

Beboppers 101: Creating an Elementary Jazz Curriculum
OMEA Convention, Columbus OH
February 16th, 2012, CC123-125, 5:15-6:15 PM
Sponsored by the Jazz Education Connection of Ohio
<http://www.jecohio.org>

Melanie Johnson, melanie.johnson@centerville.k12.oh.us
Bill Burns, bill.burns@centerville.k12.oh.us

Special thanks: Dr. Tom Henderson, Superintendent of Centerville City Schools;
Sherley Kurtz, Principal-Cline Elementary School;
Mindy Cline, Principal-Primary Village North

1. Welcome, overview and disclaimer..Introduction, enjoyment, not comprehensive

2. Louis Armstrong-Three important things to remember for K-1(Mrs. Johnson)

a. Voice-"Wonderful World"

b. Trumpet-"Hello Dolly"

c. Handkerchief-Photos

Follow-up: Book: **Bake You a Pie**; Song: "Zat You, Santa Claus?" by Louis Armstrong

3. 2nd Grade follow up to Louis Armstrong (Mr. Burns)

a. Louis Armstrong mini-lesson (jecohio.org)

b. Potato Head Blues activity, **Jazz on a Saturday Night**

c. Name that musician game-playlist for book

d. review/teach "What a Wonderful World"

4. Ella Fitzgerald for K-1; Singing, Queen of Scat (Mrs. Johnson)

a. Book/Recording: **A-Ticket, A-Tasket**

b. Song: Chew Chew Your Bubble Gum-focused listening

c. **Ella Fitzgerald: Tale of a Vocal Virtuoso** and listening to "How High the Moon"

1st Grade follow-up: **Ella the Elephant**

5. 2nd Grade follow-up for Ella (Mr. Burns)

a. Swing version of **A-ticket, A-Tasket(w/ recording)**

b. Ella Fitzgerald Mini Lesson; "Mr. Pagannini", Guided listening activity,

c. Focus: swing eighth's versus straight; scat like a horn player (like in **Ella Elephant**), reflects love Saxophonist of Lester Young/Basie Band

6. K-1; Blues; BB King; (Mrs. Johnson)

a. What is the Blues? **One Shoe Blues (Book/DVD)**

b. First Grade: Miles Crocodile

c. Summary for K-1, Elements of Jazz: Famous names, songs, scat, hambone/body percussion, some guided listening, improvisation

7. 2nd grade overview and follow-up=**Jazz on a Saturday Night; Louis Armstrong Mini Lesson** (Mr. Burns)
 - a. Game: name that musician/instrument
 - b. Scat Copycat-Improvisation
 - c. Glenn Miller Mini Lesson

8. 3rd grade: **Theo and the Blue Note**
 - a. Duke Ellington, Charlie Parker, Lionel Hampton, Max Roach, Nat King Cole, Chet Baker, Ella Fitzgerald, Duke Ellington!
 - b. “Once Upon A Time”-Bill Burns/DVD performance
 - c. Overview: new artists and styles of jazz (Bebop, Swing, Jazz-Rock)
 - d. game: BeBop Bingo (with musicians from **Theo and the Blue Note**)

9. 4th Grade: Review “**Theo**” and introduce Ohio Jazz artists Roland Kirk, Art Tatum, Billy Strayhorn, Harry “Sweets” Edison/Count Basie in song “Jazzy Ohio”.
 - a. Guided listening for “A Laugh for Rory” by Roland Kirk
 - b. “Jazzy Ohio”-mini lesson
 - c. Review **Theo and the Blue Note** artists and add Ohio artists for game.
 - d. optional: research project on jazz artist

10. 5th Grade: Classical connections to jazz and the evolution of the art-form.
 - a. swing dancing with “Sing, Sing, Sing”-Benny Goodman and integrated bands
 - b. Gershwin; Rhapsody in Blue-jazz elements; “**I Got Rhythm**” AABA form
 - c. Dizzy Gillespie and “Swing Low, Sweet Cadillac” and “A Night in Tunisa”; Afro-Cuban Jazz. Review all styles covered so-far and explain we are just scratching the surface.
 - d. optional: compose a poem about a jazz musician based on an instrument they want to learn.

