

JazzSLAM Lesson Plans with Common Core Standards

Activity 1: Immigration and Migration - Oral Writing

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Conduct an oral history interview
- Develop oral history skills, including creating questions and note-taking
- Understand the importance of primary sources

Materials/Additional Resources

- Whiteboard or chart paper and markers.
- [Human Journey | National Geographic Society.](#)
- [Human Migration](#)
- [Before Columbus: How Africans Brought Civilization to America](#)
- [The Forgotten Rebellion of The Black Seminole Nation](#)
- [The Battle of Horseshoe Bend](#)

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.RI.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.4.RL.1.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LAFS.4.RL.2.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.SL.1.3: Identify the reasons and evidence a speaker provides to support particular points.

LAFS.4.W.3.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.5.RI.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

JazzSLAM Lesson Plans with Common Core Standards

LAFS.5.RL.2.6: Describe how a narrator's or speaker's point of view influences how events are described.

LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

LAFS.5.W.3.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

NGSSS Music Standards

MU.4.H.1.1: Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

MU.4.H.1.3: Identify pieces of music that originated from cultures other than one's own.

MU.5.H.1.1: Identify the purposes for which music is used within various cultures.

MU.5.H.1.3: Compare stylistic and musical features in works originating from different cultures.

Social Studies Standards

SS.4.A.6.2 Summarize contributions immigrant groups made to Florida.

SS.4.A.8.2 Describe how and why immigration impacts Florida today.

SS.5.A.1.1 Use primary and secondary sources to understand history.

SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement.

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)

[ESE STRATEGIES](#)

Steps

Step 1:

Explain to students that everyone living in the United States has an immigrant past, even our Indigenous populations.

Define Indigenous for your students: Healthlines.com definition: "Indigenous' describes any group of people native to a specific region. In other words, people who have lived there before colonists or settlers arrived, defined new borders, and began to occupy the land."

Remind your students of the Native tribes on the map they saw in their JazzSLAM presentation. Share that these people were forced to migrate off their North American land onto reservations.

Explain that millions of people, such as enslaved individuals, came here unwillingly. However, many others were drawn by the promise of opportunity.

Step 2: Define the word immigration for your students. Ask your students why they think the United States is called a nation of immigrants. Write their answers on the board or using chart paper. Where possible, provide personal stories, and invite students to share their own examples, ideas, and/or questions about immigration.

JazzSLAM Lesson Plans with Common Core Standards

Step 3: Explain to students that you'll be seeking information about their families. Ask them to choose a family member, family friend, or neighbor to learn more about.

Step 4: Ask your students to brainstorm key questions they would want to learn more about, like the year they came to the United States, where they came from, and why they came to the United States. Write key questions shared on the whiteboard. Sample questions include, but are not limited to:

- When did you move to the United States?
- Why did you come to the United States?
- What did you like best about your former country?
- What do you like best about the United States?
- What was your favorite meal from your former country?
- What was your favorite thing to do in your former country?
- What is your favorite song or dance from your former country?

Step 5: Have students ask their family member or friend to teach them a song or dance from that country to share with their classmates.

Step 6: Provide ample time (3 - 5 days) to allow students to interview their family members. If they don't have anyone to ask in their family, suggest they ask neighbors or family friends who may have recently moved.

Lesson 2 - Primary Sources

Step 1: After students have had time to gather information from their family members, family friends, and/or neighbors, have students "pair share".

Step 2: Ask students if they see any similarities. Ask your students if they see any differences.

Step 3: Provide your students with the definition of oral history and explain that they've just done an informal interview.

Step 4: Explain to your students that primary sources are the type of information that they just took in during the interview process. Primary sources are original documents and objects that were created at the time under student. Primary sources are different from secondary sources, which are accounts of events created by someone else without first-hand experience. Provide your own examples of primary sources.

JazzSLAM Lesson Plans with Common Core Standards

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 2: Bamboula: A New Orleans Tradition

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Identify a Bamboula rhythm
- Understand the cultural significance of Bamboula and how it spread from The Congo to the Caribbean Islands and into the USA via New Orleans

Materials/Additional Resources

- [Explanation & demo of Congo/Caribbean rhythm Bamboula](#)
- [Bamboula at Folklife 3 with students](#)
- [Remembering Bamboula](#)
- [Dr. Chenzira Davis-Kahina discusses Tambou-la in Haiti from Dahomey and Congo \(esp. 6:10 to end\)](#)
- [Habanera Dance- clave rhythm named after Havana](#)
- [The Caribbean](#)
- [Jazz Origins in New Orleans](#)
- [How to Second Line](#)

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.RI.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

NGSSS Music Standards

MU.4.H.1.1: Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

MU.4.H.1.3: Identify pieces of music that originated from cultures other than one's own.

MU.5.H.1.1: Identify the purposes for which music is used within various cultures.

MU.5.H.1.3: Compare stylistic and musical features in works originating from different cultures.

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

JazzSLAM Lesson Plans with Common Core Standards

Steps

Step 1: Explain to your students that the second line rhythm they just heard came from the Congo in Africa to different Caribbean islands and then up through New Orleans into the USA. It became the “backbone” of most popular music in the US. (Even Justin Bieber has used the Bamboula beat!) Every name for it sounds like the way you clap it! In the Congo it is called BamBOUla, in Cuba it is called TreSILlo, in Haiti TamBOUla, in Trinidad CaLYPso, and in New Orleans the street beat is again called BamBOUla. Explain to students that enslaved Africans brought these rhythms to New Orleans.

Clap the Bamboula rhythm from the Second line rhythm.

(1 2 3) **4** 1 (2)& (3) **4** 1 (2)& (3)
 BamBOU la BamBOU la

Step 2: To further emphasize the rhythm, explain to students that they will now listen to another popular New Orleans song called [“Hey Pocky Way,”](#) made popular by The Meters. Ask the students to clap along to the Second Line rhythm/Bamboula rhythm.

Step 3: Explain to your students that in addition to the second line/Bamboula Rhythm, they may have heard some additional rhythms. The instructor will then clap another rhythm heard within “Hey Pocky Way” or another song of their choosing that demonstrates the Second Line Rhythm. The instructor will then explain that the layering of these rhythms is called a polyrhythm. The second line rhythm provides a foundation, but there is a larger community of sounds that can be made when everyone comes together.

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students’ work lacks an essential understanding of the underlying concepts.

