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SAMPLE PROGRAM 1 / LITERALLY FLAMENCO LESSON PLAN

**Big Idea:** Flamenco portrays Spanish lifestyle  
**Enduring Understanding:** Flamenco song lyrics reflect attitude, customs, and history of Spain.  
**Essential Question:** How do Flamenco song lyrics depict life and emotion in southern Spain?

**Standards met**

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| World Geography: SSWG2-d, SSWG6-a,c,d,  World History: SSWH5-f, SSWH10-b  Sociology: SSSocC2-c, SSSocIC1-a,b  Modern Languages/Spanish: MLX.IP1-2,  MLX.INT1-2, MLX.P1-2, MLX.CU1, MLX.CCC1,3,5 | Language arts   * KINDERGARTEN: ELACCKSL4, ELACCKSL5, ELACCKSL6 * FIRST GRADE: ELACC1RL4, 6, 7, ELACC1W3, 8, ELACC1SL5, 6 * SECOND GRADE: ELACC2RL1,2, 4, ELACC2W3, 4, ELACC2SL5, 6 * THIRD GRADE: ELACC3RL1,2,3,4,6,7, ELACC3W3 * FOURTH GRADE: ELACC4RL1, 2, 3, 5, 6, 7, ELACC4W3 * FIFTH GRADE: ELACC5RL1, 2,3,4,5,9, ELACC5W3 , ELACC5SL2 * 6th: ELAGSE6RL1, 4,7, ELAGSE6W3 * 7th: ELAGSE7RL1, 2,3, ELAGSE7RL4,5,7,9, ELAGSE7W3 * 8th: ELAGSE8RL1,2,3,4,7,9, ELAGSE8W3 * HIGH SCHOOL: ELAGSE9-10RL1-7,9, ELAGSE9-10W3, ELAGSE9-10SL1, 6, ELAGSE9-10L4, ELAGSE11-12RL1-7,9, ELAGSE11-12W3, ELAGSE11-12SL6, ELAGSE11-12L4,5 |

**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 a dry-erase board and markers (or tell the teaching artist to provide this) for quick list-making.

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

**Sample song lyrics for classroom activities**

El otro día te vi (The other day I saw you)

Llevabas limones verdes (You were carrying green lemons)

Y una matita de perejil (And a bunch of parsley)

**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 |