

FAME Teacher Workshop
September 14th, 2021

Jazz Resources for Music Instruction:

Selected Children's & Young Adult Literature Books

Duke Ellington by Davis Pinkney

Jazz Age Josephine: Dancer, singer—who's that, who? Why, that's MISS Josephine Baker, to you! By Jonah Winter

Birth of the Cool: How Jazz Great Miles Davis Found His Sound by Kathleen Cornell Berman

Skit-Scat Raggedy Cat: Candlewick Biographies: Ella Fitzgerald by Roxane Orgill

Duke Ellington: His Life in Jazz with 21 Activities by Stephanie Stein Crease

Becoming Billie Holiday by Carole Boston Weatherford

Acoustic Rooster and His Barnyard Band: By Alexander & Bowers

Born to Swing: Lil Hardin Armstrong's Life in Jazz Mara Rockliff

Trombone Shorty by Troy Andrews

The 5'Clock Band by Troy Andrews

Before John was a Jazz Gian: A Song of John Coltrane by Carole Boston Weatherford

Jazz Day: The Making of a Famous Photograph by Roxane Orgill

Ella Queen of Jazz by Helen Hancocks

Ella Fitzgerald: The Tale of a Vocal Virtuosa by Andrea Pinkney

Jazz ABZ: An A-to-Z Collection of Jazz Portraits by Wynton Marsalis

Jazz Lesson Plans

Blues and Jazz in the Music and Movement Classroom

Karen Benson, Past President, AOSA

<https://aosa.org/experts-blog/blues-jazz-music-movement-classroom/>

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Enrichment Activity for The Jazz Fly: Creating a Jazz Story in Class
Matthew Gollub

<https://secureservercdn.net/198.71.233.138/u5s.faa.myftpupload.com/wp-content/uploads/Jazz-Fly-Original-Creating-a-Jazz-Story-in-Class.pdf?time=1598832580>

Before John was a Jazz Giant: A Song of John Coltrane Classroom Activities

<https://images.macmillan.com/folio-assets/activity-guides/9780805079944AG.pdf>

Jazz Resources (including: Books, Recordings, Books/Recordings Combos, Youtube Videos, Handouts, and Lessons)

<https://www.bethsnotesplus.com/2012/10/jazz-activities.html>

Orff Resources

All Blues: Jazz Arrangements for the Orff Ensemble by Doug Goodkin

Now's the Time: Teaching Jazz to All Ages by Doug Goodkin

(List Compiled by Wendy Bloom)

Jazz Instruction Books (most with CD sets):

Chop-Monster Jr. (2 CD set)

Fitzgerald, M., McCord, K., & Berg, S. (2003). *Chop-monster Jr.: jazz language tutor for general music instruction*. Alfred Publishing Co. ISBN: 9780739030844

Now's The Time: Teaching Jazz To All Ages

Goodkin, D. (2016). *Now's the time: teaching jazz to all ages*. Pentatonic Press.
ISBN: 9780977371211

Meet The Great Jazz Legends (with activity sheets)

D., M. R. C. P. (2009). *Meet the great jazz legends: short sessions on the lives, times & music of the great jazz legends*. Alfred Pub Co. ISBN: 10: 0-7390-5938-6

Let's Get The Rhythm Of The Band (some jazz projects included) : a child's introduction to music from African-American culture with history and song

Mattox, C. W., & Honeywood, V. P. (1993). *Let's get the rhythm of the band: a child's introduction to music from African-American culture with history and song*. JTG of Nashville.
ISBN: 9780938971979

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The Jazz Fly (with CD)

Gollub, M., & Hanke, K. (2000). *The jazz fly: starring the Jazz Bugs, the Jazz fly, Willie the worm, Nancy the gnat, Sammy the centipede*. Tortuga Press. ISBN: 978-1889910-178

<https://matthewgollub.com/product/the-jazz-fly-award-winning-childrens-book-with-audio>

The Jazz Fly Enrichment Lesson Plan:

<https://secureservercdn.net/198.71.233.138/u5s.faa.myftpupload.com/wp-content/uploads/Jazz-Fly-Original-Creating-a-Jazz-Story-in-Class.pdf?time=1598832580>

Jazz Fly 2 (with CD)

Gollub, M., & Hanke, K. (2010). *Jazz fly 2: the jungle pachanga*. Tortuga Press.

