

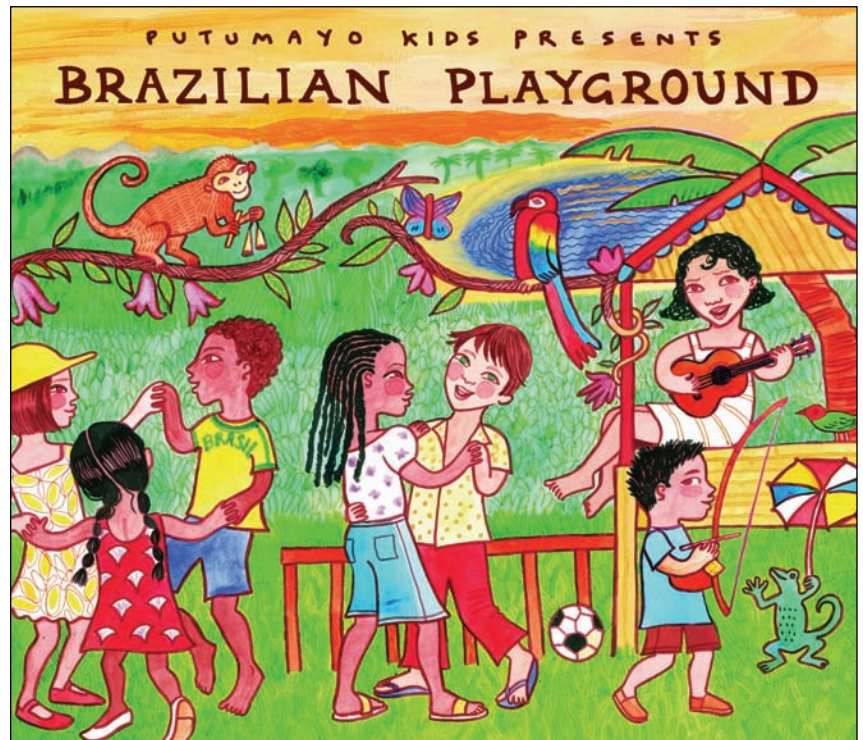
BRAZILIAN PLAYGROUND TEACHING GUIDE

INTRODUCTION:

Brazilian Playground introduces children to the rich musical heritage of Brazil, a country where music can be heard everywhere: from the streets of Rio de Janeiro and Salvador, where costumed revelers dance to the percussive rhythms of *samba*, to *farró* dance parties in the Northeast where couples swing to accordion melodies. Brazil's music, like its people, is a blend of native, European and African influences. This guide provides cultural information, musical terms and activities to engage children in exploring this fascinating music culture.

TRACK LISTING:

1. Gui Tavares * Pancada
2. Roberta Sá * Tum Tum Tum
3. Luiz deAquino * Morena
4. Cláudio Jorge * Coco Sacudido
5. Marissa * Alô...Alô
6. Paulinho Guima * Êh! Sanfonero
7. Nazaré Pereira * Farró No Escuro
8. Gabriel Moura * Tem Fila
9. Teresa Cristina * Se a Alegria Existe
10. O Karaíva * Xote das Meninas (Ela Só Quer)
11. Adriana Maciel * Samba Dos Animais
12. Gilberto Gil * Expresso 2222
13. Moska * Marinheiro Só



ACTIVITIES INCLUDE:

- #1) Music and Movement  #2) Call and Response  #3) The Amazon Rainforest 

LEARNING OBJECTIVES:

Students will:

- Understand that Brazil's music is a mixture of native, European, and African influences.
- Identify the call and response pattern used in Afro-Brazilian music.
- Recognize how music influences and inspires dance/movement.
- Gain awareness of their responsibilities as caretakers of the earth's plants and animals.

CULTURE & HISTORY

Brazil, the largest country in South America, has a diverse cultural and physical landscape, with the world's largest rainforest, majestic waterfalls, and beautiful white sand beaches. In Brazil you will find small villages along the Amazon River, ranches and farms in the interior and bustling cities like Salvador, Rio de Janeiro, and São Paulo along the coast. When the Portuguese arrived in the 16th century, a large number of native groups inhabited the land that is now Brazil. Many died from diseases and forced labor by the European settlers, but some intermarried with them. Today native communities are found primarily in isolated areas of the Amazon River Basin. Africans first arrived in Brazil in the mid 1500s, brought by the Portuguese traders and colonists to work as slaves in the sugar plantations. The Africans added their religious traditions, music, and dance to Brazil's cultural mix.

- Brazil is the only country in South America where Portuguese, rather than Spanish, is the national language.
- Brazil is home to the second longest river in the world, the Amazon, which spans almost 4,000 miles.



ACTIVITIES



#1) Music and Movement

Music and dance go together in Brazil, and some music styles, such as *samba* and *forró*, have dance steps associated with them. Some Brazilian music not associated with particular dances also has infectious rhythms that make you want to move when you hear it. Both the music and lyrics of these three songs evoke strong visual images and associated movements.

