

teacher resource guide

**schooltime
performance
series**



malevo

**arts
education
njpac**



about the performance

Malevo is an Argentinian dance company that re-imagines Malambo, a classic Argentinian folkloric dance. The ensemble blends traditional Malambo techniques with flamenco dance and live percussion, offering audiences a breathtaking multi-sensory experience deeply rooted in Argentinian culture.

Malevo was created by director, choreographer, and dancer Matías Jaime. The company has performed in festivals and venues worldwide, including Juste Pour Rire and Le Incroyable (Canada), La France a un Incroyable Talent (France), Global Village (Dubai), Santa Lucía Festival (Mexico), Lollapalooza (Argentina),

Dance Open (Russia), Gastronomic Culinary Festival (Spain), Montecarlo Anniversary 22 Historique Rally (Monte-Carlo), Festival de Circo (Argentina), Cirque du Soleil (Las Vegas, USA), and Norwegian Cruise Line.

Malevo reached the semi-finals of *America's Got Talent* and filmed a television special called *Malevo Has Talent*. The ensemble has also choreographed dances for Latin pop sensation Ricky Martin and Universal Studios in Osaka, Japan. The company also runs the Malevo Art Factory, a global online platform for teaching dances, including Malambo and other disciplines.

njpac on the mic podcast

with teaching artist Carina Rubaja



How to listen to this episode of NJPAC On the Mic
Scan the QR code or visit njpac.org/arts-education/teacher-resources to access the podcast and the following show notes:

Part 1: About | *Pre-show audio, 5 minutes*

Includes: An introduction to the performance, artists, venue and welcome message

Welcome message voiced by Carina Rubaja

Part 2: Connect | *Post-show audio, 8 minutes*

Includes: Reflection question, a look at the rhythms and sounds of the Argentinian folk dance Malambo

Opening question voiced by Carina Rubaja

Part 3: Spotlight | *Post-show audio, 9 minutes*

Includes: An interview with an NJPAC dance teaching artist, discussion starters

Interview guest: Carina Rubaja

Additional Episode Credits

Series producers: Michael Aquino and Dania Ramos

Written and hosted by Dania Ramos

Theme and outro music:
NJPAC's Hip Hop Arts & Culture program

Additional music from Epidemic Sound

**Sound editing, sound design
and voiceover by** Michael Aquino



Scan the QR code to access the NJPAC on the Mic Podcast & show notes

About NJPAC On the Mic

NJPAC On the Mic invites your students to expand their experience of attending a SchoolTime Performances show. We provide three podcast episodes for each production, suitably aligned with New Jersey Student Learning Standards (NJSLs) and New Jersey Social and Emotional Learning (SEL) Competencies. With *NJPAC on the Mic*, the learning begins before — and continues beyond — your visit to the New Jersey Performing Arts Center!

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

Prepare for the performance	<p>Have students listen to <i>NJPAC On the Mic: About</i> for an introduction to the performance, what to expect at the theater and a welcome message.</p> <p>Explain that Malevo is an Argentinian dance company that reimagines malambo, a classic Argentinian folkloric dance performed originally by gauchos of the Pampas region in South America. The ensemble blends traditional malambo techniques with flamenco dance and live percussion. Inform students that flamenco and the footwork aspect of malambo (zapateado) are native to Spain. Ask students to share what they know about Argentina, Spain, malambo, flamenco and gauchos.</p> <p>Define gaucho, malambo and boleadoras (see vocabulary list).</p> <p>Share this video of Malevo on <i>America's Got Talent: All-Stars</i>.</p>
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<p>Listen to <i>NJPAC On the Mic: About</i>. Share your previous knowledge about Argentina, Spain, malambo, flamenco and gauchos. Watch the video of Malevo on <i>America's Got Talent: All-Stars</i>.</p> <p>Complete Activity Sheet 1.</p>

<p>English Language Arts: NJLSA.R7., NJLSA.SL1.</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.4, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.12.CI.1</p> <p>Visual & Performing Arts Anchor Standard 7, 8, 9, 11</p> <p>NJ Social-Emotional Learning Social Awareness Sub-competency 9</p> <p>Social Studies 6.1.2 HistoryUP.2, 6.1.2. Geo. HE.2, 6.1.5.HistoryUP.7</p>
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E

