

# **Keeping Time and Place: Jazz Cities in History**

## **Jazz from A to Z**

### **2016-2017 Season**

#### **'16-'17 Season Theme: Keeping Time and Place: Jazz Cities in History**

*"If 'jazz' means anything at all, which is "questionable, it means the same thing it meant to musicians fifty years ago – freedom of expression. I used to have a definition, but I don't think I have one anymore, unless it is that it is a music with an African foundation which came out of an American environment."* Duke Ellington

Jazz is America's music. It has deep roots in ragtime, blues, and the music of the Black church. It was shaped in American cities such as: New Orleans, Chicago, New York, Kansas City, Pittsburgh, Detroit and Los Angeles after the mass migration of blacks and immigrants to cities in the first half of the 20<sup>th</sup> century. Musicians steeped in these American urban cultures exercised the freedom of expression and made jazz their own. Technological advancements of the twentieth century and the prominence of the United States on the world stage allowed jazz to cross political and cultural boundaries.

By studying great jazz cities, participants will explore many facets of urban culture, but also discuss issues that have historically concerned urban populations. As artists, jazz musicians were deeply impacted by time and place and created a soundtrack that can help connect us to the people of a city and the challenges they faced.

#### **Educator Workshops**

**January 25 and January 26, 2017**

**Mesa Arts Center**

#### **Presenters:**

**Pam Baack (Retired Red Mountain High School English Teacher)**

**Rachel Colley (Westwood High School English Teacher)**

**Marcie Hutchinson (Arizona State University History Faculty)**

**Samuel Peña (AZ Beat Lab)**

**Tomas Stanton (Director and Co-founder of Phonetic Spit and Critical Engagement Specialist for Project Lit)**

**Rodney Whitaker (Director of Jazz Studies, Michigan State University)**

#### **Workshop Plan**

- **History-** Marcie Hutchinson will present each city's urban culture and the issues that faced the city's population during a time in its history.
- **How to listen to jazz-** We'll explore jazz styles from three cities: New Orleans, West Coast Jazz and Bop (West Coast and Paris). Listening activities will be guided by Rodney Whitaker for each city. Professor Whitaker will demonstrate unique qualities of each type of jazz on his bass, reinforcing how the music reflects the city's history and culture.
- **Literature-** Pam Baack will present literature (elementary and secondary levels) that enhances the understanding of the history of each city.
- **Participants will do a "Build the Rhythm" activity based on the history, music and literature of New Orleans and Los Angeles. Activity will be directed by Tomas Stanton and Samuel Peña.**

- *Rachel Colloy will introduce the Music Review Explanatory Essay, as an extension of the “Build the Rhythm” activities and to provide closure to the workshop. The essay will teach students to write an informative music review.*

### **Jazz Cities: Music Selections**

#### **New Orleans- New Orleans Jazz:**

<b>Jelly Roll Morton</b>	“Mamanita” “Black Bottom Stomp”
<b>Sidney Bechet</b>	“Summertime” “Perdido Street Blues”
<b>Louis Armstrong</b>	“Dipper Mouth Blues” (with Joe Oliver) “West End Blues”

#### **Los Angeles- West Coast Bop and West Coast Jazz:**

<b>Charles Mingus</b>	“Moves” “Mingus Fingers”
<b>Art Pepper</b>	“Tears Inside” “Smack Up”
<b>Dave Brubeck</b>	“The Duke” “Blue Rondo”

#### **Paris- Gypsy Jazz to Bop:**

<b>Sidney Bechet</b>	(influences of Sidney Bechet in Paris)
<b>Django Reinhart</b>	“Tiger Rag” “Nuages”
<b>Pierre Michelot</b>	”Half Nelson” “Una Noche Con Francis”

### **Workshop Agenda:**

7:55-8:00- Introductions, Announcements

8:00-10:10

#### **New Orleans (1885-1910)**

- “Build the Rhythm”- warmup- Tomas Stanton/ Samuel Peña (listening, understanding, collaboration) (15 minutes)
- City History- Marcie Hutchinson (25 minutes)
- Essential Elements of the City’s Jazz (New Orleans jazz)- Rodney Whitaker (on bass, recordings) (30 minutes)
  - How the style reflects the city’s history- interactive
  - How to listen to and analyze this style of jazz based on its essential characteristics and musical selections from Jelly Roll Morton, Louis Armstrong and Sidney Bechet (Music Analysis Sheets, Jazz Glossary)
- Literature of the City- Pam Baack (20-25 minutes)
- “Build the Rhythm” activity- using the city’s history, music and literature to tell its story- ALL (30 minutes)

