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TALES OF SPAIN

Multimedia Lecture Concert Series

Art Form-Dance Style-various Spanish Culture-Spain

MEET THE ARTISTS

ENSEMBLE ESPAÑOL SPANISH DANCE THEATER, in residence at Northeastern Illinois University, introduce students to the study of Spanish life, arts, and culture via the dance discipline in the multimedia program called *Tales of Spain*. The Ensemble was founded in 1976 as a not-for-profit corporation to share the rich traditions of the dance, music, literature, and culture of Spain with all communities. The company and Dame Libby Komaiko, its founder and artistic director, **encourage artistic creativity within the framework of Ibero-Hispanic experience.** Composed of forty dancers, and accompanied by singers and instrumental musicians, **the Ensemble is a magnificent mosaic of world cultures.** *Irma Suarez Ruiz*, the company's First Dancer, teacher, choreographer, and assistant artistic director, along with *Sara Samuels*, a Principal Dancer with the company, teacher, and associate artistic director of the **Ensemble Español Spanish Dance Youth Company**, include in the program the **history of Spanish dance and music, and their influence in the world.**

Dame Libby, professor of dance in the music department and dance program, is also the founder and originator of the first academic program and **center for Spanish dance in America at Northeastern Illinois University.** Today, the Ensemble Español is praised by educators, social agencies, the professional arts world, journalists, and American and Hispanic world governments.

The Ensemble appears in a broad range of television, opera, film, and symphonic formats, including with the Chicago Symphony Orchestra, and works in cultural and educational arts programs developed with state, national, and international government agencies. The Ensemble Español has performed throughout the United States, the Midwest, Mexico, Puerto Rico and at every major university in Chicago and Illinois. The company maintains a touring program, nationally and internationally.

An extraordinary repertoire of over 120 works (Spanish ballets, traditional folkloric suites and Flamenco dramas) exemplifies the Ensemble's dedication to its cultural and artistic mission.

ABOUT THE PERFORMANCE

The ENSEMBLE ESPANOL SPANISH DANCE THEATER dancers present the music, songs, and dances of Spain in a variety of innovative ballets, traditional folkloric suites, and fiery Flamenco dramas from medieval times in Iberia to twenty-first century Spain. Students are (1) introduced to *professional* dance-class experiences and (2) develop a combination of visual, auditory, and kinesthetic skills using analysis, memory, and techniques. **Teaching methods** include (1) the use of storytelling, (2) question and answer periods, (3) visual and auditory stimuli, (4) dance demonstration, and (5) group evaluation. **The musical instruments that accompany Flamenco** (castanets, *cajón* [percussive box], tambourine) **and the hand-clapping** (*palmas*) are introduced. **Dancers are authentically costumed** with shawls, fans, toreador capes, appropriate to the three styles of Spanish dance—clásico español, folkloric (regional), and Flamenco.

CONTEXTUAL INFORMATION

Dances from Spain are lively and spirited, representing a diverse and intriguing culture. They reflect Spain's colorful and dynamic history and traditions, influenced over the centuries by the Visigoths, Moors, Berbers, Sephardic Jews, Celts, Romans, and North Africans (Moroccans, Egyptians). (See **ADDITIONAL RESOURCES** for informative websites on the history and culture of Spain.)

Dances from Spain can be classified into three types: Classical, Regional, and Flamenco.

- ☞ **Classical dances** are schooled, highly stylized, ballet-like, set to Spain's classical music, and can combine Regional and Flamenco dance, too.
- ☞ **Regional dances** are folk dances; each of Spain's 50 provinces has at least 15 distinctive dances and accompanying music!
- ☞ **Flamenco dance** is, to many people, *the* Spanish dance. Flamenco is widely known for its rapid heelwork, flashing movements, and sinuous hand, finger, and wrist movements.

