

Arts for Learning CT PROGRAM GUIDE

LEARNING OBJECTIVES

- To spread appreciation for jazz music
- To create an understanding of music and its relation to American cultural history between 1890 through the 1920s.
- To develop listening and analytical skills so that students may distinguish individual instruments in an ensemble.
- To demonstrate Jazz as a vehicle for communication and as a means of self-expression.
- To show how music is made through teamwork and group-participation.



Cool Cats

Roots of Jazz: Spirituals to Swing

ABOUT THE PROGRAM

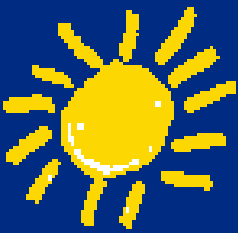
The Cool Cats takes the students on a journey through African-American spiritual (Civil War) through Duke Ellington's Swing (1930's), including Scott Joplin's Ragtime (1890's), Louis Armstrong's New Orleans (early 1900's) and the Jazz Age (1920's). Students help create the song by requesting which instrument plays the solos.

COOL CAT INSTRUMENTS

Brass: Trumpet, Trombone

Percussion: Bass Drum, Snare Drum, Tom-Toms, Tenor Sax

Strings: Bass (with bow: arco; plucked with fingers: pizzicato) Banjo, Guitar



ARTS FOR LEARNING CT
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Arts for
Learning
Connecticut



About the Artist & Program Preparations

ABOUT THE ARTIST

The Cool Cats are an energetic five-piece Jazz band specializing in great American music of the early 20th century. With performing experience ranging from the Sammy Kay Big Band to the Hartford Symphony Orchestra, not to mention their notable teaching experience, the Cool Cats have dazzled children at thousands of performances throughout the world.

VOCAB & CONCEPTS

-Live music heard from a distance (Just a Closer Walk)
-Second Line Street Beat (Why Don't You Go)
-Function of each instrument (When The Saints)

Drums – Rhythm
Bass – Foundation & Rhythm
Banjo – Harmony
Trumpet – Melody
Clarinet – Improvised Melody

-Improvised Solos (Mama Don't Low)
-Solo Performance (The Entertainer)
-First Jazz Recording & The Jazz Age (1917-1920s)
-Lyrics Expressing Your Own Feelings (Spiritual /Blues)
-Swing Jazz (It Don't Mean a Thing)

MUSICIANS MENTIONED

Louis Armstrong, Scott Joplin, Original Dixie land Jazz Band, Jerry Lee, Lewis Duke Ellington

HISTORIC ERAS

1890s Ragtime, 1920s The Jazz Age, 1860 pre-Civil War (slavery), 1950s early Rock & Roll, 1930s Swing Jazz

PRE-POST PROGRAM

PRE PROGRAM

- Listen to early Jazz recordings from Duke Ellington, Scott Joplin, and Louis Armstrong. How does this compare with contemporary music?
- Locate New Orleans on a map, and compare the area geographically with Connecticut.
- Have a short lesson on the history of Jazz.

POST PROGRAM

- Ask your students how the performance lived up to, or exceeded, their expectations.
- Discuss how the music makes you feel and how music often affects ones psyche.
- Some Jazz songs have words (vocals) and some do not (these are instrumentals). Are the students familiar with instrumental tracks? How are instrumentals different than songs with vocals?
- Make up a blues song of your own.

COMMON CORE STATE STANDARDS

Common Core State Standards for Literacy,
Speaking and Listening Standards K-5

Comprehension and Collaboration #3 Presentation of Knowledge and Ideas #6

The Cool Cats emphasis on the positive values that music teaches us: freedom of expression, respect and tolerance for others, cooperation, trying to do your best, friendship, problem solving, and love of our common American traditions.



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