



Teacher's Notes
aprox 40 - 45 min

UNIT 1: ERAS OF JAZZ • LESSON 1
LET'S EXPLORE THE BLUES

From the top of my head, to the bottom of my shoes
I'm gonna sing my song, I'm gonna sing MY BLUES

ABOUT THIS LESSON

THE BLUES IS A SONG WE SING TO EXPRESS HOW WE FEEL

(ex. happy, sad, grumpy, sleepy ... any emotion)

In actuality, there are two types of BLUES:

1) The **MOAN**: sung to either co-sign someone who is singing their blues, or bending notes in the melody as a form of expression (technically the Dominant 7 leading **up** to the Tonic or a descending minor 3rd leading **down** to the Tonic)

2) The **FORM**: the standard and BASIC BLUES FORM is 12 bars/measures in length and is based on the 1, 4 and 5 scale tones of the key that the Tune is in. Generally, each chord is a dominant 7 chord. If it's a **Major** BLUES, then all chords are dominant 7. If it's a **minor** BLUES, with the exception of the 5 chord (still a dominant 7) all chords are a minor dominant 7 (see below).

Scale tones:

ex. | 1 | 4 | 1 | 1 |
 | 4 | 4 | 1 | 1 |
 | 5 | 4 | 1 | 1 |

So if this were a **Bb Major** BLUES, it would look like this:

ex. | Bb7 | Eb7 | Bb7 | Bb7 |
 | Eb7 | Eb7 | Bb7 | Bb7 |
 | F7 | Eb7 | Bb7 | Bb7 |

And if this were a **Bb minor** BLUES, it would look like this:

ex. | Bb- 7 | Eb- 7 | Bb- 7 | Bb- 7 |
 | Eb- 7 | Eb- 7 | Bb- 7 | Bb- 7 |
 | **F7** | Eb- 7 | Bb- 7 | Bb- 7 |

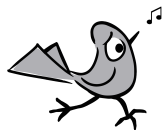
This lesson will focus primarily on the basic **FORM** (the structure/blue print) in order to create/tell/express one's story (while using the **MOAN** to co-sign). For practical purposes, we will use 4/4 time.

Lyrally, it works like this:

Line 1: **Statement**

Line 2: **Statement** (Repeat Line 1 - same exact words)

Line 3: **Resolution**, but rhyme the last word of Line 3 with the last word of Lines 1



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<p>(ABOUT THIS LESSON)</p>	<p><u>and 2</u></p> <p>ex. I woke up this morning, and I was feeling sad I woke up this morning, and I was feeling sad Mommy said I couldn't eat ice cream for breakfast, that I wanted really bad</p>
<p>THINGS TO PRACTICE</p>	<ul style="list-style-type: none"> The BLUES FORM (using 4/4 time) Creating text/lyrics to a BLUES (1.5.b)
<p>MATERIALS (see APPENDIX A)</p>	<ol style="list-style-type: none"> MAP - WORLD (1.2.d) BOOK: THE GREAT BIG SPIDER & THE WATERSPOUT BLUES BLUES SHEETS (1.4.a) CRAYONS, PENCILS
<p>JAZZ EXPLORER WARM UP</p>	<p>Standing with movement</p> <ul style="list-style-type: none"> Stretch way up high and reach for the sky Then reach down low and touch your toes Stretch way up high and reach for the sky Then reach down low and touch your toes Now wiggle wiggle wiggle and let's shake off our daily woes
<p>OPENING 1.1 track 01 jazz explorer fake book p.1</p>	<p>JAZZ EXPLORER CALL</p> <ul style="list-style-type: none"> Standing with movement Rhythmic and spoken chant over a vamp There are a total of 32 bars before THE E SECTION Feel free to follow lyrics, then repeat the track or use at will <p>Who's ready to be a Jazz Explorer?</p> <p>INTRO - 4 bars (00:00 - 00:10)</p> <p>THE A SECTION - 4 bars (00:10 - 00:20) : I'm a Jazz Explorer (point thumbs to self) and I'm Lookin' for my song (hand over eyes looking around the room) : </p> <p>THE B SECTION - 4 bars (00:20 - 00:30) Teacher: Is it there? (hand over eyes looking to right) Class: Noooo Teacher: Is it there? (hand over eyes looking to left) Class: Noooo</p> <p>THE C SECTION - 16 bars (00:30 - 1:09)</p> <ul style="list-style-type: none"> Invite Class to call every Student's name



