

# Music: Creating Jazz

This unit of work has been designed with Year 4 in mind but would be easily adapted for any Key Stage 2 year group.

## Introduction to the scheme of work

In this unit of work, children will learn more about jazz and try to make their own jazz music.

It is suggested that this scheme is linked to a visit to the Age of Jazz exhibition at 2 Temple Place, London between 27th January – 22nd April 2018. There will be free literacy workshops available which will directly complement this scheme of work. However, if no visit is possible, the plans and resources will work well as a stand-alone unit.

## Lesson Variations

The lesson plans for this unit are detailed.

Suggestions have been made about how to differentiate activities for children with Special Educational Needs (SEN), children with English as an Additional Language (EAL), and children who are Gifted and Talented (G&T).

Each lesson also has a resource list which makes it clear which resources have been included in this pack, and those which need to be sourced at school.

# Music – Age of Jazz – Lesson 1

LO: To develop an understanding of what Jazz music is.

Planned by Matilda Munro for Two Temple Place, 2017

Main Teaching	Activities - Differentiation	Plenary
<p><b>CCL - History</b> Collect children's ideas on what they think of when they hear the word 'jazz' – create a class mind map.</p> <p>Class teacher to give a bit of background to the Jazz Age. The Jazz Age was the period after the First World War in the 1920s. Jazz music and dance emerged in this time. It is a fusion of African-American and European music forms. The music had an impact on many other areas of culture including fashion, art, writing and interior design.</p> <p>Play the children a BBC clip introducing Kid Ory. <a href="http://www.bbc.co.uk/education/clips/zd9mpv4">http://www.bbc.co.uk/education/clips/zd9mpv4</a> <i>First play it without video (children have their eyes closed and listen)</i></p> <p><b>What stories set in the past have you read and enjoyed?</b> <b>How does the music make you feel?</b> <b>What instruments could you hear?</b> <b>How would you describe the sounds?</b></p> <p>Play the clip again, but this time children can watch too.</p> <p><b>What instruments did you see?</b> <b>Are there any ideas we want to add to our mind map about jazz?</b></p>	<p><b>Activity 1 (in mixed ability groups):</b></p> <p><b>Activity:</b> Teacher to choose selection of jazz tracks to play to class. Pause after a few minutes each time and give children the chance to talk about the music, and the instruments they can hear.</p> <p><b>EAL / SEN:</b> Collaborative group discussion and work</p> <p><b>Assessment</b> I can explain what the Jazz Age was.  I can identify instruments in jazz tracks.  I can identify how music makes me feel.</p>	<p>Mini plenaries throughout as the children discuss different jazz tracks.</p> <p><b>Speaking frame:</b>  <i>I can hear ...</i>  <i>This music makes me feel .... Because ...</i></p> <hr/> <p><b>RESOURCES</b> <b>(Items in bold are included in this pack).</b></p> <p><b>Suggested Jazz tracks</b>  BBC Clip</p>

# Music – Age of Jazz – Lesson 2

LO: To develop an understanding of pitch shapes

Planned by Matilda Munro for Two Temple Place, 2017

Main Teaching	Activities - Differentiation	Plenary
<p><b>CCL - History</b> Recap on the Jazz Age history from last time. What do the children remember about the history and the instruments they heard?</p> <p>Play the children a version of 'Summertime' (originally composed in 1934)</p> <p><b>How does the music make you feel?</b></p> <p><b>What instruments could you hear?</b></p> <p><b>How would you describe the sounds?</b></p> <p><b>What is jazz?</b></p> <p>Play the children the BBC clip of Julie Dexter explaining pitch shapes in 'Summertime'.</p> <p><a href="http://www.bbc.co.uk/education/clips/z3s4wmn">http://www.bbc.co.uk/education/clips/z3s4wmn</a></p> <p>Explain the activity.</p>	<p><b>Activity (on mixed ability tables):</b></p> <p><b>Activity:</b> Children to take it in turns singing or playing the instrument experimenting with changing the pitch shapes.</p> <p><b>EAL / SEN:</b> Collaborative group discussion and work</p> <hr/> <p><b>Assessment</b></p> <p>I can explain what the Jazz Age was.</p> <p>I can explain what pitch is and describe pitch shapes.</p> <p>I can alter pitch shapes to improvise in a jazz style.</p>	<p>Explain to children that this type of experimentation is called improvisation and is an important part of jazz music.</p> <p>Some pairs to perform.</p> <hr/> <p><b>RESOURCES</b> <b>(Items in bold are included in this pack).</b></p> <p>Xylophones or other pitched instruments.</p> <p>BBC clip</p>

