



2016 Unity Conference



Arts Education Menudo Breakfast

Maestro Jose Hernandez

September 11, 2016
Hilton San Diego Del Mar, CA









Grandfather, Jose Hernandez



And Now, Paying It Forward Teaching Pedagogy to Teachers



From Zero to Mariachi!

2016 Unity Conference



**Arts Education
Menudo Breakfast**

**Jose Hernandez and Marcia Neel
Music Education Consultants, Inc.**

September 11, 2016

Hilton San Diego Del Mar, CA

Benefits of a School Mariachi Program

- Involves More Students in Music
- Helps keep students in school
- Uses multiple intelligences
- Teaches life-long skills
- Provides opportunities for students to serve as role models to younger students
- Increases student self-esteem and self-confidence
- Provides effective bridge to parental involvement
- Celebrates/Recognizes culture and heritage
- Creates a school “Mosaic of Musical Experiences”
- Allows for entry-level music experiences at any time



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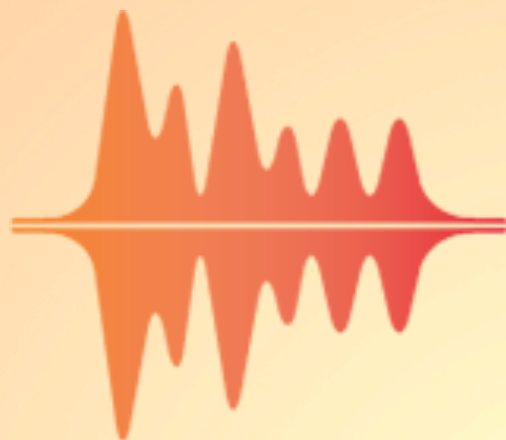
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MUSIC MAKES US

inspire. create. perform.

Prelude:

Music Makes Us Baseline Research Report



Becky J. A. Eason, Ph.D.
Center for Public Partnerships & Research
The University of Kansas

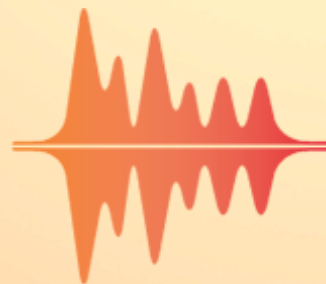
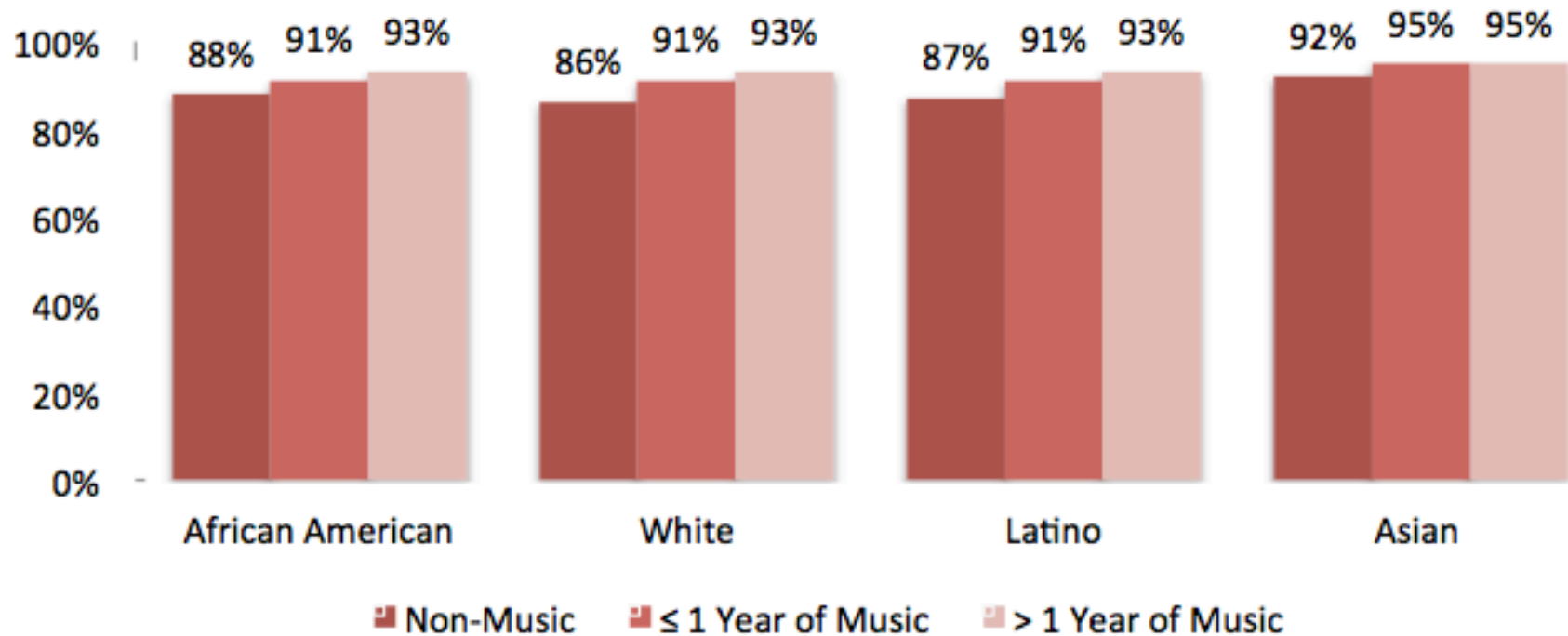
Christopher M. Johnson, Ph.D.
Music Research Institute
The University of Kansas



musicmakesus.org/resources/research

Findings: *Attendance Rates*

Figure 7. School Attendance Rates by Ethnicity (n=5,742)

