

Young Audiences of Massachusetts *Educational Materials*

Please forward to teachers

4/9/10

ABOUT THE PERFORMANCE:

Made in the Shade

Jazz: America's Music from New Orleans to New York

Grade Levels: K-5

Made in the Shade will capture the imagination and delight of young listeners as they embark on a musical journey of jazz throughout America. Starting in New Orleans with Dixieland, they will make stops in Kansas City, Chicago, and New York to learn about other jazz styles such as swing, blues, bebop, jazz fusion, and Latin jazz. Students will also learn about the nature of improvisation and will even have a chance to conduct the band!

LEARNING GOALS:

1. To explore the evolution of jazz.
2. To experience the spirit and energy of jazz.
3. To explore the historical and social contexts in which jazz evolved.

PRE-ACTIVITY SUMMARY: *Musical Groupings*

Have students learn about different types of musical ensembles and music (classical, jazz, rock, big band, etc.) and the instruments played in each. Pass out index cards with instruments written on them. Play a "grouping game." Call out types of music and have students form the appropriate instrument ensemble.

POST-ACTIVITY SUMMARY: *Jazz on Parade*

Discuss the instruments played in *Made in the Shade's* performance. Have students draw or trace stencils of jazz instruments. Create mini jazz ensembles, and have students improvise with imaginary instruments while listening to a jazz piece.

CURRICULUM LINKS:

African-American Studies, Music, History and Social Science

PRE-ACTIVITY: MUSICAL GROUPINGS

LEARNING GOAL:

To examine different types of music and ensembles

MATERIALS/PREPARATION:

Index card with the names of the various instruments from the list below

TIME:

45 minutes

TIPS FOR THE TEACHER:

* Classical - violin, viola, cello, oboe, bassoon, clarinet, flute, piccolo, timpani

* Rock - electric guitar, electric bass, drums, cymbal, electric keyboard

* Big Band - saxophone, trombone, trumpet, string bass

* *To modify for younger students, use pictures of instruments.*

STEP 1:

Discuss different types of music and what makes them so different from each other (i.e. rock, rap, classical, folk, etc.). Which types of music are fast? Slow? How does each genre make the students feel?

STEP 2:

Ask students if they have heard jazz music. If possible, play a recorded excerpt of jazz music. Ask the students which instruments they hear. Tell them that a Dixieland jazz ensemble consists of trumpet, clarinet, trombone, tuba, banjo, piano, and percussion (drums).

STEP 3:

Discuss other common groupings of instruments. Write different music categories on the board (classical, rock, big band, jazz, etc.). Ask students if they know any instruments that fit under any of the categories. Review the instrument ensembles.

STEP 4:

Pass out index cards with names of instruments written on them. Call out types of music and have students form the appropriate instrument ensembles. Repeat until students have an understanding of which instruments are played in each style of music.

EXTENSIONS:

1) Create simple clapping patterns with students.

2) Look at a map of the United States and locate New Orleans, Kansas City, Chicago, and New York City. Discuss the roll of these cities in the evolution of jazz.



POST-ACTIVITY: JAZZ ON PARADE

LEARNING GOAL:

To learn about the instruments in a jazz ensemble

MATERIALS/PREPARATION:

Art supplies, tape recorder/CD player, recording of jazz music, stencils of jazz instruments (optional)

TIME:

1 hour

STEP 1:

Discuss the instruments played in Made in the Shade's performance. Ask students which instruments they might like to play. Discuss the different shapes and sounds of the instruments.

STEP 2:

Distribute art supplies and instrument stencils (optional) to students. Ask each student to draw or trace an instrument.

STEP 3:

Divide the students into jazz ensembles based on the instrument they have selected. Ask each group to create a name for its jazz band and choose a song for the parade.

STEP 4:

Have the members of each group mime or improvise with the instruments while parading around the room to a recorded jazz excerpt.

STEP 5: (OPTIONAL)

Hold a school jazz parade. Have the entire class parade around the school improvising with their instruments.

EXTENSIONS:

- 1) Discuss how changes in technology have affected music.
- 2) Have students write a review of Made in the Shade's performance.



Made in the Shade: *Jazz: America's Music from New Orleans to New York*

Grade Levels: K-5

RESOURCES:

Monceaux, Morgan. Jazz, My Music, My People. NY: Alfred Knopf, 1994.

Taylor, Billy. Jazz Piano - A Jazz History. Iowa: Wm. C. Brown Co. Publishers, 1983.

Web Sites:

www.redhotjazz.com

www.allaboutjazz.com

JAZZ STYLES:

ragtime	Dixieland or New Orleans jazz	swing
big band	blues	bebop
free jazz	fusion	

ABOUT THE PERFORMERS:

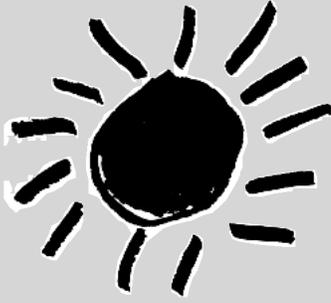
Made in the Shade is an acoustic group that entertains audiences worldwide with the exuberant spirit of jazz. Its unique blend of New Orleans jazz, swing, ethnic, and original music delights listeners and dancers of all ages. The members of the band are **Dan Fox**, trombone, **Mike Peipman**, trumpet, **Crick Diefendorf**, banjo, and **John McLellan**, drums. The ensemble was formed in 1990 when a group of music school graduates decided to play music on the Boston Common in celebration of our nation's birthday. Since then, Made in the Shade has performed at numerous festivals, concerts, schools, radio and television shows, and many other social functions throughout the United States and Europe.

ABOUT YOUNG AUDIENCES:

Young Audiences/ Arts for Learning (YA), America's largest arts in education nonprofit, transforms the lives and education of our youth through the arts. The organization connects professional artists with schools, libraries, community organizations, and hospitals to provide artistically excellent assembly programs that further develop Creative Learning and Life Skills.

All YA artists are professional artists who have completed a rigorous interview and audition process and are evaluated annually on their work. Through in-school assembly performances, workshops, master classes and artist-in-residence programs, teachers and coordinators integrate the arts in their academic and enrichment programs while directly addressing national and state content standards.

Healing Arts for Kids expands YA's mission to make the arts a part of EVERY child's education. A group of professional artists provide assembly programs, small presentations, and residencies to acutely and chronically ill children, physically and emotionally challenged children, and other special education populations in K-12 schools, hospital schools, hospitals, and homeless shelters.



Young Audiences of Massachusetts

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Made in the Shade: Jazz: America's Music from New Orleans to New York

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>History 1</i>	Chronology and Cause...understand the chronological order of historical events and recognize the complexity of historical cause and effect.
<i>History 4</i>	Society, Diversity, Commonality, and the Individual...learn the complex interplay that has existed from the beginning of our country between American ideals and American practice.
<i>History 8</i>	Places and Regions of the World...identify and explain the location and features of places and systems organized over time.
<i>World Language 19</i>	...examine and analyze cultural contributions of diverse groups.
<i>Arts-Music 4</i>	Improvisation and Composition...improvise, compose, and arrange music.
<i>Arts-Music 5</i>	Critical Response...describe and analyze their own music and the music of others using appropriate music vocabulary.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.