



EDUCATION @ MESA ARTS CENTER



MESA ARTS CENTER PRESENTS
JAZZ AT LINCOLN CENTER ORCHESTRA
JAZZ FOR YOUNG PEOPLE

Piper Theater | March 26 | 10:15 am | Grades: 4-12

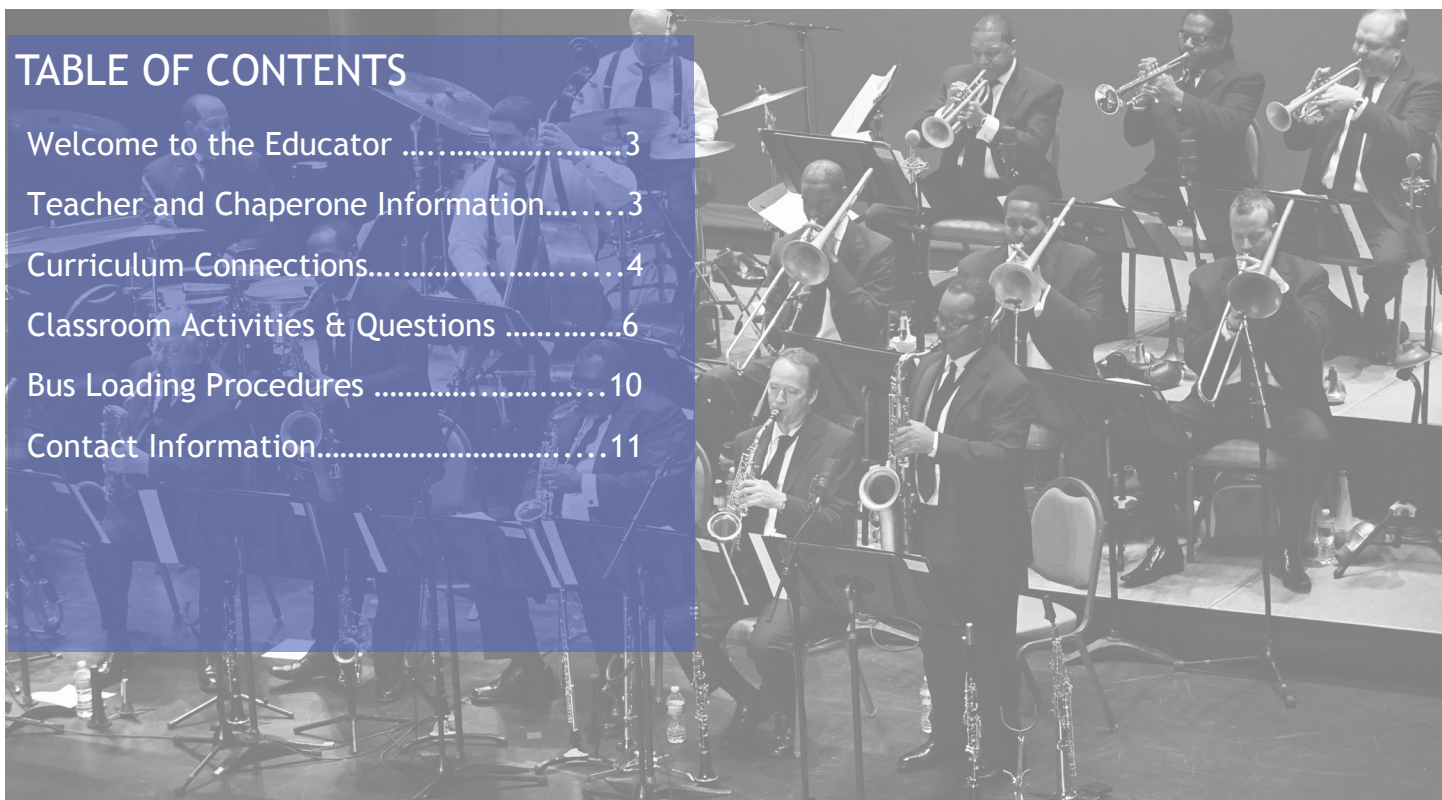
2017/2018 EDUCATOR RESOURCE GUIDE



EDUCATION @ MESA ARTS CENTER

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ABOUT JAZZ AT LINCOLN CENTER ORCHESTRA

Mesa Arts Center continues to build its partnership with Jazz at Lincoln Center. The Jazz at Lincoln Center Orchestra, comprising 15 of the finest soloists and ensemble players today, has been the Jazz at Lincoln Center resident orchestra since 1988. This exciting free young people's concert is filled with dazzling jazz artistry.

