



RESOURCE GUIDE

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Introduction

Thank you for joining us for Jazz Time! The Pittsburgh Cultural Trust's Arts Education Department invites you to explore the world of jazz through this engaging musical performance.

This musical recording, filmed by Empty Space Project, with script by Anqwenique Kinsel, and music by Douglas Levine, introduces our youngest audience to the world of jazz. This guide will provide you with supplementary activities and information to continue learning. You may also listen to the songs from the performance at TrustArts.org/JazzTime.

We thank you for being with us and hope these materials will keep young learners excited about jazz music all year long!

Jazz for Young Audiences

We know that music is an important part of learning for young children. Jazz, however, provides a special opportunity for children to latch onto skills that will most certainly benefit their long term learning abilities. Vocabulary, literacy, and math are all components of any musical experience. Jazz Time! pays special attention to teaching children new ways of listening, playing, singing and experiencing live music.

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I. Introduction to Jazz and its Instruments

JAZZ - a form of American music that grew out of the musical traditions of African American people, with lively rhythms and melodies often improvised.

BAND - a small group of musicians who play popular music together.

PIANO/KEYBOARD - a large musical instrument with a keyboard that you play by pressing black and white keys.

BASS - a string instrument that makes low sounds.

SAXOPHONE - a musical instrument that has a curved metal tube and that is played by blowing into a mouthpiece and pressing keys with your fingers.

DRUMS - a musical instrument that is made with a thin layer of plastic stretched over the end of a round frame and that is played by hitting with sticks or with your hands.

VOCALIST - singer, one who uses their voice to make music.



Famous Jazz Musicians from Pittsburgh!



MARY LOU WILLIAMS

(May 8, 1910 – May 28, 1981)
pianist and composer



BILLY ECKSTINE

(July 8, 1914 – March 8, 1993)
jazz vocalist and band leader



ART BLAKEY

(Oct 11, 1919 – Oct 16, 1990)
drummer



GEORGE BENSON

(born March 22, 1943)
guitarist and vocalist

Use these musicians as examples of jazz greats that were born right here in Pittsburgh, helping you relate the music to Pittsburgh. Print and post pictures and information about these jazz musicians on a wall and listen to their music online.

Lesson

Objective: children will learn musical instruments used to play jazz music and form a band using sounds and gestures.

1. Explain to the children how when musicians play instruments together, they form a band.
2. Review the sounds and gestures for each instrument
 - a. For piano, wiggle your fingers straight across
 - b. For drums, move arms up and down and say "Boom Boom"
 - c. For saxophone, place hands one on top of the other, wiggle fingers and lean back and forth
3. Using the track "The Swing is the Thing" online, have the children sing along until the instrumental section and see if they recognize which instrument is playing the lead.
 - a. Once they know which instrument is soloing, have them pretend to play along.



II. Tempo

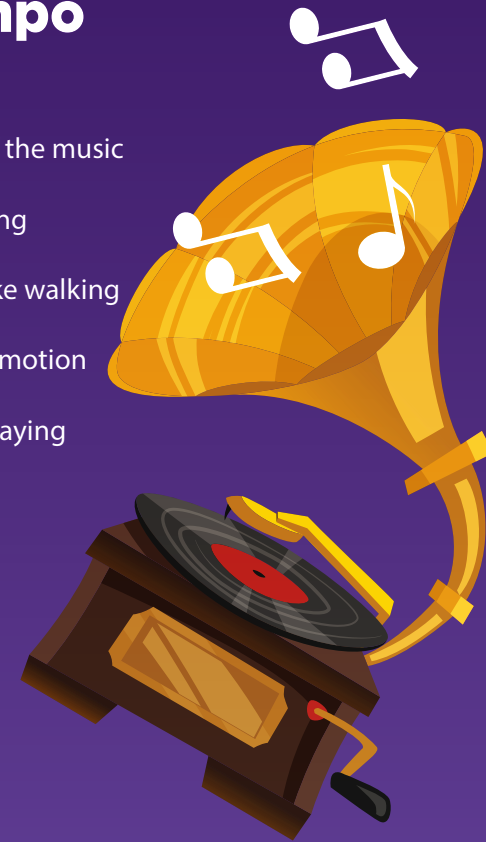
TEMPO - the speed of the beat of the music

FAST - at a high speed, like running

STEADY - at a medium speed, like walking

SLOW - at a low speed, like slow-motion

UNISON - everyone singing or playing together at the same time



Lesson

Objective: Children will practice moving at different speeds using instruments and their bodies. They will practice with the online tracks and with a song they know well.

