

United Arts' Arts and Culture Access Grant

Organization name	Bach Festival Society of Winter Park
Lesson title	Be Bop Buddy Program
Length of lesson	2 60minute sessions on 2 separate days
Grade levels	7-12
Lesson type (pre/during/post)	

Objectives (Use verbs from Bloom's Revised Taxonomy. "Students will be able to...")
 Students of any instrument will be able to embark on a journey toward mastering jazz improvisation, jazz theory and styles.

Next Generation Sunshine State Standards (NGSSS) www.floridastandards.org – # & description.
 MU.K.O.1.1 Respond to beat, rhythm, and melodic line through imitation.
 MU.2.O.3.1 Describe changes in tempo and dynamics within a musical work.
 MU.K.O.3.1 Respond to music to demonstrate how it makes one feel

Common Core State Standards (CCSS) www.floridastandards.org – # & description.
 MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments.
 MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process
 MU.68.C.1.3 Identify, aurally, instrumental styles and a variety of instrumental ensembles.
 MU.912.H.2.3 Analyze the evolution of a music genre

Key vocabulary and definitions
 Main Idea: Teaching students a basic knowledge of jazz improvisation and jazz theory and jazz styles.
 Jazz music is used as an example of how to set goals and achieve them.
 The first major concept is that of creative improvisation.
 The second is how to create something artistic with a finite set of resources.
 The third is that of collaboration to fashion something greater than it's individualistic components.
 The fourth is working in a framework or genre using theme and variation.
 Vocabulary terms: Call and response, improvisation, major, minor, augmented and diminished triads, communication,

Materials needed
 None

School must provide (equipment/materials; be sure to ask for this in advance)
 None

Background information for teachers (suggested max ½ page)

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)

Lesson process (suggested max 1 page. Must actively engage students)

Students will interact directly with presenter. Musical demonstrations of the basic elements of jazz improvisation will be used in a call and response setting. Jazz phrasing and articulation will be demonstrated and discussed. Students will learn how to communicate using their instruments the three basic components of improvisation: Rhythm, Tonality and Emotion.

21st Century Skills to Increase Rigor (see handout – which skills will be addressed?)

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Assessment (How will students demonstrate the objectives? May be a performance, task or product; may include teacher observation, self- or peer- or group- 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)

Reflection/follow-up activities (writing a review, journaling, key discussion questions, etc.)

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?

Additional resources (online, print, etc.)

<https://www.facebook.com/pages/Bebop-Buddy-Program/1577779845785595>
<https://www.jazzeveryone.com/>

Cross-curricular connections

Reading: A discussion about the Harlem Renaissance and the literary works that emerged from that time period as a result of it's 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.