

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:

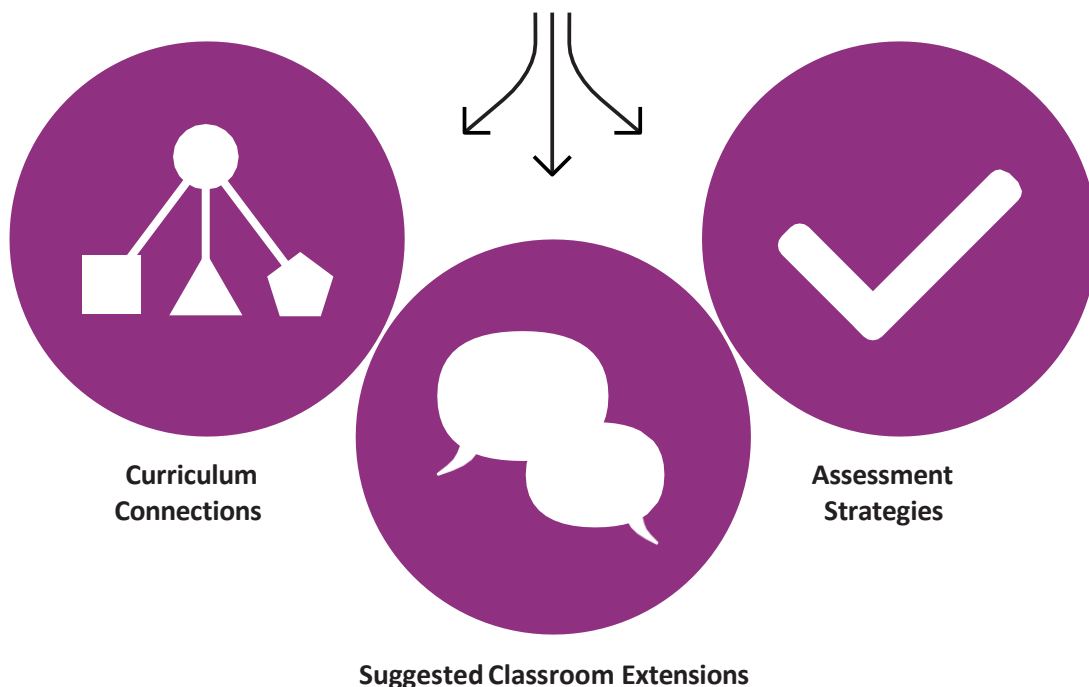


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STUDY GUIDE: MUSIC

CARNAVAL ARTS RESIDENCY

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: The journey to the exciting world of Brazilian Carnival begins. Drums, movement and colourful costumes collide to create a mobile celebration of freedom and self-expression. In this series of 5 workshops, students explore dances, costume design, drumming ensemble arrangements and parading skills, culminating in a mini carnival show that could be proudly featured at any school assembly!

Artistic Discipline: Music

Recommended Grade Levels: K - 12

Session Logistics: In person or online

Cultural Context: South American Culture



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



CARNAVAL ARTS RESIDENCY

Curriculum Connections

Learning Themes:

- Express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities. (K)
- Strand A – Creating and Presenting
 - Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas. (Grades 1-8)
 - Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music. (Grades 1-8)
 - Use a variety of techniques and technological tools when performing music and composing and/or arranging music. (Grades 9-12)
 - Demonstrate an understanding of the dance techniques and movement vocabularies of a variety of dance forms from around the world. (Grades 9-12)
- Strand C: Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts. (Grades 1-8)
 - Demonstrate an understanding of symbols and themes associated with art works produced by various cultures and describe past and present influences on various arts disciplines. (Grades 9-12)

CARNAVAL ARTS RESIDENCY

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.

K

Pre

- What do you think a carnival is?
- Have you ever danced or marched in a parade?
- What do you wear when you're celebrating something fun?

During

- What sounds do the drums make?
- What colours are in the costumes?
- Can you move your body like the dancers?

Post

- What was your favourite part of the carnival?
- How did it feel to be in a parade with your friends?
- What costume or instrument would you want to use next time?

GRADES
1-3

Pre

- What do you already know about Brazil?
- What kinds of music and dance do you hear during celebrations?
- Why do people wear costumes or dance in parades?

During

- How does the rhythm of the drumming make you feel?
- What steps do you remember from the dance?
- How are the costumes and music connected?

Post

- What did you learn about Brazilian culture today?
- How did you work with others to make music and dance together?
- What would you add to your costume if you could redesign it?

GRADES
4-6

Pre

- What is Carnival, and why is it important in Brazilian culture?
- How do dance and music help tell stories during celebrations?
- How can we show respect while learning about another culture's traditions?

During

- What makes Brazilian drumming and dance unique?
- How did your group work together to prepare your carnival show?
- What do the colours and sounds symbolize?

Post

- What did participating in Carnival teach you about teamwork and creativity?
- How does music connect people from different places?
- What part of the process did you find the most fun or meaningful?

GRADES
7-8

Pre

- What role does Carnival play in Brazilian culture and identity?
- How does music inspire collective joy and resistance?
- What artistic elements (dance, costume, percussion) do you most connect with?

During

- What patterns did you notice in the drumming ensemble?
- How do choreography and costume design work together to express a message?
- How does this art form balance tradition and creativity?

Post

- What did Carnival help you discover about cultural identity and expression?
- How did this experience impact your understanding of community and collaboration?

GRADES
9-12

Pre

- How is Brazilian Carnival both a celebration and a form of social expression?
- In what ways do dance and music carry cultural memory and meaning?

During

- How did the group dynamics affect your performance?
- How do aesthetics (costume, rhythm, formation) shape the impact of a performance?

Post

- How did participating in Carnival deepen your appreciation of Brazilian heritage?
- What parallels can you draw between Carnival and celebrations in your own culture or community?
- How can music and dance be tools for connection, protest, or healing?

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:

- **Carnaval:** A Brazilian festival known for music, dance, parades, and colourful costumes.
- **Percussion:** Musical instruments that are played by striking, such as drums or shakers.
- **Choreography:** Planned dance movements and steps performed to music.
- **Ensemble:** A group of performers working together (e.g., a music or dance group).
- **Costume Design:** The process of creating outfits for performances that reflect the theme or culture.
- **Culture:** The ideas, customs, and art of a group of people passed from generation to generation.
- **Celebration:** A joyful event or gathering that marks a special occasion.
- **Tradition:** A custom or belief passed down within a culture or family.
- **Rhythm:** A pattern of beats or movements in time with music.
- **Tempo:** The speed of the music or dance.
- **Samba:** A lively Brazilian dance and music style with African roots.
- **Bossa Nova:** A smooth Brazilian music style blending samba and jazz.

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