

teacher resource guide

**schooltime
performance
series**



**sonia
de los santos**

*a celebration of
latin america*

**arts
education
njpac**

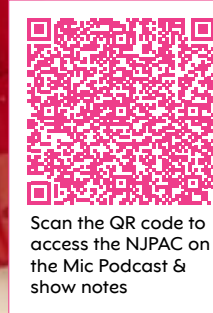
about the performance

Sing along with Sonia De Los Santos! In this highly interactive performance, students will sing along in Spanish and English, dance in and out of their seats and learn about musical instruments and rhythms from Latin America, including son jarocho, cumbia and salsa. Sonia is a Latin GRAMMY® nominee with three family music albums: *Mi Viaje: De Nuevo León to The New York Island*, *¡Alegría!* and *Esperanza*. Her message of finding hope and connection in our global community connects with children and grownups of all backgrounds.



njpac on the mic podcast

with Sonia De Los Santos



About NJPAC On the Mic

NJPAC On the Mic is an audio resource that takes SchoolTime performances to the next level. This podcast series features three exclusive, curriculum-aligned episodes for all of NJPAC's 2023-2024 SchoolTime performances. On the Mic offers students the opportunity to engage their listening skills, deepen their understanding of the performance and learn about the process of bringing a live or recorded production to life. This immersive audio experience features a theme song by students in the NJPAC arts education program.

How to listen to this episode of NJPAC On the Mic

Scan the QR code or visit: njpac.org/arts-education/teacher-resources to access the podcast and the following show notes:

Part 1: About | *Pre-show audio, 6 minutes*

Includes: An introduction to the performance, artists & venue, welcome message

Written and hosted by Dania Ramos

Additional writing by the team behind *Sonia De Los Santos: A Celebration Latin America*

Sound editing and design, voiceover, theme and outro music by Michael Aquino

Additional music by Sonia De Los Santos

Welcome message voiced by Sonia De Los Santos

Series producers: Michael Aquino and Dania Ramos

Part 2: Connect | *Post-show audio, 9 minutes*

Includes: Reflection questions, a look at instruments played during the concert

Written and hosted by Dania Ramos

Sound editing and design, theme and outro music by Michael Aquino

Music clips: "Esperanza" written & performed by S. De Los Santos; "Consolación" by Claudio Brindis de Salas Garrido, performed by Aurora Mendez; "Esta Es Tu Tierra (This Land is Your Land)" by W. Guthrie, performed by S. De Los Santos

Additional music by Michael Aquino and Deivis Garcia

Opening question voiced by Sonia De Los Santos

Series producers: Michael Aquino and Dania Ramos

Part 3: Spotlight | *Post-show audio, 10 minutes*

Includes: A message from Sonia De Los Santos, an interactive activity

Written and hosted by Dania Ramos

Additional writing by the team behind *Sonia De Los Santos: A Celebration Latin America*

Sound editing and design, theme and outro music by Michael Aquino, "Fiesta, Fiesta" written by Sonia De Los Santos/De Los Santos Music ASCAP & Martín Vejarano; Gaitero Music ASCAP; "Fiesta, Fiesta Live at the Bridge Studio" performed by Sonia De Los Santos, Sinuhé Padilla-Isunza, Lautaro Burgos, Luisa Bastidas, Jackie Coleman, and Jonathan Gomez.

Additional music by Sonia De Los Santos

Special message voiced by Sonia De Los Santos

Series producers: Michael Aquino and Dania Ramos

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

Prepare for the performance

If you have ...
5 – 10 minutes: Have students listen to the first podcast episode of **NJPAC On the Mic: About** for an introduction to the performance, what to expect at the theater and a special welcome message from Sonia De Los Santos.
15 – 20 minutes: For younger students, define a concert as a live music performance. After the students listen to the first episode of **NJPAC On the Mic**, ask them if they have ever attended a live concert. This can be done by a show of hands with the option to share details if time allows. Introduce students to Sonia De Los Santos by playing the **concert highlight video** (5 minutes).
25 – 30 minutes: Make copies of **Activity Sheet 1** (or project the worksheet onto a smartboard). After the students watch Sonia's highlights video, explain that a concert is one of many ways to listen to music. Using **Activity Sheet 1**, have students brainstorm other ways to listen to music. This can be done as a class, in small groups or individually.

Listen to the first podcast episode of **NJPAC On the Mic** and watch the **concert highlight video**. Use **Activity Sheet 1** to brainstorm different ways to listen to music.

English Language Arts
 NJSLSA.SL1.
 NJSLSA.SL2.
National Core Arts Standards
 Anchor Standard 11
Social-Emotional Learning
 NJ SEL Social Awareness 11
 NJ SEL Relationship Skills 16

E

Experience the performance

Explain that the concert will present music from different Latin American countries. Use a map to introduce or review the region known as Latin America. Use the definition from the vocabulary section to guide your discussion.
 Split the students into pairs or small groups. Ask them to respond to the questions in the student section.
Encourage students to:

- Listen for the sounds of different instruments being played during the concert
- Sing along in English and Spanish when prompted

Split into pairs or small groups to answer the following questions:
 1. Does your family have a connection to a country outside of the United States? If so, where?
 2. Do you listen to music in more than one language? If so, which ones?
 Listen for the sounds of different instruments played during the concert and sing along in English and Spanish when prompted.

