



## getJazzed Live 2022 Lesson Plan

Written by Lindsay Evans

<b>Date(s):</b>	<b>Time(s):</b>	<b>Grade(s):</b> 4th-6th grade	<b>Quarter/Unit:</b>
<b>Skills:</b> use fundamental vocabulary to describe jazz music; identify jazz as an American musical genre		<b>Resources:</b> computer, internet, getJazzed Live 2022 video	
<b>Vocabulary:</b> Jazz, Ensemble, Instruments (drums, percussion, piano /keyboards, bass guitar, tenor saxophone), Improvise, Rhythm, Dynamics, Solo, Melody, Harmony, Chords, Scales, Accompany			
<b>Objectives:</b> The students will use known and new vocabulary to describe jazz music; identify jazz as a genre of music developed in the United States.			
<b>Standards:</b> <u>9.1.5.C</u> Know and use fundamental vocabulary within each of the arts forms. <u>9.2.5.G</u> Relate works in the arts to geographic regions: Africa, Asia, Australia, Central America, Europe, North America, South America			
<b>Procedures:</b>			
<u>Introduction:</u>			
<ul style="list-style-type: none"> <li>● Today we will learn about jazz, a genre of music created right here in the United States! We'll watch a video with jazz musicians performing a few songs.</li> <li>● These musicians have never played together as an ensemble and only a few of them even knew each other. They rehearsed for less than 10 minutes before they performed together.</li> <li>● The musicians played by memory! Jazz musicians must be prepared to play a lot of songs and they work hard to memorize each one.</li> <li>● Although the head/main melody is important, the heart of jazz is in improvisation. You'll hear all of the musicians improvise during this video.</li> </ul>			
<u>During the video:</u>			
<ul style="list-style-type: none"> <li>● La Cucaracha; a Mexican Folk Song about a cockroach who can't dance <ul style="list-style-type: none"> <li>○ Keep a steady beat during the song <ul style="list-style-type: none"> <li>■ the head/main melody at the beginning and the solos are Latin feel; keep the beat on all 4 beats</li> <li>■ after Curtis's solo during the head/main melody at the end, there is a switch from Latin to Swing feel; the tempo slows a bit; keep the steady beat on beats 2 &amp; 4</li> </ul> </li> </ul> </li> <li>● Curtis McCain - percussion 4:52 <ul style="list-style-type: none"> <li>○ Keep a steady beat while Curtis plays; notice the different tones of each drum</li> </ul> </li> <li>● Kelly Powers - keyboards (piano) 8:03 <ul style="list-style-type: none"> <li>○ Sing the melody of La Cucaracha while Kelly plays harmony</li> </ul> </li> <li>● Maria Marmarou - drums 10:50</li> </ul>			

*getJazzed is the official music education program of Boscov's Berks Jazz Fest and Berks Arts. Additional funding generously provided by The Reading Musical Foundation.  
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- Notice how Maria uses dynamics while she plays
- Tenor Madness; a 12 bar blues by Sonny Rollins, tenor saxophone 14:21
  - Keep a steady beat on beats 2 & 4 - swing feel
  - Follow the form - 12 bar blues (12 measures; the head/main melody is played 2 times at the beginning and 2 times at the end)
- Gabriel Severn - bass guitar 17:14
  - Sing the melody of La Cucaracha while Gabriel plays the bass, notice him switch to a walking bass line
- Andrew Neu - saxophone 18:59
  - Keep a steady beat while Andrew plays a melody (When the Saints Go Marching In)
- St. Thomas; by Sonny Rollins, tenor saxophone, based on a song his mother used to sing to him 22:21
  - Keep a steady beat on all 4 beats - this has a straight feel

Conclusion:

- Jazz is for everyone - all people, all ages, all instruments.
- Improvisation is a conversation between musicians - they talk using their instruments!
- Jazz is an American musical genre that is still evolving today.

Check for understanding:

- What is jazz?
- What is improvisation?
- How is improvisation like having a conversation with a friend?
- What musical elements did you notice in the songs?
- Which song did you like most and why?
- Which instrument did you like most and why?

**ELL Accommodations:** one on one demonstration; translation; extra time on tasks; repeated instructions; simplified tasks; peer collaboration

**IEP Accommodations:** see individual IEPs for student-specific accommodations; repeated instructions; one on one demonstration; extra time on tasks; simplified tasks; peer collaboration

**Assessment:** teacher observation; student feedback