

Study Guide

ANDES MANTA



North
Carolina
Arts
Council

*Fifty years
of leadership*

This project is supported by the N.C. Arts Council, a division of the Department of Natural & Cultural Resources.
www.NCArts.org.



Did you know? This performance is a public service of the Sampson CenterStage Performing Arts Series and the County of Sampson and is totally funded and underwritten through the financial contributions of many businesses, corporations, civic organizations, and individuals from across Sampson County and is provided **FREE** to students in Clinton City Schools and Sampson County Schools.

Many thanks to all **Class Acts-Sampson CenterStage for Students** Sponsors...On the day of the performance a complete list of Class Acts Sponsors will be distributed to each teacher...

TEACHERS, How you can help? Please take a moment to have **YOUR** students write a note of appreciation to our sponsors...without them this performance would not be possible!

This study guide is provided as a courtesy of the *Class Acts-Sampson CenterStage for Students* series and is designed to aid in preparing students for an exciting performance.

We encourage you to make use of this valuable resource designed to not only enhance each student's theatergoing experience; but to also complement their total educational experience.

GOING TO THE THEATRE (101)



Going to the Theatre

Watching a live performance is very different than watching television or going to the movies. When you see a live performance you play a part too! Your role is an audience member. As an audience member you should obey the following instructions:

When you arrive, follow an usher to your seat. Your group may be assigned to specific areas or seats in the theatre. Please stay in the seat that you are given until the show is over.

Most theaters do not allow cameras, cellular telephones or recording devices. Please leave these at home or in your classroom.

Food, drink, candy and chewing gum are not allowed in the theatre.

Book bags and/or oversized handbags are not allowed in the theatre.

When the theater lights dim, it means the show is about to begin...Please be quiet.

Listen and watch carefully. Talking and making noise disturbs the performers on stage and your fellow audience members. Please hold your comments until after the performance. Of course when something is funny you may laugh. You may even cry when something is sad.

Show your appreciation by clapping when the performance is over and when the performers take a bow.

Stay seated after the show and an usher or your teacher will lead you out of the theater.

SPECIAL NOTE

This show will have a question and answer period following the performance. Please stay seated after the curtain call. If you have a question, raise your hand. Speak loudly and clearly when you are called upon.

Theatre Collaborators



When we see a show, we often think of only the performers on stage. However, many people come together to make a performance happen. Read the list of theatre collaborators and answer the discussion questions with a partner.

Professional Musician - A professional musician is one who sings or plays an instrument or several instruments proficiently; performing is their primary source of income.

Musical Arranger - A music arranger is someone who arranges a piece of music for a music director, music producer, conductor, a group of performers or a single performer. Most music arrangers know how to read and write music, have a good knowledge of music theory and know how to play several instruments.

Sound Engineer - An audio engineer helps to produce a recording or a live performance, balancing and adjusting sound sources using equalization and audio effects, mixing, reproduction, and reinforcement of sound.

Director - helps the performers understand their roles and tells them where to move on stage. The director also collaborates with designers to create the entire picture you see on stage.

Costume Designer - imagines and designs the clothing and other items worn by the performers on stage.

Lighting Designer - imagines and creates the lights of a performance to enhance the mood and the setting.

Set Designer - makes a map of each set and its changes

Props - items held or used by the actors on stage that help tell the story

THINK ABOUT IT!



Why is changing the color of lights important for the mood in a scene?

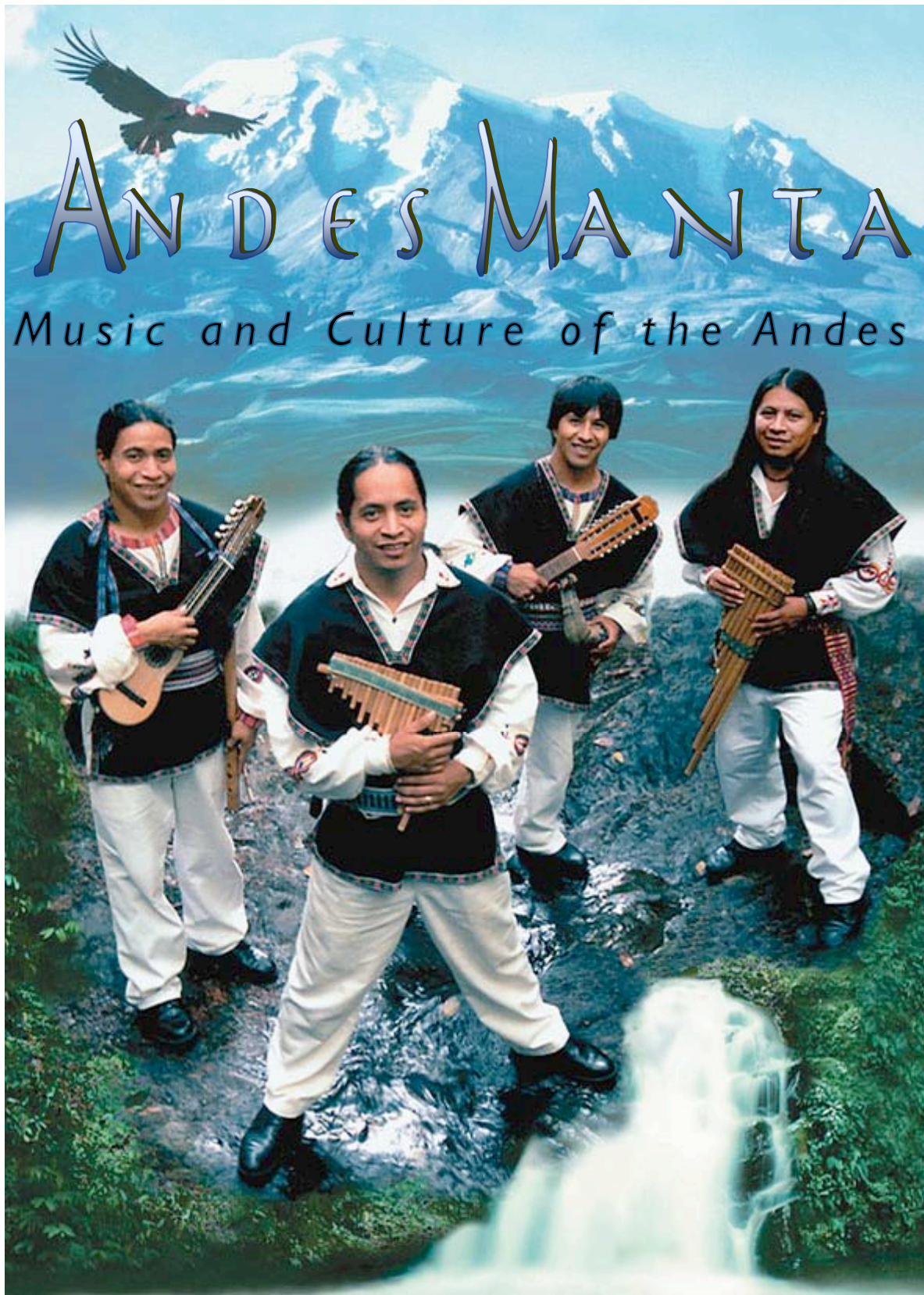
If you were a character in a play, what color gel would you choose for your spotlight?
Why?

