

Oí Marimbí Guide

Activities to Experience Pacific Music in the Classroom

Darío Rafael López

Héctor Javier Tascón Hernández

Lina María Ospina García

Jorge Alberto Vega Rivera





Credits

Texts and activities

Darío Rafael López

Héctor Javier Tascón Hernández

Lina María Ospina García

Illustrations

Jorge Alberto Vega Rivera

Carlos Mario Escobar

Michael Styveng Cerón Guaical

Jaime Martínez

Luiggy Daza

Design

Jorge Alberto Vega Rivera

Production

La Valiente Grupo Creativo S.A.S.

Research

Universidad del Cauca

Grupo de investigación Son Colombia

Grupo de investigación Laboratorio de Imagen Narrativa y Multimedia

Instituto Departamental de Bellas Artes-Institución Universitaria del Valle

Grupo de Investigación en Músicas del Pacífico surcolombiano

Popayán, 2024 ©

Introduction

Dear Educator,

Oí Marimbí, the activity guide for the classroom, is a work plan for teachers who want to inspire their students, encourage creativity, and help them develop musical skills while exploring Pacific culture with the help of the video game “Oí Marimbí.”

This activity guide is the result of eight years of research and collaboration across various regions of Colombia, involving teachers and students aged eight to twelve from multiple educational institutions.

Implementing the activities with your students will be very easy. You don’t need to be a music expert, as each exercise comes with short video tutorials, audio tracks, images, a website, and an email address where you can ask questions, clear up any doubts, and share ideas.

Each activity lasts between five and thirty minutes and can be conducted at the beginning of the class to grab attention, at the end to help students unwind, or as part of projects that complement subjects like social studies, language, or math.

Activities that involve physical movement can be included in arts or physical education classes. However, it’s important to note that some activities may require the use of an audio or video player.

Welcome to an exciting journey in search of the marimba’s song.

The Oí Marimbí video game is available for free download on app stores and can be installed on smartphones, computers, or tablets with Windows, Android, or iOS. Visit the website www.oimarimbí.com or scan the QR code.

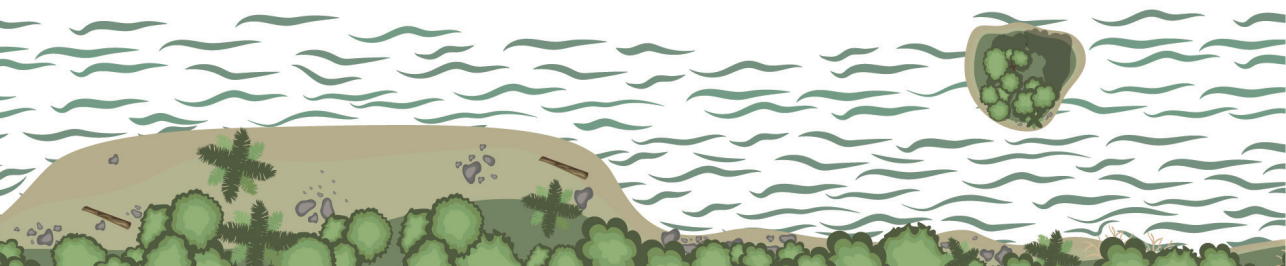


Table of Contents

Oí Marimbí Guide

Activities to Experience Pacific Music in the Classroom

1	Let's Play the Oí Marimbí Video Game	Page 5
2	Exploring the Estuary.....	Page 6
3	Let's Draw Marimbí	Page 7
4	Getting to Know the Instruments of the Pacific....	Page 8
	• Marimbi's expedition.....	Page 9
5	Coloring Marimbí	Page 10
6	Playing in a Virtual Marimba Ensemble	Page 12
7	This is how the instruments of the Pacific sound..	Page 14
8	Watch Out for the Riviell!	Page 16
9	Singing with Estatilia	Page 17
10	Musicalized Story with Virtual Instruments (Part 1)	Page 18
11	Musicalized Story with Virtual Instruments (Part 2)	Page 19
12	From Marimbo to Marimba.....	Page 20
13	This is How the Bunde Sounds.....	Page 21
14	Playing a Bunde.....	Page 23
15	This is How the Currulao Sounds	Page 24
16	Playing a Currulao	Page 26
17	This is How the Rumba Sounds	Page 28
18	Playing a Rumba.....	Page 30



01 Let's Play the Oí Marimbí Video Game

Activity Objective:

Introduce students to the culture of the Colombian South Pacific region.

