

Lesson Plan: What is Jazz?

Grade: 5

Materials Needed: <ul style="list-style-type: none"> • Powerpoint • Sound recordings/ Youtube/ Spotify • (Jazz Textbook) 	Classroom Setup: <ul style="list-style-type: none"> • Students will sit in chairs (desks) or on a carpet in front of a screen or projector.
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Standards:

- Discuss the lives and times of composers from various historical periods. (4 4CE)
- Describe the roles of musicians in various music settings. (4 7CE)
- Listen to, identify, and respond to music of different composers, historical periods, and world cultures. (5 2CE)

Objectives:

- Students will listen to the “What is Jazz?” presentation and completely fill out their guided note sheet during class.

Step-by-Step Plan:

1. Students will enter the classroom while various jazz charts are being played. They will sit either in chairs, desks, or on the carpet in front of a projector. They will be handed a guided note sheet as they sit down.
2. Teacher will begin the “What is Jazz?” presentation. Students will follow along with their guided note sheet, filling in blanks and writing their own ideas. There will be questions within the guided note sheet for the students to answer. The teacher will also play musical examples within the presentation to help the students gain a better understanding of what the music sounds like.
3. Students will turn in their note sheet by the end of the presentation for grading.

Assessment:

- Students will fill out a guided note sheet that follows along with the “What is Jazz?” presentation. The presentation will cover the early developments of jazz music as well as the different types and composers/artists of those styles.

Modifications:

- Students with any visual impairments are welcome to sit closer to the screen in order to see more clearly. These students may also be given an enlarged guided note sheet.

Vocabulary

- Jazz
- Improvisation
- Swing
- Ragtime
- Bebop
- Hard Bop
- Cool Jazz
- Free Jazz

Lesson Plan: Listening Bingo

Grade: 4/5

<p>Materials Needed:</p> <ul style="list-style-type: none"> • Blank Bingo Boards • Game pieces for Bingo (tokens, paper pieces, etc) • Word Bank sheets • Student notes • Sound recordings (Youtube, Spotify, etc) • Candy 	<p>Classroom Setup:</p> <ul style="list-style-type: none"> • The students will sit in desks or on the carpet. Students just have to sit where they can hear the recordings being played.
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Standards:

- Identify elements of music using developmentally appropriate vocabulary. (4 6CE)
- Explain classification of musical instruments, voices, composers, and forms using appropriate music vocabulary. (4 3RE)
- Reflect on a variety of live or recorded music performances. (6 2RE)

Objectives:

- Students will listen to the examples played in class and fill out their bingo boards in order to get BINGO by identifying composers, artists, style, instruments, etc.

Step-by-Step Plan:

1. Students will be reminded of what they learned from “What is Jazz?” and they will receive their graded guided note sheet. If needed, there will be a quick review over the concepts learned.
2. Students will receive a blank, two sided bingo board and a word bank sheet. They will have time to choose their words wisely to put on both boards.
3. Once students are finished, the teacher will begin to play examples of jazz music. Students will have to identify whatever they can from the example in order to get BINGO. They may identify the artist, instrument, style, etc. They can only select one characteristic from each listening example to mark off on their board.
4. Repeat until students get BINGO! Students must define all of the words in their winning line in order to get BINGO. Give students candy that receive BINGO and are able to define all of the words in their line.

5. Encourage students to flip between their two boards whenever they like.

Assessment: This lesson consists of an informal assessment. Students will have to be able to identify what they hear from the listening examples in order to place a token on their board. The teacher will monitor what can be heard in each example so students cannot just pick anything on their board. Students must also define their words before they can receive a piece of candy.

Modifications:

- Students with mild disabilities will be allowed to work with a partner. They may share the same board or help each other with their own boards.
- Students that are hard of hearing will be allowed to sit closer to the speakers to hear the listening examples better.

Vocabulary

- See "What is Jazz"

Lesson Plan: Who Am I?

