BIOGRAPHY (in Student Book)
Arturo Márquez was born in Mexico and grew up listening to a variety of musical genres. One of the avenues of exposure was from his father who was a mariachi musician. Growing up around the musical culture of Sonora, Mexico during his childhood would later influence his drive to become a composer and musician.

Márquez began his musical education at La Puente, California in 1966. Already composing at age 16, he went on to study at the National Conservatory of Music in Mexico, followed by studies with French composer Jacques Castérède in Paris. His compositions draw inspiration from the ballroom dancing born out of Cuba in the 1800s, commonly known as “danzón.” This kind of music and dance atmosphere inspired him to compose not one, but a series of eight danzónes for orchestra.

FUN FACTS ABOUT MÁRQUEZ (in Student Book)
• Márquez was born in the Sonoran desert, where summer temperatures can reach more than 110°F!
• After completing his composition studies at the Music Conservatory of Mexico, he received a scholarship to continue his studies in Paris from the French Government.
• In addition to playing in a mariachi band, his father played the violin and worked in construction to support his family.

MÁRQUEZ’S LIFE
• Márquez comes from a musical family. His father and grandfather were both musicians.
• Until the early 1990s, his music was rarely heard outside of his home country, until the popularity of Latin ballroom dancing music took off.

FEATURED WORK: Danzón No. 2*
*Performed on virtual concert only
Danzón No. 2 is a frequently performed selection that represents the Mexican classical music genre. In 1994, the National Autonomous University of Mexico commissioned Arturo Márquez to write the selection and it played a part in gaining him even more fame once it was completed. Popular orchestras across the world started to play his danzónes and it was widely loved as a masterpiece. Getting the music of Cuba out into the world was a step into integrating even more culture into the classical music scene then as well as now. Listening to the various rhythms, sounds, and phrases gives an inside look to the elegant culture of Cuban music and dance. Imagining partners dancing together in a dramatic yet elegant style makes this piece an important classic that will be cherished for years to come. Listen closely and feel the movement of Cuba as you experience the adored Danzón No. 2.
FUNDAMENTAL OF MUSIC: Tempo
Tempo is the speed of music. It is a steady, constant pulse, like a clock ticking or your heart beating. Tempi can be slow or fast or in-between, and can change during a song. Tempo influences how music sounds and feels. The same piece of music will sound different if it is played slower or faster.

Classroom activities provided by Kim Demery, Parkside Elementary School, Wake County

CLASSROOM ACTIVITY #1: Name That Tempo BPM

NORTH CAROLINA ESSENTIAL STANDARDS IN MUSIC:
4.ML.2.3 Interpret standard symbols and traditional terms for dynamics, tempo, and articulation while performing music.
4.CR.1.2 Understand the relationships between music and concepts from other areas.
3.ML.2.1 Interpret rhythm patterns, including notes and rests in 3/4 and 4/4 meter signatures.

OBJECTIVE:
Students will identify tempo in Marquez’s Danzón No. 2. Students will learn tempo marking terms in Italian and how to measure these tempos with a metronome and BPM (beats per minute).

MATERIALS:
• North Carolina Symphony Education Concert video: Danzón No. 2
• PowerPoint Presentation
• Danzón No. 2 Call Chart
• Tempo Markings BPM Chart
• Metronome or Online Metronome.
• Teacher Tip: If you have an electric keyboard, set the tempos for one of the onboard rhythm tracks

PROCESS:
1. Review Italian Greetings Chart (slide 10 in PowerPoint) and greet students using these greetings. Tell students that they will learn Italian and how it is used in music.
2. Have students pair up and greet each other in Italian.
3. Review Tempo Markings BPM Chart, and describe the tempo markings in Italian.
4. Introduce the metronome and set it to varied BPM tempos. Describe how the metronome measures how many beats per minute and how fast or slow the music is.
5. Using a metronome, play the various tempos used in Danzón No. 2.
   a. BPM = 116 (Moderato)
   b. BPM = 124 (Allegro)
   c. BPM = 132 (Allegro)
   d. BPM = 144 (Vivace)
   e. BPM = 160 (Presto)
6. Listen to Danzón No. 2 and follow the Call Chart. Discuss with students how each section makes them feel, and how tempo can impact the mood and emotion of the music.
Tempo Markings BPM Chart

