



Spanish Through Dance Study Guides

Spanish & Latin American Dance



Description and Goals

Through interactive workshops and classes, which incorporate dance and music with historical and cultural information, this Latin Ballet of Virginia (LBV) program brings to life the rich heritage of Spain and Latin America. The primary goal is to introduce students of all backgrounds to the rich cultural and artistic Spanish and Latin American heritage by learning Flamenco and traditional Spanish and Latin American dances that will enhance physical capabilities, self-assurance, and provide a multicultural educational experience.

Cultural Context and History through Dance

Students learn traditional and social Spanish, sing songs, and study Latin American and Caribbean dances, therefore connecting dance to language, culture, and history.

- Students are exposed to Spanish language through directions and commands, as well as the vocabulary and terminology of Spanish and Latin American dance and music.
- Students understand dance arts within the contexts of culture and history.
- Students understand that music and dance are natural forms of Spanish and Latin American expression.
- Students learn about the Spanish and Latin American history, roots and culture. Classes focus on Spanish colonization and its affect on music and dance, giving birth to new forms of expression.
- Students study the origin of Flamenco, learning that India and Egypt were the main influence of Flamenco and the Gypsies theories.
- Students study the basic history of each dance, touching on the influences of Africa and Spain in the music, dance, and culture of the Americas and how the United States is comprised of a richly varied cultural background.
- Students learn the various rhythms of Flamenco such as Fandangos, Alegrias, Rumbas, and Guajiras, as well as traditional Spanish dances such as the “Sevillanas” with emphasis on the historical significance of each.
- Students learn the various rhythms and basic steps of Latin American social and traditional dances such as salsa from Cuba and Puerto Rico, cha-cha-cha from Cuba, merengue from Dominican Republic, and the tango and milonga from Argentina. Traditional dances like cumbia and porros from Colombia, La bomba and la plena from Puerto Rico and Samba from Brazil are also reviewed. Emphasis is on the historical significance of each.
- Students understand the importance of dance as a way to communicate.

Objectives

- Build self-confidence.
- Understand dance within the contexts of history, culture, and other art forms, and the role of dance as a vehicle for human expression.
- Make connections between dance arts and other fields of knowledge.
- Recognize the diversity of the world’s peoples, past and present.
- Understand how societies have changed over time and the contribution each has made.
- Build vocabulary related to dance, culture and places.

SOL Standards □

Family Life: □ K to K10, 1.1 to 1.11, 2.1, 2.4, 2.6, 3.1, 3.2, 4.4, 5.9, 6.7, 6.12,7: 7.1, 7.14, 7.15, 8.3, 9.2, 9.14, 10.3, 10.17, 12.1, 12.2, 12.3 □ Foreign Language: Spanish □ SI. 2 1 - 2 - SI.7 1,2,3,4 - SI8 1,2 - SI.11 1,2 - SI 12 1,2 - SII.2 1,2,3 - SII. 4 1,2 - SII7 1,2,3 - SII8 1,2 - SII.10 1,2,3 - SII11 1,2 - SIII.3 1,2 - SIII6 1,2,3 - SII.7 1,2,3 - SIII.8 1,2 - SIII9 1,2 - SIII.10 1,2 - SIV.3 1,2,3 - SIV.6 1,2 - SIV.7 1,2,3, - SIV.8 1,2,3 - SIV. 9 1,2 - SIV.10 1,2 □ Physical Education: □ K, K2, K4 ,1.2 , 2.1, 2.2, 3.1, 3.2, 3.5, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.6, 6.3, 6.4, 6.5, 7.1, 7.4, 7.5, 9.2, 10.1, 10.3, 10.4, 11/12..2 - 5

Dance & Music as Therapy - Study Guides

Description and Goals



The Dance/Music as Therapy program introduces children with a variety of special needs to the joy of movement and the cultures of Spain and Latin America. Students that we served by this program may include children with autism, ADD, ADHD that might have learning or developmental challenges. Often children facing these challenges experience low self-esteem, limited positive social interactions, or difficulty communicating. Our program focuses on developmental movement patterns, motor and sensory awareness, rhythm, and coordination developmental skills, while incorporating various dance techniques

of Latin American styles and systems of Somatic and Movement therapy such as: Body-Mind Centering, Bartenieff Fundamentals, Release Technique, and Yoga.

Goals:

Use dance and music as tools to support the improvement of learning disabilities by enhancing focus, coordination, attention, expression, and the understanding and appreciation of self.

