

# Osceola Bi-lingual Flamenco Experience

## Flamenco del Sol



## About us

The Flamenco del Sol professional dance company has captivated audiences nightly at Universal Studios City Walk as well as SeaWorld, Epcot Center Food and Wine Festival and many other fine venues throughout the U.S. and Caribbean since 1999. Our academy and professional companies have delighted audiences and critics alike with a flurry of productions including critically lauded performances. Flamenco del Sol productions include "Corazon Flamenco" featuring international flamenco star and artistic partner, Angel Rojas, "El Amor Brujo", "Camino Flamenco", and award-winning "Misa Flamenca", as well as "Pasion Flamenca".

Our roots in education, however, go even deeper. Director Tammy Weber de Millar discovered Flamenco as her life path during a UCF study abroad trip in 1984. She went on to pursue a Master of Science in Spanish Education and inaugurated Academia Flamenco del Sol first in South America in 1993, then in the U.S. in 1999.



She has dedicated her career to teaching Flamenco and well as Spanish language Pre-K through college level. Her professional career also includes over fifteen years as a publisher, conceptualizing and developing World Language materials for K-16 markets along with creating and delivering professional development programming for World Language teachers and professors.

## Key ideas--3rd grade

- Flamenco is a UNESCO World Heritage art
- Flamenco is a unique blend of many cultures which come from different continents
- Flamenco represents diversity
- Spanish language opens the door to participate in an important language and culture in our community
- Flamenco dance is percussive, and we can express ourselves while dancing through many elements, using our body, voice and instruments

## Synopsis of experience

Your students will experience an interactive 'informance' where they observe dances performed by members of our troupe, all while participating in the historical narrative of where Flamenco comes from. They will be engaged in answering questions to lead our discussion and reflect on what they are experiencing and make comparisons. Students will also watch their teachers learn to play castanets and lead them in a composition with the notes they have learned about. Students will interact with new vocabulary and show what they know through a series of simple and fun games, culminating with an interactive dance experience, getting everyone on their feet!



### Standards met during our time together:

DA.3.H.1.1--Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.

WL.K12.NH.8.3--Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

SS.3.G.1.3--Label the continents and oceans on a world map.

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MU.3.H.1.1--Compare indigenous instruments of specified cultures.

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WL.K12.NM.1.6--Follow short, simple directions.

WL.K12.NH.7.1--Use vocabulary acquired in the target language to access new knowledge from other disciplines.

WL.K12.NM.3.5--Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

WL.K12.NM.6.3--Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

WL.K12.AM.3.6--Use a variety of idiomatic and culturally authentic expressions appropriately.

# Spanish vocabulary

- Numbers 1-12
- Colors (varies)
- Body parts (cabeza, brazos, manos, dedos, piernas, pies, corazón)
- Flamenco vocabulary (golpe, palma, pito, peineta, floreo, bailar, tocar, OLE, castañuela, cajón, compas, macho, hembra, tono alto, tono bajo),
- Musical vocabulary through the language/notes of the castanet (ri, a pi, ta, chi)

## Topics covered

- Geography, including a review and identification of all 7 continents along with select countries (Spain, U.S., Greece, Peru, Saudi Arabia, Egypt, India)
- Languages spoken include Spanish, English and Castanet!

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## Pre-activities

### Language Arts

#### Read *Lola's Fandango*

For a review of the book go to:

<https://www.youtube.com/watch?v=4U2zwiyySew>

Read *Lola's Fandango* as a read-aloud with your students to set context for the Osceola Bi-lingual Flamenco Experience.

### Discussion option:

1. Ask students to recount the story chronologically.
2. Why was it so important for Lola to learn her Fandango?
3. How was she able to learn it?

4. Looking at the illustrations, what do you think you might see at our Flamenco Experience this week?

### Standards included:

Cluster 1: Key ideas and details for Lola's Fandango

LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Integration of Knowledge and ideas for Lola's Fandango

LAFS.3.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

### Writing option:

1. Write about a time you learned something from a family or friend instead of in a formal class.
2. Write about something you would enjoy learning and how you might learn it. Include who you might learn from and how long it would take to learn.

### Standards included:

Cluster 1: Text Types and Purposes

LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.

## Follow-up activities

For extension at home or in school after our visit, try these:

### Post-visit Visual Art and Theater option

- Draw what you saw
- Create a sculpture of one of the implements the dancers used (castanets, fan, peineta)
- Create a costume or a prop from our Flamenco Experience and tell a story about it

#### Standards included:

VA.3.S.1.2. Use diverse resources to inspire artistic expression and achieve varied results.

VA.3.F.3.2 Collaborate to complete a task in art.

TH.3.C.1.1 Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story.



If you have internet access, and/or if you have Spanish-speaking students, try these extensions:

### Post-visit research option

Go to YouTube and watch the Turroneiras (a group of young flamenco dancers)

<https://www.youtube.com/watch?v=Jj6npDCDIRU>

- Discussion
  1. Which elements of the dance you recognize from the Flamenco Experience at your school?
  2. What is the same and what is different?
  3. Their name comes from the word Turrón. What does that mean in Spanish?

(Bi-lingual option) Go to this Spanish language article in an authentic source about Turroneiras:

<https://tipicodeandalucia.com/las-turroneiras-tres-bailaoras-flamencas/>

- Discussion
  1. What grade do you think they are in?
  2. What television program did the Turroneiras appear on in Spain?
  3. Go to World Market or Amazon and buy some Turrón to try. Why do you think this group of little girl flamenco dancers are associated with this candy?

