

***Jazz from A to Z***  
**Workshop for Mesa Teachers and Students**  
**“Music as a Cultural Mirror”**  
**Red Mountain High School**  
**January 27, 2011**

**7:45-9:45**

**The 1920's: The Jazz Age**

**The Historical Context: Culture Wars of the 1920's: The Traditional vs. the Modern (Marcie Hutchinson, ASU)**  
**(30 minutes)**

- The 1920's as the consequential decade of the 20<sup>th</sup> century (birth of the modern)
- Discussion of topics to demonstrate the social tensions:
  - Prohibition
  - Role and legal status of Women
  - Urbanization
  - Diversity
  - Fundamentalism
  - Great Migration
  - Industrialization
  - Technology
  - Entertainment
- Chicago and New York as Jazz Centers
- NCHE Vital Themes and Narratives and Habits of Mind

**The Sound of 1920's Jazz (Eli Yamin, Jazz at Lincoln Center) (60 minutes)**

- Comparative Listening: Traditional (“square”) music and jazz  
(Eli will make selections to illustrate the dramatic comparison)
- How to Listen to the Music: Essential Elements of Jazz
  - Syncopation
  - Collective Improvisation
  - Groove
  - Polyphony
  - Tailgating
  - Call and Response
  - Riff
  - Break
  - Instrumentation
- Signature Piece: “The Whoopin’ Blues” (the essential elements come together)
- Louis Armstrong: “The Father of all to Come” (Eli will pick musical selections) Teachers describe, analyze and interpret the music with guide “Using Music as a Primary Source.”

**Jazz as a Cultural Mirror of the 1920's**

- Discussion with the teachers led by **Eli and Marcie (30 minutes)**

**Resources**

- NEA *Jazz in the Schools* curriculum
  - Glossary
  - Lesson 1: Lesson Essay (“Crossing the Color Line” and the “Father of All to Come”), Major Artist and Listen (Louis Armstrong)
  - Lesson 2: Lesson Essay (“The Jazz Age and Chicago,” “Louis Armstrong,” “Prohibition”), Suggested Steps 1-3, Discussion Questions 1,2, and 5, Photos (i.e. Great Migration, South State Street, Lincoln Gardens, Prohibition, Langston Hughes, Cotton Club), Listen (Louis Armstrong), Student Assessment (Questions 1-3, 5, 7, 9)
- *The First Book of Jazz* (Langston Hughes)
  - Louis Armstrong (pgs. 32-37), Chicago and New York (pg. 43), Essential Elements (pgs. 38-42, 45-52)
- *Marsalis on Music*
  - “The Wind Band and the Jazz Band”
  - CD: “Music Examples” (Essential Elements)

- *Hear Me Talkin' to Ya*
  - Joe Oliver and Louis Armstrong (pgs. 184-188)
  - Chicago (115-127, 128-139)
- *On the Shoulders of Giants* (Kareem Abdul-Jabbar)
  - Great Migration/Harlem (pgs. 15-46)
- *Ken Burns Jazz: The Story of America's Music* (5CDs)
- *Jazz: A Film by Ken Burns*

**9:45-10:00**

**Break!**

**10:00-11:30**

### **Swing: The Soundtrack of the Depression**

**The Historical Context: Describing the Great Depression and its Culture (Marcie) (30 minutes)**

- Statistics
- Photo analysis (Dorothea Lange, Walker Evans)
- Themes in Depression-Era Culture
- Role of Kansas City
- NCHE Vital Themes and Narratives and Habits of Mind

**The Sound: Swing! (Eli) (45 minutes)**

- How to Listen to Swing Music
- Essential Characteristics of Swing Music
  - Analysis of Count Basie's *Swingin' the Blues*
    - Played *live* by the RMHS Essentially Ellington Jazz Band led by director Vince Wedge
    - Analysis of piece with teachers. **Discussion led by Eli.**
- Biographies of Major Artists: Duke Ellington, Ella Fitzgerald, Benny Goodman, Billie Holiday (**Eli and Marcie**)  
(15 minutes)

**11:30-12:15**

**Lunch!**

**12:15-1:15**

**Teacher/Student Group Work (1 hr.) (Facilitated by Eli and Marcie)**

- Teachers put in groups consisting of one performing arts teacher, 2 history teachers, jazz band student and ACDEC student
- Each group will study a major artist by listening to at least two pieces of his/her music.
- Groups will be expected to complete the following tasks:
  - Describe, analyze and interpret the artist's music as a primary source.
  - Discuss the music as a "cultural mirror" of the 1930's
  - Explore possible lesson plan ideas integrating the NEA *Jazz in the Schools* curriculum.

**1:15-1:45**

**Dance!**

- Jazz as popular dance music!
- Examples of popular dances (RMHS Dance Force to perform *live*!)
- Archival footage [http://www.dailymotion.com/video/xryvx\\_chick-webb-orchestraafter-seban\\_music](http://www.dailymotion.com/video/xryvx_chick-webb-orchestraafter-seban_music)

## Resources

- NEA *Jazz in the Schools* Curriculum: Lesson 2
  - Essay (The Duke, Swing the Soundtrack of the Great Depression, The Count)
  - Major Artists (Count Basie, Duke Ellington, Ella Fitzgerald, Benny Goodman, Billie Holiday)
  - Photos (Ellington, Goodman, unemployment, radio broadcast, Joe Jacob's in Kansas City)
  - Suggested Steps 4-7 (The music, desegregation, technology's impact, c/c the eras)
  - Student Activity 3 (Comparing bands and arrangers)
  - Recommended Videos- Strange Fruit [www.pbs.org/independentlens/strangefruit/film.html](http://www.pbs.org/independentlens/strangefruit/film.html)
  - Online Resources
    - [www.pbs.org/jazz/places/places\\_kansas\\_city.htm](http://www.pbs.org/jazz/places/places_kansas_city.htm)
    - [www.npr.org/programs/jazzprofiles/archive/ellington\\_d1.html](http://www.npr.org/programs/jazzprofiles/archive/ellington_d1.html)
    - [www.npr.org/programs/jazzprofiles/archive/fitzgerald\\_e.html](http://www.npr.org/programs/jazzprofiles/archive/fitzgerald_e.html)
    - [www.jazzatlincolncenter.org/jazzcast/program.asp?programNumber=116](http://www.jazzatlincolncenter.org/jazzcast/program.asp?programNumber=116)
- *Smithsonian* March 1999 "This Joint is Jumping"
- *Hear Me Talkin' to Ya*
  - Billie Holiday (198-201), Duke Ellington (224-238), Kansas City (284-312), Swing Era (313-332)
- *The First Book of Jazz* (53-56)
- *Ken Burns Jazz: The Story of America's Music* (5CDs)
- *Jazz: A Film by Ken Burns*

**1:45-2:00      Break!**

**2:00-3:30**

## **The Blues: Influences on American Music (Eli)**

### **Key Concepts:**

- What constitutes the blues?
- Identifying the blues in different realizations.
- Change over time
- An enhanced understanding of what to listen for

### **Possible Artists to Explore with the Teachers**

- 1920's- Bessie Smith
- 1930's- Leadbelly, Robert Johnson
- 1940's- Louis Jordan
- 1950's- Muddy Waters
- 1960's/70's- Influences on Rock 'n Roll

### **Teachers Discuss Blues Artists in Groups (Swing Music Model)**

### **Resources**

- *Hear Me Talkin' To Ya*
  - Bessie Smith (239-246), T-Bone Walker (249-251)
- Martin Scorsese presents *The Blues*
  - *The Best of The Blues* CD, *The Blues* DVD, Teacher's Guide