

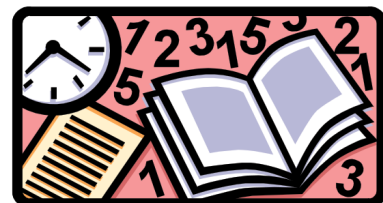


GOLD COAST **JAZZ** SOCIETY

JazzSLAM
Teacher's Guide

JazzSLAM

JazzSLAM **Jazz Supports Language Arts & Math**



PRESENTED BY THE JAZZ EDUCATION NETWORK

JazzSLAM

TEACHERS: We hope that you and your students enjoyed the **JazzSLAM** presentation at your school. This guide will help you reinforce some of the concepts we presented and will give you more information for your students about the music of jazz!

What is Jazz and Where Did It Come From?

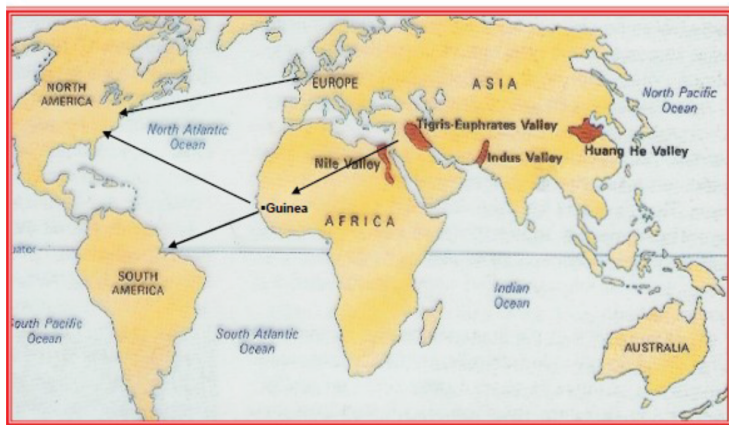


Jazz and Blues are types of music that are totally American. Early jazz and blues tunes evolved out of the Southern slaves' tradition of "call & response" work songs. Slave ships transported Africans to North America, South America, and the Caribbean islands. Many of the enslaved people came from the Congo and spread the Bamboula rhythm throughout the "New World" The people from the Congo brought the Bamboula rhythm and spread it throughout the Western Hemisphere.

In colonial America the Africans worked on farms and plantations. While in the fields, they set a beat and communicated to each other through call-and-responses, called "Field Hollers." Spirituals also used the same strong African rhythms and call-and-response patterns. The simple Field Holler form soon evolved into the 12 bar Blues form.

African Americans were freed after the Civil War, and many migrated into New Orleans, Louisiana, considered to be the birthplace of jazz. African-American and Creole musicians, who were either self-taught or schooled in the melodies and harmonies of European classical music, played in jazz bands, brass bands, military bands and minstrel shows in New Orleans. Field Hollers, Blues, and Spirituals are the roots of today's jazz and blues music. The music continued to evolve into more sophisticated forms that led from Dixieland, to Swing, to Latin to Bebop and many other forms. American jazz and blues are known, loved and played throughout the world.

THE ROOTS OF JAZZ



AFRICAN RHYTHMS INFLUENCED JAZZ MUSIC



Learn more at <http://www.african-drumbeat.co.uk>

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The Great Migration

In the early 1900's through the 1920's, African-Americans moved from the cities of the south to the northern cities to find work. Millions black people left the south to find a better life in large urban areas. This movement of people became known as "The Great Migration."

Midwestern cities, such as St. Louis, Chicago, Kansas City and Detroit became the new home for many of those who migrated. Others moved to New York City, Boston, Baltimore, Philadelphia and beyond.

The jazz musicians from New Orleans followed their families and friends up the Great Mississippi to northern cities where they started and performed in jazz bands. Louis Armstrong is an example of a famous jazz musician from New Orleans who traveled north to find fame and fortune with King Oliver's Creole Jazz Band in Chicago.



Louis Armstrong



MIGRATION OF JAZZ MUSIC IN THE UNITED STATES



The Jazz Quartet

The music that you heard played in the **JazzSLAM** presentation was provided by a jazz quartet. The jazz quartet included piano/keyboard, drums, bass guitar and rhythm guitar. **Jazz** can be played on any kind of musical instrument. The most common instruments used in jazz are the trumpet, saxophone, clarinet, trombone, guitar, stringed bass, drums and piano.