Contents:

- The relationships between breath and movement and between focus and balance are developed through dance and yoga sequences.
- Special emphasis on coordination is given through movements that require the use of both sides of the brain.
- Body and spatial awareness and directionality are developed by enhancing the tactile, proprioceptive, and kinesthetic senses.
- Attention, clear intention, and visual and auditory perceptual skills are challenged through dance technique exercises and choreographic sequences.
- The sequence of the Basic Neurological Patterns or the Developmental Movements of Total Body Connectivity (spinal, homologous, homolateral and crosslateral movements) is taught. The vertebrate patterns underlie volitional movement and establish a baseline for physical, emotional, and cognitive growth and choice-making. When any of these patterns are skipped, or only partially developed, this can manifest in our lives as limitations or problems with our perceptions, movement, or thinking.
- The use of Latin American rhythms and Latin dance styles enhance knowledge and appreciation of the contemporary multicultural world we share.

Cultural Context and History

- Movement and rhythm skills are developed through the use of Latin dance styles and percussive music performed by one dance instructor and one music instructor.
- Students learn the basic Latin rhythms while playing the conga drums from Cuba and/or the steel drums from Trinidad. Other percussion instruments are also incorporated.
- Students learn about the culture of the countries where the dances and musical instruments were originated.
- Students increase their sensory awareness, perception, attention, memory and coordination skills.
- Students learn different dance sequences that employ specific space, shape, time, rhythm, energy and effort qualities. These movement phrases focus on group dynamics and coordination, and are put together choreographically to be performed in a final showing.

Methodology

The class is lead through demonstration, verbal directions, and sound cues. The use of mirroring and repetition as well as improvisational movement is emphasized in order to encourage the attention and the ability to follow movement input as well as free movements where immediate choice-making and self-confidence are necessary. At the end of the residency, students perform one piece based on a Latin American myth. This choreographic work is shaped by the instructors and the students together.

Objectives

- Develops imagination, memory, social skills, positive body image, and problem solving.
- Build confidence and self- respect through artistic expression.
- Increased sensory organization, attention, and focus.
- Understand dance within the contexts of history, culture, and other arts forms, and the role of dance as a vehicle for human expression.
- Recognize the diversity of the world's peoples, past and present.
- Build vocabulary related to dance, culture and places.

SOL: Family Life: □K to K10, 1.1 to 1.11, 2.1, 2.4, 2.6, 3.1, 3.2, 4.4, 5.9, 6.7, 6.12,7: 7.1, 7.14, 7.15, 8.3, 9.2, 9.14, 10.3, 10.17, 12.1, 12.2, 12.3 □Foreign Language: Spanish □SI. 2 1 - 2 - SI.7 1,2,3,4 - SI8 1,2 - SI.11 1,2 - SI 12 1,2 -SII.2 1,2,3 - SII. 4 1,2 - SII7 1,2,3 - SII8 1,2 - SII.10 1,2,3 - SII11 1,2 - SIII.3 1,2 - SIII6 1,2,3 - SII.7 1,2,3 - SIII.8 1,2 - SIII9 1,2 - SIII.10 1,2 - SIV.3 1,2,3 - SIV.6 1,2 - SIV.7 1,2,3, - SIV.8 1,2,3 - SIV. 9 1,2 - SIV.10 1,2 □Physical Education: □ K, K2, K4 ,1.2 , 2.1, 2.2, 3.1, 3.2, 3.5, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.6, 6.3, 6.4, 6.5, 7.1, 7.4, 7.5, 9.2, 10.1, 10.3, 10.4, 11/12.2 - 5

English Language Learning Through Dance

Study Guides

Description and Goals

The English Language Learning through Dance (ESL) portion of the “Be Proud of Yourself” program is specifically geared to ease the transition for students who have immigrated to the United States and are not necessarily proficient in English or comfortable in their new surroundings.

Students participating in the program research the countries whose dances are studied. Dance styles are chosen based on the countries of origin of the participating students to engage them and make them feel proud of what they come from. The dances provide a thematic unit from which teachers develop lessons to improve students’ understanding of the English language through vocabulary development, writing, reading, and presentation skills.



Cultural Context

- Students gain self confidence while feeling accepted in a new country and environment,
- Students develop English vocabulary, reading, and presentation skills, while being introduced to traditional Latin American legends.
- Students connect dance to language, culture and history, while improving their ability to integrate into their new environment and acclimate to their educational setting as a whole.
- Students improve their communication skills while writing poetry in English that may be related to their everyday life or about the culture of the country they came from.