JazzSLAM Lesson Plans with Common Core Standards

1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 3: Musical Rhythms and Math

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Identify and describe whole notes, half notes, quarter notes, eighth notes, and sixteenth notes
- Follow along with and lead call and response activities
- Use music to understand simple math problems
- Understand how to count note values when reading or singing music

Materials

- Whiteboard or chart paper
- Markers

Common Core Standards & NGSSS Music Standards

Common Core Standards

MAFS.4.NBT.2.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.

MAFS.4.OA.1.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison

MAFS.4.OA.2.4: Investigate factors and multiples.

MAFS.4.OA.3.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

MAFS.5.NBT.2.5: Fluently multiply multi-digit whole numbers using the standard algorithm.

MAFS.5.OA.2.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

NGSSS Music Standards

MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

MU.4.F.3.1 Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom.

MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

MU.5.C.2.1: Define criteria, using correct music vocabulary, to critique one's own and others performance.

JazzSLAM Lesson Plans with Common Core Standards

MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Introduce your students to the concept of music and math by displaying the rhythm and math presentation.

Step 2: Explain the basic note values on the screen with your students, including the whole note, half note, quarter note, eighth note, and sixteenth note, displaying the images from the presentation.

Step 3: Using a metronome, demonstrate the note lengths on the screen by clapping the rhythms for a whole note (BIG pizza pie circle,) half note (Clap, open arms, clap, open arms,) quarter note (1 clap on each side L,R,L,R,) eighth note (2 claps on each side L to Rt.,) and sixteenth note (Say these are tiny chipmunk claps, 4 on each side.) Ask your students to repeat after you, clapping along to the rhythms on the screen.

Step 4: Ask your students to break into 5 groups. The students in group 1 will clap whole notes; group 2 are half notes; group 3 are quarter notes; group 4 are eighth notes; group 5 are sixteenth notes. Set a steady pulse with a metronome with a BPM of 60. Ask your students to feel the beat by moving to the metronome from left to right (left on beat 1, right on beat 2, left on beat 3, and right on beat 4).

Step 5: Have each group (one group at a time) clap their rhythmic pattern. Whole notes clap on 1, half notes clap on 1 & 3, quarter notes clap on 1, 2, 3, and 4, etc. Once each group claps their part correctly, place all the rhythms together at the same time. Change the volume of the claps from very soft (pianissimo) to very loud (Fortissimo).

Step 6: Explain to your students that you'll be doing a Call and Response for the next clapping exercise. You will clap and/or stomp a rhythm (the call) and your students will have to replicate it back (the response).

Step 7: Play the metronome with a BPM of 60. Clap or stomp rhythms in the Rhythm and Math presentation and ask your students to replicate you. Ex. Clap, Clap, Clap Clap (on beats 1, 2, 3, and 4).

JazzSLAM Lesson Plans with Common Core Standards

Step 8: Ask your students to create their own 4 beat rhythm. Ask your students to demonstrate their rhythm for the class, leading in a call and response similar to step 7.

Step 9: After you conclude the call and response exercise, ask your students the note lengths again, and if they see a connection between the notes they just clapped and math. What do we know about math to help us understand the note values we just clapped?

Step 10: Demonstrate to your students how you can add note values together by identifying the type of note and their note value. Practice a few sample exercises on the screen.

Step 11: Have your students create their own note value math equations and share them with the class.

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 4: Create a Call & Response Rap Song (AB Form)

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Explain call & response
- Create a call & response rap
- Perform a call & response rap using expressive musical elements
- Explain how African Americans held as slaves communicated to each other via calls and responses in the fields.
- Explain how setting a beat kept them safe while they swung dangerous tools close to each other for ex. chopping trees down and clear fields.

Materials/Additional Resources

- Paper
- Pencil
- [Field Holler- Greenville section crew: call and line track \(1978\)](#)

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.4.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LAFS.4.L.3.5: Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

LAFS.4.RL.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

JazzSLAM Lesson Plans with Common Core Standards

LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

NGSSS Music Standards

MU.4.C.2.2 Critique specific techniques in one's own and others performances using teacher-established criteria.

MU.4.F.1.1 Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Have students get into small groups (3-4 students)

Step 2: Students will work on creating a rap song in the call & response form

Step 3: Have the 1st call end on a higher pitch, (Response repeats)

Step 4: Have the 2nd call end on a lower pitch to show finality (Response repeats)

*Example: 1st call: "I've been working oh so **hard**" (voice goes up)*

*2nd call: "I feel so bad 'til the sun goes **down**" (voice goes down)*

Step 5: Give students time to write and practice their raps.

Step 6: Students perform their Raps for their classmates.

JazzSLAM Lesson Plans with Common Core Standards

Rubric/Instrument for Assessment	
4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 5: Music & Math (AB Form)

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Explain how music and math are connected
- Demonstrate steady beat
- Create and Clap a 4 - beat call and response rhythm pattern
- Perform a 4-beat call and response rhythm pattern while maintaining steady beat

Materials

- None

Common Core Standards & NGSSS Music Standards

Common Core Standards

MAFS.4.NBT.2.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.

MAFS.4.NF.1.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

MAFS.4.NF.2.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

MAFS.4.OA.1.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison

MAFS.4.OA.3.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

MAFS.5.NBT.2.5: Fluently multiply multi-digit whole numbers using the standard algorithm.

MAFS.5.NF.1.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)

MAFS.5.NF.2.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

MAFS.5.OA.2.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

JazzSLAM Lesson Plans with Common Core Standards

NGSSS Music Standards

MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

MU.4.C.2.2 Critique specific techniques in one's own and others performances using teacher-established criteria.

MU.4.F.1.1 Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others performance.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Establish a beat and count 1-2-3-4. Lean Left on 1, Right on 2, Left on 3, Right on 4. Keep repeating! (Each 1-2-3-4 = a whole note.)

Step 2: You clap &/or stomp a 4-beat pattern (**A**= “The Call,”) which your students have to replicate back (**B**= “The Response.”) For example, you clap: Clap, clap-clap, stomp, stomp-stomp (1, 2 &, 3, 4 &)

Step 3: After your students understand, you can ask them to try to “stump” you by making up their own pattern that you must copy.

Step 4: Lastly, they can do a pattern for other students to replicate. (Don’t let the beat or swaying side to side stop until everyone is done!)

