



## GLOBAL ARTS:

Performances For Schools

Presents



# **Mariachi Los Camperos de Nati Cano April 7, 2011 at 10am Concert Hall**

Study Guides for Teachers are also available on our website at [www.fineartscenter.com](http://www.fineartscenter.com) - select *Global Arts* under *Resident Presenters*, then select *Resource Room*.

Please fill out our online surveys at <http://www.umass.edu/fac/centerwide/survey/ppeef.html> Thank you!

---

# Welcome

## Information for Teachers and Parents

Our goal is to offer high quality performances for young people in a safe and comfortable setting. Please help us by following the below guidelines.



Please arrive early. You should arrive at the theatre 30 minutes prior to the noted start time. Allow for travel time, parking, being seated and bathroom visits. It is important that we begin our performances on time so that all schools can meet their lunch and/or dismissal times.



Be sure to check the location of the performance when making your bus reservations. Performances take place in the Fine Arts Center Concert Hall or Bowker Auditorium in Stockbridge Hall. Please see the map at the end of this guide for driving and drop-off instructions.



Upon arrival your group will be greeted by an usher either at your bus or in the lobby. We do not issue individual tickets for performances. Your usher will direct your group to their reserved seats.



Both theaters are accessible for Mobility Impaired members. An infrared listening system is available in both theaters. Access parking is available adjacent to the theaters. An Access permit should be clearly visible in the parked vehicle. To better meet your needs, please inform us of any special seating requirements one month prior to the performance by calling 413-545-2116.



For the comfort of all our seated patrons, we request that backpacks, lunches and other gear be left on the bus. Also, please remove all hats when seated in the theater.



Food, drinks other than water, smoking, candy and gum are all not allowed in the theater. The use of cell phones, portable music players, cameras or any other recording device, including non-flash photography and cell phone cameras, is strictly prohibited. PLEASE BE SURE TO TURN OFF ALL CELL PHONES.

Any teasing, disruptive and rude behavior by students towards each other or to others seated close-by during a performance is not acceptable. Teachers and chaperones will be held responsible for any such incident reported to the Fine Arts Center staff. All complaints received will be forwarded to the schools involved. Repeated offences from the same school/s may result in cancellation of future reservations for shows.



# Theatre Etiquette

Please read and review the following information with your students.

**WE expect** everyone to be a good audience member.

**Good audience members.....**

- Are good listeners
- Keep their hands and feet to themselves
- Do not talk or whisper during the performance
- Do not eat gum, candy, food or drink in the theater
- Turn off all cell phones and do not use portable music players, cameras or any other recording devices
- Stay in their seats during the performance
- Do not disturb their neighbors or other schools in attendance

**“Theatre is not theatre without an audience.”**

Live theatre differs from watching television or movies. Remember that

performers can see and hear you. As an audience member you are a vital contributor to the performance experience that you and those around you will have. How you behave and how you react to the show will affect the artists’ performances. That is why each performance is a unique experience, it will never be repeated exactly the same. Talking to your neighbor, sending text messages, and other similar behaviors are distracting to the rest of the audience and to the artists. Please be respectful of the artists on stage performing for you by listening quietly. Of course, it is appropriate to react to what you are seeing – some things may make you laugh, gasp out loud, or you may be asked to respond by answering questions from the performers, singing along or clapping. Most of all, it is important to be present “in the moment” by being attentive and enjoy the performance. And of course – show your enthusiastic appreciation by applause at the end of the performance!

## Table of Contents

1. Theatre Etiquette .....	2
2. Curriculum Frameworks.....	2
3. The Artist .....	3
4. The Art Form.....	4
5. Historical Context .....	6
6. Learning Activities .....	8
7. Resources & Vocabulary.....	11
8. Evacuation Map .....	12
9. Parking & Directions.....	13
10. Campus Map.....	14

## Curriculum Frameworks

This performance and guide provide opportunities for your students to explore a variety of topics. For your convenience we list below applicable Massachusetts learning standards. This list is by no means exhaustive. Please use this list as a guide to assist with creating lesson plans.