If you were in a band, what musical instrument would you want to play?

DISCUSSION QUESTIONS...

1. If you were to work in the theater business, which theater collaborator would you rather be?
2. Which job seems most challenging? Why?





ANDES MANTA

Music and Culture of the Andes

Teacher's guide sheet FOR STUDENTS

Andes Manta invites you to take a musical journey to South America. This guide sheet is designed to be used in conjunction with the Arts-In-Education Programs. The Teacher's Guide is appropriate to all grammar school levels.



Watch.
Listen.
Think.
Imagine.

Enjoy Andes
Manta: Music and
Culture of the
Andes!



With its strong beats, lyrical tunes and powerful rhythms, Andes Manta (AHN days MAHN tah) plays the music of Ecuador, the land where the musicians were born. Pueblo the Colores (PWAY blow day koh LOH rez) is a happy song about the many colors found in an Andean village. Ancestros (ahn SES trohs) is a slow and rhythmic tune, showing respect for Andean people of long ago. Causai Pacha (COW sigh PAH cha), mimics the sounds of the creatures and natural forces of the Amazonian rainforest.

ANDES MANTA

PO. Box 606 Bangall, NY 12506, Tel: 845-868-7802, Email: andesmanta@optonline.net





ANDES MANTA and the four Lopez brothers



Andes Manta performs the traditional music of the Andean mountains of South America, rooted in the cultural heritage of the Incas and their ancestors. The dynamic and mystical songs that they play are filled with the exquisite sounds of an ancient, yet still vital, civilization. This music continues to be widely performed in the modern Andean nations of Ecuador, Peru, Bolivia, Chile, Colombia, Venezuela and Argentina.

The four musicians who comprise Andes Manta today are brothers from Quito, Ecuador: Fernando Lopez, Luis Lopez, Bolivar Lopez and Jorge Lopez. Andes Manta has emerged as a musical force under the direction of founders Fernando (Wilson) Lopez and Luis Lopez. The members of this group began playing at an early age using their distinct musical form to express the richness of their culture and traditions.

They have performed at Carnegie Hall, the Smithsonian Institution, the Metropolitan Museum of the Art, the Cathedral of St. John the Divine, Yale University, Vasar College and hundreds of other schools and universities. Andes Manta has written and performed part of the score for the Discovery Channel Special "Rediscovering America" as well as performing Latin American music for the Silver Burdett-Ginn series on music of the world. Andes Manta has recorded with Koch International, Narada Records and Living Music. The musicians play over 35 traditional instruments.

Wilson Lopez, a founding member of Andes Manta, has been playing the entire range of Andean wind and string instruments since childhood. While in high school he was offered a scholarship to the Quito Conservatory to study classical guitar. During his conservatory and high school years, Wilson performed regularly in Quito with his brother Luis. It was at this time that the group, Andes Manta, was formed by the brothers. Wilson, a native of Quito, Ecuador, now resides in New York.

Luis Lopez, the second founding member of Andes Manta, is a noted virtuoso on the *charango* (a native stringed instrument) and the *quena*, the Andean flute. Luis learned to play music in the traditional Andean way, without benefit of written music, by passing the art form from father to son and brother to brother. Luis has been performing since the age of thirteen. In addition to his performing credits, Luis is a well-known instrument maker, creating instruments for many of Andean music's noted performers in North America.

Bolivar Lopez, like his older brothers, learned to play Andean instruments as a child. He is a noted wind musician, and is the featured performer of the *rondador*, an Ecuadorian pan-pipe that is unique in the world for the "chordal" note that it produces. It is a difficult instrument to play and requires substantial dedication and talent. Bolivar began performing with Andes Manta in 1989.

Jorge Lopez, youngest of the Lopez brothers, concentrates on the Andean stringed instruments, although like the rest of the group he plays all 35 instruments in their repertory. Jorge joined Andes Manta in 1991 and continues to learn the art from his older brothers, a cultural pattern repeated for thousands of years in the Andes.

The Music of the People

The Lopez brothers as a group had no formal education in learning to play the instruments they themselves make by hand. Much of their music recreates the vitality of nature, the sound of wind, rain and birds. "Our music is the music of the people," says Wilson Lopez. "With it we celebrate harvest, carnival, solstice, village life and religion."

"Our parents took us to village festivals, carnivals and ceremonial gathering," he explains. "We listened and observed the musicians and singers. This is the way children in our country learn to play melodies and fashion musical instruments."



