

Latin Rhythms – Teacher Resource Concert Packet

Thank you for choosing to participate in the 2025-26 Margre Durham Concerts for Youth. We appreciate your decision to engage your students in this exciting musical experience with the Omaha Symphony.

We hope this packet will serve as a resource as you and your students prepare for the concert. The packet is divided into sections covering each facet of the concert program. Each video resource can be presented separately, or entire segments can be explored at once. Most segments are about 10-20 minutes' worth of material. Each segment contains links to video clips and articles selected to motivate students to learn about the rich history of Latin music.

Concert Overview – Page 1

Preparing for the Concert - Segment Teaching Sequence – Page 2-3

- Segment 1 – Introductions (Pg. 2)
- Segment 2 – Latin Composers (Pg. 2)
- Segment 3 – Latin Rhythms: Bosa nova, samba, tango, and merengue. (Pg. 3)
- Segment 4 – Latin arts organizations in Omaha (Pg. 3)
- Segment 5 – The Orchestra and Conductor (Pg. 3)
- Segment 6 – Concert Etiquette and the Amazing Hall (Pg. 3)

Educational Standards – Page 4-6

- Nebraska Standards for Education, Music, and Language Arts
- Iowa Core Alignment, Music, and Language Arts

Concert Overview

Working with the conductor, orchestra, and host, students will explore music from Latin cultures. We will learn about the music, rhythms, and movements of Mexico, Central and South America, and the Caribbean. The rich history and style of Latin music can be explored right here in Omaha.

Our concert has been designed to expose your students to Latin America's vast musical styles and culture. We want to create an interactive experience for the kids, showing them that Latin music covers a big region full of different composers, languages, and rhythms, throughout the Americas. The concert will reflect on how the origins of Latin music are deeply rooted in Indigenous tribal rituals, African rhythms, and Spanish and European influences.

Preparing for the Concert - Segment Teaching Sequence

Segment 1 – Introductions

- [Where is Latin America?](#) Geography of Latin America (5:30 min)
 - This video focuses on the physical geography of Latin America, its climate, and natural resources.
- [Hispanic Culture](#): Hispanic Heritage Month: Past and Present (8:54 min)
 - This video is a short summary of the history and people of Latin America.
 - Please note that this video shows its age, and the Indigenous peoples included are referred to as Indians.

Segment 2 – Latin Composers

- [Manuel Maria Ponce](#): (1882-1948) Summarized biography (10 min read)
 - Read about how Ponce, a Mexican composer, brought Mexican traditional music into classical compositions.
- [Instantaneas Mexicana](#): II. Música Indígena (1:29 min)
 - This composition is based on religious ceremonies practiced by Indigenous peoples in Aguascalientes
 - Listen for the call and response, where one instrument will play a melody and another instrument will follow.
- [Baile Folklórico](#): IV. Baile de Bajío from Instantaneas Mexicana (1:21 min)
 - This is a great song to dance the Carretilla, a balletfolklórico staple that has its roots in Flamenco.
- Use the repetitive beats to alternate between heel taps and steps to learn the [Carretilla](#).
- [Roberto Sierra](#): “Tumbao” from Sinfonia No. 3 (6:46 min)
 - Listen to the tumbao rhythm being played by the conga.
- [Angélica Negrón](#) “The Incredible, Edible Soundscapes of Angélica Negrón” (7:47 min)
 - Negrón describes how she finds music everywhere.
 - We’ll play “Un Dos Tres” in the concert, which is based on a game she played growing up in Puerto Rico



Segment 3 – Latin Rhythms

- [Bosa Nova](#): A Short History (4:36 min)
 - Ex. Listen to [“The Girl from Ipanema”](#)
- [Salsa](#): Salsa Music and its Origin (5:22 min)
 - Take a deeper look at the Afro-Cuban artists who started it all in New York.
- [History of Salsa](#): Rhythm and Dance (We recommend skipping to around 2:30 to start with this age group)
 - Demonstration of the clave
- [Samba](#): History of Samba and its African Roots (4:03 min)
- [Tango](#): Tango is Not Just a Dance - History Documentary (13:52 min)
- [Merengue](#): The Origin of Merengue (3:08 min)

Segment 4 – Latin Arts Organizations in Omaha

- [El Museo](#)
 - There are great classes available at El Museo Latino.
- [Latin Center of the Midlands](#)
 - Find amazing resources in the Latin community.
- [Omaha Latin Festivals](#)
 - This website will keep you updated on the latest Latin entertainment and events in Omaha.