Questions? Thanks for attending!



Louis Armstrong Mini-Lesson

Grade 1-3

Duration: 15-20 Minutes

Materials: Jazz on a Saturday Night by Leo and Diane Dillon; Theo and the Blue Note by Peter Kuper; BeBop Bingo! Playlists/recommended listening for both books from <http://www.jecohio.org>

Objectives:

- * Students will recall what they learned about jazz last year
- * Students will listen to various jazz artists and describe his/her style
- * Students will practice scat singing and understand improvisation
- * Students will identify musicians according to instrument and family
- * Students will understand two bar phrasing

Procedure:

1. Students will play “name that musician” game. Teacher will play a few seconds of Louis Armstrong singing “What a Wonderful World” and students will raise hands when the music is paused. Teacher will review **scat, improvisation, and swing.**
2. The teacher will explain the instruments of early New Orleans music and Armstrong as a trumpeter/vocalist. Students will play “air” trombone, clarinet, trumpet, banjo, and tuba.
 - a. Explain motions that accompany the recording:
3. Students will pass a potato/Mr. Potato Head toy during the melody/head using 2 bar phrases. Teacher will take Mr. Potato head during the trumpet solo break and pass for other students to “dance with” during the trumpet/clarinet solo.
 - a. Optional: pass a toy trumpet or old trumpet/ Optional: Pass an old clarinet/recorder
4. During the stop time trumpet solo, students will freeze in a pose of any instrument they hear on the recording: Tuba, Banjo, Clarinet, Trumpet, Trombone.
5. During the melody out/collective improvisation, students will improvise quarter notes using body percussion, going to a new body part every 8 beats. On the final bar, students freeze in a pose.
6. Students will be asked to imitate the sound of the instruments they heard on the recording using scat singing. Teacher will ask students how the music made them feel or what it reminded them of. **(2-3 minutes)**
7. Students will listen to the book Jazz on a Saturday Night or Theo and the Blue Note and be asked to pay attention to the instruments and musicians mentioned in the book. **(5-7 minutes)**
8. Students will play “Bebop Bingo” based on what instrument they hear. Teacher will put names of musicians on the board/overhead and what instrument they play. Optional: paper and pencil, call off by number (using playlist for the book); Optional II-Play 80 years of Jazz in 80 minutes by Kathy Blair (*need bingo chips)

Evaluation:

- *Do students recognize the bass, saxophone, trumpet, trombone, acoustic piano and drums?
- *Do students body language reflect enjoyment of the music?
- *Do students associate musicians names to respective instruments?

Glenn Miller Mini-Lesson

Grade: 2-3

Duration: 15-20 Minutes

Materials: Stereo, Recording of “Anchors Aweigh” from Sing!America performed by the US Navy Band; Recording of “Anchors Away” by Glenn Miller from Live on Air-Volume 8; Photo of Glenn Miller or internet connection; lyric sheet for “Anchors Away” by Charles Zimmerman.

Objectives:

- * Students will learn compare and contrast “Anchors Away” in various styles
- * Students will sing a patriotic song and learn about the Navy and Army Air Corps
- * Students will understand the basic instrumentation of a standard jazz band
- * Students will identify Glenn Miller as an important Big Band leader
- * Students will experience a recording of the Glenn Miller Orchestra through active listening

Procedure:

1. Introduce/Teach/Review “Anchors Away” by Charles Zimmerman and sing basic facts about the song to review/warm-up while learning about the story behind the song.
 - a. “Zimmerman was a Navy man”; “He wrote the song for a football game”; “The Army Navy Football Game”; “Army was supposed to win”; “Navy won the football game”; “Now it’s the fight song!”
 - b. Listen to the Navy band recording while doing basic motions to mirror the lyrics
 - c. Perform the song with lyric sheets
2. Introduce the Glenn Miller Orchestra and the basic instrumentation of a big band.
 - a. “Captain Glenn Miller was in the Army air corps”; “Miller played the trombone”; “He had a big band”; “Here are the instruments”; “Four saxes and a clarinet”; “Four trombones and four trumpets”; “Piano, Guitar, Bass, and Drums”; “Sometimes he had a vocal group” “Sometimes he had a singer”
 - b. Direct the students to listen for the instruments, the “swing” to the beat, and the improvised clarinet and trumpet. How is this version different from the Navy band recording?
 - c. Play the Miller recording, acting out the motions and following teacher improvisation during the clarinet and trumpet solos
 - d. Compare and contrast the styles of each performance. Show photos of Zimmerman and Miller. Compare and contrast the Army and Navy (optional).
 - e. (Optional) perform with motions using a “jazzy” piano style

"America means freedom and there's no expression of freedom quite so sincere as music" -Glenn Miller

Evaluation

1. Do students identify the difference between march and jazz styles?
2. Do students understand the different instruments used in each recording?

Extensions

“In the Mood” on Youtube: <http://www.youtube.com/watch?v=bR3K5uB-wMA>

“Beautiful Ohio” (just a photo) http://www.youtube.com/watch?v=09DvIUAs_ec

Fast Facts about Miller: <http://www.glennmiller.com/about/facts.htm>

Full Choral/ Symphonic Orchestra version of “Anchors Away” w/ Navy ships

<http://www.youtube.com/watch?v=acnt3r6z5ns>

Roland Kirk Mini Lesson

Grade: 4/5

Length: 10-15 minutes

Material: Recording of “A Laugh for Rory” from *The Inflated Tear*, lead sheet from <http://www.jecohio.org>; Roland Kirk information sheet (paper or via internet)

Objectives

1. Students will identify major and minor melodies.
2. Students will identify syncopation and improvisation as a key elements in jazz.

Procedure:

1. Distribute **Roland Kirk information sheet** while playing a recording “A Laugh for Rory”. Have students read about Kirk while listening.
 - a. discussion questions: What are some interesting facts about Roland Kirk’s life? (Blind, added Rahsaan to his name later in life, from Columbus Ohio)
2. Teach section A using using both body percussion (legs) while scatting the melody.
3. Repeat on section B moving body percussion to chest.
4. Teach Section C: Mirror the dorian scale from toes to head followed by clapping “three potatoes” with the syncopated rhythm section figure.
5. Listen to the entire song, singing along using body percussion.
 - a. Teacher cues: tapping your head-melody (Head in=2 times)
 - b. During Flute solo/Piano solo-play “air drums” with your right hand while tapping the quarter note on your left leg.
 - c. Piano solo: use vocal click on “potato” rhythm, cue “head out”=one time only)
6. Discussion questions:
 - a. What was the form of the the song? (A-B-C)
 - b. What kind of rhythm were we clapping on section C? (syncopated-off beat)
 - c. What happened between the head in and head out? (improvisation)
 - d. What life lessons can we learn from the music of Rahsaan Roland Kirk? (Don’t give up, anything is possible, believe in yourself)
7. Extensions: visit <http://www.alfanet.hu/kirk/index2.html> and invite students to chose another song. “Three for the Festival” http://www.youtube.com/watch?v=D_0UE7wjFYA to hear Kirk play three saxophones at the same time.
8. Extensions II: Compose a poem about Kirk and put into a photo-story.
9. **Extension III: Using orff instruments/pitched percussion; perform with the recording using the lead sheet from <http://www.jecohio.org>**

Dizzy Gillespie Mini-Lesson

Grade: 4/5

Length: 10-15 minutes

Material: Recording of “Swing Low, Sweet Cadillac” from *The Champ*,
Dizzy Gillespie Information sheet (paper or via internet) from <http://www.jecohio.org>

Goal: Students will understand African-American Spirituals and the role they played in the evolution of Jazz.

Objectives

1. Students will be able to perform rhythm accompaniment with a classic jazz recording.
2. Students will identify spirituals as a african american musical tradition.
3. Students will identify Dizzy Gillespie as a major jazz trumpeter.