Map Research Activities:

1. Trace in color the border around Ecuador.
2. Color the borders of the other South American countries. How many are on this continent?
3. Shade a line showing the north-to-south extent of the Andes Mountains, known as "the spine of South America."
4. Draw a line to show the location of the equator. How many South American countries does it touch?
5. Draw a line showing the direction and extent of the Amazon River. Where does it originate?

Map Research (continued):

1. Using a scale of 1 inch=200 miles, measure the number of miles from the northernmost tip of Colombia to the southernmost tip of Argentina.
2. Using the same scale, determine the widest distance from the east-to-west coastlines.
3. Locate Quito and the capital cities of other nations shown on the map
4. A straight line running north from Quito will intersect with what major American city?
5. Identify Cape Horn and the Falkland Islands.

Ecuador: Atop the World's Beltline

Standing on the **equator** without a hat or a warm jacket can be a chilly experience in **Ecuador**, named for the imaginary belt-line circling the earth mid-way between the North and South poles.

In this Andean land straddling the equator, the climate changes by the mile between tropical coast and snowy peaks. Ecuador is a country of balsa and bananas, of poncho-clad Indians and pertly dressed señoritas, of thick jungle vegetation and jutting volcanoes—including Cotopaxi, one of the world's highest still active volcanic cones. The famed Panama hats come from Ecuador; hard seeds of its kapok trees yield soft stuffing for cushions, and streets are sometimes paved with chocolate—cacao beans spread to dry in the sun.



One-half of Ecuador's people live in one-sixth of the nation's area, a central plateau slung like a hammock between parallel ranges of the Andes, the Pacific Ocean and the mountains, and in the unconquered Amazon wilderness.

One of the South America's less developed nations, Ecuador—aided by new riches—is moving to wipe out illiteracy and solve the problems of inadequate transportation and primitive agriculture. To Ecuador belong the incredible Galapagos Islands, realm of giant tortoises and lizards, and the rich fishing grounds that furnish shrimp and tuna for U.S. tables.

Mini-facts At a Glance (continued)

OFFICIAL NAME: República del Ecuador (Republic of Ecuador)

CAPITAL: Quito, population 1,100,847 (1990)

OFFICIAL LANGUAGE: Spanish, the official language, and most widely used. Many rural native Ecuadorians speak Quechua, the original language of the Inca people.

GOVERNMENT: Ecuador is a democratic republic. It has had more than fifteen constitutions since 1822, when it seceded from Spain. The constitution of 1979 established a formal separation of powers with a president elected by popular, direct, and secret voting for a four-year term. Members of the chamber of Deputies are elected for two-year terms. Two senators are elected from each of the twenty provinces for four-year terms. In addition, the government seats fifteen senators, chosen at large by various interest groups such as the armed forces, the universities, agricultural interest on the coast, etc. The judiciary, as in most countries that have not been part of the Anglo-American tradition of common law, plays only a marginal political role. There are many political parties, but none has been dominant in recent years.

RELIGION: Roman Catholic; less than 1% Protestant; religious freedom is guaranteed.

FLAG: The upper half is yellow, and the lower half has two horizontal bars, blue above red. The national COAT OF ARMS is the center of the flag. Adopted in 1833, it shows a giant condor, Chimborazo Mountain (20,561 ft.), and Ecuador's first steamboat.



AREA: 109,484 square miles.

POPULATION: (1996) 11,466,291. 40% Native American, 40% mestizo (persons of mixed Native American and European ancestry), 10% European (Spanish), 10% African-American. 56% urban, 44% rural.

ECONOMY: Sixty percent of the population works in agriculture and 19% in manufacturing (mostly textiles, handicrafts). Iron ore found in beach sands is mined as well as deposits of petroleum, silver and gold. Ecuador is a major producer of bananas, balsa, cacao, coffee, and rice.

WEIGHTS & MEASURES: The metric system is used.

MAJOR CITIES: Quito (capital), Guayaquil (seaport, pop. 1,300,868), Cuenca and Machala.

CLIMATE: The climate is tropical on the coast, tempered by Peru current; mild days, cool nights prevail in highlands, with a rainy season from November through May.

INFORMATION: Embassy of Ecuador, 2535 15th Street, NW, Washington, D.C. 20009.

NATIONAL ANTHEM: Himno Nacional del Ecuador (National Anthem of Ecuador).

MONEY: Basic unit – the dollar. Ecuador adopted the US dollar in 2000.

NATURE

TREES: The wet lowlands are covered with a tropical rain forest containing dense trees, climbing vines and epiphytes (air plants), which derive nutrients from the air and rain. In the Guayas Valley the forest is largely made up of balsa; in the eastern forest cinchona trees (a source of quinine) are plentiful. The cinchona is the national tree. Flowering trees—acacias, flamboyant, and magnolia—are common. On the coast between Esmeraldas and the Gulf of Guayaquil, the forest gives way to palms and carludovica, which is used for Panama hats.

FISH: The fish population is similar to that of the Amazon River. In fresh waters, catfish, arapaima and rainbow trout (introduced from North America) are found. In coastal waters, migratory skipjack tuna (from January to April) are of great importance to the fishing industry. Other fish include mackerel, snapper, haddock, sardines, thread herring, swordfish and squid. Sea bass are also an important part of Ecuador's thriving fishing industry.

ANIMALS: In the forests there are monkeys of all sizes, from tiny titi to howler monkeys. In the jungle regions are tapirs, anteaters, sloths, armadillos and lizards. Dangerous snakes, including bushmasters, fer-de-lance, and anacondas are prevalent. Smaller animals include porcupines, opossums, rabbits and squirrels. Jaguars, pumas and small tigrillos inhabit the highlands. Llamas are found mainly in Riobamba Province. Carnivorous animals include foxes, coatimundis, giant otters, raccoons, skunks and weasels. On the Galapagos Islands are giant tortoises, land and marine iguanas, huge sea turtles, sea lions and fur seals.