10:10-10:25

#### **BREAK**

10:25-12:00

#### **Los Angeles (1945-1960)**

- City History- Marcie Hutchinson (20 minutes)

- Essential Elements of the City’s Jazz (West Coast bop and West Coast jazz)- Rodney (on bass, recordings) (25 minutes)
  - How the styles reflect the city’s history
  - How to listen to and analyze these styles of jazz based on its essential characteristics and musical selections from Charles Mingus, Art Pepper and Dave Brubeck (Music Analysis Sheets, Jazz Glossary)
- Literature of the City- Pam Baack (20 minutes)
- “Build the Rhythm” activity- using the city’s history, music and literature to tell its story- ALL (30 minutes)

12:00-12:45- **LUNCH** – Republic Empanada

12:45-1:00- “Commercials”

1:00-2:30

**Paris (1945-1960)**

- City History and Culture- Marcie Hutchinson (25 minutes)
- Essential Elements of “Gypsy Jazz” and Bebop- Rodney Whitaker (30 minutes)
  - How the styles reflect the city’s history
  - How to listen to and analyze these styles of jazz based on its essential characteristics and musical selections from Django Reinhardt and Pierre Michelot (Music Analysis Sheets, Jazz Glossary)
- Literature of the City for website- Pam Baack 5 minutes
- Music Review Explanatory Essay (based on “build the rhythm” activity)- Rachel (30 minutes)
  - “Nuages”, Elementary Examples, Music Review Writing- description, Examples of Writing, What Creates Vivid Descriptive Writing, Common Word Choice Mistakes, “Wordle”, Listen and Brainstorm, Final Assignment

2:30-3:00

Evaluation  
Door prizes  
Certificates

**Goals of *Jazz from A to Z***

- Enrich the **historical and cultural knowledge** of students and teachers through an integrated study of both jazz music and American/World history.
- Develop and maintain **historical thinking** in history classes by engaging students in meaningful activities that apply knowledge and skills.
- Empower students and teachers with skills and knowledge of jazz in its historical context so as to have a **meaningful experience** with works of music.
- Enhance student musical **performances**.
- Support humanities education through the **inter-disciplinary study** of history, literature, music, and art.

**Desired Outcomes of the *Jazz from A to Z* Educator Workshops**

- **Initial Outcome**  
Teachers will compose lesson/project plans integrating *Jazz from A to Z* content, resources and strategies that elevate students’ cultural knowledge and historical thinking skills in American/World history classes.
- **Short-term Outcome**  
*Jazz from A to Z* will design educator workshops integrating history, music, literature, and the arts that will stimulate interdisciplinary collaboration in Arizona schools.
- **Long-term Outcome**

Arizona educators will consistently integrate history, literature, music and the arts in district curriculums, so that every history student experiences the arts throughout his/her schooling.

### **Arizona's Social Studies Standards in American History**

#### **Concept 1: Research Skills for History**

**PO 5.** Evaluate primary and secondary sources for:

- authors' main points
- purpose and perspective
- facts vs. opinions
- different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
- credibility and validity

**PO 7.** Compare present events with past events:

- cause and effect
- change over time
- different points of view

#### **Concept 3: Exploration & Colonization**

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

Grade 1- PO 5

Grade 5- PO 5

High School- PO 3

#### **Concept 5: Westward Expansion**

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

Grade 2- PO 1, PO 4

Grade 5- PO 1a, PO 4

High School PO 1b, PO 5

#### **Concept 6: Civil War & Reconstruction**

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

Grade 7- PO 5

High School- PO 3e

#### **Concept 7: Emergence of the Modern U.S.**

Economic, social, and cultural changes transformed the U.S. into a world power.

Grade 3- PO 1, PO 2

Grade 7- PO 1

High School- PO 2

#### **Concept 8: Great Depression & WWII**

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

Grade 4- PO 4

Grade 8- PO 4

High School- PO 2

#### **Concept 9: Postwar U.S.**

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

Grade 8- PO 5, PO 6

High School- PO 3

### **Arizona's Social Studies Standards in World History**

#### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively

students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.

### **Concept 8: World at War**

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

Grade 8- PO 15

High School- PO 8

## **AZ College and Career Ready Standards**

### **Poetry Analysis and Children's Book Activity**

#### **Reading Standards**

Key Ideas and Details 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (AZ.9-12.RI.9-12.2) (AZ.9-12.RL.2)

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. (AZ.9-12.RI.10) (AZ.9-12.RL.10)

### **Children's Book Activity**

#### **Writing Standards**

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (9-12.W.4)

Research to Build and Present Knowledge 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (9-12.W.9)

### **Music Review Activity**

#### **Production and Distribution of Writing**

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### **Text Types and Purposes**

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (9-10.W.2)