English Language Arts
 NJSLSA.SL1.
National Core Arts Standards
 Anchor Standards 7, 11
Social-Emotional Learning
 NJ SEL Social Awareness 9, 11
 NJ SEL Relationship Skills 16
Social Studies
 6.1.2.Geo.SV.1
World Languages
 7.1.NL.IPRET.1

R

Reflect, respond and read

Make copies of **Activity Sheet 2** and have crayons or colored pencils ready. Older students will also need an additional blank sheet of paper. Have students listen to **NJPAC On the Mic: Connect**.
 Younger students may color one or more instruments as they listen. Older students can select an instrument to draw on a separate paper, using the worksheet as a reference for the instrument page.

Listen to the second episode of **NJPAC On the Mic: Connect**.
Share your answer to the reflection question: What was your favorite moment of the show?
 Color in the instruments on **Activity Sheet 2** as you listen. Share your coloring sheet with the class.

English Language Arts
 NJSLSA.R7.
 NJSLSA.SL1.
 NJSLSA.SL2.
National Core Arts Standards
 Anchor Standards 7, 11
Social-Emotional Learning
 NJSEL Social Awareness 9
 NJSEL Relationship Skills 16

F

Focus

Display the following vocabulary words defined during the podcast episode: (skip this step for kindergarten and first grade students).
Chorus: A part of a song that is repeated
Fiesta (Spanish): Party
 Have students listen to **NJPAC On the Mic: Spotlight**. The episode will prompt students to sing along and move their arms during the “¡Fiesta, Fiesta!”’s chorus. If time allows, have students share their responses to the discussion prompt with the class or a partner.

Listen to the third podcast episode of **NJPAC On the Mic: Spotlight**. Sing along and move your arms during the chorus of the song “¡Fiesta, Fiesta!”
Share your answer to the discussion prompt: When do you celebrate something by singing, dancing or listening to music?

English Language Arts
 NJSLSA.R7.
 NJSLSA.SL2.
National Core Arts Standards
 Anchor Standards 7, 8
Social-Emotional Learning
 NJ SEL Relationship Skills 16
World Languages
 7.1.NL.IPRET.1

O

Originate

Identify an open area in your classroom or an alternate location where students have space to dance. Introduce the term **vuelta** as the Spanish word for “turn” and have students practice turning slowly while saying the word. You can find this moment in the song at timestamp 2:22 in the video of “¡Fiesta, Fiesta!”
 As the song plays, review the arms high movement for “fiesta” and instruct the students to turn slowly when the band sings “vuelta.”
For younger students/limited time: Allow students to free dance for the remainder of the song.
For older students/time permitting: Introduce the concept of moving your body at different levels (high, middle, low). Ask students to identify the levels for the movements they’ve learned in the song (high level for “fiesta” and middle level for “vuelta”). Have students create a movement at a low level for another part of the song.

Listen and dance to the song “¡Fiesta, Fiesta!”

English Language Arts
 NJSLSA.SL2.
National Core Arts Standards
 Anchor Standards 1, 2, 5, 10
Social-Emotional Learning
 NJSEL Self-Management 6
 NJSEL Social Awareness 9
 NJSEL Relationship Skills 16
World Languages
 7.1.NL.IPRET.1

R

Rehearse

Have the students rehearse their dance to “¡Fiesta, Fiesta!”
Review the movements in unison:

- Arms high for “fiesta”
- Slow turn for “vuelta”
- Any additional movements created by the students

Remind students that they can free dance for the remainder of the song. Once the students feel confident with the dance, guide them in selecting opening and closing poses.

Rehearse dancing to “¡Fiesta, Fiesta!” with your classmates. Practice how you will start and end the dance.

National Core Arts Standards
 Anchor Standard 3, 5
Social-Emotional Learning
 NJSEL Self-Management 6
 NJSEL Relationship Skills 16
World Languages
 7.1.NL.IPRET.1

M

Make magic

Invite another class to join your students for a dance party and have your students present their dance. Ask students to teach the movements to the visiting class. Play “¡Fiesta, Fiesta!” and encourage all students to participate in the dance party by dancing or observing the fiesta.

Perform your dance and teach the visiting students your movements. Give yourselves a round of applause!

