

Program Name: Carnival Kaleidoscope

Artist: The Traditional Music Society

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

Special Points of Interest:

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

Performance Description

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, tambourines 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 & Standards

Students will:

- Be able to distinguish between different kinds of sounds and tones.
- Be exposed to music from another culture that has influenced our own

Geography:

- Knows how places and regions serve as cultural symbols

Dance:

- Knows folk dances from various cultures.





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 performing 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.

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

Contact KCYA for more information about this and other programs

816.531.4022
KCYA.org

Vocabulary

Ago-go: a double-headed bell.

Apito: Brazilian samba whistle.

Carnival: a pre-spring Brazilian celebration with music, dance, and big parades, lasting 4 days and 4 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.

Kaleidoscope: a tube you turn to see changing patterns made by mirrors and colored glass.

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

Surdo: large bass drum played with one mallet.

Post-Performance Activities

1. Discuss what you saw and heard. What kinds of tones are bright tones (bells?) What kind are dark (bass Drums?) Use your voices and vowels sounds to explore the sound of bright (e-e-e) and dark (uh) tones.
2. You are going to Brazil for a Carnival. What will you pack?
3. Color or draw a map of Brazil using bright colors to suggest its colorful people and traditions.
4. Plan a Carnival parade route thru your playground that uses a circle, square, and triangle shape. Take the class through their paces in 2 X 2 formation.
5. Divide into small groups of 4. Each group submits two themes for an imaginary classroom carnival. Vote on the class theme.