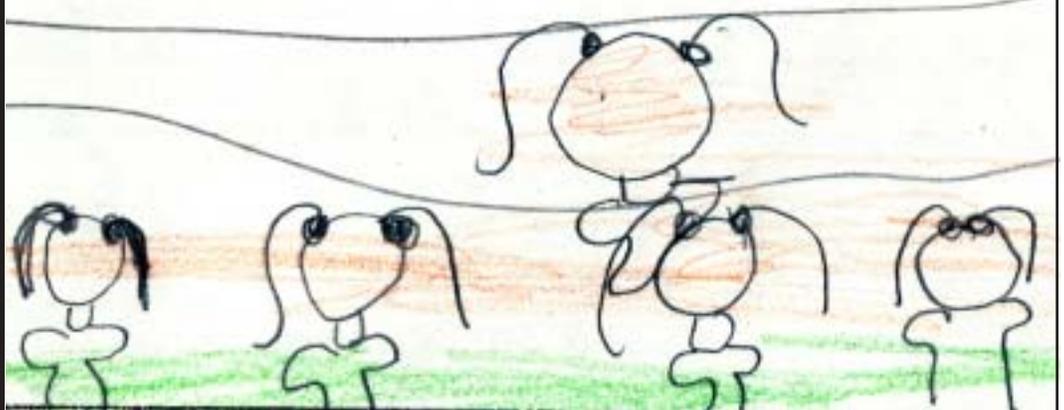


Juan L. Sánchez

Interactive multicultural programs for the whole family

K-5 Curriculum Packet



Música Cosmopolita
P.O. Box 51482
Pacific Grove, CA 93950
ph/fx (831) 899-9909
e-mail:
juansanchez@hotmail.com
www.juansanchez.com

Music without frontiers for a world without frontiers

Table of Contents	2
Biographical Information	3
Program Descriptions	4
Pre-performance Activities	5
Post-performance Activities	6
Celebrating Diversity Curriculum	
Our names are unique	7
What we look like	8
Our families are unique	9
Our culture is unique	10
Creating Community	
We are creating justice	11
Appendices	
What's in my name?	12
My heritage (worksheet)	13
My Mandala (worksheet)	14
Greeting song -I am part of my community	15
La muralla - Love makes a family	16
United Nations' Declaration of Rights of the Child	17
Basic Elements of Music -National Standards for Music Ed.	18
Instrument Families (brass, percussion, keyboard, strings and woodwinds)	19-20



코스모폴리타

Κοσμοπολιτα

कोसमोपोलित

Cosmopolitan

كوسمولىتاء

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juanlsanchez@hotmail.com • www.juanlsanchez.com

"Music without frontiers for a world without frontiers"

Ever since he came to this country 12 years ago from his native Spain, singer/songwriter Juan L. Sánchez has thrilled audiences with his passionate voice and his charismatic performing style. Born in Málaga, the birthplace of Picasso, Juan carries the fire and passion of many Andalusian artists. His voice has been described as “captivating”, “vibrant”, “deeply moving”, and “inspirational”, and his guitar playing as “eloquent” and “crisp”. Time after time, Juan manages to engage his audiences through the use of poetry, humor, and autobiographical stories that are both gripping and universal in scope.

In 1997 he founded and became Artistic Director of the Juan L. Sánchez Ensemble. In the fall of that year, he recorded and released *Cosmopolita*. This album includes songs like “Gary”, the true story of a child torn by violence and abuse, “Mitakuye Oyasim”, an ode to nature that honors Native American traditions, and of course, the title song “Cosmopolita”, which celebrates people who can see the soul beyond one’s skin.

The rest of the Juan L. Sánchez Ensemble consists of **Paul Contos**, flute and saxophone virtuoso from San Francisco; **Dayan Kai**, from Hawaii, who plays more than 15 instruments and is missing the sense of sight; **Noe Hinojosa** on Latin percussion and vocals, from Alice, Texas and **Steve Uccello**, from Hollister, California on stand-up bass and guitarrón.

Quick biographical facts about Juan L. Sánchez ...

- studied music theory, composition, voice and violin at the Royal Conservatory in Madrid
- holds a B.A. in English Literature and Linguistics from Complutense University in Madrid, and an M.A. in TESL/Applied Linguistics from UCLA
- worked for 7 years as a bilingual elementary school teacher and 3 as a mentor teacher
- taught Spanish at UCLA and at Stetson University in Florida, and is currently a part-time faculty member at CSU, Monterey Bay’s Music and Performing Arts Institute
- has been featured as a bilingual (English/Spanish) singer and storyteller in over a dozen recordings for the Hampton-Brown publishing company
- speaks 6 languages fluently

Artistic Statement

The goal of Juan L. Sánchez and the Juan L. Sánchez Ensemble is to provide heartfelt, high-quality artistic performances and educational activities that may foster tolerance, raise consciousness and empower audiences. We consciously aim to be cosmopolitan by incorporating the poetry and music of cultural traditions throughout the world, while continuing to embrace the beauty of the Spanish language and our rich Latino cultural heritage . . .
"Music without frontiers for a world without frontiers"



コスメポリタ

Κοσμοπολιτα

کوسموپولیتا

Cosmopolitan

کوسموپولیتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juansanchez@hotmail.com • www.juansanchez.com

"Music without frontiers for a world without frontiers"

Dear Teachers,

¡Bienvenidos! I want to thank you for allowing me and/or the Juan L. Sánchez ensemble the opportunity to perform at your school. I have included in this Curriculum Packet a number of pre- and post-performance activities designed to enhance the performance experience. Please feel free to pick and choose the activities that work best for you or your students' age group.