History and Social Science

Mexico

- Identify the language, major religion, and peoples of Mexico
- Identify when Mexico became an independent nation and describe how independence was achieved

Music

- Critical Response, Purposes and Meanings in the Arts
- The Arts Discipline - learn about and use the symbolic language of music
- Connections to History, Criticisms, and Links to Other Disciplines





## the Artist

### Who is Mariachi Los Camperos de Nati Cano?

Mariachi Los Camperos De Nati Cano (pronounced *mahree-AH-chee lohs cahm-PEAR-ohs deh nah-tee cah-no*) has existed for fifty years and is noted for demanding musical arrangements that highlight the individual skills and voices of the players. The ensemble employs the finest musicians from Mexico and the United States and has performed for audiences throughout United States and Canada. They were one of four mariachis that collaborated with popular recording artist Linda Ronstadt on her album's *Canciones de MI Padre* (Songs of My Father) and *Mas Canciones* (More Songs). Mariachi Los Camperos de Nati Cano has appeared on national television, including *The Tonight Show with Johnny Carson* and the *Grammy Awards Show*. Mariachi Los Camperos de Nati Cano has recorded eight albums, including *cELLabration! A Tribute to Ella Jenkins* which earned it a shared Grammy for "Best Musical Album for Children." Los Camperos is prominently featured in the documentary *Fiesta Mexicana* broadcast nationwide on PBS.



### Who is Natividad "Nati" Cano?

The highly respected Natividad "Nati" Cano is a pioneer and leader of the Mariachi Renaissance in the United States and Mexico. He is credited for taking the mariachi form from the streets to prestigious concert halls throughout the United States. Mr. Cano was born in 1933 into a family of mariachi musicians of Ahuisculco, Jalisco. This rural town is much like the many other west Mexican communities that gave life to mariachi tradition. His career took him first to nearby Guadalajara, Mexico's second largest city, and then further away to Los Angeles. In Los Angeles, he and his group, Los Camperos, emerged as a major driving force of the mariachi music tradition in the United States and in Mexico as well. Nati's life goal has been to bring greater acceptance, understanding, and respect to the mariachi tradition as a whole, and to reach the widest possible audience with his music. He was

awarded the National Endowment for the Arts-National Heritage Fellowship and in Mexico, the coveted Sylvestre Vargas Award for artistic excellence.

**CELEBRATING 200 YEARS OF MEXICAN INDEPENDENCE  
AND 50 YEARS OF  
MARIACHI LOS CAMPEROS DE NATI CANO**





## the Art form

### What is Mariachi?

The word “mariachi” is a term that can be used to describe the individual musician, the ensemble or the musical genre itself. In the complete Mariachi group today there are as many as six to eight violins, two trumpets, and a guitar- all standard European instruments. Then there is a high-pitched, round-backed guitar called the *vihuela*, which when strummed in the traditional manner gives the Mariachi its typical rhythmic vitality; a deep-voiced guitar called the *guitarrón* which serves as the bass of the ensemble; and a Mexican folk harp, which usually doubles the base line, but also ornaments the melody. While these three instruments have European origins, in their present form they are strictly Mexican. The music of the mariachi band is a mixture of different indigenous sounds and rhythms, combined with European and African elements. From Europe, it borrowed many of the dance forms such as the waltz and the fandango. From Africa, it borrowed dance rhythms and melodic ideas. The forms found in mariachi music are, without a doubt, the most important element of the style. Mariachi song forms (such as the bolero, canción ranchera, son, huapango, joropo, and danzón) are always dictated by the rhythmic patterns that are performed by the guitar section of the group. This is one of the few musical genres in which text does not indicate form. Mariachi music is one of the few styles of indigenous music that serves both a utilitarian and an entertainment function. The mariachi band is used for many different occasions, such as dances, weddings, and funerals. It is not unusual to find the group serenading a young woman on the occasion of her birthday, celebrating a saint’s day, or singing to the mother of one of the band members on her birthday.

### What are the instruments in a Mariachi ensemble?



#### Violin

When used in the mariachi band, the violin is not altered in any way from its traditional use.

#### Trumpet

A standard trumpet is used (not altered in any way). At various times, the trumpet players are asked to perform with cup mutes to make the sound softer and less intense.





### **Vihuela**

The vihuela is a creation of the Coca Indians of Southwestern Jalisco in Mexico. It has five strings and a bowed back, and it is slightly larger than a ukelele. It is played with a thumb pick in the rasqueado (strummed) style and is the harmonic and rhythmic foundation of the mariachi band.

### **Guitar**

A standard guitar is used (not altered in any way) and serves to supplement the vihuela as a rhythmic element in the mariachi band. The guitar and the vihuela play the same rhythmic patterns and keep a strong foundation for the group. Typically, a guitar is used in a mariachi band about 98 percent of the time.



