

Unit Plan Format

1. Unit Author(s)/First and Last Name: Erika Stowall

Dance/Detroit Academy of Arts and Sciences

2. Introduction/General Information

- Candomblé: Culture, Music and Dance
 - Unit break-down
1. Brief history of Brazil's slave trade
 2. What is Candomblé?
 3. Comparison of Candomblé in Brazil and other regions
 4. Study of the Orixas
 5. Rituals and practices
 6. Possessions and readings
 7. Dance and Music
 8. Identity and Religions
 9. Comparison of Candomblé with Christianity
 10. The use of Candomblé in contemporary dance and performance (Bale Folkloric and Beyonce's Lemonade)
 11. Samba Unit Plan
 - History and Social Studies
 - 6-8 grade
 - Students will be given a brief history lesson on the slave trade in Brazil to have a better understanding of Candomblé and how it developed in Brazil. They will also be able to explain how some Catholic beliefs have become a part of the Candomblé practices. Through the lesson they will be about to explain verbally and through written assignments: How Candomblé is important to Afro-Brazilians' identity. Why dance and music are important to an oral religion. They will be able to describe rituals and practices, name the orixas and identify modern day examples of Candomblé in the media. This will give them a better understanding of their culture and how to relate to a culture they have either denied or, due to lack of resources and knowledge, have no connection to.

3. Standards/Anchors

ART.D.IV.7.1 Identify and demonstrate understanding by performing folk and/or classical dances from other cultures; describe similarities and differences in steps and movement styles.

ART.D.IV.7.2 Identify and demonstrate understanding of folk, social, or theatrical dance forms learned from resources in their own community, of different cultures, time periods,

or from abroad spectrum of twentieth-century America. Understand, analyze, and describe the cultural/historical context of that dance, effectively sharing its context with peers.

4. Unit Goals – Learning Objectives and Student Learning Outcomes

Learning Objectives	<ul style="list-style-type: none"> • SWBAT written and oral explanation of what Candomblé is. • SWBAT give a summary of the slave trade in Brazil and how Candomblé originated in the country. • SWBAT explain why music and dance are essential components in the religion. • SWBAT make connections with Candomblé to current media entertainment and performance groups. • SWBAT compare Candomblés religious practices in other areas including the United States. • SWBAT name and identify at least two orixas and what they govern. • SWBAT explain the rituals and practices of Candomblé. • SWBAT understand how Candomblé plays a role in identity
Student Learning Outcomes	<ul style="list-style-type: none"> • Students will present an oral explanation of what Candomblé is (in pairs) and turn in a written description of the religious the day after the lectures. • Students in groups of 2/3 will identify on a map where African slaves were transported to Brazil, give an estimate number of slaves who were sent to Brazil, when slavery was ‘officially over’ in Brazil and why it actually ended. • Students will give at least 2 example of how Brazilians used music and dance in their ceremonies and show, in written form, how dance and music keeps an oral religious alive. • Students will view footage of Bale Folkloric and Beyonce’s Lemonade, identify the use of Candomblé practices. Afterward compare and contrast the differences in the work from the actual religious. • In small groups, students will discuss their religious practices and give two example to be presented in a class discussion. As a group, they will compare and contrast the differences in their religious practices with Candomblé. • Students will choose an orixa and search for a short folklore tale to read to the class a week from the lesson. • Students will have to give at least 2 examples of a Candomblé ceremony and the rituals which are performed. • Students will be able to write and orally explain self-identification; how Candomblé is essential to the black movement in Brazil and compare it with Blacks in the United States

5. Essential Question(s) for the Unit

6. Pre-Assessment:

1. How did Candomblé originate in Brazil?
2. What does Candomblé translate to in English?
3. Why is Candomblé in Brazil a syncretic (the amalgamation or attempted amalgamation of different religions, cultures, or schools of thought) religion?
4. What are Orixas/Orissa/Orisha?
5. Can you name an Orixá in the Candomblé religion?
6. Why is identity important in the Candomblé religion?
7. Why is music and dance important to the religion?
8. How has Candomblé resurfaced in modern dance entertainment?
9. What are some similarities to Christianity you'll find in Candomblé? What are some differences?
10. Describes one ritual performed at a Candomblé ceremony.

7. Content—Daily Lesson Plans (Lesson Plan Format)

8. Integration of Resources and Technology:

Smart Board

YouTube

Laptop

BBC website on Candomblé

iTunes: Clips of Beyoncé's Lemonade

Books: Search for Africa In Brazil: Power and Traditions in Candomblé

Candomblé And the Creation of Afro-Brazilian Identity.

9. Differentiated Learning Activities:

All participants will be learning this subject for the first time.

Summary of all learners:

- The majority of the students will be female and identify as African American. The majority of the students at Detroit Academy of Arts and Sciences (DAAS) come from a low-income single parent household.

- Learners will range from students who are below grade level to average or above grade level. Students with learning disabilities or who are behind, are given a plan of action within the first month of school. These students will be given extra time on their assignments or partner with an average or above average student to assist them. The lessons and work will be presented to their case worker, who will review and go over anything the student may not understand.
- Students advancing above grade level, will be able to assist other students and receive more in-depth lessons and break-down of the unit plan by coming together in group discussions facilitated by the instructor.

10. **Summative Assessment/Post-Assessment**

After each lecture, students will be given an open book quiz which will become a student sheet. At the end of the 10 day unit plan, students will have an exam on the information and present a folklore tale on one of the orixas that was discussed throughout the lesson.

Reflection—Completed after implementation of unit plan: Utilize pre-assessment data to assist your reflection. Provide questions you may pose to yourself for evaluating student learning and your instructional decisions.

ANALYSIS OF STUDENT LEARNING: Analyze assessment data and documented evidence of lesson results and explain to what degree instructional decisions made an impact on student learning and achievement of unit goals and lesson objectives.

ANALYSIS OF TEACHING: Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environments, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.