

# 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?**

### THE MYSTERIES OF LIFE

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

Image Source: BrainPop

## 2. Information Sources

### What does Jazz sound like:

- [BrainPop- Jazz](#)
- [Gullah Music: PBS Learning](#)

### History of Jazz and Blues music:

- [Jazz: World Book Student](#)
- [What is Jazz? – Smithsonian](#)

### Important Jazz Musicians

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

• <a href="#">Miles Davis</a>	▪ <a href="#">John Coltrane</a>
• <a href="#">Billie Holiday</a>	• <a href="#">Charlie Parker</a>
• <a href="#">Thelonious Monk</a>	• <a href="#">Ella Fitzgerald</a>
• <a href="#">Dizzy Gillespie</a>	• <a href="#">Louis Armstrong</a>

**\*If you are prompted to log in to access a database or digital content links, your teacher/librarian can provide login information.**



Select the image above to watch a video about Jazz.

Image Source: Discovery Education

### 3. Student Activity

Review the videos and resources about Jazz on Slide 2.

Choose a Jazz musician from the table on Slide 2 to research. Click on the musician's name to read a biography.

Gather notes about your musician and the Jazz genre.

If you need more information about your musician, try [Biography.com](https://www.biography.com). (best viewed in Google Chrome)

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

#### Being in a Jazz Band | Artopia



Ebonni Ramm talks about her experiences of working with a band and being the only vocalist.

Image Source: KnowItAll.org

Select the image above to watch Ebonni Ramm talk about her experience as a vocalist in a Jazz band.



## 4. Assessment Activity

SLIDE NAVIGATION

1

2

3

4

5

6

Next

### 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 Board Studio](#)
- **Microsoft Word or Microsoft PowerPoint:** Use shape art and text boxes to insert images and information.
- Google Docs or Google Slides

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

- Poster board/paper
- Markers/crayons/colored pencils/paint
- Digital photos
- Scissors
- Glue



Image Sources:

[Billie Holiday Poster- Wikipedia](#)

[Miles Davis Poster- Baltimore Magazine](#)

## 5. Enrichment Activities



Select the image above to play a jazz game from BrainPOP.

Image Source: BrainPOP

### Extension Activities:

1. Design a concert tee shirt that could be sold at the event where your musician is performing. You may use this [Template](#).
2. Curate a playlist of your musician's most influential songs. You may use this [Template](#).
3. Select one song by your musician that resonates with you. Create a drawing or write about how this song connects to your personal experience. You may use this [Template](#).



# 6. Teacher Resources

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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## Grade 8 American 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-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) on BCPS Innovation Hub.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Model the use of Discovery Ed Board Builder, Microsoft programs, or Google apps to create posters. Ask your Librarian or STAT teacher for assistance as needed.
- Consider creating a teacher sample poster to illustrate project expectations.
- Board Builder [EXAMPLE](#) of a biographical Billie Holiday board.

## 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: 21<sup>st</sup> 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.