# Introduction

### Jazz is an American art form

The goal of *About 80 Years of Jazz in About 80 Minutes* is to introduce young students to this art form through listening examples and insights into some of the important musicians of that era. By the end of the four lessons your students will be able to aurally identify music from each of the four styles discussed and demonstrate knowledge of the important musicians associated with each of these jazz periods.

### Using the CD

Track 1 of the included CD introduces four jazz styles: Dixieland, Big Band Swing, Bebop and Jazz-Rock. Each style is announced and a suggestion is given for its listening focus. Depending on the age and skill level of your students, you may want to provide a more detailed description of each style or highlight specific elements from each example as your class is listening to the CD.

Track 2 provides different music examples for each style announced.

### Flash Cards

A set of flash cards is provided. It can be used to introduce, review or assess students' knowledge of the various concepts that are covered in this teacher's guide. Before using, cut the flash cards apart and if desired, laminate them for durability.

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# Game Directions

### Style By Numbers

Before playing this game, reproduce and laminate (if desired) a *Styles Card* for each of the students participating. Have each student cut out the four different jazz style cards shown. Pass out the *Style By Numbers* game boards.

In this cooperative learning or whole-group activity, you will use Tracks 3–6 on the CD. Each of these tracks includes all four jazz styles with no identifying announcement. As the students listen to each example, have them place the corresponding style card on the game board in the order each style is heard.

For example, the order of the jazz styles for Track 3 is:

1. Swing
2. Bebop
3. Dixieland
4. Jazz-Rock

The students should place the style cards in the corresponding space on their game boards. Pause the CD at the end of the track and announce the correct order. Ask the students who completed the game correctly to stand up or raise their hands and acknowledge them with praise, applause, a small prize, etc.

You may also use *Style By Numbers* as a cooperative learning activity. Place the students in groups of four and pass out one game board for each group. Give each group the four jazz style cards and have each student in the group select a specific style card. When they hear the style shown on their card, they should place their card in the matching space on the game board. You may wish to stop the CD between styles to give each group time to interact and discuss their choice.

Tracks 7–10 on the CD are longer examples of each of the styles. As you are sharing information with your class about the four jazz eras, use these tracks to demonstrate the sound of each style. You may also use these longer clips as students are entering or leaving the classroom, while the game boards and cards are being distributed and collected, or to give your students more time to make a choice while playing *Style By Numbers.*

## Three in a Row

This instrument identification activity is played using the included CD. Track 11 announces music examples played by ten of the main instruments found in jazz. The instruments included are:

1. Saxophone
2. Clarinet
3. Trumpet
4. Trombone
5. Acoustic Piano
6. Electric Guitar
7. Bass
8. Drum Set
9. Electric Piano
10. Synthesizer

Track 12 presents the same instruments, but announced in a different order using new music examples. Use these tracks to acquaint your students with the names and sounds of the recorded instruments.

Tracks 13–26 present each of the ten jazz instruments in random order with no announcement. (Tracks 17–26 are solo instrument tracks.) Use these tracks to play *Three in a Row.* After laminating for durability (if desired), pass out a *Three in a Row* game board to each student, along with some kind of token (chips, beans, paper clips, etc.). As the students listen to each instrument recording, have them place a token on the square of the instrument they hear. The first student to get three tokens in a row calls out, "Three in a row!" and wins that round. Students then remove all the tokens from their card and a new round begins.

For a more challenging game, play *Four in a Row.*

# Duke Ellington

*(1899–1974)*



# Charlie Parker

*(1920–1955)*

- *Pianist, bandleader and composer during the big band era*

- *"It Don't Mean a Thing If It Ain't Got That Swing" is one of the most famous of his 2,000 compositions*

- *Presented with the Presidential Medal of Freedom in 1969*

- *Played alto saxophone*

- *Helped develop the bebop style*

# Louis Armstrong

*(1901–1971)*



# Miles Davis

*(1926–1991)*

- Trumpet player and vocalist

- Began playing with Dixieland bands in New Orleans

- Nicknamed "Satchmo"

- Famous songs: "Hello Dolly" and "What a Wonderful World"

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- Trumpet player

- His career started in the big bands of the 1940s and continued through his development of jazz-rock in the 1970s