

HISPANIC CULTURAL CENTER INC MARIACHI FIESTA GRANDE



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THE HISPANIC CULTURAL ACADEMY

DADE COUNTY, Florida USA

PROGRAM OF CULTURE, CREATIVITY, ARTS AND FOLKLORE LEARNING

MEXICAN POPULAR CULTURE

JUSTIFYING THE PROJECT

Latin American Immigrants, any age, sex and religion, with economics, politics or social hard circumstances oblige them to abandon their natural territory for looking for a new psychological, social and economics conditions for a new live, stay in USA without their own cultural references. That situation is a very strong obstacle for their individual and collective developing. Institutions, human organizations, social groups, enterprises and any person of any community in United State of America must to collaborate with the educational process of any immigrant. Any people need cultural tools for recognize their own cultural identity into an international and universal context with warranty for respect for other cultures, including the culture of the people that are living on the same territory. That international approach encourage their abilities for adaptation and coexistence, and is an essential agent for stimulate self steem, productivity and competitiveness, personal profile necessary for reach the new live they are looking for in a nation with one of the most high competitive level in the world: United States of America.

GOAL:

Provide human resources, educational strategies and logistic tools for teaching and learning Latin American culture, arts and folklore for DADE COUNTY people, immigrants or not, into an universal context for a productive and intercultural coexistence.

ACADEMICS AREAS:

MUSIC - VISUAL ARTS – POPULAR CULTUR - POPULAR THECNOLOGY

SPECIAL ACTIVITIES:

GASTRONOMIC FAIRS AND MARKETS – SING AND MUSIC FESTIVAL – POPULAR THECNOLOGIC ROOMS – ARTS AND CRAFTMANSHIP EXPOSURES - TRADITIONAL AND FOLKLORIC PARTIES – VACATIONS PLANS.

STUDENTS:

There are 3 categories:

- A. 6 to 11 children.
- B. 12 to 17 teens.
- C. 18 and more.

HUMAN RESOURCES:

1. Educative manager. Functions: human resources administration, training and supervision. Material resources administration and supervision. To design and supervise didactic methods, techniques and strategies.
2. Administration manager. Functions: human, financial and material resources administration and guarantee an efficient use.
3. Artistic Manager. That leader coordinates logistics and didactic resources for any areas, course, subject and class and for any special and no academic activities.
4. Teachers: Music teachers must to have at least 5 years of experience like professional Latino American musician. Arts teachers must to have at least 5 years on professional or teaching experience. Gastronomy, craftsmanship, popular technology, typical wears design and others teachers could be Homestead professionals. Any teacher must receive a Methodological training for develop didactical tools.
Outsourcing: publications, transportation, and special activities up described.

EDUCATIONAL SPACES:

The Cathedral and ArtSouth installations on 240 N. Krome Avenue, Homestead, FL 33030 will be our main educational space. The Cathedral will be prepared like a School Theater and academics spaces:

1. Managers Office

2. Subjects theory classrooms.
3. Music learning classrooms.
4. Chorus
5. Flooring (Entablado) and scene for practices and show.
6. Sound technology room.
7. Plastic Arts Patio.
8. Artsouth installations (rooms, kilns and others)

MEXICAN POPULAR CULTURE DIPLOMA AND CERTIFICATE COURS

1. At this first stage of our project, we will attend the Immigrant population at Homestead City, FL. That first Diploma courses will have 2 years for an experimental develop and must be accompanied for special activities up described. Any monetary source collected on that special activities must be used for musical instruments, arts tools and materials for The Hispanic Cultural Academy.

2. **The first year is a Learning Basic Phase oriented to aesthetic experiences.** That starts with reflection activities about culture, history, anthropology, sociology and philosophy, witch could give to students an universal vision of their own culture and other ones. And that phase reach real and practices aesthetics experiences like paint, play an instrument, sing, design typical wears, design inventions projects and others concrete activities. Students could obtain the follow **certificate: *CURSO DE CULTURA POPULAR MEXICANA (Mexican Popular Culture Course)***.

3. **The second year is a Learning Specialist Phase oriented for go deeply into the personal talent.** Students could decide for an art, craftsmanship, technological project, course or musical instrument. Students could obtain the follow **Diploma: *CURSO DE CULTURA POPULAR MEXICANA, ESPECIALIDAD: MÚSICA - GASTRONOMÍA - ARTES PLÁSTICAS Y ARTESANÍA - DANZAS Y TRAJES TÍPICOS - TECNOLOGÍA POPULAR (Mexican Popular Culture Course, specialty Music – Gastronomy – Plastic Arts and Craftsmanship – Typical wears and Dancing – Popular Technology)***

4. The Dade Popular Arts Academy will organize free advanced specific courses for experimented people. Participants could obtain specific certificate.