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although

JazzSLAM Lesson Plans with Common Core Standards

	the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 6: Music Pie Chart

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Explain how music and math are connected
- Identify mathematical fractions in notes
- Create a 4-beat rhythm pattern using a pie chart
- Perform a 4-beat rhythm pattern.

Materials

- Whiteboard or chart paper
- Marker
- Paper
- Pencil

Common Core Standards & NGSSS Music Standards

Common Core Standards

MAFS.4.MD.2.4: *Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

MAFS.4.NBT.2.4: *Fluently add and subtract multi-digit whole numbers using the standard algorithm.*

MAFS.4.NBT.2.5: *Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*

MAFS.4.NF.2.4: *Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.*

MAFS.4.OA.1.2: *Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison*

MAFS.4.OA.3.5: *Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

MAFS.5.NBT.2.5: *Fluently multiply multi-digit whole numbers using the standard algorithm.*

MAFS.4.NF.1.2: *Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.*

MAFS.5.NF.2.6: *Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.*

MAFS.5.OA.2.3: *Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding*

JazzSLAM Lesson Plans with Common Core Standards

terms from the two patterns and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

NGSSS Music Standards

MU.4.C.2.1 *Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.*

MU.4.C.2.2 *Critique specific techniques in one's own and others performances using teacher-established criteria.*

MU.4.F.1.1 *Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.*

MU.5.C.2.1 *Define criteria, using correct music vocabulary, to critique one's own and others performance.*

MU.5.C.2.2 *Describe changes, using correct music vocabulary, in one's own and/or others performance over time.*

MU.5.F.1.1 *Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.*

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Review how music note values are mathematical fractions, demonstrating by drawing a pie chart (*See page 4 of the JazzSLAM teacher guide for reference*)

Step 2: Pulse 4 times, with hands held up in a circle, for the whole note pizza pie rest.

Step 3: After reviewing, draw a pie chart and create a 4-beat rhythm that fits into 1 bar.

Step 4: Have students practice the rhythm with you. Alternate between the 1 bar rhythm and a whole note rest (with hands pulsing 1,2,3,4 in the air.)

Step 5: Have students get into groups of 3 or 4 and create their own .

Step 6: Have students share out and the rest of the class clap each rhythm.

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The

JazzSLAM Lesson Plans with Common Core Standards

	students' response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 7: Rhyming Families

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Describe rhyming word families
- Create rhyming word families in preparation for the next activity

Materials

- Whiteboard or chart paper
- Marker
- Paper
- Pencil

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.4.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

NGSSS Music Standards

MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

MU.4.C.2.2 Critique specific techniques in one's own and others performances using teacher-established criteria.

MU.4.F.1.1 Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others performance.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

JazzSLAM Lesson Plans with Common Core Standards

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Choose a rhyming family, such as the “ay” family.

Step 2: Ask your students to list as many words as they can think of that are in that family. (You can set a time to up the challenge). They will use this family to write a Blues Chorus in the next activity.

*For example, the **ay** family: bay, cay, day, Fay, say, hay, Jay, etc. (going through the alphabet. They could also ask Siri or do a google search.)*

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students’ work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students’ response is incomplete and exhibits many flaws. Although the students’ response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 8: Mississippi River

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Identify fun facts about the Mississippi
- Identify the states through which the Mississippi River flows.

Materials/Additional Resources

- [The Importance of the Mississippi River](#)
- [The Scale of the Mississippi River in Perspective.](#)
- [A Musical Tour of Mississippi River County](#)
- [Map Coloring Sheet](#)

Common Core Standards & NGSSS Music Standards

Social Studies Standards

SS.4.G.1.1 Identify physical features of Florida.

SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.

SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.

SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Show the students the following video [The Importance of the Mississippi River](#)

Step 2: Show students a map of the United States, pointing out which states the Mississippi River runs through. (Louisiana, Mississippi, Arkansas, Kentucky, Tennessee, Missouri, Illinois, Iowa, Minnesota and Wisconsin).

Step 3: Share the following fun facts about the Mississippi River.

- The river is about 2,202 miles long
- It is the longest navigable river in the world
- It's watershed is 41% of the USA
- The Blues traveled up the Mississippi River with musicians and people travelling on steamships to spread across the USA.
- It has many nicknames:
 - Old Man River
 - Old Muddy
 - Father if Waters
 - Mighty Mississippi
- The Mississippi River is a very musical river, with numerous songs being composed and sung over it.

Step 4: Show the video [The Scale of the Mississippi River in Perspective.](#)

JazzSLAM Lesson Plans with Common Core Standards

Step 5: Display a map with the Mississippi River and states it runs through.

Step 6: [Click Here](#) to download the worksheet, have students color the states that the Mississippi River runs through.



Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 9: Read, Think & Explain/12 Bar Blues Activity
(including rhyming words from previous activity)

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Write personal or fictional narratives using a logical sequence of events
- Follow the rules of standard English grammar, punctuation, capitalization, and spelling
- Create a Blues Chorus (AAB form) using rhyming word families

Materials/Additional Materials

- Whiteboard or chart paper
- Marker
- Paper
- Pencil
- [Pathways to Freedom: Maryland & the Underground Railroad](#)
- [Oral Tradition and the Blues](#)
- [Slave Rebellions in America](#)

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.4.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

JazzSLAM Lesson Plans with Common Core Standards

***LAFS.5.L.3.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

***LAFS.5.RI.2:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.*

***LAFS.5.RI.3.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.*

***LAFS.5.RL.2.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.*

***LAFS.5.SL.1.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

***LAFS.5.W.3.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.*

NGSSS Music Standards

***MU.4.C.2.1** Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.*

***MU.4.C.2.2** Critique specific techniques in one's own and others performances using teacher-established criteria.*

***MU.4.F.1.1** Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.*

***MU.5.C.2.1** Define criteria, using correct music vocabulary, to critique one's own and others performance.*

***MU.5.C.2.2** Describe changes, using correct music vocabulary, in one's own and/or others performance over time.*

***MU.5.F.1.1** Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.*

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

This is **A-A-B** Form which is similar to The Blues. You state the prompt as a question = the 1st **A**. You restate that prompt = 2nd **A**. You give the reason "Why"= the **B**.

Step 1: Have your students try writing a Blues Chorus. You can have them use the chords and melody of the verse of "Hound Dog" as a template.

Step 2: Have your students use their list of rhyming family words from the prior activity to create a Prompt ending in a word from the rhyming family.