National Core Arts Standards
 Anchor Standard 6, 10
Social-Emotional Learning
 NJSEL Self-Management 6
World Languages
 7.1.NL.IPRET.1

curriculum standards

NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 5: Developing and refining techniques and models or steps needed to create products.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 8: Interpreting intent and meaning.
- 10: Synthesizing and relating knowledge and personal experiences to create products.
- 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS
corestandards.org/ELA-Literacy

NATIONAL SOCIAL STUDIES STANDARDS
socialstudies.org/standards

NATIONAL CORE ARTS ANCHOR STANDARDS
nationalartsstandards.org

common core state standards

English Language Arts

NJSLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.R7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social-Emotional Learning

NJSEL Self-Management Sub-competency 6

Recognize the skills needed to establish and achieve personal and educational goals.

NJSEL Social Awareness Sub-competency 9

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

NJ SEL Social Awareness Sub-competency 11

Demonstrate an awareness of the expectations for social interactions in a variety of settings.

NJ SEL Relationship Skills Sub-competency 16

Utilize positive communication and social skills to interact effectively with others.

Social Studies

6.1.2.Geo.SV.1

Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

World Languages

7.1.NL.IPRET.1

Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.



vocabulary

Alegría

The Spanish word for joy

Bailar

The Spanish word meaning to dance

Cantar

The Spanish word meaning to sing

Chorus

A part of a song that is repeated

Concert

A live music performance

Cumbia

A traditional style of Colombian folk music and dance

Drum set/drum kit

A set of many percussion instruments played with a pair of wooden or plastic drumsticks

Esperanza

The Spanish word for hope

Fiesta

The Spanish word for a party

Guitar

A six-stringed instrument with a long neck, a wooden soundboard with a hole and a flat back

Jarana

An eight-stringed instrument featured in son jarocho, a type of Mexican folk music

Latin America

A region that includes countries and territories from North America (including Mexico, Central America, the Caribbean) and South America where Spanish, Portuguese and/or French are spoken

Trumpet

An instrument made of brass metal. Musicians play the trumpet by blowing into a mouthpiece and pressing buttons that change the instrument's sound

Violin

A classical instrument made of wood. Violins have four strings that are played using a long bow

Sueño

The Spanish word for a dream

Tierra

The Spanish word for land



resources

Websites

NJPAC | Arts Education programs
njpac.org/arts-education

NJPAC | About NJPAC
njpac.org/about

NJPAC | Arts Education resources
njpac.org/arts-education/teacher-resources

NJPAC resources | *Sonia De Los Santos: A Celebration Latin America*
njpac.org/education-program/sonia-de-la-santos-a-celebration-of-latin-america-resources

Sonia De Los Santos
soniadelossantosmusic.com

Sonia De Los Santos music
soniadelossantosmusic.com/songs

SDLS Study Guide
tinyurl.com/bdfmp8w7

Jarana Jarocha
en.wikipedia.org/wiki/Jarana_jarocha

Sonia De Los Santos website
soniadelossantosmusic.com

Kids Britannica | Latin America
kids.britannica.com/kids/article/Latin-America/353363

Center for World Music | The Jarana Jarocha of Veracruz
centerforworldmusic.org/2016/03/the-jarana-jarocha

NPR | World Cafe - Latin Roots: Son Jarocha (audio)
npr.org/2013/05/16/182869886/latin-roots-son-jarocha

Kiddle | Guitar
kids.kiddle.co/Guitar

Kiddle | Violin
kids.kiddle.co/Violin

Kiddle | Trumpet
kids.kiddle.co/Trumpet

Kiddle | Drum kit
kids.kiddle.co/Drum_kit

Videos

Sonia De Los Santos videos
soniadelossantosmusic.com/videos

PBS Music Matters | Sonia De Los Santos
pbs.org/video/sonia-de-los-santos-cgolwd

Sonia De Los Santos:
¡Fiesta, Fiesta! Live at The Bridge Studio
youtu.be/ioeeRHFVmdA?si=i_JfvesBA_YimSyo

Sonia De Los Santos concert highlights video
youtu.be/qWiV3Rdrz-Q

Sonia De Los Santos: “Esta Es Tu Tierra”
youtu.be/E2SyUwzhtVg

njpac staff

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Coordinator, Performances

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NJPAC Arts Education performances team:

Rosa Hyde, Treasure Borde, and Kendall Lipham. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. CM Studios producers: Michael Aquino and Dania Ramos. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

the arts in your school

In-School Residencies: NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Or visit njpac.org/education

Generous support for SchoolTime provided, in part, by



Generous support provided by The Joan and Allen Bildner Family Fund, Broadridge Financial Solutions, Inc., The Arts Education Endowment Fund in honor of Raymond C. Chambers, Jennifer A. Chalsty, Judy and Stewart Colton, Toby and Leon Cooperman, Mimi and Edwin Feliciano, The Izzo Family, Don Katz & Leslie Larson, McCrane Foundation, Inc., care of Margrit McCrane, The MCJ Amelior Foundation, Albert+ and Katharine Merck+, NJ Advance Media, David & Marian Rocker, The Sagner Companies/The Sagner Family Foundation and an anonymous donor.

+ deceased

study the arts at njpac

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.