5. Diplomas and Certificates will be endorsed for Artsouth and Dade Popular Academy or other institution that could offer financial support for Artsouth or The Dade Popular Academy.

6. Any course will have 12 weeks, 3 hours every one, programmed on 2 periods:

3.a. October (2 weeks) – November (4 weeks) – December (2 weeks) – January (4 weeks)

3.b. February (4 weeks) – March (4 weeks) – April (3 weeks) – May (1 week).

7. May, June, July, August, September and October will be available for special activities up described.

CURRICULUM OF POPULAR MEXICAN COURSE:

A) MUSIC

WEEK	SUBJECTS	<i>ELECTIVS IN ITALIC</i>					WEEKLY HOURS
FIRST YEAR	1 (1h) History of World and Latin American.	(1h) Theory and solfeggio.	(1h) Music appreciation				3
	2 (1h) History of music	(1h) Theory and solfeggio	(1h) Music appreciation				3
	3 (1h) History of Mexican music.	(1h) Piano and harmony.	(1h) Piano and harmony.				3
	4 (1h) History of popular Mexican Poetry.	(1h) Piano and harmony	(1h) Piano and harmony.				3
	5 (1h) Song writing	(2h) <i>Guitar I</i>	(2h) <i>Vihuela I</i>	(2h) <i>Guitarrón I</i>	(2h) <i>Violin I</i>	(2h) <i>Trumpet I</i>	3
	6 (1h) Song writing	(2h) <i>Guitar I</i>	(2h) <i>Vihuela I</i>	(2h) <i>Guitarrón I</i>	(2h) <i>Violin I</i>	(2h) <i>Trumpet I</i>	3
	7 (1h) Singing	(2h) <i>Guitar I</i>	(2h) <i>Vihuela I</i>	(2h) <i>Guitarrón I</i>	(2h) <i>Violin I</i>	(2h) <i>Trumpet I</i>	3
	8 (1h) Singing	(2h) <i>Guitar I</i>	(2h) <i>Vihuela I</i>	(2h) <i>Guitarrón I</i>	(2h) <i>Violin I</i>	(2h) <i>Trumpet I</i>	3
	9 (1h) Singing	(2h) <i>Guitar II</i>	(2h) <i>Vihuela II</i>	(2h) <i>Guitarrón II</i>	(2h) <i>Violin II</i>	(2h) <i>Trumpet II</i>	3
	10 (1h) Singing	(2h) <i>Guitar II</i>	(2h) <i>Vihuela II</i>	(2h) <i>Guitarrón II</i>	(2h) <i>Violin II</i>	(2h) <i>Trumpet II</i>	3
	11 (1h) Singing	(2h) <i>Guitar II</i>	(2h) <i>Vihuela II</i>	(2h) <i>Guitarrón II</i>	(2h) <i>Violin II</i>	(2h) <i>Trumpet II</i>	3
	12 (1h) Singing	(2h) <i>Guitar II</i>	(2h) <i>Vihuela II</i>	(2h) <i>Guitarrón II</i>	(2h) <i>Violin II</i>	(2h) <i>Trumpet II</i>	3
						36	
SECOND YEAR	13 (1h) Canto	(2h) <i>Guitar III</i>	(2h) <i>Vihuela III</i>	(2h) <i>Guitarrón III</i>	(2h) <i>Violin III</i>	(2h) <i>Trumpet III</i>	3
	14 (1h) Canto	(2h) <i>Guitar III</i>	(2h) <i>Vihuela III</i>	(2h) <i>Guitarrón III</i>	(2h) <i>Violin III</i>	(2h) <i>Trompeta III</i>	3
	15 (1h) Canto	(2h) <i>Guitar III</i>	(2h) <i>Vihuela III</i>	(2h) <i>Guitarrón III</i>	(2h) <i>Violin III</i>	(2h) <i>Trumpet III</i>	3
	16 (2h) Musical ensembles	(1h) <i>Guitar III</i>	(1h) <i>Vihuela III</i>	(1h) <i>Guitarrón III</i>	(1h) <i>Violin III</i>	(1h) <i>Trumpet III</i>	3
	17 (2h) Musical ensembles	(1h) <i>Guitar III</i>	(1h) <i>Vihuela III</i>	(1h) <i>Guitarrón III</i>	(1h) <i>Violin III</i>	(1h) <i>Trumpet III</i>	3
	18 (2h) Musical ensembles	(1h) <i>Guitar III</i>	(1h) <i>Vihuela III</i>	(1h) <i>Guitarrón III</i>	(1h) <i>Violin III</i>	(1h) <i>Trumpet III</i>	3
	19 (2h) Musical ensembles	(1h) <i>Guitar III</i>	(1h) <i>Vihuela III</i>	(1h) <i>Guitarrón III</i>	(1h) <i>Violin III</i>	(1h) <i>Trumpet III</i>	3
	20 (2h) Mariachis ensembles	(1h) <i>Guitar IV</i>	(1h) <i>Vihuela IV</i>	(1h) <i>Guitarrón IV</i>	(1h) <i>Violin IV</i>	(1h) <i>Trumpet IV</i>	3
	21 (2h) Mariachis ensembles	(1h) <i>Guitar IV</i>	(1h) <i>Vihuela IV</i>	(1h) <i>Guitarrón IV</i>	(1h) <i>Violin IV</i>	(1h) <i>Trumpet IV</i>	3
	22 (2h) Mariachis ensembles	(1h) <i>Guitar IV</i>	(1h) <i>Vihuela IV</i>	(1h) <i>Guitarrón IV</i>	(1h) <i>Violin IV</i>	(1h) <i>Trumpet IV</i>	3
	23 (2h) Mariachis ensembles	(1h) <i>Guitar IV</i>	(1h) <i>Vihuela IV</i>	(1h) <i>Guitarrón IV</i>	(1h) <i>Violin IV</i>	(1h) <i>Trumpet IV</i>	3
	24 (2h) Mariachis ensembles	(1h) <i>Guitar IV</i>	(1h) <i>Vihuela IV</i>	(1h) <i>Guitarrón IV</i>	(1h) <i>Violin IV</i>	(1h) <i>Trumpet IV</i>	3
						36	