Step 3: Have students state their Prompt, then repeat it, then state the reason "why" (the "because" phrase to complete the idea.) They might think of someone or a situation that upsets them- to come up with some "blues" idea, OR just state a prompt, repeat the prompt & give the reason "Why"- "because...". The last word of the **A** prompt should rhyme with the last word of the **B** response.

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*For Example: If your A line ends with play, they make up their **B** response from their list.*

*When you see me, my face may wear a frown.
 When you see me, my face may wear a frown.
 'cause my best friend is moving outa town.*

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Advanced Activity 9 for Music Teachers: 12-Bar Blues

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Identify 3 chords in blues
- Identify the chord progression for the 12-bar blues
- Play the correct chord progression for the 12-bar blues on a musical instrument

Materials

- Piano/Keyboard/Autoharp or any pitched instrument

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.4.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.5.RI.2: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LAFS.5.RL.2.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

JazzSLAM Lesson Plans with Common Core Standards

LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.W.3.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

NGSSS Music Standards

MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

MU.4.C.2.2 Critique specific techniques in one's own and others performances using teacher-established criteria.

MU.4.F.1.1 Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others performance.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Teach your music students the 3 chords to the blues on a keyboard or autoharp. Teach it numerically, so they can eventually practice it in different keys.

Step 2: Set up a beat of 4 beats/ bar.

- Bars 1-4 =I7 chord
- Bars 5 & 6 =IV7 chord
- Bars 7 & 8 = I7 chord
- Bar 9 =V7
- Bar 10 =IV7
- Bar 11 & 12 = I7.

Step 3: For melodic instruments or voice, you can teach students the leading tones to play.

Step 4: Use the 3rd of I7, to the b7th of IV7, & b7th of V7 for 12 Bar Blues.

For example: In the key of C: C7 =4 bars, F7= 2 Bars, C7= 2 bars, G7= 1 bar, F7= 1 bar, C7= 2 bars.

Leading tones = E for Bars 1-4, Eb for Bars 5 & 6, E for Bars 7 & 8, F for Bar 9, Eb for Bar 10, E for Bars 11 & 12.

Step 5: Have half of the students play the 12-bar blues while the other half sings Kansas City and then have the students switch.

JazzSLAM Lesson Plans with Common Core Standards

Rubric/Instrument for Assessment	
4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 10: Swing Dance and The Charleston

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Describe the characteristics of “swing”.
- Learn, practice and perform *The Charleston*
- Understand the importance of the port city of Charleston SC in early American history

Materials/Additional Resources

- [How to Swing Dance for Beginners](#)
- [A Very, Very Brief history of Swing](#) (apologies for video quality)
- [Swing History 101: The Birth of Lindy Hop \(Early 1900s – 1929\) | Swungover* \(wordpress.com\)](#)
- [The Charleston](#)
- [The Charleston dance.](#)
- [Denver Airport Swing Dance Flash Mob](#)

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.W.3.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic

LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.5.RL.2.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.W.3.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

JazzSLAM Lesson Plans with Common Core Standards

NGSSS Music Standards

MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.

MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.

MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

MU.4.C.2.2 Critique specific techniques in one's own and others performances using teacher-established criteria.

MU.4.H.1.2 Describe the influence of selected composers on the musical works and practices or traditions of their time.

MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.

MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.

MU.5.C.1.2 Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others performance.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.H.1.2 Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)

[ESE STRATEGIES](#)

Steps

Step 1: Watch an instructional swing dance video: [How to Swing Dance for Beginners](#)

Step 2: Watch a fun swing dance video: [Denver Airport Swing Dance Flash Mob](#)

Step 3: Listen to and Clap along with The Charleston. It claps just like the word “Charleston” sounds! The Charleston is the basic beat of all swing songs. [The Charleston](#)

Step 4: Learn & Practice [The Charleston dance](#).

Step 5: Watch [A Very, Very Brief History of Swing](#) (apologies for video quality.)

JazzSLAM Lesson Plans with Common Core Standards

Step 6: Learn about the importance of Charleston, as another southern port city. [Swing History 101: The Birth of Lindy Hop \(Early 1900s – 1929\) | Swungover* \(wordpress.com\)](#)

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 11: Narrative Essays and Fairy Tales

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Describe the characteristics of a fairytale
- Explain how fairytales and narrative essays are similar
- Write personal or fictional narratives using a logical sequence of events
- Improve writing by planning, revising, and editing, with guidance and support from adults

Materials

- Pencil
- Paper

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.4.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.4.L.3.5: Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

JazzSLAM Lesson Plans with Common Core Standards

LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.W.3.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

NGSSS Music Standards

MU.4.C.2.2 Critique specific techniques in one's own and others performances using teacher-established criteria.

MU.4.F.1.1 Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

MU.4.F.3.1 Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom.

MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.

MU.4.S.1.1 Improvise phrases, using familiar songs.

MU.4.S.1.3 Arrange a familiar song for voices or instruments by manipulating form.

MU.4.S.2.1 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

MU.5.S.1.1 Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.

MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music.

MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

JazzSLAM Lesson Plans with Common Core Standards

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Have your students tell a Fairy tale they heard as a young child. (for ex. “Hansel & Gretel” or ‘Little Red Riding Hood.’)

Step 2: Explain to the students how fairy tales are a great example of a Narrative Essay. Use the example below.

Example:

- *In the opening paragraph tell “Who, what, when, where, why” details (The 1st “A”.)*
- *Give more details of the story in the 2nd paragraph (The 2nd “A”.)*
- *In the 3rd paragraph the BIG problem gets revealed (the “B” section) ex “whom do they meet in the woods?”*
- *Wrap the story up in the last paragraph- the “and they all lived happily after” paragraph. (the 3rd “A” section.)*

Step 3: Have your students write their own fairy tale with a HUGE crazy problem they reveal in the 3rd paragraph (the “B” paragraph) that you solve.

Step 4: Have your students “perform” their essays for the class using a familiar tune, (for example, reading/singing their essays to the tune of Row, Row, Row Your Boat or a popular, school-appropriate pop song that they like).