Procedure:

1. Review/Teach the traditional African American Spiritual “Swing Low, Sweet Chariot”
 - a. Discuss “Code Songs” and how this song was used as a signal for escape to the underground railroad. Discuss Harriet Tubman and her role.
2. Read the **Dizzy Gillespie Information Sheet** while listening to “Swing Low, Sweet Cadillac” from the album *The Champ*.
 - a. Ask Students to identify the difference between versions (lyrics, Jazz style, improvised solos, Clave rhythm, Instrumentation: Vibes, Clave, Bongo, Bass, Drums, Trumpet, Vocal Harmony)
 - b. Ask students to name facts about Dizzy Gillespie.
3. Teach the 3-2 Clave rhythm that is used in the recording with students clapping (one-two-three-Cla-ve!)
 - a. Optional: discuss the 2-3 clave rhythm (Cla-ve-1-2-3!)
4. Teach the maraca/tambourine pattern using “Diz-zy Gillespie played the trumpet”
5. Optional: distribute clave and maracas for play-a-long.
6. Perform with Dizzy Gillespie using body percussion or rhythm instruments.
7. Review “Swing Low” using Dizzy’s lyrics. Substitute “Chariot” with Cadillac” and “band of angels” with “El-dor-ado”.
8. Ask students: Why do you think Dizzy recorded this version? (Cars represent freedom, pay homage to his African roots, Just liked the song)
9. Extensions: http://en.wikipedia.org/wiki/Cadillac_Eldorado
<http://www.youtube.com/watch?v=lK8Cp3azW-l>
<http://www.imdb.com/name/nm0318926/bio>

Jazzy Ohio Mini Lesson

Grade: 4/5

Length: 15-20 minutes

Material: Leadsheet for “Jazzy Ohio”, MIDI file, Video, lyric sheets from <http://www.jecohio.org>

Goal: Students will understand major jazz artists who were born in Ohio

Objectives

1. Students will sing a song that celebrate Ohio musicians.
2. Students will identify Roland Kirk, Art Tatum, Billy Strayhorn, Harry “Sweets” Edison, and Count Basie as important figures in Jazz.
3. Students will understand ABA form
4. Optional: Students will improvise using the Bb pentatonic scale.
5. Students will be interested in checking out new music after leaving music class!!!

Procedure

1. Watch the video to “Jazzy Ohio” from <http://www.jecohio.org>
2. Distribute lyric sheets, review narration. Present readings as a reward for “star singers”.
3. Teach the song section by section. Teach section A, review; teach section B (check out____ Billy Strayhorn); review section B.
4. Choose readers and rehearse. Perform the song with MIDI file or live with teacher accompaniment. Optional for live performance (scat to the students/call and echo between the “head in” and “head out”)
5. Listen to some music of Roland Kirk (see mini lesson), Art Tatum (see [Piano Starts Here](#)), Billy Strayhorn (see “Take the A Train lesson); and Harry “Sweets” Edison <http://www.youtube.com/watch?v=08jyOwx96lg&feature=related>
6. Be-Bop Bingo with Ohio Jazz musicians (optional)

Other great jazz literature for children

2nd/3rd grade:

Looking for Bird in the Big City-Robert Burleigh, illustrated by Marek Los;

Miles Davis-trumpet, Charlie Parker-alto sax

When Louis Armstrong Taught Me Scat-Muriel Harris Weinstein, illustrated by R. Gregory Christie;

Mysterious Thelonious-Chris Raschka

John Coltrane’s Giant Steps-Chris Raschka

*tenor saxophone

What a Wonderful World-George David Weiss and Bob Theile, illustrated by Ashley Bryan

Duke Ellington-Mike Venezia,

Cool Bopers’s Choppers-Linda Oatman High, illustrated by John O’Brien

*baritone saxophone

Ella Fitzgerald Mini Lesson

Grade: 2/3

Length: 15-20 minutes

Material: A Tisket-A Tasket-Ora Eaton, Ella Fitzgerald: Tale of a Vocal Virtuoso-Andrea Davis Pinkey; Nicky the Jazz Cat-Carol Friedman; Recording of “A Tisket A Tasket” by Ella Fitzgerald and “Mr. Paganini”; Powerpoint for Nicky the Jazz Cat from <http://www.jecohio.org>