### **Guitarrón**

The guitarrón is the bass foundation of the group and is the single most important element in the mariachi band. It serves not only as the bass of the group, but it gives the group its characteristic sound. A rule of thumb is that if there is no guitarrón, there should be no performance.







# Historical Context

## History of Mariachi Music

Before mariachi music as we know it today, people in Mexico played music using rattles, drums and clay flutes. When the Spanish brought their instruments to Mexico (violins, guitars, brass and woodwinds), mariachi music was formed. Mariachi is based on Western Mexican folk music.

Although music had been played in Mexico long before this time, it was not until the late 19th century that groups began to blend musical styles that created the sound of mariachi music as we know it today.

Mariachi ensembles are often hired to perform at festivities such as weddings, baptisms, quinceañeras (a coming of age celebration held on a girl's fifteenth birthday in Latin American cultures) and other festive occasions.

## History of Mexican Independence Day

In the early morning of September 16, 1810, Miguel Hidalgo y Costilla, a Catholic priest from the village of Delores, brought together the native people of Mexico by ringing the bell of his church. He asked the people to rebel against the Spanish who had controlled Mexico for nearly 10 generations. He said to the Mexicans "Mexicanos, Viva Mexico!" (Mexicans, long live Mexico!). The revolution began.

In January of 1811 Father Hidalgo and his rebel army were captured while trying to flee the Battle of the Bridge of Calderón by escaping into the United States. On July 30, 1811, Father Hidalgo was executed by firing squad by the Spanish army. José María Morelos assumed leadership of the rebel army after Father Hidalgo's death. He led the army to capture many Mexican cities from Spanish rule but was later captured and executed in the year 1815.

For nearly a decade the battle of independence was fought. It was a bloody war that resulted in nearly 15,000 deaths on the Mexican side and 8,000 on the Spanish side. It was not until August 24, 1821 that the Treaty of Cordoba was signed, which gave Mexico its independence from Spain.

## MEXICO FAST FACTS

- **Population**

111,211,789  
(July 2009 est.)

- **Capital**

Mexico City

- **Government Type**

Federal Republic

- **Language**

Spanish 92.7%  
(2005)

- **Terrain**

Varies from tropical to desert

- **Agriculture Products**

Corn, wheat, soybeans, rice, beans, cotton, coffee, fruit, tomatoes, beef, poultry, dairy products, wood products

- **Industries**

Food and beverages, tobacco, chemicals, iron and steel, petroleum, mining, textiles, clothing, motor vehicles, consumer durables, tourism

---

## Celebrating Independence Day

Each year Mexican Independence Day is celebrated on September 16th - the day Father Miguel Hidalgo y Costilla gave his famous battle cry. The people of Mexico and Mexicans all around the world celebrate Mexican Independence Day much like the way Americans celebrate the 4th of July. They come together with friends, family and food to honor those who fought to give them their freedom.

The biggest celebration on Mexican Independence Day takes place in the Central Plaza of Mexico City. Here the President of Mexico reenacts Father Hidalgo's famous battle cry. There is a large crowd response with the shouting of "Viva Mexico!"

During this time of celebration, houses and buildings in Mexico can be seen decorated with the colors of the Mexican flag. Many houses display the Mexican flag proudly. In the main plaza of every town you can find traditional Mexican food and people dressed in traditional Mexican clothing. People of all ages go to these large fiestas where the sound of mariachi music can be heard.

2010 marked the 200th anniversary of Mexican independence.

Mexico's flag has three vertical bands of green, white and red. The color green represents hope during the independence movement. White stands for purity, and red stands for the union and blood of its national heroes.

The flag also displays a coat of arms which is a symbol taken from Aztec legend. It is said that the gods advised the Aztecs to build their city in the place where they discovered an eagle with a snake in its beak perched on a cactus. Where they found the eagle and built their city is now known as Mexico City.







# Learning Activities

## Mexican Holidays

This activity introduces important dates and events in Mexican history. Students will research and discuss the basic elements of *El Grito de Dolores*, September 16th, *Cinco de Mayo*, May 5th, and *Día de los Muertos* (Day of the Dead), November 2. The goal is to help students understand what the holidays are commemorating and which important events took place on each occasion, but also to emphasize the historical differences between the holidays.

