

# Jazz

A resource pack for Key Stage 2

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## A brief introduction to Jazz

The origins of jazz music can be found in the southern states of the USA and more accurately, in New Orleans. This city was the perfect breeding ground for jazz due to its role as a major shipping port. This brought many different cultures and therefore many styles of music to the area. Jazz is a combination of African and European cultures. In New Orleans, the rhythms of Africa fused with European harmony and instrumental technique to create a new genre. This development was gradual and over time, more cultures influenced the music. Rhythms from Latin America also play an important role in early jazz.

The first jazz bands improvised in a polyphonic manner - each musician made up their part based on a set of chords and the melody line. This created a busy, yet sophisticated musical dialogue. The blues has always played a strong role in jazz music and this continues to the present day. Blues music is a secular music which evolved in African American culture. It allowed the performer to express their feelings through music, and although the lyrics often tell of hardship, it is regarded in the culture as a positive expression.

Major developments in jazz followed from its first recording in 1917 up to the present and it is not possible in this short space to discuss all of the sub-genres of jazz. However, certain stylistic developments are worth noting. Jazz music became a soloist's art through the recordings of trumpet player Louis Armstrong. His virtuosic solo improvisations moved the music towards a trend for featured soloists with each musician taking turns to improvise over the chord progression.

The next big development in jazz was the introduction of bigger bands. This became standardised with the 17-piece swing band. Due to the increase in musicians, the music became more heavily arranged. A much greater emphasis was placed on written musical arrangements with improvisation still playing a role, but taking a back seat.

In the 1940's, musicians such as Charlie Parker and Dizzy Gillespie brought a modern edge to the music. Returning to a small band format, these musicians brought a new complexity to their solos. This era of jazz is often referred to as 'bebop' and a noticeable change was that the music became less for dancing to and more focused on a listening audience.

### **Musicians to listen to:**

- Early Jazz - Jell Roll Morton, Bunk Johnson, George Lewis, King Oliver
- Big Band/Swing - Duke Ellington, Count Basie, Fletcher Henderson, Benny Goodman
- Bebop - Charlie Parker, Dizzy Gillespie, Thelonius Monk, Bud Powell

## Notes on the resource pack

In this series of workshops, I discussed the origins of jazz and blues music and its development throughout the last century. My focus was to educate the students on the history of the genre as well as digging deeper in to the defining aspects of the music. These included rhythm, improvisation, harmony and melodic devices such as call and response.

In this resource pack, you will find six lesson plans that trace jazz music through its origins in New Orleans up to current artists such as Gregory Porter and Snarky Puppy. The lesson plans have a large historical and cultural element but also involve some basic use of rhythm and harmony.

## Meet the artist

Performing over 250 gigs a year, John Marley is one of the busiest and most in demand bass players in the north of the UK. Since graduating from the BA (HONS) Degree in Jazz Studies at Leeds College of Music, he has worked with some of the biggest names in British jazz such as Julian Siegel, Stu Mccallum (Cinematic Orchestra), Kit Downes, Dennis Rollins, Alex Munk, Eddie Hick, Jamil Sheriff and Joel Purnell. Through his association with the Charity Dreamgirls, John has had the privilege of performing with celebrity singers such as Ricky Valance, Chip Hawkes (The Tremeloes), Angie Brown and Katrina Leskanich (Katrina & the Waves).

John is a regular member of many bands including the Kate Peters Quartet, Firebird Quartet and Alec Robinson Quartet as well as playing bass and guitar in the famous York Theatre Royal Pantomime. He is also a respected teacher and arranger, having done arrangements for many bands and musicians across the country. He has appeared on national TV and radio on both the bass guitar and double bass.

Since completing the degree at Leeds College of Music, John has studied and continues to study with bass guitar and double bass icons such as Carol Kaye, Stu Hamm, John Patitucci, Nathan East and Missy Raines. He is currently studying towards an MA in Music at York University.

As well as performing, composing and teaching music, John is also a qualified freelance journalist and writes regularly for publications such as London Jazz News, Jazz Views, Smart Bass Guitar, York Press and Jazz In York.

