Playing with Dynamics

We mark our music with symbols to play loud or soft. In Western music, we use Italian:

\[ f = \text{forte} \quad p = \text{piano} \]

How would we say loud and soft in …

Spanish? ________________________________________________________

Arabic? ________________________________________________________

Korean? ________________________________________________________

Vietnamese? ____________________________________________________

Your language? _________________________________________________

Counting Time Signatures

We check the time signature before we play a piece of music.

\[
\begin{array}{ccc}
4 & 3 & 2 \\
4 & 4 & 4
\end{array}
\]

The top number tells us how many beats there are per measure. The bottom number is the type of note that receives one beat.

Let’s practice counting in different languages:

4 = Beats per measure
4 = Quarter note gets one beat

English: \( \text{One, two, three, four} \)

Spanish: \( \text{Uno, dos, tres, cuatro} \)

Chinese: \( \text{Ichi, ne, san, shi} \)

Urdu: \( \text{Ek, do, teen, chaar} \)

Your language? _________________________________________________
Your Family Background Makes You Special!

Name: ____________________________

Where were you born? ____________________________

Ask your parents about their roots. Name the country or countries they came from.

Mother’s name: ____________________________

My mother is from: ____________________________

Father’s name: ____________________________

My father is from: ____________________________

**Your grandparents:**

My mother’s parents are from: ____________________________

Name of Grandmother: ____________________________  Name of Grandfather: ____________________________

My father’s parents are from: ____________________________

Name of Grandmother: ____________________________  Name of Grandfather: ____________________________

**Names of your great-grandparents:**

My great-grandparents are from: ____________________________

Great-grandmother: ____________________________  Great-grandfather: ____________________________

Great-grandmother: ____________________________  Great-grandfather: ____________________________

Do you have a story about how some of your family arrived in the United States? Share it here.

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________

Did anyone in your family play an instrument? You can also include brothers, sisters, aunts, uncles and cousins. Do we have this instrument in the United States? **Example:** “My father plays the zampoña, an Andean pan flute from Bolivia.”

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________

Is there a musical tradition in your culture? **Example:** “My family often sings Italian songs after dinner.”

______________________________________________________________________________________________________

______________________________________________________________________________________________________

______________________________________________________________________________________________________
A Selection of Method Books and Collections with Multicultural Music

DO IT! PLAY STRINGS
The following were arranged by Bret Smith and James Froseth:
“S’evivion Round” (Hebrew)
“Juba” (African-American)
“Sakura” (Japanese)

SOUND INNOVATIONS, BOOK 1
The following were arranged by Bob Phillips, Peter Boonshaft, and Robert Sheldon:
“Dayenu” (Hebrew)
“Kwanzaa” (Swahili)
“Luz de la mañana” (Latin)

ALL FOR STRINGS, BOOK 1
The following were arranged by Gerald Anderson and Robert Frost:
“Snake Charmer”
“Happy Blues”
“Jazz Feature”

ESSENTIAL ELEMENTS BOOK 1
Edited by Michael Allen, Robert Gillespie, and Pamela Tellejohn Hayes; arrangements by John Higgins:
“Firollirarlera” (Mexican folk song)
“Tekele Lomeria” (Kenyan warrior song)
“Jingli Nona” (Far Eastern folk song)

STRICKLY STRINGS BOOK 1
Arranged by Jacquelyn Dillon, James Kjelland, and John O’Reilly:
“Sakura” (Japanese Folk Song)
“Cielito Lindo” (Mexican Folk Song)

NEW DIRECTIONS FOR STRINGS, BOOK 1
Arranged by Joanne Erwin, Kathleen Horvath, Robert McCashin, and Brenda Mitchell:
“Funga Alafia” (African)
“Mi Gallo” (Mexican round)

CONCERT TUNES FOR BEGINNING STRINGS
Composed by Dale Brubaker:
“The Spanish Dancer”
“Argentina”

MARIACHI PHILHARMONIC
Arranged by John Nieto and Bob Phillips:
A collection of Mexican music for string orchestra with optional trumpet, guitar, guitarron, piano, and harp.

JAZZ PHILHARMONIC
Arranged by Randy Sabien and Bob Phillips:
A collection of jazz music, including:
“Devious” (Latin rock)
“Latin Doll” (Latin rock)

FIDDLERS PHILHARMONIC
Arranged by Andrew Dabczynski and Bob Phillips:
A collection of fiddle tunes, including:
“I’se the B’y” (Newfoundland)
“Si Bheag Si Mhor” (Irish Gaelic)
“La Valse des Jeunes Filles” (French Canadian)
“Ganglat Fran Mockfjard” (Swedish)

FOR STRING ORCHESTRA:
Grade 1—
“Asian Festival Dance” (Rodgers)
“Day-O—Banana Boat Song” (Halferty)
“Korean Folk Tune” (Myer)
“Bolero de Strings” (Sharp)
Grade 1½—
“Concio del Amor” (McCarrick)
“Arirang” (Baker Monday)
“Canciones de Niños (Baker Monday)
“The Brilliant Red Shandandan” (Wang)
Grade 2—
“A la Media Noche” (Lipton)
“African Adventure (Lipton)
“Bossa Rojo” (Ligon)
“Ashlan Sabaya Alfarah” (Sarch)
Grade 3—
“Spanish Fiesta” (Fin)
“Brazilian Spice” (Morris)
“Chiapanecas” (Dardess)
“El Pollo Ricardo” (Fernandez)
Grade 4—
“Arabian Dreams” (Newbold)
“Chinese Folk Songs” (Zhou)
“Maharaja” (Spata)
“Memoirs of a Geisha” (Williams/Ricketts)
“Queen Bee” (Nestico)