Begin the activity by asking if there are students in the classroom who have celebrated these holidays either in Mexico or in the U.S. Ask them to describe how they celebrated with their friends and family. Ask how their family interprets each

### Objectives:

1. Research one of three Mexican holidays, El Grito de Dolores, Cinco de Mayo, and Day of the Dead.
2. Present important facts about the holiday to the class.
3. Host an in-class celebration that reflects the dress, music, food, and traditions of that holiday.

### Materials:

1. Internet access
2. Resources about Mexico and its holidays and traditions
3. Materials for students to create posters (such as poster board, markers, and paint)

### Procedures:

1. Ask students to name about five holidays celebrated in the United States (They might mention the Fourth of July, Thanksgiving, Memorial Day, Christmas, Easter, Halloween, Rosh Hashanah, Labor Day, or New Year's Day.) Write their answers on the board. Now ask students to discuss the importance of each holiday. What values or beliefs do the holidays reflect?
2. Tell students that they are going to study three important holidays in Mexico: Día de los Muertos (Day of the Dead), El Grito de Dolores, and Cinco de Mayo. (You may wish to include other holidays.)
3. Divide the class into three groups and assign each a celebration. Suggest that students within each group work in pairs, first to learn basic facts about the holiday and then to study a unique aspect of that holiday, such as rituals, food, costumes, dance, music, or images.

---

4. To guide students' research, ask them to answer the following questions:

- What is the name of the holiday? (Give the Spanish name and the English translation.)
  - When is this holiday celebrated?
  - Who celebrates this holiday?
  - Why does this group celebrate this day?
  - How is it celebrated? (Each pair within the group should focus on one activity or custom associated with this holiday, such as rituals, food, costumes, dance, music, or images.)
  - Where is this holiday celebrated (in specific regions or across the country)?
5. Explain that in addition to answering the questions, each group will present what they learned by hosting a celebration of the holiday in the classroom. Encourage them to use their imaginations in how they recreate the celebration for the class. They can create posters, bring in food, play appropriate music, dance, or dress in costumes.
6. Have students present what they learned on a special "Mexican Celebration" day. The groups should provide basic facts about the holiday they studied and then share a flavor of the holiday with the class through food, music, images, or dress. This information can be presented on an overhead projector or with a PowerPoint presentation.

### Discussion Questions:

1. Discuss some common elements of Mexican holidays. What did you learn about Mexican culture by studying the holidays?
2. If you could be in Mexico to celebrate one of the holidays, which one would you choose? Why?
3. Choose one of the holidays and compare it with a holiday celebrated in the United States. How are the two alike? How are



Katy Raddatz / The Chronicle



# Learning Activities

## Mariachi Concert

### Overview and Purpose:

Students work together to create a poster advertising a concert by a mariachi band. They gather the information they need from the Internet and put together an advertisement for their band.

### Objective:

The student will be able to work with a group to create a poster advertising a mariachi band which shows the student's understanding of the instruments needed, the type of music played, and the costumes worn by the band.

### Resources:

- Internet access for each group of students
- Poster board
- Markers/crayons/colored pencils
- Glue
- Glitter
- Scraps of fabric and ribbon

### Activities:

Divide students into groups and have them research mariachi bands on the Internet. Have them look for what types of instruments are played, what the music sounds like, and what the costumes look like that are worn by band members. Then have them work together with their group to create a poster advertising a concert by their mariachi band. The poster should show the students' understanding of the band and the music. The posters can be displayed in the classroom or in the hallway.

### Wrap Up:

This activity could be extended by having students create the musical instruments out of various items and performing a mock concert. They could use music from CDs or YouTube as background music. Some students may also know people who play in a mariachi band. Those band members may be willing to come in and talk to the students about their music.





# Resources and Vocabulary

## Resources

### On the Page

Mexico: In the Children's Own Words  
Chrysalis Education, 2006.

Mexico: A Primary Source Cultural Guide  
Cobb, Alan B.

Mexican Independence Day and Cinco de Mayo  
MacMillan, Dianne M

### On the Web

[www.inside-mexico.com](http://www.inside-mexico.com)

[www.earthfamily.com/mexico-culture.htm](http://www.earthfamily.com/mexico-culture.htm)

[http://www.ehow.com/how\\_2209000\\_make-mariachi-costume.html](http://www.ehow.com/how_2209000_make-mariachi-costume.html)

<http://mariachi.org/>

<http://mexonline.com/>

<https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html>

<http://www.infoplease.com/ipa/A0107779.html>

## Vocabulary

**Aztec** - Native people who built a great civilization in south-central Mexico that was at its height from about 1300 to 1500 A.D., before the arrival of Spanish conquistadors. Known as fierce warriors, the Aztecs developed an advanced, complex society and conquered neighboring people. With the Spanish Conquest in 1521, much of Aztec civilization was destroyed, including their temples and books.