Experience the performance	<p>Remind students about audience expectations for the theater, including consideration toward the performers and fellow audience members.</p> <p>Encourage students to further their observations about the elements of dance and music they noted in the previous section. During or after the performance, have them add their new insights about the performance to Activity Sheet 1.</p>
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<p>Notice the dance and music elements in the performance.</p> <p>Observe your feelings and thoughts as you watch.</p> <p>Record your new observations on the Activity Sheet 1.</p>
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<p>English Language Arts: NJLSA.R7., NJLSA.SL1.</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.4, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.12.CI.1</p> <p>Visual & Performing Arts Anchor Standard 7, 8, 9, 11</p> <p>NJ Social-Emotional Learning Social Awareness Sub-competency 9</p> <p>Social Studies 6.1.2 HistoryUP.2, 6.1.2. Geo. HE.2, 6.1.5.HistoryUP.7, 6.2 World History/Global Studies</p>
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R

Reflect, respond and read	<p>Reflect: Have students listen to <i>NJPAC On the Mic: Connect</i>.</p> <p>Twice during this episode, pause the audio to allow students to share their responses to the questions:</p> <ol style="list-style-type: none"> 1. What was your favorite moment from the performance? 2. Keeping a steady beat is a basic element of music. It can be accomplished with a drum, different objects, or a dancer's feet or hands. What's another way you could create a consistent rhythm? 3. What new information did you learn about malambo during the performance? <p>Read: Have students learn more about malambo and Argentinian gaucho culture by reading "Gauchos: The Legendary Horsemen of Argentina". Students can learn more about malambo by listening to an interview in <i>NJPAC On the Mic: Spotlight</i>.</p> <p>Respond: In small groups, have students discuss the themes of gaucho culture: skillfulness and resilience, sense of community (ex: <i>mate</i>, <i>asado</i>) or cultural identity preservation (ex: <i>dance</i>, <i>music</i>, <i>storytelling</i>, <i>attire</i>). Have them discuss the importance of each cultural theme and how each aspect can be related to their own life, culture or family traditions. Ask each group to select a theme of gaucho culture they'd like to focus on for the upcoming section.</p>
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<p>Reflect: Listen to <i>NJPAC On the Mic: Connect</i>.</p> <p>Share your responses to the questions:</p> <ol style="list-style-type: none"> 1. What was your favorite moment from the performance? 2. Keeping a steady beat is a basic element of music. It can be accomplished with a drum, different objects, or a dancer's feet or hands. What's another way you could create a consistent rhythm? 3. What new information did you learn about malambo during the performance? <p>Read: Learn more about malambo and Argentinian gaucho culture by reading "Gauchos: The Legendary Horsemen of Argentina". Further your research by listening to an interview in <i>NJPAC On the Mic: Spotlight</i>.</p> <p>Respond: Discuss the themes of gaucho culture: skillfulness and resilience, sense of community (ex: <i>mate</i>, <i>asado</i>), or cultural identity preservation (ex: <i>dance</i>, <i>music</i>, <i>storytelling</i>, <i>attire</i>). Consider: Why is each theme important? How does each theme relate to your own life, culture, or family traditions? Select a theme of gaucho culture for your group to focus on for the upcoming section.</p>
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<p>English Language Arts: NJLSA.R7., NJLSA.SL1.</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.4, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.12.CI.1</p> <p>World Languages 7.1.NH.IPRET.6</p> <p>NJ Social-Emotional Learning Social Awareness Sub-competency 9 Relationship Skills Sub Competency 16</p> <p>Social Studies 6.1.2 HistoryUP.2, 6.1.2. Geo. HE.2, 6.1.5.HistoryUP.7, 6.2 World History/Global Studies</p>
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F

Focus	<p>Introduce the idea of combining percussion and dance to create a work of art that reimagines a theme of gaucho culture. Share this article and this video about malambo dance and boleadoras.</p> <p>Guide students to notice the roles performers have in the previous videos and the Malevo performance: dancer, musician, both simultaneously, both alternating.</p>
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<p>Malevo combines percussion and dance in various ways.</p> <p>Read this article and watch this video about malambo dance and boleadoras. Notice the performers' roles in both videos and in the Malevo performance: dancers, musicians or both (simultaneously or alternating).</p>

<p>English Language Arts: NJLSA.R7., NJLSA.SL1.</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.4, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.12.CI.1</p> <p>Social Studies 6.1.2. Geo. HE.2, 6.1.5.HistoryUP.7, 6.2 World History/Global Studies</p>

