

# Spanish Cultural Performance

## Primary

# ¡Música, maestro!

*Let's perform!*

## Teacher's guide

**Time: 45 minutes**

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## Spanish cultural performance

### Learning objectives:

- Students will demonstrate an understanding and appreciation of their own culture as well as Spanish culture through the performance of a musical presentation.
- Students will improve their Spanish language skills by incorporating vocabulary and phrases relevant to the performance.
- Students will develop creativity, teamwork, and presentation skills.

Steps and time	Learning activities
<b>Introduction</b> Time: 5 mins.	Teacher welcomes students and tells them they are going to learn a song in Spanish in order to perform it in an assembly, school event, etc. Start with a fun activity to engage students, such as a simple Spanish greeting song or a quick dance to a Spanish tune. Slides 1-5.
<b>Cultural input</b> Time: 5 mins.	Teacher tells students about typical songs for children in Spanish-speaking countries and specifically the cultural components associated with the song suggested. Use this time to introduce basic Spanish phrases related to the performance of the song selected if necessary. Slide 6.
<b>Mi barba tiene 3 pelos</b> Time: 20 mins.	Distribute the lyrics of "Mi barba tiene tres pelos" to the students (worksheet 1). Play the audio track of the song and have the students listen to it once. Go through the lyrics line by line, translating and explaining any new vocabulary if necessary. Practice singing the song together, focusing on pronunciation and rhythm. Afterwards, assign roles per stanza or model actions to different lines of the song, and encourage students to create simple movements to represent the lyrics when words are removed. Practice the song with the actions, ensuring that students are comfortable with both singing and acting. Students need to be able to sing the lyrics removing the words "barba", "tres" and "pelos" accordingly and replace those with the specific actions they have created for the words. Slides 7-11.
<b>Other songs</b> Time: 10 mins.	Introduce students to other Spanish children's songs mentioned in the presentation and play short clips of the songs they seem to like the most and discuss the vocabulary and cultural components associated with each one. Slides 12 and 13.

<p><b>Recommendations</b></p> <p>Time: 5 mins.</p>	<p>Teacher can assign different songs for specific groups based on the different recommendations on the grid: type of movement, festival, language component, sociocultural aspects, etc. Slides 14 and 15.</p>
<p><b>Music festival</b></p> <p>Time: as long as needed depending on props to be created, rehearsals, number of songs in the performance, etc.</p>	<p>After having distributed the songs amongst all of the groups, students need to practice in groups in other sessions and/or in music class towards performing the songs selected/assigned at a school event: assembly, parents' evening, etc.</p> <p>Students can also create art projects based on the songs and their themes to wear as props during the performance or decorate the stage. They can explore more in-depth cultural aspects of Spanish-speaking countries through multimedia resources based on music as a cultural performance: traditional dances, popular current hits per country, etc.</p>