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