



## ¡Viva Brazil! Luciana Souza Trio Curriculum Connections Lesson Plan

### Grades:

6-8  
9-12

### Brief Description

Explains how music genres are created. This lesson includes a history of the creation of bossa nova and teaches students to dance the bossa nova.

### Objectives

Students will

- Identify elements of music using musical terminology (DOK1).
- Compare the creation of two music genres in separate time periods and locations in order to investigate how music culture evolves and new art forms are born. (DOK3).
- Learn the bossa-nova dance and perform for their peers (DOK4).
- Critique the work of professional performers (DOK4).

### Materials Needed

Projector, computer with an Internet connection, speakers, music genre PowerPoint from Norton Center Website, Pablo Neruda poem (included below but optional)

### Lesson Plan

#### *Listening and Watching*

- Teacher introduces the ¡Viva Brazil! performance showing the clip from the Norton Center Website.
- Teacher presents the Music Genre PowerPoint.



### Performing

- After watching the dance step lesson listed on the slide entitled “Bossa Nova Dance,” teacher is to pair students up. Students are to learn and perform the steps together. Teacher is encouraged to become familiar with the simple steps in order to lead by example. [http://www.ehow.com/video\\_6191340\\_bossa-nova-dance-steps.html](http://www.ehow.com/video_6191340_bossa-nova-dance-steps.html)
- Teacher should play the “Blame it on the Bossa Nova” song while students dance for maximum exposure to the music <http://www.youtube.com/watch?v=MYQBd9ordbE> (linked on PowerPoint as well).

### Creating (Gifted and Talented Option)

- The Luciana Souza Trio will be performing bossa nova music, some of which will be based on the poems of Pablo Neruda. Teacher can group students, issue hand instruments and the poem attached to this lesson plan. Students are to turn the poem into a song using a known genre of music or by creating a new one. A dance can also be created and performed to accompany the new song.

## Assessment

Students will be assessed through participation, performance and written quiz including open response (included on PowerPoint). Following the performance of the Luciana Souza Trio at the Norton Center, students should write a formal critique.

## National Standards

NA-M.5-8.6	Listening to, Analyzing, and Describing Music
NA-M.5-8.7	Evaluating Music and Music Performances
NA-M.9-12.9	Understanding Music in Relation to History and Culture

## Kentucky Standards

### Arts and Humanities

AH-HS-HA-U-3	Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.
AH-HS-HA-S-Mu1	Students will describe, analyze and evaluate distinguishing characteristics of music representing a variety of world cultures and historical/style periods.
AH-HS-HA-S-	Students will examine music from various world cultures and explain



Mu3	how music reflects the culture, cultural beliefs, or blending of cultures
AH-HS-PCA-S-Mu2	Students will create new, listen to, choose and perform music to fulfill a variety of specific purposes.
AH-HS-PA-S-MU4	Students will use knowledge of the elements of music and music terminology to describe and critique their own performances and the performances of others.
AH-HS-PA-S-Mu5	Students will identify and apply criteria for evaluating music (e.g. skill of performers, originality, emotional impact, variety, interest, technical accuracy)
AH-HS-PA-S-Mu6	Students will demonstrate behavior appropriate for observing the particular context and style of music being performed; discuss opinions with peers in a supportive and constructive way.

*Social Studies*

SS-H-CS-U-1	Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.
SS-H-CS-U-5	Students will understand that a variety of factors promote cultural diversity in a society, a nation, and the world.
SS-H-G-U-1	Students will understand that patterns emerge as humans move, settle and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.

**¡Viva Brazil! Lesson Plan Prepared By:**  
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***Ode To Tomatoes***  
**by Pablo Neruda**

The street  
filled with tomatoes,  
midday,  
summer,  
light is  
halved  
like  
a  
tomato,  
its juice  
runs  
through the streets.  
In December,  
unabated,  
the tomato  
invades  
the kitchen,  
it enters at lunchtime,  
takes  
its ease  
on countertops,  
among glasses,  
butter dishes,  
blue saltcellars.  
It sheds  
its own light,  
benign majesty.  
Unfortunately, we must  
murder it:  
the knife  
sinks  
into living flesh,  
red  
viscera  
a cool  
sun,  
profound,  
inexhaustible,  
populates the salads  
of Chile,  
happily, it is wed  
to the clear onion,  
and to celebrate the union

we  
pour  
oil,  
essential  
child of the olive,  
onto its halved hemispheres,  
pepper  
adds  
its fragrance,  
salt, its magnetism;  
it is the wedding  
of the day,  
parsley  
hoists  
its flag,  
potatoes  
bubble vigorously,  
the aroma  
of the roast  
knocks  
at the door,  
it's time!  
come on!  
and, on  
the table, at the midpoint  
of summer,  
the tomato,  
star of earth, recurrent  
and fertile  
star,  
displays  
its convolutions,  
its canals,  
its remarkable amplitude  
and abundance,  
no pit,  
no husk,  
no leaves or thorns,  
the tomato offers  
its gift  
of fiery color  
and cool completeness.

