



Smithsonian Folkways

Capoeira: Martial Arts Meets Music **A Smithsonian Folkways Lesson**

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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>
- “Berimbau Voices” by Mestre Acordeon with his students. <http://www.folkways.si.edu/mestre-acordeon/the-music-of-capoeira/african-american-music-latin-world/album/smithsonian>
- “Capoeira Music in San Francisco” by Mestre Acordeon with his students. <http://www.folkways.si.edu/mestre-acordeon/the-music-of-capoeira/african-american-music-latin-world/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?