



Durham Arts Council CAPS Teaching Artist Roster
Lesson Plan Template

Program Title: AFRO-PERUVIAN DANCE AND MUSIC RESIDENCY		Teaching Artist Name: MARCOS NAPA	
Grade Level: k-12	Maximum Student Participants: 30	Length of Program: <i>Total Days:10</i> <i>Length of session(s): 45 MINUTES</i>	
Arts Focus: MUSIC, DANCE,		Curriculum Focus: ARTS EDUCATION, DIVERSITY AND HISTORY	
<p>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 then over the course of the next sessions either learning to play traditional rhythms or mastering a choreographed traditional dance.</i></p>			
<p>Connecting NC Essential Arts Standard <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning goal.</i></p> <p>Arts Education.</p>		<p>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></p> <p>Language Arts: History/Social Studies World Languages</p> <p>Help create awareness of Hispanic cultural diversity and help the child in his artistic development.</p>	
<p>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></p>			
<p>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>			
<p>Dance class residency includes a demonstration workshop and history of the traditional instruments of Afro-Peruvian music on day one, followed by a dance warm up, rhythmically moving specific parts of our bodies. We then work on a small choreography of a traditional Afro-Peruvian dance called Festejo. Each following session begins with the warm up, then adding new steps each time until the entire dance is mastered.</p>			

First percussion class is a demonstration workshop and history of the traditional instruments of Afro-Peruvian music, followed by learning basic rhythms of Festejo. In following sessions, the previously learned rhythms are reviewed and new rhythms from other genres of Afro-Peruvian music are added. By the end of the residency, the students will have mastered a simple composition incorporating different rhythms from several genres.

Materials: *List materials that will be required to conduct this program.*
Comfortable clothing and tennis shoes for dance.
For percussion, buckets and drumsticks

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></p> <p>N/A</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></p> <p><i>Daily monitoring of which children have remembered previous rhythms or steps, individual check in with teacher to gauge participation.</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></p> <p><i>TBD with individual teacher in consultation</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></p> <p>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></p> <p>N/A</p>	
<p>Space Requirements: classroom</p>	<p>Technical Needs:</p> <p>N/A</p>

Program Variations Available:

Additional Comments: N/A