

A woman in a vibrant red flamenco dress with multiple ruffles and a red shawl is captured in a dynamic dance pose. She has a red flower in her hair and is looking down with a focused expression. The background is dark with some blurred lights, suggesting a stage performance.

**BROOKLYN — ARTS COUNCIL**

Grades 6 - 8  
Performances & Workshops

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# **GLOBAL RHYTHMS**



# GLOBAL RHYTHMS JOURNEYS

## Performances & Workshops: Grades 6 - 8

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Brooklyn Arts Council's Arts in Education performances captivate and inspire audiences of all ages, interests and abilities with opportunities to experience cultures and traditions from across the globe. Help foster creativity and stimulate imagination in your school community by bringing live music or dance to your school.

Global Rhythms deepens students' cultural understanding through the exploration of diverse music and dance traditions, connecting directly with New York State Learning Standards. The Global Rhythms program consists of cultural journeys, a performance coupled with a pre-performance and a post-performance workshop led by BAC Performing Artists.

## PROGRAM COMPONENTS

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Each Global Rhythms program consists of two Cultural Journeys. Each journey consists of three components:

- Pre-performance workshop with 2 - 3 classes
- Performance for up to 500 students, including students from pre/post-performance workshops
- Post-performance workshop, following up with same 2 - 3 classes from the pre-performance workshop

Programs can take place in-person or remotely. Therefore, each of the above mentioned components can be in-person, on-site or remote via a digital platform.



## CLASSROOM WORKSHOPS

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- Students **explore** music making and participatory performance skills in songwriting or dance.
- Students **critically examine** how time, geography, climate, and history influence the culture of traditional music and dance.
- Students **collaborate** with performing artists to create original songs and/or dances to perform for their classmates.
- Students **develop** new skills, an appreciation for the creative process through freedom of self-expression and interactive learning.

## GLOBAL RHYTHMS SUPPORTS MULTIPLE LEARNING STANDARDS

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### NEW YORK STATE LEARNING STANDARDS FOR THE ARTS

Through creating, performing, responding, and connecting in the arts, students generate experiences, construct knowledge, and build a more integrated understanding of self and community. They explore and express ideas, feelings, and beliefs about the past and present; discover new ideas; and begin to envision possible futures. Through careful study of their own and others' art, students explore and make sense of the broad human condition across time and cultures.

### NYC BLUEPRINT FOR TEACHING AND LEARNING IN THE ARTS: MUSIC & DANCE

#### **Music & Dance Making:**

Students engage in activities and experience hands-on learning. Students develop unique voice and recognize music and dance as means of expression.

#### **Community & Cultural Resources:**

Students work alongside performing artists and attend a live music performance, making personal connections to the global cultural community.

#### **Making Connections (Music):**

Students analyze and describe how music develops in a cultural and historical context. Students develop critical-thinking skills by listening and responding to live music. Students integrate cultural and historical context into their understanding of music as a universal language.

#### **Making Connections (Dance):**

Understand Dance History and the Social and Cultural Significance of Dance (Theatrical, Ritual & Social Dances) Through discussion and examination of both choreographed and traditional cultural dances, students understand that all dances reflect a time and place.

#### **Develop Skills & Techniques (Respond, Reflect, Revise):**

Students will improve skills and uncover individual styles of personal expression by observing other students, engaging in discussion using music.

## COMMON CORE STANDARDS: COMPREHENSION & COLLABORATION

### CCSS.ELA-LITERACY.RL.8.7

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

### CCSS.ELA-LITERACY.RL.8.9

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

## HOW TO BRING GLOBAL RHYTHMS TO YOUR SCHOOL

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Fill out this [preference form](#) with the following information:

1) Select your three preferred performing groups.

Two of your three choices will visit your school for performances and pre and post-performance workshops.

2) Select your three preferred dates for the pre and post workshops.

An artist from the performing group will visit 2 – 3 classrooms and lead an interactive Global Rhythms workshop up to one week prior to the performance. The post-performance workshop can be scheduled the same day of the performance or up to one week following the performance.

3) Select your three preferred dates for the school's performance.

This performance can be located in the school auditorium or gym.

### FOR MORE INFORMATION, PLEASE CONTACT:

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AIE Manager for Community & Equity

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## GLOBAL RHYTHMS PERFORMING GROUPS

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### **Flamenco y Sol Dance Company**

¡Jaleo! Music and movement of Flamenco comes to life as Flamenco y Sol Dance Company brings the culture of Southern Spain to NYC. Featuring a diverse repertoire drawn from cultural influences of: the North African, Arabic, Judaic and Spanish cultures, Flamenco's fusion creates a world of its own. This multilingual program builds connections, as the intricacies of Flamenco dance and song use rhythm to tell the story of an emotional journey. Participatory arts engagement builds new dance skills and supports arts literacy.



### **The Michael-David Band**

Enter into the soulful sounds of R&B! Explore the enduring impact of music, as rhythm and blues take the students on a journey to musically traverse the landscape of key political and cultural movements. Michael-David Band's repertoire of music from the 1960s to present day explores R&B's historical context and reflects society's evolution. Students are introduced to music that tells stories of life and relationships universal to all. Students also develop their own stories through songwriting and collaborate as an ensemble.



### **Calpulli Mexican Dance Company**

¡Viva México! Through folkloric music and songs, Calpulli brings the rich regional dance traditions of Mexico's cultural history to the community. Calpulli is a word of the Nahuatl language referring to geographical groups or clans, who collectively contributed to Aztec civilization. Students experience and participate in the tapestry of Mexico's rich cultural legacy through classical and contemporary dance theatre.

**CLICK HERE TO BRING GLOBAL RHYTHMS  
TO YOUR SCHOOL TODAY!**