

Objectives:

SWBAT identify typical characteristics (instruments and musical elements) of Mexican folk music.

SWBAT describe how Mexican influence is heard in Ponce’s music.

STANDARDS (MUSIC):

3.A.1.1 Music	ALL	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.
3.3.4.7.1 Music	Respond	7. Analyze and construct interpretations of artistic work.	1. Identify and describe <i>elements</i> that make contrasting <i>musical selections</i> different from each other.
3.3.5.10 .1 Music	Connect	10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Describe <i>cultural</i> uses of music from different time periods and places.

MATERIALS:

See the curated list of recordings for the MIS 2020-21 repertoire for multiple recordings.

Ponce - <https://www.youtube.com/watch?v=TpPkTYmgR6w>

<https://www.classicalmpr.org/story/2015/05/28/class-notes-mexican-music->

PROCEDURE:

1. Listen to Ponce’s music in silence. ([orchestral](#) or [piano](#) version) Ask students “what is going on in the music?” – or “What do you hear in the music?” – encourage responses that name musical elements.
Think-Pair-Share – students discuss what they heard, then share with class.
Write student responses on the board.
2. Connecting to students’ prior knowledge: “This music was written by a Mexican composer, influenced by the folk music of Mexico”

Ask the students:

- What do you think of when you hear the word Mexican music?
- Are there specific sounds or instruments that come to mind?
- Do you know any instruments that came from Mexico?

Write student responses on the board.

MPR has produced an excellent video on Mexican music. Preview the curriculum and determine which parts suit your purpose:

https://minnesota.publicradio.org/radio/services/cms/education/mexican_music_curriculum.pdf

1. View the [video by MPR](#) on Mexican music: <https://youtu.be/tVxGWF1-lq4>
 - a. Discuss elements of Mexican music identified in the video.
2. Listen again to Ponce’s music. Listen to a different version than previously (piano or orchestral)

Mexican Music Lesson Plan – Music in the Schools 2020-21

This time listen for characteristics of Mexican music. Allow students to identify and discuss elements of Mexican music they hear using “Think-Pair-Share” as a strategy.

- a. Think-Pair-Share with partner:
 - i. What did you hear that reminded you of the Mexican music in the video?
 - ii. What elements of music did you hear that now sound “Mexican”?
 - iii. Did your partner hear the same details you did?

Additional resources on Ponce’s life and music influences:

Biography of Manuel Ponce: <https://www.encyclopedia.com/people/literature-and-arts/music-history-composers-and-performers-biographies/manuel-ponce>

Brief biography at Classical connect <https://www.classicalconnect.com/composer/manuel-ponce>

Additional resources for folk music of Mexico:

KAIA Kids Around the World – The Music of Mexico -
<https://www.youtube.com/watch?v=IKEDd9AQUns>

This video focuses on Mariachi music – it is a recording of a presentation for primary grades students.

For additional songs from Mexico, see MamaLisa’s Musical World:

<https://www.mamalisa.com/?t=ec&c=50>