**Fiesta** - Spanish word for celebration

**Generation** - a group of people born about the same time; the average length of time between the birth of parents and that of their children

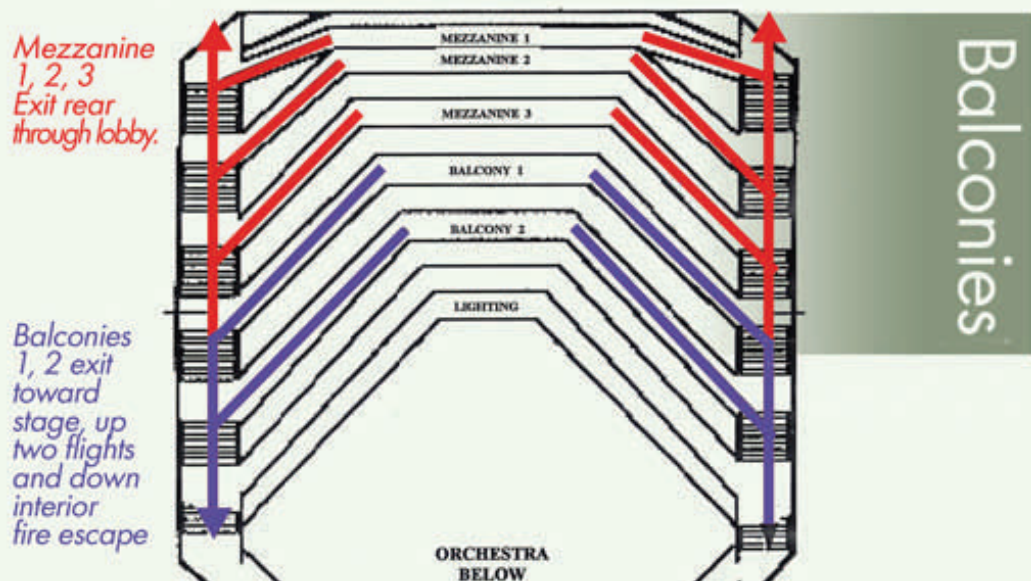
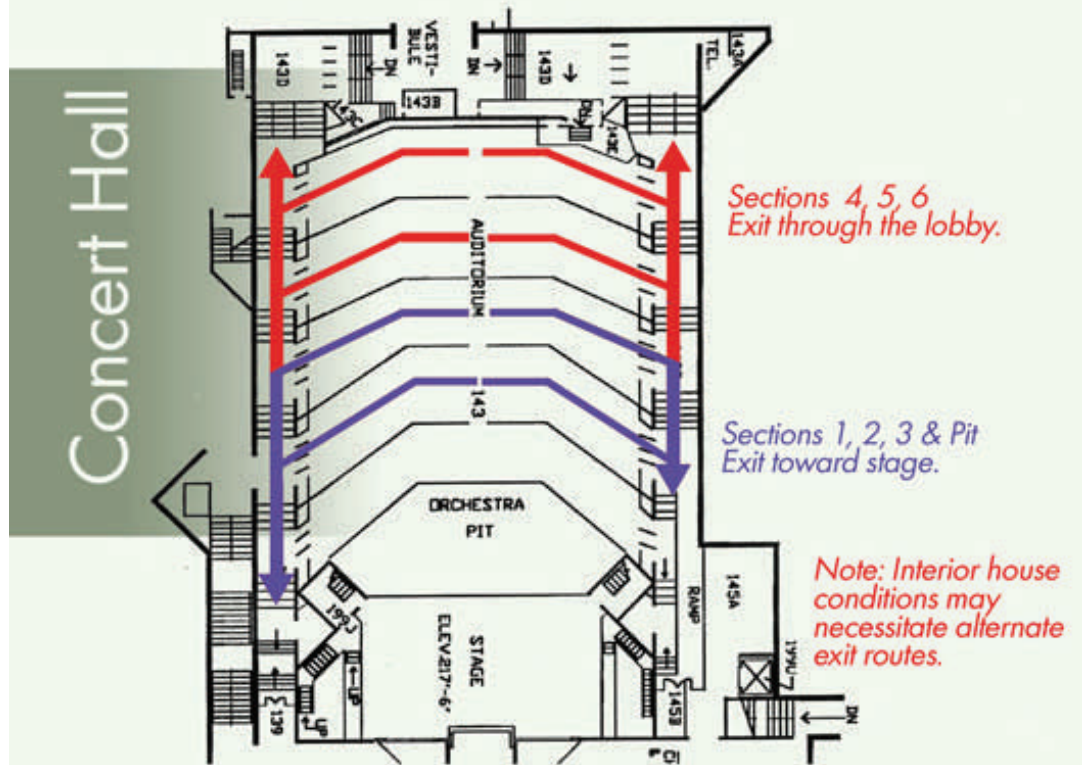
**Hispanic** - coming from or having to do with one of the countries where Spanish is spoken

