

# Study Guide for Teachers

## “Surcari”

*Music with a Latin Beat*  
Grades K-12



Young  
Audiences  
Arts for  
Learning

Connecticut

### ABOUT THE PROGRAM

SURCARI presents the music of Latin America through interactive songs and games in Spanish. Audiences learn about the diverse musical styles and traditions of the Andes, the Spanish Caribbean, Central and South America, Puerto Rico, Spain and Mexico.

Experience the irresistible beat of Latin music in a fun and engaging way. Children are invited to sing, clap, play percussion instruments, and dance. SURCARI brings an extensive collection of musical instruments and fascinating sound effects that mimic the sounds of the rainforest.

During the program, audiences learn about the three cultures that shaped Latin American music – Indigenous, European and African. Take a journey back in time to experience the rich music and culture of the Indigenous people of the Andes. Experience the excitement of Carnival with contagious melodies and joyful rhythms from different Carnival traditions. Be mesmerized by the rainforest soundscape created by student volunteers with the help of SURCARI. During holiday season, enjoy songs from various holiday traditions, such as Las Posadas from Mexico and Las Parrandas from Puerto Rico.

### VOCABULARY

Claves  
Conga  
Guitarra  
Palo de Lluvia (Rainstick)  
Maracas  
Quena (Andean Flute)  
Charango  
Pan

### VOCABULARY

Musica Latina  
Percusión  
Músicos  
Banda  
Canción  
Ritmo  
Cantar  
Bailar  
Aplaudir

### OBJECTIVES

- To familiarize students with Spanish, African and Amerindian traditions that make up Latin American music.
- To expose students to the traditional music of a variety of Spanish-speaking countries
- To let students discover and experience the wonders of the rainforest by recreating the its sounds
- To promote the use of materials found in our environment in the craftsmanship of musical instruments.

### BEFORE THE PROGRAM

- What instruments do Americans use to express themselves musically?
- What instruments can be used to imitate the sounds of nature?
  - Wind
  - Rain
  - Insects
  - Other Animals
- What found items can be used to create commonly used instruments?
- What other cultures influenced the music that we hear in America?
- What other cultures influenced the instruments that we use to create music that we hear in America?
- Name some of your favorite musicians from cultures outside of America.

## RESOURCES

### Books:

*A brief history of Popular Music before Rock Music*  
by [Piero Scaruffi](#) (ISBN 978-0-9765531-2-0)

### Internet:

<http://www.guitarist.com/classical/>

<http://www.andes.org>

## AFTER THE PROGRAM

- Natives of the Andean region invented instrument using materials they found in their own environment. If you were to construct instruments using materials found in your environment, which materials would you use and what kind of instruments would you build?
- Music from one culture often permeates the music of another culture and becomes such an accepted part of it that it no longer seems like something foreign. For example, La Bamba. Can you think of any examples of African and Latin American influences in popular music in the United States?
- Why is it important to preserve and encourage the growth of indigenous cultural forms in all parts of the world?

## CURRICULAR LINKS

### Connecticut State Department of Education

#### Source: The Arts – National Standards for Arts Education

- Goal 6: Listening to, Analyzing and Describing Music
  - a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

#### Source: The CT Framework – World Languages

- Standard 8: Comparisons Among Cultures
  - In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.*

Students will compare and contrast art forms, such as music and songs from the target culture, with those in their own culture.

## ABOUT SURCARI

SURCARI derives its name by combining sur, the Spanish word for south (as in Suramérica), and Cari, the first four letters of the word Caribbean. The members of SURCARI are originally from Chile and Puerto Rico.

All members of SURCARI have been very active within the educational field for a long time in the United States, South America and Europe. They have been directing a series of workshops and seminars for groups ranking from elementary school through college level.

SURCARI performs on over forty wind, string, and percussion instruments. Audiences are impressed by their joyful yet intense way of playing.

SURCARI's extensive repertoire is drawn from the group's many artistic influences (classical, folk, afro, Latin jazz, world, and flamenco).

String Instruments: Spanish guitar, requinto guitar, Cuban tres, Puerto Rican cuatro, Colombian tiple, Venezuelan cuatro, charango, ronroco, cavaquino, bandolin, and electric bass.

Wind Instruments: quena, quenacho, mohoceño, rondador, tarka, panpipes (sikus, zancas, toyos), antara, pan flute, sikuris, ocarinas, didgeridoo, caracol, whistles, and others.

Percussion Instruments: bombo legüero, cajón, congas, claves, güiro, maracas, Brazilian caxixi, shekere, cabasa, cuica, berimbau, vibra slap, cowbell, agogo bell, frog rasp, Chilean rainstick, ocean drum, udu drum, Turkish darabuka, castanets, all kinds of shakers, shells, seeds, and much more....



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