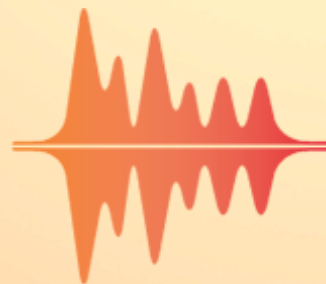
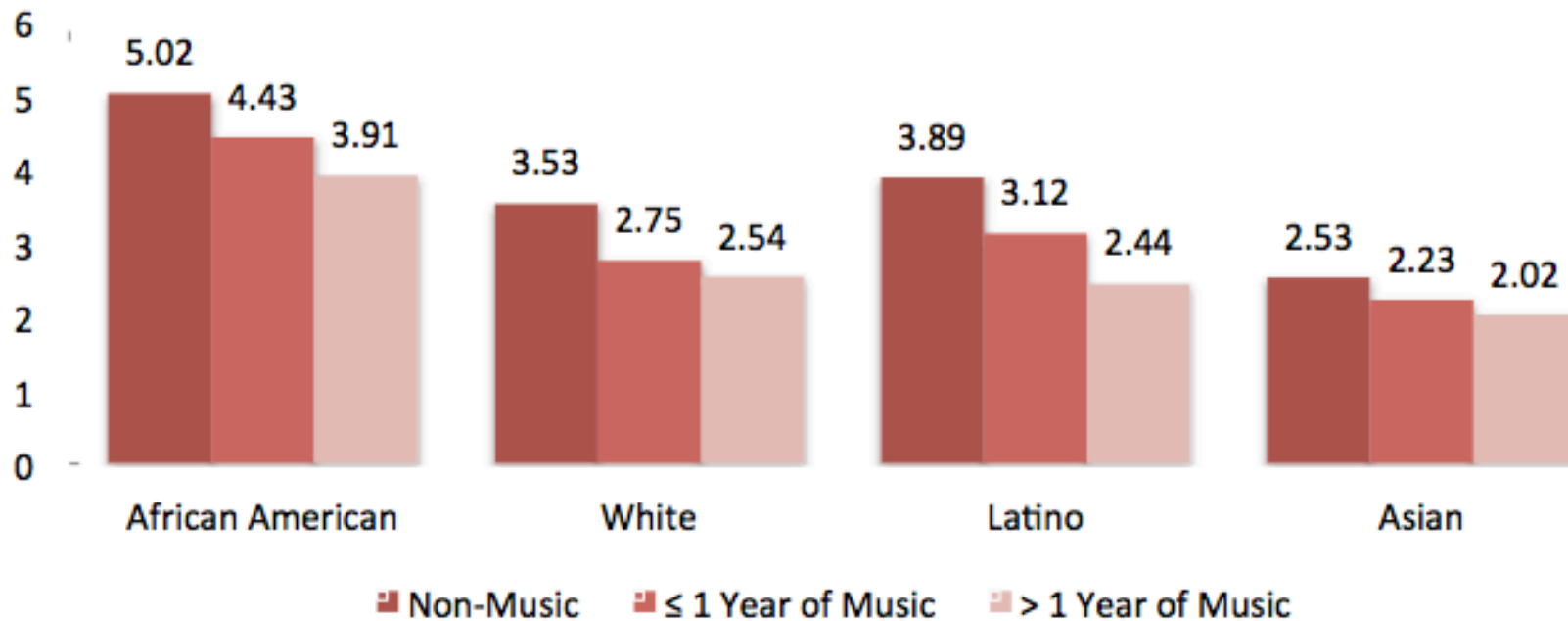


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Findings: *Discipline Referrals*

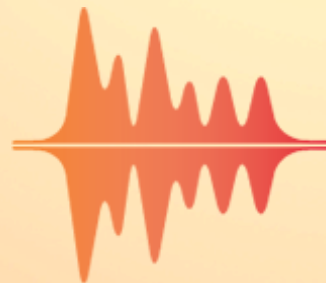
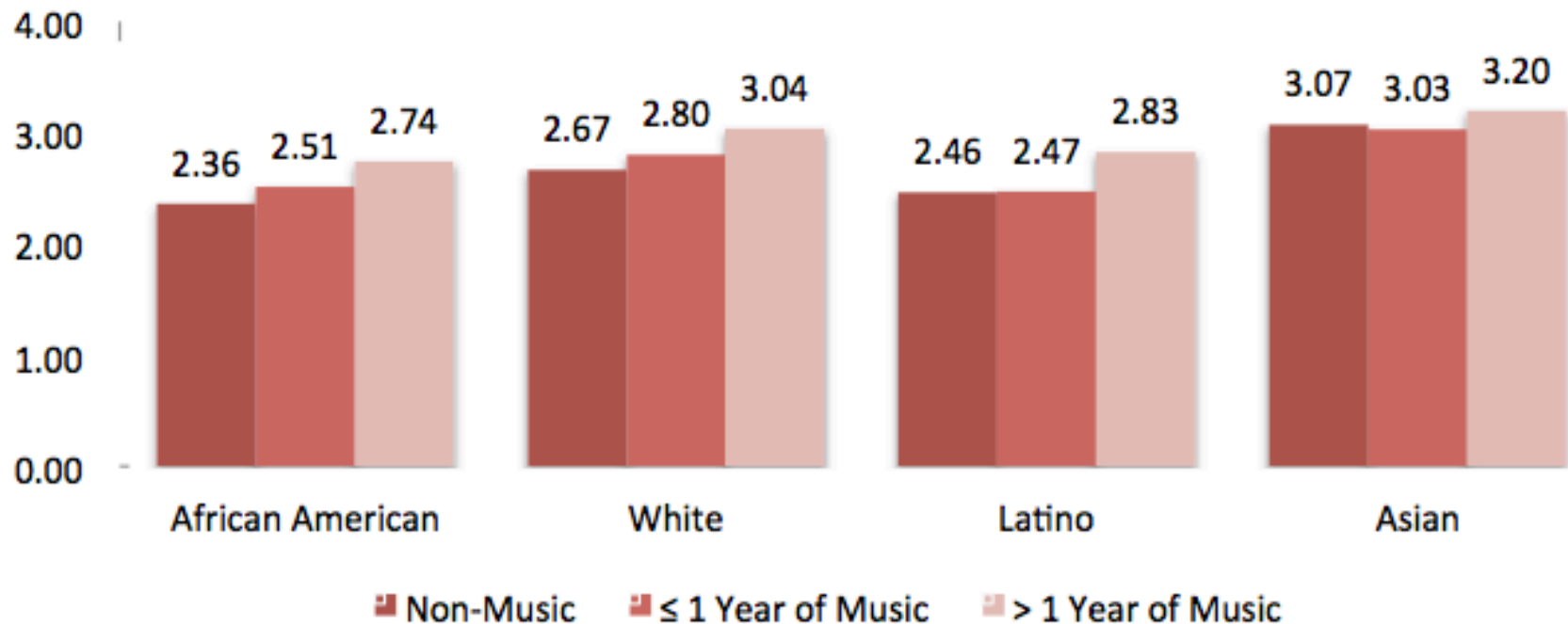
Figure 9. Discipline Referrals by Ethnicity (n=4,490)