# Music – Age of Jazz – Lesson 3

LO: To be able to create pulse and rhythm

Planned by Matilda Munro for Two Temple Place, 2017

Main Teaching	Activities - Differentiation	Plenary
<p><i>Play the children a jazz track of your choice.</i></p> <p><b>What is rhythm?</b> <b>What is the rhythm in this piece of music?</b></p> <p>Show the children the BBC clip about pulse and rhythm.</p> <p><a href="http://www.bbc.co.uk/education/clips/zqdtfg8">http://www.bbc.co.uk/education/clips/zqdtfg8</a></p> <p>Divide the class in two and ask one half to clap the rhythm, and the other half to stamp the pulse.</p> <p><i>Extension ideas:</i> You could do a stand-alone PE lesson involving devising jazz dances.</p>	<p><b>Activity (on mixed ability tables):</b> In mixed ability pairs, children to devise their own pulses and rhythms (one child to do pulse, the other to do rhythm) – larger groups could work well too.</p> <p>Instruments can then be introduced to develop the compositions further.</p> <p><b>EAL / SEN:</b> Paired discussion</p> <p><b>G&amp;T:</b> Should include a wide range of effective features including historical details, accurate speech punctuation</p> <hr/> <p><b>Assessment</b> I can create pulse and rhythm with a partner/ group</p>	<p>Children to share their performances with the class.</p> <hr/> <p><b>RESOURCES</b> <b>(Items in bold are included in this pack).</b></p> <p>BBC Clip</p> <p>Instruments</p>

# Music – Age of Jazz – Lesson 4

LO: To edit and improve my work.

Planned by Matilda Munro for Two Temple Place, 2017

Main Teaching	Activities - Differentiation	Plenary
<p>Display one of the children's stories on the whiteboard.</p> <p>Display a checklist of what you were hoping to see in their writing.</p> <p>Model reading the story, and editing/improving it using another colour.</p> <p>Children then to first edit/improve their own story, and then to evaluate another child's, giving it two stars and a wish (the stars being something they feel their friend did well, and a wish being something they should work to improve next time).</p> <p><i>Optional extensions:</i></p> <ul style="list-style-type: none"> <li>• Class teacher could choose a story from each table to be dramatised by the rest of the group.</li> <li>• Children could write/type their stories in neat and publish a class book.</li> <li>• Children could upload their stories to the school's website.</li> </ul>	<p><b>Activity (in mixed ability pairs):</b> Children to evaluate their own and then a friend's piece of work. They should edit and improve their own writing, and give their friend's two stars and a wish.</p> <p><b>HA:</b> Give constructive feedback to partner and ensure their own work is of a high standard.</p> <p><b>SEN:</b> With support of partner, to edit and improve their work.</p> <p><b>Success criteria</b></p> <p>I can identify what I have done well in a piece of writing.</p> <p>I can see where I need to improve and am able to edit my work to make it better.</p> <p>I can help a friend to improve their writing</p>	<p>Discuss with the children how they were able to use a two dimensional painting to create exciting stories set in the past.</p> <p><b>How do you feel the painting helped you plan your story?</b></p> <p><b>Did you enjoy this method of planning and writing a story?</b></p> <p><b>RESOURCES</b> <b>(Items in bold are included in this pack).</b></p> <p>Checklist to help with editing to be made by teachers so that it is appropriate to the age group being taught.</p> <p><b>Star and wish sheet</b></p>

## Key questions

LO: To develop an understanding of what Jazz music is



What stories set in the past have you read and enjoyed?

How does the music make you feel?

What instruments did you see?

Are there any ideas we want to add to our mind map about jazz?

What instruments could you hear?

How would you describe the sounds?

## A story planner

LO: To develop an understanding of what Jazz music is

NAME.....



How does the music make you feel?

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What is jazz?

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What instruments could you hear?

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How would you describe the sounds?

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# Star and wish sheet



**Name of Marker:**

**Name of Author:**

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**Name of Marker:**

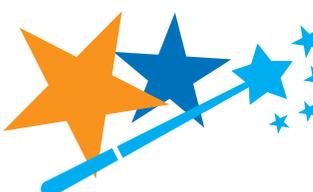
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# RHYTHM & REACTION

*The Age of Jazz in Britain*

## Suggested Soundtrack



Please find below some suggested jazz tracks to play in the classroom to accompany and inspire working. These are taken from the playlists which accompany the 'Rhythm & Reaction' show.

**Exactly like you** – Ken 'Snakehips' Johnson & His West Indian Dance Band

**Tuxedo Junction** – Ken 'Snakehips' Johnson & His West Indian Dance Band

**Blue Jazz** – Lew Stone & the Monseigneur Band

**Big Top Boogie** – Leslie "Jiver" Hutchinson And His Coloured Orchestra

**Borneo** – Jack Hylton, Jack Jackson, Phillippe Brun

**Buffalo Rhythm** – Jack Hylton, Jack Jackson, Phillippe Brun

**Stompin' at the Savoy** – Ken Johnson's Rhythm Section

**The Jumping Jive** – from the Java Joint – Lauderic Canton Quartet

**Frolic Sam** – Cyril Blake and His Jig's Club Band

**Soft Winds** – Frank Deniz And His Spirits of Rhythm

**Ostrich Walk** – Original Dixieland Jazz Band

**Mammy O'Mine** - Original Dixieland Jazz Band