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<p>(OPENING)</p>	<p> : Abigail's a Jazz Explorer (class waves to 'Abigail') and she's Lookin' for her song (hand over eyes looking around) : </p> <p>THE D SECTION - 4 bars (1:09 - 1:19) : I'm a Jazz Explorer (point thumbs to self) and I'm Lookin' for my song (hand over eyes looking around the room) : </p> <p>THE E SECTION - 8 bars (1:19- 1:39) Teacher: Is it there? (hand over eyes looking to right) Class: Noooo Teacher: Is it there? (hand over eyes looking to left) Class: Noooo Teacher: Is it there? (hand over eyes looking up) Class: Noooo Teacher: Is it there? (hand over eyes looking down) Class: Noooo (Teacher: Where is it?) ALL: It's in .. our .. HEARTS!! (hands make a heart shape and place over chest)</p> <p>END - 2 bars</p> <p>Invite students to be seated on the floor.</p>
<p>INTRO OF TOPIC 1.2.a 1.2.b</p>	<p>Q: <i>What is an Explorer?</i> A: Provide students an opportunity to answer It's someone who looks for things!</p> <p><i>As Jazz Explorers, we're going to look and see if we can find OUR SONG through the music of Jazz! Let's go way back in time to see if we can find OUR SONG through the BLUES, the heart of Jazz!</i></p> <p>THEME: BLUES CHANT (not in Jazz Explorer Fake Book)</p> <ul style="list-style-type: none"> • Seated with movement • Rhythmic and spoken chant • In 4/4 time • Teacher and Class <p>(pick up) From the Top of my head (pat head) to the Bottom of my shoes (touch shoes) I'm gonna Sing my song (point to self with thumbs) I'm gonna Sing my BLUES!! (arms reaching up, then staying outstretched, bring down to sides) </p>



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(INTRO OF TOPIC)

1.2.c

Are you ready to explore? Let's go!!

- Seated, pretend to fly, then 'land'

1.2.d

BLUES STORY

- Either during or after the story, invite students to take turns touching the map. Start on Africa, then have them drag their finger across the ocean to America.

MATERIALS

- (K-2) MAP - WORLD - see APPENDIX A 1.2.d.1
- (3-5) MAP - WORLD - see APPENDIX A 1.2.d.2

What do you see?

A long time ago, our global neighbors who lived on the continent of Africa (**show on map**) were taken from their homes and made ride on boats across the ocean and brought to place they had never seen before, the United States of America (**drag finger across the Atlantic Ocean over to America**). Our African neighbors were scared. They missed their homes, their families, everything they had known their whole lives. They didn't know how to speak English. All the food and the way people looked and dressed were very different. They were enslaved and many were made to work picking cotton in southern states.

Eventually they learned how to speak English and one thing they began to do to help them feel better was to sing about how they were feeling. They sang while they worked and they sang when they were home. Sometimes they would sing about sad things and sometimes about happy things.

Those songs would eventually be called the **BLUES**.

1.2.e

REPRISE **BLUES CHANT** (1.2.b)

1.2.f

Jazz Explorers, let's go meet someone who might be able to help us understand the **BLUES** a little bit more.

ACTIVITIES

1.3.a

track 03

jazz explorer fake book p.5

extension p.9

see APPENDIX B (1.3.a)



1. **THE GREAT BIG SPIDER & THE WATERSPOUT BLUES**

- Seated with hand movement

MATERIALS

- (BOOK) THE GREAT BIG SPIDER & THE WATERSPOUT BLUES
- (ONLINE BOOK) - see APPENDIX A (1.3.a)



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(ACTIVITIES)

INTRODUCTION

- The BLUES MOAN
- An ascending Major 2nd 'hum' (Dominant 7 up to the Tonic) **or**
- A descending minor 3rd 'hum' (minor 3rd down to the Tonic) **or**
- Alternate between the two

Beats: ||: 1 2 3 + 4 + | 1 2 3 4 :||

Lyrics: ||: / / / **mmmmm** | **hmm** / / / :||

extension p.9 mm 5-16

THE A SECTION

- 12 Bar BLUES
- Call and Response
- Four (4) verses

Teacher (Call): ***The Great Big Spider, he had the Waterspout Blues***

(Teacher before Response): ***What did he have?***

Students (Response): ***The Waterspout Blues***

Measure 17 (*after* the fourth Verse and *before* Interlude): invite students to raise their arms up and spin an imaginary web with you.

extension p.11 mm 18-21

INTERLUDE

- Invite students to raise hands and say **UP**, then lower and say **DOWN** to emulate a spider going up and down its web.