Methodology

Students research the history and countries of the dances studied. The result is developed into lessons by academic teachers. This hands-on involvement by the students enhances their understanding of the English language through vocabulary development, writing exercises and reading assignments.

- Students learn to pronounce words, sing songs, and perform traditional and social American dances such as hip hop, modern/contemporary dances, and Latin American and Caribbean dances, such as Salsa, Merengue, and Capoeira.
- Students compose poems about themselves to be read during class. The teachers choose selected poems to be performed during the final presentation.
- Students use computers to research the dances and their countries of origin, to compose documents, to store information, and to prepare presentations.

Objectives

- Build self-confidence.
- Improve communication skills.
- Improve memory and creativity.
- Understand dance within the contexts of history, culture, and other arts forms, and the role of dance as a vehicle for human expression.
- Recognize the diversity of the world's peoples, past and present.
- Understand how societies have changed over time and the contribution each has made.

SOL Standards: English Level 1 and 2: LEP 1.1 - LEP 1.2 - LEP 1.3 - LEP 1.4 - LEP 1.5 - LEP 1.6 - LEP 1.7 - LEP 1.8 - LEP 1.9 - LEP 2.1 - LEP 2.2 - LEP 2.3 - LEP 2.4 - LEP 2.5 - LEP 2.6 - LEP 2.7 - LEP 2.8 - LEP 2.9 - LEP 2.10 - LEP 2.11 - LEP 2.12 - Family Life: □K to K10, 1.1 to 1.11, 2.1, 2.4, 2.6, 3.1, 3.2, 4.4, 5.9, 6.7, 6.12, 7: 7.1, 7.14, 7.15, 8.3, 9.2, 9.14, 10.3, 10.17, 12.1, 12.2, 12.3 □- □Physical Education: □ K, K2, K4 ,1.2 , 2.1, 2.2, 3.1, 3.2, 3.5, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.6, 6.3, 6.4, 6.5, 7.1, 7.4, 7.5, 9.2, 10.1, 10.3, 10.4, 11/12..2 - 5

Everybody Reads! Study Guides

Example: Le Petit Prince, written by: [Antoine de Saint-Exupéry](#)



Description and Goals

Everybody Reads! provides a creative arts-integrated approach to teaching literacy skills, with an emphasis on vocabulary development and reading comprehension through dance and theatre. Latin Ballet of Virginia uses arts-based strategies and techniques in order to create a language-rich environment where students can develop the social and academic skills necessary for success in school. The program is offered for Spanish, English and French academic classes. This particular residency is based on the book of *Le Petit Prince*, *The Little Prince* (El Principito).

The Little Prince is a book written by the French author, journalist, and pilot, Antoine de Saint-Exupéry. It was written in 1943, one year before his death. Is it the most well known of his novels. From the outside it appears to be a simple children's tale. *The Little Prince* is actually a profound and deeply moving book written in riddles and laced with philosophy and poetic metaphors. The book has been translated into many languages from the original French version. It was also made into a play and a movie, and the children's cable channel Nickelodeon in America ran a cartoon series in the mid-80s based upon the prince, his rose, and his adventures.

Cultural Context

- Students study *The Little Prince* (LP) book within the contexts of French culture through dance and theatre activities.
- Students learn that *The Little Prince* is the most read and most translated book in the French language. It was voted the best book of the 20th century in France, maintaining sales of over one million copies per year worldwide.
- Students recognize the profound and idealistic observations about life and human nature presented in the book. *The Little Prince* brings to life an important message for children and adults alike: "On ne voit bien qu'avec le cœur. L'essentiel est invisible pour les yeux," It is only with the heart that one can see rightly; what is essential is invisible to the eye.

- Students understand the importance of dance as a way to communicate while interpreting the characters of *The Little Prince* in dance theatre.
- Students are exposed to French languages through directions and commands, as well as the classical ballet terminology, which is written in French Language.

Methodology

- Students read and study the book, discussing the meaning of the book with their teacher and classmates.
- After reading the book, students, teachers and available parents, attend the production performed by the Latin Ballet of Virginia as a field trip.
- After the performance, students meet the artists to discuss and learn about how the production was put together and the artistic and technological aspects involved. This way, students and their teachers are able to experience first-hand the artistic interpretation process of this philosophical book as well as the importance of clear communication between the artistic director, the lighting and scenery designers, the choreographer, the dancers, and the audience.
- Through Latin Ballet's videos, lectures and dance interpretation, students learn much more about the production of the performing arts interpretation of the poetic and philosophic story based in one of the most important books of the 20th century.

