

### Extended Activities for All Learners

- Work in small groups to add more movement to the dance outlined in this lesson's extension activities. For example, students may move into the center of the circle for four beats of the crescendo and back out four beats during the decrescendo (1:42-1:50).
- Create costumes for the characters Candela, Carmelo, the Ghost, and the Gypsies, and then act out the story with movement. The ending could include all of the characters coming into the circle and surrounding the Ghost, who carries/wears a white scarf. During the ending accents (4:14-end), the Ghost escapes so that the audience can't see him. The characters then open the circle at the end to reveal the Ghost is gone, leaving behind his white scarf.
- Add accents, crescendos, and/or decrescendos to songs, instrumental pieces, chants, or body percussion pieces that have been previously learned. Ask students to evaluate how these pieces are changed by adding accents and dynamics.
- Listen to other music that features specific instruments and have students identify the timbre of instruments by using hand motions or specific color scarves/construction paper to indicate a specific instrument. For example, have students follow the story of Sergei Prokofiev's *Peter and the Wolf*, with each character/instrument identified by a different color.
- Experiment with vocal timbres. Have the class close their eyes and select one student to say "hello." The class has to identify the speaker based on his/her vocal timbre.
- Create a video recording and/or a podcast of students' performances.
- Conduct research about Flamenco and prepare reports to share with the class.
- Listen to traditional Flamenco music, view a video of Flamenco dance, or create a Flamenco performance.

### RESOURCE

- [http://www.statetheatrenj.org/media/pdfs/Keynotes\\_Flamenco.pdf](http://www.statetheatrenj.org/media/pdfs/Keynotes_Flamenco.pdf)