

Young Audiences of Massachusetts *Educational Materials*

Please forward to teachers

10/5/2011

ABOUT THE PERFORMANCE

The Afro Brazilian Ensemble

Grade levels: K-12

This lively show highlights three principle elements of Brazilian culture: music, martial arts, and dance. The performers vibrantly demonstrate forms of capoeira, maculele, samba and their origins. Students will have an opportunity to combine rhythm and movement with the performers on stage, as well as learn some words and phrases in Portuguese.

LEARNING GOALS:

1. To explore the African roots of Brazilian culture through music, dance, and martial arts.
2. To recognize the characteristics that distinguish Brazil from the rest of South America.

PRE-ACTIVITY SUMMARY

Familiarize students with well-known Brazilian cities and their note-worthy landmarks. Connect the elements of the show with geographical areas of Brazil.

POST-ACTIVITY SUMMARY

Practice the Portuguese words presented in the show.

CURRICULUM LINKS:

Dance, Music, Afro Brazilian Studies, Multicultural Studies, Physical Education, History and Social Sciences

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PRE-ACTIVITY: *Familiarize students with Brazil*

LEARNING GOAL:

To familiarize students with the continent of Brazil and its major cities and regions.

To understand the significance of these cities/regions, their landmarks and various Brazilian cultural traditions.

MATERIALS/PREPARATION:

World Map
Landmark Pictures

TIME:

45 minutes

STEP 1:

Have students locate Brazil on a world map. Discuss the continent and hemisphere in which Brazil is located. Find out if students already know anything about Brazil.

STEP 2:

Ask students to locate the following major cities/areas:
Rio de Janeiro; Brasilia; Salvador, Bahia; Porto Seguro; Sao Paulo; Santos, Sao Paulo; Amazon

STEP 3:

Explain that these places are important/famous for many things, but especially the following:

1. **Rio de Janeiro** - Christ the Redeemer statue (voted one of the Seven New Wonders of the World), first Brazilian city to celebrate Carnaval with the samba rhythm and host the largest Carnaval party in the world
2. **Brasilia** - Capital of Brazil, city is shaped like an airplane, home of Palacia do Planalto ("White House")
3. **Salvador, Bahia** - Birthplace of capoeira (Brazilian martial art form), giant elevator connects the upper and lower cities (Elevador Lacerda)
4. **Porto Seguro** - Secure Port, as named by the Portuguese, was the first place Portuguese explorers landed in Brazil
5. **Sao Paulo** - Second largest city on the planet (after Mexico City)
6. **Santos, Sao Paulo** - Birthplace of Pele, the "King of Soccer" and the first player to score 1,000 goals
7. **Amazon** - Home to the world's largest rainforest and the world's longest and most voluminous river, the Amazon; the Amazon Rainforest helps to regulate the entire earth's temperature

STEP 4:

Have students match pictures of these famous landmarks with the place in which they reside (provided by the Brazilian Cultural Center of New England)

EXTENSIONS:

- 1) **Listen** to traditional Brazilian music and music influenced by Afro Brazilian culture.
- 2) **Explore** Brazilian visual arts with special attention to the use of patterns, subject matter, and recurring motifs.



Young Audiences of Massachusetts
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POST-ACTIVITY: *Practice Portuguese Words and Phrases*

LEARNING GOALS:

To practice the pronunciation of common words in the Portuguese language and familiarize students with their English translations.

To test the students' retention of information presented to them during the show.

MATERIALS/PREPARATION:
Post-Activity Worksheet

TIME:
30-45 minutes

STEP 1:

Ask students to answer the same questions presented in the show to test their retention.