Objectives

1. Students will identify Ella Fitzgerald as a virtuoso jazz vocalist and major jazz artist
2. Students will understand the difference between a swing feel and a straight eighth note feel
3. Students will recognize scat, lyrics, and improvisation
4. Students will sing a traditional Children’s song in a jazz style
5. Students will identify other jazz artists through music and photography

Procedure

1. Call and echo some basic facts about Ella Fitzgerald to the students.
 - a. “Ella Fitzgerald”; “Yonkers New York”; “Entered a contest”; “At the Apollo”; “Was going to dance”; “but she got nervous”; “someone yelled ‘sing a song’”; “this is what she sane
 - b. Play recording of “A Tisket, A Tasket” while following along with the book by Ora Eaton
2. Teach the song “A Tisket A Tasket” in a traditional style
 - a. explain that Ella sang it in a “swing” style
 - b. Optional: accompany on piano in a jazz style, sing again
3. Ask student if they know what “scat” is? Where is Carnegie hall? What is a conductor? Explain that Ella sang a song asking the conductor at Carnegie Hall to “play a rhapsody”, which is a type of melody. We are going to take a trip in our imagination to Carnegie Hall and hear a song called “Mr. Paganini”
 - a. Play the recording, act out the lyrics through pantomime.
 - b. Discuss where they heard “scat” (during the stop time)
 - c. Ask students to describe Ella’s style and what they enjoyed about the recording
 - d. play “scat copycat” (optional)
4. Ask students if they are familiar with any other jazz artists (Louis Armstrong, etc). Introduce **Nicky the Jazz Cat** through singing the names of the artists and their primary instruments.
 - a. “Roy Eldridge, played the trumpet”; “Quincy Jones was a bandleader”; “Lena Horne was singer”; “Gerry Mulligan played the saxophone”; “Abbey Lincoln was a singer”; “Lionel Hampton played the Vibraphone”
 - b. Play a short excerpt of each artists while showing pictures from powerpoint.
 - c. Play “Bebop Bingo” and have students name artists they are listening to from recordings

K: Jazz

Objectives:

- Students will hear examples of call and response style singing.
- Students will hear examples of scat singing.
- Students will hear a story about a famous Jazz musician.

Procedure:

1. **Focus:** The teacher will explain that students will be studying jazz music and musicians, beginning with the use of the vocal instrument. Students will listen to a recording of a musical group from Africa (Around the World for a Song, #5: "Kori"). Students will hold up one finger when they hear the caller, and will hold up an open hand with many fingers when they hear the response.
2. Students will echo respond different phrases with the teacher, using American English and adding some nonsense words, labeled *scat singing*. Students will listen and respond to "Scat Like That" by Greg Scelsa. (Greg & Steve on the Move, #2)
3. Students will help the teacher read through *Charlie Parker Played be bop* in a call and response style. Students will label Parker's instrument, the saxophone, and learn some language from the Jazz idiom like *cat* and *ham bone*. The teacher will label the middle section as *scat singing*.
4. Afterward, students will listen to "Hambone" (Silver Burdett, Grade 1, CD 6 #34) and play body percussion along with the music.
5. If time, students will listen to either *Jazz Fly*, listening for scat singing, or "Skip to my Lou" (Hayes Greenfield Jass-a-ma-Tazz, #6), listening for scat singing and the alto saxophone.

Evaluation:

- Students will demonstrate call and response style singing.
- Students will demonstrate scat singing.
- Students will identify Charlie Parker and his instrument.

K: Louis Armstrong

Objectives:

Students will listen to music of Louis Armstrong.

Students will label identifying characteristics of specific jazz artists.