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Findings: *Grade Point Average*

Figure 11. Grade Point Average by Ethnicity (n=4,119)

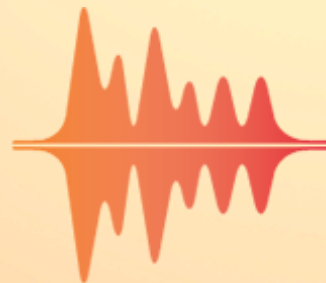
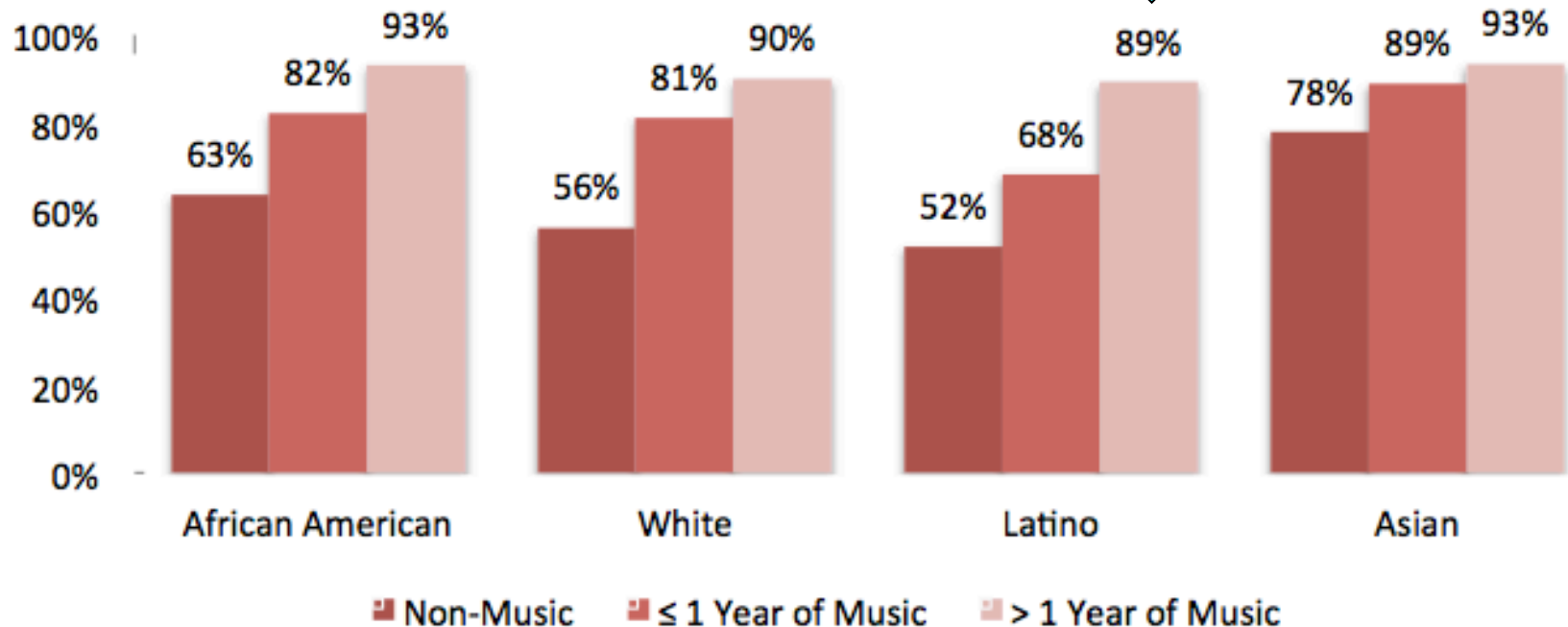


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Findings: *On Time Graduation Rates*

Figure 13. On-time Graduation Rates by Ethnicity (n=4,994)



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Findings: *ACT Scores*

Figure 15. ACT-English Scores by Ethnicity (36 point scale) (n=3,462)

