



Global Music in the Eurhythmics Classroom

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Selena y Los Dinos: Disco Medley- Live from the Astrodome

Subdividing the pulse

- Dalcroze Eurhythmics Musical Extensions
 - Quick reaction- with Disco Medley
 - Non-locomotor: Students mirror the teacher- Students change the pulse when you change the pulse
 - Non-locomotor: Teacher keeps the pulse on a drum- Students change the pulse when you change the pulse
 - Non-locomotor: Students get to pick the pulse they do (quarter, half, whole)- students have to change their pulse when the teacher taps the drum
 - Locomotor- students move through the classroom showing a pulse of their choice: when students hear the drum students find an “eyeball partner” and move to their “eyeball partner”
 - “eyeball partners” match their partners pulse
 - When the drum is played again “eyeball partners” move through the classroom showing a pulse of their choice
 - Repeat

*An “eyeball partner” is a partner you find using your eyeballs- no speaking necessary

Selena “Queen of Tejano”

- Started performing at age 11 in her father's Mexican restaurant
- 1990s- One of the most popular Grupo Tejano's
- 1993- Won her first Grammy
- 1995- FIVE CDs on the Billboard 200 Chart, a feat “Previously only achieved by Garth Brooks, Elvis Presley, and the Beatles”.
- 1995 Selena’s crossover album was released after her untimely death.
- Selena’s legacy lives on in movies, television, festivals, museums, music, Selena themed fiestas and costumes, and in the lives and hearts of many Tejanos
- (Peña, 1999; Burr, 1999; Habell-Pallán and Romero, 2002)

Who or What are Tejanos?

- Tejana/o refers to men and women who were born or raised in Texas and are of Mexican descent (San Miguel, 2001)

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What is Tejano Music?

- The fusion of musical styles between European music and indigenous Mexico called "música Tejana" and resulted in the eventual evolution to contemporary Tejano music (San Miguel 2001a; San Miguel, 2001b).
- "Border Music" and exemplifies both the physical borders and cultural borders that Tejanos experience in their daily lives (San Miguel, 2001a; San Miguel, 2001b; Soto, 2013).
- Tejano is a term popularized in the 1980s to describe popular music performed by native Texas Mexicans (San Miguel, 2001b)

Tejano Music is indigenous music to Texas

- Música Tejana, the precursor to Tejano music, encompasses the musical genres, forms, and styles that have existed in Tejano communities and have been cultivated by Tejanos for the consumption of the Tejano people (San Miguel, 2001b).

Why include Hispanic Music?

- Soto (2008)
 - 2006- Hispanic largest minority group in the US
 - Hispanics 14.8% of the US population
 - Mexican Americans- 64% of the Hispanic population
- Turner et al. (2018)
 - Hispanics 25% of K-12 students

Why include Tejano music?

- Tejano music not usually explored is formal music education experiences
- Music that is indigenous to Tejanos (Mexican-Texans), and the United States.
- Example of "bicultural music" for a "bimusical people"

Why is the inclusion of Global Music in the Eurhythmics Classroom important?

- Gives the opportunity to:
 - "...to open children's ears, bodies, and minds to listen to and interact with many varied musical styles and cultural expressions..."
 - Explore the cultural origins of diverse musics
 - Make connections with culture bearers from our local and global communities
 - Develop a learning community that includes "expressing cultural caring"
 - Make connections between your students musical experiences at home (heritage) and school culture through music
- Roberts, J. C., & Beegle, A. C. (2018). *World music pedagogy, volume II: Elementary music education*. Routledge.

What to look for when selecting music from cultures around the world

- Questions to Ask Yourself
 - Are the composers and performers representative of the culture I am presenting
 - Literature and Music
 - Have I used reputable websites such as "Smithsonian Folk Ways" to research the musical cultures I want to share with my class
 - Have I done my own research so that I feel confident sharing the cultural music of a culture not my own
 - Have I reached out to the culture bearers in my community for help in bringing the culture of my community into my school.
 - Literature and Music
 - Am I culturally competent in my students culture(s)
 - Am I including my students heritage in my music selection?