Materials Needed:

A computer, smartphone, or tablet with the *Oí Marimbí* video game installed.

Estimated Time

15 minutes

Rhythms to explore

**Bunde, currulao
and rumba**

Activity Description:

- 1 Invite the students to open the *Oí Marimbí* video game, making sure they watch the introduction video. This story provides an introduction to the game's world and sets the stage for the following activities.
 - 2 Allow students to explore the section called "Río Saija" (Saija River).
 - 3 Set up a space for students to participate and discuss the following questions:
- What did you like most about the game?
 - How many chontaduros did you collect?
 - Who taught Marimbí to paddle the canoe?
 - Who has seen a canoe or ridden in one?
 - Have you ever eaten chontaduro?



Screenshot from the *Oí Marimbí* video game, at the "Río Saija" (Saija River) level.

02 Exploring the Estuary

Activity Objective:

Introduce students to the culture of the Colombian South Pacific region.

Materials Needed:

A computer, smartphone, or tablet with the *Oí Marimbí* video game installed.

Estimated Time

15 minutes

Rhythms to explore

**Bunde, currulao
and rumba**

Activity Description:

- 1 Invite the students to open the *Oí Marimbí* video game and explore the section called “El Estero” (The Estuary).
- 2 Set up a space for students to participate and discuss the following questions:
 - What did you like most about the game?
 - How many characters did you find?
 - What is the name of the lady who teaches how to sing?
 - Why couldn’t the children get to school?
 - Have you ever eaten canchimalas?



Screenshot from the *Oí Marimbí* video game, at the “El Estero” (The Estuary) level.



To learn more:

Scan the following QR code to visit the *Oí Marimbí* website and go to the gallery section.

03 Let's Draw Marimbí

Activity Objective:

Identify students' perceptions of the culture of the Colombian South Pacific region.

Materials Needed:

- Blank sheet of paper for drawing
- Audio equipment
- Pencils and colored pencils

Estimated Time

15 minutes

Rhythms to explore

Currulao

Activity Description:

- 1 Give each student a blank sheet of paper to draw Marimbí's house.
- 2 Play **Audio Track 1** while students work on their drawings.
- 3 Set up a space for students to participate and discuss the following questions:
 - What is Marimbí's house like?
 - What stands out the most to you about the Colombian Pacific?
 - How do you think Marimbí learned to paddle a canoe?



04 Getting to Know the Instruments of the Pacific

Activity Objective:

Recognize the musical instruments of the marimba ensemble.

Materials Needed:

A computer, smartphone, or tablet with the *Oí Marimbí* video game installed.

Estimated Time
10 minutes

Activity Description:

- 1 Invite the students to open the *Oí Marimbí* video game.
- 2 Select the “Instruments” button, as shown below:

Screenshot of the Oí Marimbí video game’s start menu, where the option to play the instruments can be found.



- 3 Allow students to explore the different buttons and virtual instruments.
- 4 Divide the students into four groups and assign each group one of the instruments available in the game: bombo, cununo, guasá, or marimba.
- 5 On the next page, you’ll find the story “La marimba soñada.” Explain to the students that the names of the instruments are hidden in the story, and they will need to make them sound when they hear the instrument that corresponds to their group.
- 6 Read the story, emphasizing the words in bold to create anticipation.

Marimbí's expedition

Marimbí is a boy who lives on the banks of the Saija River and dreams of playing the **maraca**—sorry, the **marimba**, like his grandfather **Marimbo** did. **Marimbo**, like any good **marimbero**, enjoys **mango** and the **marimba** ensemble. This ensemble is made up of the **cununo**, **guasá**, **bombo**, and, of course, the **marimba**.

However, **Marimbí** doesn't know how to play any of these instruments. While he enjoys the **guamo**, he can't even play the **guasá**.

Sometimes he dreams of playing **bongos**, but his true passion is the **bombo**. **Marimbí** thinks the **cool** sound of the **bombo** gives the music a special sound. He likes to imagine that he's playing with his **marimba** group and practices on a **cucumber**, pretending it's a **cununo**.

One day, **Marimbí** asks his mom, Faustina, where he could learn to play the **mandolin**, sorry, the **marimba**. She tells him that if he travels upstream along the Saija River, he'll find Master Silvino, who can teach him.