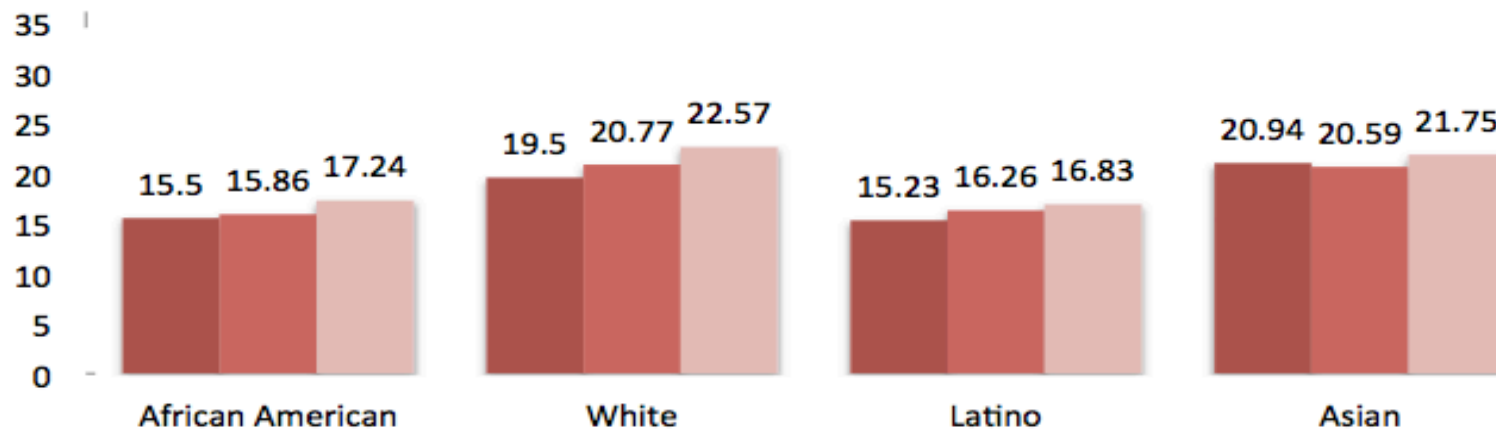
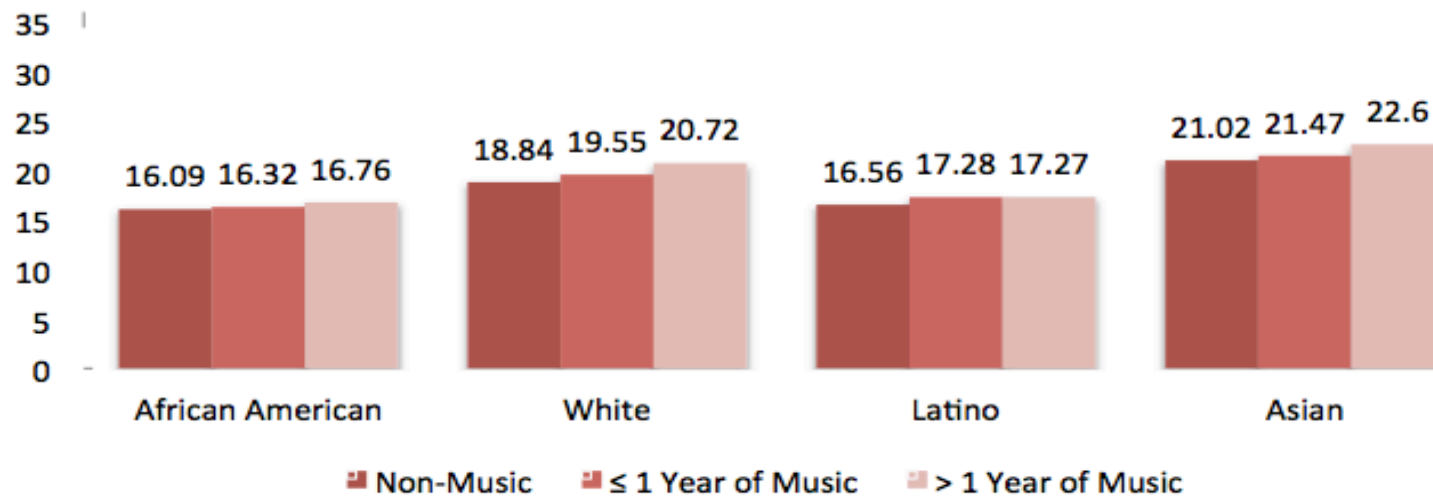
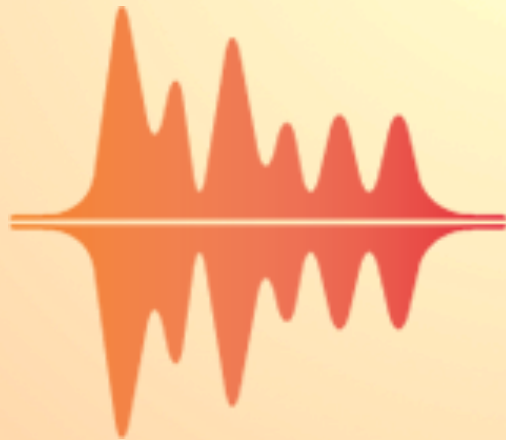


Figure 16. ACT-Mathematics Scores by Ethnicity (36 point scale) (n=3,461)



Summary: *What Was Learned?*

The **MORE** a student participates in
MUSIC,
the more **POSITIVE**
the **BENEFITS** become.



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Implementation: During the School Day

Methodology: Same as Band or Orchestra

1. Articulate between HS (2) & MS (2-3)
2. Year 1: Start simply with only 2 classes
 - a. *Beg. Trumpet/Violin (Melodia)*
 - b. *Beg. Guitar/Vihuela/Guitarron (Armonia)*
3. Schedule classes to meet daily
4. Use a structured standards-based curriculum that focuses on literacy



Implementation: During the School Day

Methodology: Same as Band or Orchestra

1. Articulate between HS (3) & MS (3)
2. Year 2: Add Beg Mariachi Ensemble
3. Continue with offering
 - a. *Beg Trumpet/Violin (Melodia)*
 - b. *Beg Guitar/Vihuela/Guitarron (Armonia)*



Implementation: During the School Day

Methodology: Same as Band or Orchestra

1. Split HS (4-5) & MS (4-5)
2. Year 3: Add Int Mariachi Ensemble
3. Continue with offering
 - a. *Beg Trumpet/Violin (Melodia)*
 - b. *Beg Guitar/Vihuela/Guitarron (Armonia)*
 - c. *Beg Mariachi Ensemble*



Implementation: After School Program

Methodology: Same as Band or Orchestra

1. Organize by instrument type:

Armonia and *Melodia* classes

2. Rehearse classes every other day

3. Provide guided practice on alternate day

4. Conduct full ensemble rehearsal on Fridays with increases as appropriate



Year 2: After School Program

Methodology: Same as Band or Orchestra

Maintain what was implemented and:

1. Add two level-specific ensemble classes
2. Rehearse above classes twice weekly alternating days with guided practice classes
3. Conduct full ensemble rehearsal on Fridays with increases as appropriate



Implementation: Budget Considerations

1. Staff



Implementation: Budget Considerations

Staffing: In-school

To Start:

- 1 Itinerant teacher split between high school and middle school

Implementation: Budget Considerations

Staffing: After-school

1 Teacher

1 Assistant for guided practice days

- Other district faculty/staff
- University student
- Community member
- Graduated music student
- Peer coaching?

Implementation: Budget Considerations

2. Instruments



Implementation: Budget Considerations

2. Instruments: Know Your Vendor!!!!



ALWAYS buy from a ***Reputable*** Dealer!!!

Implementation: Budget Considerations

2. Instruments: Know Your Vendor!!!!

Westmusic
Mariachi

Westmusic
Mariachi

ALWAYS buy from a **Reputable** Dealer!!!