I have also included a short curriculum entitled "Celebrating Diversity-Creating Community", specifically designed to work with the themes of the performances. I compiled these lessons based on my 7-year experience teaching elementary school. I used ideas from the XVI Migrant Region's ¿Quién Soy? Curriculum and Claremont University Professor Susana Gonzalez's 1998 paper on Cultural and Ethnic Identity. I hope you find these pages to be a good resource for you.

I look forward to seeing you and your students very soon at your school! ¡Hasta pronto!

Juan L. Sánchez

Program Descriptions

Un Arco Iris de Canciones - A rainbow of songs

Un Arco Iris de Canciones is a multicultural celebration of children's songs from around the world, which aims to foster tolerance towards diverse cultures, raise student awareness of other languages, enhance their aesthetic valuing of different musical styles, and encourage them to think both locally and globally.

Included in this show are a collection of original compositions and songs from the Native American and African American traditions, his native Spain, Mexico, Japan, Peru and Cuba, among others, and usually a short folktale from the Americas, Africa, Asia or Southern Europe.

Peace through Music

Peace through Music is an interactive program which focuses on raising children's consciousness on issues such as social justice, freedom, and cooperation in a unique musical format. During this performance one can hear Freedom Songs from the civil rights movement, Latin American classics such as La Muralla, and Juan's own songs on tolerance and peace building.

This show enables children to be aware of people's struggle for peace and freedom throughout history, focusing on the achievements of key figures such as Rosa Parks, Martin Luther King or César Chávez. It can be customized to fit a particular celebration (5 de mayo, MLK birthday, African-American History Month, ...) or event (Community of Caring, Peacebuilders, ...).



космополиита

Κοσμοπολιτα

کوسموپولیتا

Cosmopolitan

کوسموپولیتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juanlsanchez@hotmail.com • www.juanlsanchez.com

"Music without frontiers for a world without frontiers"

Social Studies

- Let your students know that Juan is from Málaga, Spain, birthplace of Picasso and Antonio Banderas! Have them find Spain in a map. What are Spain's neighbors to the north, west and south? (France, Portugal and Morocco). Explain that Spanish culture has been influenced by many civilizations: the Romans, Germanic tribes, the Moors, the French, etc., and thus its music shows many different influences.
- Where is Spain in relationship to the United States? Ask them if they know what is the official language of Spain? (Spanish). In what other countries is Spanish spoken (Mexico, Guatemala, Venezuela, Puerto Rico, more than 30 million in the United States). Where can you see the Spanish heritage in the United States? (architecture, Spanish words, historical figures, names of towns, etc.). Depending on the age group, elaborate on the Spanish influence in the Southwest and Florida. Make sure you explain that Mexico, Spain and other Latin American countries are very different from each other.
- Explain that Juan might sing in 7 languages or more. Ask students what languages are spoken in the classroom. Why is it important to speak other languages? We can learn about a culture by learning about the language. How can we show respect to someone who speaks another language? How do you think you would feel if anyone would laugh at you because of the way you talk?

Aesthetic Valuing

- Tell students that they will be listening to several instruments during the show. How is the sound in each instrument produced (strumming, blowing, bowing, hitting, singing)? Share with them the 5 major families of musical instruments: woodwind (flute, piccolo, saxophone, clarinet, etc.), brass (trumpet, tuba, etc.), percussion (drum, djembe, maracas, conga, etc.), string instruments (guitar, violin, viola, cello, etc.) and keyboard (piano, organ, etc.) plus the human voice (see appendices 7 & 8). Ask students to try to pay attention to the instruments that Juan (and his ensemble if applicable) will play. Ask them to classify them into the right family (i.e. charango, guitar - string instruments).
- Remind students that there are many different forms of musical expression and that it is important to learn about a variety of them. Think during the show about how this music is different from music you listen to on a regular basis.

Language Arts.

- Tell students that they will be hearing a folktale during the assembly. Explain that folktales are passed on from generation to generation, always preserving the basics of the story, but often changing endings, characters, etc.. Share with them "The True Story of the 3 Little pigs" by Jon Scieszka. Ask how the story was changed from the popular version.
- Ask them what their favorite folktale is. Have them rewrite their folktale with an original ending, changing the characters' names, etc. Share the stories in class and publish them into a book of "New Folktales" by Room ___.



コスモポリタ

Κοσμοπολιτα

कोसमोपोलित

Cosmopolitan

كوسموبوليتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juanlsanchez@hotmail.com • www.juanlsanchez.com

"Music without frontiers for a world without frontiers"

Aesthetic Valuing and Artistic Perception Activities

- What was their favorite part of the performance? Why? Do they remember the names or themes of the songs? What did they learn from the performance? Was there a particular element of the show that surprised them, touched them or made them laugh? Ask for specific examples.
- What did they think of the artistry of the performance? Did the performer show good musicianship as a vocalist and instrumentalist? How do you know if someone is a good musician or not? What was their favorite instrument? Why?
- Also, was his storytelling effective? How were his facial expressions, voice inflection, and body movements? Ask for examples. How was his pace and delivery of the story? Was it too fast, too slow or just right? Did he maintain the interest in the story throughout?
- What are the differences and similarities between Juan L. Sánchez and other performers/musicians from the popular culture? (Please feel free to provide any examples you think are appropriate for your class).

Artistic Expression

- Ask students to choose one of the songs or stories from the show and create a drawing or painting that best illustrates it. You may want to encourage students to work in groups or pairs. You might want to suggest to try to do something a little more imaginative than to draw the performer(s) playing. For example, during the greeting song, one can hear 7-8 different languages. A possible visual representation could be children of different nations singing on top of the world, etc.

