

Teacher(s)	Rebecca Wade-Chung	Subject discipline	group	and	Arts - Music	
Unit title	Samba Music of Brazil	MYP year	Year 2	Unit duration (hrs)	40	

### Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
<p><b>Change</b> is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.</p> <p><i>The arts may be a reflection of change, or an inspiration for change. Change may be considered as external to the arts or incorporated within an artwork. In the arts, change can also be termed as metamorphosis or transformation—a marked change, in appearance, form, nature or character.</i></p>	<p><b>Play</b> can occur in artistic process or product, improvisation or structure approach is required in play, collective creation of a piece authored and documented and transformed in live action</p> <p><b>Boundaries</b> define a personality, culture, an environment, a law, a skillset or a belief of structure - the subversive or provocative nature of the arts, what is real life and what is fictional</p>	<p><b>Fairness and Development</b></p> <p><b>GC Exploration: Imagining a hopeful future.</b></p>
<b>Statement of inquiry</b>		
Through play, boundaries help us to create change when imagining a hopeful future.		
<b>Inquiry questions</b>		
<p><b>Factual—</b> What are elements of Samba Music?</p> <p><b>Conceptual—</b> Can you still perform authentic music on unconventional instruments? How can we be agents of change as young musicians?</p> <p><b>Debatable—</b> Can musicians be environmentally conscious?</p>		
<b>Objectives</b>	<b>Summative assessment</b>	

<p><b>Criterion A: Knowing and understanding</b></p> <p>i. demonstrate knowledge of the artform studied, including concepts, processes, and the use of appropriate language</p> <p>ii. demonstrate knowledge of the role of the artform in original and displaced contexts</p> <p>iii. use acquired knowledge to inform their artwork</p> <p><b>Criterion B: Developing skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and technique to create, perform and/or present art</p> <p><b>Criterion C: Thinking creatively</b></p> <p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and imaginative solutions.</p> <p>iii. demonstrate the exploration of ideas through the developmental process to the point of realization.</p> <p><b>Criterion D: Responding</b></p> <p>i. outline connections and transfer learning to new settings.</p> <p>ii. create an artistic response inspired by the world around them</p> <p>iii. evaluate the artwork of self and others</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><b>Bucket Drumming Assessment: Aii, Bi, Bii</b></p> <p>Bucket Drum Recording:</p> <ul style="list-style-type: none"> <li>● Students will be performing a real snare rhythm from <i>Grande Rio</i>, a Samba School in Rio de Janeiro.</li> <li>● This rhythm includes sixteenth notes, repeated sticking, accents, and a buzz.</li> <li>● Students will practice and record their video on Flipgrid to be reviewed by their teachers.</li> </ul> <p><b>Peer to Peer Feedback Document Dii</b></p> <p><b>Samba Parade: Aiii, Ci, Cii, Ciii, Di</b></p> <p>Parade Planning Document</p> <p>Samba Parade Performance</p> <p><b>Social Media Post Dii</b></p> <p><b>Mirrors Reflection (Individual) Ai, Di</b></p> <p>(Assessments to be linked)</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p><b>SOI: Through play, boundaries help us to create change when imagining a hopeful future.</b></p> <p><i>Within each assessment, we are working towards understanding the SOI in smaller chunks and how they relate to “us,” as young people.</i></p> <p><i>In the <u>Bucket Drumming Assessment</u>, we begin to understand that <b>play</b> is essential for the exploration of <b>boundaries</b>. We use <b>play</b> to understand further elements of the genre of Samba Music by experimenting in a safe place with everyone performing on the same type of “instrument,” which allows us all to explore safely together.</i></p> <p><i>Before being able to enact <b>change</b> to further develop ourselves as musicians, first we need to be able to accept critical and constructive feedback from both our teachers and our peers in order to become more confident musicians. Through this practice in our <u>Peer to Peer Feedback Document</u>, we begin to also work on building a sense of community among our peers.</i></p> <p><i>In the <u>Samba Parade</u>, we will take our new understanding of the environment of Brazil and think about <b>how we as young musicians can be environmentally conscious</b> by using recycled/upcycled instruments. Through this assessment, we will also work on our collaborative skills and will also practice working within specific roles to complete a task. We will <b>play</b> our final written pieces to a point of realization which is a live performance.</i></p> <p><i>In our <u>Social Media Post</u>, we will learn how we can be agents of <b>change</b> as young musicians by <b>imagining a hopeful future</b>.</i></p>
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		<p>In the <u>Mirrors Reflection</u>, we will reflect on our statement of inquiry and how it has related to our unit of study. As well, we will use critical thinking skills to break apart how we have viewed <b>change</b> throughout the entire unit and how we have pushed our <b>boundaries</b> of thinking to connect global studies and environmentalism into an Arts unit to Take Action.</p>
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**Approaches to learning (ATL)**