B. VISUAL ARTS AND CRAFTSMANSHIP (50 HOURS)

A) THEORETICAL SUBJECTS

1. (1h) History of World and Latin America.
2. (1h) Aesthetic Theory
3. (1h) Plastic Arts History.
4. (1h) Mexican Arts and Craftsmanship History.

B) WORKSHOPS

5. (2h) Plastic Composition.
6. (6h) Drawing I, (2h) II y (2h) III
7. (8h) Paint I, (2h) II y (2h) III
8. (10h) Sculpture I, (2h) II y (2h) III
9. (10h) Ceramic I, (2h) II y (2h) III
10. (10h) Crafts I, (2h) II y (2h) III

C. TYPICAL WEARS (50 HOURS)

A) THEORETICAL SUBJECTS

1. (1h) Aesthetic Theory
2. (1h) History of World and Latin America.
3. (4h) History of Latin American wear

B) WORKSHOP

4. (18h) Typical Latino American Wears Design
5. (26) Manufacture I, (2h) II y (2h) III.

D. MEXICAN POPULAR CUISINE (50 HOURS)

A) THEORETICAL SUBJECTS

1. (1h) Aesthetic Theory
2. (1h) History of World and Latin America.
3. (1h) History of Latin American culture
4. (1h) History of Latin American Cuisine

B) WORKSHOPS

1. (18h) Mexican cuisine I, (2h) II y (2h) III.
2. (26h) Parties and Popular Shows Organization I, (2h) II y (2h) III.

E. POPULAR TECHNOLOGY AND INVENTIONS WORKSHOP (50 HOURS)

1. (2h) Logic principles
2. (2h) Creative Logic
3. (2h) Inventions History
4. (4h) Latin America and Mexican Popular Inventions and Technology
5. (2h) Basic Principles of Technological Design
6. (2h) Intellectual rights and patents
7. (30h) Personal or collective Technological Design
8. (6h) Technologic Shows Organization.

5. SPECIAL ACTIVITIES:

Musical Shows: at least two show by year.

Technological and Creativity Shows: with the support of musicians shows and others activities.

Publications: All Artsouth and The Homestead Popular Arts Academy activities could have divulgation and advertisements trough a Magazine witch the support of local sponsor. The magazine would contain: