

## Sample Content Outline – Capoeira

*This is a lesson plan for the entire school year. By the end of the year, students will have learned much of the history of capoeira as well as a couple of songs and basic movements. They also will be familiar with limited Portuguese vocabulary associated with Capoeira.*

Capoeira is an Afro-Brazilian art form and sport that combines martial arts, dance, music, philosophies and traditions of West African brought to Brazil during the trans-Atlantic slave trade. Often regarded as the “dance fight,” Capoeira features acrobatics, dance and self-defense movements that are performed in a small circle or “roda.” Participants stay physically fit by masking fight techniques through dance and acrobatic movements, punctuated by unique rhythm instruments blended with songs of protest and encouragement.

Students will learn the history of Capoeira

- 1) Trans-Atlantic slave trade
- 2) Middle Passage
- 3) Sugar cane production in Brazil
- 4) Creation of Capoeira as a survival skill
- 5) Capoeira as a form of rebellion against oppression and enslavement
- 6) Capoeira in Brazil’s favelas (slums)
  - a) What is a favela
  - b) Who are primary residents
  - c) Capoeira’s role in protecting children from drug cartels
- 7) Capoeira’s popularity throughout the world
- 8) Capoeira’s place in contemporary Brazil
- 9) Capoeira’s recognition as a culturally unique art form worthy of preservation (2014)



Students will learn the songs of capoeira

- 1) Portuguese language
- 2) Call and response
- 3) Sing with rhythmic clapping
- 4) Sing, blending with instruments
- 5) Sing to encourage the Capoeiristas (players)



Students will learn about and play culturally specific instruments

- 1) Berimbau (one-stringed percussion instrument unique to Capoeira)
- 2) Pandeiro (large tambourine/frame drum)
- 3) Caxixi (straw rattles)
- 4) Atabaque (drum)
- 5) Agogo (cowbell)

Students will learn Capoeira moves

- 1) Warm up with non-locomotor movements like bending, twisting, stretching
- 2) Begin basic locomotor moves that might be used in Capoeira, like running, hopping, sliding,

jumping

- 3) Practice moving forward, backward, sideways, turning
- 4) Explore personal space as well as space in the roda (circle)
- 5) Learn basic Capoeira moves
  - a) Ginga (fundamental rhythmic swing motion move)

- b) Au (cartwheel)
- c) Negativa (key transitional ground move)
- d) Role (roll)
- e) Ponte (basic back bridge)
- f) Queda de rins (basic evasive move on side, supported by elbow)
- g) Macaco (low back flip)

Students will learn basics of Capoeira play

- 1) Proper etiquette in the roda (circle)
- 2) Following cues given by Capoeira master leading roda
- 3) Explore mirroring movements with partner
- 4) Blend movement with music
- 5) Accompany players with music and song
- 6) Explore defensive moves
- 7) Explore proper responses to offensive moves by another player

Students will explore Afro Brazilian dance

- 1) Learn history of Maculele, a traditional Afro Brazilian dance created by African slaves working sugar plantations of Brazil
- 2) Learn basic movements of Maculele
  - a) Imitate movement and motion of chopping sugar cane
  - b) Learn to manipulate sticks that represent the machetes used to chop the sugar cane
  - c) Learn protocol of dancing Maculele in relationship to the roda (circle)
- 3) Learn songs of Maculele
  - a) Gain understanding of Yoruba language pertaining to songs of Maculele
  - b) Sing songs in rhythm to beating of sticks representing machetes
  - c) Learn to lead songs
- 4) Learn to play the rhythms of Maculele on traditional instruments, also used in Capoeira
  - a) Rhythms
    - Congo
    - Afoxe
    - Barra Vento
  - b) Instruments
    - Atabaque (drum)
    - Agogo (cowbell)
    - Rhythm sticks (representing machetes)
- 5) Demonstrate mastery of dancing Maculele in the roda
  - a) Two players in center of circle
  - b) Keep rhythm with sticks to accompany players/dancers
  - c) Accompany players/dancers with instruments
  - d) Take turns leading the songs

**This lesson connects to state education standards listed below, based on first grade dance, music, social studies and language arts.**

## **State Education Standards in Dance – First Grade**

### **Standard 1.0 Elements and Skills**

Students will identify and demonstrate movement elements and skills in performing dance.

