

Sample Content Outline – 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.

Teachers/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)

Teachers/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)

Teachers/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)

Teachers/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)

Teachers/students 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

Teachers/students 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

Connections that this lesson makes to state education standards, based on first grade dance and music

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*