



## Tin Roof Tango

### *"Big World Acoustic Show"*

**Grades: K-12**

**Assembly Performance**

**Performance Length: 45 minutes**

**Audience Limit: 300**

### About the Artists

Percussionist Mark Shelton is the founder and leader of Tin Roof Tango. As a freelance musician, he performs in a variety of ensembles, including the Wichita Falls Symphony and the Metroplex Marimba Band. He is affiliated with the Arts-in-Education program of the Texas Commission on the Arts. Debra Bagwell plays several wind instruments and piano. She studied flute in France and has a Master's degree from the University of North Texas. Guitarist Dan Hoden, a graduate of SMU, currently teaches guitar at Cedar Valley College and Mountainview College. David Shaw, studying for a Master's degree, plays acoustic guitar, electric bass, and the bass viol. Doug Reid, voted Best Fiddle Player in the San Diego area for three years in a row, has also "opened" for the Judds, Merle Haggard, and other country acts.

### Before the performance:

- Find out what students already know about folk music from around the world.
- Listen to Zydeco, Celtic, or Latin American recordings.

### After the performance:

- Find out what students learned from the performance.
- Ask students to write, draw, or act out what they liked best about the performance.

### Performance Set-up Requirements:

A performance area at least 25' wide x 12' deep, cleared and swept. A/C power outlet available. Cold bottled water for 4 musicians. Students may be seated on floor or in rows of chairs. Access to performance area for set-up and sound check needed 75 minutes before performance begins.

### About the Program

Travel the globe as Tin Roof Tango combines music and social studies in this high-energy musical tour of six continents. Students experience the tone colors of more than 20 instruments, ranging from the exotic South American kena and bombo to the dancing sounds of the Celtic bombarde and fiddle. Fascinating musical styles such as Zydeco and Latin American music thrill students. The amazing talents of this popular ensemble, together with student participation, create a better understanding of the artistic global village.

## Classroom Management

Please note that Young Audiences' policy mandates that the classroom teacher is to be present during the entire program or residency. Should the teacher leave, the artist is instructed to leave also. The teacher is responsible for managing classroom behavior during the program or residency.

## Word List

- kena—Andean flutes made of bone, cane, gold or silver
- bombo—Andean drum
- Celtic—of west European peoples, whose descendents live in Ireland, Wales, Scotland, Cornwall, Brittany, and the Isle of Man.
- bombarde—a small, oboe-like shawm with a penetrating sound, used with bagpipes.
- fiddle—a stringed instrument played with a bow; a violin
- Zydeco—popular music of southern Louisiana that combines French dance melodies, elements of Caribbean music, and the blues; played by small groups featuring the guitar, the accordion, and a washboard.
- membranophones—instruments, like drums, which use stretched skins to produce sound
- aerophones—instruments in which sound is produced by the vibration of air
- chordophone—instruments in which sound is made by the vibrations of the strings

## Resources:

Recordings:

- Tin Roof Tango. *Spring Dance*. North Star Records. NS0029.
- Tin Roof Tango. *An American Christmas*. North Star Records. NS0034.
- *World Music for Little Ears*. (various artists) Ellipsis Arts. Books:
- *Simple Folk Instruments to Make and Play* by Ilene Hunter and Marilyn Judson.
- *Jean Ritchie's Swapping Song Book* by Jean Ritchie.

## TEKS:

Social Studies. K.11, 1.11, 2.15, 3.14, 4.20, 5.6, 5.22, 5.23, 6.15, 6.17, 6.18 Music. K.3, K.4, 1.5, 1.6, 2.5, 2.6, 3.5, 3.6, 4.5, 4.6, 5.5, 5.6, 6.5, 6.6

## Classroom Connections

### Language Arts:

Write one or more of the following:

- "My favorite folk music..."
- "My favorite folk song..."
- "If I were a musical instrument, I would be a \_\_\_\_\_ because..."

### Math:

Practice problem solving by playing one or more of these multicultural math games:

- Mankala (an African game)  
<http://www.centralconnector.com/GAMES/mankala.html>
- The Tower of Hanoi (Asian game)  
[http://www.dcs.napier.ac.uk/a.cumming/hanoi/123\\_.html](http://www.dcs.napier.ac.uk/a.cumming/hanoi/123_.html)
- Nim (an ancient Chinese game)  
<http://math.youngzones.org/Nim.html>
- Bul (a Mayan game)  
<http://www.halfmoon.org/bul.html>
- To-pe-di (a Native American game)  
<http://www.germantownacademy.org/academics/us/math/geometry/stwk98/JENLR2/tope di.htm>

### Social Studies:

- Find out more about some of the cultures presented.
- Find the countries of origin for different kinds of music on the map or globe.

### Science:

Make homemade instruments. Examples:

- Use two heavy pot lids for cymbals, or bang one pot lid with a spoon.
- Fill a metal box with rice, dried peas, or uncooked macaroni for a shaker.
- Blow across the top of a glass bottle to make a flute sound.