### Qualifications:

- BTECH National Diploma in Popular Music
- BA (Hons) Degree in Jazz Studies
- Dip LCM in Bass Guitar Tuition
- ALCM in Bass Guitar Tuition
- Dip LCM in Electric Guitar Tuition
- Dip LCM in Jazz Guitar
- ALCM in Jazz Guitar
- Diploma in Freelance Journalism

## Lesson Plan 1 - An introduction to the origins of Jazz

### Learning outcomes:

- Students are aware of the cultures that influenced jazz music and how it developed in New Orleans
- Students will be able to tell the difference between crotchets, quavers and minims and be able to reproduce simple rhythms by ear

### Discuss the following aspects of jazz music:

- Jazz music comes from New Orleans, Louisiana in the USA. New Orleans is a port city, which brought citizens from across the globe. This cultural melting pot influenced many aspects of city life including the music
- Influences that went in to the 'pot' included African, European, Italian, Spanish. The rhythmic element of jazz has its origins in Africa where as much of the harmony comes from European music
- Slaves in New Orleans were allowed to play their drums in Congo Square on a Sunday. The slaves came from across Africa and followed many different religious and spiritual beliefs. Many of their drums were improvised or hand made
- Play the group an example of African drumming. Playlist available on Spotify - <https://open.spotify.com/user/12157473845/playlist/5WIP4zx3LJA4dlb2Dm5qCP>
- Discuss call and response and how this plays a big part in music and in life. Use conversation as an example - one person talks, another person develops the conversation
- Teach the class some simple rhythms using crotchets, quavers and minims. Draw the rhythms in stick notation, so that they know what each note value looks like. See Appendix 1 'Minims, Crotchets and Quavers'
- Play a game of call and response with the rhythms you created, where you clap a rhythm and the class clap it back. This can then be developed, so you clap one rhythm and they have to respond with a different designated rhythm i.e. 'if you hear me play this rhythm, then you clap this one back'. Again, see Appendix 1 'Minims, Crotchets and Quavers' for some ideas to start you off. Try splitting the class into small groups and giving each group their own rhythm that only they can clap back
- Ask each group to perform their own, designated rhythm at the same time to teach them about **polyrhythms** and **syncopation**
- Ask them whether they play any instruments and if they'd be happy to bring them in for the next music session

## Lesson Plan 2 - An introduction to the Blues

### Learning outcome:

- Students are aware of blues music, its history and its origins and are able to write lyrics to a 12-bar blues using a standard AAB form

### Questions for the quiz:

1. Where does jazz come from? (A: New Orleans, Louisiana in the USA)
2. What is a crotchet? (A: 1 beat note)
3. What is a minim? (A: 2 beat note)
4. What is a quaver? (A: A note that lasts half a beat)

- Do a quick rhythmic call and response game from last week
- The blues is a music style that originated in the deep south of America (Texas, Mississippi, Alabama). Blues incorporates folk music, field hollers and spiritual music and was sung predominantly by slave workers and African Americans
- Explain the 12 bar blues form and chord sequence. Explain what a bar of music is. Write out the chord sequence, play it and ask them to follow the music as they listen. See Sheet '12 Bar Blues in C'. If non-musician you can hear the 12 bar blues here - <https://www.youtube.com/watch?v=wqkdkCsy8l8>
- If you are confident with playing an instrument, you could play a blues scale to the class. See Appendix 2 - '12 Bar Blues in C'
- Ask the students to explain what improvisation means
- Demonstrate an improvised blues guitar solo using the blues scale - either by playing it, or by showing the class this example of BB King playing - <https://www.youtube.com/watch?v=d43jj3F6quo>
- Explain about how the lyrics in Blues songs often reflected African American life - slavery, religion, cruelty of police officers
- Write a blues song as a group. Explain the form 'AAB' like 'Woke Up This Morning' by BB King. To do this, the first line (A) is an opening statement over the first four bars of music. This line is then restated over the second four bars of music. The third line (B) is a response to the opening two lines. Example:

**I got a gal lawd she long and tall (x2)  
She sleeps in the kitchen, but her feet in the hall**

- Ask the students to split into pairs to write a blues song

## Lesson Plan 3 - Learning about chords and the major scale

### Learning outcomes:

- Students are able to recognise major and minor chords by ear and can construct a chord sequence in the key of C Major
- The students can also explain improvisation and how it relates to a jazz solo
- Recap everything done in the lesson
- Explain that many jazz songs have a melody then a section where people take a solo. What is a solo? What is improvisation?
- Play an example – like *King of the Swingers* from The Jungle Book:

<https://www.youtube.com/watch?v=9JDzlhW3XTM>

- Talk about a chord sequence. What is a chord? What is a chord sequence? Play some examples. If the teacher is not a musician then the Garageband app on any Apple device will easily allow you to demonstrate chords. It will play the sound of chords by simply pressing the relevant chord button. A chord sequence is where a selection of chords are played in order. Again, for non-musicians, a sequence can be easily assembled on Garageband. A good chord sequence to begin with would be - *C Major, A Minor, D Minor and G Major*. This is common and easy to recognise. In general, we say that major chords sound happy and minor chords sound sad
- Discuss how notes are named after letters of the alphabet. Write out a C major scale:  
C D E F G A B C
- Sing the C major scale as a group. A keyboard or Garageband can be used to hear the sound of the scale
- Write out the chords that occur in C major. The chord to choose from are - C Major, D Minor, E Minor, F Major, G Major, A Minor, B Diminished
- As an example, come up with a chord sequence as a group
- Split them in to groups and ask them to come up with their own 4 bar chord sequence
- Get them to choose a style - either swing or funk. Fast or slow? Garageband can then be used to play these sequences. Play each chord sequence on the guitar/Garageband

**Questions for the Quiz:**

1. Where does jazz come from? (A: *New Orleans, Louisiana in the USA*)
2. Where does the blues come from? (A: *In the deep south of America - Texas, Mississippi, Alabama*)
3. How long do different notes last? (A: *minim = 2 beats, crotchet = 1 beat, quaver = half a beat*)
4. How many bars in a blues? (A: *12 bars*)
5. What does a major/minor chord sound like? (A: *major – happy, minor – sad*)

## Lesson Plan 4 - Recognising common Jazz instruments and learning about the Big Band

### Learning Outcomes –

- Students are able to recognise the sound and the role of instruments in the big band
- Students are able to listen to 7th chords and come up with their own terms to describe the sounds

### Questions For The Quiz:

1. Jazz - what country did it originate in? (A: USA)
  2. Jazz - What city did it originate in? (A: New Orleans)
  3. What was the name of the square that the slaves played drums in? (A: Congo Square)
  4. How long does a crotchet last? (A: 1 Beat)
  5. How long does a minim last? (A: 2 Beats)
  6. How long does a quaver last? (A: 1/2 Beat)
  7. What state did blues come from? (A: Mississippi)
  8. What is a chord? (A: More than 1 note played at the same time)
  9. What does major/minor sound like? (A: happy/sad)
  10. What is improvisation? (A: Making it up as you go)
- Recap information from previous workshops - Jazz, blues, rhythms, improvisation, chords.
  - Play the students a piece of early jazz music and ask them to say any words that come to mind when listening to it. What are the instruments being used? (Trumpet, Trombone, Clarinet, Piano, Drums) What are the roles of the instruments in the band? (Drums keep the rhythm, piano plays the chords and the other instruments play melodies)  
<https://www.youtube.com/watch?v=oz0fk3G7upQ>
  - Play them the first jazz piece recorded by a white band. This is significant because jazz was predominantly played by African Americans  
<https://www.youtube.com/watch?v=mW7rldvqN1w>
  - Explain that jazz spread across the USA as African Americans looked to escape slavery and find work in other areas such as Chicago and New York. When this happened, bands started to become bigger and the music became less improvised and more arranged
  - Play them a track from the swing era and ask them to identify the instruments  
[https://www.youtube.com/watch?v=fyhP\\_5VfKM](https://www.youtube.com/watch?v=fyhP_5VfKM)
  - Write down the line up of a standard big band - 4 trumpets, 4 trombones, 5 saxophones, bass, drums, piano, guitar