**Communication skills: Interpret and use effective modes of non-verbal communication**

*In order for students to outline alternatives, perspectives, and imaginative solutions, students must interpret and use effective modes of non-verbal communication.*

**Collaboration skills: Exercise leadership and take on a variety of roles within groups**

*In order for students to demonstrate the exploration of ideas through the developmental process to the point of realization, students must exercise leadership and take on a variety of roles within groups.*

**Reflection skills: Consider ethical, cultural and environmental implications**

*In order for students to create an artistic response inspired by the world around them, students must consider ethical, cultural and environmental implications.*

**Action: Teaching and learning through inquiry**

<b>Content</b>	<b>Learning process</b>
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**Global Competencies Studied in this Unit:**  
*Investigate the World, Communicate Ideas, and Take Action*

**Brazil Culture and Music Study**

- **Brazil History**
- **Samba Music History**
- **Carnival and Rio de Janeiro**
- ***Investigate the World: As a class, brainstorm questions about the global topic to be studied, rank questions, and discern what concepts, methods, and discipline will be informative.***
- ***Investigate the World: Generate and explain the significance of locally, regionally or globally focused researchable questions.***

**Basic Rhythm Studies**

- **TAKADIMI Patterns**
- **Speaking and Clapping Rhythms**
- **Understanding 4/4 Structure**
- **Reading Rhythmic Notation**

**Bucket Drumming**

**Learning experiences and teaching strategies**

**Brazil Culture and Music Study: (*Investigate the World*)**

- Students will go through a series of powerpoint slides to introduce them to facts about Brazil including: some basic history, geography and demographic facts. We will also use Google Maps to walk around areas of Rio de Janeiro in order to have a better understanding of the city we are focusing on.
- Students will listen to musical examples and watch various Samba Performance to form their own initial opinions about the genre. Together we will investigate further by talking about things we need to know in order to learn the genre.
- We will brainstorm all of the types of reasons why a group of people would hold a parade to gain an understanding of the importance of sharing music in this way as a community.
- We will investigate why Samba Music is important for Brazil by researching Samba Parade traditions, the function of the Samba Parades, and the Carnival Celebration held in Rio De Janeiro each year.
- As a group we will complete the **PZ Thinking Routine: Claim, Support, Question** prior to moving on with learning knowledge.

**Basic Rhythm Studies: (*Communicate Ideas*)**

- We will study the basic TAKADIMI rhythms in simple compound meter to include a variety of eight and sixteenth note patterns. Students are expected to be able to say and clap all TAKADIMI rhythms when learning this notation.
- To add complexity and get them prepared for marching while playing we will also be moving in a “box,” in common time while performing these rhythms. We will scaffold in these skills, take the tempo slowly, and check for understanding through various formative check-in during class time.
- We will learn about tempo through a “digital mystery picture,” activity where the students will learn in a flip style and come back in for a discussion post individual activity.
- We will incorporate the idea of tempo into our rhythm studies through a Tempo Investigation Assignment which will also allow for us to use some of our research and creative thinking skills.
- As a class we will discuss positive ways of giving and receiving feedback and then in pairs we will work in breakout rooms on listening to each other written *Brazil Flashcard Rhythms*, and we will take time for feedback. Students will have to reflect on the feedback in a short exit ticket question.
- We will work on instilling that slow and steady practice is a key to understanding and success.