THEIR MISSION...

The mission of Jazz at Lincoln Center is to entertain, enrich and expand a global community for Jazz through performance, education and advocacy. We believe Jazz is a metaphor for Democracy. Because jazz is improvisational, it celebrates personal freedom and encourages individual expression. Because jazz is swinging, it dedicates that freedom to finding and maintaining common ground with others. Because jazz is rooted in the blues, it inspires us to face adversity with persistent optimism.



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WELCOME!

Dear Educator,

Thank you for selecting a **Performing Live for Students!** field trip with the Mesa Arts Center. We have a dynamic season planned and we look forward to connecting you to our many artists and performances. With Performing Live, students are able to experience live theatre and make educational connections well beyond the classroom.

We also recognize and appreciate the energy and time spent on your part in coordinating field trips. In this guide we have provided information to help make this the best experience possible.

In addition, the Mesa Arts Center has many open and inviting spaces that make good places to hold a brown bag lunch. Prior arrangements for lunch accommodations need to be made by either calling (480) 644-6540 or emailing outreach@mesaartscenter.com.

Please contact our offices should you have any additional questions (contact info on last page).

Enjoy the show!

TEACHER AND CHAPERONE INFORMATION

Chaperones

- ◆ Assign each chaperone a designated group of students and provide him/her with a written list of the students in that group.
- ◆ Ask chaperones to stay with their assigned group throughout the field trip. Adult chaperones are responsible for the students' conduct and behavior throughout their visit to the Center.
- ◆ Please review theater etiquette rules and responsibilities with all chaperones.
- ◆ Have the phone numbers of every chaperone in your group to quickly access each other in case of emergency.

Theater Etiquette

- ◆ No Food or Drink inside the theatre (besides bottled water).
- ◆ Students must be accompanied by chaperones at all times.
- ◆ Cameras and recording devices may not be used during the performance.
- ◆ Please silence cell phones and resist the urge to text message.
- ◆ Listening and following the House Managers and Ushers will help the seating and dismissal process.
- ◆ Feel free to laugh, clap and enjoy the show but also to be respectful of those around you.



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CURRICULUM CONNECTIONS

Jazz at Lincoln Center Orchestra

Arizona Career & College Readiness Standards

These standards can be achieved by participating in the study guide

Math:

Mathematical Practice 1 — Make sense of problems and persevere in solving them.

Mathematical Practice 3 — Construct viable arguments and critique the reasoning of others.

English Language Arts:

Grades 4-12. SL.1 — Engage effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Grades 4-12.L.1 — Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Grades 4-12.W.4 — Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Science:

Grade 4 - 6 & HS Science S1:C1: PO 2/Grade 7-8 Science S1:C1: PO 1 — Develop questions from observations that transition into testable hypotheses.

HS Science S5:C5: PO 2 — Develop the following characteristics of waves: (wavelength, frequency... amplitude).

Social Studies:

HS Social Studies S1:C1:PO 7 — Compare present events with past events (Cause and effect; change over time; different points of view).

HS Social Studies S1:C7:PO 2.f — Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores).





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PRE-PERFORMANCE CLASSROOM ACTIVITIES

Included in this resource guide are a variety of activities created to correspond with the Arizona College and Career Readiness Standards to enhance the students' growth, reading skills, and overall comprehension.

Questions to Ponder...

Question 1 – Jazz is a relatively new art form, starting in the early 1900s. Why do you think that such a young art form is so popular? Is the jazz that's popular today the same as the type that started about 100 years ago? (**Grade 6-HS Social Studies S1:C1:PO 7, Grades 4-12.SL.1**)

Question 2 – What is your favorite type of music? Do you think that type of music has been influenced by jazz music at all? (**MU.RE.7.4-5a, MU.RE.7.6-8a, MU.CN.10.MC.HS1a, Grades 4-12.SL.1**)

Activities to Explore...

