



## World Percussion • Latin America Project Book

Name: \_\_\_\_\_

Grade/Class: \_\_\_\_\_



## Project Overview

# Welcome!

Dear Friends,

Latin America is a diverse, artistic, and exciting part of the world. The Latin Percussion project explores the indigenous musical styles of three Latin American countries: Brazil, Cuba, and the Dominican Republic. The Samba is a Brazilian music style and the soundtrack to the Carnaval of Brazil. The Salsa is one of Cuba's greatest exports. The Merengue, a music style of the Dominican Republic, is now played all over the world. In addition to creating Latin style drums and colorful Carnaval masks, you will learn about the culture, geography, and people of these three amazing Latin countries. It's going to be spectacu-LATIN!

A stylized, handwritten signature of the word 'Quaver' in black ink. The letter 'Q' is large and loops around the word, and a long horizontal line extends from the end of the word.

- ☐ **Goal 1:**  
Learn about the area of Latin America and the countries of Brazil, Cuba, and the Dominican Republic.
- ☐ **Goal 2:**  
Make a Latin percussion rhythm instrument.
- ☐ **Goal 3:**  
Learn and play the rhythms of samba.
- ☐ **Goal 4:**  
Learn and play the rhythms of salsa.
- ☐ **Goal 5:**  
Learn and play the rhythms of merengue.
- ☐ **Goal 6:**  
Perform a samba, salsa, and merengue in front of a live audience.

	<b>EXEMPLARY</b> (10 points)	<b>PROFICIENT</b> (8 points)	<b>PROGRESSING</b> (6 points)	<b>Not Meeting Expectations</b> (4 points)
<b>Class Participation</b>	Is on task and actively participates in all class percussion pieces. Offers assistance to others in the class.	Is on task and participates in all class percussion pieces.	Is on task and participates in all class percussion pieces. Needs monitoring throughout many steps of the project.	Is on task and rarely participates in class percussion pieces. Rarely attempts to complete work independently and needs constant monitoring throughout all steps of the project.
<b>Rhythmic Accuracy</b>	The part played for salsa, mambo, and merengue was accurately prepared for the performance, including rhythm, form, and technique.	The part played for salsa, mambo, and merengue was moderately prepared for the performance, including rhythm, form, and technique.	The part played for salsa, mambo, and merengue was fairly prepared for the performance, including rhythm, form, and technique.	The part played for salsa, mambo, and merengue was poorly prepared for the performance, including rhythm, form, and technique.
<b>Creativity</b>	Ideas for instruments, masks, and decorations greatly enhanced the percussion pieces and made them very enjoyable to watch.  Includes very original, unusual, or imaginative ideas and a great deal of variety.	Ideas for instruments, masks, and decorations enhanced the percussion pieces and made them very enjoyable to watch.  Includes very original, unusual, or imaginative ideas and a great deal of variety.	Ideas for instruments, masks, and decorations somewhat enhanced the percussion pieces and made them very enjoyable to watch.  Includes some original ideas, but some "familiar" ideas or sounds and some variety.	No ideas for instruments, masks, or decorations.  Musical ideas presented are not original and had little to no variety.
<b>Final Performance</b>	Music blended together well and was well executed.  Great stage presence.  All students in the class participated.  Song was well prepared for performance.	Music blended together well most of the time and was mostly well executed.  Good stage presence.  Most students in the class participated all of the time.  Song was mostly well prepared for performance.	Music blended together some of the time and was not well balanced and executed.  Stage presence was fair.  Some of the class participated more than others (or at all).  Song was not well prepared for performance.	Music did not blend well together and was not well balanced.  Stage presence was poor.  Most of the class did not participate equally.  Song was grossly unprepared for performance.

# Where is Latin America?





# Facts about Brazil

1. On which European country is Brazil's language and culture based?  
\_\_\_\_\_
2. Brazil gets its name from what tree?  
\_\_\_\_\_
3. What is the most common sport played in Brazil?  
\_\_\_\_\_
4. São Vicente is the oldest city in Brazil. What year was it established?  
\_\_\_\_\_
5. What product does Brazil export more than any other?  
\_\_\_\_\_



## CARNAVAL

1. Carnaval is a famous music festival in what South American country?

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2. List two of the four things performers are judged on during Carnaval performances.

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3. What are "sambadromes"?

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## SAMBA

1. In what meter is samba music usually written?

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2. What is the typical form of samba music?

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3. **True or False:** Samba music has very little vocal harmony.

