

Afro-Brazilian Ensemble:

Capoeira: Afro-Brazilian Marital Arts, Music & Dance Educational Guide, Grades K-12



About the Program

From the streets of Brazil comes Capoeira: a unique hybrid of martial arts and dance, in which partners pair off and spar in graceful, fluid motions, incorporating acrobatic flips and tumbles, all to the lively rhythms of Afro-Brazilian drumming. Using traditional costumes, colorful maps, live music, Portuguese language, and direct student engagement, the Afro-Brazilian Ensemble brings this unique movement form to life within its cultural context. In addition to Capoeira, two other important dance styles, the Maculele and the Samba, are introduced. Student volunteers are called upon to get up and try some moves.



About the Artist

Afro-Brazilian Ensemble was formed expressly to teach students about the unique Brazilian movement form of capoeira, which combines elements of martial arts and folk dance. The ensemble is led by capoeira champion Fabiano Lucas and includes dancer/musicians Marcus Magalhães and Rafael Teixeira.

Program 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.

Essential Questions

1. What elements of Brazilian culture make it unique from other South American countries?
2. How does Capoeira differ from other martial art forms?
3. How do music and dance tell the story of a culture?

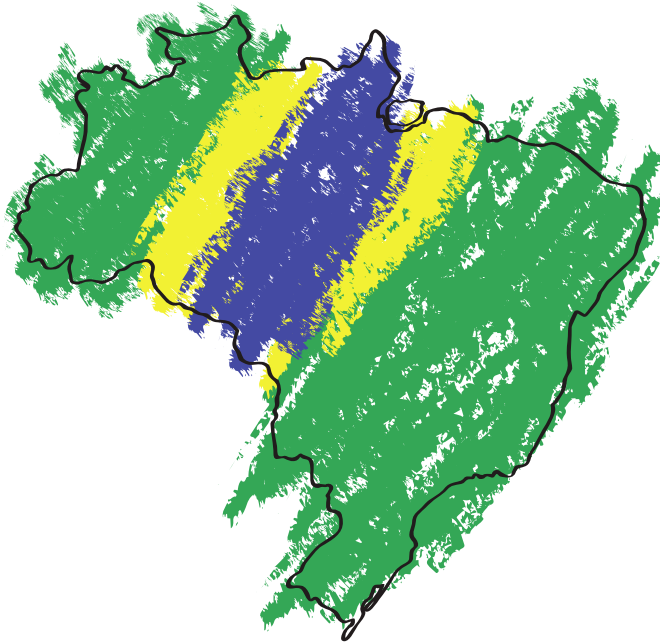
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Vocabulary

- **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
- **Pandeiro:** Tambourine
- **Cuica:** Afro-Brazilian instrument used to accent many different Brazilian rhythms
- **Rio de Janeiro:** 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



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Pre-Program Activity: Familiarize students with Brazil

LEARNING GOALS:

- To familiarize students with the continent of Brazil and its major cities and regions.
- To understand the significance of these cities/regions, their land marks, and various Brazilian cultural traditions.

MATERIALS/PREPARATION:

World Map

Landmark Pictures

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 to host the largest Carnaval party in the world
2. Brasilia- Capital of Brazil, city is shaped like an airplane, home of Palacio 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 AmazonRainforest helps to regulate the entire earth's temperature

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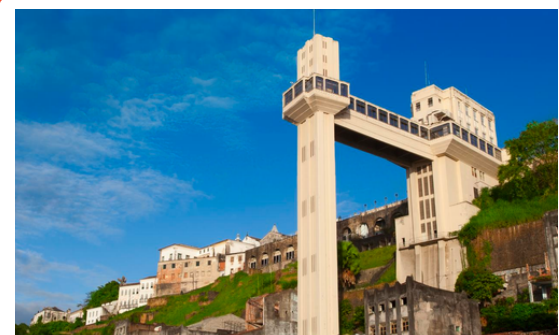
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Pre-Program Activity: Familiarize students with Brazil (cont'd)

STEP 4:

Have students match the following pictures of these famous landmarks with the place in which they are located.



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Post-Program 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:

Vocabulary List (included in educational materials)

STEP 1:

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

STEP 2:

Distribute the Vocabulary List of words taught in the presentation.

EXTENSIONS:

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



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Further 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.
- <https://en.wikipedia.org/wiki/Capoeira>
- <https://capoeira.online/>

Curricular Connections

Dance 1-2:

Responding

- 7. Perceive and analyze artistic work. With support, identify the basic elements of dance (including, body, action, space, time, and energy). (1-2.D.R.07)
- 9. Apply criteria to evaluate artistic work. Demonstrate active observation as an audience member (e.g., noticing details, making connections). (1-2.D.R.09)

Connecting

- 10. Synthesize and relate knowledge and personal experiences to make art. Make connections between personal experience and a work of dance. (1-2.D.Co.10)
- 11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify different styles of dance (e.g., tap, hip-hop, ballet, square). (1-2.D.Co.11)

Dance 3-4:

Responding

- 7. Perceive and analyze artistic work. Analyze how different movement elements (e.g. space, time, effort) contribute to the meaning of a dance. (3-4.D.R.07)
- 8. Interpret intent and meaning in artistic work. Explain the relationship between culture, venue, and audience behavior (e.g., street performance, formal presentation). (3-4.D.R.08)

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Curricular Connections (cont'd)

Dance 3-4:

Connecting

- 11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Describe ways dance performance is different from other forms of movement used in sports and everyday gestures. (i.e., identify the role of artistic intent). (3-4.D.Co.11)

Dance 5-6

Responding

- 8. Interpret intent and meaning in artistic work. Use specific vocabulary to identify details about a movement work. (5-6.D.R.08)

Connecting

- 10. Synthesize and relate knowledge and personal experiences to make art. Describe and demonstrate personal artistic style and how to use it to maintain a positive body image (e.g., mindfulness, injury-prevention). (5-6.D.Co.10)
- 11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify influential works of dance from different periods and how they impact current dance forms. (5-6.D.Co.11)

Dance 7-8

Responding

- 8. Interpret intent and meaning in artistic work. Explain how a dance is connected to the particular cultural, historical context where and when it was created. (7-8.D.R.08)

Connecting

- 11. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Identify dance ideas from different cultures connected to different historical populations (7-8.D.Co.11)

History/Social Science Kindergarten

- Topic 2. Geography: connections among places [K.T2]
- Topic 4. Civics in the context of geography: countries and governments [2.T4]
- Topic 3. Early European exploration and conquest [4.T3]
- Topic 3: History: shared traditions [K.T3]