Grade: 5

<p>Materials Needed:</p> <ul style="list-style-type: none"> • Computer lab • Guided notes sheet from “What is Jazz?” • (Dress up clothes) 	<p>Classroom Setup:</p> <ul style="list-style-type: none"> • Students will work in a computer lab researching their assigned jazz artist. • Students will present their jazz artist to the class in the music classroom with the class sitting on the carpet.
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Standards:

- Discuss the lives and times of composers from various historical periods. (4 4CE)
- Describe roles and skills musicians assume in various cultures and settings. (6 6CE)

Objectives:

- Students will research a given jazz artist and give a presentation describing his/her life based on a rubric checklist with at least 85% accuracy.
- Students will take notes on all of the student presentations by writing who the jazz artist was as well as one fact about that given artist.

Step-by-Step Plan:

Day One:

1. Students will be assigned a jazz artist to research. They will be given time in a computer lab to research various facts about their artist. They need to include information such as the dates the artist lived, their musical style, their primary instrument, famous works, and any major accomplishment or fun fact about their life.

Day Two:

1. Students will come prepared with the information about their jazz artist. Dress up clothes are available if the students would like to dress the part, or they are welcome to wear clothes they brought from home.
2. Students will begin jazz artist presentations based on random selection of students. As a student is presenting, the rest of the class will try to guess who the student is based on their class notes and own research. Once the artist is revealed, each student will write which jazz artist the presenter

was and at least one fact about that jazz artist. These will be turned in at the conclusion of presentations.

Assessment: The assessment for this lesson is both the presentation itself as well as the notes from the presentations. Students will be graded according to a rubric checklist which lists everything they have to include in their presentation. (Life dates, musical genre, primary instrument, famous works, major accomplishment, and fun fact) Students will also receive a completion grade for turning in a note sheet of all of the presentations including who the student was as well as one fact from their presentation.

Modifications:

- Students with disabilities may work with a partner on their research and presentation
- Students with disabilities may be graded according to a simpler rubric (less facts covered).
- Students sick or in the hospital will be allowed to record their presentation at home and submit for the class to view at school. These students will also receive video recordings of the presentations if needed.

Vocabulary

- Various Jazz artists
- Various Jazz styles

Lesson Plan: Improvisation

Grade: 5

<p>Materials Needed:</p> <ul style="list-style-type: none"> • Orff instruments (keyboard, percussive, accessory) *Can also be completed with recorders 	<p>Classroom Setup:</p> <ul style="list-style-type: none"> • Students will sit in a large circle on the floor grouped with the same instruments.
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Standards:

- Play a variety of classroom instruments with proper technique. (4 3PR)
- Improvise and compose short compositions using a variety of classroom instruments and sound sources. (4 5PR)
- Differentiate between melody and harmony. (5 6CE)

Objectives:

- Each student will improvise a short melody to the best of their ability on classroom instruments while the rest of the class plays drones and ostinatos beneath their solo.

Step-by-Sep Plan:

1. Students will enter the room and take their spot on the floor in a circle. During this time, students will be given an Orff instrument. The teacher will also have an instrument of their own.
2. The teacher will tell students to play a simple ostinato or drone while the teacher begins to demonstrate how to improvise.
3. The teacher will then explain a little about improvisation, what it means, how it works, etc.
4. The class will then be divided into 3 groups (percussive, accessory, keyboard/ recorders?) The groups will start on their respective instruments and they will have the chance to rotate to the other instruments 3 times. The percussive and accessory instruments will have a predetermined drone or ostinato to repeat. The keyboard/ recorders will act as the soloist or "improviser". Each student on these instruments will have their own time to improvise by themselves. During this time, the other students on the same instrument will join the rest of the class on a drone or ostinato. Once one student is finished improvising, it seamlessly passes to the next student. Once all students have finished improvising, the groups will rotate instruments.
5. At the end of the class, the students will regroup and discuss what they experienced.

