

## Lesson Plan Assignment

### Community-Word Project – TATIP (New/Beginning)

Teaching Artists: Janet Onyenucheya and Krystalla Pearce

Date: November 21<sup>st</sup> 2015

Grade: 2<sup>nd</sup>/3<sup>rd</sup>

Lesson: #3

#### Lesson Objectives:

- To use call & response, rhythm and movement to explore elements of the Afro-Brazilian performance style “maracatu”.
- To create community in the classroom by teaching aspects of the history and culture behind Afro-Brazilian music.

#### Inquiry Questions:

- How can we use rhythm and music in order to introduce students to the Afro-Brazilian performance style “maracatu”?
- How can we teach aspects of Afro-Brazilian drumming in order to familiarize students with Brazilian culture?
- How do we use rhythm, call & response and movement to create a two-part (polyphonic) piece of music?

#### Opening Ritual (5 minutes)

- Objective: To create community using a “name game” that incorporates rhythm and personal sharing
- Activity Name: *“Hello, my name is...”*
- Description:
  1. **Janet** explains that the students will form a circle in the middle of the classroom.
  2. **Krystalla** begins playing an Afro-Brazilian rhythm on shakers, which will serve as an underlying pulse during the activity.
  3. **Janet** explains how to play the “name game”: students are asked to go around the circle and introduce their name to the beat as well as create a gesture inspired by the rhythm. After each student, the class echoes their name and gesture.
  4. **Janet** models the exercise first and then invites students to take turns moving around the circle.

#### Intro Activity (10 minutes)

- Objective: To introduce the Afro-Brazilian performance style “maracatu” using images and recorded music.
- Activity Name: *Maraca Who?*
- Description:
  1. **Krystalla** provides students with a brief introduction to “maracatu” and provides basic vocabulary (Afro-Brazilian, instrument names etc). **Krystalla** plays a song by Maracatu New York. She invites students to move to the music while staying in the circle (3 min).



2. **Janet** prompts students to think about the music and movement they've experienced: How did it feel to you? What stuck out to you? **Krystalla** writes answers on chart-paper (2 min).
  3. **Krystalla** distributes images of maracatu musicians and instruments. **Krystalla** asks what they notice about the images. **Janet** writes answers on chart-paper (5 min).
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### **Main Activity (35 minutes)**

- Objective: To use percussive instruments to perform a simple two-part (polyphonic) drum pattern.
  - Activity Name: *"Tu Maraca, Maraca Tu"*
  - Description:
    1. **Janet** splits students into two groups.
    2. **Each TA (Janet/Krystalla)** teaches students a basic Afro-Brazilian inspired rhythm using instruments like shakers, reco-reco, caxixi, capulete duplo, etc. (15 min).
    3. After 15 minutes both TA's bring their groups together into a drum circle to perform for one another.
    4. **Krystalla's** group performs first. Following, **Janet** asks her group of students: what did you notice? Volume? Speed? Feeling?
    5. Next, **Janet's** group performs. Afterward **Krystalla** asks her group of students: what did you notice? Volume? Speed? Feeling?
    6. **Krystalla and Janet** then demonstrates how both rhythms can be combined to create a two-part (polyphonic) drum pattern.
    7. **TAs** ask both groups to stand and perform their rhythm in a combined drum circle. \*It doesn't matter if the students make mistakes – it's all about fun fun fun!!! (20 min)
    8. \*If there's enough time, **Krystalla** asks students to add a simple call and response lyric ("Tu Maraca, Maraca Tu") to the performance.
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### **Closing Ritual (5min)**

- Objective: To create community by reflecting on what students have learnt about Brazilian performance, music and culture.
  - Activity Name: *"Circle Share"*
  - Description:
    1. **Krystalla** asks students to form a circle.
    2. **Janet** plays an Afro-Brazilian rhythm on shakers, which will serve as an underlying pulse during the activity
    3. **Krystalla** asks students to go around the circle and share one word about their experience of the lesson. If students seem unsure/nervous, **Krystalla** models for them first.
    4. **Both TAs** thank the students for their participation and ask them to quietly return to their desks.
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### **Multiple Intelligences Addressed:**

- Musical



- Visual & Spatial
- Bodily & Kinaesthetic
- Interpersonal

Classroom Teacher Role:

Teacher will be asked to participate in opening/closing rituals. In addition, TA's may ask for help distributing documents as well as managing students in small groups during the main activity.

Creative Elements:

**Skills:** rhythm, culture, identity, structure, ensemble, and performance

**Theme:** Community, Culture, and Music

Artists/Authors/Works of Art

"Roda Baiana" – Maracatu New York

Images – Maracatu New York

Outcomes:

Indications:

- **Emotionally Intelligent/Expressive** – students use rhythm and movement as part of expressing their understanding of the Afro-Brazilian performance style maracatu
- **Citizenship** – students work together in small groups to create and perform an Afro-Brazilian drum pattern
- **Culturally Aware** – students demonstrate an understanding to Afro-Brazilian culture through images, recorded music and the use of percussive instruments.
- **Creative Thinkers/Imaginative** – students create a unique a two-part (polyphonic) drum pattern.

Common Core Anchor Standards:

SL.CCR. 1

SL.CCR. 2

SL.CCR. 5

W.CCR. 11

L.CCR.1