**Bucket Drumming: (*Investigate the World - Western or American Drumming vs. Latin Drumming*)**

- **Drumstick Grip**
- **Timbre Exploration**
- **Transfer of Rhythms to “instrument”**

- Students will study the techniques of Bucket Drumming to include: Drumstick Grip, Positioning for specific Timbres, and more advanced drumming techniques (flam, [buzz](#), accent work, sticking patterns, etc)
- Exploration of Timbres on the Drums to mimic the Samba Instruments, some assigned by the teachers, others we be decided on by the students through exploration and play of the boundaries provided to them.
- Learning Basic Groove Patterns from simple Samba Pieces which will help us to understand how to perform multiple rhythms at the same time (polyrhythms)
- We will explore more advanced techniques and discuss Musical Style through the use of dynamics, tempo, and articulations on the bucket drums and how those techniques can be used in the future to make an impact on performance.
- Study the concept Call and Response as it relates to Samba Music and the roles that specific drummers have to take to lead the group.
- To demonstrate our learning, students will create simple compositions that showcase their understanding and explorations of timbre with the buckets. They will record their compositions for a developing skills assessment grade.
- Students will transfer their learning on Buckets onto actual Samba Instruments.
- Through the study of our Initial Samba Songs, students will learn more about the form of Samba Music and will be able to make informed decisions in their planning process.
- Students will participate in *Groove Lunches* with the other classes to experience performing, collaborating, and playing Samba music in a larger setting. We will reflect on this in class afterwards.

#### **Environmental Awareness**

- **Practicing Research Skills**
- **Learning about the UN Sustainable Development Goals**
- **Learning how to *Take Action***
- ***Investigate the World: Collect a series of images that relate to the topic under study and share possible questions, reactions, and your feelings about it.***
- ***Investigate the World: Examine and comment on an expert’s investigation of the problem under study***

#### **Environmental Awareness: (*Investigate the World/Communicate Ideas*)**

- Go back and reflect on our prior knowledge of the environmental impact being made on the Amazon Rainforest from previous classes and units studied in their Grade 6 Interdisciplinary Unit.
- Research the impact being made today on the Amazon by completing a Scavenger Hunt Activity to do this they will: watch videos, read small articles, and explore articles on Britanica Kids
- Students will explore the idea of the **SDG #12: Responsible Consumption and Production** by looking at the impact of producing instruments and materials needed for a typical Brazilian Carnival Parade
- Together we will discuss how musicians can make an impact on spreading awareness and messages about important issues through pieces of music and performance. We will explore groups of artists who are making an impact today and view different types of art with a focus on music.
- We will learn about the Landfill Orchestra in Paraguay as a means of Recycled Instrument Exploration and will practice the *Facing History: Analyzing Image Activity* to introduce them.
- Breaking up into “interest groups,” we will start to formulate how we can prepare a performance using Samba to bring awareness to a specific issue related to our chosen SDG goal.

### Samba Parade Planning

- Brainstorming
- Outlining our Ideas
- Composing a Samba Piece in the Traditional Form
- Learning to Compromise with others
- Understanding/Assigning Roles
- Playing to our Strengths
- Rehearsal Techniques
- Using feedback to inform revision
- *Communicate Ideas: Prepare your project presentation to be delivered to different audiences (e.g., a group of experts, children in the elementary school, and individuals affected by the topic you are discussing).*
- *Take Action: Use a variety of artistic repertoires, forms, and media to invite reflections on an issue or topic that you have investigated.*

### Samba Parade Performance

- How can our performance have an impact?
- *Take Action: Use a variety of artistic repertoires, forms, and media to invite*

- We will begin to design some instruments to use in our performance that mimics the sound of a Samba instrument and would replace the actual instrument in our Parade. Each group must contain at least one recycled/upcycled instrument for their performance. (each group will select a different instrument to focus on)