Implementation: Budget Considerations

3. Textbooks, Music and Materials

LESSON 1 PLAN

CONCEPTS

Recognizing Measure and Measure (Bar) Lines
Identifying the location of the time signature and significance of the top number
Introduce FP (finger placement) to violin students and HP (hand placement) to guitarron students
Playing and reading F#, E, and D for Strings; G#, F#, and E for Trumpet
Playing and reading Quarter notes and Quarter rests
Singing and Playing *Los Tres Mariachis*
Composing a song (*Cancion*)

Mariachi History:
Mariachi as a type of Latin American music

NATIONAL MUSIC CONTENT STANDARDS

1. Singing, alone and with others, a varied repertoire of music
2. Playing, alone and with others, a varied repertoire of music
4. Composing and arranging music within specified guidelines
5. Reading and notating music
6. Listening to, analyzing, and describing music
9. Understanding music in relation to history and culture

THE TEACHER WILL:

Review playing and rest positions
Review proper care of the instrument
Review parts of the instruments
Review proper playing techniques for each instrument
Review preparatory counting to establish steady pulse
Introduce notation for F#, E, and D for strings; G#, F#, and E for trumpet
Lead students to compose a piece of music using the notes and rests already learned
Review F#, E, and D for strings; G#, F#, and E for Trumpet
Introduce measures and measure (bar) lines and their purpose in the music
Demonstrate the proper procedure for students to use to enter class (over next couple of lessons)
Communicate daily expectations as soon as possible
Introduce Mariachi Music as a form of Latin American music which is becoming increasingly popular in the United States

THE STUDENTS WILL:

Demonstrate how to care for the instruments
Identify the parts of the instruments
Identify a measure and measure (bar) line
Identify the location of the time signature and how many beats are in each measure
Play F#, E, and D concert pitches
Demonstrate their understanding of Mariachi as a form of Latin Music
Demonstrate a knowledge of classroom expectations
Sing and play their first Mariachi song.
Compose a Cancion (song).



Implementation: Budget Considerations

3. Textbooks, Music and Materials

*Arranged by
Jose Hernandez*



PLANNING FOR SUCCESS

Title	POR UN AMOR
Composer	Gilberto Parra
Style	Ranchera Romantica (also Ranchera Lenta)
Key Signature	Key of Fa (F Major Concert)
Time Signature	4 = How many beats per measure? 4
Signature	4 = What kind of note gets one beat? Quarter Note
Scales/ Exercises	NOTE: Focus on the smooth transition of the chord progressions in the armonia and the specific articulations indicated in the melodia.
Chords	F C7 Gmi7 Ami7 D7 Dmi F7 B♭
Vocabulary	Ranchera Romantica (Lenta) – A Mariachi song form in $\frac{4}{4}$ time. The guitarrón keeps the steady beat by playing primarily on beats 1 and 3 while the vihuela and guitar play on beats 2 and 4. Andante – A “walking” tempo. Recommended tempo ($\text{♩} = 82$). Simile (sim.) – In similar fashion. May also be notated as Repeat Signs – Repeat signs are markings which enclose a passage that is to be played more than one time. If no repeat sign is indicated on the left, the performer returns back to the start of the piece. Volta Brackets – Markings which indicate that a repeated passage is to be played with different endings each time. There may be multiple endings. Fermata – A mark indicating a pause. D.C. (Abbreviation for da capo lit. “from top”) – This direction in the score tells the performer to repeat the music from the beginning. It can be followed by <i>al fine</i> (lit. “to the end”), which means to play to the word <i>fine</i> and stop, or <i>al coda</i> which means play to the coda sign and continue. Coda – A sign that indicates a forward jump in the music to its ending passage marked with the same sign. Only used after playing through a <i>D.S. al Coda</i> or <i>D.C. al Coda</i>
Notes	Composed by Gilberto Parra, this love song has been recorded by many artists but it was further popularized when Linda Ronstadt included it in her famous crossover CD, <i>Canciones De Mi Padre</i> which contains a myriad of quality recordings of traditional Mariachi songs. Parra was born just outside La Barca in Jalisco, MX. A trumpet player himself, he became known for his artistry in jazz as well as Mariachi. He eventually started his own professional ensemble, Mariachi San Pedro Tlaquepaque which toured with the very famous Mariachi artists, Lucha Reyes and Pedro Infante.
Suggested Activities to Promote Literacy and Cultural Awareness: Ask students to research the above performers and the songs they made famous. Ensure that they include geographical references then have students provide mini-reports, listening examples and YouTube videos of these performances for the rest of the class. Consider leading a discussion on the diverse interpretations that various artists have used in their recordings of these selections.	

