Eleanor Dybinsky & Dario Acosta Teich Edycational Testimonials

what Teachers Are Saying



"This experience was incredibly valuable for my students...they were able to learn song structure, and this allowed them to make connections to previously studied genres. This enhanced my curriculum by showing another genre of creative writing that I rarely have time to cover and took it to a whole new level. To see my students so engaged while working on the lyrics, to pass them in the hallway and have them be singing the chorus to their song, "Ebb and Flow," and to know that this is an experience they'll never forget makes my teacher heart so happy."

- Rachel Ripley, 8th Grade Teacher (Strasburg Middle School, New Philadelphia, OH)



"We have several students whose families speak Spanish and for whom Spanish is their first language. It was a real treat for all of us, but especially for them to hear Spanish-speaking culture embraced and valued in this way... they especially enjoyed singing along with you and LOVED the spontaneous tango we made together! Listening to and singing music from Argentina was a great connection to our Spanish language program. The study guide helped students begin with a context for the music you shared. A couple of the songs you shared were already in their ears thanks to the YouTube links in the study guide."

- Bill C. Morgan, Music Teacher (Binford Elementary, Bloomington, IN)





Lotus Education and Arts Foundation, Bloomington, IN:

"Eleanor and Dario's ability to command the attention of large groups of children during their performances was very impressive. One minute they had over 400 elementary school students clapping in time to the beat of their performance, the next they had the kids sitting attentively while they learned about the names of instruments or regions of Argentina. They kept everything upbeat and engaging and everyone had a great time!"

"Normally we have to put together teacher manuals for our Blossoms performers, but Eleanor and Dario came with their own! That was so helpful for our staff! The manuals were also tailored to what we wanted to present as an organization, which was even better."

"The improvisational exercise where Eleanor made a song using words from the audience was a great interactive tool. I saw it at the performance at Binford Elementary, and it was such a fun exercise! Eleanor and Dario are truly a dynamic duo. Their passion for music, culture, and travel are inspiring and illuminating, whether they are performing for kids or adults. I always felt I left with something special after seeing their performances."

David Mitchell, Kent State Tuscarawas (New Philadelphia, OH):

"One of the workshops was for 9 – 12th grade ESL students (we have a large Guatemalan population here now). To have Eleanor and Dario be able to communicate with the students and to be able to offer an arts outreach program to them was incredibly rewarding. I'd highly recommend Eleanor to anyone who asks."



BUENOS AIRES TO THE ANDES

A Musical Journey Through Argentina



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"I will walk through the hills, forests and plains all of my life, bringing verses to your hope, dear land." - Atahualpa Yupanqui (Argentine poet and musician)

ABOUT THE ARTISTS



Vocalist and songwriter Eleanor Dubinsky and Argentine guitarist/composer Dario Acosta Teich bring audiences together with fresh interpretations of jazz, Latin, popular and original songs. Their interactive school concert From Buenos Aires To The Andres: A Musical Journey Through Argentina takes students on a dynamic ride through performances of tango and the folk genres of chacarera and huayno, including interactive songwriting and an introduction to traditional Argentine musical genres and instruments.

Eleanor Dubinsky is "a multilingual musician who can capture the emotions and soul of a community in a song." (NPR). Hailing from St. Louis, MO, her songs celebrate both her midwestern roots and the formative time she has spent in South America, Western and Central Europe, Portugal and Cape Verde. Eleanor is a vocalist and also plays guitar, cello and hand percussion.

Guitarist and composer **Dario Acosta Teich** combines his deep knowledge of classical and South American vocabularies with his passion for jazz harmony and free improvisation. Born in Tucumán, Argentina, Dario was raised in a traditional home filled with folk music and frequently accompanied his father Kato Acosta to *peñas* (informal gatherings of folk musicians who share traditional songs). Dario graduated from the University of Tucumán Conservatory training program at the age of eleven and earned a Master's degree in jazz performance from Hebrew University's Jerusalem Academy of Music and Dance.

MUSICAL MAP OF ARGENTINA

LONCOMEO

HUAYNO

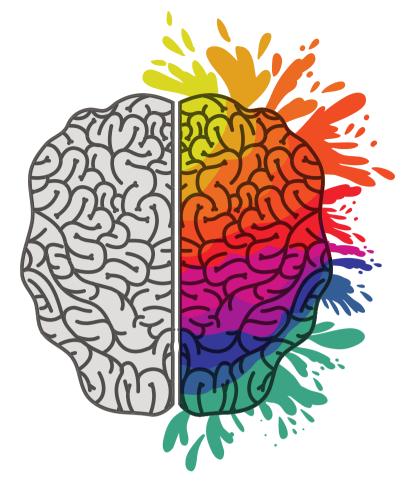
dala GATO

Argentina is a large country in South America that is divided into regions, like the north, south, east and west of the United States. The official language of Argentina is Spanish. Several other indigenous languages are also spoken including Aymara (ayee-MAra), Quechua (KE-chooah, Toba (TOW-ba) and Guaraní (Gwa-ra-NEE).