The **Piano** is a percussion instrument. Sound is made by the keys hitting the strings. The louder you press down on the keys, the louder the sound. Early jazz pianists played music called **ragtime** and **blues** on the piano. Other instruments joined the piano to play jazz.

Scott Joplin was a famous pianist who played ragtime music.

Drums are percussion instruments. These are instruments that are struck, scraped, shaken or plucked. Striking the instrument with an object such as a mallet, stick or hand produces sound. Drums, cymbals, rattles, and bells are just some of the percussion instruments that have been played for thousands of years. In jazz, the drums provide a steady **beat** in the music. Gene Kruppa was a famous jazz drummer.

The **Double Bass** is the largest member of the string family. The Bass and the other stringed instruments (violins, violas, cellos) were used mostly in orchestras for classical music. Later the bass joined the jazz band as a part of the rhythm section. Jazz musicians use the acoustic bass and the electric bass.



The **Guitar** is hundreds of years old and is now known for being a part of the rock band. The electric guitar was introduced in the 1930's and became a part of the rhythm section of the jazz band.

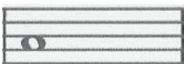
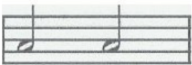







Rhythm + Math = Music

Did you know that the rhythms and beats in music are mathematical? The beats (the pulse of the music) are subdivisions that can be explained as mathematical fractions. For example:

Half notes = $\frac{1}{2}$ of a beat
 Quarter notes = $\frac{1}{4}$ of a beat
 Eighth notes = $\frac{1}{8}$ of a beat
 Sixteenth notes = $\frac{1}{16}$ of a beat

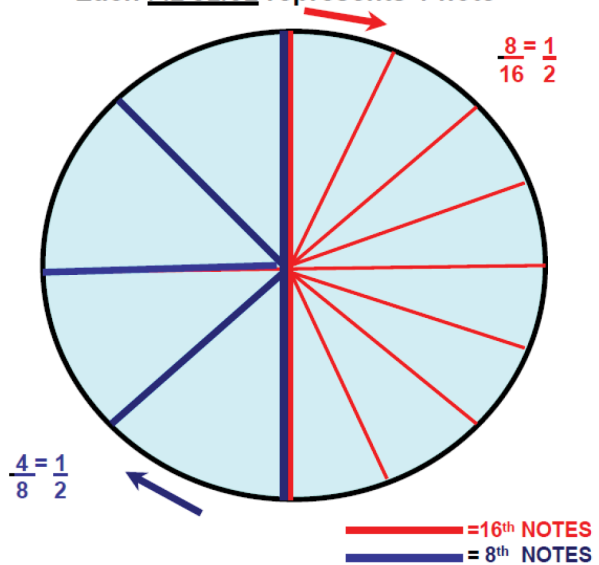
Rhythms equal Mathematical Subdivisions

WHOLE NOTE	
HALF NOTES	
QUARTER NOTES	
EIGHTH NOTES	
SIXTEENTH NOTES	
TRIPLET NOTES	
"SWING 8th NOTES"	

CLAVE = "SHAVE" "HAIR CUT" "2 BITS"

CALL- RESPONSE = COMBINATIONS OF THE ABOVE

MATH
PIE GRAPH represents 1 whole note or 4 counts
Each PIE SLICE represents 1 note



1. WHAT NOTES DID WE USE IN EACH HALF OF THE PIE ?
2. HOW MANY NOTES DID WE USE IN EACH HALF OF THE PIE?

Classroom Activity

1. Divide classroom room into five small groups.
 (Group 1 are whole notes, Group 2 are half notes, Group 3 are quarter notes, Group 4 are eighth notes, Group 5 are sixteenth notes.)
2. Assign a student to lead each individual group's clapping rhythm.
3. Have each group (one at a time) clap with the leader. Then have all groups clap their rhythms together.
4. Try a "call and response" - Ask Group 1 to clap their rhythm then have another group "response" back with their own rhythm or with the same rhythm as Group 1.



JazzSLAM E-Learning Pre and Post Session 1 Quiz

1. Please give your students the following quiz BEFORE they come for the session. You can simply have them put their heads on their desk & take a count by raising hands if true or if false.
2. Give the Quiz again AFTER the session, AND ask them what they liked best.
3. Email me the results of the Quiz, with any comments about what they liked, plus YOUR comments!

