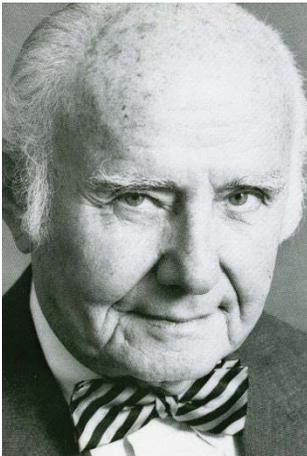


TANGO DE LA LUNA

By Sholom Secunda

Tango de la Luna was written by Sholom Secunda. Best known for his compositions for the Yiddish theater, this style of writing is different from his usual and shows his ability to compose in various styles of music.

Tango is still one of the most popular style of dances to this day. There are many different styles of Tango, but typically, it is danced as a partner dance with an open embrace and small steps.



Sholom Secunda

Sholom Secunda was born in 1894 in Ukraine and as a child he was a well-known singer who soloed with many synagogue choirs. Shortly after he moved to America at the age of 13, he began composing Yiddish songs and then went on to study at The Juilliard School. Secunda became one of the most important contributors to American Yiddish theater, and his song *In My Eyes You're Beautiful* was awarded ASCAP's most popular song in 1938.



Tango with TFO

Tango de la Luna Lesson Plan

Materials Needed

- Projector, laptop, speakers
- Means to display the word and definition of *legato* and *staccato*
- Access to YouTube videos
 - <https://youtu.be/m3k09sK99VY> – Tango de la Luna, Senior Pops Orchestra of LI
 - <https://youtu.be/jADU5kwXBwQ> - Victor Fung - Anastasia Muravyeva, USA, Final Tango
 - <https://youtu.be/9zlZGlrYuA> - Dance instruction video to prepare students to participate during the youth concert

Main Objectives – Students will be able to:

- Describe musical characteristics of the piece, including articulation and form.
- Discuss the origin and characteristics of the tango.
- Perform a simple dance sequence in the style of tango.

Music State Standard Benchmarks addressed:

[MU.4.C.1.2](#) - Describe, using correct music vocabulary, what is heard in a specific musical work.

[MU.4.O.1.1](#) - Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

[MU.4.H.1.3](#) - Identify pieces of music that originated from cultures other than one's own.

[MU.5.O.1.1](#) - Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

[MU.5.H.1.1](#) - Identify the purposes for which music is used within various cultures.

[MU.5.H.1.3](#) - Compare stylistic and musical features in works originating from different cultures.

Other State Standard Benchmarks:

[DA.4.C.1.2](#) - Learn and produce short movement sequences, assisted by the teacher, using observation, imitation, and musical cues.

[DA.4.H.1.1](#) - Perform dances from different cultures, emulating the essential movement characteristics and traditions.

[DA.5.C.1.2](#) - Learn and produce movement sequences, assisted by the teacher, with speed and accuracy.

[DA.5.H.1.1](#) - Share and perform dances from diverse cultural or historical backgrounds and describe their significance within their original context.

Essential Questions:

- What is a tango?
- What are some important articulations within a tango?
- What is the form of *Tango de la Luna*?



Factual Knowledge – The tango is a dance that originated in Argentina and Uruguay. It usually contains a syncopated rhythmic ostinato, features opposing legato and staccato phrasing, and is in duple meter.

Procedural Knowledge – Students will listen and discuss musical characteristics of Tango de la Luna. They will perform a non-partner dance in the style of a tango.

Conceptual Knowledge – Students will understand the concept of legato and staccato. They will understand how the musical and dance characteristics go together to create the tango’s unique style.