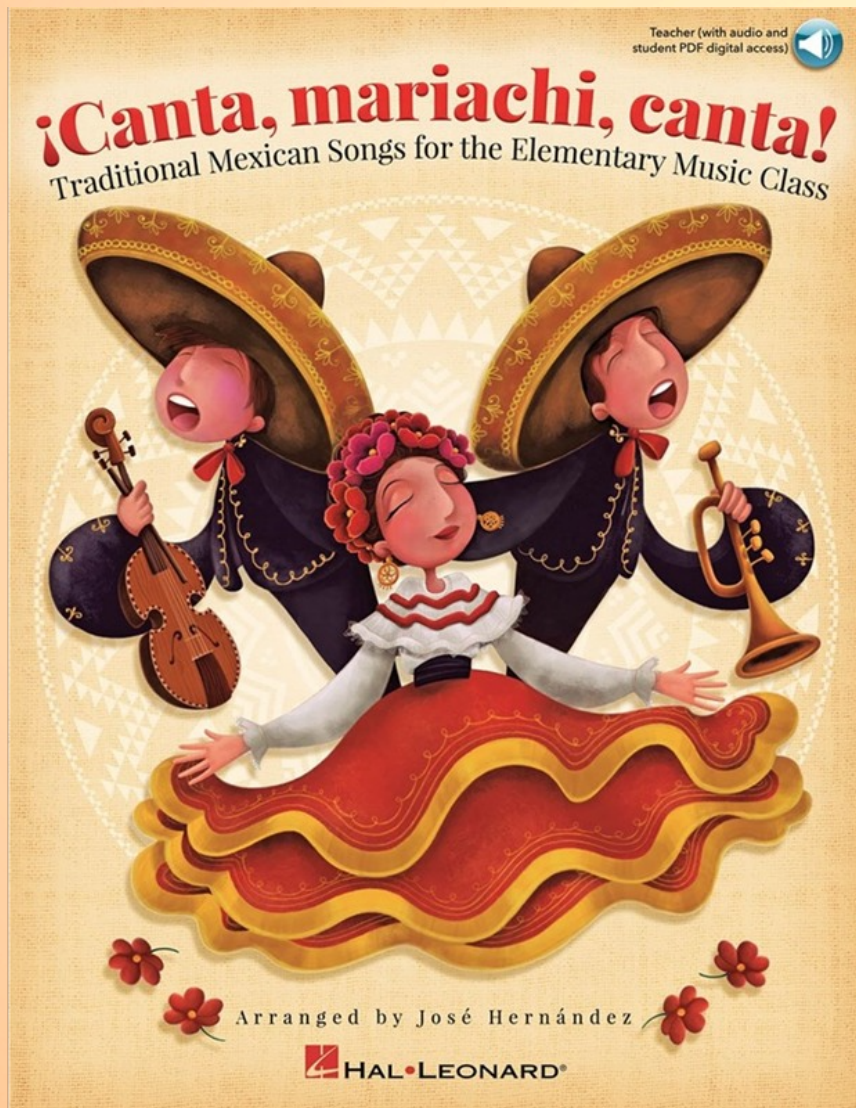
PLANNING FOR SUCCESS

Title	
Composer	
Style	
Key Signature	
Time Signature	How many beats per measure? _____ What kind of note gets one beat? _____
Scales/ Exercises to Practice	NOTE: Focus on the smooth transition of the chord progressions in the armonia and the specific articulations indicated in the melodia.
Chords	
Mánicos (Strumming Patterns)	Be sure to include clef, key signature, and time signature. _____ _____ _____ _____
Vocabulary	List and define the new terms learned. Be sure to illustrate the corresponding markings where appropriate.
Notes	



Implementation: Budget Considerations

3. Textbooks, Music and Materials



*Arranged by
Jose Hernandez*

*Traditional Mexican
Songs for the
Elementary Music Class*

**La
Sandunga**



**Noche de
Paz**



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♦Canta, mariachi, canta!

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▶ Cielito lindo

▶ El venadito

▶ La golondrina

▶ La llorona

▼ La sandunga



• Full Performance Recording

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• Accompaniment Recording

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• Singer Songsheet

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• Orff Instrument Parts

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▶ Las mañanitas

▶ Los barandales del puente

▶ Noche de paz (Silent Night)

▶ MP3 Recordings COMPLETE

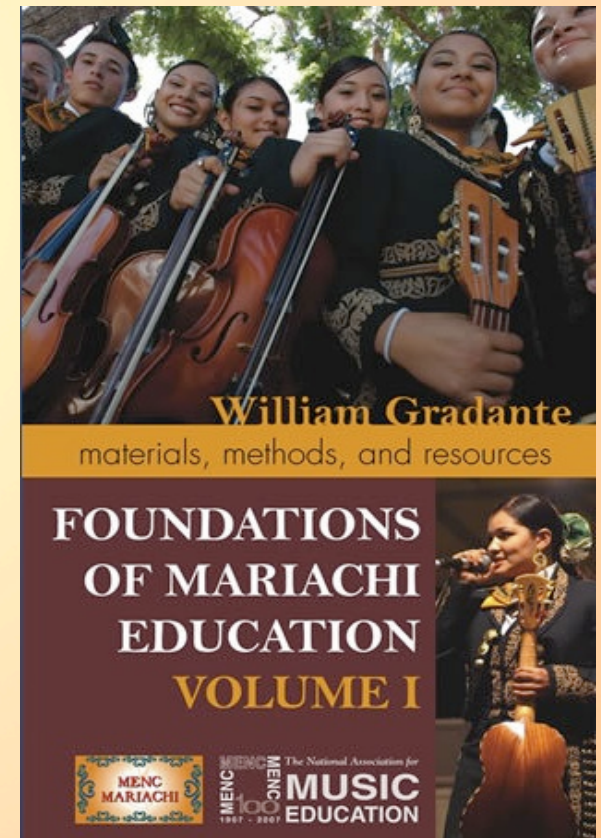
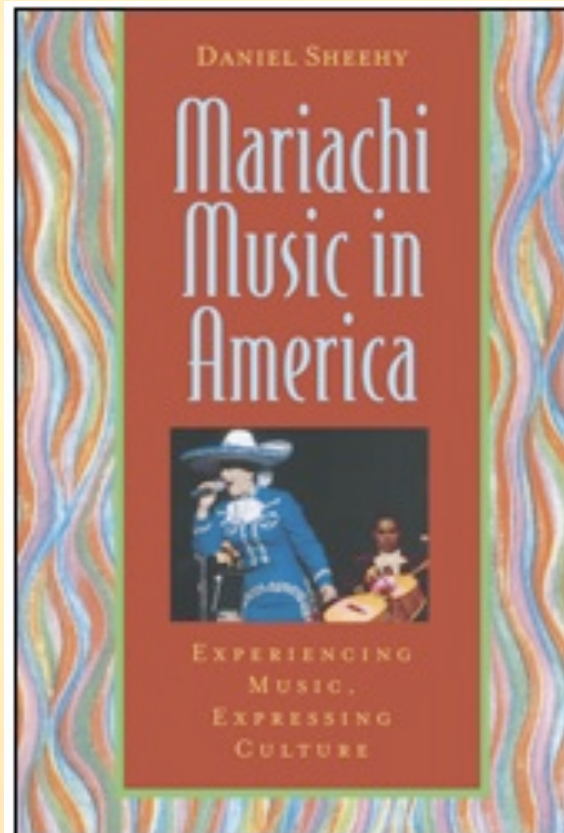
▶ Orff Parts COMPLETE

▶ Singer Songsheets COMPLETE

▶ READ ME FIRST Download Zip Files

Implementation: Budget Considerations

3. Textbooks, Music and Materials



Implementation: Budget Considerations

4. Supplies

Sets of Violin Strings

Shoulder Rests

Sets of Guitar Strings

Heavy Gauge Guitar Picks

Classical Guitar/Vihuela Straps

Sets of Vihuela Strings

Finger Picks for Vihuelas

Sets of Guitarron Strings

Bottles of Valve Oil

Bass Guitar Straps

Implementation: Budget Considerations

5. Uniforms

a. White shirt and black pant with basic **moño** (tie)



b. **Vaquero Uniform**
(Ranch/Cowboy)
Decorative pant/skirt
& shirt with
coordinating moño



c. **Traje de Gala**
(Full Mariachi Suit)
Decorative jacket
with pant/skirt
& coordinating moño.