She also suggests that he look for other teachers along the way, like Estatilia, who can teach him how to play the **guasá**, or Nicasio, who knows a lot about the **cununo**. He could even learn to play the **bombo** there. So, with **marimba**, **cununo**, **bombo**, and **guasá**, **Marimbí** would become a great **marimbero**, and people would talk about him all over the Saija River.

05 Coloring Marimbí

Activity Objective:

Assess students' preconceptions about the Colombian South Pacific region.

Materials Needed:

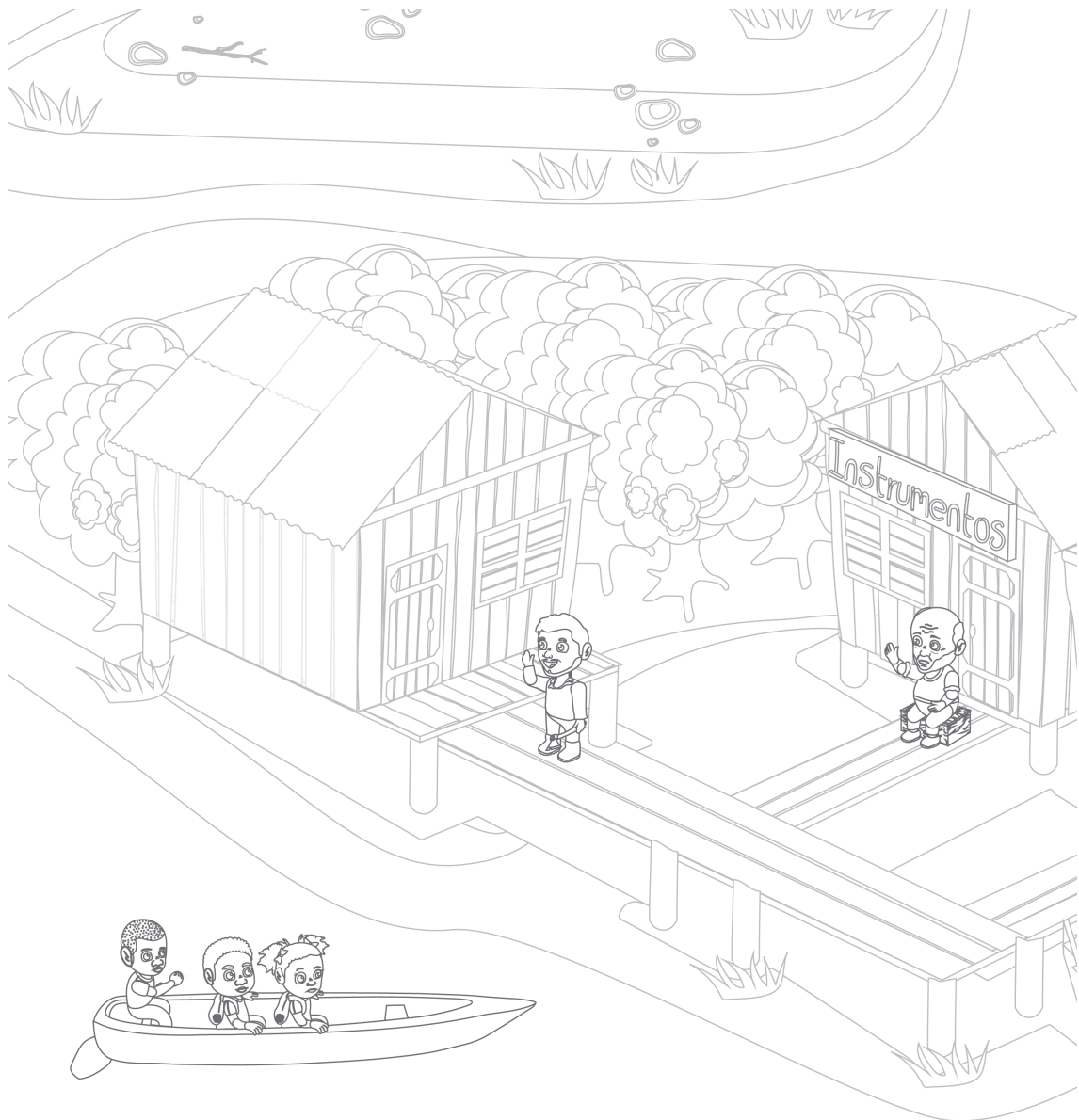
- Printed activity sheet
- Colored pencils

Estimated Time
15 minutes

Activity Description:

- 1 Give each student the "Coloring Marimbí" sheet (p. 10).
- 2 Invite the students to color the drawing.
- 3 Set up a space for students to participate and discuss the following questions:
 - What musical instruments from the Colombian South Pacific do you know?
 - What foods from the Colombian South Pacific do you know?
 - How do you imagine a day in the Colombian South Pacific?

