

# STUDY GUIDE

DISCIPLINE:  
**MUSIC**

ARTIST:  
**LUCIANO LU**

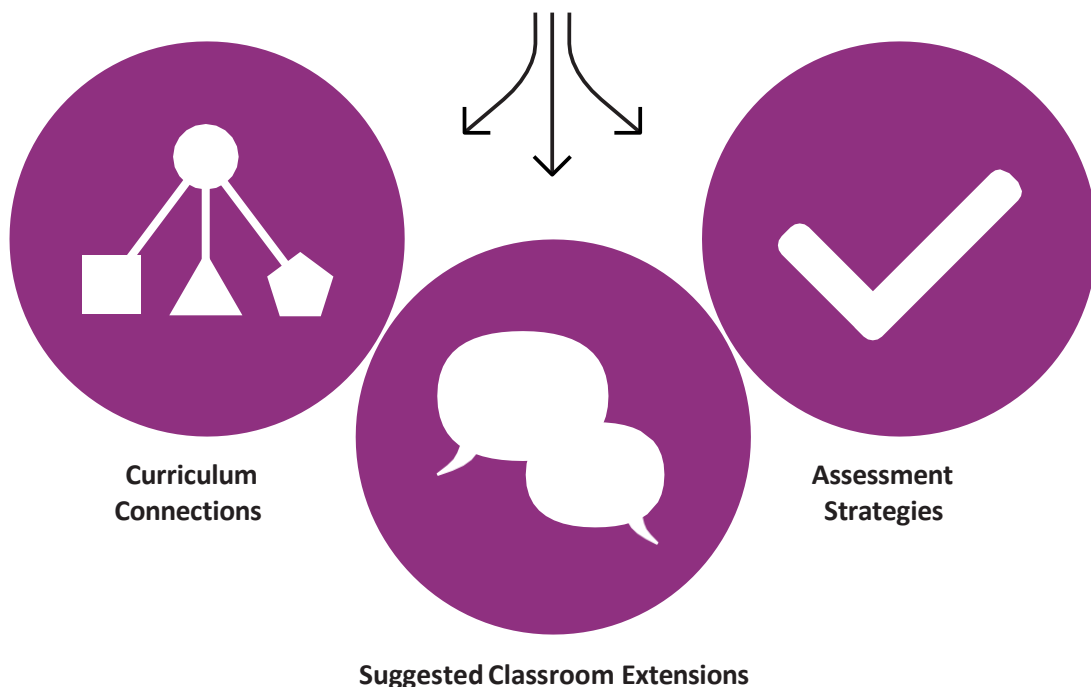


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

## THIS STUDY GUIDE

Discipline / Artist Example:



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# STUDY GUIDE: MUSIC

## BRAZILIAN PERCUSSION

### Program Overview

**Artist Name:** Luciano Lu

**Artist Bio:** Luciano Lu (aka Luciano Porto) is a Brazilian educator and performer dedicated to sharing traditional music and dance from his homeland. Through MASC and ELAN, he connects with audiences across Eastern Ontario and Québec. Luciano has performed at venues like the National Arts Centre and Shenkman Arts Centre, inspiring diverse communities with his vibrant teaching and performances.

**Program Description:** Students will learn traditional Brazilian rhythms and songs by playing different instruments such as shakers, cowbells and drums. They will explore three-part musical arrangements and discover the secrets behind the lively carnival music that permeates all of Brazil's distinctive culture. Students will gain a basic understanding of dances connected with the rhythms and songs as well as the socio-geographic context associated with them.