Flamenco is a dance form, but also a culture in itself. As in other dances around the world, in Flamenco, **arm and hand movements help to tell a story.** Another important aspect of Flamenco is *cante* (song). The singer passionately reveals many kinds of emotions; the sound is clearly influenced by the Moorish cultural history of Spain. ***Cante* is usually accompanied by the Flamenco guitar, rhythmic clapping of the hands (*palmas*), finger snapping and, often, shouts of ¡Olé!**

Here is a historical definition of the word '*flamenco*' from the Online Etymological Dictionary:

1896, from Sp. *flamenco*, **first used of Gypsy dancing in Andalusia**. The word means "Fleming, native of Flanders" (Du. *Vlaming*) and also "flamingo." Speculations are varied and colorful about the connection between the bird, the people, and the gypsy dance of Andalusia. **Spain ruled Flanders for many years, and King Carlos I brought with him to Madrid an entire Flemish court**. One etymology suggests the dance was so called from the bright costumes and energetic movements, which the Spanish associated with Flanders; another is that Spaniards, especially Andalusians, like to name things by their opposites, and since the Flemish were tall and blond and the gypsies short and dark, the gypsies were called "Flemish"; others hold that *flamenco* was the general Spanish word for all foreigners, gypsies included, or that Flemish noblemen, bored with court life, took to partying with the gypsies (www.etymonline.com).

VOCABULARY

1. **GITANO** = a Gypsy from Andalusia in the south of Spain; **PAYO** = a person who is not a Gypsy, although from Andalusia; **ROMA**, or **ROMANI** = "Although the **Romani people** are often referred to as Gypsies, not all 'gypsies' or nomadic peoples are **Roma**. The **Roma** are descendants of the ancient warrior classes of Northern India, particularly the Punjab, and they are identifiable by their language, religion, and customs, which can be directly linked to those of the Punjabi in northern India" (Nadia Hava-Robbins, *Romani Dance*; <http://www.romani.org/romdance.html>).
2. **CANTE** = song
3. **BAILE** = dance
4. **PASOS** = steps
5. **COMPÁS** = rhythm
6. **TIEMPO** = tempo
7. **PALMAS** = hand claps; **PALMAS CLARAS** = sharp clapping;
PALMAS SORDAS = muffled clapping
8. **PITOS** = finger snaps
9. **JALEO** = shouts of expression and encouragement, like *¡Olé!*
10. **ZAPATEADO** = foot movements, or stamping; heelwork
11. **PELLIZCO** = a sharp movement of the body, such as the head, shoulder, arm, etc.
12. **JONDO; INTERMEDIO; CHICO; POR BAILE; POR CANTE** = types of Flamenco song (*cante*)
13. **LETRA** = the lyrics or verse of the song (*cante*)
14. **COPLA** = a section of the *cante por baile*
15. **BRACEO** = arm movements
16. **VUELTAS** = turns
17. **CAJÓN** = percussive box-type drum used in Flamenco; originated in Peru
18. **CASTANETS** = a percussion instrument consisting of a pair of hollow pieces of wood or bone, usually held between the thumb and fingers, that are made to click together in rhythm with the dance
19. **MANTON** = the large shawl used by female Flamenco dancers
20. **ABANICO** = a fan

CLASS DISCUSSION & ACTIVITIES

BEFORE THE PERFORMANCE . . .

- **Find a map and locate Spain** and then locate Andalusia (a province of Spain). *Can you recognize the national flag of Spain and its colors? Its national flower? Its King and its Queen today? What are their names? Do they have children? Name Spain's capital and find it on the map.*
- **Listen to Spanish classical music.** Suggested composers: Albéniz, Granados, De Falla, Turina, Rodrigo, etc. **Listen to famous Flamenco musicians!** For example, Paco de Lucía, Camarón de la Isla, Sabicas, Carlos Montoya, etc. You will find this music *readily available* at public libraries and/or record stores, and often on the Web.
- **Introduce pictures and discussion of the musical and rhythm instruments** used with *Flamenco dancing*: castanets, classical guitar, Flamenco guitar, Flamenco singing, piano, bagpipes; *Flamenco percussion instruments*: *cajón*, various other drums, tambourines, seashells. See attached ADDITIONAL RESOURCES for suggestions.
- **Research the history of Spain and its culture** (use books, videos, television, the Internet). See attached ADDITIONAL RESOURCES for suggestions.
- **Arrange a Spanish Dance Center in your classroom.** You can include books, audiotapes, videotapes, Spanish art pictures, a bulletin board, a map of Spain, even Spanish dance clothing and accessories (fans, shawls, castanets, ornamental hair combs, mantillas, Flamenco shoes and boots, etc.). See ADDITIONAL RESOURCES for helpful websites and movies.
- **Call us for a video available to your school** from the Ensemble Español's library: *The Ensemble Español Spanish Dance Theater: The First Twenty Years 1976-1996*. Speak to Amy at 773.442.5916 or e-mail her at a-stepanek@neiu.edu.
- **Log on to <http://www.amazon.com>** to find books, videotapes, DVDs and CDs about the Gypsies, the Romani people, Flamenco dance, the history of Spain, Spanish painters and composers, etc.