ISBN: 978-1-889910-444

<https://matthewgollub.com/product/the-jazz-fly-award-winning-childrens-book-with-audio>

Jazz Fly 3 (with CD)

Gollub, M., & Hanke, K. (2020). *Jazz fly 3: the Caribbean Sea: wherein the Jazz Bugs meet creatures unforeseen*. Tortuga Press. ISBN: 9781889910543

<https://matthewgollub.com/product/the-jazz-fly-award-winning-childrens-book-with-audio>

Freddie The Frog and the Flying Kitten (with 2 CD set)

Burch, S. (2012). *Freddie the Frog and the flying jazz kitten: Scat Cat Island*. Mystic.

ISBN: 9781480394407

<https://freddiethefrogstore.com/product-category/freddie-the-frog-books/book-5-freddie-the-frog-and-the-flying-jazz-kitten>

The Dream Keeper And Other Poems By Langston Hughes (Jazz Orff project plan available)

Hughes, L., & Pinkney, J. B. (2007). *The dream keeper and other poems*. Knopf.

ISBN: 10: 0679883479

[Storybooks About Jazz and Jazz Musicians:](#)

18 Storybooks About Jazz About Jazz and Jazz Artists (comprehensive list of storybooks about jazz and jazz artists) (many also available on YouTube/Kids Tube):

<https://coloursofus.com/18-multicultural-childrens-books-about-jazz>

[Jazz Instruction Web Sites:](#)

[Jazz For Kids \(Wynton Marsalis\)](#)

<https://wyntonmarsalis.org/discography/title/jazz-for-kids>

[Wynton Marsalis Jazz](#)

https://www.jazz.org/JLCO/wynton-marsalis/?gclid=CjwKCAjw87SHBhBiEiwAukSeUWbQpcdWbpxnKFztIMmoCocWWRN1zzImztWOkL1pq7GoCzkw38JAYxoCtIYQAvD_BwE

[Jazz For Young People Curriculum \(Wynton Marsalis\)](#)

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<https://academy.jazz.org/jfyp/jfyp-curriculum>

Jazz Academy Video Library

<https://academy.jazz.org/media-library>

Smithsonian Jazz

<https://americanhistory.si.edu/smithsonian-jazz>

Jazz at ArtsEdge

<https://www.kennedy-center.org/whats-on/explore-by-genre/jazz>

Herbie Hancock Institute of Jazz (The Thelonious Monk Institute of Jazz)

<https://hancockinstitute.org>

Ken Burns Jazz (at PBS.org) (also a CD set)

<https://www.pbs.org/show/jazz>

Jazclass (linked to QuaverEd)

<http://www.jazclass.aust.com>

Hip Hop Vocals Lessons at *Little Kids Rock* (although indirect, these vocals lessons can be used to teach students about vocal jazz)

<https://jamzone.littlekidsrock.org/instrument/vocals>

Jazz at MusicPlay

<https://musicplayusa.com/search?q=jazz>

Jazz at Classics For Kids

<https://www.classicsforkids.com/music/jazz.php>

Jazz Choral Pieces:

The Dream Keeper (from Trilogy Of Dreams) Rollo Dilworth (song texts from The Dream Keeper And Other Poems By Langston Hughes

<https://www.youtube.com/watch?v=efi8Kq6mimE>



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 (<https://www.facebook.com/TeachingWithOrff>)  (<http://www.youtube.com/user/TeachingWithOrff>)

 (<https://www.instagram.com/teachingwithorff/>)



Lesson: Straighten Up and Fly Right

Posted January 15, 2020 by Jennie Rozsa (<https://teachingwithorff.com/author/jrozsa/>)

Jazz Movement in the Elementary Classroom

As part of a personal mission to introduce more Jazz into my classroom, I designed this lesson to expose my Kindergarten through 2nd grade classes to the Nat King Cole Trio and Jazz. I used this dance in a performance in a private boys school in San Francisco, CA, and teach it now with Kindergarten through 3rd grade students in a public school in Solon, Ohio. Across the country, students have loved this lesson and have fallen in love with Nat King Cole's enchanting voice. We have so loved dancing to Nat King Cole that my students can recognize his voice and cheer when I play his music. I hope that you and your students enjoy this movement activity and the incredible music it brings to your classroom.



