

Ecuador: BOMBA DEL CHOTA



Courtesy of Miss AnnK

- **Afro-Ecuadorian** form of music and dance from the northwestern **Chota Valley**
- probably of **Bantu/Congolese** origin

- instruments are **guitar, bombo** (drum), **guiro**, sometimes even **leaves of plants**

HOW WE DANCE THE BOMBA DEL CHOTA IN CLASS

- Step 1: wear your **long, flowing skirt**
- Step 2: balance a **bottle** on your head. The bottle can be half full of liquid—or half empty, if you prefer. If you don't have a bottle or, let's say, you're a student in music class and not a dancer in Ecuador, by all means use a beanbag, a scarf or your imagination.
- Step 3: **dance in place**, balancing the bottle
- Step 4: **spin around**, balancing the bottle
- Step 5: all **dance in a circle**, balancing bottles
- Step 6: **back to where you started**—don't forget the bottle!
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Ecuador: BOMBA DEL CHOTA for teachers



Introducing the Bomba del Chota:

The Bomba del Chota is an African-inspired form of music and dance from Ecuador's northwestern Chota Valley. Musicians play guitars, bombos (drums), guiros and sometimes even leaves of plants as dancers sway, swirl their hips and balance bottles on their heads.

Learn more at <http://www.allaroundthisworld.com/BombadelChota>

How to dance the Bomba del Chota in class:

Step 1:






Introduce this dance and its history while students are sitting. Tell them that a dancer will dance while balancing a bottle on his or her head, and you may even joke that you're going to balance a bottle too. In reality you're going to balance something both less interesting and less challenging, like beanbags or pieces of paper. If you don't have anything balance-worthy handy, use your imagination. Dancers should also imagine wearing a long, flowing skirt.

Step 2:

Turn on a suggested video or dance along with Jay on the training video at first. The teacher will “call” the moves of the dance, leading students from one to the next. Balance the “bottle” on your head => dance in place, balancing the bottle => spin around, balancing the bottle => all dance in a circle, balancing bottles => back to where you started—don't drop that bottle!

Suggested videos:

(These links lead online. Watch first to confirm suitability for your classroom.)

- “Bomba – Musica Afroecuatoriana” *
- “Bomba del Valle del Chota Ecuador” *
- “Grupo de Danca Killari Bomba Del Chota” – *
- “Ritmo/baile Ecuatoriana Andino” *
- “Grupo Renacer Londres, Bomba del Chota” *

Follow-up for your classroom:

The Bomba del Chota stands upon the shoulders of much history – the “middle passage” of African slaves, the Spanish conquest of what we now refer to as South America and the mixing of the Spanish and indigenous peoples' cultures. Have your students consider something in their family's life or in their community or country's public culture that are a blend of two or more histories. It could be as personal as a meal a student's family makes that mixes spices from their grandparents' country of origin with a food from another culture (like putting curry powder on a hot dog) or something more public, like the blending of African-American blues and Southern American country musics to make early rock 'n' roll. This one may be tricky at first, but with a closer look you'll find multiple origins in pretty much every form of dance, cooking or music.