BIRDS: Over 1,500 species have been identified. Giant condors, eagles, hawks, hummingbirds, parrots, macaws, toucans, herons, flamingos and jacamars are among them. The Galapagos penguins and flightless cormorants are unique to these islands. Many North American birds migrate to Ecuador for the winter. These include the Virginia Rail, the Kingbird, the Barn Swallow and the Scarlet Tanager.

FOOD: The Ecuadorian diet is based on corn, beans and potatoes. Most of the food—for the people in the cities—is grown on *haciendas* in the Andes highlands. Grains and vegetables are the main crops. Farmers raise cattle for meat and dairy products. Fish is important to the diet—and plentiful. In the Sierra the Indian diet usually consists of one-dish meals, or a fried potato cake containing cheese and

topped with an egg, called *llapingacho*. *Humitas*, sweet corn cooked in the husk, is like a tamale. Plátano, a large, banana-like fruit, is fried, baked, toasted or prepared as a cake. *Empanadas* are wheat pastries filled with meat and cheese. Fish soup is often made with green peas, toasted ground peanuts, cheese and potatoes.

HOUSING: Half of Ecuador's housing consists of *casas* (houses), or *villas* (houses with gardens). They are constructed from brick, stone, concrete or wood. The other half are made of adobe, cane, reed or other less permanent materials. In the Indian villages most houses are one-room mud huts with thatch roofs. There is a great need for more houses to serve the rapidly increasing population.

CULTURE: Although there is a high rate of illiteracy in Ecuador (almost 35 percent) and a poor economy, the level of culture is quite high. Painters tend to use Indian themes, and mural painting on nationalistic and historic subjects is also typical. Oswaldo Guayasamin is perhaps the best-known muralist. His works can be seen in the major museums and galleries of the world. There is a flourishing art colony in Quito. Literature also often

focuses on Indians themes. The poem *Boletín y Elegía de las Mitas* (Record and Elegy on Indian Forced Labor) by the late Cuencan poet, César Dávila Andrade, is a leading example. Music seems to be everywhere and is characterized by its sadness. The *yarabi*, among the most popular folk songs, tell of the solitude of the Andes and the oppression of the Indians. The House of Ecuadorian Culture was established in 1944 to promote and preserve all aspects of the national culture. The History Archives, Museum of Colonial Arts and the Pedro Traversari Musical Instrument Museum are some of its subdivisions.

SPORTS AND RECREATION: Sports are popular in Ecuador. Athletes participate in the Pan-American games and in the Olympics. Soccer is the national sport, and basketball and volleyball are also popular. Pancho Gonzáles and Andrés Gómez were world-ranked tennis players. Bullfights and cockfights attract large crowds. Fiestas and market days attract people from all walks of life.

COMMUNICATION: There are seventeen newspapers in Ecuador. *El Universo*, the largest, is published in Guayaquil. The ten television stations are privately owned. Ecuador also has about three hundred radio stations. The telephone service, operated by the government, provides about three phones for every two hundred persons.

Geography



HIGHEST POINT: Mount Chimborazo , 20,561 feet.

LOWEST POINT: Sea level.

AREA: 109,484 square miles.

RIVERS: The Guayas is part of the largest river system on the pacific coast of South America. It is formed by the junction of the Daule and Babahoyo rivers and is navigable for much of its course. Other rivers that flow toward the ocean are the Santiago and the Cayapas and their tributaries: the Esmeraldas,

the Jubones and the Santa Rosa. The Napa River flows eastward until it joins the Amazon River.

MOUNTAINS: The Andes highlands, often called the Sierra, lies between the coastal and the eastern lowlands. They makes up about one-fourth of Ecuador. Two parallel ridges of the Andes Mountains extend the length of the country from north to south. Several of the mountains—Sangay, Tungurahua, and Cotopaxi—are active volcanoes. Tungurahua is currently actively erupting.



THE SEASONS: Ecuador's seasons are the opposite of the seasons in the Northern Hemisphere. The climate varies according to the altitude. The lowlands are hot and humid. The Peru Current cools the coastal lowlands slightly. The temperature in the lowlands averages about 75 F. The Galapagos Islands (a group of islands 600 miles off the coast that belong to Ecuador) have a tropical climate cooled by the Peru Current. The plateaus in the Andes highlands have a spring like climate all year, with an average temperature of 57F.

The climate is colder at higher altitudes. Snow covers the Andes upward from an altitude of 16,000 ft. Rain falls from January to May and, in the northwest, all year round.

GREATEST DISTANCES: North to south—450 miles. East to west—395 miles. Coastline—1,278 miles, including the Galápagos Islands.

TRANSPORTATION: Ecuador's road system is only partially developed because of the nation's rough topography and lack of economic development. Especially in the southern Sierra and the eastern regions, the farmer who wishes to take his products to market must frequently use horses or mules. Only, 1,800 of the nation's 113,000 miles of roads are paved. The Pan- American Highway crosses the country from north to south. Railroads total about 700 miles, but service is poor and they are used more for freight than for passengers. Most of the major cities have airports; international flights stop at Quito and Guayaquil.

SCHOOLS: Although the government requires all children between six and fourteen years of age to attend school, many children are unable to attend due to economic factors. Most schools are operated by the national government. The nation has five public universities, two private universities and two technical schools. Many affluent Ecuadorians send their children abroad for their higher education.

HEALTH: There are few hospitals or clinics in rural areas, and diseases such as tuberculosis and dysentery are common. Many of the poor also suffer from malnutrition. The government is working to improve the nation's health. All public and private employees are affiliated with the National

Social Security Institute, which provides medial and hospital insurance coverage, retirement pensions, and aid to widows and orphans.

