Summary:
Performance videos and live recordings immerse students in this musically and visually exciting tradition from Brazil. Students learn to recognize the differences in several Brazilian musical genres.

Suggested Grade Levels: 6-8
Country: Brazil
Region: South America
Culture Group: Brazilian
Genre: Capoeira
Instruments: Berimbau, Guitar, Bass, Pandeiros, Congas, Shakers
Language: Portuguese
Co-Curricular Areas: Social Studies, Dance
National Standards: 1, 2, 3, 6, 9

Prerequisites: None

Objectives:
- Listening to instruments, beat, ostinato, vocal lines
- Singing/chanting melodies and vocalizations
- Playing melodies, bass lines, and ostinatos

Materials:
- “Beleza” by Grupo de Capoeira Angola Pelourinho, Maoraes (Ensemble Leader) [http://www.folkways.si.edu/grupo-de-capoeira-angola-pelourinho/2-brincando-na-roda/world/music/album/smithsonian](http://www.folkways.si.edu/grupo-de-capoeira-angola-pelourinho/2-brincando-na-roda/world/music/album/smithsonian)
Lesson Segments:
1. “Beleza” (National Standards 1, 6, 9)
2. “Berimbau Voices” (National Standards 2, 3, 6, 9)
3. “Capoeira Music in San Francisco” (National Standards 2, 6, 9)

1. “Beleza”
   a. Listen to Beleza recording.
      i. Stomp foot on downbeat
      ii. While traveling in a circle to a four beat meter, step forward on downbeat and clap on beats three and four
      iii. Sing the repeated response section of the call and response
   b. Locate Brazil on the map.
      i. Consider that the lyrics are in Portuguese
         1. Brazil was once a Portuguese colony

Assessment: Are students able to keep the beat and sing the response? Are students able to discuss the material in an age appropriate manner?

2. “Berimbau Voices”
   a. Listen to Berimbau Voices recording.
      i. Ask what instruments are being played (Do they sound like strings, winds, percussion, or a combination?)
   b. Explain the instrumentation present in this ensemble.
      i. Show a picture of a berimbau and describe how it works
   c. Pat a beat along with the music.
      i. Notice that the changing meter makes this difficult at times, and that this music does not follow a strict meter like the music the students may know better
      d. Have students sit in a circle and take turns improvising rhythms on a shaker or with rhythm sticks.

Assessment: Are students able to identify the instruments? Are students able to recognize the changing meter? Are students able to improvise rhythms?

3. “Capoeira Music in San Francisco”
   a. Listen to Capoeira Music in San Francisco recording.
      i. Notice the addition of a pandeiro and conga-like drum
      ii. Have students pick out rhythms of these instruments from the recordings and play along on tambourine or conga
   b. Explain the Capoeira game that goes along with the music involving dance and martial arts.
i. Show a video of the game being performed and explain that the pace of the music dictates the speed of the game

c. In a circle come up with your own version of this dance, with students taking turns in the middle.
   i. This track has a strong beat, so movements should be matched to the quicker pace of this song
   ii. Students should not be hitting each other but rather showing motions representing hits

Assessment: Are students able to identify and play the rhythmic patterns of the tambourine and conga? Are students able to appropriately participate in the game?