AFTER THE PERFORMANCE . . .

- ✓ **Review the names of the musical and rhythm instruments** you saw and heard used to accompany the dancers: castanets, classical guitar, Flamenco guitar, *cajóns*, tambourines, seashells, etc. What are the Spanish words for the types of Flamenco singing? Which instruments are used with the different kinds of dances—classical, regional, and Flamenco?
- ✓ **On your map of Spain**, identify the provinces of Spain from which the different dances originate. How do the costumes and dances relate to the provinces' (1) climate and (2) history?
- ✓ **Discuss dance as a career** (this could also be done before the performance). How does one prepare to be a professional dancer? Find out more about the lives and professional careers of famous dancers such as: **Antonio Gades** (he danced in several films directed by Carlos Saura: *Bodas de Sangre*, *Carmen*, *Amor Brujo*, *Flamenco*—these films are available at public libraries, such as the Sulzer Regional Library, 4455 N. Lincoln Avenue, 60625, (312) 744-7616), **Mikhail Baryshnikov**, **Martha Graham**, **Rudolf Nureyev**, **Anna Pavlova**, **Margot Fonteyn**, **José Greco**, etc. What do you know about dance in your community?
- ✓ **Define some dance-related words** and music terminology: classical; regional/folkloric; Flamenco; *palmas*; *compás*. Practice clapping an example of Spanish *compás* (rhythm):

1 2 3' 4 5 6' 7 8' 9 10' 11 12' or 1' 2 3' 4
- ✓ **Write a review or critique of the program** you saw, or a report on a particular dance or dances. Which did you enjoy the most? The least? Why? [For primary children: write a sentence or two, or a paragraph, about the concert. Draw what you saw and add it to the sentences.]
- ✓ **Using the Google search engine, or another favorite**, enter some Flamenco dance terms, or just the word *Flamenco*, to see what comes up (you will be amazed!). Try searching for Flamenco dance images using the *Images* search function of your search engine. (See ADDITIONAL RESOURCES for some good websites about Flamenco dance and dancers.)

"TALES OF SPAIN"

ADDITIONAL RESOURCES

(Compiled by Ensemble Español Spanish Dance Theater staff)

WEBSITES

http://www.flamenco-world.com/magazine/about/que_es_flamenco/indice11112004.htm

What is Flamenco? From flamenco-world.com. Very informative, fun, and up-to-date. Flamenco History, Flamenco *Palos*, Artists' Encyclopedia, Listening Guide, and more. Fabulous!

<http://www.patin.com>

The Patrin Web Journal: Romani History and Culture. A gold mine of fascinating information on the Romani, or Gypsy, people. Includes compelling pictures.

<http://historymedren.about.com/od/iberiantopics/>

Topics in Medieval Iberian History. Includes links to **Art in Spain during the 13th-17th centuries**; also links to Medieval, Renaissance, and Roman clothing sites.

<http://www.lib.byu.edu/~rdh/wess/iber/hist.html>

Iberian Studies Web. Spanish primary historical documents; link to LIBRO: Library of Iberian Resources Online, and much more.