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Selena y Los Dinos- Bidi Bidi Bom Bom

Finding the beat on 2 and 4

- Dalcroze Eurhythmics Musical Extensions
 - Non-locomotor: Students stand in place and step on 2 and 4
 - Non-locomotor: Students step on 2 and 4 add starbursts to match the feet on 2 and 4 (alternating Left to Right)
 - Additional Difficulty- Feet and starburst pattern on 2 and 4 (Left, Right, Left Left. Right, Left, Right, Right. Repeat: LRLL. RLRR)
 - Non-locomotor: Students step on 2 and 4 add claps to match the feet on 2 and 4 (alternating Left to Right)
 - Additional Difficulty- Feet and clap pattern on 2 and 4 (Left, Right, Left Left. Right, Left, Right, Right. Repeat: LRLL. RLRR)
 - Non-locomotor: Students step on 2 and 4 and choose between clap on 2 and 4 or starburst on 2 and 4 to match the
 - Additional Difficulty- Feet and clap/starburst pattern on 2 and 4 (Left, Right, Left Left. Right, Left, Right, Right. Repeat: LRLL. RLRR.)
 - Non-Locomotor: Students start with starbursts and travel on 2 and 4, when students hear the drum, they stay stationary- moving their feet and clapping on 2 and 4
 - Non-Locomotor: Students start with starbursts and travel on 2 and 4, when students hear the drum the teacher calls out "2" or "4". The students stay stationary- moving their feet and clapping on the number the teacher called out "2" or "4"
 - Locomotor: Students start with starbursts and travel on 2 and 4, when students hear the drum students find an "eyeball partner" to stand across from. While in partners, students clap and step together in unison on 2 and 4
 - When the drum is played again "eyeball partners" move through the classroom showing 2 and 4 in their steps and starbursts
 - Repeat

*An "eyeball partner" is a partner you find using your eyeballs- no speaking necessary

Tejano Composer: Robert Xavier Rodríguez- El Día De Los Muertos

Express the music you hear with your movement

- Dalcroze Eurhythmics Musical Extensions
 - Show me with your movements the music that you hear
 - Discuss Día de los Muertos and how might this new knowledge inform or change how you move
 - Choose different sections of the same piece to move to
 - Mini Plastique Animée: student in small groups create a plastique Animée to Día de los Muertos
 - Students may use the same section or different sections of the same piece

El Día de los Muertos

- Joyful celebration that welcomes the dead back to the realm of the living
- Two day event
- "demonstrate love and respect for deceased family members"
- It is a celebration that has Pre-Hispanic roots originating in what is now Mexico
- Día de los Muertos, or Day of the Dead, is not a Mexican version of Halloween

<https://www.nationalgeographic.com/travel/article/top-ten-day-of-dead-mexico>

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Robert Xavier Rodríguez

- 1946- Born in San Antonio, TX
- Rodríguez received his early musical education in San Antonio
- Austin (UT), Los Angeles (USC), Lenox (Tanglewood), Fontainebleau (Conservatoire Américain) and Paris.
- American Composer
- Example of his biculturalism and bimusicality in his works
 - Opera- Frida
 - Orchestra- Flight: The Story of Wilbur and Orville Wright
 - Chamber Music for 8 Percussionists- El Día de Los Muertos

<http://www.robertxavierrodriguez.com/>

Robert Xavier Rodríguez- Flight: The Story of Wilbur and Orville Wright

Express the music you hear with your movement

- Dalcroze Eurhythmics Musical Extensions
 - Show me with your movements the music that you hear
 - Discuss Flight and how might this new knowledge inform or change how you move
 - Choose different sections of the same piece to move to
 - Mini Plastique Animée: student in small groups create a plastique Animée to Flight
 - Students may use the same section or different sections of the same piece
- Showcase or Informance
 - Students in each class (from one grade level) create a plastique animée to a different piece by Robert Xavier Rodríguez- Showcasing his various compositions

First Steps in Creating a Unit for Sharing Global Music

- Essential knowledge, skills, and dispositions students would need to meaningfully engage with the selected music
- Unit Learning Outcomes
- Assessment Rubric(s)

Example: Tejano Composer- Robert Xavier Rodríguez Unit Learning Outcome

1. Students discuss the significance of El Día de Los Muertos and its origin.
2. Students discuss where El Día de Los Muertos is celebrated and who celebrates it.
3. Students discuss who Wilbur and Orville Wright are.
4. Students discuss the significance of the FIRST Flight.
5. Students describe the different instrumentation for the compositions of Robert Xavier Rodríguez
6. Students reflect the quality of the music in their movements when performing with the musical excerpts. Including- dynamics, instruments, articulation, and melodic contour, theme
7. Students will perform improvised movements for their class in groups
8. Students describe and explain common etiquette expectations within this musical setting.