Classes 1-3: Introduce Movement (5-minute activity)

- **Introduce the Movement Concept:** Before I use movement to improvise with students to Jazz, I introduce the concepts to them using non-Jazz music. The locomotor and non-locomotor movements I use are in the graphic below. By practicing these motions with non-jazz music, I am building their vocabulary of dance movement without stylizing the movements.
- **Teach Loco/Non-Loco Movement:** Using locomotor movements, lead the class in a snake line around the classroom. Changing your movement every 8 to 16 beats, have your students copy you while moving in a line. I like to lead the movement to match the form of the music, or I use the form ABA where A is locomotor movements and B is non-locomotor movements. Some of my favorite tunes for this activity are: Clog Bransle (Shenanigans), Hungarian Dance No. 5 (Brahms), Bashana Haba'ah (Shenanigans), Sleigh Ride (Anderson), and La Fiesta del Mariachi (Miguel).
- **Isolate Loco/Non-Loco Movement:** Isolate and work on the locomotor and non-locomotor movements separately in class to solidify the differences between the movement (e.g. hop and jump) and to work on gross motor movements. After performing a dance I ask, "Who can show me how to gallop?" One student demonstrates and then we all practice, or I ask, "Who can show us a motion from the dance?" After the student demonstrates the motion, ask the class to label the movement and then everyone can practice together.
- **Other Loco/Non-Loco Movement Ideas:** Play a steady beat, or a galloping rhythm on a drum and ask students which movement works best with the drum. Next, the whole class can move while you play the drum.

Non-Locomotor

Flick	Twist
Tap	Swing
Sway	Bend
Push	Stretch
Pull	Spin

Locomotor

Run	Leap
Skip	Hop
Walk	Jump
Tiptoe	Slide
Gallop	March

Introduce the Song, “Straighten Up and Fly Right” (2 classes, 5-minute activity)

- **Ready to Move:** Now that students are familiar with locomotor and non-locomotor movement you can begin to use them in preparation for a performance. Each section of, “Straighten Up and Fly Right” has its own directions explained below.
- **Intro, Verse, and Choruses:** As I did with previous lessons, I lead my class, in a snake line, around the room changing my movements to the 8 or 16-beat phrase. I choose locomotor movements (e.g. run, skip, hop, jump, slide, march, etc.), and add my own “jazzy” twist on them. This is the ideal time to model the movement you would like your students to use when they have their improvisations.
- **Bridge = Improv:** I time my movement so that my snake line ends up in a circle by the bridge of the song. In the circle, I call on students, that volunteer by raising their hands, to enter the circle. The students perform their motion and the class imitates. Each student usually takes 8-16 beats for their motion.
- **Chorus and Ending:** After the improvisation and while students are still in their circle I lead the students in a locomotor movements. I give them a verbal cue that the ending is coming up. On the final notes of the song I like to spin around and then sit down so that the students end in a circle.

Immerse Students (2 classes, 7-minute activity)

- **Assign students into pairs:** The song, “Straighten Up and Fly Right” has two characters: the monkey and the buzzard. Because of historical racial stereotyping of the animal monkey and the action words (e.g. “Buzzard tried to throw the monkey off of his back”) of the song, I do not assign a “monkey” or “buzzard” in this dance. If students start to self-assign characters, I remind them that this is simply a partner dance, not a dramatization of the story.
- **Students decide the leader of each section:** Students decide which partner goes first and second, and which partner is the intro/verse or chorus leader.
- **Verse 1 and 2:** The first person leads their partner around the classroom using various locomotor movements they select. The first person has to be mindful that their partner needs to stay behind them in line, and the movements have to be slow enough that someone can copy them.
- **Choruses:** The second person is now the leader and the other student follows them.

Straighten Up & Fly Right:

Introduction & Verse 1: Person 1

Chorus: Person 2

Verse 2: Person 1

Chorus: Person 2

Bridge: Improvisation

Chorus: Person 2

- **Bridge:** Students make a half circle or full circle by the bridge of the song. I call on students, volunteering by raising their hands, to improvise in the middle and all other students copy their motion.
- **Last Chorus:** The second person leads their partner again around the classroom and the partners decide on their final pose. My rules for the final pose are that they need to be touching their partner (e.g. hold hands, back to back, arms connected, etc.) and they need to be able to hold it for 5 seconds after the music stops.

Final “Performance” or Informance (2-3 classes, 10-12-minute activity)

- **Get it Stage Ready:** My students and I took a few steps to polish the in-class version so that it shone on the stage.
 - We did not have **assigned partners** in class when we practiced. However, I decided to assign them for the performance so that the students were comfortable and rehearsed with their partner.
 - We considered the **location of the performance** (e.g. stage, cafeteria, classroom) and adjusted our opening positions and spacing for the venue.
 - We decided how the students will use the **introduction** (e.g. enter the stage with their partner, or everyone in their starting positions doing a dance move).
 - We determined the **shape of the class during the bridge/improvisation** The circle that was used in prior classes might not work well in your performing space. I have successfully used a half circle and a line for this section.
 - We continued to have the teacher call on raised hands during the bridge to **decide the improvisers**. However, you might choose to assign certain students to be the official improvisers of the class for a performance.
 - We discussed our **final formation**. My classes chose to end in one group, but you might choose to end the song with your partner in a different formation.
- When we rehearsed this song for the upcoming performance I gave positive feedback about movements that worked well with partners, congratulated partners that worked well together, and applauded great final poses to help guide students into making good choices for their performance.