Implementation: Budget Considerations

6. Professional Development



The Fabulous Golden Nugget Hotel and Casino Las Vegas



National Mariachi Workshops for Educators®

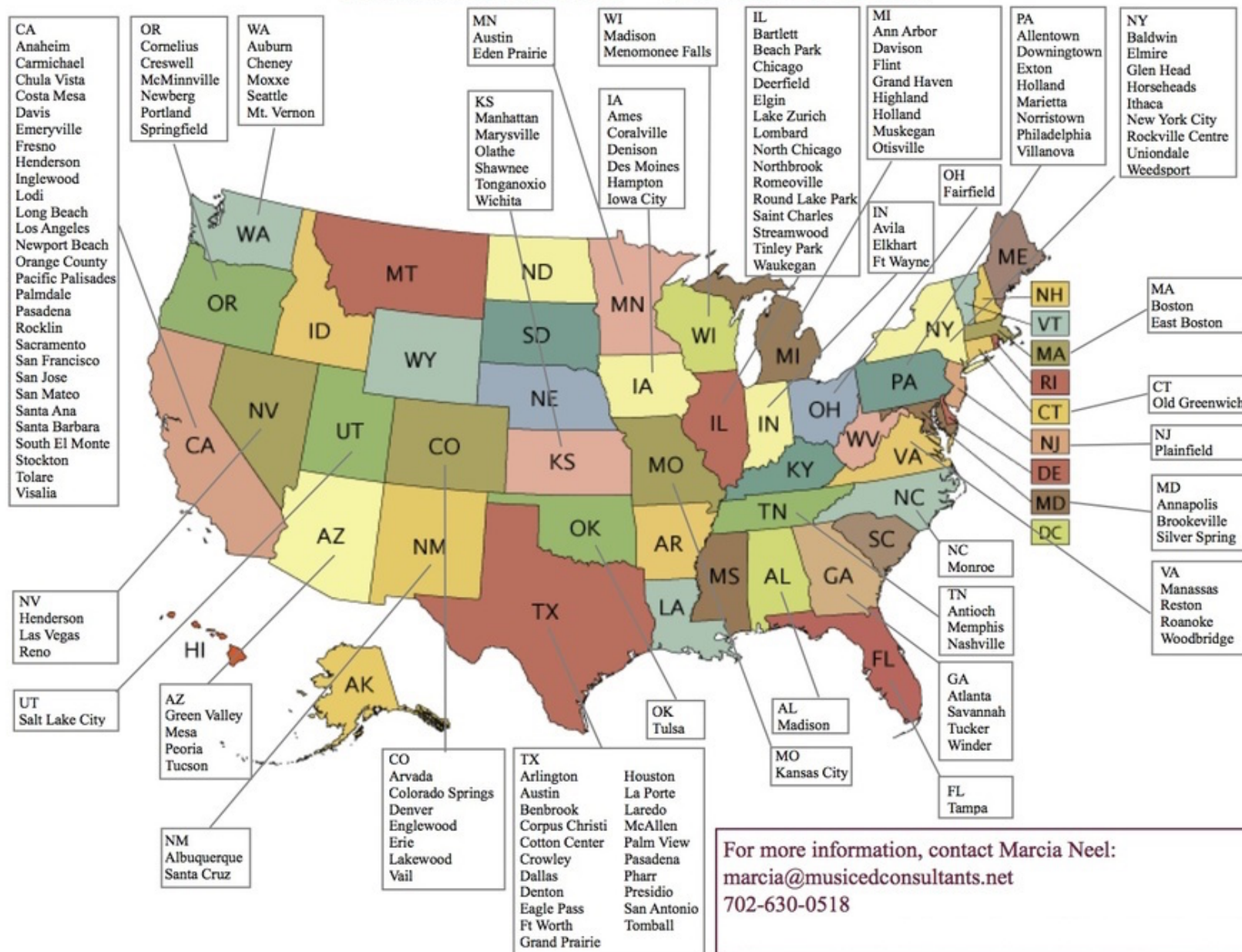
3 Graduate Credits Available

June 26-30, 2017

**[www.musicedconsultants.net/
2017-mariachi-workshops](http://www.musicedconsultants.net/2017-mariachi-workshops)**

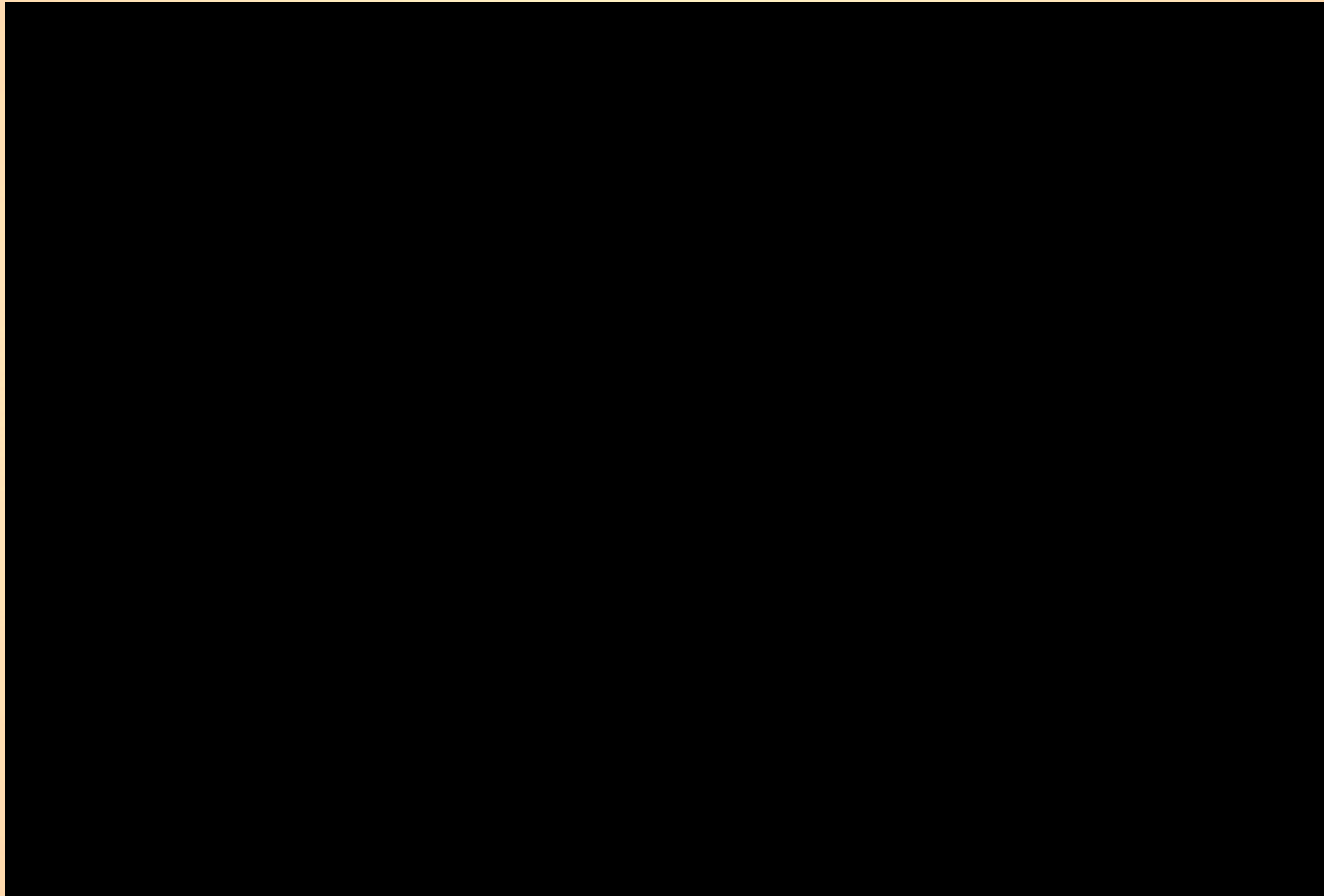