- 1.1 Students will demonstrate non-locomotor movements
- 1.2 Students will demonstrate locomotor movements
- 1.3 Explore movement in personal and general space
- 1.6 Demonstrate movements in straight and curved pathways
- 1.10 Demonstrate moving to a steady beat and explore responding to changes in tempo
- 1.11 Demonstrate basic understanding of spatial relationships

### **Standard 2.0 Choreography**

- 2.1 Use improvisation to explore and invent a sequence of movements
- 2.2 Demonstrate following partner skills, such as mirroring
- 2.3 Show ability to respond in movement to music and song

### **Standard 3.0 Creativity and Communication**

Students will understand dance as a way to create and communicate meaning.

- 3.1 Explain how dance is different from other forms of human movement (such as sports or every day gestures).
- 3.2 Present one's dance to peers and explain its meaning

### **Standard 5.0 Cultural/Historical**

Students will demonstrate and understand dance in various cultures and historical periods.

- 5.1 Demonstrate a folk dance from a culture
- 5.2 Identify one way in which people have used dance as part of a ceremony

*Integration linkages: Physical Education, Math, Language Arts, Problem Solving, Music, Cooperative Learning, Communication*

## **State Education Standards in Music – First Grade**

### **Standard 1.0 Singing**

Students will sing, alone and with others, a varied repertoire of music.

- 1.2 Reproduce high, middle and low pitches vocally

### **Standard 2.0 Playing Instruments**

Students will perform on instruments, alone and with others, a varied repertoire of music.

- 2.1 Reproduce and maintain a steady beat
- 2.2 Perform short rhythm patterns
- 2.3 Reproduce upward and downward directions of melodies

### **Standard 3.0 Improvising**

Students will improvise melodies, variations and accompaniments.

- 3.1 Create musical sounds to accompany songs
- 3.3 Improvise creative movement within a musical context

### **Standard 8.0 Interdisciplinary Connections**

Students will understand connections between music, the other arts and disciplines outside the arts.

- 8.1 Identify connections between music and dance
- 8.2 Identify connections between music and language arts

### **Standard 9.0 Historical and Cultural Connections**

Students will understand music in relation to history and cultures.

- 9.1 Experience music from various historical periods and culture

**Integration linkages:** *Social Studies, Language Arts, Problem Solving, Music, Cooperative Learning, Communication*

### **State Education Standards in Social Studies – First Grade**

*Tennessee's Place in America:* First grade students will build upon knowledge of major historical events, holidays, symbols, and individuals associated with Tennessee and the United States. Students will listen to and read folktales and nonfiction texts from across the United States to gain a better understanding of the importance of these historical concepts. *They will also discuss cultures and human patterns of places and regions in Tennessee. Students will demonstrate an understanding of how individuals, families, and communities live and work together in Tennessee, the United States, and around the world.*

**Connections that this lesson makes related to the course description of understanding the historical and cultural significance of the diversity of our community:**

#### **Culture**

- 1.1 Explain with supporting details the culture of a specific place, including a student's community and state.
- 1.2 Define multiculturalism as many different cultures living within a community, state, or nation.
- 1.3 Retell stories from folk tales, myths, and legends from other cultures.

#### **Government and Civics**

- 1.29 Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live.

#### **History**

- 1.36 Produce complete sentences to describe people, places, things and events with relevant details that relate to time, including the past, present, and future.
- 1.37 Interpret information presented in picture timelines to show the sequence of events and distinguish between past, present, and future

### **State Education Standards in Language Arts – First Grade**

**Connections that this lesson makes related to language arts standards include understanding the spoken and written word through cultural and historical information, song lyrics and descriptive meanings of various dance moves.**

#### **Grade 1 Reading Standards for Literature**

##### **Key Ideas and Details**

1. Ask and answer questions about key details in a text (or oral story).
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

##### **Craft and Structure**

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
6. Identify who is telling the story at various points in a text

##### **Integration of Knowledge and Ideas**

7. Use illustrations and details in a story to describe its characters, setting, or events.

#### **Grade 1 Speaking and Listening Standards**

##### **Comprehension and Collaboration**

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

##### **Presentation of Knowledge and Ideas**

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.