### Samba Parade Planning: (Communicate Ideas/Take Action)

- Students will learn the basics of brainstorming and effective communication through the ice-cream flavor challenge activity to learn how they can better work with each other for this upcoming assessment.
- Taking their selected topic and recycled instrument challenge, students will together watch samples of Samba performance and will evaluate what elements need to be included in their performance - they will reflect on their research in Samba Parade Planning Document.
- Students will have an opportunity to connect to an expert, but speaking with several Brazilian Artists who have been involved in Samba Parades or have previous experiences playing in Samba Schools. They will be able to ask questions about the process of planning for the parade and also for any advice that the expert can give them.
- Using the Samba Parade Planning Document, students will work together to make choices on how they will perform their Samba Parade. They will make choices on which roles (instruments) the students would like to take on and they will draft a "parade plan," complete with music and a diagram of their movements.
- Musically, students will develop the *Initial Call and Response*, the *Groove*, and the *Break* along with an ending. Students will rehearse together and receive a first round of feedback for reflection. Students will revise their Samba Parade Plans with the feedback given to them and continue to rehearse and refine their Samba piece of the final performance.
- Students will use their Parade Planning Document to process how they are feeling in the process and to discuss the dynamics of working alongside their other "teammates."
- As a group, we will talk about the successful things we need to hold a worthwhile performance for our community and we will draft an invitation to send to our administration and teachers asking them to attend our performance.

### Samba Parade Performance: (Communicate Ideas/Take Action)

- Explain/Defend our performances with first having someone introduce their Samba group and the impact they hope to make with their performance's *Behind the Music Statement* (performance notes)
- Perform their Samba Parade piece for a Summative Assessment Grade

*reflections on an issue or topic that you have investigated.*

#### **Social Media Takeover Campaign**

- **Smart Social Media Usage**
- **How to Tweet**
- **How to use @ and #'s to drive awareness**
- ***Communicate Ideas: Write a reaction to how different news agencies have reported on the topic you are studying and care for***
- ***Communicate Ideas: Write an essay or create a multimedia artifact that expresses your informed position on the topic you are studying and invite peers in different contexts to react to your main ideas. Revise your essay considering their diverse input.***
- ***Take Action: Use a variety of artistic repertoires, forms, and media to invite reflections on an issue or topic that you have investigated.***

#### **Reflection on Unit of Study**

- **Learning to Reflect through different “lenses,” or perspectives**
- ***Take Action: Reflect on and define for yourself the meaning of terms such as global citizenship, global entrepreneurship, social***

#### **Social Media Campaign Takeover: (Take Action)**

- Bringing in a member of our schools' Communication Department, we will host a session on how to use Social Media responsibly and discuss how we can write an effective post with limited characters.
- We will study how we can tag other organizations and hashtags to raise awareness and have a larger impact on our social media posts
- Reviewing evidence from our planning: process journals, photos of rehearsals, photos/videos of performance - we will select specific images that we feel are the most impactful to our message to include in our Social Media Takeover.
- Using the **PZ Thinking Routine: Headlines**, we will build our hashtags that we want to use and collect images for our Twitter Powerpoint Slide
- In the front entrance of the school, we will display our posts and together and as a team we will decide on the order that the posts will be published to make the most impact.
- Passing out heart stickers, we will ask peers and our teachers to “like,” our tweets and then we will look to see which statement had the most impact and discuss why!

#### **Reflection of Unit of Study:**

- Students will complete a comprehensive reflection assessment that showcases the many ways that they have changed as a musician this semester by looking at their learning through different “mirrors”
- Students will reflect on their Samba Performance
- Students will reflect on their Social Media Post and come up with a small way that they can make a further impact in the future.

**entrepreneurship, success, failure, and work.**

- **Take Action: Recognize one's capacity to advocate for and contribute to improvement locally, regionally, or globally.**

### **Formative assessment**

*Mystery Recording:* Students will listen to a recording of a Brazilian Instrument called the Cuica aka Monkey Drum and together we will have discussion about what the sound could be. Do they have any prior knowledge to identify what the sound is? What could this sound be coming from? Can they describe the timbre of the sound?