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students’ work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students’ response is incomplete and exhibits many flaws. Although the

JazzSLAM Lesson Plans with Common Core Standards

	students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 12: Narrative Essays AABA Song Form/Rhyming Families

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Describe the characteristics of a fairytale
- Explain how fairytales and narrative essays are similar
- Write personal or fictional narratives using a logical sequence of events
- Improve writing by planning, revising, and editing, with guidance and support from adults

Materials

- Pencil
- Paper
- [Sarah Vaughan sings "I Got Rhythm"](#)
- [Ella Fitzgerald sings "I Got Rhythm"](#)

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.4.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

JazzSLAM Lesson Plans with Common Core Standards

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.W.3.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

NGSSS Music Standards

MU.4.C.2.2 Critique specific techniques in one's own and others performances using teacher-established criteria.

MU.4.F.1.1 Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

MU.4.F.3.1 Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom.

MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.

MU.4.S.1.1 Improvise phrases, using familiar songs.

MU.4.S.1.3 Arrange a familiar song for voices or instruments by manipulating form.

MU.4.S.2.1 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response.

MU.5.S.1.1 Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.

MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music.

JazzSLAM Lesson Plans with Common Core Standards

***MU.5.S.2.1** Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.*

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Google the lyrics for “I Got Rhythm,” (Due to copyright, it is not permissible for us to distribute lyrics).

- [Sarah Vaughan sings “I Got Rhythm”](#)
- [Ella Fitzgerald sings “I Got Rhythm”](#)

Step 2: As a class project or individually, invite students to use the melody and chords for “I Got Rhythm” to come up with a Gratitude List song of their own.

Example:

Instead of “I Got Rhythm,” they pick a different topic that they are grateful for, such as family and substitute examples:

***A section** - I’ve got family, I got my home, I got my mom, who could ask for anything more?*

***A section** - I got brothers, I got sisters, I got Grandpa, who could ask for anything more?*

Step 3: ***B section** - states a problem- or something they are sad about or afraid of- but their gratitude list keeps them from being sad or afraid about.*

Step 4: Use rhyming words in the **B** section for every other line, just like I Got Rhythm does.

Step 5: Have students pick the last word of line 2, then make a list of rhyming words to pick for the last word off the **B** section)

Step 6: **A section** - A verse that wraps it up with more things they are grateful for.

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.

JazzSLAM Lesson Plans with Common Core Standards

2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Advanced Activity 12 for Music Teachers: Rhythm Changes
("I've Got Rhythm" Chords w/ AABA Form = Narrative Essay Form)

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Learn and perform the chords progression for "Rhythm Changes"

Materials

- Keyboard or Autoharp

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.4.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

JazzSLAM Lesson Plans with Common Core Standards

LAFS.5.RI.4.10: *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.*

LAFS.5.RL.2.4: *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*

LAFS.5.RL.2.5 *Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem*

LAFS.5.SL.1.2: *Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

LAFS.5.W.3.7: *Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.*

NGSSS Music Standards

MU.4.C.2.2 *Critique specific techniques in one's own and others performances using teacher-established criteria.*

MU.4.F.1.1 *Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.*

MU.4.F.3.1 *Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom.*

MU.4.H.3.1 *Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.*

MU.4.O.3.1 *Identify how expressive elements and lyrics affect the mood or emotion of a song.*

MU.4.S.1.1 *Improvise phrases, using familiar songs.*

MU.4.S.1.3 *Arrange a familiar song for voices or instruments by manipulating form.*

MU.4.S.2.1 *Describe changes, using correct music vocabulary, in one's own and/or others performance over time.*

MU.5.C.2.2 *Describe changes, using correct music vocabulary, in one's own and/or others performance over time.*

MU.5.F.1.1 *Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.*

MU.5.F.3.1 *Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.*

MU.5.H.3.1 *Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.*

MU.5.O.3.1 *Examine and explain how expressive elements, when used in a selected musical work, affect personal response.*

MU.5.S.1.1 *Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.*

MU.5.S.1.3 *Arrange a familiar song by manipulating specified aspects of music.*

MU.5.S.2.1 *Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.*

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

JazzSLAM Lesson Plans with Common Core Standards

Steps

Step 1: Teach your music students the chords to “Rhythm Changes” on the keyboard.

(Note: “Rhythm Changes” = 32 bar song form)

- A = 8 bars
- 2nd A = 8 Bars
- **B** = 8 Bars
- 3rd & last A = 8 bars.

Step 2: Teach it numerically, so they can practice it in different keys.

(Note: In the A sections, students will simply alternate between the I chord and the V7 chord.)

1st 8 bars = 1st A:

- Bar 1=I
- Bar 2=V7
- Bar 3=I
- Bar 4=V7
- Bar 5=I
- Bar 6=V7
- Bar 7 & 8 = I

*Repeat these 8 Bars for 2nd A

B

III7 for 2 Bars

VI7 for 2 Bars

II7 for 2 Bars

V7 for the last 2 Bars.

*Repeat 8 bars of A

For Example: In C: 1st A: C = Bar 1, G7 = Bar 2, C = Bar 3, G7 = Bar 4, C = Bar 5, G7 = Bar 6, C = Bars 7 & 8

2nd A same

***B:** E7 for 2 bars, A7 for 2 Bars, D7 for 2 Bars & G7 for last 2 bars*

3rd A same as 1st 8 Bars

Step 3: Using the JazzSlam theme song, students create a prompt/topic for the 2 **A** sections.

Step 4: State a problem related to the prompt/topic in the **B** section,

Step 5: Wrap it up with a final **A**. (See below for JazzSLAM lyrics)

*For Example: Details such as who, what, when, where, why in the 1st 2 A sections. Problem revealed in the **B** section. Solve the problem/wrap it up in the last A section.*

JazzSLAM Lesson Plans with Common Core Standards

JazzSLAM Theme Song lyrics

JazzSLAM are you lookin for some glory?
 JazzSLAM then learn to write a story!
 JazzSLAM write it from your heart,
 but first you have to understand the form.

JazzSLAM. The form is the way
 JazzSLAM. To organize what you say.
 JazzSLAM in both stories and opinions
 you can say just what you mean.

If your mind is in a fuddle, and your thinking's all a-muddle,
 come and spend an hour with us.
 If confusion is an issue, you can cry into your tissue,
 but your teachers will continue to fuss.