Jazz music played a role in the civil rights movement of the early 20th century. Because jazz music was popular to a wide range of audiences, jazz protest songs about civil rights influenced popular culture. Listen to “Strange Fruit” by Billie Holiday. Discuss the powerful lyrics with the classroom. Also discuss Holiday’s tone of voice, and how it changes depending on the word and phrase.

Standards Implemented: Grades 6-8 Social Studies S1:C1:PO 7, HS Social Studies S1:C7:PO 2.f, MU.RE.7.4-8b, MU.CN.11.MC.HS1a, Grades 4-12.SL.1
Approximate time: 20-30 minutes

Some musicians in the orchestra play reed instruments. To make a reed instrument work, two surfaces vibrate together and create sound waves! Participate in the sound wave lesson on the page 7.

Standards Implemented: Grade 4-6 & HS Science S1:C1: PO 2, HS Science S5:C5: PO 2, Grade 7 & 8 Science S1:C1: PO 1, Mathematical Practice 1, Mathematical Practice 3
Approximate time: 25-40 minutes

There are several different types of jazz. Write a paper that compares two different types of jazz. This requires research and listening to the two types. Which type do you prefer? Suggestions (Ragtime, Dixieland, Big Band, Free Jazz, Funk, Bossa Nova, etc.)

Standards Implemented: Grades 4-12.L.1, Grades 4-12.W.4, MU.RE.7.4-5a, MU.RE.7.6-8a, MU.CN.10.MC.HS1b
Approximate time: 30-45 minutes



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CURRICULUM CONNECTIONS CONTINUED

Jazz at Lincoln Center Orchestra

Arizona's Academic Standards in the Arts

These standards can be achieved by participating in the study guide

Visual Arts:

VA.CN.10.7 - Make art inspired by community art and/or by art made by local artists

Music:

MU.CR.1.4-8a - Improvise rhythmic, melodic, and harmonic ideas.

MU.CR.1.MC.HS1a — Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.

MU.RE.7.4-5a - Explain how music listening is influenced by personal interest, knowledge, purpose, and context.

MU.RE.7.6-8a - Compare and contrast one's listening preferences with those of others.

MU.RE.7.4-8b - Demonstrate and explain how musical concepts and contexts affect responses to music.

MU.CN.11.MC.HS1a — Explain how context can inform the expressive intent and meaning of a musical composition.

MU.RE.9.4-8 - Apply teacher-provided and collaboratively-developed criteria to evaluate musical works and performances.

MU.RE.9.MC.HS1a — Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.

MU.CN.10.MC.HS1b — Apply criteria to select music for specified purposes, supporting choices by citing connections to interest, purpose, and context.

MU.CN.10.4-8b - Describe the roles and impact various musics plays in one's life and the lives of others.

MU.CN.10.MC.HS1a — Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU.CN.11.MC.HS1b — Explain how music is affected by one's knowledge outside the arts.





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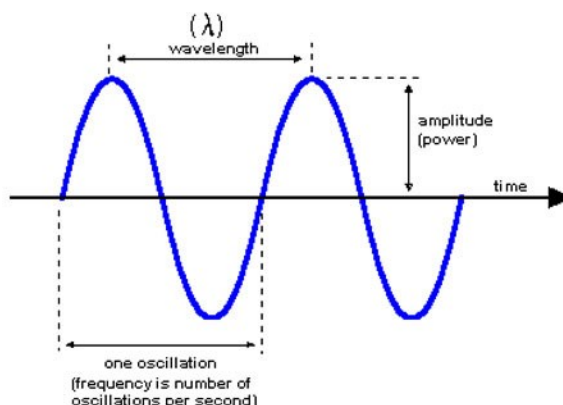
The Science of Sounds

Sound waves are measured in **frequency** (Hertz, or Hz) and **amplitude** (Decibels, or dBA).

Frequency (Hz) measures the pitch of a sound (high or low). The number represented by Hz shows the number of waves that happen per second. High frequency sound has shorter wavelengths, so it travels faster and has a higher Hz level. Low frequency sound has longer wavelengths, so it travels lower sound and has a lower Hz level. Think about how *small* and high-pitched recorder is. Think about how *large* and low-pitched a tuba is! The size of the instrument affects the frequency of the sound waves. Sound waves in a tuba have more space to travel so they are slower and have a lower frequency. Sound waves in a recorder have less space to travel so they are faster and have a higher frequency.