These are some common markings, not all of them

<table>
<thead>
<tr>
<th>Italian Tempo Markings</th>
<th>Definition</th>
<th>Beats per Minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>LARGO</td>
<td>SLOWLY</td>
<td>45-50 BPM</td>
</tr>
<tr>
<td>ADAGIO</td>
<td>STATELY, WALKING</td>
<td>66-76 BPM</td>
</tr>
<tr>
<td>MODERATO</td>
<td>MODERATELY</td>
<td>98-112 BPM</td>
</tr>
<tr>
<td>ALLEGRO</td>
<td>FAST, QUICKLY</td>
<td>120 - 156 BPM</td>
</tr>
<tr>
<td>VIVACE</td>
<td>LIVELY, VERY FAST</td>
<td>156-176 BPM</td>
</tr>
<tr>
<td>PRESTO</td>
<td>VERY, VERY FAST</td>
<td>169-200 BPM</td>
</tr>
</tbody>
</table>

Additional Tempo Markings

<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>RITARDANDO</td>
<td>SLOWING DOWN, LITTLE BY LITTLE</td>
</tr>
<tr>
<td>ACCELERANDO</td>
<td>SPEEDING UP, LITTLE BY LITTLE</td>
</tr>
<tr>
<td>RITENUTO</td>
<td>SLOW DOWN, SUDDENLY</td>
</tr>
</tbody>
</table>

Danzón No. 2 Call Chart

<table>
<thead>
<tr>
<th>Call #</th>
<th>Timing</th>
<th>Tempo</th>
<th>BPM</th>
<th>What is happening in the music?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>:00</td>
<td>Moderato</td>
<td>116</td>
<td>Clarinet and claves play Theme A</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>:47</td>
<td>Moderato</td>
<td>116</td>
<td>Oboe enters with clarinet</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1:18</td>
<td>Moderato</td>
<td>116</td>
<td>Violas play Theme A</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1:50</td>
<td>Allegro</td>
<td>124</td>
<td>Piano enters</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1:59</td>
<td>Allegro</td>
<td>136</td>
<td>Theme B and accelerando</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2:24</td>
<td>Allegro</td>
<td>144</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2:32</td>
<td>Vivace</td>
<td>160</td>
<td>Lots of percussion</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2:57</td>
<td>Vivace</td>
<td>172</td>
<td>Woodwinds and strings</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3:21</td>
<td>Vivace</td>
<td>172</td>
<td>Piccolo and piano only</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3:35</td>
<td>Vivace</td>
<td>172</td>
<td>Full orchestra</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3:47</td>
<td>Vivace</td>
<td>172</td>
<td>Triplet feel</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3:55</td>
<td>Vivace</td>
<td>172</td>
<td>Coda - special ending crescendo to the end</td>
<td></td>
</tr>
</tbody>
</table>
CLASSROOM ACTIVITY #2: Sing the Tempo Song

NORTH CAROLINA ESSENTIAL STANDARDS IN MUSIC:
3.MR.1.2 Use musical terminology when describing music that is presented aurally.
4.ML.2.3 Interpret standard symbols and traditional terms for dynamics, tempo, and articulation while performing music.

OBJECTIVE:
Students will sing a song about tempo, and reinforce that tempo is the speed of the music.

MATERIALS:
- North Carolina Symphony Education Concert video: Danzón No. 2
- Tempo Song Lead Sheet
- Metronome or Online Metronome
- Teacher Tip: If you have an electronic keyboard, set the tempos for one of the onboard rhythm tracks

PROCESS:
1. Introduce the Tempo Song and practice singing. Ask students if they recognize the main theme from Danzón No. 2.
2. Use a metronome to sing the song at different tempos – Largo (60 BPM) and Allegro (120 BPM). Discuss how tempo affects the mood of the music.

Vocal
Moderato 116

Tempo Song
Based on Marquez Danzon #2

Lyrics by Kim Demery

Slow or fast the music will go. The speed of music is called tempo.

Dm
A7
Dm
A7
Dm

Gm/E
A7
Dm

Gm/E
A7

Dm

Gm/E
A7

Dm

A7

Dm

A7

Dm

A7

po oh oh. Fast allegro largo is slow. The feel of music is a fancy trip ul et, makes it feel slow. The speed of music is called tempo.

Dm
A7
Dm

Dm

po oh oh. The speed of music is called tempo.
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