

Kansas City Young Audiences

Teacher Program Guide

Carnival on Parade

Artist: The Traditional Music Society

Performance Description

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Contact KCYA for more information on this and other programs.

816-531-4022
www.kcya.org

The Traditional Music Society takes students on a journey to the biggest musical parade in the world: Carnival!

An annual celebration held in Rio de Janeiro, Carnival is a tradition in Brazil that coincides with Mardi Gras.

Brazil, the most culturally diverse country in the world, has a population well represented by every major continent, except Australia. This diversity is reflected in its music which includes drums and bells from Africa, snares from Portugal, tambou-

rines from Turkey, and rattles and whistles from the Amazon.

All of these influences have created a unique sound and cultural melting pot expressed through an exciting and invigorating musical style called *Samba*.

Samba is the national rhythm and dance of Brazil.

This unique sound reaches its apex during Carnival. Performing this program are Bird Fleming, Pablo La Rosa, Patrick Conway,

Jaisson Taylor and Gary Helm.



Educational Objectives and Standards

Students will:

- Develop an awareness of the international cultural and historical traditions that comprise Carnival
- Deepen their understanding of as influenced by migration, forced and voluntary, of people throughout the world

Geography:

- Knows how places and regions serve as cultural symbols

Music:

- Understands how the elements of music are used in various genres and cultures

Special Points of Interest:

The word carnival comes from Latin, "Carne Vale" or "Farewell to the Flesh".

Special REQUIREMENTS:

35' x 35' performance area; dressing area; PA system with five microphones on boom stands; large world map (or map of South America); area clean and clear of students 30 minutes before performance

Artist Bio: Bird Fleming/The Traditional Music Society

Bird Fleming developed his interest in music and drumming in his fifth grade band class. Since his parents could not afford a drum set, he played the bongos. By the age of 20, Bird was proficient in a variety of African and Afro-Cuban instruments. His career then led to him San Francisco where he performed and studied traditional hand drumming.

After moving to Kansas City in 1981, Bird began per-

forming traditional music in schools, community centers, and universities throughout the metropolitan area. He formed The Traditional Music Society, an arts organization devoted to multi-cultural arts education. This organization, composed of musicians and dancers sharing a similar background in folk music, has developed programs that teach students about different cultures through music and dance.



Bird Fleming, The Traditional Music Society

Vocabulary

Ago-go: a double-headed bell.

Apito: Brazilian samba whistle.

Carnival: a pre-spring Brazilian celebration with music, dance, and big parades, lasting four days and four nights.

Escola de samba (Portuguese:) literally translates as “samba school,” but refers to the big marching bands comprised of 1,000 to 4,000 people.

Ganza: large shaker shaped like a tube.

Marching band: a band that plays music and walks in formation at the same time.

Samba: the national rhythm and dance of Brazil, brought there by African slaves.

Surdo: large bass drum played with one mallet.

List of Resources

BOOKS

[The Brazilian Sound: Samba, Bossa Nova, and the Popular Music of Brazil](#)

by Chris McGowan, Ricardo Pessanha
Temple University Press; New edition
(February 25, 1998) ISBN: 1566395453

[Musica Brasileira: A History of Popular Music and the People of Brazil](#)

by Claus Schreiner, Mark Weinstein
Marion Boyars Publishers;
(November 1, 2002) ISBN: 0714530662

[The Mystery of Samba : Popular Music and National Identity in Brazil](#)

by Hermano Vianna,
John Charles Chasteen
University of North Carolina Press;
(February 1, 1999) ISBN: 0807847666

Post-Performance Activities

1. Discuss your experience of Carnival on Parade. What appealed to you about it and why? (For older students: Discuss its historical and cultural facets.)
2. You're going on an imaginary trip to Brazil for Carnival. Write down what you would pack and why.
3. Design a costume you might use for a classroom Carnival
4. Divide into groups of four. Each group submits three themes for the

5. In collaboration with the music teacher, learn the samba classroom Carnival. Take a vote on what your class's theme might be.



5. rhythm. Drum it out on your desk as a class by rows (or groups).
6. Listen to samba music. Clap out the rhythm with your hands. Can you translate the samba rhythm to your feet, elbows, knees, teeth?