

STUDY GUIDE



**DISCIPLINE:
MUSIC**

**ARTIST:
LUCIANO LU**

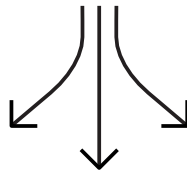


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: MUSIC

DESTINATION BRAZIL

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 music from Brazil is as vibrant as it is diverse. Luciano brings light to some of the origins of Brazil's vast musical landscape through his repertoire of original songs and traditional rhythms. By interlacing each song with stories that provide artistic and cultural context, Luciano takes the audience on a journey where influences from Africa and Europe merge with Indigenous ones, giving rise to the worldwide known Brazilian music and dance styles. From flutes to strings and percussion to accordion- and throw in some stilts- this is one meaningful cultural celebration not to be missed!

Artistic Discipline: Music

Recommended Grade Levels: K - 6

Session Logistics: In person or online



Cultural Context: South American Culture

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



DESTINATION BRAZIL

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
 - Experimenting with tempo, rhythm, and expression to communicate cultural stories.
 - Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music. (Grades 1-6)
- Strand B – Reflecting, Responding and Analyzing
 - Reflecting on personal experiences of connecting with a new culture through art.
- Strand C: Exploring Forms and Cultural Contexts
 - Learning about the cultural significance of Brazilian festivals like Carnival.
 - Exploring the role of community and celebration in Brazilian cultural traditions.
 - Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts. (Grades 1-6)

DESTINATION BRAZIL

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 music from Brazil might sound like?
- How do you feel when you hear drums or someone singing?

During

- What instruments do you see or hear?
- How does the music make you want to move?
- What colours or costumes do you notice?

Post

- What was your favourite sound or song?
- How does music help people have fun or celebrate together?

GRADES

1-3

Pre

- What do you know about Brazil or South America?
- What instruments do you think come from Brazil?

During

- What stories is Luciano telling through the songs?
- What movements or rhythms stood out to you?

Post

- What did you learn about how Brazilian music was created from different cultures?
- If you could make your own music celebration, what would it include?

GRADES

4-6

Pre

- What do you know about Brazilian music or dance styles like Samba or Forró?
- How do stories and history influence a culture's music?
- What are some instruments that can show a culture's identity?

During

- What musical influences (African, Indigenous) can you hear or see?
- What impact does the use of different instruments (like the accordion or drums) have on the music?

Post

- How did the performance help you understand Brazil's diversity?
- How can music be used to bring people together from different communities?

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:

- **Carnival:** A famous Brazilian festival featuring music, dance, and costumes.
- **Tradition:** Customs and practices passed down through generations.
- **Expression:** Showing emotions or ideas through art, music, or movement.
- **Community:** A group of people connected by culture, location, or shared experiences.
- **Samba:** A lively Brazilian dance style with African roots.
- **Percussion:** Instruments played by striking or shaking to create rhythm.
- **Bossa Nova:** A smooth Brazilian music style blending samba and jazz.
- **Melody:** The main tune in a piece of music.
- **Choreography:** Planned sequence of dance steps and formations.
- **Improvisation:** Creating movements spontaneously in response to music.
- **Rhythm:** A pattern of beats or movements in time with music.
- **Tempo:** The speed of the music or dance.

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