Historical and Cultural Context

- Encourage students to learn more about a specific culture or character brought forward in the show. For instance, in the *Rainbow of Songs* show they might hear the song “De Colores” which is sung in the Mexican culture, but comes originally from Spain. This song was also used by César Chávez and the United Farm Workers’ union. You might bring in materials in class that talk about Mexican or Mexican American culture or César Chávez, or let the students research and present those themes in class.

Language Arts Curriculum Connections

- Start a “Journal of the Arts” with your students. Have them write down the feelings, images and thoughts that were provoked by this and other performances. Invite them to share those impressions with each other in class.



космополи

Κοσμοπολιτα

निसमोपालिता

Cosmopolitan

کوشموپولیتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juansanchez@hotmail.com • www.juansanchez.com

"Music without frontiers for a world without frontiers"

★ Our names are unique

This lesson is to be used with the song I am a part of my community. (Included in lyrics sheet)

Objective: Students will celebrate their uniqueness by exploring their own names.

Vocabulary: surname, nickname, aka

Materials: coloring/painting supplies, construction paper, magazine, glue, scissors, mirror

Procedure: Assign for homework the worksheet “What’s in my name?” (appendix 1)

Go around the class on the next day, reviewing the assignment and asking everyone to actively listen.

Have students comment on differences and similarities. Comment on the uniqueness of everyone’s stories and how they relate to ourselves, our families, and our culture.

Have participants cut out the letters of their first name from a magazine and glue them vertically onto a piece of paper. Using those letters, write or cut out and glue adjectives that might describe the student. For example:

J	joyful, just, joker
U	unique, understanding
A	awesome, amazing
N	noisy, nosy

Closure Have students share their work one by one. Everyone must get a turn, but may also pass.

Sing the song “I am a part of my community” giving each student the opportunity to share her/his name in print.

Evaluation Ask students to reflect on what they learned from each other. Also ask what adjectives they would have liked to have used that don’t start with the letters of their names.



코스모폴리타

Κοσμοπολιτα

कोसमोपोलित

Cosmopolitan

کوسموپوليتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juanlsanchez@hotmail.com • www.juanlsanchez.com

"Music without frontiers for a world without frontiers"

What we look like

This lesson is to be used in conjunction with the song “De Colores”.

- Objective:** Students will learn about their uniqueness through their appearance
- Vocabulary:** reflection, self-portrait, put-downs, similarities, differences
- Materials:** paint, construction paper, writing supplies, scissors, mirror, The Adventures of Connie and Diego, by Maria García (1987) Children’s Book Press or another book dealing with physical differences
- Procedure:**
1. Read the book The Adventures of Connie and Diego or tell the story yourself (the story talks about 2 children that are born with colors in their faces and after seeing rejection in their town, go around the world asking many animals if they could live with them. As they are rejected by each of the animals they decide to go back home, where everyone has missed them and now accept them exactly how they are).
 2. Go around the class and ask how those children were different. Why did they laugh at them? How did they feel? What did they do? What did they discover about themselves?
 3. Have students share a time when they felt different. Emphasize that differences are important. They make us unique and special.
 4. Pass a box with a mirror in it. Ask students to pay attention to the very small details in their faces. After they all have a turn ask them about how they are different and similar to one another.
 5. Have students draw/paint their portrait. It is extremely powerful to work in pairs where one partner traces the other on butcher paper. Insist on details and accuracy in skin color/tones (within reason). Make sure that students are given the opportunity to finish this project and display it in class.
- Closure** Sing with students the song “De Colores” honoring individual differences.
- Evaluation** Were students able to discover their uniqueness? Were they able to express what makes them special?



இஸ்ரேலிய

Κοσμοπολιτα

कोसमोपोलित

Cosmopolitan

کوشموپولیتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juanlsanchez@hotmail.com • www.juanlsanchez.com

"Music without frontiers for a world without frontiers"

☆ Our families are unique

- Objective:** Students will learn about the uniqueness of their families
- Vocabulary:** guardian, divorced, step-father, step-mother, step-brother, step-sister, adopted, foster parents
- Materials:** Love Makes a Family, song and CD by *Two of a Kind*, (lyrics are provided in the appendix), coloring supplies, writing supplies, Cuadros de Familia, Family Pictures by *Carmen Lomas Garza*.
- Procedure:** Discuss with students the concept of family. Try to elicit a definition.
- Ask how many types of families they know: traditional family vs. non-traditional family - mom and dad and kids vs. divorced parents, single parents, foster parents, adoptive parents, grandparents as legal guardians, step-parents, gay parents (if you feel comfortable discussing this).
- Tell students that all families can be good, regardless of their make-up. The essential element is that there is love among family members.
- Ask students to draw the members of their family and describe in the back who they are and their relationship to the student. Try to publish those drawings into a class book and have the students share during circle time.
- You may share a book like Family Pictures that depicts important family events and ask them to write, draw or describe a favorite family event.
- Closure** As a closure activity you may teach them the song “Love Makes a Family” by *Two of A Kind* or another song honoring families. This song can be performed at a Class Family Night, during which, families can be photographed with a polaroid and asked to write their family histories on how they arrived to your town. Those stories could then go onto a bulletin board for immediate publication, thus celebrating the diversity in families in your own class.
- Evaluation** Ask students to define family and describe the different types of families they know. Ask them to explain why their family is unique.