Principal products

AGRICULTURE: Bananas, barley, cacao, cattle, coffee, corn, cotton, rice, sugar, vegetables and wheat.

FORESTRY: Balsa wood, tagua nuts.

MANUFACTURING: Building materials, cement, chemicals, flour, processed foods, hats, leather, textiles.

MINING: Copper, gold, petroleum, sulfur.

Names to remember:

Vasco Núñez de Balboa (1475-1519): Spanish explorer, discovered the Pacific Ocean.

Francisco Pizarro (c.1475-1541): Spanish conqueror of Inca Empire.

Atahualpa (c.1502-1533): The last Inca king.

Huayna-Capac (d.1535): The son of Inca Tupac.

Gonzalo Pizarro (1502-1548): Governor of Quito, brother of Francisco Pizarro.

Sebastián de Benalcázar (1495-1551): Spanish conquistador under Pizarro's command who founded Quito, December 6, 1534.

Simón Bolívar (1783-1830): Venezuelan soldier, statesman and revolutionary leader known as the Liberator of South America.

Juan José Flores (1800-1889): General and first president of Ecuador.

Juan Montalvo (1832-1889): Writer and political leader.

Important Dates

c. 9000 B.C.

Civilization exists high in the Andes Mountains near Quito.

c. 1000 B.C.

Farmers are living in the Monjashuaico Povidence of Azuay.

c. A.D. 1200

Aymara and Quechua nations establish a state in Cuzco, Peru.

c. 1455-1460

Inca invade lands north of Peru.

early 1500s

Spaniards in Panama hear tales of a rich kingdom to the south.

1527

Death of the emperor Huayna Capac; civil war starts between his sons Atahualpa and Huascar.

1532

Atahualpa defeats Huascar, who is imprisoned and later killed. Francisco Pizarro, with 167 soldiers, defeats Atahualpa and captures Cuzco.

1533

Francisco Pizarro and his men execute Atahualpa, the Inca king, in Cajamarca Peru.

1533

San Francisco de Quito (Spanish town) is founded by Sebastián de Benalcázar.

1541

Gonzalo Pizarro, Francisco Pizarro's brother, leaves Quito to find gold.

1542

Spanish crown establishes New Laws, less severe towards Ecuadorian Indians.

1548

Order is restored in Quito.

1563

The Audiencia of Quito is granted the right to deal with the Council of the Indies.

1739

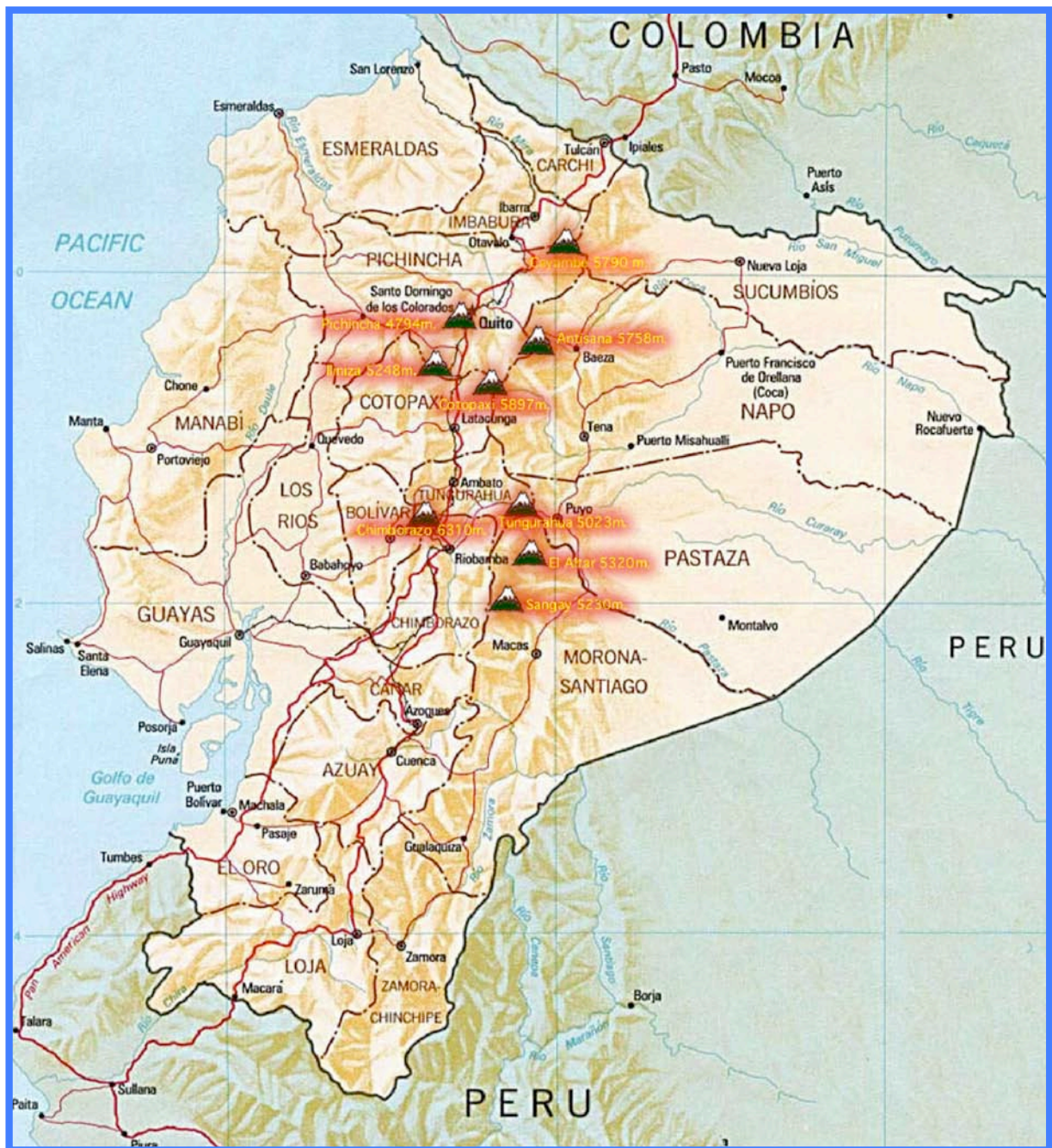
The Audiencia of Quito is transferred from Lima to viceroyalty of New Granada.