<http://libro.uca.edu/title.htm>

LIBRO: Library of Iberian Resources Online. Invaluable: Medieval and Renaissance Spain; Aristocrats, Traders; Hospitals; the Poor; Aragon, Catalonia; translations of primary documents of Spain.

http://en.wikipedia.org/wiki/Medieval_times

Richly informative pages on **Medieval times across the European continent.**

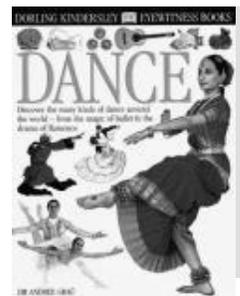
<http://www.donquijote.org/>

Called **donquijote.org**, you'll find here much information on Spain, its literature and its painting. There are entire books online (including *Don Quixote*) and a great deal of Spanish poetry. Sign up to take a course in the Spanish language in Spain. Or, Flamenco lessons!

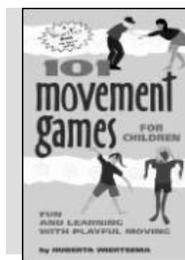
BOOKS for Children and Young Adults

Dance (DK Eyewitness Guides), Andree Grad. Discover the many kinds of dance around the world—from the magic of ballet to the drama of flamenco.

This book is an original and exciting new guide to the magic and beauty of dance around the world. Step-by-step sequences and glorious full-color photographs offer a unique "eyewitness" view of dance traditions—including the magical performances, stunning costumes, and extraordinary talent of dancers. See a ballet costume designed by Picasso, dancers who balance on stilts, and headdresses studded with gemstones. Learn why male dancers sometimes dress as women, the stories of the great classical ballets, and why the tango was banned. Discover why Javanese dancers "flow like water," dance crazes from the last 100 years, the dervishes who whirl around in worship, and much, much more.

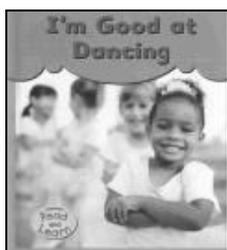


101 Movement Games for Children: Fun and Learning with Playful Moving (Hunter House Smartfun Book), by Huberta Wiersema. Fun and learning with playful moving, suitable for children ages 6-16 years.



Got to Dance (Doubleday Books for Young Readers),

M. C. Helldorfer and Hiroe Nakata. It's a hot summer day in the city--and with Momma off to work, and big brother off to day camp, the little girl of this joyous story has the summertime blues. The remedy: dancing—and lots of it! Whether flipping pancakes for breakfast, wandering through the zoo, riding the city bus, or enjoying a sudden shower, the little girl dances her way to a fun-filled day. And Grandpa is her lucky companion.



I'm Good at Dancing (I'm Good at . . .), by Eileen Day. This series focuses on the "multiple intelligences," including logical-mathematical, bodily-kinesthetic, spatial, interpersonal, and musical intelligences. Each book defines the skill stated in the title and explains how participation in a specific activity can make one feel. Explains what dancing is and how it feels to dance, and shows how to perform different dances.



Dance! by Susan Kuklin.

Celebrating the exhilaration, joy, and magic of movement, this book features a lyrical, simple text matched by photos of internationally renowned dancer and choreographer Bill T. Jones. Introduces basic concepts of dance through poetic text and photographs.



Dance for Fun! (For Fun!) by Balinda Craig-Quijada. A survey of dance, including tap, modern, jazz, and ballet, and a timeline of the history of dance and the place it holds in cultures around the world.

BOOKS for Young Adults and Adults

We are the Romani People, Ian F. Hancock. University of Hertfordshire Press (January 2003) 144 pages. Written by a Romani (gypsy), this introduction to Roma life, health, food, culture, and society provides an insightful look at this despised by mysterious minority originating in India. Extensively illustrated, it looks at the people, their history since leaving India 1,000 years ago, and their rejection and exclusion from society in the countries where they settled. It offers candid advice on rejecting prejudices and stereotypes and getting to know the Roma as individuals, with short biographies of Roma in many different walks of life (description from amazon.com). High school age/adults.