گوسموپولیتا

Κοσμοπολιτα

कोसमोपोलित

Cosmopolitan

گوسموپولیتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juanlsanchez@hotmail.com • www.juanlsanchez.com

"Music without frontiers for a world without frontiers"

☆ Our culture is unique

This lesson is to be used with the Greeting song

- Objective** Students will celebrate the uniqueness of their culture
- Vocabulary** culture, ethnicity, immigration, mandala
- Background** This lesson will focus on the use of a “mandala” as a tool for cultural celebration. The word “mandala” has its roots in sanscrit, an old language from India, which means circle. The mandala symbolizes in hindu and buddhist cultures the universe, the whole or the addition of all the parts. The mandala’s design of concentric circles started in Tibet over 2,000 years ago. It has also been found in other cultures, such as the Aztec, the Maya or the Navajo. A mandala can simply mean harmony and the whole of a life or a person. Tibetans use mandalas to calm themselves down and to reflect on the meaning of life. Nowadays, people use mandalas as a way to represent who they are. Look for samples of mandalas from books or internet to share.
- Materials** coloring and writing supplies, a Mandala worksheet and My Heritage worksheet (attached). Additional ideas at www.mandalaproject.org/
- Procedure** Discuss with students the concept of culture. Talk about the different elements of a culture: common history, languages, food, religion, major holidays, music, etc. Explain that some people feel a strong cultural identity and others don't, and both are ok.
- Sing or listen to the Greeting song in 7 languages. Add other languages represented in the class and look at all the languages represented. Explain that a language is a representation of a culture or nationality. Explain the different cultures in the US and how they might have different languages, traditions, history, holidays, etc. For example: Japanese-Americans - Japan - Sushi - Japanese characters (hiragana, katakana, kanji), - Obon, etc. African-Americans, Irish-Americans, Italian-Americans, etc ...
- Ask students to interview their parents/guardians about their cultural heritage and fill out the form My heritage.
- Closure** Back in class, have students create their mandala (form attached). They might want to use their own design.
- Evaluation** Have students share their mandalas in class. Put them up on a bulletin board.



コスモポリタ

Κοσμοπολιτα

कोसमोपोलित

Cosmopolitan

کوسموپولیتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juansanchez@hotmail.com • www.juansanchez.com

"Music without frontiers for a world without frontiers"

Justice in our world

This lesson is to be used in conjunction with the song La Muralla

- Objective:** Students will learn how to create community by learning about justice
- Vocabulary:** discrimination, human rights, justice, United Nations, La Muralla (The Wall)
- Materials:** United Nation's Declaration of Children's Rights, The Story of Ruby Bridges or similar book, song La Muralla from Juan L. Sánchez's CD Cosmopolita, writing and coloring/painting supplies
- Procedure:**
1. Present to your students the book The Story of Ruby Bridges. Talk about the story in the class. Explain that Ruby was a real kid like them.
 2. . Explain discrimination and justice at their level. How would they feel if there was this great party but only certain kids could go. Would it be fair? How would you feel if someone starts calling you names because of your religion or your country of origin?
 3. Share with the class United Nation's Declaration of Children's Rights or share the attached simplified version. You can make a poster for your bulletin board. Discuss with your students why they think that the Declaration was written. Can we live together in peace if we don't have the same rights?
 4. Ask them what we can do as a class or as a school or as a society to make sure that everyone is treated equally and fairly. Create your own list of solutions. Make a table discussing the problems on one side and the solutions on the other. For example: hurtful language - using caring words and praising - racism -celebrating our differences.
 5. Listen to La Muralla, and explain it . Ask students to rewrite the words opening the wall to those things that create a better community (*to respect in all the lands, Abre la muralla*) and closing it to negative things (*to violence and gangs, cierra la muralla*). Sing the song with the new words.
- Closure**
6. Make a class art project using different-colored hands to make a wall. Have students brainstorm what they would like to put inside the wall and what they would like to leave outside the wall.
- Evaluation**
7. Ask students to write an essay on what they learned about building community through justice.



космополиита

Κοσμοπολιτα

कोसमोपोलिता

Cosmopolitan

کوسمولىتاء

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juanlsanchez@hotmail.com • www.juanlsanchez.com

"Music without frontiers for a world without frontiers"

My heritage

I am a/an _____
(choose a culture, ethnicity or nationality you identify yourself with)

I was born in _____

My parents were born in _____

My ancestors were from _____

I speak _____

My parents speak _____

The holidays we celebrate are _____

Some of the heroines/heros in my culture are _____

The favorite food(s) in our culture is/are _____

A favorite story/legend in our culture is _____

A favorite song in our culture is _____

I am _____
(Choose adjectives that describe you best and make you proud of your heritage)



