



Arts Education for Young People

JAZZ-A-MA-TAZZ

TEACHER GUIDE

Kupferberg Center Performances

The Teacher Guide provides background information, Learning Standards, and pre- and post-concert activities that coordinate with the performance and Student Guide to encourage learning across the curriculum. For your convenience, this guide is also available as a .pdf with direct links to all suggested websites. Visit

About the Artist

Jazz-A-Ma-Tazz creator Hayes Greenfield wears multiple hats as producer, composer, saxophonist, filmmaker, bandleader, and educator. As bandleader, Hayes has recorded and produced a number of critically acclaimed CDs and played as a headliner throughout the U.S. and Canada, Europe. In 1997, Hayes founded *Jazz-A-Ma-Tazz*, his live, interactive show for young people that introduces jazz in a fun, unique, and participatory way. Says Hayes, "What I am trying to do with Jazz-A-Ma-Tazz is to show kids how much fun they can have with jazz. To stretch their ears and minds to the magic and joys of improvisation in a way that enables kids to embrace this beautiful music and make it their own." Few can resist his gift for sharing the joys of jazz and his love for uncovering the "inner jazz musician" in each of us. His jazz CD for children, *Jazz-A-Ma-Tazz*, was honored with the Oppenheim Toy Portfolio *Gold Award*, *Child Magazine's Best of the Year Award*, the *Publishers Weekly Listen Up* award, the Parents' Choice Foundation *Silver Honor Award*, and the American Library Association *Notable Children's Recording Award*. Visit: www.hayesgreenfield.com or <http://www.jazzamatazz.com>.

CURRICULUM FOCUS: LANGUAGE ARTS

Activity: Write a cinquain describing the sounds of Jazz

NYC Language Arts Standard: E5

Teaching Point: Use words that describe the sounds you are hearing

Materials: Jazz recording either on CD player or in computer lab online.

Whole group activity: Describe and define the cinquain form--a stanza of poetry consisting of five lines. Write this template on chalkboard for students to follow:

Noun

Two adjectives, describing the noun

Three verbs or adverbs

Phrase that tells about the noun

Repeat the noun

On the board, write some of these descriptor words: Raspy, Edgy, Rough, Smooth, Pretty, Soulful, Warm, Dark, Light, Harsh, Brassy, Bright, Swinging, Fluid, Quick, Slow. Distribute paper and pencils. Play the CD on the player or computer.

Individual work: Students write cinquain incorporating the descriptive words about jazz.

Sharing session: Share poem with the class.

Activity: Write dialogue

Teaching Point: Writing dialogue means you are writing what the characters are saying to each other in a natural, back and forth way that makes sense.

The Instrumental History of Jazz
-- a two-CD set of chronologically arranged, Historically significant recordings of such artists as Louis Armstrong, Duke Ellington, and Charlie Parker. Available at: Amazon.com.

Coordinate with Student Guide: "Let's Improvise"

Whole Group Activity: Referring to the comic strip in the Student Guide, model an example of dialogue.

Individual Work: Write dialogue in the bubbles over the characters' heads.

Sharing Session: Share the results with writing partners or class.

Extension: As individual work or in small groups, have students create their own comic strip with dialogue.

CURRICULUM FOCUS: MUSIC

Activity 1: Perform a Call and Response song

NYC Arts Learning Standard: 1

Teaching Point: The leader will sing the call alone. The group will sing together, then the student named will sing alone.

Coordinate with Student Guide: "Call and Response"

Whole Group: Play call-and-response game based on the minor third. Begin by first chanting, then singing the words (use names of students in your class; give everyone an opportunity to respond):

Teacher: Where is Kalina sitting today?
 G G E E E GG G E

Class: There she is (Kalina) Here I am.
 G G E G G E

Teacher: Where is Jamal sitting today?
 G G E E GG G E

Class: There he is (Jamal) Here I am.
 G G E G G E

Activity: Learn how to create a "Scat"

NYC Arts Learning Standards: 1, 4

Teaching Point: Vary your long and short sounds to make your piece more interesting

Coordinate with Student Guide: "Scat, What's That?"

