

MUSIC AND DANCE OF SOUTH AMERICA

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LIVING

STREETS

LET'S
WALK TO
SCHOOL

Did
you
know?



There are many different types of dances from all over the Americas. They can be fast like the salsa and samba or slower like the rumba. Some are partner dances and some are solo dances.

Samba comes from Brazil and describes a dance and a type of music that has its roots in African music and dance. It is performed at carnival time.

AIM

To listen to some samba batacuda and begin to reproduce some of the rhythms.

OBJECTIVES

- To understand that the Americas are home to a wide variety of music styles
- To listen to and analyse some of the beats in samba music
- To learn some simple samba batacuda beats and create a samba band

TIMING 45 mins

RESOURCES

Samples of samba batacuda music, various instruments including drums, whistles, cow bells and shakers (if there aren't enough instruments to go round, split into two groups and take turns or use homemade drums – anything that the children can pat or tap will work and homemade shakers of tins filled with uncooked rice or beans).

CURRICULUM LINKS

England **MUSIC**

Wales **MUSIC**

Scotland **EXPRESSIVE ARTS**

We are Living Streets, the UK charity for everyday walking. These learning resources support participation in WOW, the year-round walk to school challenge.

For further information on WOW and the full set of learning resources, visit www.livingstreets.org.uk/walktoschool

Get in touch: walktoschool@livingstreets.org.uk 020 7377 4900

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LESSON PLAN



INTRODUCTION

The Americas are home to many different types of music. Listen to samples of salsa, samba and tango and talk about the instruments the children can hear and what rhythms they can identify. In this session, the children will focus on samba rhythms from Brazil. Samba is an important part of Brazilian culture and includes voice and dance too. You often hear samba music at carnivals. Samba is played on the move – perhaps the children have seen a samba band or perhaps you could show them a film clip of a samba band in action.

DEVELOPMENT

Samba bands have a leader and to start with this will be the teacher. Most samba batacuda (a fast style of samba) starts with a class and response. To warm up, clap a beat and get the class to clap it back to you. Practise several times and then pick up the instruments and repeat the call and response with the teacher leading on a drum. Change the rhythms between groups of eight beats and simple two or three beats. At a given signal from the leader (a hand in the air or a whistle) the band plays the ‘groove’ which is where each set of instruments plays a rhythm together to produce a layered sound. Ask each set of players to come up with a simple rhythm and practise it. It might help to set the rhythm to a set of words like ‘cup of tea, cup of tea’ or ‘drumming in the morning, drumming in the afternoon’. Put the piece together and practise it. Perform your samba sounds and add in some extras: when the leader puts their hand in the air everyone shouts ‘hey.’

PLENARY

Watch a film clip of a Brazilian samba band playing batacuda and watch how each person plays their rhythm. Listen to the sound they make and how the piece falls into sections; call and response, the groove and vocals. Watch how they move as one and create a rhythm with their steps too. Many secondary schools have samba bands so see if you can find a local band to do a demonstration.

EXTENSION

Encourage the children on the walk to school to try counting their steps or walking in rhythm. Start with a simple walk of one, two, one, two (like a merengue), then try one, two, three (and) one, two three (and) which is the salsa beat. Argentine Tango is ONE two THREE four.

If you require these learning resources in Welsh please email wales@livingstreets.org.uk