

LESSON PLAN

Music of Northeast Brazil

Grades 3-5

Objectives:

Students will:

- describe the musical traditions of Northeast Brazil.
- identify polyrhythms.

GLCE:

5 – U2.2.3

Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.

Materials:

Grades 3-5 Student Information Sheets on Music

Explore “Let’s Investigate” in “Learn More About Brazil” on banditsnadheroes.org website

Explore Music on “Internet Links” in “Learn More About Brazil” folder

Introduction:

Create a polyrhythm. Create an environment where students can sit in a circle (in desks, at tables, or on the floor). Let students know they will be making music today, and that when you raise your fist that means “STOP.” Ask one student to start with a basic 4/4 beat (student can clap, stomp, or tap the desk). As you point to students around the circle, ask each student will add something different to the beat. By the time everyone in the circle is participating all will have created a polyrhythm- many rhythms being played at once. Raise your fist and ask for a definition of a polyrhythm. Ask students if they can think of examples of music that use polyrhythms.

Activity 1:

Listening

Listen to Brazilian music in the links section under Resources tab. Students will find 4 types of music indigenous to the Northeast of Brazil: *forró*, *baião*, *samba* (Brazil's national music), and the music of *capoeira*.

Discussion Questions:

1. How would you describe what you heard? Does it remind you of anything you have heard before?
2. Did you hear polyrhythms? What other instruments could you hear?
3. Which type of Brazilian music were you most drawn to? Why?
4. What do you think they were singing about? Why?

Activity 2:

Ask students to the Resource tab and click on the “Let’s Investigate” section. Find an object that is related to music that shows a connection between Detroit and Bahia. What kind of music do you think it plays?

Assessment/Reflection:

In group discussion or as a written assignment, have students answer the following questions:

1. What did you learn from this lesson?
2. How does music affect your life?

Extended Activities:

1. Have students find examples of hip-hop artists from Northeast Brazil, and write a summary of him /her or his work.
2. Identify what types of music are being played in the *Bandits and Heroes* exhibition.