**Indigenous** - having come from a certain area originally; native to a place

**Mariachi** - is a type of musical group, originally from Mexico, consisting of at least two violins, two trumpets, one Spanish guitar, one vihuela (a high-pitched, five-string guitar) and one guitarrón (a small-scaled acoustic bass), but sometimes featuring more than twenty musicians

# Evacuation Procedures

In the event of an emergency requiring evacuation of the building, procedures are in place to ensure that the audience can exit safely.



---

## PARKING AND DIRECTIONS FOR THE FINE ARTS CENTER'S **CONCERT HALL and RAND THEATER**

**School Bus Parking:** Students should be dropped-off at Haigis Mall off of Massachusetts Avenue.

University Security will direct buses to an appropriate parking lot during the performance (typically by the football stadium). PLEASE BE SURE YOUR BUS DRIVER KNOWS THAT ALL PERFORMANCES LAST APPROXIMATELY 1 HOUR AND THEY SHOULD RETURN A FEW MINUTES BEFORE THE ANTICIPATED END TIME. If drivers are not with the buses, they may miss the radio call from security asking them to return for pick-up, resulting in unnecessary delays returning to your school.

**Individual cars:** If necessary, individuals may drop-off students with a chaperone at Haigis Mall (you will be directed by security to the mid-point turn of Haigis Mall – see map) prior to parking. **We recommend parking in the Campus Center Parking Garage to avoid searching for a metered space.** It is a five-minute walk to the Concert Hall. All other available parking during weekdays is at meters. Available lots and pricing (current as of 1/1/07) are listed below:

**Parking in the Garage is available to our patrons at a discounted rate of \$1.** To receive this rate you MUST give the Garage attendant a parking pass. To receive your pass, please call our office to let us know that you will be arriving by car. Parking passes are sent with the invoices. Please call (413) 545-2116 if you didn't receive one.

**Parking meters are enforced Monday – Friday, 7AM – 5PM. Meter rates are \$1.00 per hour.**

**Parking Garage** – near Campus Center, across from the Mullins Center off Commonwealth Avenue

**Lot 34** – Behind Visitors Center with 3, 5 & 10-hour meters available

**Haigis Mall** – 2 hour maximum on meters

**Lot 62** - Adjacent to Fernald Hall with 3 hour maximum on meters, limited spaces available.

**From the North:** (Vermont, Greenfield) I-91 south to Route 116. Follow signs on 116 "To the University of Massachusetts." Exit ramp leads to Massachusetts Avenue. Turn left (east) on to Massachusetts Avenue toward the campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