TRUE

FALSE

## Percussion Instruments




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# Samba Instruments

## Melodic Instruments




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Andante / Energetic ♩ = 96

## Section A

**Tamborim**  $\frac{2}{4}$  Don't you ev - er jump in - to the lake.

**Caixa**  $\frac{2}{4}$  Buzz bee, buzz bee, buzz bee, buzz bee

**Surdo**  $\frac{2}{4}$  Sit down, sit down

**Ganza**  $\frac{2}{4}$  Can - o - py, ca - can - o - py, ca - can - o - py, ca - can - o - py, ca

## Section B

**Tamborim**  $\frac{2}{4}$  Don't you ev - er jump in - to the lake.

**Caixa**  $\frac{2}{4}$  Buzz bee, buzz bee, buzz bee, buzz bee

**Surdo**  $\frac{2}{4}$  Sit down, sit down

**Agogo**  $\frac{2}{4}$  Sam - ba, it's sam - ba, sam - ba

# Samba Celebration Modified

Andante / Energetic ♩ = 96

## Section A

**Tamborim**  $\frac{2}{4}$

**Caixa**  $\frac{2}{4}$

**Surdo**  $\frac{2}{4}$

**Ganza**  $\frac{2}{4}$

## Section B

**Tamborim**  $\frac{2}{4}$

**Caixa**  $\frac{2}{4}$

**Surdo**  $\frac{2}{4}$

**Agogo**  $\frac{2}{4}$

# Facts about Cuba

1. Which famous explorer landed in Cuba in 1492?

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2. Cuba is the largest island in what group of islands?

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4. What year did Cuba gain its independence?

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5. What is Cuba's main crop?

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1. List two of the countries where salsa music is popular.

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2. In what meter is salsa music commonly played?

\_\_\_\_\_

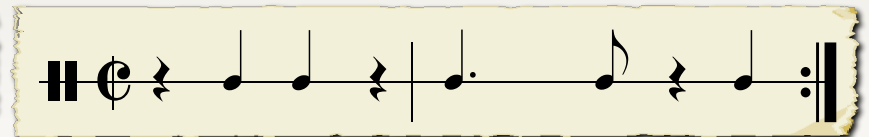
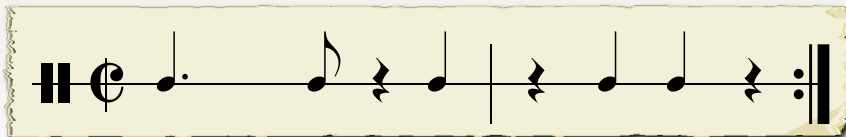
3. What is "clave" in regards to salsa music?

\_\_\_\_\_

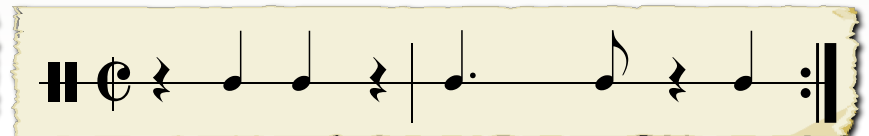
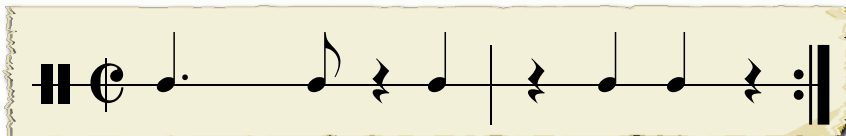
4. What is the overall rhythm played by the bass called?

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5. Bombo emphasizes the "and" of 2. Circle the **"and of 2"** in the measures below.



6. What beat does "ponche" emphasize? Circle that beat in the measures below.



# Salsa Instruments

## Percussion Instruments



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## Melodic Instruments



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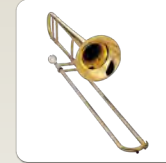
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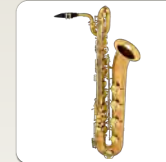
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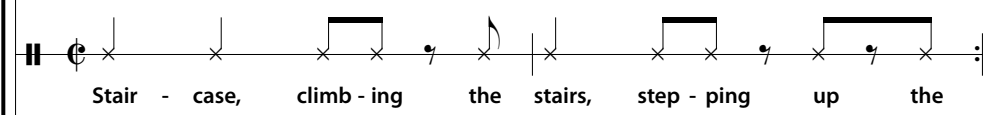
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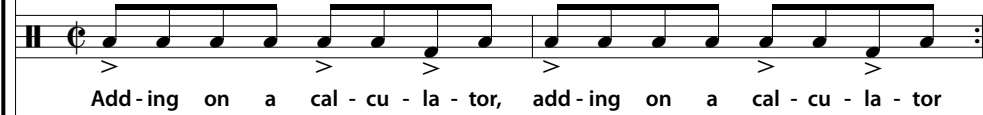