Coloring Activity



06 Playing in a Virtual Marimba Ensemble

Activity Objective:

Create a soundscape by exploring the virtual instruments included in the *Oí Marimbí* video game.

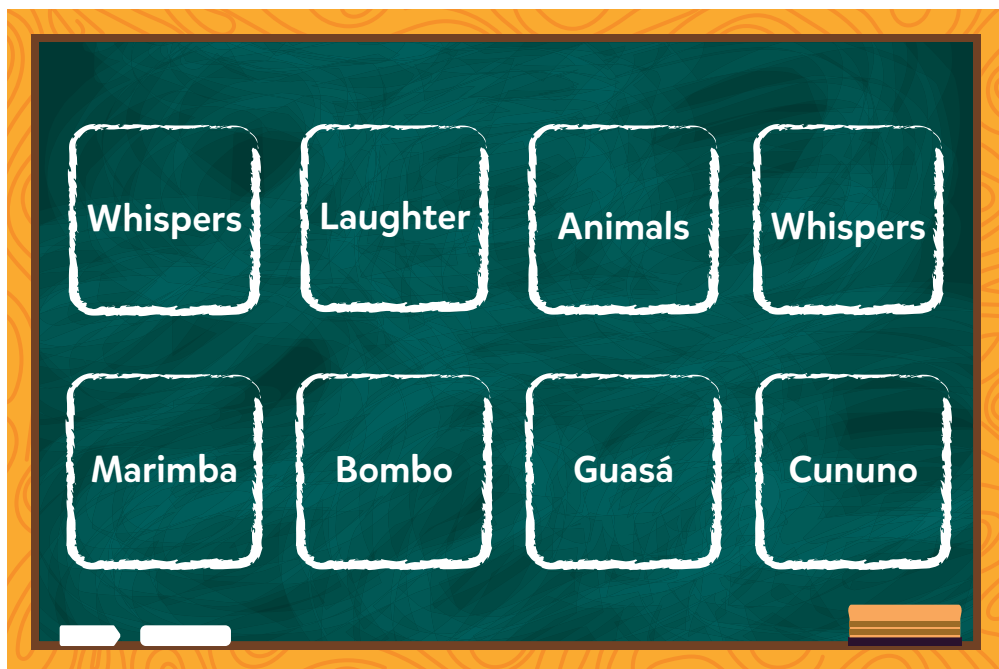
Estimated Time
10 minutos

Materials Needed:

- Board
- Computer, smartphone, or tablet with the *Oí Marimbí* video game installed.

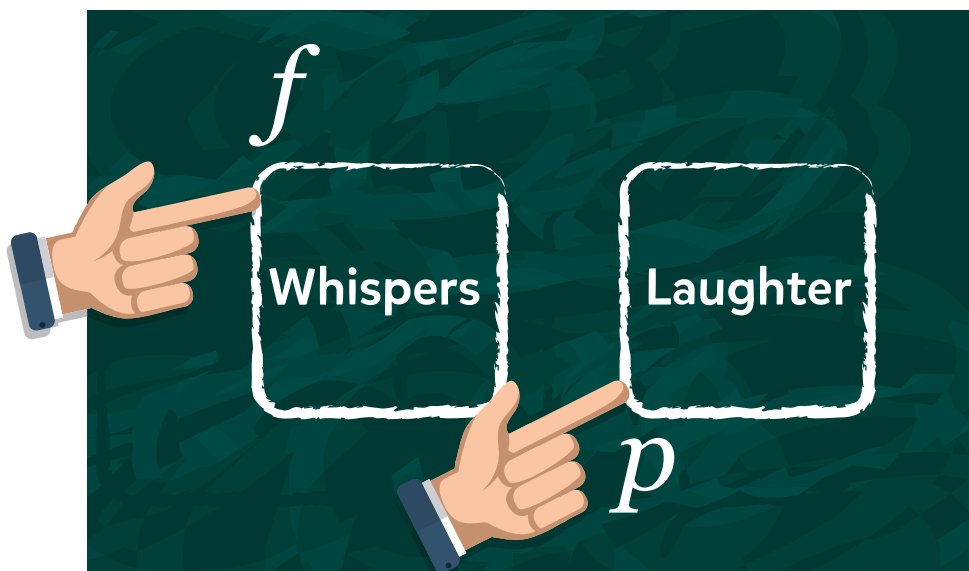
Activity Description:

- 1 Divide the students into four groups and assign each group one of the instruments available in the video game: bombo, cununo, guasá, or marimba.
- 2 Write the following words enclosed in the box on the board:



Reference image created by A. Vega, 2023.