JazzSLAM. Watch everyone's reactions
 JazzSLAM. when you rattle off all your fractions.
 JazzSLAM. The music and the lyrics
 can help you with your writing and your math,
 can help you with your writing and your math

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student

JazzSLAM Lesson Plans with Common Core Standards

	reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 13: Scat

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Define “scat”
- Identify and describe AABA form
- Perform a scat to *I Got Rhythm*

Materials/Additional Resources

- [I've Got Rhythm - Karaoke version](#)
- [Scat singing - Wikipedia](#) – contains many amazing examples of scattling

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.4.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.4.L.3.5: Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

LAFS.4.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

JazzSLAM Lesson Plans with Common Core Standards

LAFS.5.RI.4.10: *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.*

LAFS.5.RL.1.2: *Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.*

LAFS.5.RL.2.4: *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*

LAFS.5.RL.2.5: *Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem*

LAFS.5.SL.1.2: *Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

NGSSS Music Standards

MU.4.C.2.2 *Critique specific techniques in one's own and others performances using teacher-established criteria.*

MU.4.F.1.1 *Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.*

MU.4.F.3.1 *Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom.*

MU.4.H.3.1 *Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.*

MU.4.O.3.1 *Identify how expressive elements and lyrics affect the mood or emotion of a song.*

MU.4.S.1.1 *Improvise phrases, using familiar songs.*

MU.4.S.1.3 *Arrange a familiar song for voices or instruments by manipulating form.*

MU.4.S.2.1 *Describe changes, using correct music vocabulary, in one's own and/or others performance over time.*

MU.5.C.2.2 *Describe changes, using correct music vocabulary, in one's own and/or others performance over time.*

MU.5.F.1.1 *Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.*

MU.5.F.3.1 *Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.*

MU.5.H.3.1 *Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.*

MU.5.O.3.1 *Examine and explain how expressive elements, when used in a selected musical work, affect personal response.*

MU.5.S.1.1 *Improvise phrases, using familiar songs.*

MU.5.S.1.3 *Arrange a familiar song by manipulating specified aspects of music.*

MU.5.S.2.1 *Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.*

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

JazzSLAM Lesson Plans with Common Core Standards

Steps

Step 1: Have your students make up silly nonsense syllables to “Scat” to “I Got Rhythm.”

Step 2: You can use this [I’ve Got Rhythm - Karaoke version](#) for them to scat to. Each scat you sing should be 2 bars for beginners to learn the form. (Note start scatting the **A-A-B-A** form after the 8 bar Intro, ie. start singing at 0:14.)

Step 3: Sing through the whole form with you scatting:

1st “**A:**” you scat for 2 bars, then they repeat it for 2 bars. You scat for 2 more bars, they repeat it

2nd “**A:**” you scat for 2 bars, then they repeat it for 2 bars. You scat for 2 more bars, they repeat it

B: you scat for 2 bars, then they repeat it for 2 bars. You scat for 2 more bars, they repeat it.

3rd & last “**A:**” you scat for 2 bars, then they repeat it for 2 bars. You scat for 2 more bars, they repeat it.

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students’ work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students’ response is incomplete and exhibits many flaws. Although the students’ response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 14: Line Graph & Music

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Using graph paper and contour, identify familiar tunes
- Create a contour of a familiar tune using graph paper
- Understand when a melody goes up, when it goes down, & when it stays the same, ie. it's shape

Materials/Additional Resources

- Graph paper
- Colored pencils or markers
- [Exploring Melodic Contour with Kabalevsky and Porkchop - Bing Video](#)

Common Core Standards & NGSSS Music Standards

Common Core Standards

MAFS.4.MD.2.4: *Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

MAFS.4.NBT.2.4: *Fluently add and subtract multi-digit whole numbers using the standard algorithm.*

MAFS.4.OA.3.5: *Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

MAFS.5.NBT.1.2: *Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.*

MAFS.5.OA.2.3: *Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

NGSSS Music Standards

MU.4.C.2.2 *Critique specific techniques in one's own and others performances using teacher-established criteria.*

MU.4.F.1.1 *Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.*

MU.4.F.3.1 *Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom.*

JazzSLAM Lesson Plans with Common Core Standards

MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.

MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music.

MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: On graph paper, draw a contour of a simple melody. (Nursery rhymes work well.)

Step 2: Sing the 1st 2 notes of the song for your students, then point to the other notes. Give your students one other clue. (You can use “Ba, Ba Black Sheep” or the “A-B-C Song,” which both have the same contour at “Twinkle, Twinkle...”)

Step 3: Ask them to guess the “mystery song.” The point is that they will begin to see contours of melodies.

*Have your more advanced students try to draw a contour of a melody that you or other students try to guess.

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may

JazzSLAM Lesson Plans with Common Core Standards

	have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 15: The “3-2” Clave

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Describe a 3-2 clave
- Learn and perform a 3-2 clave (*The Hand Jive*)

Materials/Additional Resources

- [Hand Jive](#)
- [Clave: The Secret Key to Pop Rhythm](#)
- [The Story of Claves – from Spanish Ships to Today’s Cuban Bands](#)
- [For teachers: The Clave of Jazz](#)

Common Core Standards & NGSSS Music Standards

Common Core Standards

MAFS.4.OA.3.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

MAFS.5.OA.2.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

NGSSS Music Standards

MU.4. C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.

MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

MU.4.C.2.2 Critique specific techniques in one's own and others performances using teacher-established criteria.

MU.4.C.3.1 Describe characteristics that make various musical works appealing.

MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

MU.5. C.1.1 Discuss and apply listening strategies to support appreciation of musical works.

MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others performance.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre

MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.

ESOL/ESE STRATEGIES

JazzSLAM Lesson Plans with Common Core Standards

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

This is a very important Latin jazz rhythm AND it is also the basics of American pop music/R&B! It is a 3-2 pattern. The first bar is very similar to The Charleston and Bamboula, since they are all related and come from African roots.

Step 1: Teach your students to clap a 3-2 clave



Step 2: Teach your students the super fun [Hand Jive](#). It's a 3-2 Clave!

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

Activity 16: Opinion Essay ABBA Song Form/ Rhyming Families

Learning Goals/Objectives

JazzSLAM Lesson Plans with Common Core Standards

STUDENTS WILL BE ABLE TO:

- Describe ABBA form
- Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources
- Improve writing by planning, revising, and editing, with guidance and support from adults
- Bonus: Students will be able to clap the 3-2 clave while listening to “Under the Sea”

Materials/Additional Resources

- Paper
- Pencil
- [“Under the Sea”](#) from the little Mermaid= ABBA (Chorus-Verse-Chorus-Verse-Chorus) note the extra A thrown in the middle

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.4.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LAFS.4.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

JazzSLAM Lesson Plans with Common Core Standards

LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

LAFS.5.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

NGSSS Music Standards

MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

MU.4.F.1.1 Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

MU.4.F.3.1 Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom.

MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

MU.4.O.3.2 Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

MU.4.S.1.3 Arrange a familiar song for voices or instruments by manipulating form.

MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

MU.4.S.3.1 Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others performance.

MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

JazzSLAM Lesson Plans with Common Core Standards

MU.5.O.3.2 Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music.

MU.5.S.1.4 Sing or play simple melodic patterns by ear with support from the teacher.

MU.5.S.3.1 Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Pick a word that rhymes at the end of every other line of each section by making a Rhyming family list

Step 2: Students come up with a topic and follow the form of **Bun-Burger-Burger-Bun** to state their opinion about their topic. A suggested Opinion Essay would be to write an opinion essay for the Prince in The Little Mermaid. Ask students what the Prince might pick for a title to his opinion essay and what are two reasons he might use to convince the Little Mermaid of his opinion.

Note: If they follow the form exactly of The Little Mermaid song, they need to throw in an extra Bun between the Burgers, so this form is more like a Whopper than a “Double Burger!”

Step 3: 1st paragraph (**A**) states their opinion,
 2nd paragraph (1st **B**) gives their 1st REASON for their opinion,
 (Optional repeat of **A**-the Chorus.)
 3rd paragraph (2nd **B**) gives their 2nd REASON for their opinion,
 Last paragraph (**A**) wrap it up by restating their opinion.

This form is also called **Chorus-Verse-Verse-Chorus** music form.

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.

JazzSLAM Lesson Plans with Common Core Standards

2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 17: Informative Essay ABBA Song Form/ Rhyming Families

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Describe ABBA form
- Create an informative essay using ABBA form
- Improve writing by planning, revising, and editing, with guidance and support from adults

Materials/Additional Resources

- Paper
- Pencil
- Pete Seeger Version of [“This Land Is Your Land”](#)

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.4.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.5.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening

JazzSLAM Lesson Plans with Common Core Standards

LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

LAFS.5.RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

LAFS.5.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

NGSSS Music Standards

MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

MU.4.F.1.1 Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.

MU.4.F.3.1 Identify the characteristics and behaviors displayed by successful student musicians and discuss how these qualities will contribute to success beyond the music classroom.

MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.

MU.4.O.3.2 Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

MU.4.S.1.3 Arrange a familiar song for voices or instruments by manipulating form.

MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.

MU.4.S.3.1 Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.

MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others performance.

MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.

MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

JazzSLAM Lesson Plans with Common Core Standards

MU.5.O.3.2 Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music.

MU.5.S.1.4 Sing or play simple melodic patterns by ear with support from the teacher.

MU.5.S.3.1 Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Pick a word that rhymes at the end of every other line of each section by making a Rhyming family list.

Step 2: Students come up with a fact and follow the form of **Bun-Burger-Burger-Bun** to state their prompt (the fact) about their topic.

Step 3: 1st paragraph (**A**) states their prompt (the fact)

2nd paragraph (1st **B**) gives their 1st EXAMPLE of their prompt (their fact)

3rd paragraph (2nd **B**) gives their 2nd EXAMPLE of their prompt (their fact)

4th paragraph (**A**) wrap it up by restating their prompt (their fact).

Like opinion essays, this form is also called **Chorus-Verse-Verse-Chorus** music form.

4 EXs: EXplanatory, EXamine a topic, EXplain it, and give EXamples

Example:

- *State a fact/the Prompt in 1st A, such as “My school has students from all over the world.”*
- *Give examples in the 2 B’s, one B could be a list of some Caribbean Islands, & 2nd B could be European countries or Far Eastern countries.*
- *Last paragraph (last A) restates the prompt.*

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.

JazzSLAM Lesson Plans with Common Core Standards

2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

Activity 18: Second Line Dance

Learning Goals/Objectives

STUDENTS WILL BE ABLE TO:

- Describe a “second line” dance
- Learn, rehearse and perform a “Second Line” dance

Materials/Additional Resources

- [“Second Line” dance](#)
- [Treme sidewalk steppers 2010.](#)
- [When The Saints](#)
- [If Cities Could Dance](#)
- [How to Play New Orleans Second Dance](#)
- [The Meters](#)
- [Treme Sidewalk Steppers](#)
- [How to Second Line](#)

Common Core Standards & NGSSS Music Standards

Common Core Standards

LAFS.4.RL.2.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.W.3.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.5.W.3.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

NGSSS Music Standards

MU.4.H.1.1: Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

MU.4.H.1.3: Identify pieces of music that originated from cultures other than one's own.

MU.5.H.1.1: Identify the purposes for which music is used within various cultures.

MU.5.H.1.3: Compare stylistic and musical features in works originating from different cultures.

JazzSLAM Lesson Plans with Common Core Standards

ESOL/ESE STRATEGIES

[ESOL MATRIX](#)
[ESE STRATEGIES](#)

Steps

Step 1: Play the video *New Orleans Second Line Dancers Video* for your students: [If Cities Could Dance](#)

Step 2: After watching the video, ask your students about what kinds of things they noticed during the video. Write down responses on the whiteboard.

Step 3: Explain to students that they have just seen some short clips of a Second Line, which is a parade tradition in New Orleans. In New Orleans, a “first line” of the parade are the members of the actual parade, which includes the brass band. The “second line” are those who follow the band, parading, enjoying the music, and doing the traditional style of dance, which often involves a parasol or handkerchief. The second line can be used for weddings, funerals, and just about anywhere you can possibly imagine.

Step 4: Show a clip of the Treme Sidewalk Steppers Second Line to your students. During the video, ask your students to observe the dancing and the movements: [Treme Sidewalk Steppers](#)

Step 5: Ask your students what they noticed about the dancing in the video. Then show your students the Second Line instructional video: [How to Second Line](#). Each bar alternates which footsteps on the 1st beat.

1 2 3 4& 1 2 3 4& = R L R LR L R L RL keep repeating

Step 6: Watch an instructional video and learn how to “[Second Line](#)” dance (Instruction begins @ 1:00) with a brass band parade. Then invite your family &/or class to parade with you!

*Note: R= Right foot. L= Left foot. Every bar alternates which footsteps on the 1st beat.
1 2 3 4& 1 2 3 4& = R L R LR L R L RL keep repeating*

Example: “2nd Line” dancers following a brass band in parade [Treme sidewalk steppers 2010](#).