*Brazil Knowledge Flashcards:* Students have an opportunity to showcase their understanding of rhythms by taking facts they have learned about Brazil and write them into small rhythmic sentences. They will receive feedback from their teacher and peers and then record themselves performing these "Brazil Flashcards," onto Flipgrid for formative feedback from their teacher.

*Tempo Digital Mystery Picture:* Students will have to "solve," the digital mystery picture as a way to discover the different types of tempo in music. We will debrief as a group and share out our answers.

*Tempo Assignment:* Students will use various videos in order to identify how they interpret different types of tempo and then employing their research skill they will select animals (specifically: mammals, insects, and reptiles) from the Amazon that match the specific tempos and discuss how that animal specifically relates to the musical track they have selected.

*Shaker Recording on Flipgrid:* In class we have asked the students to mimic the GANZA by building their own shaker using recycled materials or things from around their kitchen. We have worked with their shakers in class to mimic the playing style of the GANZA, have learned about accents in music, and have asked for the students to record themselves performing several different patterns onto Flipgrid for feedback.

*Rhythm Mix-ups Slidedeck and Recording:* After studying more advanced rhythms students will then work on a rhythm based slidedeck with a peer. They will "re-beam," the rhythms in the proper way and then write the corresponding TAKADIMI underneath. They will perform in pairs for the class before experimenting with their own 8 beat rhythm combination with any group of rhythms we have studied up until this point in the course. They will record their rhythms on Flipgrid and return their slide decks for feedback.

*Samba Instrument Investigation Sheet:* Using various videos selected from Youtube of different types of Samba Instruments the students will have to draw their own conclusion to the timbres of the selected instruments and will also discuss HOW the instrument makes sound. We will share our findings together as a group.

*Amazon Samba Timbre Exploration:* Since we will not have access to instruments yet, students will use their voices to mimic different Samba instruments in order to perform their first Samba Groove: Amazon Samba. They will record themselves performing their groove and share their performance with the class for constructive feedback.

*Paradiddle Warm-up Game:* Students will be tested on their knowledge of rhythm and relation to tempo by playing a “Paradiddle,” on their bucket drums. Students will need to maintain a good grip on their drumsticks to perform this rhythm and through the use of a metronome we will slowly pick up the tempo together as a class and see how long they can “hold on,” we will then debrief about our experience and discuss effective ways to use a metronome and start to hone in on successful and effective practice techniques to be used outside of class time.

*Sixteenth Note Sticking Activity:* In preparation for a Bucket Drumming Skills Assessment, students will need to prepare different patterns of accents and the use of their right and left hands in a quick skills based activity. We will share each other’s slides and spend some time experimenting with the patterns that our classmates built and then have a group conversation about what skills we need to continue working on before our assessment.

***More Formative Assessments TBD***

**Differentiation**

This unit is structured currently in a hybrid model due to Covid-19, because of this, students will be learning remotely on Zoom or on campus in person. Because of this, the entire class will never be present in the same location at any one given time.

In class, we use our Artists Notebooks to jot down notes, ideas, and draw images. Notes can be taken either during class and for students who need additional time to take notes, a student version of all powerpoints will be provided. Students are also welcome to take screenshots of materials or snap a photo with their phone if they have asked permission. We inquire often together as a group and we collaborate often as individuals, in pairs, or in small groups to check for further understanding/discovery of a topic. The instructor is always available and open for office hours if a student needs to come in and ask any questions.

For formative and summative assessments, we will utilize recordings via quicktime or flipgrid and have asked students to submit private videos to their teachers for feedback. We also use Google Classroom as a resource for uploading summative assignments as well as Managebac.

For students who need extra time, we will work with the schools Learning Support Team to understand their specific needs and accommodations and then employ those within the classroom to support our students the best we can. Many students are able to successfully advocate for their learning and accommodations can easily be made for this unit.