Amplitude (dBA) measures the force of a sound (loud or soft). The number represented by dBA shows the pressure of the sound. If the amplitude is very high, there is more pressure and the sound is louder. If the amplitude is very low, there is less pressure and the sound is softer.

The diagram below diagrams what frequency (represented as wavelength) and amplitude look like in a sound wave.



Many of the musicians play an acoustic instrument. Acoustic instruments need an outside physical force to sound higher or lower, louder or softer. They do not have amplifiers that can make them sound louder or softer. Acoustic instruments are controlled by people. Reed instruments, like the saxophone, make waves from the pressure of air that is blown through the instrument. The air forces a reed, which is usually made of wood, to vibrate on a mouthpiece, which is usually made of plastic. The sound waves that are made from these vibrations travel through the instrument and make different sounds depending on the keys that the player pushes open. To make a very high sound, faster air is required from the player.

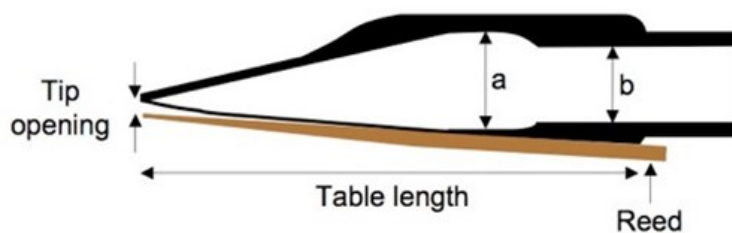
Worksheet on page 8.



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The Science of Sounds

Name: _____



1. Based on what you know about sound, do you think low-pitched sounds or high-pitched sounds would be naturally louder on an acoustic instrument? (*hint: does it take more pressure to blow faster or slower?)

2. What further questions do you have about the science of music, now that you know some basic information?

Bonus activity: Try making high noises and low noises with your own voice. Feel your throat while you make the different sounds. Can you feel vibrations when you make low noises? Can you feel them when you make low noises?



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POST-PERFORMANCE CLASSROOM ACTIVITIES

Questions to Discuss

- Question 1** – What was your favorite song that the Jazz at Lincoln Center Orchestra played? Why? Did it have a particular rhythm that you enjoyed or did you like the way the instruments blended? Did it have a melody that you liked, or was there one solo that you enjoyed? (MU.RE.7.4-5a, MU.RE.7.6-8a, MU.CR.1.MC.HS1a, Grades 4-12.SL.1)
- Question 2** – Did you have any preconceived notions of what the performance would be like? After listening to this type of jazz, do you have any new feelings toward jazz than you did before the performance? (MU.RE.7.4-5a, MU.CN.10.4-8b, MU.CN.11.MC.HS1b, MU.CN.10.MC.HS1a, Grades 4-12.SL.1)

Activities for the Classroom

Music can make us feel different emotions. Play three different songs for your students and while they listen, have them draw or write what they feel based on the music. Tell them to think about the heaviness or lightness of the song while they draw. Is it a very rhythmic song, or a smooth, melodic song? Experiment with lines and colors and texture. When the drawings are done, you can display the drawings in the classroom. Are drawings similar for similar songs?

Standards Implemented: VA.CN.10.7, MU.CR.1.MC.HS1a, MU.RE.7.4-8b, Grades 4-12. SL.1
Approximate time: 20-30 minutes

Write a critique of the show. It should focus on different elements of the performance. First, explain and summarize the show. Second, give positive feedback, with examples. Third, give any constructive criticism with examples.

Standards Implemented: Grades 4-12.L.1, Grades 4-12.W.4, MU.RE.9.4-8, MU.CN.10.MC.HS1b
Approximate time: 30-45 minutes