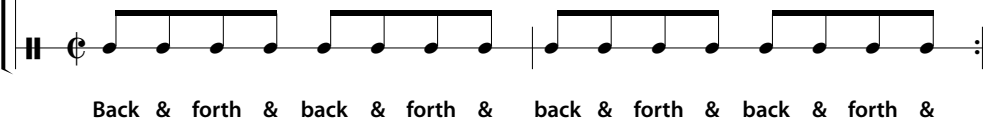
**Allegro / Energetic** ♩ = 75

**Section A**


**Conga** ♩   
Wake up, get mov-in'. Wake up, get mov-in'.

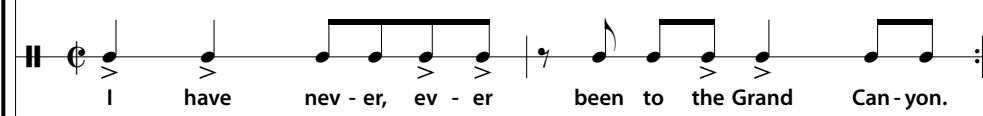
**Timbales** ♩   
Stair - case, climb - ing the stairs, step - ping up the


**Bongo** ♩   
Add - ing on a cal - cu - la - tor, add - ing on a cal - cu - la - tor

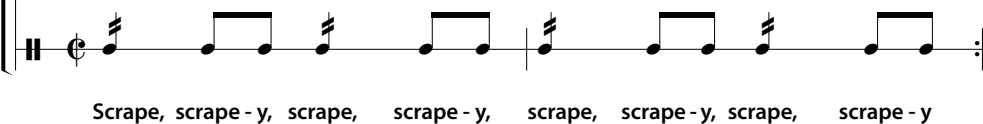
**Maraca** ♩   
Back & forth & back & forth & back & forth & back & forth &

**Section B**

**Conga** ♩   
Let's all go to the foot - ball game to - mor-row.

**Timbal Bell** ♩   
I have nev - er, ev - er been to the Grand Can - yon.

**Bongo Bell** ♩   
Sal - sa time, here we go, here we go, peo - ple

**Güiro** ♩   
Scrape, scrape - y, scrape, scrape - y, scrape, scrape - y, scrape, scrape - y

**Allegro / Energetic** ♩ = 75

**Section A**

**Conga** Get your coat and get your hat and

**Timbales** Tell your brother to stop the noise.

**Bongo** Fly to the moon. Won't you

**Maraca** Take your partner, swing your partner.

**Section B**

**Conga** Pump up muscle in the gym. Let's

**Timbal Bell** Pop, pop, feel the groove. Shake, shake it.

**Bongo Bell** Es - ca - la - tor, es - ca - la - tor

**Güiro** Scrape, scrape, scrape, scrape

# Facts about the Dominican Republic

1. What is the Ciudad Colonial (Colonial City) in Santo Domingo?  

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2. What year was Cathedral of Santa María la Menor completed?  

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3. What rare, blue gemstone is only found in the Dominican Republic?  

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4. The Dominican Republic is the only country in the world with what on its flag?  

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5. What is the "Pico Duarte"?  

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## LESSON 7

# Merengue Music

1. From which country did the merengue originate?

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2. In what meter is merengue music commonly played?

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3. What section of merengue music includes a special chorus with call and response?

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4. What two instruments are featured in the mambo section of merengue music?

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## Percussion Instruments




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# Merengue Instruments

## Melodic Instruments




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**Allegro / Energetic** ♩ = 104

## Section A

**Tambora 1**

Slice the pine - ap - ple. Eat the pine - ap - ple.

**Tambora 2**

Tick, tick, tick, tock - ing

**Conga**

Chase the spi - der. Catch the spi - der.

**Guira**

Scrape, scrape, scrape, scrape

## Section B

**Tambora 1**

Ride a steam - boat down the Mis - sis - sip - pi.

**Tambora 2**

Play the rhy - thm all to - geth - er.

**Conga**

Up and down on the big, black roll - er - coast - er

**Guira**

Scrape, scrape, scrape, scrape

**Allegro / Energetic** ♩ = 104

## Section A

**Tambora 1**

Step to it, step to it

**Tambora 2**

Tick, tick, tick, tock - ing

**Conga**

Sweet sug - ar, sweet sug - ar

**Guira**

Scrape, scrape, scrape, scrape

## Section B

**Tambora 1**

Hey! Some - thing's on your shoul - der.

**Tambora 2**

Play the rhy - thm all to - geth - er.

**Conga**

Catch the ball and score a touch - down.

**Guira**

Scrape, scrape, scrape, scrape



## LESSON 9 & 10

# Evaluation

Write **two** paragraphs about the process of learning to play salsa, samba, and merengue music.

*Include the following (use the back side of page, if needed):*

- Evaluate your own outcome.
- What was successful?

### Group 1

**Positive #1** \_\_\_\_\_

**Constructive Criticism** \_\_\_\_\_

**Positive #2** \_\_\_\_\_

### Group 3

**Positive #1** \_\_\_\_\_

**Constructive Criticism** \_\_\_\_\_

**Positive #2** \_\_\_\_\_

### Group 2

**Positive #1** \_\_\_\_\_

**Constructive Criticism** \_\_\_\_\_

**Positive #2** \_\_\_\_\_

### Group 4

**Positive #1** \_\_\_\_\_

**Constructive Criticism** \_\_\_\_\_

**Positive #2** \_\_\_\_\_



## LESSON 5

# Keywords • Definitions

Write the definition of each term below as you cover it in a lesson.

**Cut Time**

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**Clave**

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**Mambo**

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**Montuno**

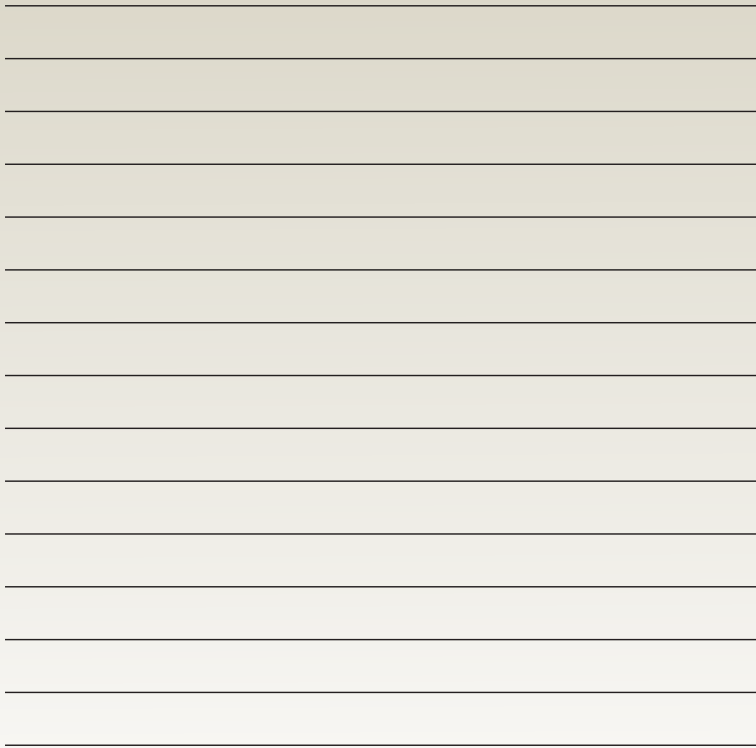
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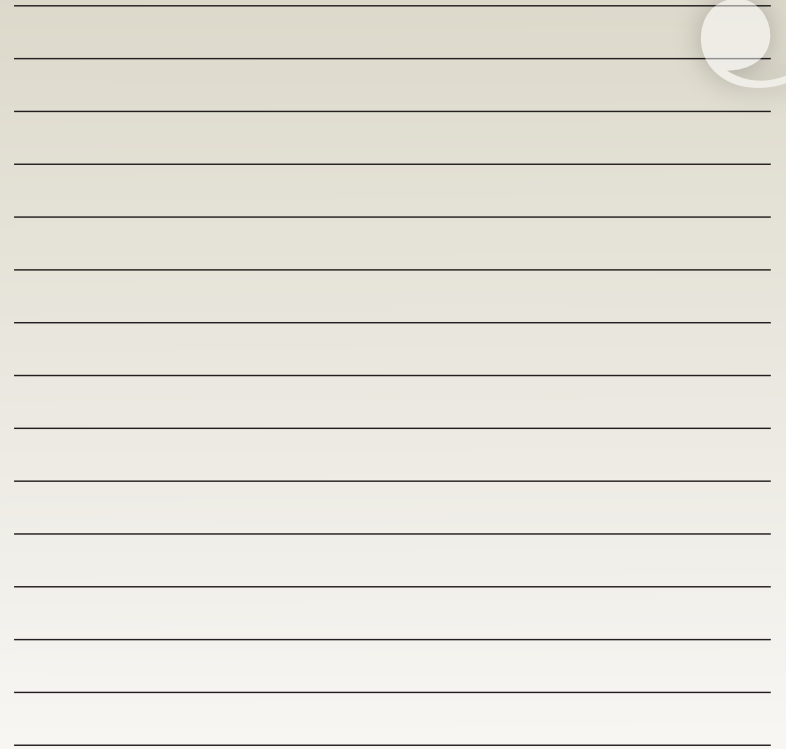
# Lesson 1 & 2





