

Jazz Theory
Grades 9-12

Unit: Understanding Buffalo's Unique Contribution to the History of Jazz

Repertoire:

Song for My Father

Take the A Train

Blues in F

Description:

Students will examine the history of Jazz, along with Buffalo's own contributions through its rich history using the Rich Newberg Report Film series. Aging African American musicians reflect on Buffalo's glory days as a great jazz city, highlighting the jam sessions at the Colored Musicians Club. Includes a tribute to the late Al Tinney, one of the founding fathers of modern jazz. Unit concludes with a field trip to historic landmarks in Buffalo, and a jam session at the Colored Musician's Club.

Selected Materials:

Computer with Internet Access

Jazz History PowerPoint: Created by Brett Ransom/Ellen Pieroni

[file:///C:/Users/lstep712/Downloads/Jazz%20Slide%20Show%20\(1\).pdf](file:///C:/Users/lstep712/Downloads/Jazz%20Slide%20Show%20(1).pdf)

Rich Newberg Reports: Buffalo Soul: the Legacy Plays On

<http://digital.buffalolib.org/document/1814>

Al Tinney Documentaries (Youtube)

<https://www.youtube.com/watch?v=Ip2N1ZgSbko>

JazzinAmerica.Org Lesson Plans

<https://www.jazzinamerica.org/LessonPlan/11/2/160>

The Al Tinney Trio with Peggy Farrell "Yours is the Love"

<https://www.youtube.com/watch?v=wTZWB8mNN8U>

Jam Session: Colored Musicians Club

<https://www.youtube.com/watch?v=GGDykfnh5sQ>

Common Core Learning Standards:*Common Core: Music***MU:Cn11.1.E.HSI.**

a. Describe the role of music in significant social and historical events.

MU:Cn10.1.C.HSI

a. Reflect on past and current musical interests, people and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore.

MU:Re7.1.C.HSI

a. Apply teacher-developed criteria for selecting music for specified purposes, supporting choices by citing characteristics found in the music, and connections to interest, purpose, and context.

MU:Pr5.1.C.HSI

a. Using established criteria and teacher feedback, identify the way(s) in which the elements of music, style, and mood are conveyed in performances.

MU:Pr4.3.H.HSI

a. Demonstrate how understanding the context and expressive intent in a varied repertoire of music influences prepared or improvised performances.

MU:Cn10.0.Ia

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

*Common Core: ELA (History/Social Studies)***CCSS.ELA-LITERACY.RH.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Class Specific Objectives:

Icebreaker: What is Jazz?

1st Objective: Students will define “What is Jazz” (Students will develop their individual and collective definitions of jazz)

2nd Objective: Students will watch a power point and complete a handout on the History of Jazz.

3rd Objective: Students will collectively construct a timeline of the Jazz Era from the early 1900’s to the mid-century using multiple resources.

4th Students will then watch the Rich Newberg Video series “Buffalo Soul: The Legacy Plays on.”

5th Students will learn the basic definitions of several terms associated with primary elements of Jazz.

6th Objective: Students will discuss the importance of Jazz in Buffalo

7th Objective: Students will discuss the role the Colored Musicians Club played in the Jazz World from its conception in 1917.

8th Objective: Students will discuss and report on the role that Al Tinney played when taking about the Colored Musicians Club.

9th Objective: Students will review the Elements of Jazz Unit and apply these element as they develop/compose/play music that expresses the message that was portrayed during this time period taking into consideration the National Civil Rights Movement that was also going on during this time.

10th Objective: Students will take a tour of the historic locations in buffalo, and end up at the Colored Musician’s Club and perform at the jam session.

11th Objective: The students will write a reflection assignment in which they discuss what they learned and how it has impacted their musicianship and connection with Buffalo.

Objective/Essential Question(s):

What is Jazz?

Why is knowing the history of Jazz important for being a musician?

How has Buffalo contributed to the history and progress of Jazz music?

How have the many landmarks/venues in Buffalo contributed to the local music scene?

What is the half-step II-V, and what role does it have amongst Buffalo musicians?

How do jam sessions help musicians and local music scenes?

In conclusion of this unit, how can you grow as a musician with the knowledge at hand?

Vocabulary: Jazz, Arrangement, Chord Progression, Rhythm Changes, Half-step II-V’s, jam session, etc.

Anticipatory Set/Activating Strategy:

Students are able improvise and play over beginner level jazz standards

Students have an understanding of Jazz Theory

Students have the ability to play by ear

Students have some knowledge of a variety of different styles of music

Procedure:

Day 1. *Students will enter the classroom and take out their journals and begin to develop a definition to the question “What is Jazz”.*

Students together will develop a class definition for the question “What is Jazz”.

Day 2. *Students will watch a power point on the History of Jazz. This power point will discuss the roots of Jazz along with highlighting specific Jazz Musicians and Classic Jazz Musical Selections. Students will complete a handout that coincides with the power point.*

Day 3. *Students together as a class will then construct a visual time line that will be displayed in the classroom highlighting their favorite Jazz Musician/Composer, along with class favorite Jazz Tunes.*

Day 4. *Students will then watch the Rich Newberg Video series “Buffalo Soul: The Legacy Plays on,” which highlights Buffalo’s own contributions to the growth and development of Jazz music, citing various Buffalo establishments and musicians.*

Day 5. *Students will review the locations and musicians that were shown in the Rich Newberg Video, and research their current standings and operations. Students will be informed that they will take a tour of the historic places at the end of the unit, and participate in a jam session at the Colored Musician’s Club.*

Day 6. *Students will review an Al Tinney Performance concept/technique (Half-step II-V’s), and then practice the concept through improvisation over jazz standards as an exercise. Students will practice and prepare jazz standards for the field trip, taking specific note of compositions that might have popular or historic significance from the Colored Musician’s club*

Day 7. *Students will take a tour of the historic locations in buffalo, and end up at the Colored Musician’s Club and perform at the jam session. The students will be tasked with a reflection assignment in which they discuss what they learned and how it has impacted their musicianship and connection with Buffalo.*

Closure/Assessment:

- Informal - T informally assesses S during their icebreaker by listening to and guiding student responses.
- Informal - T informally assesses S during the note taking segment of the class by engaging S in discussion about the content material, and by observing their participation in the discussions.
- Formal - T will formally assess S by grading their completed PowerPoint Handouts
- Informal - T will informally assess S during their group work to complete the timeline visual.
- Formal - T will formally assess S after the Rich Newberg Film series by grading their completed handout
- Informal - T will informally assess S during the Al Tinney documentaries and check for understanding
- Informal - T will informally assess S during the rehearsals of the half-step II-V exercises
- Formal - T will formally assess S by reviewing their handwritten musical lines demonstrating the half-step II-V
- Formal - T will formally assess S on the field trip via attendance
- Formal - T will formally assess S at the end of the unit by grading their conclusion papers