코스모폴리타

Κοσμοπολιτα

कोसमोपोलित

Cosmopolitan

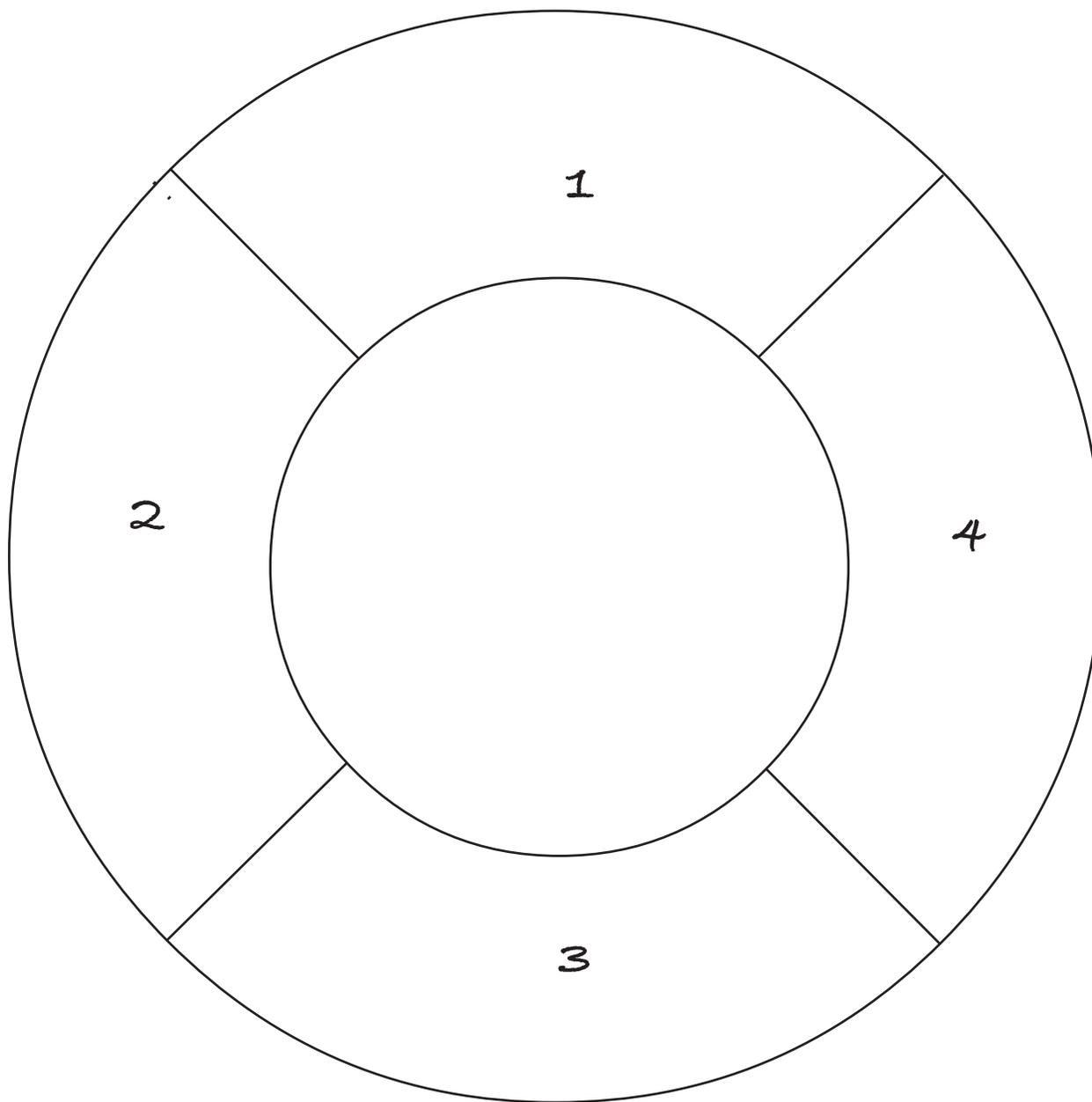
کوسموپولیتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juanlsanchez@hotmail.com • www.juanlsanchez.com

"Music without frontiers for a world without frontiers"

MY MANDALA



Instructions:

In the center of the circle write and/or draw/color a symbol you identify yourself with.

SPACE # 1 - Who are you? Where are you from? How are you? What do you like/dislike?

SPACE # 2 - Who is in your family? How many siblings, cousins, aunts/uncles do you have?

SPACE # 3 - How is your community? How do you participate in it?

SPACE # 4 - What are your plans for the future?



コスモポリタ

Κοσμοπολιτα

کوسموپولیتا

Cosmopolitan

کوسموپولیتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juanlsanchez@hotmail.com • www.juanlsanchez.com

"Music without frontiers for a world without frontiers"

Greeting Song - in 7 languages!

English	Good morning! Very well, thank you.	How are you? How about you?
Spanish Español	¡Buenos días! Muy bien, gracias.	¿Cómo estás? ¿Tú qué tal?
German Deutsch	Guten Morgen! Sehr gut, danke.	Wie geht's Dir? Und Dir?
French Français	Bon jour! Très bien, merci.	Comment ça va? Et tois, ça va?
Italian Italiano	Buon giorno! Molto bene, grazie.	Come stai? E tu, come stai?
Portuguese Portugués	Bon dia! Moito bem, obrigado/a	Como va você? E você?
Japanese 	O-hi-o go-zah-ee-mahs! ghen-ki des a-ree-gah-toh	O-ghen-ki des-ka? Ah-nah-tawá

Community Song

(Rhythm is 2-4, marked by a pat on the legs
and a clap)

I'm a part of my community, I have a place
in the circle
What is your name? My name is (say
name here)
Hey, hey (say name here) 4X



コスモポリタ

Κοσμοπολιτα

कोसमोपोलित

Cosmopolitan

كوسمولىتاء

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juanlsanchez@hotmail.com • www.juanlsanchez.com

"Music without frontiers for a world without frontiers"

Love Makes A Family

words and music by
David & Jenny Heitler-Klevans © 1996
Inspired by a bumper sticker and by the diversity
of families in our neighborhood.

(Chorus:)
Love makes a family
So many ways that we can be
I want the whole world to see
that love makes a family

I have a friend who was born in Peru
Her mom adopted her when she was just two
They have fun together in the things that they do
And their house, it is filled with love
(Chorus)

La Muralla

Words by Nicolás Guillén Music by Quilapyún

Para hacer esta muralla, tráiganme todas las
manos: los negros, sus manos negras,
los blancos, sus blancas manos.
Ay, una muralla que vaya desde la playa hasta el
monte, desde el monte hasta la playa,
allá sobre el horizonte.

-¡Tun, tun! -¿Quién es?
-Una rosa y un clavel... -¡Abre la muralla!
-¡Tun, tun! -¿Quién es?
-El sable del coronel... -¡Cierra la muralla!
-¡Tun, tun! -¿Quién es?
-La paloma y el laurel... -¡Abre la muralla!
-¡Tun, tun! -¿Quién es?
-El alacrán y el cienpiés... -¡Cierra la muralla!

Al corazón del amigo, abre la muralla;
al veneno y al puñal, cierra la muralla;
al mirto y la yerbabuena, abre la muralla;
al diente de la serpiente, cierra la muralla;
al ruiseñor en la flor, abre la muralla...