- 3 The sounds of whispers, laughter, animals, and whistles will be made by all the students, while the sounds of bombo, cununo, guasá, and marimba will be done with the virtual instruments.
- 4 Explain to the students that when you point to the different words, they should make the corresponding sound.
- 5 You can introduce dynamics of intensity with the boxes in the following way:
 - a. When pointing to the top corners, students will perform the action at a loud volume (forte).
 - b. When pointing to the bottom corners, students will perform the action at a soft volume (piano).



Taken from Música Poética Costarricense (p. 120), by M. Alfagüel, 1994, Editorial Fernández Arce.

- 6 Allow the students to add conventions as they see fit.

07 This is how the instruments of the Pacific sound

Activity Objective:

Identify the sounds of the instruments in the marimba ensemble.

Materials Needed:

- Audio equipment
- Worksheet

Estimated Time

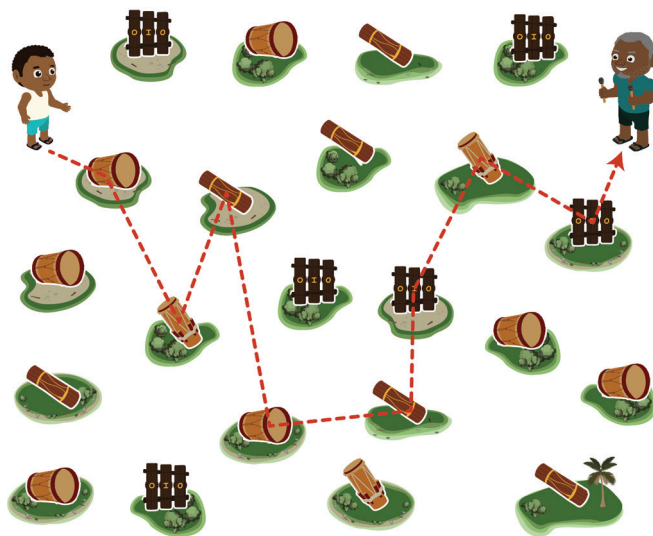
15 minutes

Rhythms to explore

Bunde

Activity Description:

- 1 Give the students the worksheet “This is how the instruments of the Pacific sound” (see p. 15).
- 2 Ask the students to connect Marimbí with Master Silvino by drawing a line in the order given in **audio track 2**, as shown below:



On the left, there are the answers from audio track 2 so the teacher can compare them with the students' drawings.

Recommendation:

This activity can also be done using the video game if you have audio equipment that can be connected to a computer, smartphone, or tablet with the game installed.

This is how the instruments of the Pacific sound (worksheet)

Marimbí must travel through The Estuary on his potrillo (canoe) and deliver some instruments to Master Silvino. Draw a line to connect each instrument until you reach Master Silvino, following the order in which they sound.



Image created by A. Vega, 2023.

08 Watch Out for the Riviél!

Activity Objective:

Explore the body as a sound instrument through the sounds of the palms, chest, and feet.

Materials Needed:

- Audio equipment

Estimated Time

10 minutos

Rhythms to explore

Bunde

Activity Description:

- 1 Watch **video 1**.
- 2 Arrange the students in a circle and tell them the following story:

“We find ourselves in the mangrove, paddling through the streams, trying to find Master Silvino. We must be careful because the Riviél is lurking near our potrillo (canoe). This mythical creature loves to scare travelers. Luckily, I know a little trick to scare it away.”

- 3 Explain the “trick” to scare away the Riviél, which is to ‘pass the sound,’ as shown in **video 1**.
- 4 4. Once the “trick” is understood, play **audio track 3**, and the students will ‘pass the sound’ to the rhythm of the music.
- 5 Invite the students to propose new timbres for the activity.



Video 1

Scan the QR code to watch the video tutorial.

Character of the Riviél in the Oí Marimbí video game.

09 Singing with Estatilia

Activity Objective:

Perform a body percussion sequence.

Materials Needed:

- Audio and video equipment.