Procedure:

1. **Focus:** The teacher will ask children to review what they learned the previous week about *jazz*.
2. Students will listen to “What a Wonderful World” (Louis Armstrong, #25) and “Hello Dolly” (#6) listening to Louis Armstrong’s voice and trumpet playing.
3. Students will listen to the book, *Ben's Trumpet*, about a child who wishes to play jazz on his trumpet, or *Satchmo's Blues*, about when Louis was a child and wanted to play the trumpet.

Evaluation:

Students will demonstrate listening skills as they hear Louis Armstrong.

Students will label identifying characteristics of specific jazz artists.

K: Ella Fitzgerald

Objectives:

Students will learn about Ella Fitzgerald and her place in the history of *jazz* music.

Students will listen to a variety of musical examples of Ella's singing.

1. Students will listen to her sing the story of "Tisket a Tasket" (Ella Fitzgerald Gold Collection CD, #4), and "I Found My Yellow Basket" (Ella Fitzgerald Gold Collection CD #6). The teacher will periodically use the pause button, and ask the students to re-tell to the teacher what they've heard in the story.
2. Students will listen to Ella scat singing in "How High the Moon?" (Pure Ella CD, #15). Students will raise their hands when they hear the scat singing.
3. Students will listen to Ella Fitzgerald singing, “Chew, Chew Your Bubble Gum.” (Ella Fitzgerald Gold Collection CD, #7) Students will sit and listen when Ella sings, but will dance during the band interludes.
4. If time, the teacher will share excerpts of the book *Ella Fitzgerald* to share her life's story, or *Ella Elephant*.

Evaluation:

Students will re-tell what they've learned about Ella Fitzgerald.

Students will demonstrate changes they hear in the music as they listen to musical examples of Ella's singing.

K: The Blues

Objectives:

Students will sing about *feeling blue*.

Students will listen to a variety of musical examples of the blues.

Procedure:

1. **Focus:** Students will discuss with the teacher *when* to sing and play the blues, learning that the blues are sung/played when someone is down and needs some cheering up with music. Students will sing "The Blues" (Music K-8, Vol 21, #1, CD #2). Students will then listen to "Elementary Blues" (Howard Hanger Jazz Fantasy, #1), and make comparisons.
2. The teacher will share with the students about B. B. King and his guitar, Lucille. Students will listen to the DVD of "One Sock Blues" with BB King (Sandra Boynton). Students will listen to him sing "The Rainy Day Blues" (Big Blues, #9), listening for Lucille, and playing the game, B.B.Says at the end of the song.

Students will listen to a similar story sung by Rita, "Late for School Blues" (Big Blues, #6).

If time, students will listen to "Funky Bluesy ABCs" (Big Blues, #8), and take turns pointing along to the ABC chart on the wall.

Evaluation:

Students will describe *feeling blue*.

Students will listen to a variety of musical examples of the blues, and discuss why they are examples of blues music.

First Grade, Scat and Ella:

Objectives:

Students will recall what they learned last year about *jazz*.

Students will listen to several selections of jazz music.

Students will practice scat singing.

Procedure:

Students will recall what they learned last year about *jazz* music (Louis Armstrong, Ella Fitzgerald and scat singing, B. B. King and the blues).

Students will listen to “I Love Peanuts” (Silver Burdette, Grade 1, CD 5 #25). Students will raise their hand to indicate when they hear scat singing. Students will raise their hand to indicate when they hear scat singing. Students will also remember AB form, and sing on the chorus (B section).

Students will hear selections from the book, *Ella Elephant* and hear more examples of scat singing:

- #1 Introduces Ella
- #3 What is Scat? Scat along
- #4 Scat like drums (play intro only)
- #6 Scat low like the bass (play intro only)
- #7 Do your Ears Hang Low scat
- #8 Scat like a trumpet (play intro only)
- #9 Scat like a saxophone (play intro only)
- #10 Scat Old MacDonald
- #11 Scat like piano (play intro only)

Students will be asked to experiment with their own made up scat singing words.

Evaluation:

Students will recall what they learned last year about *jazz*.

Students will listen to several selections of jazz music.

