

Bach Festival Society

OF WINTER PARK
JOHN V. SINCLAIR
ARTISTIC DIRECTOR AND CONDUCTOR

FreshSTARTs Program

Journey Through Jazz

Appropriate for: Grades K-12

Materials needed: none

This program meets the following Sunshine State Standards:

MUSIC: MU.C 1.1 MU.E 1.1 MU.D 1.1.

Objectives:

The students will have a broad view of the historic, sociological, psychological, and musical aspects of America's true original musical art form Jazz. They will be able to apply the concepts taught in this program in school and life.

Connections to Learning:

Reading: A discussion about the Harlem Renaissance and the literary works that emerged from that time period as a result of its interaction with Jazz.

Math: A discussion about rhythm which at its core is all about groupings and sequences And melodies, which are ordered sequential frequencies.

Social Studies: A discussion about the influences of distinct immigrant cultures to the evolution of Jazz.

Students will be encouraged to visit the media center for additional reading on the subject matter. Musical examples will be provided demonstrating mathematical concepts as they apply to music. A brief discussion of the science of acoustics and sound. The social and cultural aspect of jazz will be introduced.

Introduction/Background Information:

Jazz is an art form that has to be listened to.

It is imperative that the students hear recordings of the legends of Jazz.

(Louis Armstrong, Thomas Waller, Duke Ellington, Dizzy Gillespie, Charlie Parker, Thelonius Monk, John Coltrane, and Mile Davis)

Program Experience:

The program will introduce, explain and perform musical examples of all the genres of Jazz. Each example will have a style name, a time period, an important person to remember and an applicable academic reference.

Students will be asked to remember and answer questions about each segment during the performance.

Additional Materials:

Down Beat magazine, Jazziz magazine, Jazztimes magazine

Bird Lives author: Ross Russell

Footprints: The Life and Music of Wayne Shorter Author: Michelle Mercer

A Love Supreme: The Story of John Coltrane's Signature Album Author: Ashley Kahn

<http://www.wnur.org/jazz/>

http://www.smithsonianjazz.org/jazzweb/jazzonline/jw_jazzonline.asp

<http://home.austarnet.com.au/petersykes/jazz100/jazzlinks.html>.

<http://en.wikipedia.org/wiki/Jazz>

<http://www.jazzonline.com/>

Reflection/Follow-up Activities:

Who was Charlie Parker, Duke Ellington, John Coltrane or Miles Davis?

What is improvisation? How can it be used in life and learning? How can it make me a better person?

What was the Harlem Renaissance?

Why do all real improvisers embrace changing styles many times in their career?

How is jazz a mirror of the blending of cultures in our society?

Assessment:

Have the students give a presentation to the class about their favorite era of jazz music.

Have students create and display a music mix of their favorite jazz artist.

Have the student create a game using improvisation as the core element.

The best assessment tool is broad group discussion on the applicable crossover skills from jazz to everyday life. (Listening carefully, responding appropriately, being a real team player, using improvisation, being true to your uniqueness)