Estimated Time

15 minutes

Rhythms to explore

Bunde

Activity Description:

- 1 Watch **video 2** together with the students.
- 2 Memorize the body percussion sequence and teach it to the students.
- 3 Play **audio track 4** and perform the body percussion sequence along with it.
- 4 To help with the song, use **video 2** as a reference.
- 5 If the students manage to sing and perform the rhythmic base at the same time, encourage them to do it this way.



Character of Estatilia in the Oí Marimbí video game.



Video 2

Scan the QR code to watch the video tutorial.

10 Musicalized Story with Virtual Instruments

(Part 1)

Activity Objective:

Create a soundscape with the help of the virtual instruments in the video game.

Estimated Time
20 minutes

Materials Needed:

- Computer, smartphone, or tablet with the *Oí Marimbí* video game installed.
- Audio and video equipment.

Activity Description:

- 1 Remind the students of the rhythmic body percussion sequence worked on in the previous activity. If necessary, refer to **video 2** for support.
- 2 Invite the students to perform the rhythmic body percussion sequence on the virtual marimbas available in the video game, alternating between the **O** and **I** keys.

“Pies, pies, pe-cho, pe-cho, mus-los, palma”

- 3 Guide the students to repeat the percussion sequence using only the **O** keys.
- 4 Guide the students to repeat the percussion sequence using only the **I** keys.
- 5 Perform the percussion sequence with the students, alternating between the **O** and **I** keys in the following way:

O: *Pies, pies, pe-cho, pe-cho*

I: *Mus-los, palmas*

11 Musicalized Story with Virtual Instruments (Part 2)

Activity Objective:

Create a soundscape with the help of the virtual instruments in the video game.

Estimated Time
20 minutes

Materials Needed:

- Computer, smartphone, or tablet with the *Oí Marimbí* video game installed.
- Audio and video equipment.

Activity Description:

- 1 Remind the students of the instructions of activity 6 (see p. 11) and draw the following images on the board:

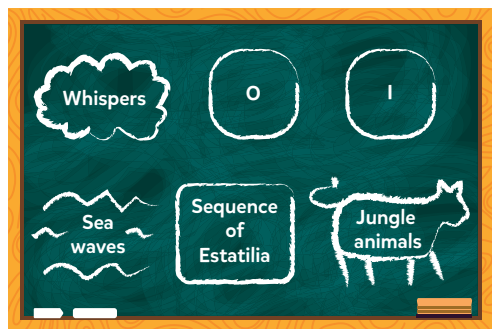


Image: drawings with instructions for the activity.

- 2 Allow the students to familiarize themselves with the story of Marimbo by playing **audio track 5**.
- 3 Choose a student to take on the role of the conductor and improvise the music for the story while it plays, using the instructions on the board as a guide.
- 4 Encourage the students to freely suggest sounds to musicalize the story.
- 5 It's important that the board's instructions feature different shapes or drawings to serve as visual support during the performance.
- 6 The story may be told by either a student or the teacher to be presented and performed. The story can be found on the next page (see p. 20).

From Marimbo to Marimba

By: Héctor Tascón

Much is said about the origin of the chonta marimba. Some say it was invented by the indigenous people, others say it was brought by the Africans, and some claim it came from the sky.

It is said that Marimbo had his hut in the African plains. He was a man who would strip the wood with his machete at the break of dawn, and at night, he would share his dreams with the ebony woman, a beautiful singer who brought joy to his life with her voice.

One day, men with red beards entered the village, killing women and children, and kidnapping the men. The cries of terror overtook the people.



On a galleon, Marimbo wept for his misfortune and was taken to a pit where days felt like nights, and nights felt like an eternity. But Marimbo was not one to be caged. So, when the foreman wasn't looking, he cut the rope that bound him, ventured into the jungle, ran like a leopard, swam like a fish, and, exhausted, collapsed by the banks of the Saija River.

When he opened his eyes, he saw how a palm tree laughed and mocked his misfortune with contempt. Consumed by anger, Marimbo took his knife and began to cut it. Each piece made a sound; each sound had a color, and from those pieces of wood, that sweet voice emerged. Then Marimbo declared, "From now on, you will be my companion. You will comfort me at night and lift my spirits during the day. And since my name is Marimbo, your name will be Marimba."

To learn more:

Scan the QR code to find the video "From Marimbo to Marimba."



12 This is How the Bunde Sounds

Activity Objective:

Perform the rhythmic bases of bombo, cununo, and guasá in the bunde using body percussion.