1767

Jesuits are expelled from Ecuador.

Test your knowledge:

1. What major foods are grown in Ecuador?
2. Where are Galapagos Islands located?
3. Describe some of the Galapagos animals.
4. How high is Mount Chimborazo?
5. Who discovered the Pacific Ocean? When?
6. Who conquered the Inca Empire? When?
7. Name the last Inca ruler. When did he die?
8. Who is called "the Liberator of South America"?
9. Find and circle Ecuador's three largest cities.
10. Identify the countries that surround Ecuador.
11. Name the bird shown on the Ecuadorian flag.
12. What name is given to the Andes highlands?



The influence of Ecuador's history on its music



PREHISTORIC ECUADOR: The prehistory of Ecuador reaches back to man's earliest entry in the New World. New discoveries tell us the migrants who first populated North and South America may have come from Asia, Europe and even the Pacific. Surprisingly little is known about Ecuadorian prehistory, however archaeological sites, mostly on the coast, stretch back for at least 9,000 years.

THE INCA INVASION: At the time of the rise of the Inca Empire, Ecuador was populated by chiefdoms with names such as the Quitus, the Caras, the Cañaris and the Puruhas. In the early

1500s the Incas invaded what is now Ecuador and conquered the local tribes. To bring peace, the Inca ruler Huayna-Capac married Paccha, the daughter of a conquered chief. Together they had a son named Atahualpa. Huayna-Capac already had a son and heir named Huascar in Cuzco, the Inca capital. Upon Huayna-Capac's death the kingdom was divided into northern and southern parts. The two half-brothers clashed in a civil war, which would divide and exhaust the empire just in time for the invasion of the Spaniards in 1532.



THE EUROPEANS ARRIVE: Archaeological discoveries tell us a great deal about the tragic invasion by the Europeans. Armed with horses, cannons, guns, war dogs and, most of all, devastating disease, they brought the mighty Inca Empire to a close in a few short, brutal years. Only the indestructible jewels of the empire such as the music are reminders of its brilliant and colorful past.

MUSIC IN WESTERN CULTURE: Western culture tends to be dominated by a sophisticated musical tradition, which includes the vast repertoire of both concert and popular music. Westerners are generally less aware of the folk traditions that were dominant before modern times and which still survive in isolated pockets of society. With the advent of radio and television, we have become increasingly aware of the influence of folk music on music culture as well as the ways that folk culture has been changed by the mass media.

FOCUS OF CONTEMPORARY MUSIC: Musicians today tend to focus on the ways a piece of music is unique and on the complexity of its design. Of less interest is the extent to which the piece is understood by many listeners or even a few professionals.

FOCUS OF FOLK MUSIC: In folk music, these values are usually turned around; uniqueness is less important than acceptability. In an oral tradition, a song must be sung, remembered and taught by one generation to the next. If this fails to happen, the song is lost. A piece of folk music represents, in some way, the musical taste and judgment of all who know and use it, rather than being the product of one individual. Pieces of folk music may also be modified to fit the taste of successive performers. Unlike written music, there is no "standard" version of folk pieces; songs often develop variants over the years. Folk music has, then, the fascinating quality of being old and contemporary, representative of a people's ancient traditions as well as indicative of current taste.

ROLE OF MUSIC IN THE ANDES: In the Andean communities celebratory songs bless a new marriage or a new home. Work songs accompany sowing, reaping and cooking of the corn, grains

and potatoes grown for local use. Religious songs are often joined with dances to celebrate the religious feast days of Roman Catholicism. There are musical celebrations at the end of market days, at bullfights, at parades, at celebrations of historic events and at harvest time.

ANDEAN MUSIC ENSEMBLES: Music ensembles are a focal point of a community working together in the Andes. A band may consist of flutes, guitars, charangos, pan pipes, drums and rattles. Musicians who perform at festivals earn great prestige and often work hard to prepare for them. Local band and street musicians are also common.

INFLUENCE OF SPANISH INSTRUMENTS: Andean music after the arrival of the Spanish in 1532 evolved into a blend of the traditional Andean and Spanish styles. Whereas pre-conquest music was monophonic and lacked harmony, the Spanish added the multi-part harmonies of church music with string accompaniments for dances. Researchers have been able to determine pre-Columbian Andean scales by inferring them from ancient wind instruments with fixed finger holes. These pentatonic scales are unlike those of the Europeans.

Musical instruments of yesterday and today



Musical instruments developed in the vast region of the Andes thousands of years ago. Before the 16th century Spanish invasion, people made and played only two families of instruments, winds and percussion. But once the conquistadors and missionaries arrived with their European musical style, the native South Americans adapted and built stringed instruments and incorporated them into their music.

THE PAN-PIPE FAMILY: The family of pan-pipes (known as "zamponas" in Spanish, or "sikus" in the Aymara language of highland Bolivia and Peru), appears in all sizes and shapes, both single and

paired. One type of pan-pipe, the *rondador*, has pipes of alternating length in a "sawtooth" style. Unlike other pan-pipes, this one is played by blowing two pipes at the same time to produce a chordal note. The *rondador* is originally an Ecuadorian instrument. The *quena*, *quenacho*, *pinkillo* and *monseno* are all members of the flute family.

