

LESSON PLAN

Emma S. Barrientos Mexican American Cultural Center

Curriculum Title: Introduction to Samba music

Time: 2 hours

Ages/Group: 8-12 years

Lesson Number: Day 3

Medium: Music

GOALS/OBJECTIVES	Students know how to recognize the basic rhythm of Samba. Students can describe what samba is and where it comes from. Students understand how to use a drum sequencer.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	This lesson promotes the Afro-Brazilian art form of Samba and how we can create a rich musical tapestry through each playing a specific role and working together in harmony. The lesson will engage students through sharing their musical knowledge, explore through hands-on experimentation with improvised musical instruments and a drum sequencer, explain what they found through experimenting with the sequencer, elaborate through learning how we might sequence samba music, and creating their own original rhythms, and evaluate what they took from the activity.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Each student says if they play any musical instruments and/or what instrument they would like to be able to play.	5 mins
<u>Warm-Up/Introductory Activity:</u> Introduction to Samba – What is it? Where does it come from? Where would you hear it? Guess the instrument – Instructor shows slide presentation with instruments, and students guess which sounds or names go with which instrument. https://docs.google.com/presentation/d/1fH1C5OdP09D_d4v2MAtil-vZkb5BtYegfMA_08mC5k/edit?usp=sharing	15 mins
<u>Core Activity I:</u> Samba percussion <u>Steps/Procedures:</u> <ul style="list-style-type: none"> • Challenge: students have 2 minutes to find at least one thing that they can safely hit or shake to make sound • Students experiment individually with the sounds they can produce using the improvised instruments they collected • Students take turns demonstrating the sounds they can make • Students have an opportunity to find more improvised instruments • Students learn the basic ganzá/chocalho pattern or <i>levada</i> with an improvised instrument that can be played like a shaker. The following video by Jordan Ferguson may be useful for those without a live instructor: https://www.youtube.com/watch?v=UEWC_X8yeGE 	30 mins

LESSON PLAN

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- Students learn the basic Partido Alto samba rhythm pattern or *levada* using any instrument that can be hit to make sound. The following video by Michael de Miranda may be useful for those without a live instructor:
<https://www.youtube.com/watch?v=6Mdu4O8ACAo>

Discussion Questions:

- What does it mean to “improvise”?
- How would you describe the sound that each instrument we saw/heard makes?
- What do you think you might have around your house that might make a similar sound?

Vocabulary:

Bateria:	A group of drummers that play rhythms like samba together
Batucada:	A style of samba that is played with only percussion instruments
Carnaval:	Annual festival celebrated in many places (related to Mardi Gras), the most famous being Brazil. In Rio de Janeiro, part of carnival is a parade competition between the top “samba schools”, who play music, dance, and display amazing parade floats and fireworks.
Levada:	Repeated rhythmic pattern or “groove”
Percussion Instrument:	Any instrument where you hit something to put vibrational energy into it that leaves the instrument as sound.
Pitch:	The “highness” or “lowness” of a sound, due to the rate of vibrations.
Resonance:	When the vibration of one object makes an object next to it vibrate, which can produce sound
Vibration:	Quickly moving back and forth or up and down. If it is regular (the “back” and “forth” are equal in size, it make the air vibrate, which can create a sound.
Samba:	Afro-Brazilian music and dance originating in Bahia and Rio de Janeiro. It involves percussion, stringed instruments like guitars, banjos and cavaquinhos (small instrument that is one of the ancestors of the ukulele), singing and clapping.

Break

10 mins

LESSON PLAN

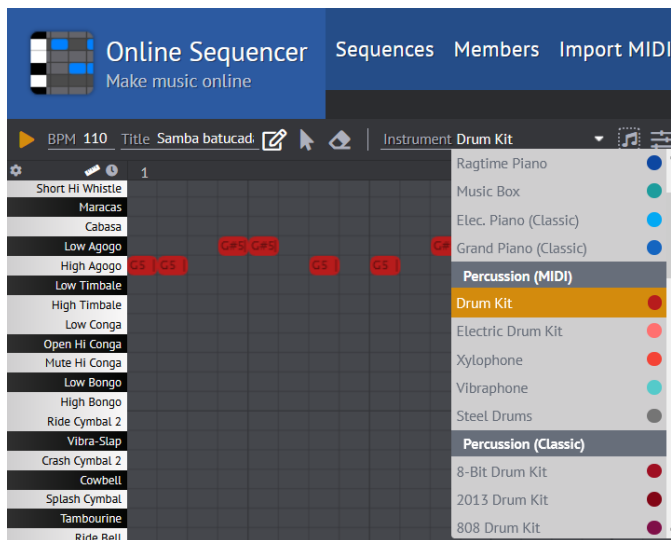
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Core Activity:

Music sequencer

Steps/Procedures:

- What is a music sequencer?
- Students open <https://onlinesequencer.net/> and choose “Drum Kit” from Instrument
- A sample of how samba *levadas* or drum patterns are sequenced can be found here: <https://onlinesequencer.net/2628030>
- If students do not have a desktop/laptop computer or tablet, we can use <https://drumbit.app> instead, which works on phones. Simplified versions of the patterns and how they fit together are shown below:



60 mins



Use “Kit 6” for Surdo (kick and bass drum), Ganza (maracas), Caixa (snare) on Drumbit

LESSON PLAN

Emma S. Barrientos Mexican American Cultural Center



Use “Kit 5” for Agogo (cowbell 1, cowbell 2), Surdo (kick, low tom), Caixa (snare)

- Students experiment with how they can make different rhythms using the sequencer
- Students learn how they can save their creation and send it to others
- Challenge: the instructor will play a sound clip of a particular samba instrument playing, and students have to see if they can reproduce it using the sequencer
- Students learn how the disparate rhythms in Samba work together
- Game break
- Free beat making – students experiment with making their own beats
- Students share what they made with the rest of the group

Discussion Questions:

- What did you notice about the music sequencer?
- How can we program in the beat patterns we learned about at the start of class
- What do you have to think about when you want to have more than one instrument playing at a time?

Vocabulary:

Beat: Unit of music

Pulse: “Heartbeat” of the rhythm that keeps time through identical or near-identical repetition of beats

Rhythm: Pattern of beats

Drum Sequencer: A device or software that can record, edit or play back music. It can use visual marks to represent the sounds and timing of a sequence of beats

Tempo: The speed the rhythm plays

Voices: The type of instrument or sound that a digital “instrument” represents

LESSON PLAN

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<u>Check-Out/Closing Ritual</u> Rose and Thorn: Each student answers the question: what was one thing you enjoyed/learned about that activity (rose) and one thing that was challenging (thorn)? They each say “my rose was...” and “my thorn was...” giving their answer.	5 mins
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PLANNING	REFLECTION
<u>Special Supplies Needed/Things to Prepare Ahead of Time</u> <i>No need to list supplies you bring every day (pencils, crayons, scissors, paper, etc.)</i> <ul style="list-style-type: none"> • Access to a web browser to use either https://onlinesequencer.net/ or https://drumbit.app • Improvised instruments (anything that makes a sound when shaken, and anything that can be safely hit to make a sound) 	<u>Challenges/Successes/Notes for Coordinator</u>

Supplemental Materials