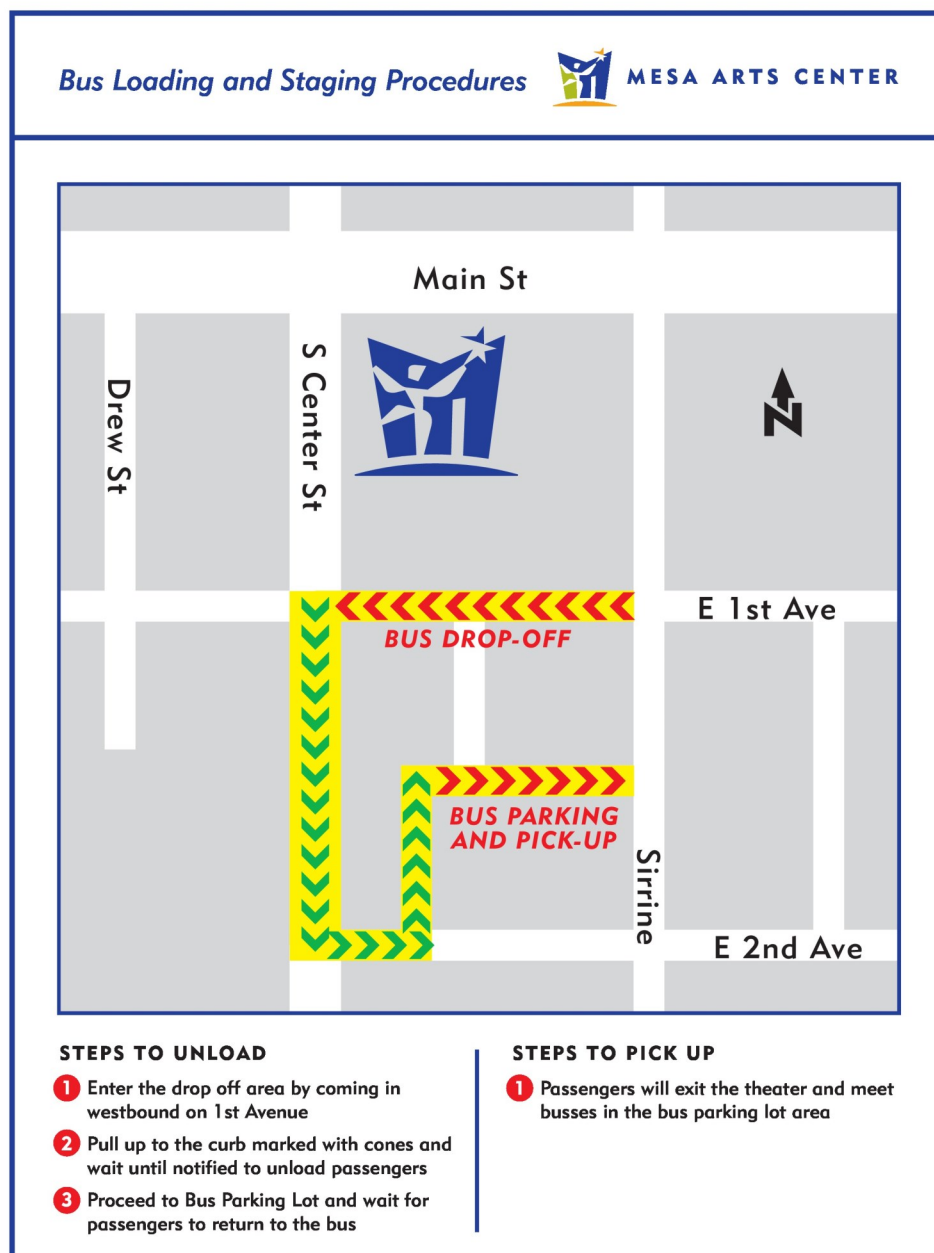
Jazz musicians have to rely off of each other for rhythm. Practice rhythm and working together with hand-clapping! The teacher will start with one steady beat, and the students will join in with their own steady, but syncopated rhythm. When all the students are in the rhythm circle, the teacher should stop clapping. After cutting off the students, talk about what it was like to be in the same rhythm. Did students have to make eye contact? Did they listen more? For more fun, the teacher can point at individual students to solo and then bring the rest back in and see if they retain their rhythm.

Standards Implemented: MU.CR.1.4-8a
Approximate time: 15-20 minutes



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MESA ARTS CENTER MAP



Mesa Arts Center | One E. Main St. Mesa, AZ 85201 | 480-644-6500 | MesaArtsCenter.com

PLEASE NOTE - We ask that buses arrive approximately 30 minutes before the performance begins to allow ample time to unload and seat students.



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SHARE YOUR EXPERIENCE!

We'd love to hear your students' response to our shows.

We especially appreciate pictures and letters!

THANK YOU!

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