

**RIALTO UNIFIED SCHOOL DISTRICT
CURRICULUM PROPOSAL**

Name of Course:	Afro-Latin Ensemble	Grade Level(s):	9-12
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Brief Course Description:
This is a sectional rehearsal class that allows for specific instruction of Afro-Latin instruments such as: flute, saxophone, trumpet, trombone, congas, banjos, bass guitar, tres, Guitar and Piano which are part of the Afro-Latin Ensemble. Class time is utilized for highly specific Afro-Latin instrumental techniques, styles, form and instruction, as well as sectional rehearsal of Afro-Latin literature. Students enrolled in the appropriate wind ensemble class; concert band, chamber quartet, or jazz orchestra are eligible for this class. This course may be repeated for credit.

Proposed By:	Charlan Jackson	School:	Eisenhower	Date:	11-27-2020
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The Following is Proposed for this Course:				
<input checked="" type="checkbox"/> Addition	<input type="checkbox"/> Revision	<input checked="" type="checkbox"/> A – G	<input type="checkbox"/> Deletion	
<input type="checkbox"/> Required Course	<input type="checkbox"/> Content	<input type="checkbox"/> Honors	<input type="checkbox"/> Name of Course	
<input type="checkbox"/> Elective	<input type="checkbox"/> Name Change	<input type="checkbox"/> Career Tech. Ed.	<input type="checkbox"/> UC "F" pending	

The Following Maximum Credits are Proposed for this Course:		
10 Units of Credit in (Subject Area):	VAPA	or in:


The Following Schools will Offer this Course:			
<input checked="" type="checkbox"/> Carter High	<input checked="" type="checkbox"/> Eisenhower High	<input checked="" type="checkbox"/> Rialto High	<input type="checkbox"/> Milor/Zupanic

The Proposed Course will have the Following Budget Implication:	
Individual School Site:	
District Level:	
Total Estimated Cost:	

Approval Signatures for the Proposed Course:				
Printed Name	Signature	Title	Yes/No	Date
Charlan Jackson		Submitting School Department Chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Dr. Greg Anderson		Carter High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Frank Camacho		Eisenhower High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Dr. Caroline Sweeney		Rialto High School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Kyla Griffin		Milor/Zupanic High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Nathaniel Robinson		District Curriculum Committee Chair	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20
Dr. Patricia Chavez		Curriculum Council Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No	11-30-20

Approved by VAPA Curriculum Committee on (Date): 11/30/20
Approved by Curriculum Council on (Date):
Approved by Rialto Unified School Board on (Date):

Afro-Latin Ensemble

 Brand new course

Fields marked with an asterisk (*) are required.

Basic Course Information

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School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Eisenhower High School (052622)	Classroom Based, Online	Abbreviation Afro Latin Ens	Course Code
Rialto High School (052629)	Classroom Based	Abbreviation Afro Latin Ens	Course Code
Wilmer Carter High School (053855)	Classroom Based	Abbreviation Afro Latin Ens	Course Code

Title: Afro-Latin Ensemble

Length of course: Full Year

Subject area: Visual & Performing Arts (F) / Music

UC honors designation? No

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 9th, 10th, 11th, 12th

Course learning environment: Classroom Based, Online

Course Description

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Course overview:

This is a sectional rehearsal class that allows for specific instruction of Afro-Latin instruments such as: flute, Saxophone, Trumpet, Trombone, Congas, Bongos, Bass Guitar, Tres, Guitar and Piano which are apart of the Afro-Latin Ensemble. Class time is utilized for highly specific Afro-Latin instrumental techniques, styles, form and instruction, as well as sectional rehearsal of Afro-Latin literature. This ensemble will instruct students to perform various styles such as: *Son, Chachacha, Bolero, Merengue, Guaguanco, Bembe, Samba, Festejo, Lando, Bomba, Mambo, Danzon, Plena, and Salsa*. This class will also inquire Afro-Latin technical term's such as *Subito's, Timbale cycles, Coro, Inesperacionus, Abanico, Platadora, Efectos, Cuerpos, and Mambo* sections. Other rehearsal techniques may include sectionals, evaluation clinics, attend various performances, and written assignments involving Afro-Latin music history, as well as examining the evolution of Afro-Latin music from the, 20th century, jazz, American folk, European music and African Cultures. Performance assessments are a vital source in supporting the curriculum's learning outcome of Afro-Latin music; this includes attending Jazz Festival, Performing in Afro-Latin concerts, and school concerts. Daily practice is required for success; private study is highly recommended at the teacher's discretion as supplement for this

course. Jury examination may be required to receive a grade for this section. Students enrolled in the appropriate wind ensemble class; concert band, chamber quartet, or jazz orchestra is eligible for this class. This course may be repeated for credit. The purpose of this ensemble is to introduce Afro-Latin Music to High school in conjunction with a Jazz Band or ensemble.

