Recorders
Lesson 12 - A Taste of Jazz

Standards
5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

Goals: to recognize the unique characteristics of jazz music
to appreciate the musical contributions of Louis Armstrong
to learn to play, “When the Saints Go Marching In”

Objectives: The learners will…

• listen to jazz music and identify its unique qualities. (DOK L2)
• learn that “When the Saints” is tied to the history and culture of New Orleans. (DOK L1)
• understand that notes tied together are played as one note. (DOK L1)
• learn the fingerings for high C and high D. (DOK L2)
• identify the notes in “When the Saints Go Marching In”. (DOK L2)
• be given an opportunity to play for their next recorder karate belt. (DOK L3)
• reflect on and evaluate their experience in arts class. (DOK L3)

Vocabulary
jazz – a genre of popular music that originated in New Orleans around 1900 and developed through increasingly complex styles
improvisation – making up music as it is being performed; often used in jazz.
tie – a curved line which connects notes of the same pitch. Only the first note is played and then it is held for the total value of the connected notes.

Lesson / Instruction / Narrative

Expectations
Be in control of your body. Care for yourself and others. Listen and follow directions.

Prepare (3 min)
Musicians! I am going to put on our “getting ready” music. While it is playing, please make sure your desk is cleared, you have a sharpened pencil ready, your name tag is on, and you have your recorder and music. Unpack the cart and prepare materials for lesson while playing Track 1 (Mahna, Mahna) on the CD player. Pass out graded papers from last week.

Warm Up: (10 min)
Before spring break, you worked in small groups to create measures of music. We are going to use your music to warm up today. Display the music and announce the names of the group. Check each measure for 4 beats. Have one of the group members choose a pitch (B, A, and G) and then have the class play the rhythm on that pitch. Repeat this process for a 2nd group. The remaining rhythms will be part of the warm up in following weeks.

Introduction (10 min)
Today’s lesson is titled, “A Taste of Jazz”. Today we are going to learn a little about a style of music called Jazz. Jazz music was created in the city of New Orleans, LA in the 1920’s and 30’s. Louis Armstrong was born in New Orleans and he was one of the
musicians who helped created jazz and helped to make it famous. Here is a recording of Louis Armstrong and his band playing our blue belt song, "When the Saints Go Marching In". (Play Track 03) While they are listening, pass out the worksheet with info about Louis Armstrong and the blue copies of the song with the note names written in. What did you observe about jazz music? What makes it unique? During the conversation, be sure to mention the instruments, tempo, feeling, and improvisation as it relates to jazz.

Lesson (10 min)
Let's take a close look at the new things we need to learn in order to play this song. Do you observe the curved lines in this music? Read aloud together the section on “tied” notes. Identify the tied notes symbol on their green “notes” page and have them write in an abbreviated definition (connected notes played as 1 note) We have two new notes in this song! Use the note posters to teach the location of the two new notes on the staff. Explain why the apostrophe is used to distinguish between a high and low D. Instruct students on the fingering positions of high C and high D.

Have students practice the fingerings and playing the first 4 notes: G-B-C'-D’ for 1 minute. Practice the first line of the song. We will finish working on this song next week in class. In the meantime, you are to use your home music to practice it at home this week.

Recorder Karate Belts (10 min)
While the teacher listens to students who are ready to play for a belt, have the students use the blue music to copy their notes in their books. Caution them to watch the tied notes carefully. Then, use their books and/or green notes to complete the matching worksheet. There are 5 extra credit questions on the side with the article about Louis Armstrong.

Student Self-assessment/Reflection (2 min)
Jazz is a type of music and a type of dance. In what ways are music and dance connected?

Instructional Strategies
- Adapt Content
- Monitor Progress
- Take Notes
- Share Ideas & Opinions
- Work Together

Materials / Resources / Technology

<table>
<thead>
<tr>
<th>Music</th>
<th>Posters</th>
<th>Cart</th>
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<tbody>
<tr>
<td>iPod: Mahna Mahna/Gently Sleep Saints - Armstrong When the Saints Go Marching (recorder concert version)</td>
<td>art class “rules” poster Lesson Outline chart Fingering Charts: C’, D’</td>
<td>Student Created Rhythms (2) Louis Armstrong Photo Jazz Info/Matching worksheet Music in sheet protectors</td>
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