

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

ABOUT THE PERFORMANCE:

Made in the Shade

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

Grade levels: 6-12

Made in the Shade takes students on a musical tour of the United States, stopping in New Orleans, Kansas City, Chicago, and New York. Students will hear New Orleans jazz, Mardi Gras music, blues, be-bop, and more. They will learn about the beginnings of jazz in New Orleans and how New York City became the center for jazz greats Charlie Parker and Dizzy Gillespie. In addition, students will discover the nature of improvisation, conducting, and “call and response” music.

LEARNING GOALS:

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

PRE-ACTIVITY SUMMARY: *Jazz in America*

Discuss different types of music. Ask students what they know about jazz. Divide the class into groups, and assign each group a city in the United States where jazz flourished. Have each group research this city in the early 1900s and share its findings with the rest of the class. Discuss why jazz became so popular in these cities.

POST-ACTIVITY SUMMARY: *Music in the Past*

Ask students what kind of music they like and why. Have students interview an older person about music, preferably jazz. Discuss questions that students might ask their interviewees. Have them present their interviews to the rest of the class.

CURRICULUM LINKS:

African-American Studies, Music, History and Social Science

PRE-ACTIVITY: JAZZ IN AMERICA

LEARNING GOAL:

To research areas in the United States where jazz was popular.

MATERIALS/PREPARATION:

large United States map

TIME:

one hour

STEP 1:

Discuss different types of music (i.e. rock, rap, classical, jazz, folk, etc.). Ask students if they have ever heard jazz music.

STEP 2:

Tell students that jazz was popular in a few cities in the United States (i.e. New Orleans, Kansas City, Chicago, and New York City). Locate these cities on a map.

STEP 3:

Divide the class into groups, and assign each group one of the above-mentioned cities. Ask each group to research this city in the early 1900s.

STEP 4:

Ask each group to share its findings. Why did these cities become centers for jazz? What was life like in these cities? Tell students that they will see a performance that will trace the history of jazz in the United States.

EXTENSIONS:

- 1) **Discuss** the instruments in a jazz ensemble (i.e., trumpet, clarinet, trombone, tuba, banjo, piano, and percussion).
- 2) **Review** important events from 20th century American history (i.e., World War I, Roaring Twenties, the Great Depression, World War II, Harlem Renaissance, etc.) and how it reflects the different eras.
- 3) **Review** the building blocks of music: melody (tune); harmony (chords that accompany the tune); pitch (high/low); rhythm (the pattern of the beats); tempo (speed); and dynamics (volume and expansion). Ask students to listen for these building blocks during the performance.



POST-ACTIVITY: MUSIC IN THE PAST

LEARNING GOAL:

To explore the history of music from one individual's perspective.

To interview an individual about music.

TIME:

Two 45 minute sessions, time outside class for students to interview

STEP 1:

Discuss music. Ask students what type of music they like and why. How do they use music? Do they discuss music with their friends?

STEP 2:

Discuss the notion of interviewing. Where have students seen or heard interviews? Ask students if they have been interviewed or have been an interviewer.

STEP 3:

Tell students that they will be interviewing someone older about music, preferably jazz. Discuss questions that students might ask their interviewees.

STEP 4:

Have students interview someone outside of school. Encourage students to write down the questions and the answers during the interview.

STEP 5:

Have students creatively present their interviews to the class (i.e. through video, audio, music, etc.)

EXTENSIONS:

- 1) **Have** students research the lives of jazz composers (i.e. Duke Ellington, Count Basie, Jelly Roll Morton, etc.).
- 2) **Discuss** how advances in technology have changed music. Would jazz be different if it were invented in today's technological world? What more contemporary music styles are currently being established? How are they evolving?



Made in the Shade: *Jazz: America's Music from New Orleans to New York*
Grade Levels 6-12

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.visionx.com/jazz

JAZZ STYLES:

ragtime

swing and big band

be-bop

fusion

Dixieland or New Orleans jazz

blues

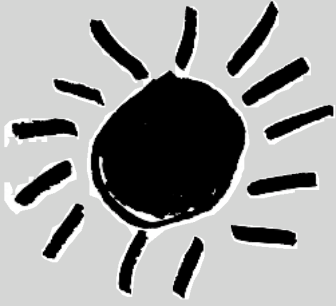
free jazz

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 of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



Young Audiences of Massachusetts

255 Elm Street, Suite 302, Somerville, MA 02144

(617) 629-YAMA (9262)

<http://www.yamass.org>

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.