Materials Needed:

- Audio and video equipment.

Rhythm to explore:

- Bunde

Estimated Time

30 minutes

Rhythms to explore

Bunde

Activity Description:

- 1 Watch **video 3** together with the students.
- 2 Play **audio track 6**, which contains the rhythmic base of the bunde.
- 3 Invite the students to move freely around the classroom while **audio track 6** plays in the background.
- 4 Direct the students to follow the rhythm as they move around the room.
- 5 Invite the students to gather and form a circle to begin the “echo game.”
- 6 The body percussion sounds and their corresponding ideograms for the following activities are listed below:



Light Clap:
Clap done on the
edge of the palm.



Chest:
A tap on the
chest.



Dark Clap:
Regular clap.



Thighs:
A tap on the
thighs.

12 This is How the Bunde Sounds

Below, you'll find the onomatopoeias, body percussion sequences, their corresponding ideograms, and the instruments they symbolize

Bunde Rhythm

Instrument

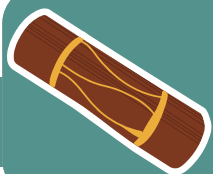
onomatopoeias



Tum-ba tum-ba tum-ba que re



Ta-pa ta-pa ta-pa ta-pa



Sue-na sue-na sue-na sue-na



Ideograms with timbers percusivo-corporales, A. Vega, & D. López, 2023.

- 7 Carry out the activities from **video 3** along with the students.
- 8 If audio and video equipment are not available for the activity, you can memorize the echo sequence to work with the students.



Video 3

Scan the QR code to watch the video tutorial.

13 Playing a Bunde

Activity Objective:

Sing a song and perform the rhythmic bases of bombo, cununo, and guasá in the bunde using body percussion.

Materials Needed:

- Audio equipment

Estimated Time

15 minutes

Rhythms to explore

Bunde

Activity Description:

- 1 Play **audio track 7** in its entirety.
- 2 On the second playthrough, ask the students to repeat the choruses.
- 3 Below you can find the song's lyrics. You can write some excerpts on the board if you think it's fitting.

El Florón

*El florón está en mi mano
En mi mano está el florón
Ese señor picaón
Tiene cara de ladrón
Ya se va el florón
Por el callejón
Dando vueltas va
Por el callejón
Me dejó una flor
Me dejó un amor
Ya se va el florón
Por el callejón*

- 4 Next, play **audio track 8** with the students, using the onomatopoeias and body percussion rhythms practiced in the previous activity.
- 5 You can perform this song in front of an audience, using **audio track 9** as the musical backing in a karaoke style.

14 This is How the Currulao Sounds

Activity Objective:

Perform the rhythmic bases of bombo, cununo, and guasá in the currulao using body percussion.

Materials Needed:

- Audio and video equipment.

Estimated Time

30 minutes

Rhythms to explore

Currulao

Activity Description:

- 1 Watch **video 4** together with the students.
- 2 Play **audio track 10**, which contains the rhythmic base of the currulao.
- 3 Invite the students to move freely around the classroom while **audio track 10** plays in the background.
- 4 Direct the students to follow the rhythm as they move around the room.
- 5 Invite the students to gather and form a circle to begin the “echo game.”
- 6 The body percussion timbres for this activity are the same as those from the previous one (**13**). Below, you’ll find the onomatopoeias, body percussion sequences, their corresponding ideograms, and the instruments they symbolize.



Video 4

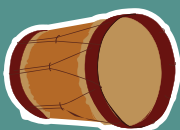
Scan the QR code to watch the video tutorial.

14 This is How the Currulao Sounds

Currulao Rhythm

Instrument

onomatopoeias



De-le du-ro



Sí por-qué por-qué por-qué



Lle-guen lle-guen lle-guen



Ideograms with onomatopoeias and musical instruments of the currulao rhythm, A. Vega & D. López, 2023.

- 7 Carry out the activities from **video 4** along with the students.
- 8 If audio and video equipment are not available for the activity, you can memorize the echo sequence to work with the students.

15 Playing a Currulao

Activity Objective:

Sing a song and perform the rhythmic bases of bombo, cununo, and guasá in the currulao using body percussion.

Materials Needed:

- Audio equipment.

