theoretical and Historical Background of Aguinaldo (El Motin)

This piece is structured as an exercise to demonstrate the function of melody and accompaniment. The parts can be inter-changed in order to make the students understand the concept of melody and harmony. Also the simplicity of the piece, give you the opportunity to apply different types of rhythms in order to demonstrate how many Latin American musical genres can apply to this simple melody (Cuban Son, Puerto Rican Bomba, Dominican Merengue, etc.). Although this piece is linked to the Christmas songs from Puerto Rico, it uses a metric cell and a melody structure from Andalucia, Spain which is known throughout Latin America as "Aguinaldo". A musical genre that unites all Spanish-speaking people all over the world, even the Philippines and Equatorial Guinea in Africa (former Spanish colonies).

This piece dates back to the 1800's when a militia of Puerto Rican volunteers is recruited to help with a so-called “uprising” or “motin” in a rural location of the Dominican Republic called “Palo Hincado.” This uprising is related to the Napoleonic wars and the Spanish attempt to re-conquer the eastern part of that Caribbean island which at that time was under French command. As a tribute to the Puerto Rican volunteers who went to help the Hispanic freedom cause in the Dominican territory, a neighborhood in the town of Barranquitas, Puerto Rico is known as Palo Hincado. The lyrics of this aguinaldo were written as a tribute to the militiamen who went to support the Hispanic heritage in the Dominican territory.