Step 7: Make a parade to Louis Armstrong and his band playing [When The Saints](#)

- Grab an umbrella and parade around in your yard or classroom while doing the dance!
- Move the umbrella as high as you can, then down to shoulder height.
- Blow a whistle if you have one!

Step 8: Teach it to family members &/or classmates

JazzSLAM Lesson Plans with Common Core Standards

Learn more about the New Orleans Second Lines tradition

- [New Orleans Second Lines](#)
- [New Orleans Saints](#)

Rubric/Instrument for Assessment

4 Points (Advanced)	A score of four is a response in which the student demonstrates a thorough understanding of the concepts and/or procedures embodied in the task. The student has responded correctly to the task, used sound procedures, and provided clear and complete explanations and interpretations.
3 Points (Proficient)	A score of three is a response in which the student demonstrates an understanding of the concepts and/or procedures embodied in the task. The students' response to the task is essentially correct with the procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of procedures or indications of some misunderstanding of the underlying concepts and/or procedures.
2 Points (Basic)	A score of two indicates that the student has demonstrated only a partial understanding of the concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students' work lacks an essential understanding of the underlying concepts.
1 Point (Emerging)	A score of one indicates that the student has demonstrated a very limited understanding of the concepts and/or procedures embodied in the task. The students' response is incomplete and exhibits many flaws. Although the students' response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete. The response exhibits many flaws or may be incomplete.
0 Points	A score of zero indicates that the student has provided a completely incorrect or non-interpretable response or no response at all.

JazzSLAM Lesson Plans with Common Core Standards

The following are JazzSLAM's Additional Jazz Resources-which can also be found on the JazzSLAM.com website. Included are examples of all the songs that were performed in your JazzSLAM presentation!

Additional Websites/Resources for Teachers & Students

- [Jazz at Lincoln Center Lessons for Teachers and Students](#)
- [Smithsonian Resources and Treasures to Explore, Appreciate and Experience Jazz](#)
- [Music Rising at Tulane](#)
- [Jazzy Lessons and Activities for K-12](#)
- [Swing History 101: The Birth of Lindy Hop \(Early 1900s – 1929\) | Swungover* \(wordpress.com\)](#)
- Learn about the importance of Charleston, SC as another southern port city and the Gullah Geechee people of the Sea Islands in Georgia.
- [Roots of Black Music in America](#) - Teachers can download this for \$19.98
- [New Orleans –Traditional Jazz, vs. Chicago-Hot Jazz, California-Cool Jazz, vs. New York City Jazz vs. Kansas City Jazz](#)
- [Scat singing - Wikipedia](#)
- [MUSIC: Exploring Native American influence on the blues](#)
- [Africa and the Blues](#)
- [Slave Rebellions in America](#)
- [All Around This World – The Caribbean](#)
- [Louisiana Creole People](#)
- [Mardi Gras Mix: Documentary Trumpets New Orleans' – And America's – Debt to Haiti](#)
- [History of Cajun Music](#) - *Cajun and Creole music grew up alongside each other in Louisiana*
- [Jazz and The African American Literary Tradition](#)
- [Louis Armstrong Biography](#)
- [About Louis Armstrong](#)
- [Scat singing - Wikipedia](#) – *contains many amazing examples of scatting*
- [Exploring the Jewish Influence on Black American Music](#)
- [NOLA History: the Irish in New Orleans](#)

JazzSLAM Lesson Plans with Common Core Standards

JazzSLAM Presentation Songs

- [Dizzy Gillespie instrumental “A Night in Tunisia”](#)
- [Ella Fitzgerald vocal “A Night in Tunisia”](#)
- [President Barack Obama dances a traditional Yup’ik dance with students in Alaska](#)
- [“I’ll Be So Glad When the Sun Goes Down” Field Holler](#)
- [Muddy Waters “Going to Kansas City”](#)
- [Willie Mae Thornton “Hound Dog” \(0:00 – 2:35\)](#)

- [Sarah Vaughan sings “I Got Rhythm”](#)
- [Ella Fitzgerald sings “I Got Rhythm”](#)
- [“Flintstones” Theme Song](#)
- [“Cherokee” Sarah Vaughan Vocal](#)
- [“Cherokee” Charlie Parker Instrumental](#)
- [Duke Ellington Orchestra “It Don’t Mean a Thing”](#)
- [Ella Fitzgerald and Duke Ellington “It Don’t Mean a Thing”](#)
- [“Under the Sea” Disney Recording](#)
- [Pete Seeger version “This Land Is Your Land”](#)
- [Hand Jive](#)

JazzSLAM Lesson Plans with Common Core Standards

More FABULOUS YouTube Resources

- [Explanation & demo of Congo/Caribbean rhythm Bamboula](#)
- [Bamboula at Folklife 3 with Students](#)
- [Alan Lomax - Many videos documenting early American music, including the Blues.](#)
- [West African dance Lamba](#)
- [Playing the Bamboula in Congo Square](#)
- [James P. Johnson “Carolina Shout”](#)
- [James P. Johnson “Charleston”](#)
- [“A Very, Very Brief history of Swing”](#) (apologies for poor video quality.)
- [Louis Armstrong “Dinah” 1933 \(singer/trumpet\)](#)
- [Billy Holiday](#)
- [Art Tatum “Caravan” \(1940\)](#)
- [Ella Fitzgerald with Count Basie Band “Sweet Georgia Brown”](#)
- [Louis Armstrong and Duke Ellington “Duke’s Place” \(singer/trumpet, piano\)](#)
- [Ella Fitzgerald “How High the Moon” \(singer\)](#)
- [Sarah Vaughn \(singer\) “I Got Rhythm”](#)
- [Erroll Garner “Misty” \(piano\)](#)
- [Oscar Peterson “C Jam Blues”](#)
- [Charlie Parker “I’ve Got Rhythm” \(sax\)](#)
- [Thad Jones & Mel Lewis Orchestra “The Groove Merchant”](#)
- [Miles Davis and John Coltrane “So What” \(trumpet & Sax\)](#)
- [Cannonball Adderley Sextet “Work Song” \(sax\)](#)
- [Horace Silver “Song for My Father”](#)
- [Herbie Hancock and Miles Davis “Watermelon Man” \(piano & trumpet\)](#)
- [Sarah Vaughan “Cherokee” \(singer\)](#)
- [Sonny Rollins “St. Thomas” \(tenor\)](#)
- [How to Dance Salsa to 3-2 Clave](#)