I have a friend whose parents live far apart
At first she was thinking it would break her heart
But after some time, she can finally start
to see two houses filled with love

(Chorus)

There is a house across the street from me
Filled with generations - one, two and three
Grandparents, parents and a little baby
Their house is so full of love

(Chorus)

I have a friend with 2 moms and no dad,
Some people tease them, they say that is bad
the way people treat them it makes me real mad
for their house it is filled with love

The Wall

(translation by Juan L. Sánchez)

To make this wall, bring me all your hands, black
people your black hands, white people your white
ones.
Ah! A wall that may go from the beach to the
mountain, from the mountain to the beach, over
the horizon.

“Knock, knock”, “Who’s there?” “A rose and a
carnation” “Open the Wall!”
“Knock, knock”, “Who’s there?” “The colonel’s
sword”. “Close the wall!”
“Knock, knock”, “Who’s there?” “The dove and the
bay leaf”, “Open the wall!”
“Knock, knock”, “Who’s there?” “The scorpion
and the centipede” “Close the wall”

To the friend’s heart, open the wall;
To poison and the knife, close the wall;
To the wind and the mint, open the wall;
To the teeth of the snake, close the wall;
To the mockingbird on the flower, open the wall ...



Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juansanchez@hotmail.com • www.juansanchez.com

"Music without frontiers for a world without frontiers"

United Nations Declaration of the Rights of the Child

Introduction

On December 10, 1959 the United Nations General Assembly adopted a 'Declaration of the Rights of the Child'. This document was written four years after the UN 'Declaration of Human Rights' to define more clearly what children's rights are. The following is a plain language version. There is an original version of this document at <http://www.un.org/Pubs/CyberSchoolBus/humanrights/resources/child.htm>

All children will have ...

1. The right to affection, love and understanding.
2. The right to adequate nutrition and medical care.
3. The right to protection against all forms of neglect, cruelty and exploitation.
4. The right to free education and to full opportunity for play and recreation.
5. The right to a name and nationality.
6. The right to special care, if handicapped.
7. The right to be among the first to receive relief in times of disaster.
8. The right to learn to be a useful member of society and to develop individual abilities.
9. The right to a peaceful world.
10. The right to enjoy these rights, regardless of race, color, sex, religion, national or social origin.



コスモポリタ

Κοσμοπολιτα

कोसमोपोलित

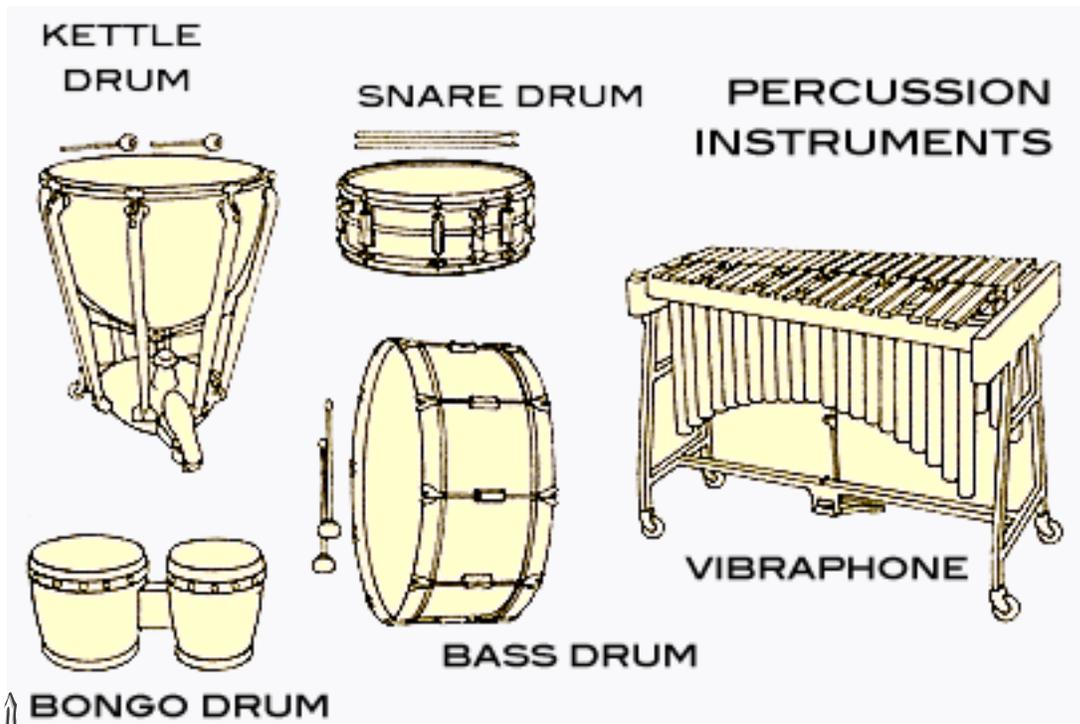
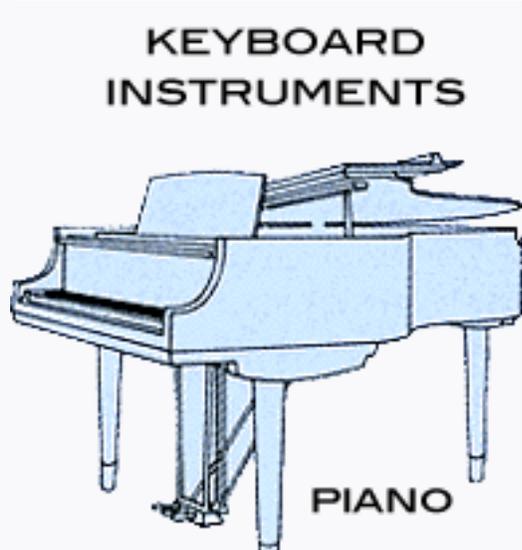
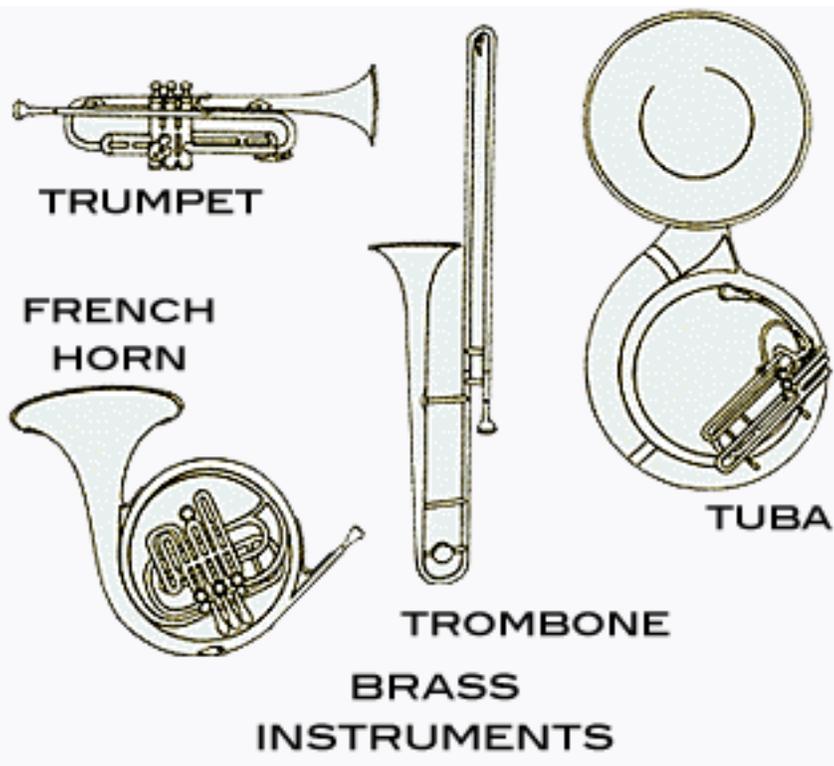
Cosmopolitan

کوسموپولیتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juansanchez@hotmail.com • www.juansanchez.com

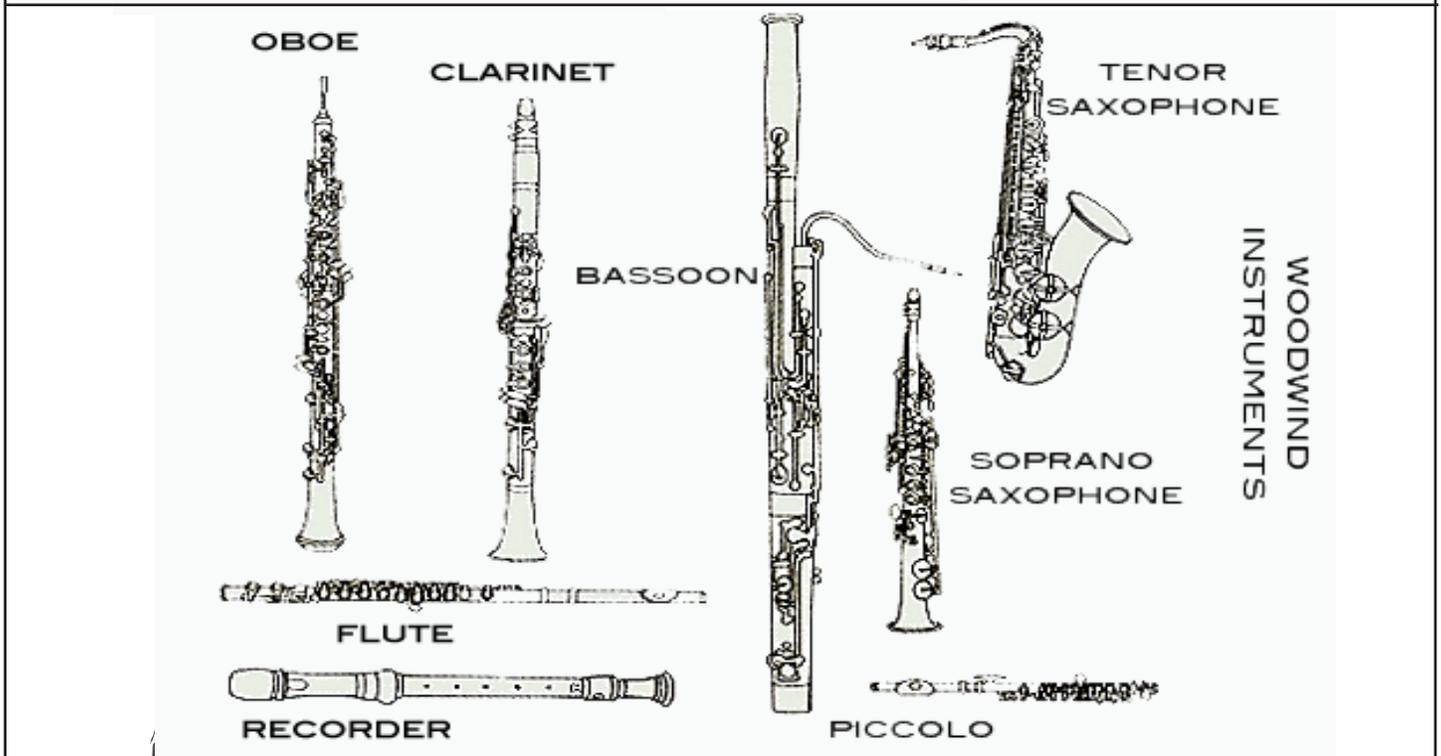
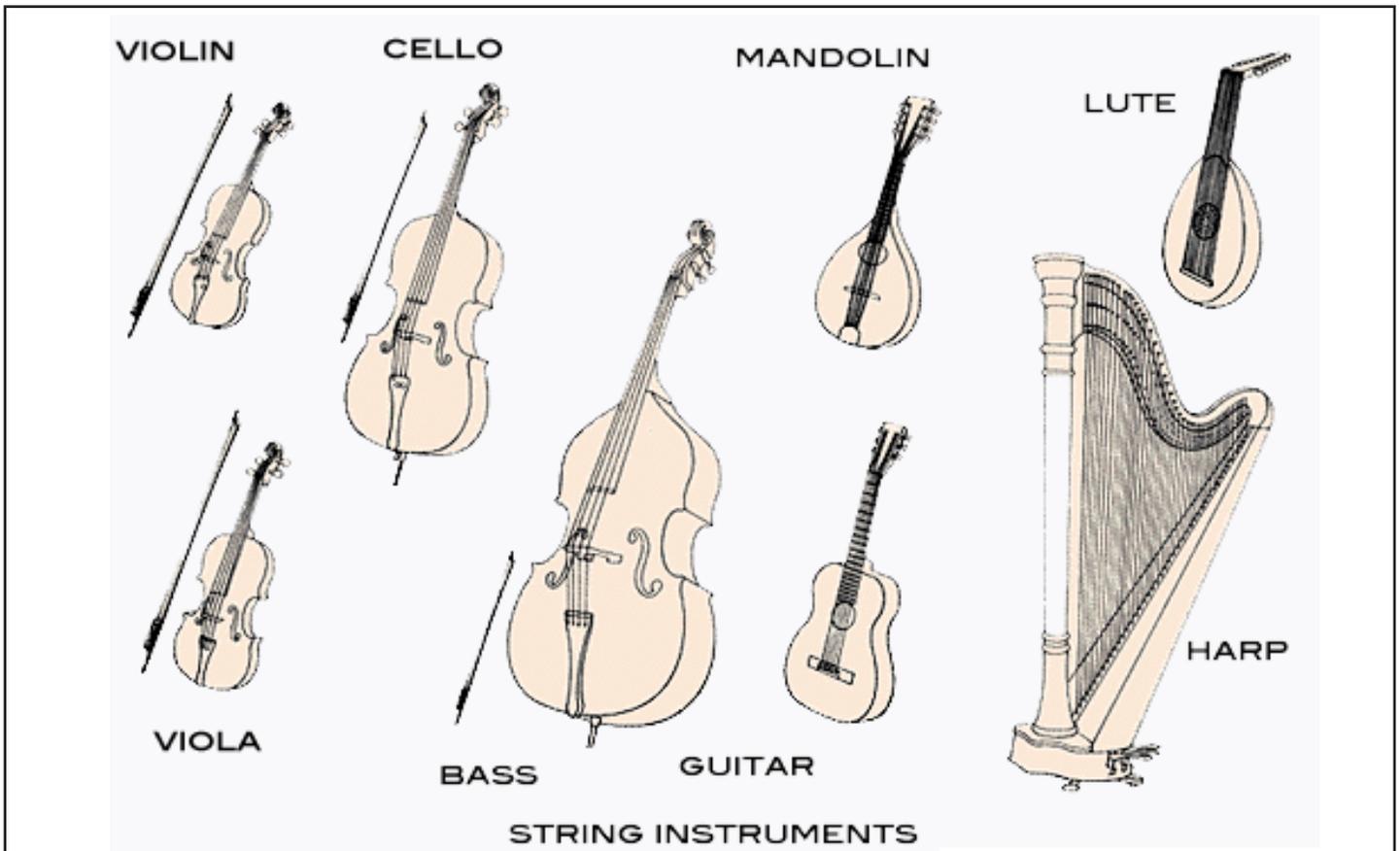
"Music without frontiers for a world without frontiers"



Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juansanchez@hotmail.com • www.juansanchez.com

"Music without frontiers for a world without frontiers"



Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juansanchez@hotmail.com • www.juansanchez.com

"Music without frontiers for a world without frontiers"

The Basic elements of music

- Melody** A linear succession of sounds and silences moving through time.
- Form** Overall structural organization of a musical composition.
- Rhythm** All the durations of sounds and silences that occur in music.
- Harmony** The simultaneous sounding of two or more pitches.
- Expressive qualities :** The qualities that give a composition its unique musical identity. These are: *Dynamics* (soft or loud), *Tempo* (fast or slow) and *Timbre* (musical texture of an instrument).

National standards for Music Education

1. Singing alone and with others a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationship between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Content Standards for the Visual and Performing Arts (State of California Board of Education)

Aesthetic Valuing Responding to, analyzing and making judgements about work in the arts

Artistic Perception Processing, analyzing, and responding to sensory information through language and skills unique to the art form.

Creative Expression Creating, performing and participating in the arts.

Connections, relations and applications Connecting what is learned in an art form to learning in other art forms, subject areas and careers.

Historical and Cultural Context Understanding the historical and cultural dimensions of the arts



コスモポリタ

Κοσμοπολιτα

कोसमोपोलिता

Cosmopolitan

كوسموپوليتا

Música Cosmopolita

Juan L. Sánchez, Founder/Director • P.O. Box 51482, Pacific Grove, CA 93950
Ph/Fx (831) 899-9909 • e-mail: juanlsanchez@hotmail.com • www.juanlsanchez.com

"Music without frontiers for a world without frontiers"