The Spanish and indigenous words on this map name the musical styles in different regions in Argentina. Can you tell which is the north, south, east and west?

MIND, BODY, MUSIC CONNECTION

"Song is a ceremony of love between the artist and the public." - Mercedes Sosa, celebrated Argentine singer The mind is a terrible thing to waste! Music allows us to remember how lucky we all are to be able to use our brains! Did you know that there is scientific evidence that music has the power to alter your mood, explain a feeling or even heal?! Music is *powerful*.



It's not only music that improves our brain functions. Artistic expression of many kinds helps our mind and body connect! A great example is dancing. Allowing your body to move and express yourself through the music is a powerful self-awareness exercise.

Each person connects with music in his, her or their own way. Whether through singing, dancing, playing an instrument, listening, songwriting drawing or other activities, there is no wrong way to appreciate music!

"The music goes in my ears, is filtered through my heart, and comes out through my feet." - El Flaco Dany Garcia, Tango dancer



THREE GENRES (STYLES) OF ARGENTINE FOLK MUSIC

"Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun." — Mary Lou Cook **Tango (TAN-go)** is a style of music and dance that originated among European, South American and African populations of the countries of Argentina and Uruguay.

Instruments: Tango is traditionally played by a solo guitar, guitar duo, or an ensemble known as the orquesta típica (or-KE-sta TEE-pee-ka), which includes at least two violins, flute, piano, double bass, and at least two *bandoneóns* (accordions).

One famous tango is Por Una Cabeza (By One Head), a song about losing a horse race by the length of one horse's head!

Watch and listen <u>here</u> Listen <u>here</u>



Tango is a sad thought that is danced. – Enrique Santos Discépolo

Huayno (WHY-no) sometimes called Carnavalito (Car-na-val-l-to), is a popular folk music and dance from the Andes mountain region in the north of Argentina as well as in the South American countries of Peru, Bolivia and Chile. Huayno is often played in the streets of cities and towns while people of all ages dance and play, particularly at festivals and parades.

Instruments: Huayno is traditionally played by a bombo (BOM-bo) or traditional drum, quena (KEna) or flute made from a hollow cane, sikus (SI-kus) or pan flute and charango (cha-RAN-go) or small guitar-like instrument with five double strings).

One famous huayno is El Humahuaqueño (El 00-



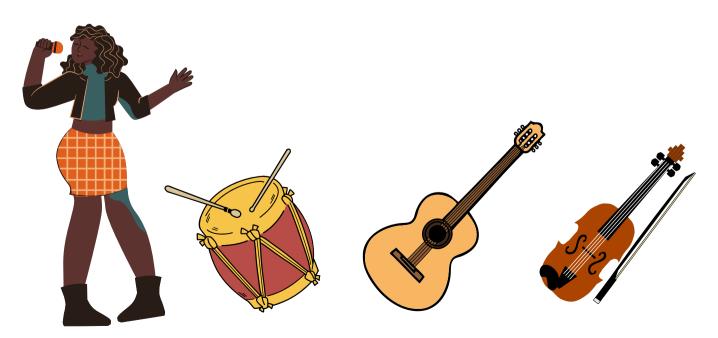
"One door is shut, but a thousand are open." – Argentine Proverb

Chacarera (cha-ka-RE-ra) is a style of dance and music that originated in the north of Argentina. For many people in South America, chacarera is the most typical folk music for countryside and rural areas. Chacarera played by one musician or a group and is danced by couples in a specific dance pattern.

Instruments: Chacarera is traditionally played with singing, guitar, violin and bombo (drum).

One famous chacarera is Chacarera del Monte.

Watch traditional chacarera dancers and listen <u>here</u>.



"Where words leave off, music begins" - Heinrich Heine

GAMES

"It's not enough to have the most melodious voice to sing a tango. No. You have to feel it, moreover. You have to live its spirit." - Carlos Gardel, Argentine singer, composer and actor



ACTIVITY: Can you draw a line between the Spanish words on the right and the corresponding English on the left? see how many you can guess correctly.

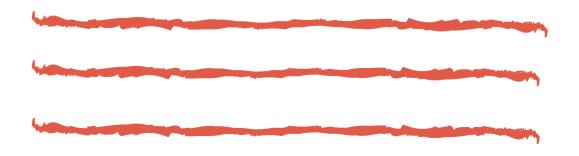
WORD BANK

INSTRUMENT TYPE OF DRUM SOUTH MOUNTAIN FAMILY NORTH GUITAR DANCE HELLO MUSIC THANK YOU

TYPE OF DANCE AND MUSIC

GUITARRA GRACIAS BOMBO MÚSICA BAILE FAMILIA TANGO NORTE SUR HOLA MONTAÑA (MON-TAHN-YA) INSTRUMENTO

Do you speak a language in addition to English? Do you know anyone who speaks another language? Which language or languages?