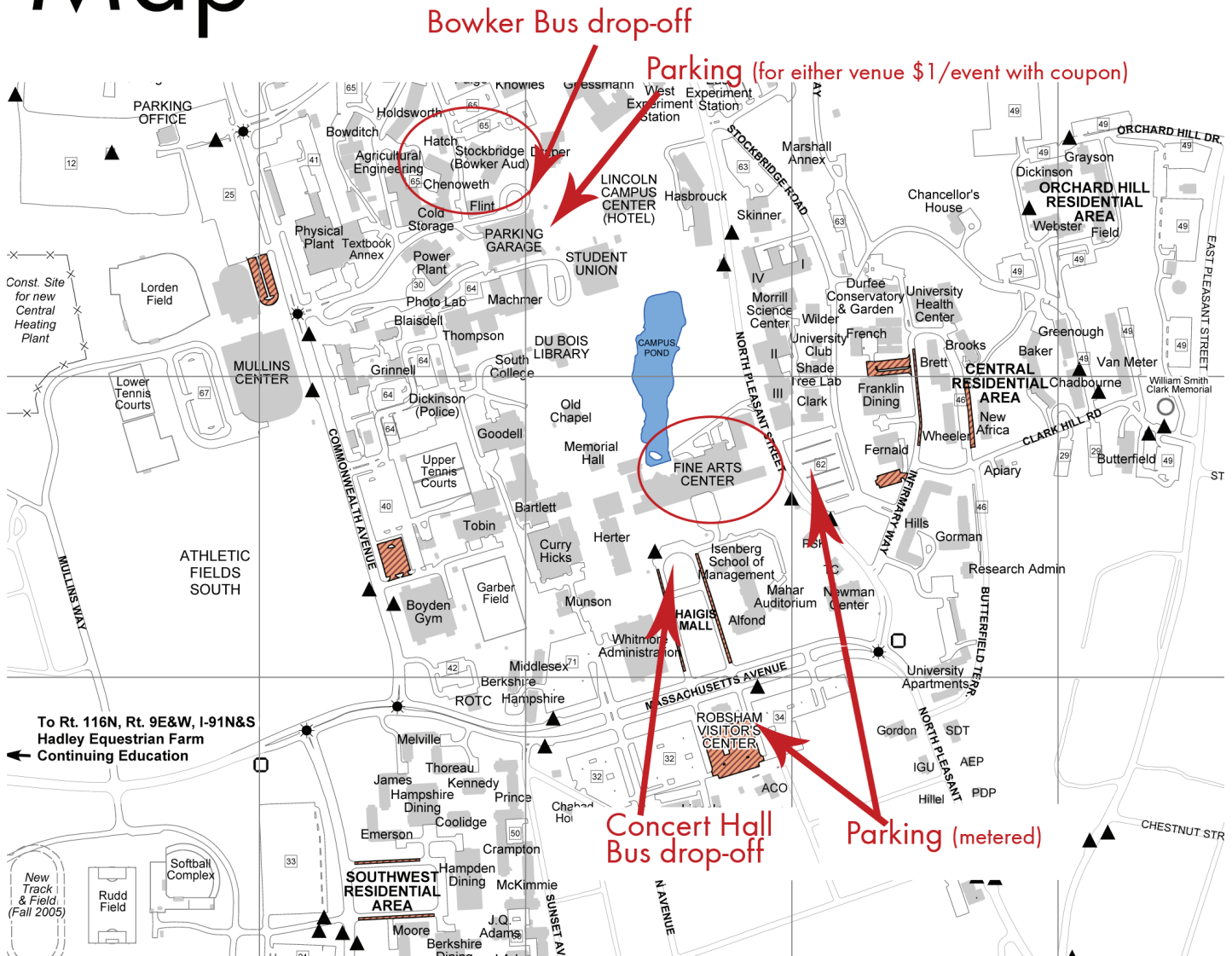
**From the South:** (Springfield, Holyoke) I-91 north to Route 9. Turn right (east) on Route 9 over the Coolidge Bridge and through Hadley. Turn left (north) on Route 116 (across from Staples) heading toward campus. Turn right at first exit at "University of Massachusetts," then bear right onto Massachusetts Avenue toward campus. Continue through one light and watch for Lot 34 by the Visitors Center on your right and the entrance to Haigis Mall on your left.

**From the West:** (Northampton, Pittsfield) Route 9 east through Northampton and over Coolidge Bridge. Follow remaining directions under "From the South".

**From the East:** (Belchertown, Ludlow) North on Routes 21, 181 or 202 to Route 9 into Amherst. Right on to North Pleasant Street (main downtown intersection), north through center of town. Turn left at Triangle Street (Bertucci's Restaurant on your right), rejoining North Pleasant Street. To reach Lot 34 and Haigis Mall continue on main road, which becomes Massachusetts Avenue. Haigis Mall will be on your right, Lot 34 on your left.



# Map



For Concert Hall, Rand Theater and Bowker Auditorium – Patrons traveling by car are encouraged to park in the parking garage. Discounted parking is available in the garage for \$1. A parking permit is required for discounted parking in the garage. Please call the Arts & Educational Programs Office if you require permits at (413) 545-2116. All other parking on campus is at available meters at the rate of \$1 per hour. Parking is enforced Monday – Friday, 7AM – 5 PM.

Buses will drop-off students as indicated on map. Buses will be given parking instructions by Campus Security.