

Jazz and Blues Music

1. Question & Research Task

Jazz and Blues music are two genres which have a unique history and development.

What is the difference between Jazz and Blues?

How did the genres of Jazz and Blues music evolve? What influenced them?

Who are some of the musicians who brought notoriety to this kind of music? How are their personal experience reflected in their music?

We will examine these questions and more by researching Jazz and Blues genres and musicians to answer the inquiry question:

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How do jazz and blues music express personal experience?

SLIDE NAVIGATION

[1](#)

[2](#)

[3](#)

[4](#)

[5](#)

[6](#)

[Next](#)

THE MYSTERIES OF LIFE

WITH TIM & MOBY



00:02 03:37 CC

Image Source: Brain Pop

Select the image above to view a BrainPop video about jazz musician Louis Armstrong.

2. Information Sources

You will use these sources to complete the Student Activity on Slide 3.

What is the difference between Jazz and Blues music?
Watch the BrainPop videos below to learn more:

[BrainPop- Jazz](#) [BrainPop- Blues](#)

History of Jazz and Blues music:

[Jazz: World Book Student](#)

[Blues: World Book Student](#)

[What is Jazz? - Smithsonian](#)

[What is the Blues? - PBS](#)

***Your teacher/librarian will give you the database logins if needed.**

Important People

*Select the names below to read a biography about that musician.

Blues	Jazz
Bessie Smith	Miles Davis
Robert Johnson	John Coltrane
Mamie Smith	Billie Holiday
B.B. King	Charlie Parker
W.C. Handy	Ella Fitzgerald
Eric Clapton	Thelonious Monk
Leadbelly	Louis Armstrong
Ma Rainey	Dizzy Gillespie

3. Student Activity

Review the videos and resources about Blues and Jazz on Slide 2.

Choose a Blues or Jazz musician from the table on Slide 2 to research. Click on the musician's name to read his/her biography.

Gather notes about your musician and his/her musical genre (Blues or Jazz). Focus on how this artist's music is an expression of personal experience.

Use this [graphic organizer](#) to help organize your information.



Image by [Clker-Free-Vector-Images](#) from [Pixabay](#)

4. Assessment Activity

How do jazz and blues music express personal experience?

Create an event poster to advertise a fictional musical performance or concert by one of the Blues or Jazz musicians from slide 2.

Things to include:

- A mix of at least 5 images and text pieces or other media
- A brief bio/background of your musician
- What makes your musician either a Blues or Jazz musician
- How his/her music is an expression of personal experience
- A date and location for the event that is historically appropriate for your selected musician

Here are some digital tools that you could use:

- [Discovery Ed Studio](#)
- **Google Slides:** Use shape art and text boxes to insert images and information.
- Wixie

If you would prefer to use non-digital tools, here are some ideas:

- Poster board/paper
- Markers/crayons/paint
- Pencils/pens
- Digital photos
- Scissors
- Glue

Your finished event poster will be scored using this [rubric](#).



Image Sources:

[Billie Holiday: Wikimedia Commons](#)

[Miles Davis Poster- Baltimore Magazine](#)

5. Enrichment Activities

SLIDE NAVIGATION

[1](#)

[2](#)

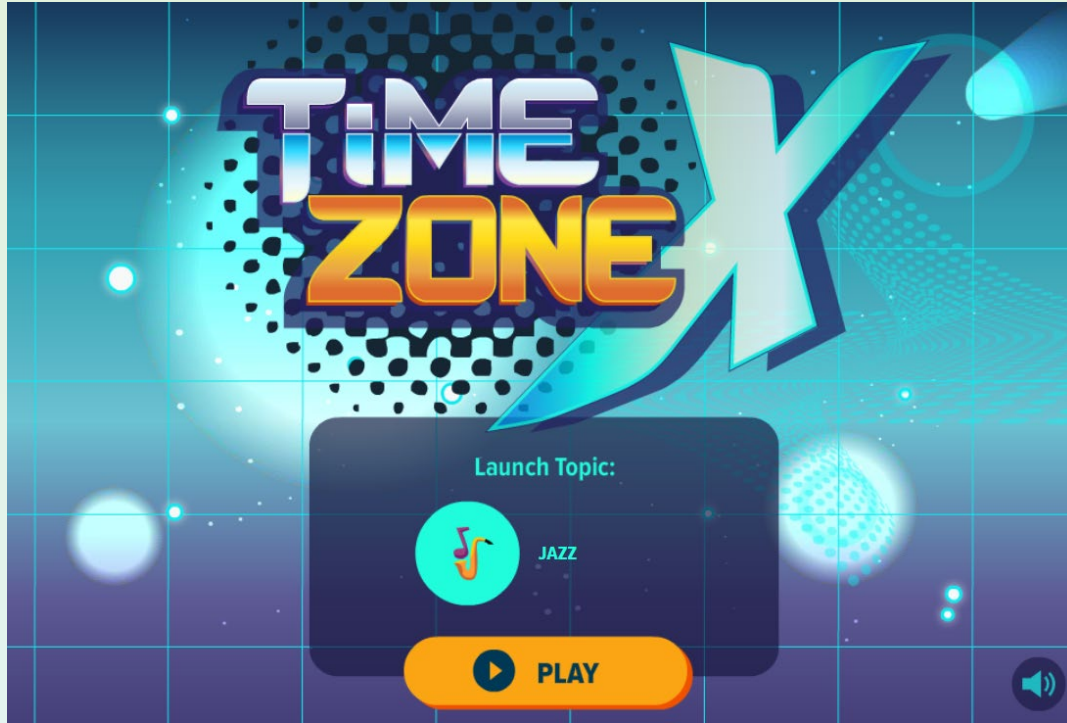
[3](#)

[4](#)

[5](#)

[6](#)

[Next](#)



Select the image above to play with an interactive website that teaches you about Jazz music. Explore the site to play games.

Image Source: [BrainPop](#)

Extension Activity:

Design a concert tee shirt that could be sold at the event your musician is performing at.

You may use this [Template](#).

6. Teacher Resources

1	2	3	4	5	6
-------------------	-------------------	-------------------	-------------------	-------------------	-------------------

Learning Standards Alignment

[Maryland Fine Arts Standards for Music](#)

Indicator 7A: Select music and describe, citing evidence, how personal interests, experiences and purposes influence musical choice.

Indicator 7B: Demonstrate and describe, citing evidence, how responses to music are informed by structure, use of musical elements and context (social, cultural, and historical).

Indicator 8A: Summarize and explain how artistic qualities are used in musicians' interpretations.

Indicator 9A: Describe personal evaluation of musical works or performances based on criteria, using appropriate musical vocabulary.

Indicator 11A: Describe and justify how music is a form of personal communication and expression.

Indicator 11B: Describe and explain factors that impact the role of music in the lives of people.

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Grade 4-5 Instrumental Music

Objective: Students will conduct brief, focused research on blues and jazz music in order to answer the question “How does music express personal experience?”

Time Frame: 2 -4 class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any BCPS Digital Content in the [Apps Portal](#) included in this lesson.
- Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Print out the T-shirt template on Slide 5 prior to instruction.
- Model the use of Discovery Ed Board Builder, VoiceThread, or Google Slides to create posters. Ask your Librarian or STAT teacher for assistance as needed.
- Consider creating a teacher sample poster to illustrate project expectations.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft or Google documents and files for students to access, edit, and submit through Schoology.