Whole Group: Write the scat syllables from the Student Guide on the board or chart paper. Include any student-generated suggestions. Offer and elicit suggestions for well-known melodies.

Individual Work: Make up a scat using the directions in the Student Guide.

Sharing Session: Perform individual scats for small groups, choosing a few of the most interesting (and successful) to perform for the whole class.

Activity: Learn about instruments commonly used to play jazz

NYC Arts Learning Standards: 3, 4

Teaching Point: Most of these instruments we have heard before.

Coordinate with Student Guide: "The Saxophone" and "Instrument Scramble"

Whole Group Activity: Read the Student Guide aloud as a Shared Reading Activity. Discuss instruments the students know – which ones do they play, which have they heard and where.

Individual Work: Do the instrument scramble in the Student Guide.

Sharing Session: Compare the results! Answers: Poxneohas – saxophone; Pettmur - trumpet; Boomrent - trombone; Opina – piano; Sabs – bass; Murds – drums; Trugia – guitar; Ceivo – voice.

Activity: Learn About Tempo and Rhythm

NYC Arts Learning Standards: 1, 3, 4

Teaching Point:

Rhythm is the beat. *Tempo* is

For an excellent example of jazz played with a swing feel, listen to "Jumpin' at the Woodside" or Count Basie's "One O'clock Jump" on *The Instrumental History of Jazz* (see above).

the speed of the beat. Jazz tunes can be

Played at any tempo from extremely slow (ballads) to extremely fast ("burning").

Whole group: Discuss: What is a definition of rhythm? Compare their definitions of rhythm with a dictionary definition. How do different rhythms can make you think or feel differently? Can you "see" a rhythm? What would different rhythms look like? Clap out the rhythm of one line of a well-known song (such as "Happy Birthday to You"). Students clap the rhythm back. Clap the rhythm at different tempos, pointing out that although the speed changes, the beat stay the same.

Small groups: Students in groups take turns playing the leader and experimenting with different kinds of rhythms and tempos. They can vary the activity by tapping feet or slapping their knees or using percussion instruments like claves, maracas, and triangles.

Sharing Session: Each group performs their pieces for the class.

Extension: Read a book written in rhyme such as *Brown Bear, Brown Bear, What Do You See?* by Eric Carle, *Rumble in the Jungle* by Giles Andreae, or *The Magic Hat* by Mem Fox. Picture books work best and can be used even with older grades for this activity.

CD's available at amazon.com:

Call and Response Rhythmic Group Singing by Ella Jenkins

Echoes of Africa by Ladysmith Black Mambazo

Call & response songs in children's games:

http://www.americaslibrary.gov/cgi-bin/page.cgi/sh/kidsongs/callresp_1

Scat and Call & Response Audio Clips:

To hear the actual scat singing and trumpet playing of Louie Armstrong, visit

<http://www.smithsonianjazz.org/>. Click on Louis Armstrong, then click AGAIN on his name under "Jazz Class." This will bring you to the "Louis Match Game." Click on Audio # 4 - it features a scat solo and a call and response between his voice and a banjo. Now go to the top of the page and click on Ella Fitzgerald, the "First Lady of Song." Listen to Audio Clip #1. The direct link for the match page is

http://www.smithsonianjazz.org/class/armstrong/la_match.asp. Go back to the home page and click on "Education - Duke Ellington" to access "Jukebox" and recording of the piece "Take the 'A' Train" to hear the call and response between groups of instruments.

Call and Response Lesson:

<http://www.learnnc.org/lessons/MelodyMoore5232002914>

If this does not open, visit <http://www.unc.edu/> and search for a call and response activity by Melody

CURRICULUM FOCUS: SOCIAL STUDIES

Activity: Identify Influential African Americans in Jazz

NYC Social Studies Learning Standard: 1

Teaching Point: Many African Americans have been key contributors to the creation, performance and popularity of jazz.

