

Arts for Learning CT PROGRAM GUIDE

LEARNING OBJECTIVES

- To spread appreciation for this popular American music.
- To create an understanding of music and its relation to American cultural history between 1890 through the 1940s.
- 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 a means of self-expression.
- To show how music is made through teamwork and group-participation.



Cool Cats

BioJazz: Musical Heroes

ABOUT THE PROGRAM

With riveting and soulful renditions of classic American songs, these Cool Cats will demonstrate the important values of diversity, freedom of expression, and respect for others that resonate in Jazz. Featuring Dixieland hits and Swing Jazz numbers, a Cool Cat concert will leave students and teachers dizzy with the excitement so inherent to Jazz music.

COOL CAT INSTRUMENTS

Brass: Trumpet, Trombone

Reeds: Clarinet, Saxophone

Percussion: Bass Drum, Snare Drum, Tom-Toms, Cymbals, Hi-Hat.

String: Banjo, Double Bass



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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

New Orleans: A city in Louisiana on the Mississippi river where Jazz was born.

Jazz: A combination of African and European music, developed in America.

Mardi Gras: A French word meaning Fat Tuesday. The day before Lent.

Praline: New Orleans dessert made with chocolate and nuts.

Second Line: Spectators who dance next to or behind their favourite marching bands in the streets.

Dixieland Jazz: Early jazz from New Orleans.

Ragtime: A musical style played mostly by piano players that was popular around the year 1900. It was called "Ragtime" because of the way the player's right hand would play very choppy or "ragged" rhythms against the otherwise steady march of the left hand.

Swing: A style of Jazz with a different beat that came after Dixieland (WWII 1930's through 1940's).

Scat Singing: The use of consonance and vowels to form nonsense words imitating instrumental sound.

Fanfare: A special song played by brass instruments to announce an important event.

Improvise: To make up words or melodies expressing one's own ideas.

Spiritual: A song originally sung by African American slaves in church.

Blues: An emotional genre using events from ordinary peoples' lives to express different emotions.

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 one's 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.

ACADEMIC STANDARDS

National Core Arts Standards for Music:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 6 (high school): Convey meaning through the presentation of artistic work.

Common Core State Standards for Literacy in History/Social Studies 6-12 Key Ideas and Details #2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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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