Extension/Resources:

- There is a book that matches the story in the song: Cool Ride in the Sky, Dianne Wolkstein
- Try the partner dance technique with another song. “A-Tisket, A-Tasket” with Ella Fitzgerald works well with the form of this dance.

Jennie Rozsa

Jennie Rozsa teaches K-4 grade general music in Solon, Ohio. She studied Orff-Shulwerk at Baldwin Wallace and the SF International Orff Course, and completed


Purdue University Fort Wayne
 Music Education
 Lesson Plan Format

Name: Call & Response

Grade Level: 2nd – 5th

<p style="text-align: center;">Focus Area concept/skills emphasized</p> <ul style="list-style-type: none"> <input type="checkbox"/> Singing <input type="checkbox"/> Pitch Matching <input type="checkbox"/> Tone <input type="checkbox"/> Harmony <input type="checkbox"/> Movement <input type="checkbox"/> Instruments <input checked="" type="checkbox"/> Rhythm <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Composition <input type="checkbox"/> Form Dictation <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Improvisation 	<p style="text-align: center;">Indiana Academic Standards for Music 2017</p> <p style="text-align: center;">Connect</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Anchor #1 Explore relationships between music and personal experience <input type="checkbox"/> Anchor #2 Explore relationships between music, the arts and disciplines outside the arts <input type="checkbox"/> Anchor #3 Explore relationships between music, history and culture <p style="text-align: center;">Listen & Respond</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anchor #4 Audiate music <input type="checkbox"/> Anchor #5 Describe, interpret, analyze and evaluate music <input type="checkbox"/> Anchor #6 Interpret and express music through movement <p style="text-align: center;">Perform</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Anchor #7 Sing, alone and with others, from memory and written notation <input type="checkbox"/> Anchor #8 Play instruments, alone and with others, from memory and written notation <p style="text-align: center;">Create</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Anchor #9 Improvise melodies, variations and accompaniments <input type="checkbox"/> Anchor #10 Represent audiated and aurally perceived music <input type="checkbox"/> Anchor #11 Compose and arrange music with traditional and non-traditional notation 	<p>Objectives: The learner will be able to...</p> <ul style="list-style-type: none"> • Distinguish between call and response in jazz • Compose/Improvise their own call and response phrase
<p>Start/Review:</p> <p>Teacher explains that one way jazz musicians communicate with each other is through “echoing & call and response”. This may be where one person plays a musical phrase (melodic or rhythmic) and someone else will play it back (echoing). Or someone could give an answer to what the first musician performed (Call and Response).</p>	<p>Vocabulary:</p> <p style="text-align: center;">Call & Response</p>	<p>Assessment: Informal: Is the student able to give a response from the call given by teacher.</p>

Procedure:

- **Teacher prepares students for activity by asking them a question: “What did you have for breakfast today? Or What did do over summer break?” (Side Note: Almost any question asked to where students give a list for answers will work)**
- **T ask students for their answers. This can be done individually, or students can pair up and ask questions to each other.**
- **T has students form a circle while chanting “Gum, Bubble Gum, Bubble Gum...”**  **(this is done swinging)**
- **T ask students to echo them once they get the repeated pattern. Then transfer rhythm to “ch, ch ch ch” (If you have a drum set, have a student play on the Hi Hat.)**
- **T has students speak the syllable softly and begins the activity.**
- **T walks to each student and ask the question (“Call”) and student will give their response to the question.**
- **You can continue this lesson by having students creating their own “Call and Response” in pairs or groups.**

