



# *Musicfest Mariachi!*

## RESOURCE GUIDE

BEFORE YOU ATTEND THE PERFORMANCE

### PROGRAM OVERVIEW

Bridging language, social studies and music, “Musicfest Mariachi” introduces students to mariachi music and Mexican culture. This 50 minute audience-participatory program addresses language, social studies, and music state standards, and can be tailored for elementary, middle, or high school students.

*Presented free of charge to schools!*

Music

Culture

History

Language

### ABOUT ARIZONA MUSICFEST

Arizona Musicfest is a registered 501(c)3 not-for-profit charitable organization. Along with presenting an annual festival concert series, Arizona Musicfest provides valuable music education programs to youth and adults. Our mission includes educating and inspiring young and old through music enrichment programs, as well as cultivating, supporting and promoting aspiring young musicians through performance opportunities, competitions and scholarships.

## CURRICULUM OVERVIEW

Mariachi music has represented Mexican heritage since the 1920s, and the tradition continues still today in the US. Through this program, students learn about musical elements (including timbre, vibrato, rhythm, and instrument families), the unique instrumentation of mariachi, the history of the music and by extension- Mexican history, genres of songs, cultural elements, traditional Mexican dances associated with mariachi, and significance of the mariachi “charro” suit. In addition, students learn simple words and phrases of the Spanish language. *An all-Spanish program is available by request.*

### Music

- Songs: *rancheras*, polkas, *pasos dobles*, *bolero*, *sones*, *joropos*
- Main styles: *son* & *ranchera* style
- Instrumentation: *armonia* & *bajo* instruments
- Musicality: classical vs. mariachi style
- Musical Elements: timbre, rhythm, harmony/melody

### Culture

- *Zapateado* (a mariachi dance technique, originating from Spain)
- *Jarabe Tapatio* (commonly known as the “Mexican hat dance”)
- *Traje de charro* (mariachi suit)

### History

- Mariachi pre-Spanish arrival
- Mariachi post-Spanish arrival
- Mexican Revolution
- Rise of recording and popular mariachi style

### Language

- Vocabulary examples: *sombrero*, *cachirulo*, *camisa*, *cinto pitiado*, *ebilla*, *falda*, *greca*, *botonadura*, *bruja*

## CONNECTION TO STATE STANDARDS

### Social Studies

#### American History- Strand 1

**(C3.PO1):** Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States.

**(C5.PO1):** Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.

### World Languages

**Interpersonal Communication:** Communicate on some familiar topics using single words and phrases.

**Interpretive Listening:** Recognize a few familiar words or phrases.

**Interpretive Reading:** Recognize and understand some characters, words, and phrases.

### General Music

**Creating (MU.CR.1.Ka-8a):** Generate and conceptualize artistic ideas and work.

**Performing (MU.PR.4.Kd-8d):** Select, analyze, and interpret artistic work.

**Responding (MU.RE.7.Kb-8b):** Perceive and analyze artistic work.

**(MU.RE.8.K-8):** Interpret intent and meaning in artistic work.

**(MU.RE.9.K):** Apply criteria to evaluate artistic work.

**Connecting (MU.CN.11.Ka & Kb- 8a & 8b):** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.



## CLASSROOM DISCUSSION QUESTIONS BEFORE THE PERFORMANCE

3rd-5th Grade

- What types of music do you like? How do you describe your favorite types of music?
- What instruments do you think mariachis play?
- In what language will the songs be sung?
- How should you behave during the performance?

6th-8th Grade

- Make a list of instruments you think mariachis play, and why. Describe these instruments.
- How do you think mariachi music is different from European “classical” music?

## CLASSROOM DISCUSSION QUESTIONS AFTER THE PERFORMANCE

3rd-5th Grade

- How do the musicians work together to perform mariachi music? What is an example of teamwork that you have experienced?
- What is an example of a time you worked hard to achieve a goal?
- How is mariachi music different from other music you know?
- Did you like the music? Why or why not?

6th-8th Grade

- How is mariachi music integrated in other aspects of culture? (For example- rhythm and dance)
- What are *armonia* and *bajo* instruments? What are their roles in mariachi music?
- How do the musicians express themselves, as well as the music? (facial expressions, movements, tone, etc.)
- Describe at least 3 elements of mariachi music that are different from European classical music.
- Did you like the music? Why or why not?

## CLASSROOM ACTIVITIES

### Activity 1

In groups, have your students research “mariachi.” Each group will present 3 facts they learned. Along with the history, have them research a few rancheras and sones, and translate the song. Then, each group should create their own lyrics to a “song.” This activity can be adjusted for varying grade levels.

### Activity 2

Divide the class into two groups. One will be the *armonia* group and one will be the *bajo* group. Create a simple melody together, then experiment with voice & “non-musical” (found) objects as instruments. You can also experiment with rhythm. This activity can be adjusted for varying grade levels.

### Activity 3

Write a reflection on the presentation. Your writing should include proper grammar, spelling, and formatting, and should be at least three paragraphs long. Try to answer the five W’s- who, what, where, when and why, relating to the performance!

**Learn more about Arizona Musicfest’s festivals, community programs, and education and youth programs at:  
[www.azmusicfest.org](http://www.azmusicfest.org) | 480-488-0806**