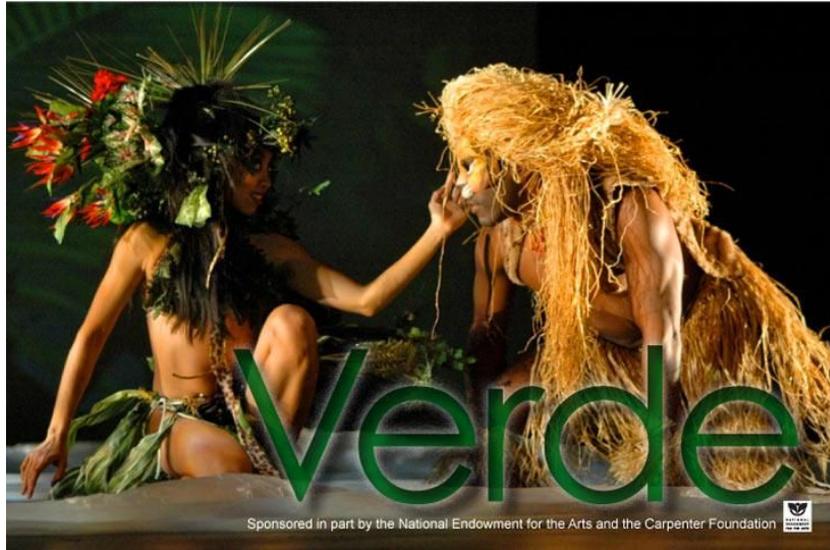
Objectives

- Improve reading skills and help to build self-esteem.
- Improve memory and creativity.
- Understand literature within the contexts of culture, and the role of dance theatre as a vehicle for human expression.
- Make connections between dance arts and other fields of knowledge.
- Recognize the diversity of the world's peoples, past and present.
- Understand how societies have changed over time and the contribution each has made.
- Build vocabulary related to dance, culture and places.

SOL: French: FI.3 1,2,3 - FI.4 1,2 - FI.7 1,2,3,4 - FII.3 1,2,3 - FII.7 1,2,3 - FII.8 1,2 - FIII.3 1,2,3 - FIII.6 1,2,3 - FIV.3 1,2,3 - FIV.6 1,2 - FIV.7 1,2,3 - FIII.8 1,2 - F.8 1,2,3 - FI.10 1,2,3 - FII.9 1,2 - FIII.9 1,2 - FIV.10 1,2 - FI.11 1,2 - FII.10 1,2,3 - FIII.10 - FI.12 1,2 - FII.11 1,2. - **Fine Arts: Dance:** DI.11 - DII.10 - DI.12 - DII.11 - DI.13 - DII.12 - DI.14 - DII.13 - DI.15 - DII.14 - DI.16 - DII.15 - DI.17 - DII.16 - DI.18 - DII.17 - DI.19 - DII.18 - DI.20 - DII.19 - DI.21 - DII.20 - DI.22 - DII.21 - DI.23 **Physical Education:** K.2-1.2 a,b - 2.1 c - 3.1 c,d - 4.1 b,c - 5.1 c - 6.3 b - 7.1 d - 8.2 c - 9.2 a,b - 10.1 a,b - 11/12 .2 - K.4 a,c - 2.2 a,b - 3.2 a,b - 4.2 a,c - 5.2 a,c - 6.4 d - 7.4 c - 8.3 a - 10.3 a - 11/12 .3 c,d - 3.5 b - 4.4 d - 5.3 - 6.5 - 7.5 a,b - 8.4 a - 10.4 e - 11/12 4b - 5.6 - 8.5 c - 11/12 5 - 8.6 b.

Jardin VERDE

Study Guide



Project Description and Goals

Jardin Verde is an educational program for elementary and middle school students which uses the performing arts to raise awareness of nature and environmental concerns, promoting respect for our planet. Involving teachers and families, our project is based on the principles of the Green and Golden Rules: "Do unto Mother Earth that which you would wish upon yourself. Do unto others that which you would wish done to you." Combining elements of dance, lighting, special technical sound and visual effects, it promotes healthy and active lifestyle while also placing specific emphasis on environmental health.