- Explain the call and response element of the music. Tell them how the swing era began to make jazz very popular. It was the 'pop' music of the day. It was primarily music for dancing to
- Django Reinhardt was making a contribution to jazz music in Europe. He was a Belgian born Romani gypsy who played guitar. He was in a fire in his caravan which meant he couldn't use all of his fingers. He played very quickly and invented a new style of music. Play a recording of Django Reinhardt and name other instruments in the band? (Violin, Double Bass)  
<https://www.youtube.com/watch?v=VpmOTGungnA>
- Show the class a quick demonstration of a walking bass line. This is a style of bass playing where the bass plays on every beat, like footsteps. Example:  
<https://www.youtube.com/watch?v=zGQN8vdwVrI>
- Write out the 7th chords that occur in a major key. If a non-musician is delivering the lesson then Garageband can be used to play the chords. Get the students to describe the sound of the chords - C Major 7, D Minor 7, E Minor 7, F Major 7, G Dominant 7, A Minor 7, B Minor 7b5
- Get the students to make up a chord sequence each, using chords from above. Make one as a group and keep it for next time.

## Lesson Plan 5 - Examining common jazz instruments in more detail

### Learning outcome:

- Students are able to explain the common jazz instruments in more detail and have learnt when each instrument appeared in jazz history

### Questions for the quiz:

1. How many people are in a standard big band? (A: 17)
2. Why did people move from the south of the USA around the country? (A: Jazz spread across the USA as African Americans looked to escape slavery and find work in other areas such as Chicago and New York)
3. What country did Django Reinhardt come from? (A: Belgium)
4. What instrument did he play? (A: Guitar)

- Talk about the most common instruments in a small jazz band:

**Drums** - Part of the African influence on jazz music. The drum kit started to be put together in the early days of jazz. Brass bands would use a bass drum and a snare drum. The drums keep the beat of the song and help give the piece energy. Write down the different parts of the drum kit.

**Bass** - The bass is also part of the rhythm section. It helps to keep the beat of the song and plays the lowest sounding notes in the band. Originally played on the tuba/sousaphone (good for marching), it then switched to the double bass. The double bass could play faster lines. Demonstrate a walking bass line and the slap bass style used in early jazz. It wasn't amplified in the early days of jazz, but could be as time moved on. Then the bass guitar began to be used in the 1950's. It could be played faster again and because it is an electric instrument it could be played much louder.

**Piano** - It was originally seen as an instrument for women but many men started to play it. It could be played as a solo instrument and many of the great jazz composers played piano. Piano styles that appeared include boogie, blues and ragtime. The influence of European classical music meant that many pianists were technically advanced.

**Guitar/banjo** - Originally used to keep the rhythm of the piece by playing chords (what's a chord?) As the guitar began to be amplified, it could be used to play solos now that everybody could hear it.

**Woodwind** - Sax (baritone, soprano, tenor, alto - put them in order from lowest to highest), clarinet, flute. Why are they called woodwind? The clarinet was the main woodwind instrument in early jazz but in the big band era, the saxophone really took over. It is one of the main instruments in jazz music.

**Brass** - Trumpet (cornet, flugelhorn), trombone. Loud instruments which were always used in jazz. Talk about Louis Armstrong - the first great jazz soloist. He didn't know

what year he was born. He went to boarding school for firing a pistol on New Year's Eve. In school he learned to play the cornet - play a track.

**Singing** - Jazz has always had a vocal element. Many of the early songs were gospel and blues. Explain the difference: Gospel = religious, Blues = secular. Many jazz songs came from musical theatre. Explain what scat is (In vocal **jazz**, **scat** singing is vocal improvisation with wordless vocables, nonsense syllables) and play them some examples - Dizzy Gillespie and Ella Fitzgerald.

**Misc** - Other instruments are used such as Vibraphone and violin.

**Bebop** - A style of jazz that was developed after the swing era. It was a very challenging style of jazz music that was intended for listening rather than dancing. The main developers of this style were Charlie Parker, Dizzy Gillespie and Thelonius Monk.

