



Durham Arts Council CAPS Teaching Artist Roster
Lesson Plan Template

Program Title: AFRO-PERUVIAN DANCE AND MUSIC WORKSHOP		Teaching Artist Name: MARCOS NAPA	
Grade Level: k-12	Maximum Student Participants: 500	Length of Program: <i>Total Days:1</i> <i>Length of session(s): 45-60</i> MINUTES	
Arts Focus: MUSIC, DANCE,		Curriculum Focus: ARTS EDUCATION, DIVERSITY AND HISTORY	
Primary Learning Goal(s): <i>To learn about the history of the arrival of African culture to Peru, experienced through hearing musical samples of several traditional instruments, seeing traditional dances, and participating in one dance.</i>			
Connecting NC Essential Arts Standard <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning goal.</i> <i>Arts Education.</i>		Connecting Common Core State Standard(s) <i>Identify at least one common core standards in math or language arts being addressed through your residency for the grade level specified above.</i> Language Arts: History/Social Studies	
Connecting NC Essential Standard(s) <i>Identify at least one NC Essential science, social studies, information & technology, healthful living, or world languages standards being addressed by the residency and primary learning goal.</i> <i>Social Studies and World Language (Spanish). To learn interactively and experientially about the history of the arrival of African culture to Peru.</i>			
Program Overview <i>(Describe the activities you will present each day of the residency, or for the timeframe of the workshop/performance in order to develop participant understanding of the primary learning objective and the connecting arts and core curriculum standards. (Include approximate length of each activity).</i>			
<p>Students see “El Son de los Diablos” traditional dance in costume and mask. Marcos then describes the history of the dance from slave times and its religious origins. Traditional percussion instruments are then presented one by one, with explanations of origins and materials, and rhythms are demonstrated. Students observe and hear the different rhythmic patterns of several styles of Afro-Peruvian music. One or two more traditional dances are demonstrated, with volunteers participating. The workshop closes with entire audience participation in learning the steps of “Festejo,” the oldest known style of Afro-Peruvian dance.</p>			

<p>Materials: <i>List materials that will be required to conduct this program.</i> <i>N/A for students. Traditional costume, mask, instruments and laptop provided by instructor.</i> <i>Sound system, microphone provided by school.</i></p>	
Teacher Involvement	Program Evaluation
<p>Teacher(s) role: <i>Describe the role of the classroom teacher before, during, and/or after the sessions and activities.</i> Teacher helps seat students and monitor behavior during and after performance. Provide Q&A review time with children after assembly.</p>	<p>Evaluation Tool(s): <i>Describe how you will evaluate your program's success. Address at what points you will check in throughout the residency to determine student learning and participation levels.</i> <i>N/A for one time workshop/assembly</i></p>
<p>Teacher-Artist Orientation: <i>Outline your orientation checklist, including any questions, suggestions, collaboration ideas and any information you will provide to teachers/staff as part of this program.</i> <i>N/A for one time workshop/assembly</i></p>	<p>Extension Activities: <i>Describe the tools you will leave behind for teachers and staff to develop and implement after you have left the classroom.</i> N/A</p>
<p>Resources: <i>List resources consulted or used during the residency (books, DVD's, music, web resources, and other supporting materials)</i> N/A</p>	
<p>Space Requirements: Auditorium or classroom</p>	<p>Technical Needs: Sound system</p>
<p>Program Variations Available: <i>Describe any flexibility in the program or other variations of the program offered, etc.</i> <i>Time can be modified between 45-60 minutes per performance. If space not available, we can have less audience participation.</i></p>	

Additional Comments: N/A