**Artistic Discipline:** Music

**Recommended Grade Levels:** K - 12

**Session Logistics:** In person or Online

**Cultural Context:** South American Culture



Vocab bank/glossary: [Click here](#)



# BRAZILIAN PERCUSSION

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Learning to play Brazilian percussion instruments individually and as part of an ensemble.
  - Experimenting with rhythm, tempo, and syncopation to create original drum patterns.
- Strand B – Reflecting, Responding and Analyzing
  - Listening for and identifying the layers of rhythm in Brazilian percussion music.
  - Analyzing how rhythm drives movement and dance in Brazilian culture.
- Strand C: Exploring Forms and Cultural Contexts
  - Understanding the African, Indigenous, and European influences in Brazilian percussion traditions.
  - Exploring the role of percussion in Carnival and other Brazilian cultural celebrations.
  - Recognizing how music is used to bring communities together and express cultural identity.

# BRAZILIAN PERCUSSION

## Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES  
**K-3**

### Pre

- What sounds do you think drums can make?
- How do you feel when you hear a beat?

### During

- Which instrument makes the biggest sound?
- Can you copy the rhythm you hear?

### Post

- Which drum or instrument was your favourite?
- How did playing music with others make you feel?

**GRADES**  
**4-6**

**Pre**

- How do you think percussion is important in Brazilian music and dance?
- Why do you think rhythm is important in celebrations?

**During**

- How do the different rhythms fit together in the performance?
- What do you notice about the tempo and energy of the music?

**Post**

- How is Brazilian percussion similar to or different from percussion you've heard before?
- How could you use percussion to tell a story?

**GRADES**  
**7-8**

**Pre**

- How do African, Indigenous, and European influences show up in Brazilian percussion?
- Why is call-and-response important in group drumming?

**During**

- How do polyrhythms make the music sound more complex?
- How does playing together as an ensemble affect the sound?

**Post**

- How could percussion be used to bring people together in your own community?
- What skills from ensemble playing can be used outside of music?



**GRADES**  
**9-12**

**Pre**

- How has Brazilian percussion evolved through cultural blending?
- In what ways can percussion be both music and a form of communication?

**During**

- How does syncopation change the feeling of a rhythm?
- What role does leadership play in a percussion ensemble?

**Post**

- How could Brazilian percussion styles influence modern music genres?
- What does participating in this kind of performance teach about cultural identity?

# MUSIC OVERVIEW

Music is a universal form of expression that transcends language and culture, offering a deeply personal and collective means of connection, communication, and healing. It reflects cultural identity and promotes equity, diversity, inclusion, and reconciliation by uplifting diverse musical traditions and community voices.

Music education builds skills in listening, creativity, collaboration, and self-expression. It supports students' health and well-being by offering a safe and accessible space to express emotions and ideas, while nurturing confidence and a sense of belonging. Whether composing, performing, or simply engaging in musical play, students develop confidence, perseverance, and a sense of belonging.

Through **the creative and critical analysis processes**, students explore, refine, and reflect on musical ideas, depending on their understanding of music's emotional and cultural impact. These frameworks align with MASC's values and empower students to become thoughtful learners through the lens of music. Music serves as both medium and method: a form of communication, identity exploration, and social connection.



# APPENDIX

## Vocabulary bank/glossary:

- **Surdo:** A large bass drum that keeps the main beat in samba music.
- **Caixa:** A Brazilian snare drum with a crisp, sharp sound.
- **Tamborim:** A small, high-pitched drum played with a stick.
- **Agogô:** A double bell instrument played with a stick, producing two different tones.
- **Rhythm:** A repeated pattern of beats or sounds.
- **Tempo:** The speed of the music.
- **Polyrhythm:** Two or more different rhythms played at the same time.
- **Syncopation:** A rhythm that accents beats where they are not usually expected.
- **Samba:** A lively Brazilian music and dance style with African roots.
- **Batucada:** A fast-paced Brazilian percussion style used in Carnival.
- **Ensemble:** A group of musicians performing together.
- **Improvisation:** Creating rhythms spontaneously without a set plan.

# Student Health and Well-Being

## How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

## Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
  - Share it with a partner or small group
  - Draw their freeze-frame in a journal
  - Write or talk about what made them feel that way

## Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning