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Walton Arts Center

Performance Guide



123 Andrés

Photo Credit: Dario Treviño

“Rockstar for little language learners,” 123 Andrés, is the Latin Grammy-winning duo Andrés and Christina. As the new face of Latinx music for families, 123 Andrés is known for bringing joyful sounds, passion for bilingualism and a high-energy love of music that gets kids singing and dancing in Spanish and English. A former classroom teacher, Christina grew up in the Midwest in a Spanish-speaking immigrant family. Hailing from Bogotá, Colombia, Andrés studied music at University of Arkansas, Fayetteville.

Ideas for Curriculum Connections:

Arkansas Learning Standards: English Language Arts: SL.K.1, SL.1.1, SL.2.1, SL.3.1; SL.K.4, SL.1.4, SL.2.4, SL.3.4. Fine Arts Music Appreciation: P.4.MA.1; P.6.MA.2; R.9.MA.1 CN.11.MA.4. Theatre Appreciation: CR.1.TA.1; CR.1.TA.2; CR.1.TA.3; CR.3.TA.1; P.4.TA.6; P.5.TA.1; R.7.TA.4; CN.11.TA.3; CN.11.TA.4. Theatre: P.4.K.1, P.4.1.1, P.4.2.1, P.4.3.1; R.7.K.1, R.7.1.1, R.7.2.1, R.7.3.1; R.8.1.1, R.8.2.1, R.8.3.1; R.9.K.1, R.9.1.1, R.9.2.1, R.9.3.1; R.9.2.3, R.9.3.3; CN.10.K.1, CN.10.1.1, CN.10.2.1, CN.10.3.1



Photo Credit: David Rugeles

123 Andrés

Andrés and Christina, better known as 123 Andrés, are the new face of Latinx music for families in the US and Latin America. They are known for bringing joyful sounds, passion for bilingualism and a high-energy love of music that gets kids singing and dancing in Spanish and English.

Andrés grew up in Bogotá, Colombia, and learned how to play the guitar from his father at an early age. He had his first studio experience at age 8, and from there he went on to earn a Doctorate in music and won the National Composition Contest in Colombia for one of his early songs.

Christina grew up in the Midwest in a Spanish-speaking immigrant family from Colombia. Her love for the stage started when her mom signed her up for theater and dance as a child. After college she worked in the classroom as a public school teacher, and received a Masters in Education. When she joined 123 Andrés, she found her calling teaching through music.

LatinX Music

The music of Latin America refers to music originating

from Latin America, namely the Spanish and Portuguese-speaking regions of the Americas as well as the Caribbean south of the United States. It can be traced back to the Spanish and Portuguese conquest of the Americas in the 16th century, when European settlers brought their music from overseas. Latin American music also incorporates African music from slaves who were transported to the Americas by European settlers as well as music from the indigenous peoples of the Americas.

Columbia

Colombia is nicknamed the “gateway to South America” because it sits in the northwestern part of the continent where South America connects with Central and North America. It is the fifth largest country in Latin America and home to the world’s second largest population of Spanish-speaking people.

Colombia’s people are as varied as its landscape. Most citizens are descended from three ethnic groups: Indians, African people brought to Colombia to work as slaves, and European settlers. This rich cultural mix makes the country’s foods, music, dance, and art diverse and unique.

Learning Activities

Higher or Lower?

First, demonstrate on a xylophone that notes can be high or low. Play a note that is at one end of the scale range and ask the children whether it is a high note or a low note. Play another note and ask them again. Once children are familiar with this exercise play a sequence of notes from the scale going up or down and ask the students whether the sequence you played is going higher or lower.

What Sound Does Water Make?

Place different glass cups on a table. If you have many children, divide them into groups of four or five. Give the children a pitcher with cold water. (You may add food coloring to make it more attractive.)

Instruct the children to add different amounts of water to each glass and use a metal stick or spoon to hit lightly against the glass. Children should experiment with

different sounds. What happens to the sound when they add more water?

What happens when they pour some water out?

Children will discover that they can create a higher or lower sound pitch based on how much water is in the glass. Give children the opportunity to present a melody they create to the rest of the class or other family members.



Let's March to the Beat!

Sing the song "Sing Now With Me" several times and explain that all the music we listen to has a beat. You can give a few examples by singing songs and clapping the beat along with the leader.

After singing, make a large square in the room and place a chair on each corner. Depending on how many children are in the group, you can decide how far apart to place the chairs from each other.

Then, play a drum and ask the children to march around the square following the beat. Explain that every time you play a faster beat they should march faster. Every time you slow the beat down, children should slow down as well.

Clap Your Name

Sing the song "Sing Now With Me" several times. Then explain that this song has rhythm and so do words. Say out loud the names of several children in your class or family. As you say the name out loud, clap each syllable. For example, the name "Thomas" has two syllables. Clap once as you say the first syllable "Tho," and again as you say the second syllable "mas."

Repeat several times with the same name and ask children to follow you clapping their hands as you say "Thomas" again, and then try other names. Once children feel success at clapping names following your lead, you can go to names with more than two syllables for older children, or give younger children more practice with names that have only one or two syllables



Photo credit: Eylul Gungor



Photo credit: Eduardo Leon

Reflect and Assess

Ask the following questions. Record the group's answers on the board and discuss.

- What did you notice about the performance?
- What instruments did you see?
- What did you learn about the instruments that they played?
- What do you notice about their rhythms?
- How did they work together during the performance?
- What are some of the similarities you notice between the songs?
- What are some of the differences you notice between the songs?
- What did you learn during the Q&A? What stood out to you about their answers?
- What further questions do you have?

Learn More Online

Official website of 123 Andrés

www.123andres.com/

Volume 17 Number 1

Colgate Classroom Series performances help students meet Arkansas Learning Standards.

Learn more at:

www.waltonartscenter.org

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Learning & Engagement

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