You Will Need:

- CD player
- *Coco Sacudido* (Track #14)
- *Expresso 2222* (Track #12)
- *Marinheiro Só* (Track #13)
- Room to move/dance

Activity:

1) Play a song and ask the children to close their eyes and to remain seated while moving gently to the music. Ask them to describe their movements with a word or phrase, i.e. “shaking, swaying, bouncing,” and how it made them feel, i.e. “happy, sleepy, excited.” Then, ask if the music suggests a visual image of something that moves in this way.

2) After students share their images, explain what the songs are about: *Coco Sacudido* (Shaken Coconut) is about some of the things that make the singer happy; *Expresso 2222* is about a train whose destination is the future and which is moving faster and faster down the tracks; and *Marinheiro Só* is about a lonely sailor away from home. The singer asks, “Oh sailor, who taught you how to swim? Was it the rocking of the ship or the swaying of the ocean?”

3) Play the songs and ask children to listen to how the music suggests shaking, a train moving fast, the rocking of a ship or swaying of the ocean. Use their responses to introduce music terms like tempo, rhythm and percussion.

4) Play the songs again, get out of your seats, and shake like a coconut, sway like the sea!



#2) Call and Response

Marinheiro Só is a traditional song from Bahia, a state in Northeast Brazil whose culture is heavily influenced by the traditions of enslaved Africans brought there to work in the sugar cane fields in the 16th century. One African contribution is the call and response pattern found in many forms of Brazilian music, including this song.

You Will Need:

- CD player
- *Marinheiro Só* (Track # 13)
- Song lyrics
- Brazil map

Activity:

- 1) Play *Marinheiro Só* and ask children for their first impressions.
- 2) Explain that *Marinheiro Só* describes a sailor who is far away from his home of Salvador, Bahia. Locate the city of Salvador on the map of Brazil. Salvador, the capital city of Bahia, lies on the coast, where many people, like the sailor in the song, make their living from the sea.
- 3) Play the song again and ask children to describe the mood created by the singers. Do they think that the sailor misses his home? Or does the music convey that he is feeling excited about his adventure at sea?
- 4) Ask children to listen carefully to the voices in the song and to raise their hands each time they hear different voices. Play the song, then ask for their responses. Did they notice a pattern in the way the solo and group voices sang parts of the song? Did one voice lead while the others responded?
- 5) Explain that call and response is a common form of communicating in Central and Western African countries and in places, like Brazil, where Africans migrated or were brought to work as slaves. The call and response pattern is used in work songs to coordinate movements and in religious and secular songs to invite community participation. It is one of many contributions Africans made to Brazilian music.
- 6) Distribute copies of the lyrics and divide the children into two groups, one for the “call” and one for the “response.” Play the song again and have them sing along in their assigned roles. Ask them to describe when their role as “caller” or “responder” changed.
- 7) Have children work in pairs or small groups to create rhythms using the call and response pattern. One group leads by clapping a simple rhythm and the second group responds, repeating the rhythm. Then switch roles to give everyone a chance to be a caller and a responder.



#3) Amazon Rainforest

The Amazon River Basin is home to the largest rainforest in the world, spanning eight countries on the continent of South America. The largest portion stretches across northern Brazil and the region has the widest variety of plant and animal life in the world. Today, much of this vital habitat is being destroyed. *Samba Dos Animais* reminds us to pay attention to the health and well-being of the world's creatures, and to be good caretakers of the earth.

You Will Need:

- CD player
- *Samba Dos Animais* (Track # 11)
- Song lyrics/translations
- Brazil map
- Space for movement/dance

Activity:

- 1) Listen to *Samba Dos Animais* and ask children to describe how the music made them feel. What is the mood of the music? Tell them the title (explain that *samba* is a style of music) and ask if they can guess what the song is about.
- 2) Explain that *Samba Dos Animais* describes a time when humans and animals could communicate, and reminds us of our responsibility to respect the earth. Discuss how plants and animals can't speak to us; therefore, we need to find ways to understand their needs. Do they have pets and plants at home? How do their pets and plants communicate their needs? What must the children do to understand their needs? What is their responsibility as caretakers?
- 3) Have students work in pairs and, without speaking, use movement and gestures to communicate feelings or something they want their partner to do or understand. As a group, share how hard or easy it was to communicate without using words.
- 4) Use this experience to begin a discussion of the importance of being good caretakers of the earth. Explain that this is an important issue in Brazil today, where the Amazon rainforest, home to an enormous variety of plant and animal life, is in danger of disappearing.
- 5) *Optional:* Locate the Amazon River Basin on the map of Brazil. Have students research the plants, animals, and human communities of the Amazon Rainforest, the threats to their survival, and what can be done to protect this important habitat. Two websites with sections for children and ideas for things they can do to help save the world's rainforests are <http://rainforests.mongobay.com> and <http://www.rainforest-alliance.org/programs/education>.



CLOSING QUESTIONS

- What are some examples of African influences in Brazilian music?
- What did you learn about Brazil through the music you heard?
- What did you learn about the relationship between dance/movement and music?.
- How is the music you heard on *Brazilian Playground* similar or different from other music you have heard?

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