<p>Introduction</p>	<p>Tell the students they will learn about the tango today. Display the words and definitions of “legato – smooth and connected” and “staccato – short and separate.” Ask the class to snap with a beat played by the teacher on a hand drum. This is <i>staccato</i>. Ask the children to move their hands palms out in front of them smoothly from left to right with a beat played by the teacher on a triangle. This is <i>legato</i>. Tell the students a brief history of the tango. Play the video of a professional ballroom tango competition https://www.youtube.com/watch?time_continue=2&v=jADU5kwXBwQ and ask the students to look for <i>staccato</i> and <i>legato</i> movement. Discuss what they saw.</p>
<p>Instruction (“I do” – teacher models)</p>	<p>Model each movement. https://youtu.be/9zIZGlrYuA</p> <ol style="list-style-type: none"> Tango Step (8 counts) – Right foot small step to the right (1-2), left foot cross over right (3-4), right foot small step to the right (5), left foot drag to right foot (6). Hold (7-8).  R L cross in front R L drag Hold Brush and Starburst (8 counts) – Stand in place and brush rhythm (1-4), with hands palms out moving up, out to the side, and down on the whole note (5-8).  Brush - - - - Starburst Tango Square (8 counts, matching the quarter note) - Step left foot forward, right touch (1-2) Step left foot left, right touch (3-4) Step right foot back, left touch (5-6) Step right foot right, left touch (7-8) Toe Circle – Draw a circle on the floor with the big toe lasting 4 beats. L snap – Arms bent at elbow, one arm facing up, the other facing toward the opposite arm’s elbow, to make an L shape, and snap fingers (think flamenco). Circle Step (8 counts) – Turn in a complete circle, taking one step every other beat, staying in place.



	<p>7. Staccato arms (8 counts) – Right arm up, look left (1-2). Right arm down, look middle (3-4). Left arm up, look right (5-6). Left arm down look middle (7-8).</p> <p>8. Jazz hands – Arms straight up, palms out, hands shaking.</p>				
<p>Guided Practice (“We do” – shared practice teacher and students)</p>	<ol style="list-style-type: none"> 1. Teacher teaches the A section and students practice with the recording. Ask students to pay attention to which movements are staccato and which are legato. 2. Next the teacher teaches the B section, asking the same question. 3. Teach the introduction and coda. 4. Put the dance all together and perform as a class. 				
	<p>Movement Sequence</p>				
	<table border="1"> <tr> <td>Introduction</td> <td>Rest 2 measures. Snap once on beat 1, 3, and 1 as noted. Freeze and slowly drop hands to sides.</td> </tr> <tr> <td colspan="2"> </td> </tr> </table>	Introduction	Rest 2 measures. Snap once on beat 1, 3, and 1 as noted. Freeze and slowly drop hands to sides.		
	Introduction	Rest 2 measures. Snap once on beat 1, 3, and 1 as noted. Freeze and slowly drop hands to sides.			
	A Section	<p><i>Tango Step</i> right, <i>Brush and Starburst</i> in place. <i>Tango Step</i> left, <i>Brush and Starburst</i> in place. <i>Tango Step</i> right, <i>Brush and Starburst</i> in place. <i>Tango Square</i> <i>Toe Circle</i> right <i>Toe Circle</i> left</p>			
		<p><i>Tango Step</i> left, <i>Brush and Starburst</i> in place. <i>Tango Step</i> right, <i>Brush and Starburst</i> in place. <i>Tango Step</i> left, <i>Brush and Starburst</i> in place. <i>Tango Square</i> <i>Toe Circle</i> right Rest on <i>rallentando</i></p>			
	B Section	<p><i>Tango Step</i> right, <i>L snap</i> on beat 7. <i>Tango Step</i> left, <i>L snap</i> on beat 7. <i>Circle Step</i> to the right. Rest 4 beats.</p>			
		<p><i>Tango Step</i> right, <i>L snap</i> on beat 7. <i>Tango Step</i> left, <i>L snap</i> on beat 7. <i>Staccato Arms</i> x 2.</p>			
A Section	<p><i>Tango Step</i> left, <i>Brush and Starburst</i> in place. <i>Tango Step</i> right, <i>Brush and Starburst</i> in place. <i>Tango Step</i> left, <i>Brush and Starburst</i> in place. <i>Tango Square</i> <i>Toe Circle</i> right Rest on <i>rallentando</i></p>				
B Section	<p><i>Tango Step</i> right, <i>L snap</i> on beat 7. <i>Tango Step</i> left, <i>L snap</i> on beat 7. <i>Circle Step</i> to the right. Rest 4 beats.</p>				
	<p><i>Tango Step</i> right, <i>L snap</i> on beat 7.</p>				