O

Originate	<p>Have students break into the groups from the previous section. Ask them to complete Activity Sheet 2 to help them interpret their chosen theme of the gaucho culture through a dance and music presentation. Participants may dance while playing percussion, using drums, rhythm sticks or objects. Students should decide whether they'll be dancers, musicians or both; and whether they'll perform in unison or alternate. Guide students to exchange ideas for rhythms and dance steps. Encourage them to amplify the movement that accompanies the rhythm.</p>
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<p>In the small groups from the previous section, complete Activity Sheet 2 and use it, along with the resources in this guide, to create a to help you interpret a music and dance presentation about your group's chosen theme of the gaucho culture and dance and music elements related to malambo dance.</p>
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<p>English Language Arts: NJLSA.R7., NJLSA.SL1.</p> <p>Comprehensive Health and Physical Education 2.2.8.MSC.3, 2.2.12.MSC.3</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.8.GCA.2, 9.4.12.CI.1</p> <p>Visual & Performing Arts Anchor Standard 1, 2, 4, 6, 10</p> <p>NJ Social-Emotional Learning Relationship Skills Sub Competency 16</p> <p>Social Studies 6.1.2 HistoryUP.2, 6.1.5.HistoryUP.7, 6.2 World History/Global Studies</p>
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R

Rehearse	<p>Give your students time to refine and practice (and, if necessary, record) their presentation.</p> <p>Implement a checklist to give constructive feedback on their dance and music performance. It may include items like: interpretation of the task, collaboration with and inclusion of group members, physical and emotional safety, representation of their chosen gaucho theme, organization and structure (clear beginning, middle, end), creativity (dance and music elements and additional elements)</p>
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<p>Revise and rehearse (and, if necessary, record) your presentation.</p> <p>Using a checklist, offer feedback on your classmates' presentations and receive feedback on your presentation.</p>

<p>English Language Arts: NJLSA.R7., NJLSA.SL1.</p> <p>Comprehensive Health and Physical Education 2.2.8.MSC.3, 2.2.12.MSC.3</p> <p>Career Readiness, Life Literacies, and Key Skills 9.4.8.GCA.2, 9.4.12.CI.1</p> <p>Visual & Performing Arts Anchor Standard 3, 5, 10</p> <p>NJ Social-Emotional Learning Relationship Skills Sub Competency 16</p>
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M

Make magic	<p>Provide space and time for all groups to share their presentations (live or recorded). Remind everyone about audience expectations. Before presenting, have performers communicate the aspect of the gaucho culture and the details of the Malevo performance from which they drew inspiration. After each presentation, invite students to offer feedback on what theme of gaucho culture they believe was represented and how they connected to the performance.</p>
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<p>Perform or share your presentations!</p> <p>While performing, relax, do your best and enjoy yourself. As an audience member, be open, respectful and actively listen. Share your observations about each presentation's connection to gaucho culture and what you connected with.</p>
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<p>English Language Arts: NJLSA.R7., NJLSA.SL1.</p> <p>Comprehensive Health and Physical Education 2.2.8.MSC.3, 2.2.12.MSC.3</p> <p>Visual & Performing Arts Anchor Standard 4, 5, 6</p> <p>Social Studies 6.1.2 HistoryUP.2, 6.1.5.HistoryUP.7</p>

curriculum standards

NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 4: Selecting, analyzing, and interpreting work.
- 5: Developing and refining techniques and models or steps needed to create products.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 8: Interpreting intent and meaning.
- 9: Applying criteria to evaluate products.
- 10: Synthesizing and relating knowledge and personal experiences to create products.
- 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS
corestandards.org/ELA-Literacy

NATIONAL SOCIAL STUDIES STANDARDS
socialstudies.org/standards

NATIONAL CORE ARTS ANCHOR STANDARDS
nationalartsstandards.org

common core state standards

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.4

Explore the role of creativity and innovation in career pathways and industries.

9.4.8.GCA.1

Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

English Language Arts

NJLSA.R7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJ Social-Emotional Learning

Social Awareness Sub-competency 9

Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.

Relationship Skills Sub Competency 16

Utilize positive communication and social skills to interact effectively with others.

Social Studies

6.1.2 HistoryUP.2

Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2. Geo. HE.2

Describe how human activities affect the culture and environmental characteristics of places or regions.

6.1.5.HistoryUP.7

Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.2 World History/Global Studies

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.

World Languages

7.1.NH.IPRET.6

Interpret some common cultural practices associated with the target culture(s). (8th, 12th grades benchmarks)

Comprehensive Health and Physical Education

2.2.8.MSC.3

Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities.