Students will practice scat singing.

First Grade, Miles Davis and Expression:

Objectives:

Students will recall what they learned last year about *jazz*.

Students will notice scat singing.

Students will listen to several selections of jazz music.

Procedure:

Students will recall what they learned last year about *jazz* music (Charlie Bird Parker, the Blues).

Students will listen to *Lookin' for Bird in the Big City*, noting the names (Charlie Bird Parker, Miles Davis) and the scat singing.

Students will hear selections from the book, *Miles the Crocodile* and hear more examples of jazz.

Students will listen to the first selection and describe the expressive elements portrayed by the trumpet. Then, on subsequent pages, they will first listen to the description, then dance out the music that follows to show the expressive element.

Evaluation:

Students will recall what they learned last year about *jazz*.

Students will notice scat singing.

Students will listen to several selections of jazz music.

First Grade, Call and Response, Hambone:

Objectives:

Students will recall what they learned last year about *jazz*.

Students will read and produce rhythm patterns.

Students will practice hambone body percussion.

Procedure:

Students will recall what they learned last year about *jazz* music (Louis Armstrong, Ella Fitzgerald and scat singing, B. B. King and the blues and call and response), and percussion from the last lesson.

Students will listen to “Hambone” (Silver Burdett, Grade 1, CD 6 #34). Students will echo in call and response style. Then, students will listen to the accompaniment only (#35) and listen for the body percussion, called *hambone*. Students will try hambone patterns with their own hands.

Students will learn to play the call and response game, “My Mama’s Calling Me” (Silver Burdett, Grade 1, CD 8, #25), using call and response singing, and hambone playing.

Students will review rhythm patterns.

Students will create new ways to play rhythm patterns, using body percussion.

Evaluation: Students will recall what they learned last year about *jazz*.

Students will read and produce rhythm patterns.

Students will practice hambone body percussion.

RECOMMENDED WEBSITES

www.jecohio.org
<http://www.pbskids.org/jazz>
<http://www.jalc.org/educ/curriculum>
www.jazzinamerica.org
www.neajazzintheschools.org/home.php
http://www.luchettebass.com/jazzkittens_vol1.html
<http://www.cdbaby.com/cd/billburns>

Recommended Children's Literature

Alexander and the Terrible, Horrible, No Good, Very Bad Day Judith Viorst (not a jazz book, but I use this to introduce why we sing the blues)

A-Tisket, A-Tasket Ella Fitzgerald

Bake You A Pie Ellen Olson-Brown

Ben's Trumpet Rachel Isadora

Bring On That Beat Rachel Isadora

Charlie Parker Played Be Bop Chris Raschka

Cool Bopper's Choppers Linda Oatman High

Cool Daddy Rat Kristyn Crow

Dizzy Jonah Winter

Duke Ellington Andrea Davis Pinkney

Duke Ellington's Nutcracker Suite Anna Harwell Celenza

Ella Elephant Baby Loves Jazz Series

Ella Fitzgerald Andrea Davis Pinkney

Gershwin's Rhapsody in Blue Anna Harwell Celenza

Heaven's All Star Band Don Carter

Hip Cat Jonathan London

I See the Rhythm Toyomi Igus

Jazzamatazz

Jazz Cats David Davis

Jazz Fly, The Matthew Gollub

Jazz on a Saturday Night Leo & Diane Dillon

Jazzy Alphabet Sherry Shahan

Knockin' On Wood Lynne Barasch

Little Stevie Wonder Quincy Troupe

Lookin' for Bird in the Big City Robert Burleigh

Miles The Crocodile Baby Loves Jazz Series

One Shoe Blues Sandra Boynton

Ray Charles Sharon Bell Mathis

Satchmo's Blues Alan Schroeder

Skit-Skat Raggedy Cat Ella Fitzgerald Roxane Orgill

Summertime George Gershwin

This Jazz Man Karen Ehrhardt

Three Swingin' Pigs Vicky Rubin

What a Wonderful World George David Weiss and Bob Thiele

Who Bop? Jonathan London