It is understood that during Music class there will be aspects of performing. This can cause students to feel anxious or nervous during a summative assessment. To help with this, we will host several “sharing sessions,” in front of other teachers, classmates, or peers to help them prepare for a larger performance. Students may also come to their teacher afterward and ask for re-perform in a smaller setting as part of their summative grade. However, re-performing is not a requirement.

## Resources

### Rhythm/Music Warm-ups Videos: (All from Youtube)

[Something just like this](#)

[Uptown Funk](#)

[Dance Monkey](#)

[Rhythm Wars](#)

### Class Resources:

[Class Powerpoint Part 1](#)

Google Image Search

Google Maps

Quaver Music: Grade 7 Resource (find name of resource)

[Takadimi System](#)

[Student Slidedeck](#) on Advanced 16th Notes

Cuica Mystery Recording (to be linked)

Claim, Support, Question Resource: <https://pz.harvard.edu/resources/claim-support-question>

Headlines: <https://pz.harvard.edu/resources/headlines>

Sustainable Development Goals by YAK: [https://issuu.com/unpublications/docs/sdg\\_yak\\_en](https://issuu.com/unpublications/docs/sdg_yak_en)

Information on SDG Goal 12: <https://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

Landfill Harmonic Information: <http://www.landfillharmonicmovie.com/>

[The Lazy Person's Guide to Saving the World](#)

[UN Panda Giphy's](#) for Social Media Posts

(Teachers pay Teacher Resource)

[Facing History: Analyzing Images Strategy](#)

Asia Society [Global Competence List](#)

Edutopia: [Checklist for Teaching Global Competence](#)

United Nations: [ACT NOW](#)

[FTCG Student Empathy Interview Format](#)

**Youtube Videos for Lesson Content:**

[Mas, Que Nada!](#) by Jorge Ben (1963)

[Mas Que Nada](#) by Sergio Mendes feat. Black Eye Peas (2006)

[Ensaio Salgueiro esquenta bateria](#) by Oba Brazil (2012)

[Samba Percussion](#) by Niclas Schmied

[Vocal Percussion Video](#) by Richard Filz

**Videos by Luiz Barcellos**

(To be linked)

**Parent Communication**

[Parent Letter](#) for Bucket Drumming

**Reflection: Considering the planning, process and impact of the inquiry**

Prior to teaching the unit	During teaching	After teaching the unit
<p>What types of resources do we need to purchase to make this unit successful? Do we already have resources or do we need to continue to source them?</p> <p>What types of Samba instruments do we need to work on purchasing? What instruments do we already have in the department that we can use?</p> <p>How will we play music during COVID-19? What does this look like in our “new norm”?</p> <p>Can we have students singing if they are physically in our space, what are the parameters for that?</p>	<p>The use of videos as a means of inquiry and exploration have been very helpful to us.</p> <p>We found a Samba Resource that has examples of small Samba Grooves that we have been able to employ in our lessons to teach polyrhythms to the students. It has been very engaging and successful.</p> <p>The students loved the digital picture scramble assignment when being introduced to tempo and they found it to be a very interesting way to learn about the subject independently in class.</p>	<p>(Unit still in process)</p>

<p>What is our mission with this unit, how can we work together to make this unit meaningful for our students?</p> <p>Can we try to incorporate some sort of environmental element into this unit?</p> <p>Is there anything in Samba that may be inappropriate for students to study? How do we navigate through showing videos and images when women are dressed in specific types of Samba costumes?</p> <p>What do we want the overall purpose of this unit to be? How do we want students to explore Samba Music and what is the goal for students at the end of the course?</p>	<p>We have spent a great deal of time during the Unit discussing how we can be more interactive with the students and have begun to explore the idea of bucket drumming. We now have decided to incorporate this into our unit as a means of getting the kids onto “instruments,” even the ones that are at home.</p> <p>How can we incorporate a UN Sustainable Global Development Goal into this unit? How can we be more globally aware as musicians?</p> <p>What are the risks using social media with our younger MYP students? Do we need parental permission? (Will inquire with our Head of Middle School for feedback)</p>	
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