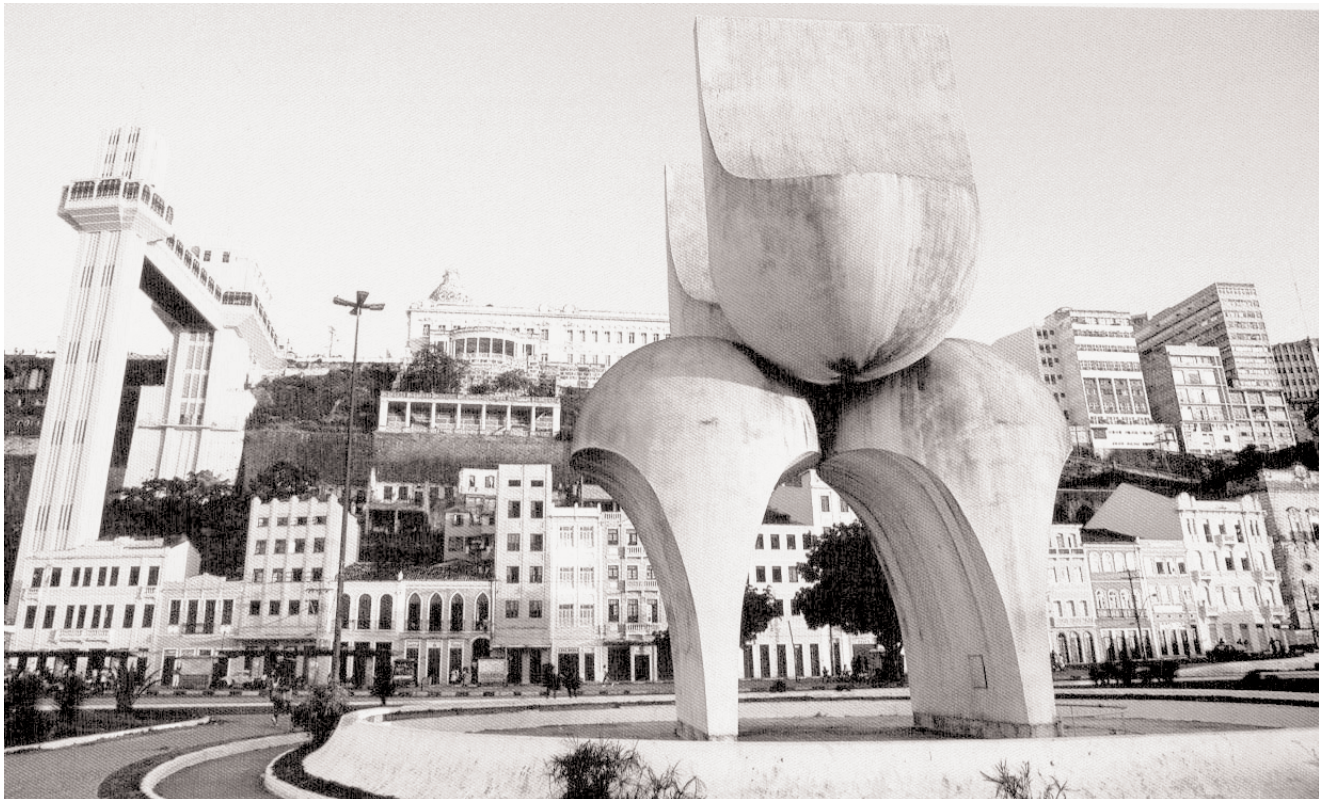
STEP 2:

Distribute the review sheet (provided by the Brazilian Cultural Center of New England) of words taught in the presentation.

EXTENSIONS:

- 1) **Have** students draw imaginary musical instruments. Ask them to describe what they are made of, how to play them and what sounds they make.
- 2) **Research** percussion instruments from other cultures and identify the contexts in which they are used (weddings, religious celebrations, social events, etc.).