1. A good student detective finds clues within a reading that help to correctly answer questions about the reading.

True or False

2. Migration is what bears do in the winter when they sleep.

True or **False**

3. Jazz rhythms came to North America from China.

True or **False**

4. A Narrative essay tells a story.

True or False

5. One quarter is 25 percent of a whole.

True or False

Pre Session Tabulation:

1. ____ students answered True. ____ students answered False
2. ____ students answered True. ____ students answered False
3. ____ students answered True. ____ students answered False
4. ____ students answered True. ____ students answered False



5. ____ students answered True. ____ students answered False

Post Session Tabulation:

1. ____ students answered True. ____ students answered False

2. ____ students answered True. ____ students answered False

3. ____ students answered True. ____ students answered False

4. ____ students answered True. ____ students answered False

5. ____ students answered True. ____ students answered False





JazzSLAM

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Format

This program begins with a brief explanation that A-A-B-A song form is similar to Narrative essay form.

1. Students will clap on beats 2 & 4 and follow the words (lyrics) of "A Night in Tunisia," and "The JazzSLAM Themesong," both of which are A-A-B-A songs.
2. Students will be asked to search for clues in the lyrics to answer a question.
3. Students will view maps of the world & specifically Africa and asked, "What is migration?"
4. Students will learn 2 African rhythms & a Native American dance. They will learn how the Congolese rhythm Bamboula came to the Caribbean islands and to New Orleans
5. Students will participate in a "Rhythm Orchestra" and answer questions about subdivisions of the whole note.
6. Lastly, students will clap and analyze a whole note rhythm, and then for fun clap & stomp a number of whole note rhythms, as Call & Responses.

Objectives

The participant will:

- understand how jazz, a joyful experience of self-expression, grew out of a sad history of forced migration and slavery.
- explore how A-A-B-A song form is parallel to Narrative Essay form.
- use deductive reasoning to answer an unfamiliar geography question.
- make the leap from kinesthetic learning to intellectual learning, for ex. subdivision of a whole note = 16 16th notes.
- compare a clapped rhythm, one that = a whole note, with a pie graph of the same rhythm



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Standards Alignment

National Standards

JazzSLAM (Jazz Supports Language Arts & Math) supports 4th grade Common Core English Language Arts Standards and Mathematics Standards. Common Core “Standards for K-5 reading in history/social studies are integrated into the K-5 Reading standards.”

Reading: Literature 4th grade Key Ideas and Details:

CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure:

CCSS.ELA-LITERACY.RL.4.4

Determine the meaning of words and phrases as they are used in a text.

CCSS.ELA-LITERACY.RL.4.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Language Arts Standards: Reading

4th grade Key Ideas and Details:

CCSS.ELA-LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.4.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band.



English Language Standards: Writing

4th grade Text Types and Purposes:

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.4.1.B

Provide reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.4.1.D

Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.4.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.2.E

Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.W.4.9.B

Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

English Language Arts Standards: Speaking and Listening

4th grade Text Types and Purposes:

CCSS.ELA-LITERACY.SL.4.1.C



Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas:

English Language Arts Standards: Language

4th grade Conventions of Standard English:

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

Knowledge of Language:

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Mathematics Standards

4th grade operations and Algebraic Thinking

CCSS.MATH.CONTENT.4.OA.A.1

Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.

CCSS.MATH.CONTENT.4.OA.A.2

Gain familiarity with factors and multiples.

4th grade: Number and operations in Base Ten

Generalize place value understanding for multi-digit whole numbers.

CCSS.MATH.CONTENT.4.NBT.B.4

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4th grade: Number and Operations-Fractions

Extend understanding of fraction equivalence and ordering.

CCSS.MATH.CONTENT.4.NF.A.1

Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

CCSS.MATH.CONTENT.4.NF.A.2

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.



Build fractions from unit fractions.

CCSS.MATH.CONTENT.4.NF.B.3.A

Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

CCSS.MATH.CONTENT.4.NF.B.3.B

Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.

CCSS.MATH.CONTENT.4.NF.B.3.D

Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4th grade: Measurement and Data

CCSS.MATH.CONTENT.4.MD.B.4

Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

State Standards

FSA, Florida Standards Assessments

Contact the provider and this will be sent via email upon request.