THE B SECTION

- Based on traditional nursery rhyme
- Two (2) verses
- Melody is a loose bluesy version of the traditional 'Itsy Bitsy Spider'
- Feel free to expand melodically according to your comfort level as lyrics are sometimes two words to one note

extension p.12 mm 30 - the end

INTERLUDE - final

- Invite students to raise hands on **UP** and say **UP**, then lower on **DOWN** and say **DOWN** to emulate a spider going up and down their web
- Can be done one time (1x) or repeated
- End on **UP**

1.3.b

Q: *What was The Great Big Spider feeling at first?*


A: Sad. He thought he had the wrong climbing shoes. So he had the *Can't-climb-the-Waterspout-because-he-thought-he-had-the-wrong-climbing-shoes* **BLUES**



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<p>(ACTIVITIES)</p> <p>1.3.c</p>	<p>Q: Then how did The Great Big Spider feel after his ltsy Bitsy Cousin said he could spin a web? A: <i>Happy! So he ended up having a happy BLUES!</i></p> <p>Jazz Explorers ... THE BLUES IS A SONG WE SING TO EXPRESS HOW WE FEEL!</p>
<p>ARTS & CRAFTS</p> <p>1.4.a</p> <p>listening party music: MA RAINEY, BESSIE SMITH, ROBERT JOHNSON, MUDDY WATERS & JIMMY RUSHING see APPENDIX A (1.4.b)</p>	<p>BLUES SHEETS</p> <ul style="list-style-type: none"> This segment can be done either in the same area or back at their centers <p>MATERIALS</p> <ul style="list-style-type: none"> (Gr K-2/3) BLUES SHEET - see APPENDIX A (1.4.a.1) DOWNLOAD (Gr 3/4-5) BLUES SHEET - see APPENDIX A (1.4.a.3) DOWNLOAD CRAYONS, PENCILS <p>INSTRUCTIONS</p> <ul style="list-style-type: none"> Gr K-2/3: see APPENDIX A 1.4.a.2 Gr 3/4-5: see APPENDIX A 1.4.a.4 <p>Once students have completed their BLUES Activity Sheets, invite them back to have a seat on the floor with their BLUES Activity Sheet in hand.</p>
<p>SING MY SONG!!</p> <p>1.5.a</p> <p>1.5.b</p> <p>track 04</p> <p>jazz explorer fake book</p> <p>p.13</p> <p>extension p.14</p> <p>see APPENDIX B (1.5.b)</p> 	<p>REPRISE BLUES CHANT (1.2.b)</p> <p>SING OUR BLUES / BLUES WALK (Lou Donaldson)</p> <ul style="list-style-type: none"> Seated with BLUES Activity Sheet (1.4) 12 bar BLUES <p>ex. 1.4.a.1 - circling/coloring the emotion Bennett circled/colored the HAPPY face on his sheet, then drew a picture of his dog Max Bennett's 12 bar BLUES based on the melody of BLUES WALK ...</p> <p>1st Bennett // is feeling really happy to- DAY // // (Oh) 2nd Bennett // is feeling really happy to- DAY // // (He) 3rd Loves his dog Max he can't wait to get home so they can play-play PLAY // </p> <p>ex. 1.4.a.2 - fill in the blanks Yara wrote "excited" (emotion), "when it's my birthday" (when /why) and " Yara's 12 bar BLUES based on the melody of BLUES WALK ...</p>



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<p>(SING MY SONG!!)</p>	<p>1st Yara's excited /// when it's her birth - day /// /// (Yara's) 2nd excited /// when it's her birth - day /// /// She got to 3rd open presents eat cake and play with her friends / all / DAY /// </p> <ul style="list-style-type: none"> • Ask students to display their BLUES Sheets on their laps for everyone to see • Loosely following the melody of BLUES WALK, create and sing a BLUES for each student based on their BLUES Activity Sheet
<p>CLOSING 1.6.a</p> <p>1.6.b track 02 jazz explorer fake book p.3 extension p.4 see APPENDIX B (1.6.b)</p> 	<p>REPRISE BLUES CHANT (1.2.b)</p> <p>JAZZ EXPLORER BLUES</p> <ul style="list-style-type: none"> • Standing with movement • 12 bar BLUES • Call and Response <p>Three verses (depending on time)</p> <p>v1 Call: I'm a Jazz Explorer (Teacher pointing thumbs to self) Response: I'm a Jazz Explorer (Students imitate)</p> <p>v2 Call: I'm gonna sing my song today (Same movement or create one for your class) Response: I'm gonna sing my song today (Students imitate)</p> <p>v3 Call: Let's all sing our song today (Teacher makes heart shape with hands) Response: Let's all sing our song today (Students imitate)</p>

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HAVE A GREAT LESSON! ♡