Purdue University Fort Wayne
 Music Education
 Lesson Plan Format

Name: **5/4 Meter**

Grade Level: **3rd - 5th**

<p>Focus Area concept/skills emphasized</p> <ul style="list-style-type: none"> <input type="checkbox"/> Singing <input type="checkbox"/> Pitch Matching <input type="checkbox"/> Tone <input type="checkbox"/> Harmony <input checked="" type="checkbox"/> Movement <input type="checkbox"/> Instruments <input checked="" type="checkbox"/> Rhythm <input type="checkbox"/> Reading <input type="checkbox"/> Composition <input checked="" type="checkbox"/> Form Dictation <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Improvisation 	<p>Indiana Academic Standards for Music 2017</p> <p>Connect</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anchor #1 Explore relationships between music and personal experience <input type="checkbox"/> Anchor #2 Explore relationships between music, the arts and disciplines outside the arts <input type="checkbox"/> Anchor #3 Explore relationships between music, history and culture <p>Listen & Respond</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anchor #4 Audiate music <input type="checkbox"/> Anchor #5 Describe, interpret, analyze and evaluate music <input checked="" type="checkbox"/> Anchor #6 Interpret and express music through movement <p>Perform</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anchor #7 Sing, alone and with others, from memory and written notation <input type="checkbox"/> Anchor #8 Play instruments, alone and with others, from memory and written notation <p>Create</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anchor #9 Improvise melodies, variations and accompaniments <input checked="" type="checkbox"/> Anchor #10 Represent audiated and aurally perceived music <input type="checkbox"/> Anchor #11 Compose and arrange music with traditional and non-traditional notation 	<p>Objectives: The learner will be able to...</p> <ul style="list-style-type: none"> • Become familiar with 5/4 Time Signature. • Identify the form of "Take Five"
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Start/Review:

To help the students feel a meter of 5, it often helps to break it up into 3+2 or 2+3. For Take Five, specifically, it is a 3+2 feel throughout most of the song!

Vocabulary: 5/4

Assessment: Informal: Is the student able to keep steady beat in passing the object.

Procedure:

- **T has students in circle with object (e.g. bean bag, rhythm stick, Teacher (T) has students repeat after them: "Up, Dab, Dab, Down"....**
- **T then adds one more word to the ending: "Up Dab, Dab, Down, Clap". Students repeat until fluent.**
- **T then demonstrates motion by picking up object, dabbing on right knee, dabbing on left knee, dropping object to the left, and then clap. Once students understand the pattern, have students do this 8x in tempo.**
- **T then demonstrates motion in reverse, Starting on the left. Once students understand the pattern, have students do this 8x in tempo.**
- **T then has students put the two movements together (starting from the right 8X then starting from the Left for 8X).**
- **T plays Take Five (slow) version. Once the high hat enters it will be 8 measures until start.**
 - <https://www.youtube.com/watch?v=a39kno2Xlyg> (start at 10 seconds)
- **T challenges students then to go faster with the correct performance. This time it adds an improvisation section. <https://www.youtube.com/watch?v=HKKxaut-Es>**
- **Extension Lesson: Have students create their own movement pattern with 5 beats.**

Purdue University Fort Wayne
Music Education
Lesson Plan Format

Name: Call & Response

Grade Level: 2nd - 3rd

**Focus Area
concept/skills emphasized**

- Singing
- Pitch Matching
- Tone
- Harmony
- Movement
- Instruments
- Rhythm
- Reading
- Composition
- Form Dictation
- Listening
- Improvisation

Indiana Academic Standards for Music 2017

Connect

- Anchor #1 Explore relationships between music and personal experience
- Anchor #2 Explore relationships between music, the arts and disciplines outside the arts
- Anchor #3 Explore relationships between music, history and culture

Listen & Respond

- Anchor #4 Audiate music
- Anchor #5 Describe, interpret, analyze and evaluate music
- Anchor #6 Interpret and express music through movement

Perform

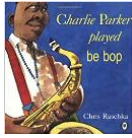
- Anchor #7 Sing, alone and with others, from memory and written notation
- Anchor #8 Play instruments, alone and with others, from memory and written notation

Create

- Anchor #9 Improvise melodies, variations and accompaniments
- Anchor #10 Represent audiated and aurally perceived music
- Anchor #11 Compose and arrange music with traditional and non-traditional notation

Objectives: The learner will be able to...

Explore unpitched percussion sounds to match words from the book "Charlie Parker Played Be Bop"



Materials: Book.

Variety of unpitched Percussion Instruments

Onomatopoeic words on large paper.

Vocabulary:

Timbre

Assessment: Informal: Are students able to choose like sounds that match certain words from the book.

Procedure:

- Optional: Teacher may choose to start with the youtube video of the book (This can also be played at any time through the lesson) <https://www.youtube.com/watch?v=GeAHASFqvb4>
- T introduces the book "Charlie Parker Played Be Bop" by Chris Raschka.
- T reads the book with the students while having them echoing certain words throughout: Be Bop, Alone, Fisk, Fisk, Lollipop, Bus Stop, Trombone, Alphabet, etc... T ensures that words are swung.
- T then divides students into small groups where they explore sounds that imitate a word given to them. Examples: Be Bop, Fisk, Fisk, Alphabet, Alphabet, Alphabet, Alph. Etc.
- T goes around to each group and has students demonstrate their created sound with the word.
- T then reads the book again with students including their explored sound that is similar to selected words from the book.