

LESSON PLAN

Music of Northeast Brazil

Grades 9-12

Objectives:

Students will:

- explain two of the musical tradition of Northeast Brazil.
- identify polyrhythms.
- write two verses of a narrative song..

Social Studies Content Expectations

6.1.3: Increasing Global Interconnections –Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities

Materials:

Music Information Sheets

“Let's Investigate” section of banditsandheroes.org

Digital Links

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 “Learn More About Brazil” on the banditsandheroes.org website. There students will find four

types of music indigenous to the Northeast of Brazil: Forro, Baiao, 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. Were polyrhythms evident? What 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?
5. How do you think the different styles evolved?

Activity 1:

Students will read the music information sheets. Ask students if they are familiar with any forms of music listed on the Musical Traditions Sheet. Have them choose one type of music from Northeast Brazil that they want to focus on. They will create two verses in this style of music that describes an aspect of their lives.

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. What did you discover while writing your verses?
3. Explain how music affects your life.

Extended Activities:

1. Have students find examples of hip-hop artists from Northeast Brazil, and write a summary of the artists or their music.
2. Ask students to discover the connection between Detroit and Bahia in the Let's Investigate section of banditsandheroes.org, related to music.
3. Identify what types of music are being played in the *Bandits and Heroes* exhibit.
4. Find digital links of five types of music from each column listed on the Musical Traditions Sheet. Make your selection on Youtube. Share in small groups.