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Implementation: Budget Considerations

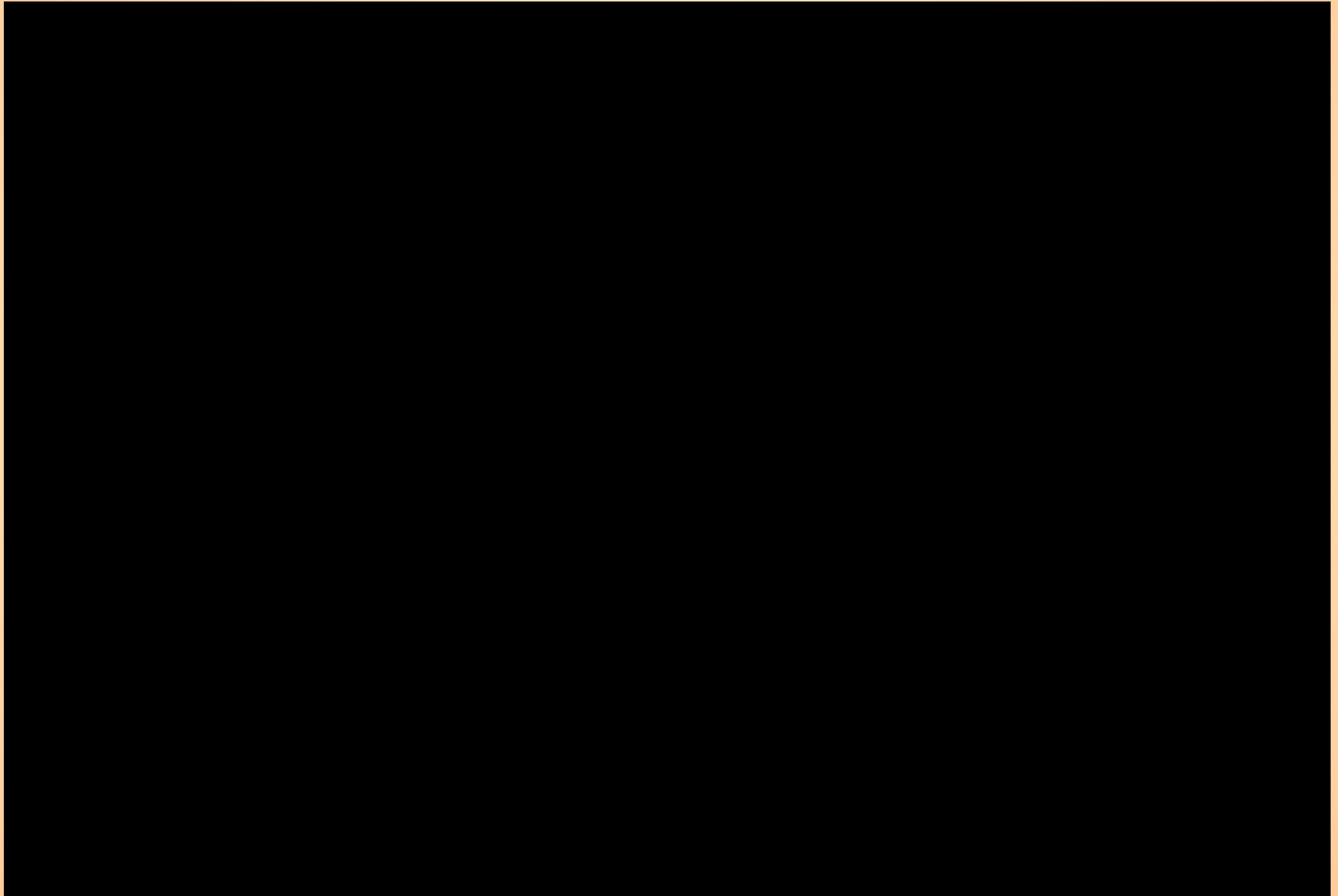
7. Student Workshops



ALL AGES



Bailey Middle School Mariachi Program – Year Two



Presentation and Materials posted at:
www.musicedconsultants.net/conference-materials

Q & A



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Got QR Scanner? Sign up for e-news



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Thank You, CLSBA