2.2.12.MSC.3

Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships.



vocabulary

Argentina

A country in the southern half of South America. It was colonized by Spain and became independent in 1816

Asado

It is a traditional cooking method that gauchos implement. It involves grilling various cuts of beef, such as ribs, flank, and sausages, over an open flame. Gauchos take pride in their asado or open-fire skills

Boleadora

A hunting and herding tool used by gauchos, invented by the natives of the Pampas region. They consist of connected straps of leather or rope with tight knots, stones or other weighted objects at each end

Bombo legüero

A traditional Argentinian folk instrument. The name translates to a drum that can be heard from a great distance. Musically, it is considered a bass drum with its deep and resonant sound. It is typically made from the skin of a sheep, cow, or goat. Wooden sticks or mallets are used to strike it

Canon

A piece in which the same melody begins in different parts successively. It's a choreographic device in which a group of dancers start a movement motif at successive times

Cepillado

A Spanish word that translates to brushing. A type of footwork malambo dancers do, similar to a shuffle in tap dancing, where a performer brushes the foot against the floor

Flamenco

An art form based on the various folkloric music traditions of Southern Spain that originated from the Gitanos

Folklore

The body of expressive culture shared by a particular group of people passed down by word of mouth. This includes traditions such as tales, myths, proverbs, jokes, dance and songs

Gaicho

A horseman from the Pampas region in South America. Gauchos are similar to American cowboys or Mexican vaqueros

Las Pampas

An expansive stretch of plains in central Argentina, Uruguay, and the southern tip of Brazil. Its fertile soils provide abundant pasture for the country's famous beef cattle

Malambo

A folk dance traditionally performed by Argentinian horsemen, known as gauchos. It is often performed by two men competing against one another and involves the use of boleadoras that are swung in rhythmic movements that create a quick pulsating beat

Mate

A traditional South American herbal tea. It is a symbol of friendship, camaraderie, and hospitality among gauchos. The preparation and sharing of mate fosters a sense of community. They gather around a communal mate gourd, passing it around while sharing stories, songs, and jokes

Rhythm

A regular repeated pattern of movement and sound

Spain

A country located on the Iberian Peninsula in the far southwest of Europe

Unison

Simultaneous performance done by musicians, singers and dancers

Zapateado

The footwork that malambo dancers do as they tap and stomp the floor with their zapatos (*heavy shoes or boots*) that make a striking sound. Zapato means shoe in Spanish



resources

NJPAC

About NJPAC
njpac.org/about

NJPAC's Arts Education programs
njpac.org/arts-education

NJPAC Resources | *Malevo*
njpac.org/education-program/malevo-resources

Website

Malevo
malevogroup.com.ar

What Is Flamenco Dancing
wonderopolis.org/wonder/what-is-flamenco-dancing

Gauchos: The Legendary Horsemen of Argentina
piecesofargentina.com/gauchos-the-legendary-horsemen-of-argentina

Pampas Region Of South America
worldatlas.com/articles/pampas-region-of-south-america.html

Where Did The Zapateado Dance Come From?
citydance.org/where-did-the-zapateado-dance-come-from

Pieces of Argentina: Unwrapping History
piecesofargentina.com/unwrapping-history-the-story-of-argentine-boleadoras

The Bombo Legüero, the Rhythmic Bedrock of Argentine Folk Music
tinyurl.com/mjytd8z

Wikipedia | Malambo (dance)
[en.wikipedia.org/wiki/Malambo_\(dance\)](http://en.wikipedia.org/wiki/Malambo_(dance))

Videos

The Heart of the Gaucho: The Inside Story
youtube.com/watch?v=JR0NiO5q6Ww

Argentinian Folk Dance: Malambo
youtube.com/watch?v=AdoU4AohOEE

Malevo Malambo at DANCE OPEN festival
youtube.com/watch?v=rthfOAKqCVC

Toni El Pelao: Classical, traditional and pure flamenco
youtube.com/watch?v=a9H3u08Xj9I

Argentinian folk dance: Malambo & Boleadoras
youtube.com/watch?v=tlyc1A5F1DY

Malevo America's Got Talent All Stars 2023
youtube.com/watch?v=r6bHAHYiHtg

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Josef Woodson
Creative Lead, On-Site Programs

NJPAC Arts Education performances team:

Rosa Hyde, Treasure Borde, and Kendall Lipham. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. CM Studios producers: Michael Aquino and Dania Ramos. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

the arts in your school

In-School Residencies: NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Or visit njpac.org/education

study the arts at njpac

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.

Generous support for SchoolTime provided, in part, by



Generous support provided by The Joan and Allen Bildner Family Fund, Broadridge Financial Solutions, The Office of U.S. Senator Cory Booker, Inc., The Arts Education Endowment Fund in honor of Raymond C. Chambers, Jennifer A. Chalsty, Judy and Stewart Colton, Toby and Leon Cooperman, Mimi and Edwin Feliciano, The Izzo Family, Don Katz & Leslie Larson, McCrane Foundation, Inc., care of Margrit McCrane, The MCJ Amelior Foundation, Albert+ and Katharine Merck+, NJ Advance Media, David & Marian Rocker, The Sagner Companies/The Sagner Family Foundation and an anonymous donor.

+ deceased