ARGENTINE MUSIC AND INSTRUMENTS

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CHARANGO BOMBO BANDONEON GUITAR TANGO MUSIC

HUAYNO QUENA SIKUS ARGENTINA SONG FOLKLORE VIOLIN VOICE CHACARERA DANCE

TAKEAWAYS: STUDENT RESPONSE FORM

Eleanor & Dario: A Musical Journey Through Argentina

Sc	ho	ol n	nam	ne:

Grade:_____

What did you like about Eleanor and Dario's workshop?

Was this the first time you learned about music from Argentina?

What would you like to learn more about?

Have you ever written a song before? Did/do you like it?

If you could write another song, what would be the topic?

What would you tell other students your age about Eleanor and Dario's program?

What would you change about Eleanor and Dario's program?

Do you have any more comments or suggestions?

Please write your name below if you give Eleanor and Dario permission to use your name and any comments in future promotions.

Name ____

Please send responses to Eleanor Dubinsky ~ Email: eleanorsings@gmail.com



TAKEAWAYS: TEACHER RESPONSE FORM

Eleanor Dubinsky & Dario Acosta Teich: A Musical Journey Through Argentina



School name:___

Grade(s) of students:_____

What made this a valuable experience for your students?

If it wasn't, why not, what can we do better?

How did this live assembly-performance connect to or enhance your curriculum?

Did you use the study guide? (circle one) Yes No I didn't know about the guide.

If you used the guide: Did the study guide help you in preparing for and reflecting upon the performance with your students?

Why or why not?

OR

If you knew about the guide but opted not to use it, tell us why you chose not to use it.

What types of workshops/performances would you like to see in the future (topics/themes, genres, specific artists, etc.)?

Generous individuals and organizations make this educational work possible. Is there anything you'd like them to know about your experience or its impact on your class?

Please sign below if the organization and artist has your permission to use any of your comments in future promotions and/or fundraising efforts:

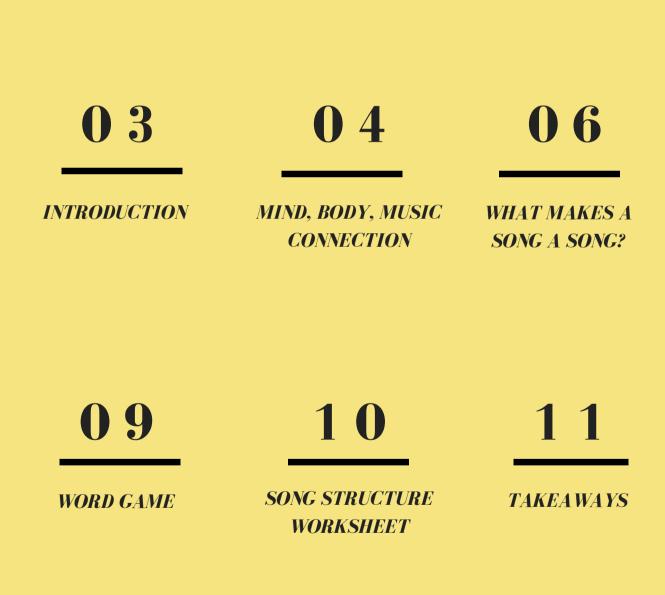


SONGWRITING FOR CHANGE: MAKING MUSIC TO EXPRESS YOURSELF AND CHANGE THE WORLD

Empower your voice with lessons in expression



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"I am what I am not yet." — Maxine Greene

ABOUT THE ARTISTS



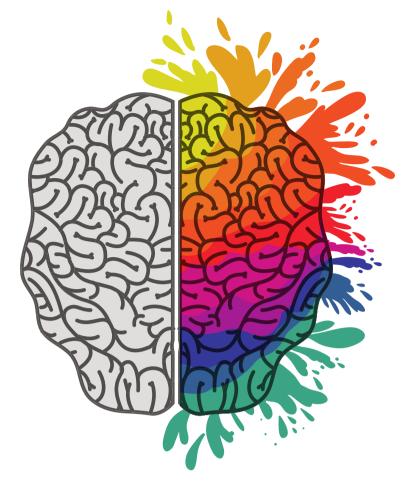
Vocalist and songwriter Eleanor Dubinsky and Argentine guitarist/composer Dario Acosta Teich bring audiences together with fresh interpretations of jazz, Latin, popular and original songs. Their interactive workshops and educational performances take students on a dynamic ride through a variety of programs including songwriting and music composition, an introduction to traditional Argentine folk music and how they build a concert for their diverse audiences.