STRINGED INSTRUMENTS: Stringed instruments were introduced to the New World with the coming of the Spanish. In imitation of the Spanish guitars, seen by the Inca for the first time in 1532, the Andean musicians created the *charango*, a ten-stringed mandolin-like instrument made from the shell of a *kirkinchu* (a member of the armadillo family) or carved from wood.

GOAT AND LLAMA TOENAILS: Andes Manta plays many traditional percussion instruments, among them several types of drum—the *bombo*, the *huancara* and the *tambor*—as well as *chakchas* (rattles made from goat or llama toenails) and the *palo de lluvia*, or "rain stick." Other instruments include clay ocarinas (the "sweet potato"), bells, seed rattles, and whistles. Modern Andean music incorporates violins, accordions and horns to create the syncretized folk music performed in South America today. It continues to be a tradition in most of the highland villages for men to play the instruments while the women join in by singing and dancing.

SPANISH INSTRUMENTS: The synthesized style heard today is essentially European and pre-Columbian. It is repetitive and based on four- or five-tone scales that sound rather melancholy. Melodies that have been traced to pre-Hispanic roots display a descending contour and a pentatonic minor scale (for example, A-G-E-D-C-A) or modal scales. The pieces played by Andes Manta are in minor keys with frequent shifts to the relative major keys. The *San Juanito*, the national song and dance of Ecuador, is usually sung in the minor key.

THE SEVEN-TONE SCALES: The introduction of the seven-tone scales also required an adjustment in the manufacture of instruments. Flutes with six or seven holes are far more common now than the earlier flutes with three or four holes. Rhythms played by Andes Manta are usually played in the common meters of 2/4, 3/5, 4/4 and 6/8. During their performances, the musicians of Andes Manta reflect the festive spirit of their homeland by yelling, shouting, whistling and speaking short phrases of encouragement to each other.

VOCAL AS WELL AS INSTRUMENTAL: In Ecuador, vocal and instrumental pieces are performed in equal numbers. The music can sound rather repetitive and monotonous to a North American listener, but this hypnotic repetition is exactly what the Andean people enjoy hearing during their festivals, seasonal celebrations and social dances which last many hours and often for days.

DESCRIPTIONS

The family of flutes:

Quena or kena (kay-na): a vertical notched flute made of thick bamboo. Early ones were made from the leg bone of a condor, or human bone, or of gold, silver, clay or gourd. It is primarily a melody instrument but is often combined with another quena playing a harmony part in parallel chordal harmony. The quena is also played with European types of drums in processions honoring Catholic saints and in ensembles of strings, winds and percussion for social dances.



Quenilla (kaynee-yah): like the quena but shorter, a fourth or fifth higher than the quena. It plays higher harmony.

Quenacho (kay-hah-cho): like the quena but longer, an octave below the quenilla. It plays lower harmony.



Mosenia (moh-syn-yah): a Bolivian transverse flute, two to four feet long, played with a complex mouthpiece creating a reedy sound like an oboe.

Other Instruments

Zamponia (sampohn-yah), sika (see-koo), bajon (bak-hohn), malta (mahl-tah): different types of pan pipes, vertical flutes cut from thick bamboo and bundled in sets. The long-to-short pipes produce the low-to-high tones of the melodic scale. The medium-size panpipes are bundled as a double raft. Traditionally they are played in pairs or groups in locked technique with two or more interlocking melodic parts creating a whole melody.

Flauta de pan (flah/oo-tah day pahn): palla: (pah-yah): medium and small single-raft pan pipes.



Toyo (toy-oh): the biggest set of pan pipes; longest pipe measures six feet; plays the bass register.

Rondador (rohrn-dah-dohr): pan pipes on which a skillful performer can play two tones at the same time. This set of pipes is visually distinct by the zigzag "sawtooth" arrangement of the lower pipes. It is made with numerous pipes of different lengths. Each piece of bamboo has to be perfect and each pipe must be carefully tuned.

Ocarina (oh-ca-ree-nah): (Italian for little goose): sometimes called the "the sweet potato" in North America. It is classified as a globular or vessel flute. Made of clay of terra cotta, the mouthpiece is on the long side. Finger holes are drilled along the body of the horizontal instrument, and the sound hole is between the mouthpiece and finger holes.



Bocina (bo-see-nah): a conch shell or gourd played like a trumpet. Andes Manta also plays a bocina made from a thick piece of bamboo with cow horns on the end as a double bell. Bocinas are big, loud horns, played to introduce songs and for occasional emphasis. The bocina is also used by the Quechua people as a call to fight, for *minga* (community work projects), and to gather to celebrate the completion of a house.

The family of stringed instruments

Bandolin (bahn-doh-leen): the Andean name for a fretted mandolin, with an oval-shaped body and fifteen metal strings in five triple courses.

Charango (chah-rah-n-goh): a small-bodied, ten-string instrument in five double courses. Other charangos may have four to fifteen strings in four or five single, double or triple courses. The charango is an adaptation of the Spanish stringed instruments. The *charango*, because of its small size, was easy for muleteers to transport along colonial trade routes. Because wood is scarce in the high Andean Mountains, the shell of an armadillo was used for the back of the body. The strings were originally made from gut, but now nylon or metal is used. Only men play the charango as a solo or ensemble instrument, most often for courting and festival dances in rural areas. In urban areas it accompanies singing and dancing at family parties and in stage presentations.



Guitarra (ghee-tah-rah): the acoustic guitar most familiar to North Americans.

Cuatro (kwah-troh) guitarra: small-bodied, fretted instrument with four strings.

Violin (vee-oh-leen): the Euro-American violin.

Percussion instruments

Bombo (boh-m-boh): a large double-headed drum, the size of a small bass drum played with one drumstick.



Tambor (tahm-bohr): a smaller drum like a snare drum or tom-tom played with one or two drumsticks.

