

Name: Ms. Monclova

Date: 8/29/14

Grade Level: Jazz Band I

Materials needed:

- Instruments

Standards:

National:

- 3.a.b.c.
- 4.a.c.
- 7.a.b.
- 8.a.b.

State:

- Strand 1, Concept 3
 - PO 301, PO 302
- Strand 1, Concept 4
 - PO 201, PO 402
- Strand 2, Concept 1
 - PO 304, PO 310
- Strand 2, Concept 3
 - PO 401, PO 302, PO 303, PO 304

For whiteboard:

Objective:

Review 12 bar blues

II V I V

Shapes/Colors Activity

Photography Activity

CT (Closing Task):

Describe creative process as it relates to external resources

Objectives/assessment:

Objective(s):

-Play 12 bar blues with II V I progression

-Improvise over 12 bar blues with II V I progression

-Demonstrate musicianship through individualized interpretation

Assessment:

-TSW play 12 bar blues with II V I progression

-TSW demonstrate improvising over 12 bar blues with II V I progression while musically expressing pictures in view.

-TSW complete a digital self evaluation of the activity by submitting their reflections on...

Personal objective:

-Ask open-minded questions.

-What does this activity do for us as musicians?

-How does looking at a simple picture and adding in your own "voice" change for each individual person?

-How can we grow from this experience?

Introduction:

- Review 12 bar blues with V IV I progression in Bb Major
- Head- Have 1 student devise 1 measure melody (played for all 12 measures)
Rhythm- No more than whole note, no less than 8 eighth notes
- Body- Individual solos
- Head- repeat ^
- Count off: 1 snap 2 snap, and 1 2 ready and..

Procedure:

- 12 bar blues with II V I progression
- Have student choose key
- Play the same scale on the 2nd scale degree.
- Now the fifth
- Back to I
 - II: C D Eb F G A Bb C
 - V: F G A Bb C D Eb F
 - I: Bb C D Eb F G A Bb
- Have student write out 1 measure rhythm on board
- Practice soloing/improvising on top II V I progression
- Visual shapes/colors:
 - Have each student look at any random shape/color displayed, and play individually what they see while soloing/improvising on II V I progression
 - "Keep in mind simplicity, color, and texture. How will that affect your playing?"
- Switch pictures every person
- Discussion:
 - How did you interpret playing a color? (*Emotional connection*)
 - How did you interpret playing a shape? (*Stylistic connection*)
 - What's the difference?
- Visual pictures:
 - Have each student look at any random picture displayed, and play individually what they see while soloing/improvising on II V I progression
 - "Play exactly what you see and how feel. Keep in mind the smallest aspects that strike your attention (shape/color/shading/focus of the picture)."
- Switch pictures every person

Closure:

- Discussion:
 - This time, what changed compared to only seeing shapes and colors?
 - What aspects of the pictures did you grasp on to when soloing? Was it texture, shading, or simply the colors?
 - If I was to show two of you the same picture at the same time, how would your interpretations differ from one another?
 - Overall, what does this activity do for us as musicians?
 - How does it relate to every day life?

**** Differentiated Instruction:**

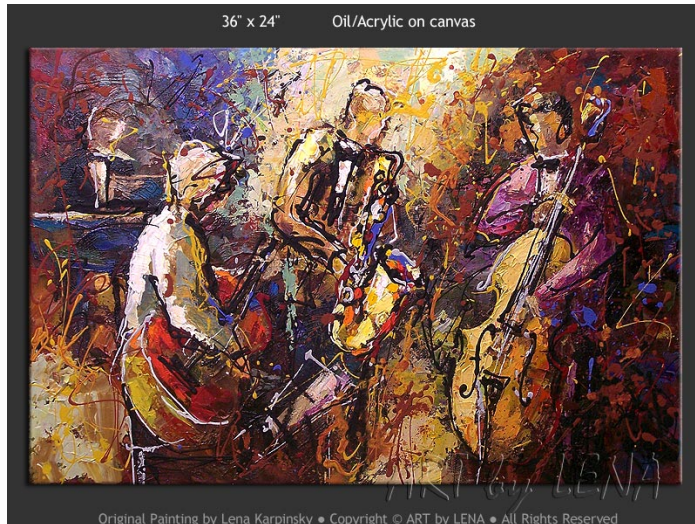
- Let out class a few minutes early to give drum set player enough time to put up

Extensions (optional):

-Include same activity revolved around textures

Homework on padlet.com (essentially an online bulletin board where users can collaborate digitally with the use of external resources)

Highlighted portions are mental notes



"Old Time Jazz" by Lena Karpinsky

Notice this oil/acrylic painting created by artist Lena Karpinsky. Take a moment to reflect on individual aspects such as colors, textures, shapes and overall striking image of this piece of art work. Reflect on *what* you see and *how* it makes you feel. Afterwards, make the connection to being a musician. Ask yourself how this piece of art would affect your individual playing. Instead of telling them what to do, have them think about what to do/say. How does this piece connect to you as a musicians? How would this piece affect your individual playing?

DONT USE:

Ex: In this unique piece of art, in my opinion, both monotone colors and strikingly vibrant colors immediately stand out the most. With both textures of colors visibly intertwined in sections (dark purple/blue at the top left, to creamy/light colors in the middle, back to darker colors on the right), I instantly sense mid '30s jazz music in downtown New Orleans. I notice the groups attire, taking into consideration the bright colors of their tuxes and black bow ties while also noticing how the instruments are significantly more detailed compared to all else in the piece. As a musician, my performance response to this piece would be simple: mimicking the "swing" era, I would emphasize beats 2 and 4 in a "swung" style to create a rhythmical dance feeling.

Assignment: Take a few minutes to find an individual piece of art work or picture (appropriate to school) and follow the same guidelines demonstrated above. Write a short reflection (don't use the word paragraph because it could easily turn off students) (about 5-6 complete sentences) in response to your visual posting. Afterwards, respond to one/two other classmates postings and determine whether you agree/disagree and why?