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SAMPLE PROGRAM 2 / FLAMENCO DESIGN LESSON PLAN

**Big Idea:** Flamenco dancers use math to create dances  
**Enduring Understanding:** Flamenco dances are based on fractions and created by trial and error in the design process.  
**Essential Question:** How do Flamenco dances use fractions?

**Standards met**

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| Mathemetics:  K: MGSEK.CC.4, MGSEK.OA.1-4, MGSEK.G.1-3, 5  1st grade: MGSE1.OA.1-8, MGSE1.G.2-3  2nd grade: MGSE2.G.3  3rd grade: MGSE3.OA.1-6, MGSE3.NF.1-3  4th grade: MGSE4.OA.1-3,5, MGSE4.NF.1-4, MGSE4.MD.2, 4  5th grade: MGSE5.OA.1-3, MGSE5.NF.1,2,4,5-7  6th grade: MGSE6.NS.4, MGSE6.EE.1-6  7th grade: MGSE7.EE.4  8th grade: MGSE8.EE.7  9th – 12th grade: SCSh3, MM1A1,2,3, MM1pI,3,4,5 | Modern Languages/Spanish:  1st grade: MLE1.CU1, MLE1.CCC1  2nd grade: MLE2.CU, MLE2.CCC1  3rd grade: MLE3.CU1, MLE3.CCC1  4th grade: ML4.CU1, MLE4.CCC1  5th grade: MLE5.CU1, MLE5.CCC1  6th grade: MLI.CU1, MLI.CCC1, MLII.CU1  8th grade: MLI.CU1, MLI.CCC1, MLII.CU1  9th grade: ML9.IP1-2, ML9.INT1-2, ML9.P1-2, ML9.CU1, ML9.CCC1,3,5  10th grade: ML10.IP1-2, ML10.INT1-2, ML10.P1-2, ML10.CU1, ML10.CCC1,3,5  11th grade: ML11.IP1-2, ML11.INT1-2, ML11.P1-2, ML11.CU1, ML11.CCC1,3,5  12th grade: ML12.IP1-2, ML12.INT1-2, ML12.P1-2, ML12.CU1, ML12.CCC1,3,5 |

**Teacher and student preparation**

Notify the teaching artist of specific needs within your curriculum goals. The teaching artist will be able to adjust programming to best suit your needs.

Show students a video of Flamenco before the visit and have a classroom discussion that includes information about the history of Flamenco, the location of Spain and facts about the culture of Spain. A list of videos is at http://www.flamencoclasses.com/flag. Information about Spanish culture can be provided upon request.

Arrange desks and tables in the classroom so that students have room to move.

Prepare dry erase board and markers (or ask teaching artist to supply these) for writing fractions and concepts for the class to see and manipulate.

No special sound or stage equipment is necessary for this workshop.

**Sample fractions in a dance**

1st measure of music = 1 (whole) = dance step that takes 8 counts

2nd measure of music = 1 (whole) = dance step that takes 8 counts

3rd measure of music = ½ + ½ = 2 dance steps that use 4 counts each

4th measure of music = ½ + ½ = 2 dance steps that use 4 counts each

5th measure of music = (¼ x 2) + (¼ x 2) = 4 dance steps that measure 2 counts each

6th measure of music = (¼ x 2) + (¼ x 2) = 4 dance steps that measure 2 counts each

Questions to explore in class:

What movements are represented by a 1? By ½? By ¼? How can you describe those steps in terms of music, rhythm, and physical appearance? How do the steps effect the emotional expression of the dance? What similarities do you see between the size of the fractions and the speed of movement in the steps to which they correlate? For example, is a step that correlates to 1 slower or faster than a step that correlates to ¼? How do you explain that both steps can fill 1 measure of music?

**History of flamenco**

UNESCO published a fabulous video, slideshow, and written description of flamenco at   
<http://www.unesco.org/culture/ich/en/RL/00363>. This is in response to the organization declaring the art form a part of the Intangible Cultural Heritage of Humanity.

*The New Yorker* published a video of a young man working as a guitarist in Seville. It shows the side of Flamenco that is often left out of the dialogue about the art form. The video is in Spanish with English subtitles. The video is at <http://www.newyorker.com/culture/culture-desk/video-solea-flamenco-seville>

Flamenco is an art form of dance, guitar, and song, with Arabic, Indian, European, African, and Latin American influences. At its core, it is an improvised art form that depends on interaction among those making the action happen, as well as the witnesses who help create the excitement. Songs are sung in Spanish, as Flamenco developed in Andalucía. Lyrics portray daily life in Spain, and many times reflect the history of the people who created and popularized the songs.

**Vocabulary words for show -- Basic Flamenco words**

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| Jaleos – cheers of encouragement  Manos – hands Palmas – hands for clapping  Pies – feet  Música – music  Guitarra – guitar  Baile – dance  Cante – song  Emocionado – excited  Enojado – angry  Celoso – jealous  Feliz – happy  Triste – sad  Enamorado – in love  España – Spain | Compás – measure of music  Cierre – ending of dance/music  Marcaje – marking dance steps  Zapateado – footwork of dancers  Toque palmas – hand clapping to accompany  Naranjas – oranges  Cabeza – head  Cuerpo – body  Brazos – arms  Hombros – shoulders Espalda – back  Apoyo – support  Pollo - chicken  Andalucía – Andalusia |