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Sample Rubric from a Unit on Grupo Tejano Music

CRITERIA	UNSATISFACTORY; U= 65	NEEDS IMPROVEMENT; N = 75	SATISFACTORY; S= 85	EXCELLENT E= 95
Rhythmic accuracy	Student <u>is beginning to perform at least one of the parts</u> (accordion [keyboard], bajo sexto [bass], los pitos [saxophone and horns], drums, voice) in our classroom Grupo Tejano ensemble with rhythmic accuracy	Student <u>can perform at least two parts</u> (accordion [keyboard], bajo sexto [bass], los pitos [saxophone and horns], drums, voice) in our classroom Grupo Tejano ensemble with rhythmic accuracy	Student <u>can perform at least three parts</u> (accordion [keyboard], bajo sexto [bass], los pitos [saxophone and horns], drums, voice) in our classroom Grupo Tejano ensemble with rhythmic accuracy	Student <u>can perform four or more parts</u> (accordion [keyboard], bajo sexto [bass], los pitos [saxophone and horns], drums, voice) in our classroom Grupo Tejano ensemble with rhythmic accuracy
Melodic Accuracy	Student <u>is beginning to perform at least one of the parts</u> (accordion [keyboard], bajo sexto [bass], los pitos [saxophone and horns], drums, voice) in our classroom Grupo Tejano ensemble with melodic accuracy	Student <u>can perform at least two parts</u> (accordion [keyboard], bajo sexto [bass], los pitos [saxophone and horns], drums, voice) in our classroom Grupo Tejano ensemble with melodic accuracy	Student <u>can perform at least two parts</u> (accordion [keyboard], bajo sexto [bass], los pitos [saxophone and horns], drums, voice) in our classroom Grupo Tejano ensemble with melodic accuracy	Student <u>can perform four or more parts</u> (accordion [keyboard], bajo sexto [bass], los pitos [saxophone and horns], drums, voice) in our classroom Grupo Tejano ensemble with melodic accuracy
Movement on 2 and 4	Student <u>is in the beginning stages of demonstrating the beat on 2 and 4 through movement</u>	Student <u>can sometimes demonstrate the beat on 2 and 4 through movement</u>	Student <u>can almost always demonstrate the beat on 2 and 4 through movement</u>	Student <u>can always demonstrate the beat on 2 and 4 through movement</u>
Cumbia Step	Student <u>is in the beginning stages of accurately demonstrating the cumbia step</u> to Grupo Tejano music	Student <u>can sometimes accurately demonstrate the cumbia step</u> to Grupo Tejano music	Student <u>can almost always accurately demonstrate the cumbia step</u> to Grupo Tejano music	Student <u>can always accurately demonstrate the cumbia step</u> to Grupo Tejano music

Musical Extensions

- Childrens Literature
- Student led projects
- Student musical performance of these genres
- Culture bearers
- Culture bearer performance of these genres
- Collaboration with other subject areas
- Showcase or "Informance" about the Global Music students are being introduced to

Thank you and Questions

- Resources
 - Smithsonian Folk Ways <https://folkways.si.edu/el-coqui/music/tools-for-teaching/smithsonian>
 - World Music Pedagogy, Volume II: Elementary Music Education J. Christopher Roberts, Amy C. Beegle, Routledge
 - Culturally Relevant Pedagogy with Gloria Ladson Billings
 - Robert Xavier Rodríguez- Flight: The Story of Wilbur and Orville Wright <https://youtu.be/Z70-iiFtZM>
 - Robert Xavier Rodríguez- El Dia de Los Muertos https://youtu.be/xeh_R5V6VZI
 - Selena y Los Dinos- Disco Medley https://youtu.be/kqyUf19c_7Y
 - Selena y Los Dinos- Bidi Bidi Bom Bom <https://youtu.be/RKGbjJarMeA>
 - Mellizo, J. (2020). Music education, curriculum design, and assessment: Imagining a more equitable approach. *Music Educators Journal*, 106(4), 57-65.
 - Kay Pina's AES National Conference 2020- World Music the Eurhythmics Classroom <https://americaneurhythmics.org/aes-2020-virtual-conference-resources/>