Portuguese Words and Phrases

Bom Dia (Bom Gee-a)	=	Good Morning
Boa Tarde	=	Good Afternoon
Boa Noite	=	Good Night
Por Favor (Poor Fah-vor)	=	Please
Obrigado/a	=	Thank You
Tchau	=	Bye-bye
Capoeira	=	Brazilian Martial Art form
Berimbau (Beer-im-bow)	=	Instrument associated with Capoeira
Samba (Sah-m-ba)	=	Dance and rhythm from Brazil
Surdo (Soo-r-do)	=	A type of bass drum used to hold the beat in samba; literally means "deaf"
Pandeiro	=	Tambourine
Cuica	=	Afro-Brazilian instrument used to accent many different Brazilian rhythms
Rio de Janeiro (Hi-o de Jah-ner-o)	=	Major city in Brazil where Carnival originated
Bahia (Bah-ee-ah)	=	State where the first Portuguese landed in Brazil
Sao Paulo	=	Second-largest city in the world
Amazonia	=	Region in Brazil that contains the Amazon Rainforest
Brasilia (Brah-zil-ya)	=	Capital of Brazil

The Afro Brazilian Ensemble
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RESOURCES:

Ancona, George. Capoeira: Game! Dance! Martial Art!. NY: Lee and Low Books, 2007.

Mansouri, Arno. CAPOEIRA, Bahia. Paris: Editions Demi-Lune, 2006.

Wolters-Duran, Oscar. Marina's Capoeira Countdown. Manchester, CT: Blue Thistle Press, 2006.

<http://en.wikipedia.org/wiki/Capoeira>

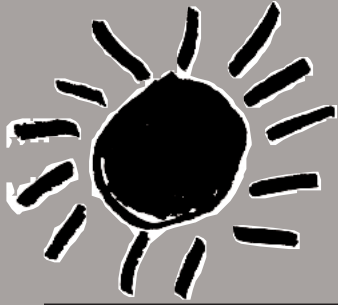
<http://www.capoeirista.com/>

ABOUT FABIANO LUCAS:

Fabiano Aparecido Lucas was born in Braganca Paulista, a small town in the interior of Sao Paulo. Originally a break dancer, he started practicing capoeira in 1993 and hasn't stopped since. Fabiano is two-times regional champion (1999 and 2002) of the state of Sao Paulo and also the 2002 state champion. This qualified him to represent his state in the national championships, but before he had a chance to compete, he was invited to come to the United States and work there as a performer and capoeira teacher. He accepted this invitation and in February of 2003 came to the United States. Among his various performances all around the country, Fabiano performed at the Museum of New York, the Brooklyn Museum, the CT National Coast Guard, Foxwoods Casino and Mohegan Sun Casino Resorts. Since his arrival to the U.S., he's also been teaching capoeira at Yale University, University of Connecticut, Norwalk Community College and a variety of other schools in the tri state area. In addition to performing, Fabiano created the CAPOfit program, a way to teach new students the basic techniques and principles of capoeira movement and its infinite variety of health and fitness.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



Young Audiences of Massachusetts

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Deraldo Ferreira and the Afro Brazilian Ensemble

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>History 4</i>	Society, Diversity, Commonality, and the Individual...learn the complex interplay has existed from the beginning of our country between American ideals and American practice.
<i>History 8</i>	Places and Regions of the World...identify and explain the location and features of places and systems organized over time.
<i>World Language 9</i>	...provide and obtain information and knowledge.
<i>World Language 10</i>	...obtain new information and knowledge.
<i>World Language 16</i>	...identify cultural and linguistic characteristics.
<i>World Language 19</i>	...examine and analyze cultural contributions of diverse groups.
<i>World Language 20</i>	...use a world language to connect with other disciplines such as Arts, English Language Arts, Health, Mathematics, Science and Technology, Social Studies.
<i>Arts-Dance 1</i>	Movement Elements and Dance Skills...identify and demonstrate movement and dance skills.
<i>Arts-Dance 3</i>	Dance as Expression...demonstrate an understanding of dance as a way to express and communicate meaning.
<i>Arts-Dance 5</i>	Critical Response...describe and analyze their own dances and the dances of others using appropriate dance vocabulary.
<i>Arts-Dance 6</i>	Purpose and Meaning in the Arts...describe the purpose for which works of dance, music, theatre, visual arts, and architecture were and are created.
<i>Arts-Dance 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Dance 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.
<i>Arts-Music 3</i>	Playing Instruments...play instruments, alone and with others, to perform a varied repertoire of music.
<i>Arts-Music 4</i>	Improvisation and Composition...improvise, compose, and arrange music.