Assessment: There are 2 informal assessments for this lesson. First, students will be assessed while they are improvising. Of course there is no wrong way of improvising, so as long as each student tries and plays something, they get full credit. The teacher can also make comments and give feedback to each individual student while this is occurring. The second assessment is at the end of the class during the discussion. Students will be asked things like “What did you like about this activity?” or “What was hard about improvising?”, basically questions to get them to think critically about their performance. The teacher will take note of their answers as well as guiding the discussion.

Modifications:

- For students with autism or another social impairment, they may be prepared for the activity a little sooner. Something like this can be very scary to them so it must be introduced in an appropriate manner.

Vocabulary

- Improvisation
- Ostinato

Lesson Plan: Jazz Story

Grade: 5

<p>Materials Needed:</p> <ul style="list-style-type: none"> • Jazzmatazz! By Stephanie Calmenson • Various classroom instruments • Paper/ Pencils 	<p>Classroom Setup:</p> <ul style="list-style-type: none"> • Students will sit in groups spread throughout the room. When it is time to read the story, they will sit in a circle, still sitting with their respective instruments.
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Standards:

- Describe the way sound is produced by various instruments and the human voice. (4 2CE)
- Play a variety of classroom instruments with proper technique. (4 3PR)
- Defend interpretations of music via dance, drama, and visual art using appropriate vocabulary. (5 4RE)

Objectives:

- Students will put music to the jazz story with their instrument groups by making sounds that imitate their assigned animal part from the story.
- Students will explain their musical decisions with music vocabulary by writing a one page response.

Step-by-Step Plan:

1. Students will be divided into groups with different instruments in each group. Each group will be assigned an animal to imitate with their instruments.
2. The students will collaborate and determine what kind of sounds they will use to imitate each animal based on the jazz concepts covered in the previous lessons. The students will write a one page response as a group describing their sounds, how they plan to make those sounds, why those sounds are appropriate, etc. Students will practice their sounds as group.
3. The class will regroup in a circle and begin to read the story. When a group's animal comes into the story, those students will play their part like they practiced.

Assessment: Students will have two different assessments. First, they will be assessed by how well they collaborated in groups and made the sounds to the story. By playing their sounds, they are giving a mini performance while the class is listening. The second assessment is a formal assessment in the form of a paper. The students will collaborate and discuss why they chose to make those sounds.

Modifications:

- Students will be working in groups, so anyone that needs assistance will have someone to help them

Vocabulary

- Various music vocabulary

Lesson Plan: High School Tour

Grade: 5 (All Grades)

<p>Materials Needed:</p> <ul style="list-style-type: none"> • High School Jazz Band • Auditorium/ Cafeteria (Performance room) 	<p>Classroom Setup:</p> <ul style="list-style-type: none"> • The performance room will be set up for the High School Jazz band. There will also be seats for the audience (All grade levels?)
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Standards:

Objectives:

Step-by-Step Plan:

1. The students will be taught appropriate audience etiquette before the performance. The 5th grade class will be asked to observe the performance on a more critical level including the sounds from each instrument, how the group interacts, how the soloists perform, etc.
2. All students will file into the performance room and wait for the performance to begin. (This may be during their class time or even in the morning/afternoon where the whole school can attend)
3. High School Jazz band will perform. There may be interaction between the band and audience. The students may be asked different questions or even to play/sing with the band. There may also be a demonstration of each of the instruments.
4. During the next class time, the 5th grade music class will be asked what they learned from the High School Jazz band and what their favorite part was.

Assessment: This lesson has an informal assessment, if anything. The purpose of this "lesson" is to expose the students to live jazz music that is a little closer to home and more relevant to them. Some of the students may even recognize some people in the band which will inspire them to join in the future. The particular 5th grade class studying jazz music will be asked what they learned from the high school jazz band and what their favorite part was.

Modifications:

- Students with behavior issues will sit close to the teacher during the performance

Vocabulary

- Performance etiquette