Project Benefits

All activities are designed to cultivate and serve multicultural and multigenerational audiences and are rooted in historical and cultural traditions. With **Jardín VERDE**, LBV provides a place for everyone to learn, create and express, offering students and teachers the necessary tools to achieve and experience cognitive and emotional growth. The major impact of **Jardín VERDE** is to inspire our diverse community to help to preserve nature, respect the global environment, and promote a more active and healthier lifestyle. The program educates youth and their families about the importance of making our planet a better place to live.

SOL: Science - k.8, k.10, 1.4, 1.5, 1.6, 1.7, 1.8, 2.3, 2.5, 2.7, 2.8, 3.4, 3.5, 3.6, 3.7,3.8, 3.9, 3.10, 4.4, 4.5, 4.7, 4.8, 5.5, 5.6, 5.7,6.5, 6.6, 6.7, 6.8, 6.9, LS.4, LS.5, LS.10, LS.11
Family Life: K to K10, 1.1 to 1.11, 2.1, 2.4, 2.6, 3.1, 3.2 4.4, 5.9, 6.7, 6.12,7: 7.1, 7.14, 7.15, 8.3, 9.2, 9.14, 10.3, 10.17, 12.1, 12.2, 12.3
Physical Education: K, K2, K4 ,1.2 , 2.1, 2.2, 3.1, 3.2, 3.5, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.6, 6.3, 6.4, 6.5, 7.1, 7.4, 7.5, 9.2, 10.1, 10.3, 10.4, 11/12..2 – 5

Expected outcomes for all components of the Be Proud of Yourself educational program

- Stimulate imagination, memory, and creativity while building confidence, self-respect and self-love through artistic expression.
- The students' physical capabilities, social skills, and problem-solving skills are all increased.
- Build bridges between diverse communities by teaching participants to respect and value each individual despite differences in culture and tradition.
- The students' academic competence, multicultural awareness, and appreciation of the arts are enhanced.

Expected Outcomes for Jardin VERDE environmental program, based on past residencies

- Raise awareness of environmental and global heritage by 80%.
- Improve students/families' healthy lifestyle by 80%
- Improve and/or create the recycle/reusing plan at the schools by 80%
- Improve students/families' social skills, self-confidence through artistic expression by 65%
- Improve imagination, creativity, memory, social skills, physical and emotional confidence by 90%
- Increase attention and focus that sharpens academic performance. 40% improvement.
- Foster healthier and more active lifestyle and contentment. 80% improvement.

Evaluation Plan process for all educational programs

- Students participate in classroom activities that will be evaluated by the teachers and artists who are looking for students' physical and emotional participation, as well as their basic understanding of the Hispanic culture and the art forms experienced.
- The final performance is used as an opportunity for students to share their newly acquired dance skills and knowledge with their families and community.
- Students participate in the making of a video and photograph album that will illustrate the Latin American and Spanish dance forms and be used later as an instructive tool. The video will include teachers and students interviews, classroom activities and final performance.
- Documentation from lesson plans, resource lists, videotapes and photographs will be available for future use and evaluation by the instructors and interested educators, schools, artists and art organizations.
- *Be Proud of Yourself* serves as a model of partnership between schools, school systems, artists and art organizations. Most important, it offers an enriching and engaging learning experience for the students as part of the curriculum.
- Publicity about this project should involve student newspapers and press releases to local media.

MACONDO, Study Guide

A performing arts interpretation based on the novel “Cien Años de Soledad” (One Hundred Years of Solitude) written by Hispanic Literature Nobel Prize Winner Gabriel Garcia Marquez.



Colombia

Knowing the history of the country of Colombia can provide considerable insight into the facts that take place all throughout Macondo. Colombia was originally inhabited by indigenous. The Spanish arrived in 1499 and initiated a period of [conquest and colonization](#) creating the [Viceroyalty of Peru](#), and then in 1717 the [Viceroyalty of New Granada](#) (comprising modern-day Colombia, Venezuela, Ecuador, north-western Brazil and Panama), with its capital in [Bogotá](#). Independence from Spain was won in 1819 by [Simon Bolívar](#).

Colombia was the first constitutional government in South America, and the Liberal and Conservative parties, founded in 1848 and 1849 respectively, are two of the oldest surviving political parties in the Americas. Colombia is a standing [middle power](#) with the [fourth largest economy](#) in Latin America. However income and wealth are unevenly distributed.