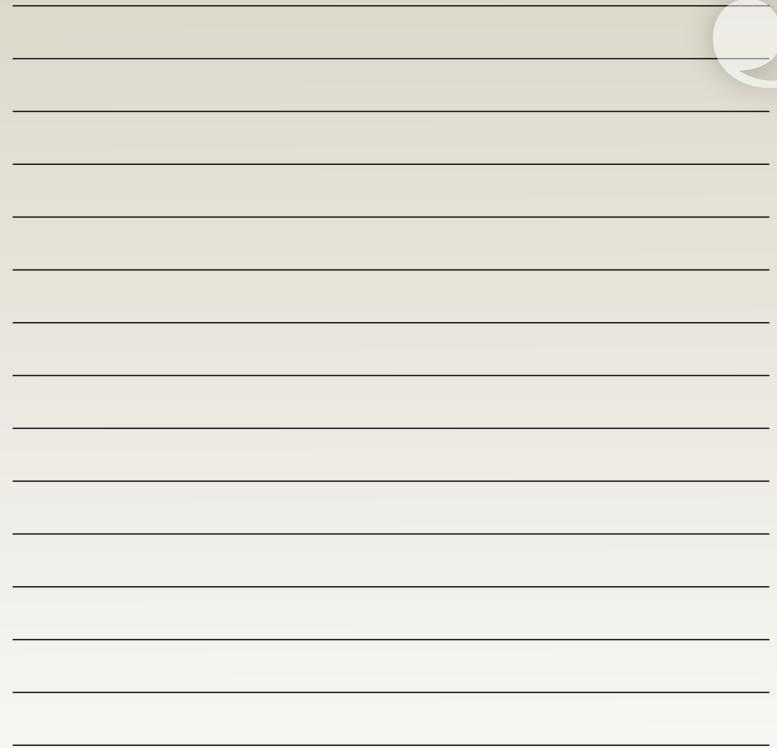


# Lesson 3 & 4



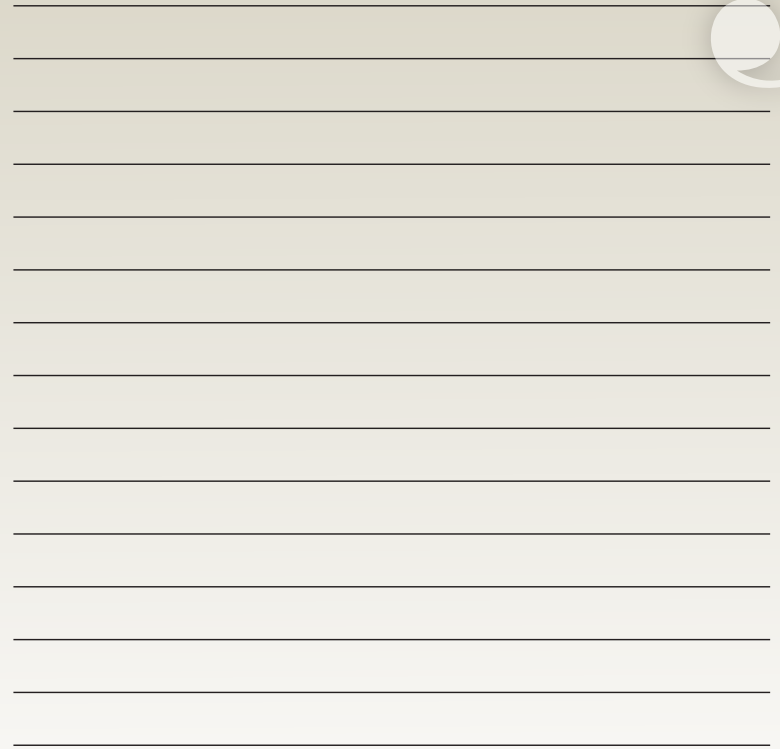


# Lesson 5 & 6



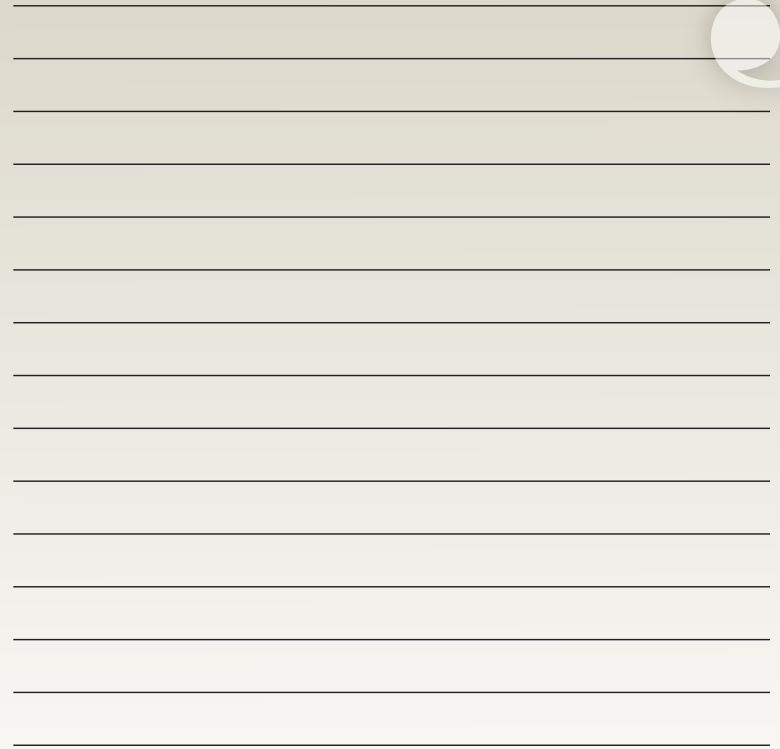
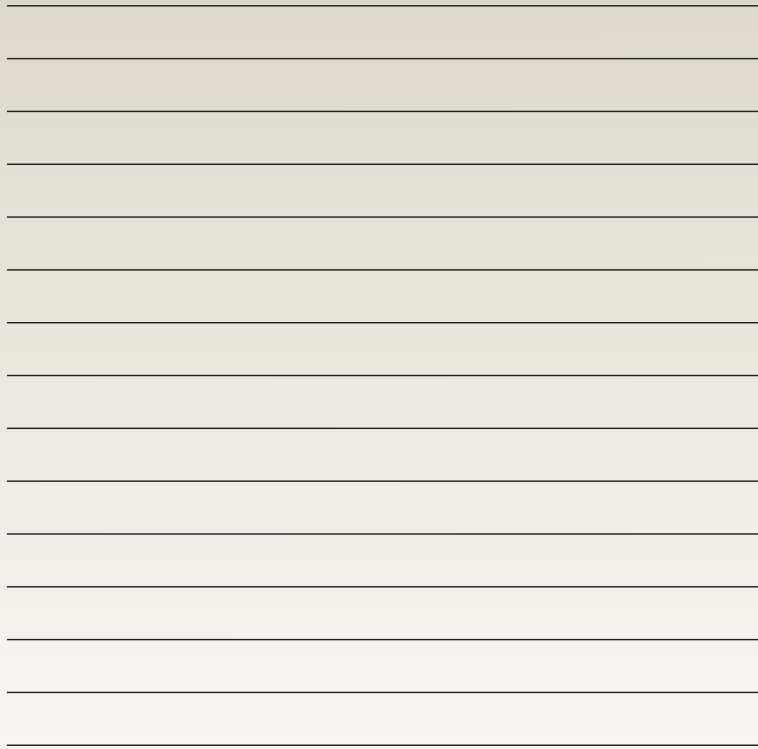


# Lesson 7 & 8





# Lesson 9 & 10





## LESSON 10

# Evaluation

Student Name: \_\_\_\_\_

### Teacher Evaluation

Class Participation

Rhythmic Accuracy

Creativity

Final Performance

Total

## Final Grade

Teacher Comments:

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