Segment 5 – The Orchestra and Conductor

- [PROJECT SYMPHONY WEBISODE EP1](#) (4 min)
 - Quick review of the families of a symphony orchestra and the acoustics of a concert hall.
- ["What Does a Conductor Do?"](#) (6:35)
 - Discuss why the Orchestra needs the Conductor.

Segment 6 – Concert Etiquette and the Amazing Hall

- [A short guide to concert etiquette...learn how to attend concerts like a pro!](#)
 - This four-minute video will appeal to Middle School Age with demos of what not to do. Discuss behavior expectations and procedures.
- [Holland \(o-pa.org\)](#)
- [Omaha Performing Arts Celebrates 5 Years of the Holland Center](#) (8:29 min)
 - Video discussing the beginnings and construction of the Holland Performing Arts Center
 - Discuss why a cultural center is important for a community.

Education Standards

• Overview of Educational Standards & Objectives to be Addressed:

- Nebraska Standards for Education, Music: FA 5.4.1-3, FA 8.4.1-3
- Nebraska Standards for Education, Social Studies: SS 5.3.4-5, SS 5.4.1-3
- Iowa Core Alignment, Music: MU:Cr2.1.6a, MU:Pr4.2.6b, MU:Pr6.1.6b, MU:Re7.2.5a, MU:Cn11.0.6a
- Iowa Core Alignment, Social Studies: SS 4.10, SS 4.21-22, SS 5.9, SS 5.19, SS 6.14

• Nebraska Music Education Standards:

- FA 5.4.1: *Students will compose, arrange, improvise, read, and perform music with melodies and accompaniments*
- FA 5.4.2: *Students will sing and/or play instruments to a variety of music that incorporates multiple elements of music.*
- FA 5.4.3: *Students will identify and describe elements of music to discern how music is appropriate for specific purposes/settings (intent of music).*
- FA 8.4.1: *Students will compose, arrange, improvise, read, and perform music with technical accuracy and expression.*
- FA 8.4.2: *Students will sing and/or play, independently and/or with others, a variety of music genres and styles using technical accuracy and expression.*
- FA 8.4.3: *Students will examine and evaluate elements of music (glossary) to explain how music conveys mood or context (effect of music).*

• Nebraska Language Social Studies:

- **Movement** SS 5.3.4: *Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.*
 - SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space. For example: languages, religion, foods, music, sports, celebrations.
 - SS 5.3.4.b Compare and contrast population characteristics of the United States. For example: density, distribution, growth rates
 - SS 5.3.4.c Explain reasons for historical and present-day migrations to and within the United States. For example: economic opportunity, war, famine, natural disasters, persecution
- **Geospatial Skills and Geo-literacy** SS 5.3.5: *Explain the influences of physical and human geographic features on events in the United States.*
 - For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region.
 - SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. For example:



latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, waterpower.

- **Change, Continuity, and Context** SS 5.4.1: Investigate Patterns of continuity and change over time from the Pre- Columbian era through the Constitution.
 - *SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states.*
- **Multiple Perspectives** SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.
 - *SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies*
 - *SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history. For example: Battle for the Old Northwest, Atlantic Slave Trade*
- **Historical Analysis and Interpretation** SS5.4.3: Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.
 - *SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols.*



- **Iowa Core Alignment, Music:**

- MU:Cr2.1.6a *Select, organize, construct, and document personal musical ideas for arrangements and/or compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.*
- MU:Pr4.2.6b *Read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.*
- MU:Pr6.1.6b *Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.*
- MU:Re7.2.5a *Demonstrate and explain, citing evidence, how a response to music are informed by context (such as social, cultural, and historical).*
- MU:Cn11.0.6a *Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.*

- **Iowa Core Alignment, Social Studies:**

- SS.4.10. *Describe how societies have changed in the past and continue to change. (21st century skills)*
- SS.4.21. *Analyze conflicting perspectives on historical and current events/issues*
- SS.4.22. *Infer the purpose of a primary source and from that the intended audience.*
- SS.5.9. *Analyze the strategies that a variety of demographic groups have used to ensure their rights*
- SS.5.19. *Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.*
- SS.6.14. *Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.*