Coordinate with Student Guide: "Where Did Jazz Come From?"

Whole Group Activity: Do the activity in the Student Guide. Discuss the contributions of various cultures to the creation of Jazz. Point out that the birth of Jazz was in New Orleans, the city that was devastated by Hurricane Katrina.

Answers to Activity in Student Guide: Africa: *Rhythm, Blues, improvisation*; Europe: *harmony, instruments, improvisation*; America: *Slave songs, Spirituals, scat singing, JAZZ*.

Small Group Activity: Research famous jazz musicians such as Duke Ellington, Ella Fitzgerald, Louis Armstrong, Charlie Parker, Sarah Vaughan, Billie Holliday, Count Basie, John Coltrane.

Sharing Session: Present your report to the class. Include recordings of their music, photographs, and a timeline.

Extension: Write to *Habitat for Humanity*, P.O. Box 15052 New Orleans, LA 70175, for Information about the "Musician's Village" being built in New Orleans under their auspices through the work of Brandon Marsalis, whose famous musical family is from New Orleans (a good family to research), and Harry Connick, Jr. For more information, visit www.habitat-nola.org/projects/musicians_village.php.

TEACHER RESOURCES

- *The Great Jazz Legends* (1995). Four-CD compilation by Javelin Promotions, Nashville, TN 37203.
- Ellington, Music, and Color: Interactive lesson at <http://dellington.org/lessons/lesson00.html>
- Ella Fitzgerald: Something to Live For. Lesson Plans for the American Masters show on PBS. Follow prompts to purchase video. http://www.pbs.org/wnet/americanmasters/education/lesson17_procedures.html
- The official site of the Louis Armstrong House and Archives: <http://www.satchmo.net/>
- Celebrating 100 years of Duke Ellington: <http://www.dellington.org/>
- Centennial Celebration of Count Basie: <http://newarkwww.rutgers.edu/ijs/cb/>
- John Coltrane website: www.johncoltrane.com
- Billy Holiday website: www.cmgworldwide.com/music/holiday/
- Sarah Vaughn websites: www.soulwalking.co.uk/Sarah%20Vaughn.html; www.pbs.org/wnet/americanmasters/database/vaughan_s.html;
- Charlie Parker site: www.cmgworldwide.com/music/parker/

STUDENT RESOURCES

Picture Books

The Jazz Fly by Matthew Gollub. Santa Rosa: Tortuga Press, 2000.
I See the Rhythm by Toyomi Igus. San Francisco: Children's Book Press, 1998.
Hip Cat by Jonathan London San Francisco: Chronicle Books, 1993.
Who Bop by Jonathan London USA: Harper Collins: 2000.
Nicholas Cricket. By Joyce Maxner. Harper & Row, 1989.
Charlie Parker Played Be Bop by Chris Raschka. New York: Orchard Books, 1992. (This book was inspired by Charlie Parker's "A Night in Tunisia". A recording of this piece would be excellent to share with the book).

Big Books

Let's Make Music by Ron Bacon. Shortland Publications Limited: New Zealand, 1987.
Rat-a-tat-tat by Jill Eggleton. Shortland Publications Limited: New Zealand, 1987.

Web

<http://www.pbs.org/harmony/soundlounge/index.html>. Click on "Harmonic Convergence"
<http://www.pbs.org/jazz/kids> Jazz Kids: Interactive site for learning about jazz.
<http://www.smithsonianjazz.org/>
<http://www.jazzatlincolncenter.org/>: Features a jazz curriculum designed with Wynton Marsalis. Click on "Get JazzED," Click on "Curriculum" Scroll down to "Students, teachers, and jazz fans alike can enter the site at www.jazzforyoungpeople.org." Click on that link, click on enter, click on any picture you want to learn about for information and fun activities.

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