## Lesson Plan 6 - Recap of the course. Listening to current Jazz artists

### Learning Outcomes:

- Students are aware of current styles of jazz music
- Students are able to recap information covered throughout the series of lessons

### Questions for the quiz:

1. Which country and city does jazz music come from? (A: *New Orleans, USA*)
2. What was the name of the place where slaves played their drums? (A: *Congo Square*)
3. Where did the blues come from? (A: *USA - Mississippi*)
4. How many bars of music in a typical blues chord sequence? (A: *12*)
5. What is a chord? (A: *More than one note played at the same time*)
6. What does improvisation mean? (A: *Making it up as you go along*)
7. Is the saxophone a brass instrument or woodwind instrument? (A: *Woodwind*)
8. How many musicians are in a typical big band? (A: *17*)
9. What country did the guitarist Django Reinhardt come from? (A: *Belgium*)
10. What instrument did Louis Armstrong play? (A: *Trumpet*)

- Play modern styles of jazz - Snarky Puppy and Gregory Porter  
Snarky Puppy - <https://www.youtube.com/watch?v=0SJgTLe0hc>  
Gregory Porter - <https://www.youtube.com/watch?v=ZWUAKq-reLQ>
- Explain how jazz has fused with many styles of music including pop and funk. In the 1960's and 70's, jazz musicians began to use funk and rock rhythms as a basis for their compositions. This marked a noticeable change in jazz culture. Early examples of this are Herbie Hancock's 'Watermelon Man' and Miles Davis's 'In A Silent Way'
- Recap about scat singing and play them the Snarky Puppy video. Ask them to name the instruments in the band and ask them to listen for Lala Hathaway singing more than one note at the same time
- Get the students to pick one more chord sequence. If it is available, you could play the chord sequence using a loop pedal. If you have any musicians in your class, you could ask the students to play along on their own instruments. If the teacher delivering the workshop is not a musician then again, the Garageband app or software could be used on an Apple product - this will play chord sequences for you and is easy to operate
- Get any members of the class who aren't playing an instrument to clap a rhythm along. Recap the names of different note values. See sheet - Minims, Crotchets and Quavers

## Appendix 1 - Minims, Crotchets and Quavers

### Minims, Crotchets and Quavers

John Marley

Minims - Note Value 2 Beats

Percussion  $\frac{4}{4}$

5 Crotchets - Note Value 1 Beat

Perc.

9 Minims - Note Value 1/2 Beat

Perc.

13 Call and Response Rhythm 1

Perc.

17 Call and Response Rhythm 2

Perc.

21 Call and Response Rhythm 3

Perc.

25 Call and Response Rhythm 4

Perc.

## Appendix 2 - 12 Bar Blues in C

### 12 Bar Blues in C

John Marley

This is one possible chord sequence for a 12 bar blues in the key of C.

Keyboard

5

Kbd.

9

Kbd.

14

Kbd.

C<sup>7</sup> C<sup>7</sup> C<sup>7</sup> C<sup>7</sup>

F<sup>7</sup> F<sup>7</sup> C<sup>7</sup> C<sup>7</sup>

G<sup>7</sup> G<sup>7</sup> C<sup>7</sup> G<sup>7</sup>

C Blues Scle

The musical score is written in 4/4 time and consists of four staves. The first staff is labeled 'Keyboard' and shows four measures of C7 chords. The second staff is labeled 'Kbd.' and shows measures 5-8 with chords F7, F7, C7, and C7. The third staff is labeled 'Kbd.' and shows measures 9-12 with chords G7, G7, C7, and G7. To the right of the third staff is a 'C Blues Scle' (scale) written in treble clef, consisting of the notes C, E-flat, F, G, A, and B-natural. The fourth staff is labeled 'Kbd.' and shows measure 14 with a single C note.

## Listening list and resources

- Dance Drums - African and Afro-American Drums
- Maple Leaf Rag - Scott Joplin
- Sweet Home Chicago - Robert Johnson
- Memphis Blues - James Reese Europe
- When The Saints Go Marching In - The Dirty Dozen Brass Band
- Down By the Riverside - Onwards Brass Band
- Hound Dog - Elvis Presley
- I Wanna Be Like You - Kenny Ball
- Dixie Jass Band One-Step - Original Dixieland Jazz Band
- In The Mood - Glenn Miller
- Out Of Nowhere - Django Reinhardt
- Fingerbreaker - Jelly Roll Morton
- Donna Lee - Charlie Parker
- Don't Get Around Much Anymore - Louis Armstrong & Duke Ellington
- How High The Moon - Ella Fitzgerald
- Honeysuckle Rose - Dizzy Gillespie
- Hey Laura - Gregory Porter

### Useful Video Links

<https://www.youtube.com/watch?v=0SJgTLe0hc>

<https://www.youtube.com/watch?v=3E1VBCcA76E>



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