



# 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: K-5**

**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 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 names of various instruments from 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 (i.e. rock, rap, classical, folk, etc.).

### STEP 2:

**Ask** students if they have heard jazz music. If possible, play a recorded excerpt of jazz music. Ask students which instruments they hear. Tell students 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, jazz music, stencils of jazz instruments (optional)

### TIME:

one 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 to a recorded jazz excerpt around the room.

### 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](http://www.redhotjazz.com)

[www.visionx.com/jazz](http://www.visionx.com/jazz)

### JAZZ STYLES:

ragtime

Dixieland or New Orleans jazz

swing and big band

blues

be-bop

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 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

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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.

