



## **LADAMA: Movement, Music, and Community in South America - Unit Plan**

**Grade Range:** Elementary

**Subjects:** General Music, Physical Education, SEL, Geography

**Estimated Time:** 2-4 Weeks (1-2 days for each lesson and assessment)

**Standards:** NAFME, National Core Arts Standards, C3, Common Core, NCSS

### **What is LADAMA: Movement, Music, and Community in South America?**

Created in collaboration with the music group LADAMA, this lesson collection introduces K-6 students to South American music, dance, and culture. The core component of these lessons are interactive videos which feature the members of LADAMA guiding students in singing, dancing, and performing rhythms associated with traditional music styles from Brazil, Colombia, and Venezuela.

In addition to singing and dancing along with LADAMA, the lessons feature a variety of handouts, worksheets, activities, and games that introduce students to Spanish and Portuguese vocabulary as well as South American history and ecology.

Lastly, each lesson includes a teacher's guide which provides additional details into each musical style covered, to further enrich each lesson.

### **What are some ways LADAMA: Movement, Music, and Community in South America can be used in class?**

The breadth of materials within the lesson collection provide for a variety of teaching approaches.

For the general elementary classroom, the unit can be approached as an overview of South American performing arts, history, and culture, aligning with a greater unit on world geography.

For the music classroom, the interactive videos and the teacher's guides featuring music notation introduce students not only to musical styles such as Cumbia, Joropo, Quitiplás, and Ciranda, but also musical concepts such as pulse and polyrhythm.

For a physical education or movement based class, the call-and-response approach of the videos encourages students to clap rhythms, sing, and dance.

Bilingual classrooms will also benefit from the lesson collection's introduction to domain-specific words in Spanish and Portuguese, in addition to explorations into Latin American history and culture.

Regardless of classroom, the collection is designed to be flexible. Each lesson can be taught straight through. Or, lessons can be split into a variety of 15-minute activities (including videos, activity worksheets, and classroom games) to be used throughout a school week, month, or semester.



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### **How can LADAMA: Movement, Music, and Community in South America be assessed?**

Included in the unit plan are suggestions for a formative assessment to be done by individuals or groups, and a summative assessment to be completed by groups or by the class as a whole. Both offer creative projects through which students can reinforce and expand their knowledge on South American music, culture, history, and geography.

*This unit plan encompasses the following TeachRock content:*

### **LESSON 1 - COLOMBIAN CUMBIA: AFRICAN, INDIGENOUS, AND SPANISH ROOTS OF RHYTHM**

**Mastery Objective:** Students will be able to perform the traditional rhythms of Cumbia by singing and playing a body percussion game.

### **LESSON 2 - JOROPO: MUSIC INSPIRED BY NATURE FROM THE HIGH PLAINS OF VENEZUELA**

**Mastery Objective:** Students will be able to draw connections between the natural environment of the Venezuelan High Plains and Joropo by learning the rhythms, dances, and lyrics of the musical style.

### **LESSON 3 - CIRANDA: THE BRAZILIAN MUSIC AND DANCE THAT CREATES COMMUNITY**

**Mastery Objective:** Students will be able to investigate how music contributes to social engagement with one's community by using their bodies and voices to dance, play, and sing Ciranda.

### **LESSON 4 - QUITIPLÁS: DEEP LISTENING AND RHYTHM BUILDING WITH AFRO-VENEZUELAN BAMBOO DRUMS FROM BARLOVENTO**

**Mastery Objective:** Students will be able to define rhythm, polyrhythm, and idiophone, be able to identify them in nature, and perform them by singing and clapping along to an Afro-Venezuelan Quitiplás drum ensemble.

### **LESSON 5 - CHOCQUIBTOWN: EMBRACING CULTURAL IDENTITY THROUGH COLOMBIAN RAP**

**Mastery Objective:** Students will be able to draw connections between music, cultural identity, and community empowerment by exploring the Colombian Hip Hop group ChocQuibTown and composing their own rap lyrics.