

“Comedy, tragedy, high-mindedness, downhomeness, sophistication, pathos, joy- Jazz contains and celebrates all of these things and more.”

Winton Marsalis

Jazz from A to Z

A Seminar for Mesa Teachers: Music as a Primary Source

4:30-5:15

- **Warm-Up** Activity: *The Saints Go Marchin' In* (Eli)
 - Spirituals
 - Rhythm- stompin' and clappin'
- **Introduce** NEA *Jazz in the Schools* Curriculum (Marcie)
- **Watch and discuss** *Jazz in the Schools* Lesson One Introductory Video to discover **three major themes** of the seminar (Eli, Marcie and teachers)
 - Slavery: Oppression and Survival
 - Multi-cultural New Orleans
 - The role of music
- **Analyzing Primary Sources** to Discover the Oppression of Slavery
 - Slave Narratives- The Document Analysis Worksheet (Marcie)
 - Visuals- Analyzing Techniques (Marcie)
 - People, Space, Time
 - Similarities/Differences
 - Quadrant Hemisphere analysis
 - Visual Art Analysis Guide
 - National Archives Guides
 - Music- How to Listen, Think and Discuss (Eli)
 - Purpose: To help teachers feel more confident to use music as a primary source in the history classroom.
 - Activity 1: Guided Discussion- Describing musical examples through photos
 - European instruments, Banjo
 - Guided discussion

5:15-6:00

- **Music: Listen, Think and Describe** (Eli)
 - Questions to Stimulate Analysis of Music
 - Describing Music in Non-Technical Terms
 - Activity 2- Music of New Orleans (Lesson 1): Opera and royal drums (international influences)
- **Music in Historical Context:**
 - Describing the City of New Orleans (Marcie)
 - Port City
 - Diverse Population (poem, statistics)
 - Congo Square
 - Porous Racial Walls
 - Music as a dominant element in the city's culture
 - American Influences on the Music of the City (Lesson 1)- Listen, Think and Describe (Eli)
 - Ragtime (Joplin)
 - Brass Band (Eureka)
 - Blues (Mississippi Delta)

6:00-6:30

Food, connections (historical, musical, personal), facilities

6:30-7:00- The Blues (Eli and Marcie)

- Discussion-
 - What is the blues?
 - What gives you the blues?
- Connection with the slave experience: The Personal
 - Slave narratives
 - Visuals
- Activity 3- Play the blues to get rid of the blues!
 - Fundamentals- percussion and incantation
 - Creating the sound of the blues
- Mississippi Delta Blues: **From Field Holler to Juke Joint ***
 - **Work songs> 12 bar musical pattern**
 - **Blues greats and their music**
- *Sweet Home Chicago*