Eleanor Dubinsky is "a multilingual musician who can capture the emotions and soul of a community in a song." (NPR). Hailing from St. Louis, MO, her songs celebrate both her midwestern roots and the formative time she has spent in South America, Western and Central Europe, Portugal and Cape Verde. Eleanor is a vocalist and also plays guitar, cello and hand percussion.

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MIND, BODY, MUSIC CONNECTION

"There is a vitality, a life force, an energy, a quickening that is translated through you into action, and because there is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium and will be lost." — Martha Graham The mind is a terrible thing to waste and music allows us to remember how lucky we all are to be able to use our brains! Did you know that there is scientific evidence that music has the power to alter your mood, explain a feeling or even heal?! Music is *powerful*.





It's not only music that improves our brain functions, artistic expression of many kinds helps our mind and body connect! A great example is dancing. Allowing your body to move and express yourself through the music is a powerful self-awareness exercise.

The most beautiful part of connection of music to our minds is that each of use use different languages to make a special connection to the music we hear

"Nothing is at last sacred but the integrity of your own mind" - Ralph Waldo Emerson

WHAT MAKES A SONG A SONG?

"Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun." — Mary Lou Cook

What is a song?

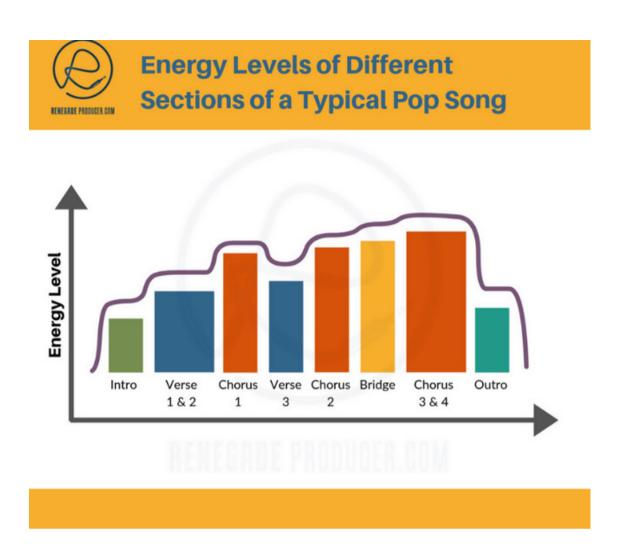
"A short poem or other set of words set to music or meant to be sung."





Songs are words from the heart. They allow you to express your emotions and feelings through music to share with others. songs have the power to cross cultural boundaries, languages and connect people from all walks of life.

"I know I'm stronger in the songs than I really am. Sometimes I need to hear it myself. We all need to hear those empowering songs to remind us." — Beyonce Knowles



Depending on the structure if the song, the tonality, energy and sound of the song may shift. Look at the chart above; notice the differences in energy levels throughout the song.

Activity: Identify the differences in energy (on the chart) from, greatest to least amount and begin create your own song. Use the space on the next page to create your own graph.

Word Game! Find the word in the puzzle.

Words can go in any direction. Words can share letters as they cross over each other.

G	Т	в	Q	I	L	Μ	S	в	L	כ	Y	Н	R	Т	V	כ	Ν	Т	Ν
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BASS BRIDGE CHORUS DRUMS GUITAR VERSE OUTRO PERCUSSION PIANO RHYTHM SONG HARMONY INSTRUMENTS INTRODUCTION KEYBOARD MELODY VOICE

EXERCISE (IN-WORKSHOP) CAN YOU IDENTIFTY THE SECTIONS IN THIS SONG?

"A dream you dream alone is only a dream. A dream you dream together is reality." — John Lennon

TAKEAWAYS: STUDENT RESPONSE FORM

Eleanor & Dario: Songwriting For Change		-œ
School name:	Grade:	
What did you like about Eleanor and Dario's w	workshop?	
Was this the first time you learned about son	gwriting?	
What would you like to learn more about?		
Did this experience make you think differentl world?	ly about anything in your life	or the rest of the *
Have you ever written a song before?		
If you could write another song, what would b	be the topic?	

What would you tell other students your age about Eleanor and Dario's program?

What would you change about Eleanor and Dario's program?

Any more comments or suggestions?

Please write your name below if you give Eleanor and Dario permission to use your name and any comments in future promotions.

Name _____

Please send responses to Eleanor Dubinsky ~ Email: eleanorsings@gmail.com

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Eleanor Dubinsky & Dario Acosta Teich: Songwriting For Change

School name:______

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