



9-12 LESSON 5

California County Superintendents Educational Services Association (CCSESA) Arts Initiative • www.ccsesaarts.org



RESOURCES

- Pre-assessment
 - “Brazil Super Quiz” slides
- Cultural Exploration
 - “Portuguese Basics” slides
- Cultural & Musical Exploration
 - “Module 19, Grades 9-12, Intro to Samba” video
 - “A Flor e o Samba” (video) bit.ly/2C96uYd
 - “Toque de Timbaleiro” goo.gl/tcSHGQ
 - “Areia” goo.gl/syQyF5

STANDARDS

1.5 Artistic Perception (advanced)

Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

3.3 Historical and Cultural Context (advanced)

Compare and contrast the social function of a variety of music forms in various cultures and time periods.

4.3 Aesthetic Valuing (proficient)

Explain how people in a particular culture use and respond to specific musical works from that culture.

OUTCOMES

Students will . . .

- Demonstrate awareness of the role that slavery played in the development of Brazilian music since the 17th Century.
- Be introduced to several standard songs from throughout Brazil’s vast cultural and geographical landscape.
- Connect to the music and people of Brazil through movement and song.

9-12 LESSON 5

PRE-ASSESSMENT

8 mins

1. Brazil Super Quiz (presentation slides)
 - a. On what continent is Brazil located? **South America**
 - b. What is the capital of Brazil? **Brasilia**
 - c. What is the national language of Brazil? **Portuguese**
 - d. Baseball is known as America's "National Pastime," though college and professional football regularly received the most viewers. What is Brazil's national pastime? **Soccer, or futbol**
 - e. What famous river runs through Brazil? **The Amazon**
 - f. What two major sporting events has Brazil recently hosted? **The World Cup (2014) and The Summer Olympics (2016)**
 - g. What type of music and dance is Brazil most famous for? **Samba**

CULTURAL EXPLORATION

8 mins

1. Review the "Portuguese Basics" slides with your students
2. If you are not familiar with the Portuguese language, use translate.google.com for assistance with pronunciation
3. Have students listen to the phrase spoken aloud and then repeat the phrase after you, or after the recorded voice from Google Translate.

PORTUGUESE PHRASE	ENGLISH TRANSLATION
"Bom dia"	Good morning
"Meu nome é..."	My name is...
"Muito prazer"	Much pleasure
"Vamola"	Let's go!
"Tudo bom"	It's OK
"Bem"	Good
"Mal"	Bad
"Otimo"	Great
"Mais ou menos"	More or less

INTRODUCTION TO SAMBA

Use "Module 19, Grades 9-12, Intro to Samba" video

1. History
 - a. Samba began in Bahia, but quickly moved across all of Brazil.
 - b. Today, Rio is known as the Capital of Samba.
 - c. Carnaval is the ultimate celebration of Samba music and dance.
 - d. This music is a joyful celebration in the midst of extreme poverty and oppression.
 - e. The Brazilians have a long traditional of combatting poverty, oppression, and the "ugliness" of life through music and dance.
2. Movement & Song: "A Flor e o Samba" (video): bit.ly/2C96uYd
 - a. Song about how music brings us joy
 - b. Questions for Discussion:
 - How does music make you feel?
 - Do you listen to a specific type of music when you are experiencing a certain emotion?
 - How does music help amplify that emotion?
 - How can music help shift your state of mind?
 - c. Have students search for the lyrics and a translation of "A Flor e o Samba"
 - Discuss the meaning of the lyrics
 - d. Samba Rhythm
 - Follow along with the "Module 19, Grades 9-12, Intro to Samba" video
 - 3+3+2 claps (1-2-3, 1-2-3, 1-2...repeat)
 - Sing & clap simultaneously

INTRODUCTION TO SAMBA REGGAE

Use "Module 19, Grades 9-12, Intro to Samba Reggae" video

1. History
 - a. Samba Reggae is a mix of Samba and Reggae Music
 - Brazil was impacted by Slavery in the 17th and 18th Century
 - The African slaves brought their musical heritage with them from their home countries
 - After slavery, Afro Brazilians in the state of Bahia played a major role in the development of "samba de roda" in the late 19th Century
 - Samba rhythms made their way to Rio and evolved into today's Rio style samba
 - When samba returned to Bahia in the mid 20th Century, Brazilians of African descent were not allowed to participate in the Carnaval parades
 - As a result, Afro-Brazilian people created their own Carnaval parade music as a way to strengthen their community through music, express their cultural identity, and connect to their heritage
 - b. Questions for Student Discussion
 - Do you see any parallels between how music in Brazil evolved and how music in the United States evolved? What is similar? What is different?
 - Why do you think the Afro-Brazilian people chose created a new form of music?
 - Do people in your culture use music as a means of self-identification?

2. Movement & Song: “Toque de Timbaleiro” by Timalada: goo.gl/tcSHGQ
 - Use the video “Module 19, Grades 9-12, Intro to Samba Reggae” to guide students in learning the call and response and getting them to move to the music.
 - This song celebrates the music and the cultural heritage of the slaves whose creativity and brilliance created this beautiful new musical form.

INTRODUCTION TO CÔCO

Use “Module 19, Grades 9-12, Intro to Côco” video

1. History
 - a. The style known as Côco comes from a northern region of Brazil called Pernambuco
 - “Côco” means “coconut” in Portuguese
 - There are many theories about how this word became representative of this style of music, but they are all related to the hard labor that the slaves were forced to do.
 - b. This is known as a “Work Song”
 - Some believe the rhythm comes from the sounds that were produced as the slaves cracked open coconuts
 - Some believe the dance originates from the movement the slaves performed as they stomped out the clay to flatten and harden it so that it could be used to make the foundations for their homes
 - c. Questions for Student Discussion
 - Why would slaves in Brazil choose to turn the rhythms and movements of their forced labor into music and dance?
 - Has this occurred in other parts of the world that have been impacted by slavery?
 - d. Movement & Song: “Areia”: goo.gl/syQyF5
 - Use the video “Module 19, Grades 9-12, Intro to Côco” to get the students moving to the music.
 - The movement is the most important focus for us in this song. Do not worry about the lyrics, focus instead on the movement.

REFLECTION

7 mins

1. Partner Pair-Share: Have students select partner and respond to the following prompts:
 - a. What is the difference between Samba and Samba Reggae?
 - b. What role has Samba played for the poor, enslaved, and disenfranchised Brazilians since the 17th century?
 - c. Why do you believe that music may be so closely linked to identity?