La Mariposa
A Bolivian Folk Song

Description: This particular lesson was devised for second grade students who were learning about the ways in which melody’s move. I created iconic representation of the melody and put them into puzzle cards for the students to put in the correct order according to what they heard. Along the way the students also noticed the rhythm and the form of the piece. This lesson could easily be transferred to middle school general music classroom by incorporating guitars, singing the song in Spanish and the use of flutes or recorders.

Student learning outcomes:
1. Students will recognize the melodic shape by arranging the puzzle cards of the tune La Mariposa in the correct order.
2. Students will sing the melody in Spanish and recognize the vocal rests in the melodic line.
3. Students will learn and perform the dance to La Mariposa observing the dance moves and how they correspond to the melodic line.
4. Older students will play guitar chords to accompany the song, flutes and modified recorder score are also options.

Essential Questions: How are patterns arranged to create music?
National Standards: 
MU:Re7.2.H.8a Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.
MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music. PA Standards: 9.1.3.A Know and use the elements of music.

Cultural Context: The Carnival festival is celebrated the week before lent in Catholic countries around the world. La Mariposa (The butterfly) is a traditional Bolivian folk song and dance and is part of the Carnival processions. The song speaks of the ‘Morenada dance’. The Morenada (Dance of the Black Slaves) has several folklore tales but the most commonly told is that the dance was inspired by African slaves brought to work in the silver mines of Potosí.

Prior Knowledge: Students have an understanding of melodic direction and basic rhythm patterns using quarter notes, eighth notes and their equivalent rests.

Materials: World Music Playground: A Music Adventure for Kids, La Mariposa by Colibri, puzzle cards, guitars (optional), musical score for La Mariposa. SmartBoard or display board.
Attentive Listening: Initial listening:
Display a map of the world with the following question
Where do you think this music is from?
What instruments do you hear? Play the first verse and chorus.
After listening discuss student answers.

Integrating World Music:
Show map of the world and where Bolivia is located.

Show pictures of Bolivian instruments:
**Teacher poses question:** What do we know about the ways that melodies move? Students answer will vary. Teacher writes students answers on the board and draws upon prior understanding by singing excerpts of songs that the students know and demonstrating on instruments melodic steps, skips and repeats, both high and low.

**Attentive/Engaged Listening**
Teacher passes out the puzzle cards of the song La Mariposa and asks the students to get into small groups and spread the cards out on the floor. The cards are deliberately given to the students out of order so that they must engage in musical thinking in order to put the cards in the correct melodic order. Teacher plays the song several more times to give students time to listen, follow the iconic representation with their finger, sing and otherwise discuss amongst themselves. Each card repeats so there will be a total of 8 cards, I have only displayed 4 but each card was a different color. Puzzle cards below are displayed in the correct order.

**Engaged Listening:** Teacher circulates as students are working on the cards and scaffolds as needed. Students discuss their solutions and how they put the cards in the correct order. What else did you notice about the song? Students invariably notice the hand claps and foot stomps represented on the pink card with the white boxes. Sing the melody line on a neutral syllable and clap on the first set of white boxes and stomp on the second set of boxes.

**Engaged Listening:**
Discuss the translation of the song, which is We are all playing and singing and dancing the morenada. Teach the song in Spanish phrase by phrase. If the A section is too much to learn just work on the B section. Teach the body percussion for the
phrases, “con las manos” (clap, clap, clap) “con los pies” stamp stamp stamp. Discuss what the translation could mean in Spanish (hands and feet respectively).

**Teach the dance:** 1. Students join hands in a circle. 2. A section (measures 1-4) students walk to the beat counter-clockwise in a circle stomping three times at each half note (see notation). 3. During the B section (m. 5-8) students stop, drop hands from partner and clap three times after the phrases, “con los manos” then stomp three times after the phrase, “con los pies” then turn half way around individual circle with forearm up while singing “la morenada” the first time and then return to starting position during the second singing of “la morenada”.

**Special Needs Learners:** Each of the 8 puzzle cards could be made with puffy paint so that those students that needed tactile assistance would have greater success. Movements could also be modified for those students with limited mobility. Spanish speaking students should be asked to assist with language as needed.

**Assessment Rubric:**

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<tbody>
<tr>
<td><strong>Melodic Shape</strong></td>
<td>Organized all of the puzzle cards in correct order and explained their musical thinking demonstrating clear understanding of the melodic line.</td>
<td>Organized most of the puzzle cards in order and explained some of their musical thinking regarding the melodic line.</td>
<td>Organized a few cards and were unable to talk about the melodic line with clear understanding.</td>
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<tr>
<td><strong>Body Movements</strong></td>
<td>Performed the body movements with accuracy (on beat)</td>
<td>Performed most of the body movements with accuracy (on beat)</td>
<td>Performed few of body movements with accuracy (on beat)</td>
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<tr>
<td><strong>Vocal accuracy</strong></td>
<td>Sang all pitches accurately and with correct rhythm.</td>
<td>Sang most of the pitches accurately and with correct rhythm.</td>
<td>Sang few pitches accurately and with correct rhythm.</td>
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Older Students may be able to play the chords to the song as well as play the flute or recorder parts. Additional musical elements could be texture, form, minor key.

La Mariposa
The Butterfly

Transcribed from Colibri Version

Bolivian Folk Song

Vegan a can-tar la mor-en-a-da que em-pieza so-nar
Como el vuel-o d’mar-i-po-sa
va-mos to-dos a ba-ilar Con las ma-nos
Con los pies la mo-re na-da! la mo-re na-da!