Colombia is very ethnically diverse, and the interaction between descendants of the original [native](#) inhabitants, Spanish colonists, [Africans](#) brought as slaves and twentieth-century [immigrants from Europe](#) and the [Middle East](#) has produced a rich cultural heritage. This has also been influenced by Colombia's varied geography. The majority of the urban centers are located in the highlands of the [Andes mountains](#), but Colombian territory also encompasses [Amazon rainforest](#), [tropical grassland](#) and both Caribbean and Pacific coastlines. Ecologically, Colombia is one of the world's 17 [megadiverse countries](#), and is considered the most megadiverse per square kilometers.

With a population of over 46 million people, Colombia has the [29th largest population](#) in the world and the second largest in South America, after Brazil. Colombia has the third largest population of any Spanish-speaking country in the world, after [Mexico](#) and Spain.

Macondo

Macondo is not a typical place where life happens in a single timeline. It is Macondo intention to show that history moves not only in cycles but also in circles. For this reason, there is no single main character in focus, nor does the novel follow a regular timeline.

The performance is both the history of Macondo, a small town in an unnamed region of South America and the town's founders, the Buendia family. The story follows seven generations of the Buendias and the rise and fall of Macondo.

The coastal ambiance from the heat of the Atlantic towns, the accordions, tiple and guitars, to the spontaneous feelings of the people from the coast, Macondo combines ballet with excellence. It looked like every moment was created in Macondo, in a day of a high temperature as usual, and together with Ursula and Aureliano Buendia. The music is authentic, coming from the heart of the Atlantic coast of Colombia. El Vallenato and its philosophic relation with the coastal culture, the hammocks sounds, the roosters' wake up sound early in the morning.

Major Themes

Macondo

Macondo is originally a village founded c. 1810 by 21 individuals. Over the next several decades the town grows into a considerable urban center with many inhabitants. During its early years it exists in nearly complete isolation but during the period discussed by the novel it begins to become integrated with the larger, national, society. The town is the principle setting for most of the novel.

Time

In Macondo time alternatively moves quickly and stagnates for years. In general, children grow up quickly, but when they are adults particularly the male adults time abandons them, leaving them to sit with their own nostalgia and bitterness for years on end. New children turn out to be like their ancestors, only horribly exaggerated in some flaw or strength. Time is indeed moving in a circle but instead of expanding outward it is collapsing in on the Buendia family as their eventual demise draws closer.

Solitude

The words "solitude" or "solitary" appear several times during Macondo. Solitude can be understood in many different ways. It is a protest against the practice of the Western world to "condemn" people of color or people who is different to solitude, denying them access to the resources of the developed world. It is also a comment on the nature of man a comment that too much solitude can be destructive both to individuals and to society at large.

Magic Realism

Is the combination of the real and the fantastic. Macondo carefully balances realistic elements of life, like poverty and housecleaning, with outrageous instances, like levitation. There are many purposes of this. One is to introduce the audience to Colombia, where myths, portents, and legends exist side by side with technology and modernity. Another reason for this is lead the public to question what is real and what is fantastic, especially in the realm of politics. It is to force to question the absurdity of our everyday lives.

Civilization

Macondo is in the middle of prosperity, growth, war and civil strife, modernity and progress, and a cataclysmic event that leads to its downfall and eventual demise. It contributes to the overall vision of Macondo as a lens through which all human history and all human nature can be seen.

Plagues

At least two definite plagues come to Macondo: the insomnia plague and the rains that last for almost five years. Critics go back and forth on whether or not the invasion of the foreign businessmen constitutes a third plague, although they certainly bring death and destruction with them. The first of these plagues very nearly causes Macondo to lose its memory; the second of these plagues brings about the eventual downfall of the town. Essentially, both plagues are dangerous because they prevent Macondo from staying in touch with reality and the world around them by plunging them into nostalgia and erasing the town's memory.

Politics

The twisted and meandering world of politics is under a great deal of scrutiny in Macondo. The world of politics is a gloomy one. There is little difference between the Liberals and the Conservatives; both parties kill and exploit the people. In Macondo the audience get the idea of how the nature of Latin American politics is towards absurdity, denial, and never-ending repetitions of tragedy.

Modernity

In the span of only a few years, Macondo is transformed from a sleepy backwater to a frighteningly modern town via the influences of technology, economic exploitation and foreign invasion. But the arrival of new machines and farming techniques do not make Macondo a better place to live in, in fact things only get worse. The point of this is that modern technology is meaningless without a concurrent improvement in ethics, and "progress" turns brutal without a plan to lessen economic inequality.