Gypsies: The Hidden Americans, Anne Sutherland. Waveland Press, reprint edition (July 1986). The Gypsies portrayed in this book are the Vlax-speaking Rom, the largest group of Gypsies in the United States, numbering 500,000. Not officially recognized as a minority in the U.S. until 1972, Gypsies have led an almost entirely invisible existence here. Now, in this fascinating work--the first complete account of American Gypsies--Sutherland has produced an in-depth look at the full range of everyday social life among the Rom. Separate, elusive, complex, and unique among the people of the world, Gypsies have preserved their traditional way of life. How have they avoided assimilation? What keeps them apart? How are they organized, and what do they believe? These and other important questions about these hidden Americans are addressed in Sutherland's contemporary study (description from amazon.com). High school age/adults.

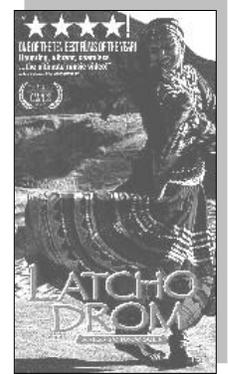
The Wind Cried: An American Discovery of the World of Flamenco, Paul Hecht. Bold Strummer; reprinted edition (October 1993) 186 pages. The author explores his experience living in Andalusia, and writes magnificently about the philosophical and psychological aspects of Flamenco. High school age/adults.

FILMS

Flamenco (1997). Film by Carlos Saura. "Exploring the sensuous delights and dark mysteries of life by uniting music, song, and dance, *Flamenco* is one of the purest and most stunning performance films ever made. With an exceptional history that reaches back nearly five hundred years, the magnificent art of Flamenco has long been an integral part of the Spanish heart and culture. Joining three hundred of the world's greatest Flamenco performers with master cinematographer Vittorio Storaro ("Apocalypse Now," "The Last Emperor") director Carlos Saura has magnificently transferred the beauty and power of Flamenco to the screen. The result is an unbroken series of electrifying numbers that range in emotion from heartbreak to elation and that shimmer with sexual energy while reaching a thrilling level of virtuosity" (from the back cover). DVD released in December 2003; also on VHS. Also see Saura's *Bodas de Sangre* (1981), *Carmen* (1983), *El Amor Brujo* (1986), known as his "Flamenco trilogy."

Latcho Drom (1994). Written and directed by Tony Gatlif; produced by Michelle Ray. Approx. 103 minutes. This majestic, French-made film wishes viewers a *latcho drom*--a safe journey--as it follows the roots of **the Rom**, traveling people better known as Gypsies. Stunning and evocative, it transcends language and culture, bringing together the best elements of *National Geographic*-style documentary and music video in a kind of anthropological MTV. Using only music and image, without any steady characters or plot, award-winning director Tony Gatlif (himself of Rom descent) tells **a compelling story of Rom migrations from Northern India to Europe and the rest of the world.**

Beginning with a gathering of lavishly dressed nomads singing across the harsh deserts of Rajasthan, **viewers are transported through the lush oases of Egypt into the ghettos of Turkey, from the muddy lanes of Eastern Europe through lush French fields to the windswept coastal cities of Spain.** Every step of the way, there are hypnotic reminders of the harshness and beauty of the Rom lifestyle: **the rhythms of labor pounding into vibrant dance, the songs of Turkish flower sellers merging with the plaintive political satires of a gray-haired Romanian violinist.**



Music is everywhere--children barely able to walk dance alongside great-grandmothers--and covers all styles and subjects--from the wintry strains of an Auschwitz lament to a flamenco devotional in a Spanish shrine to a festive Dixieland number that borrows as much from New Orleans as from northern India. And wordless stories abound, told in the smiles of strangers waiting for a train or in the frowns of rifle-toting farmers come to evict travelers from their land" (reviewed on amazon.com by Grant Balfour). **If you choose to see only one film, see this one!**

Lola vende cá, [Llorenç Soler](#) (2003). DVD, 90 minutes; in Spanish with Spanish and English subtitles.



When she was a new born baby, Lola was adopted by a family in which she grew up in the midst of gypsy tradition and customs. **When she is about to end her schooling, she considers continuing her studies by taking a teacher's degree, facing opposition from her family and social milieu.** However, it is precisely at this time that love appears on the scene, in the shape of Juan, a gypsy who is the same age as she is. The girl is torn between following what her heart commands and establishing a family, or following her desire to continue studying. She also begins to wonder about her origins, and wants to find out who she is and where she comes from.