



Jazz Night in America Shorts: Model Lesson Plans

“Musical Cannibalism with Cyro Baptista”

Model Lesson Plan for High School Music Classroom (Grades 9-12)

Objective:

Learners will be able to apply the idea of “musical cannibalism” to other styles of music and other art forms.

National Core Arts Standards:

MU:Re9.1.E.HSI - Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

MU:Cn11.0.E.HSI - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Activity:

Day One

1. Students watch the video: *Musical Cannibalism with Cyro Baptista*.
2. Teacher presents discussion question: *What does Baptista mean by “Anthropofagia?”*
3. Students pair up, discuss the question for one minute, and share their conclusions aloud with the class.
4. In the same pairs, students create a Google Slides presentation of musical cannibalism. Presentations should be at least three slides.
 - a. Slide 1 – Students should present their collaboratively-developed definition of “musical cannibalism.”
 - b. Slide 2 – Students should give examples of other artists or styles of music that have cannibalized each other, highlighting structural and contextual musical elements to prove their points.
 - c. Slide 3 – Students should extend the idea of cannibalism to other art forms, like movies, books, or visual art, with less discipline-specific terminology.

Day Two

1. Students finish working on Slides presentations, if necessary.
2. Students present Slides to class.
3. Students complete exit ticket with a 1-paragraph response to the following prompt:
Extend the metaphor of Anthropofagia, or cannibalism, in music. Why does Baptista choose this specific metaphor? What is so relevant about the ideas of musical “eating” and “regurgitating” to Baptista?

Possible Modifications:

Students may be given an opportunity to respond verbally to prompts.
Group sizes may be modified to accommodate learning styles, prior knowledge, or resource constraints.
Important terminology (metaphor, regurgitate, structural, contextual) may be highlighted and/or definitions may be provided.
Word bank of musical elements with definitions may be provided.

Materials Required:

Link to video: <https://www.npr.org/2016/11/10/501564127/musical-cannibalism-with-cyro-baptista>
Exit tickets.

Technology Requirements:

Computer or mobile device with internet access

Means of Assessment:

Formative: Sharing of conclusions from discussion question.
Summative: Students create Slides presentation demonstrating understanding of the metaphor of cannibalism in the arts.