Estimated Time

15 minutes

Rhythms to explore

Currulao

Activity Description:

- 1 Remember the Río Saija song found in **audio track 1**, which has the following lyrics:

*En el Río Saija se oyen muchos instrumentos
En el Río Saija se oyen muchos instrumentos
Suená el cununo, suena, suena
Suená el cununo, suena, suena)
Sí, por qué, por qué, por qué
Sí, por qué, por qué, por qué*

*Estatilia toca el guasá en El Estero
Estatilia toca el guasá en El Estero
Suená el guasá, suena, suena
Suená el guasá, suena, suena
Lleguen, lleguen, lleguen, lleguen
Lleguen, lleguen, lleguen, lleguen*

*Marimbí aprendió a tocar el bombo con Genaro
Marimbí aprendió a tocar el bombo con Genaro
Suená el bombo, suena, suena
Suená el bombo, suena, suena
Dele duro, dele duro, dele duro, dele duro
Dele duro, dele duro, dele duro, dele duro*

15 Playing a Currulao

*Y Silvino les enseña a tocar la marimba
Y Silvino les enseña a tocar la marimba
Suena la marimba, suena, suena
Suena la marimba, suena, suena
Dele duro, lleguen, lleguen
Dele duro, lleguen, lleguen.*

- 2 Next, listen to **audio track 1** while performing the onomatopoeias and body percussion rhythms presented in the previous activity.
- 3 Practice the song with **audio track 11**, which leaves out the chorus responses so the students can perform them.
- 4 You can perform this song in front of an audience, using **audio track 13** as the musical backing in a karaoke style.



16 This is How the Rumba Sounds

Activity Objective:

Perform the rhythmic bases of bombo, cununo, and guasá in the rumba using body percussion.

Materials Needed:

- Audio and video equipment.

Estimated Time

30 minutes

Rhythms to explore

Rumba

Activity Description:

- 1 Watch **video 5** together with the students.
- 2 **Play audio track 13**, which contains the rhythmic base of the rumba.
- 3 Invite the students to move freely around the classroom while **audio track 13** plays in the background.
- 4 Direct the students to follow the rhythm as they move around the room.
- 5 Invite the students to gather and form a circle to begin the “echo game.”
- 6 The body percussion timbres for this activity are the same as those from the previous ones. Below, you’ll find the onomatopoeias, body percussion sequences, their corresponding ideograms, and the instruments they symbolize.



Video 5

Scan the QR code to watch the video tutorial.

16 This is How the Rumba Sounds

Rumba Rhythm

Instrument	onomatopoeias
	Que re-tum-ba    
	Mi po-tri-llo    
	Re-co-gien-do chon-ta-du-ro s        

Ideograms with onomatopoeias and musical instruments of the rumba rhythm, A. Vega & D. López, 2023.

- 7 Carry out the activities from **video 5** along with the students.
- 8 If audio and video equipment are not available for the activity, you can memorize the echo sequence to work with the students.

17 Playing a Rumba

Activity Objective:

Sing a song and perform the rhythmic bases of bombo, cununo, and guasá in the rumba using body percussion.

Materials Needed:

- Audio equipment.

Estimated Time

15 minutes

Rhythms to explore

Rumba

Activity Description:

- 1 Play **audio track 14** in its entirety.
- 2 On the second playthrough, ask the students to repeat the choruses. Below you can find the song's lyrics. You can write some excerpts on the board if you think it's fitting.

*Voy por El Estero, recogiendo caña
Y los chontaduros, en el Río Saija.
Vamos a aprender el ritmo de la rumba en el bombo
Que retumba, que retumba, que retumba, que retumba*

*Voy por El Estero, recogiendo caña
Y los chontaduros, en el Río Saija.
Vamos a aprender el ritmo de la rumba en el cununo
Mi potrillo, mi potrillo, mi potrillo, mi potrillo*

*Voy por El Estero, recogiendo caña
Y los chontaduros, en el Río Saija.
Vamos a aprender el ritmo de la rumba en el guasá
Recogiendo chontaduros, recogiendo chontaduros, recogiendo
chontaduros, recogiendo chontaduros.*

17 Playing a Rumba

- 3 Perform the onomatopoeias and body percussion rhythms worked on in the previous activity.
- 4 Repeat the activities using **audio track 15**, which leaves out the chorus responses so the students can perform them.
- 5 You can perform this song in front of an audience, using **audio track 16** as the musical backing in a karaoke style.



With this activity, the educational journey through the Oí Marimbí universe comes to an end. Thank you for inspiring the new generations to experience the culture of the Colombian Pacific in the classroom.