Course content:

Unit 1 Introduction the Afro-Latin Music

Unit Summary

This unit will feature recordings, images, and videos of music theory and live performances in order to promote student understanding of music and the elements that create it. Students will develop knowledge of different music genres and styles, comprehension of traditional musicianship skills as well as non-European music skills, and a proficient comprehension of the terminology of music. Students will acquire a foundational understanding of the elements of music and music theory as well as the concepts for its creation.

Unit Assignment(s)

This unit will cover the basics of western music theory, music literacy, Afro-Latin terminology and instrumentation. This unit will also be a hands-on Afro-Brazilian, Caribbean, Afro-Peruvian percussion class focusing on the musical traditions of the based in African cultures and how they have travelled with migrant communities to the United States.

-Student will complete daily free writes revolving around Afro-Latin music based on listening and analyzing structure, style, and music devises.

-Formative assessments ask students to distinguish between different traditional music theory and Afro-Latin music terminology.

-In the culminating unit project, students demonstrate their knowledge of music theory and terminology by analyzing a professional Afro-Latin composition and describing the musical elements that make that work unique, interesting, and expressive.

Unit 2 Performing Various Styles of Afro-Latin Music

Unit Summary

Sing a repertoire of Caribbean vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and artes with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles. styles will include: Soniculation written and memorized, by oneself and in ensembles. Perform on an instrument a repertoire of Caribbean instrumental literature representing various genres, styles, and cultur, Chachacha, Bembe, Guaguanco, bomba, Plena, Mambo, Danzon, Merengue, and Comparsa.

Unit Assignment(s)

The Unit 2 assignment will include a comprehensive evaluation performance during a class time or after school rehearsal. Each student will demonstrate their ability to play various Caribbean styles of Afro-Latin repertoire, each student must be able perform and improvise during solo sections.

-Students will play a passage from one of the Caribbean style repertoire and will improvise through the passage using correct harmonic, melodic, and rhythmic style.

-Students will perform a live playing example during class or rehearsal time while using a clave metronome. -Students will be able to navigate through the different Caribbean styles, solo over various style while dictating chord progressions.

-Student will understand how each instrument is used in a different matter depending of the style that is being perform and music adapt to the change music theory and Afro-Latin devises.

Unit 3 Evaluating Afro-Latin Music

Unit Summary

Students broaden their understanding of the role music plays in our society. Students reflect on the different uses of form, both past and present, in a varied repertoire of music in commercial settings from diverse genres, styles, and professional applications. Student will be able to identify musical elements such as patterns, song forms, and syncopated commonalities. Students will also understand the historical and cultural contexts of these traditions.

Unit Assignment(s)

Through evaluating live and recorded Afro-Latin music students will gain an understanding and performance baseline of the different rhythms, instruments and styles of multiple genres of Afro-Latin music, which are numerous and culturally specific. Student will gain the ability to differentiate between live and recorded Afro-Latin ensemble through evaluating style and structure.

-Each student will research and write a two page evaluation based on an Afro-Latin genre of music and the historical context of that genre so as to develop a solid understanding of the genre before the live performance.

-In the culminating unit project, students will watch a live performance of Afro-Latin music in their community and assess it for its aesthetic value and commonalities or differences with other compositions studied so far in the course.

Student will learn to identify musical elements such as patterns, song forms, and syncopated commonalities. Students will also understand the historical and cultural contexts of these traditions.

Unit 4 Cultural History of Ensembles

Unit Summary

Through the study of traditional rhythms from past time periods, students will understand the historical and cultural contributions of Afro-Latinx music to our present day. As they practice their rhythms and composition, they will come to understand the influence of past musical traditions to current music genres. The cultural contributions of specific cultures will be studied and analyzed, including varied cultures from Brazil, Cuba, and Puerto Rico. Watching videos on grooves and compositions will enable students to see the integration of different artistic genres.

Unit Assignment(s)

In this unit cultural project, students will compare and contrast the various cultural contexts of Afro-Latin ensembles through a variety of written, oral, and improvisational assignments. Students gain knowledge through class discussions on various Afro-Latin styles and differentiating between creating, performing and responding to music.

-Students will identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) setting.

-Students will compare and contrast the various cultural contexts of Afro-Latinx ensembles through a variety of written, oral, and improvisational assignments.

-Students will understand how experiences and context have an effect on the evaluation of music, and how personal interests and knowledge relate to choices when creating, performing, and responding to music.