Cascabeles (cahs-cah-bay-lays): bells made of metal, worn by dancers or tied to the end of a shaken stick. Andes Manta uses bells mounted on an 8-inch piece of wood with a handle, which is shaken or hit on the thigh.

Cania de agua (cahn-yah-day-quah): literally a water stick, also called a "rain stick," which is a piece of bamboo with small pegs inserted into the sides of the tube. When the tube is turned upside down, the beads, seeds or pebbles fall from one end to the other, hitting the pegs and sounding like rainfall.

Chaichas (chak-chahs): rattles made of bundled llama or goat toenails.



The Andes Manta musicians occasionally play instruments to suggest sounds of nature; the flutes and ocarina for birdcalls, other wind instruments played breathily to imitate the wind, and the cania de agua to represent rain. One piece, which they may perform this way, is called, "Oriente," after an area of jungle wilderness on the Peruvian border at the eastern foothills of the Andes.

A vocabulary of musical terms

Acoustics: The production, transmission, and effects of sound.

Beat: A sound recurring at regular intervals with accented pulses to mark such beats.

Dynamics: The effect of varying degrees of loudness or softness in the performance of music.

Harmony: The simultaneous sounding of two or more tones that are satisfying to the ear.

Instrumentation: The arrangement of music for specific instruments.

Line: Melodies and repetition of rhythmic patterns intertwined through the instrumentation.

Melody: A sequence of single tones, usually in the same key or mode to produce a rhythmic whole.

Mood: Music composed to create a feeling and atmosphere.

Repetition and Variation: The creation of a simple musical idea and the development of an entire piece by using repetition and variation of the original idea.

Rhythm: The regular rise and fall of pitch, stress and speed; the flow of metrical form and movement.

Story Music: The music of old tales or stories where the language takes on a beat and tone.

Texture: Layering of instruments and voices similar or different to create dimension in the music.

Timbre: The color of the music; the quality of tone distinguishing voices and instruments.

Visualization: To see or form a mental picture.

Amazing facts about Ecuador

There are three ecological zones:

The three major, very different ecological zones in Ecuador are: (1) the coast, (2) the highlands, and (3) the Amazon rain forest.

Ecuador lies due south of New York City:

Residents of North America often find it hard to believe that Ecuador, which lies in the same time zone as the eastern part of the United States, is located about 3,000 miles directly south of New York City. In fact, most of the western coast of South America actually falls **east** of New York City.

Ecuador is within the famous Belt of Fire:

Quito, the capital city of Ecuador (located at 9,246 feet in the Andes Mountains) lies within the *Belt of Fire*, a name derived from the ring of still active volcanoes that dominate the landscape. Next in altitude to Chimborazo, Ecuador's highest mountain at 20,576 feet, is Cotopaxi, the highest active volcano in the world. Other notable mountains include Sangay, Cayambe, Illiniza, Tungurahua and Pichincha.



The Galapagos Isles belong to Ecuador: The Galapagos Islands, whose strange animals inspired Charles Darwin in developing his famous theory of evolution, belong to Ecuador. They are located some 600 miles off its coast on the equator due west of Quito.

Follow-up activities (suggested):

The musicians of Andes Manta believe that through their music they bring a rare opportunity for cultural understanding between the people of their homeland, South America, and the people of modern North America. Below are suggestions for making musical instruments to create music in your classroom or at home.

Put together an arpilleras, a quilted wall hanging created from pieces of cut or sewn cloth. Arpilleras tell stories of important events in everyday life. Some have packets on the back to hold written parts of the story.

Making instruments from the essentials of nature, such as rocks, sticks and shells. Experiment with the sounds and rhythms found in the environment. Listen to the music you create and tell a story, including the moods found in nature.

Create instruments from household objects:

● Triangle: hang kitchen utensils from a string and tap with a pencil. ● Tambourine: experiment with aluminum pans. ● Maraca: glue paper soup bowls together with uncooked popcorn inside. ● Drums: coffee cans with plastic lids on one or both ends. ● Drumsticks: fasten cork or wooden beads to the ends of chopsticks. ● Chimes: tie house nails together, or put keys on a string. ● Unusual sounds: tap thimbles or grate sandpaper on wooden blocks. ● Kazoo: fasten wax paper to the end of a paper towel roll. ● Castanets: glue buttons onto strips of cardboard and rub together.

Tell a story or important event in your life, using your handmade instruments to create a sound track accompaniment.

Read a poem aloud to sense the basic rhythm and content.

Observe and discuss basic rhythms and clap them out, snap your fingers or tap your feet.

Introduce new terms regarding tempos and rhythms:

Slow motion
Moderately fast
Fast

Start slowly, then get faster and faster. Repeat phrases, verbally and musically, to create the full effect of the Andes Manta formulas!



AT HOME

Dear Parents,

Recently, your student attended a performance by the musical group Andes Manta (AHN days MAHN tah), which consists of four brothers; all professional musicians, whom are all natives of Ecuador.

Andean music is one of the few authentic pre-historic culture forms to survive the five hundred years of European occupation of South America. Students heard and learned about dozens of traditional instruments, including six-foot-long panpipes. The brothers discussed the history, music, and traditions of their culture, demonstrated the rich and haunting sounds of the rain forest, and performed traditional folk music of their native land.

Prior to attendance, teachers reviewed proper theatre etiquette with students and gave some background information about the musicians and the concert.

As a parent, you are your child's best teacher. They can also teach you through their experiences.

Ask your student about the performance they attended and read through this booklet. Share some experiences that you or other family members have had while attending a live concert or while participating in a choir or chorus. Does anyone in your family play a musical instrument or sing in a church choir? You may also want to discuss your ancestral heritage and research your family's history of origin.

Thank you for your participation in the arts.



DO IT!

A reviewer writes an opinion of the actors, sets, and director for a newspaper or magazine. Write your review of the concert for your family.