Activity 1

1. Sit in a circle and start by making a steady beat by clapping or patting your knees. Ask everyone to listen and make sure they are all clapping/patting together in unison.
2. As the leader, push the tempo to gradually speed up and ask the children to listen and follow along. Then make the tempo of the group slow down.
3. Using a song they already know like: "Twinkle Twinkle Little Star," "Old MacDonald," or "Itsy Bitsy Spider," Have them sing the song while clapping/patting.

Lesson

Activity 1 continued

4. Sing one verse/refrain at a steady tempo, then a fast tempo and finally a very slow tempo.
5. Try it again using drums, rhythm sticks, shakers or any kind of hand instruments you may have in the classroom

Activity 2

1. This is like a game of musical chairs but without the chairs. Have the children stand in a circle all facing the same direction.
2. Using track 2: "Tempo" from the Jazz Time website, instruct the children to walk in a circle at a slow pace to the music.
3. The leader should control the random start and stop of the music and have the children freeze.
4. As the tempo changes in the song, have the children match their walking with the speed they hear in the song.



III. Dynamics

DYNAMICS - changes in how loudly music is played or sung

LOUD - a strong, noticeable sound or volume of music

SOFT - making very little sound or low volume of music



Lesson

Objective: Help children to understand dynamics by using their bodies, voices and relating to sounds they may hear outside.

Activity 1

1. Play SPLASH! This game helps children explore their medium, loud and soft voices by pretending to splash in a puddle.
2. First, instruct them to use their fingers to draw an imaginary circle or puddle on the floor in front of them.
 - a. Ask them questions about their puddle: Where does the water come from? How big is your puddle? What shape?
3. Instruct them, with one hand, splash down inside the puddle and say the word "splash"

Lesson

Activity 1 continued

4. Now splash with two hands.
 - a. Ask them questions about this splash: How might this one be different? Will the sounds be loud or soft? Ready to use your BIG VOICES?
5. Now splash with one little finger.
 - a. Ask them questions about this splash: How might this one be different from the last? Will the sounds be loud or soft?

Activity 2

1. Using the lyrics in the track "Dynamics", have the children make the different levels of sound mentioned in the song:
 - a. SHHHHH like a Summer Breeze
 - b. BZZZZZZ like a swarm of bees
 - c. Ding Dong like a church bell
 - d. WOOOO (siren) like a fire truck
 - e. Squeak like a tiny mouse
 - f. Cheer and clap like the crowd at a football game



IV. Melody & Improvisation

MELODY - a pleasing series of musical notes that form the main part of a song or piece of music

IMPROVISE - when a musician plays or sings freely without preparation



Lesson

Objective: Using tracks from the Jazz Time website, children will explore melody and improvisation with movement and instruments.

Activity 1

1. Melody is the part of a song that we always remember. It gets stuck in our heads and can connect us to memories and even directives. Take a song from the Jazz Time website and change the lyrics to discuss this story or a book you're reading.
2. Sing the same notes, but change the words.

Lesson

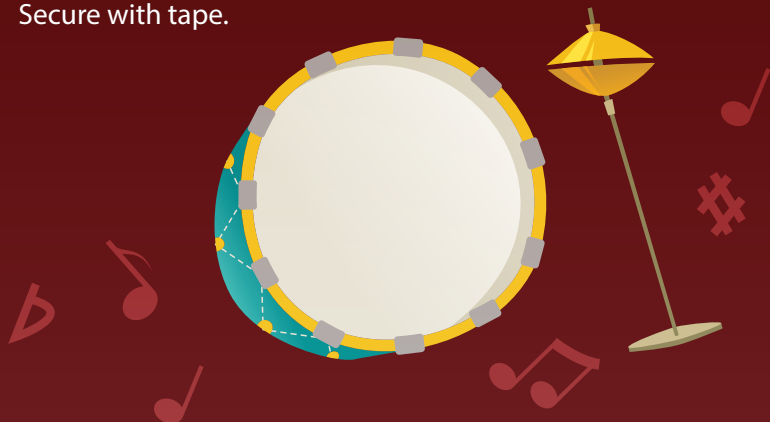
Activity 2

1. Have everyone sit in a circle. Encourage them to sing the first thing that comes to mind. Just a short phrase.
2. Then, see what everyone's phrase sounds like when they sing them all together.
3. Next, give each child a hand instrument (shaker, bells, rhythm sticks, small drum) and have them do the same thing. Make up a rhythm, the first thing that comes to mind.
4. Then, see what everyone's rhythm sounds like when they play them together.

V. Fun Activities

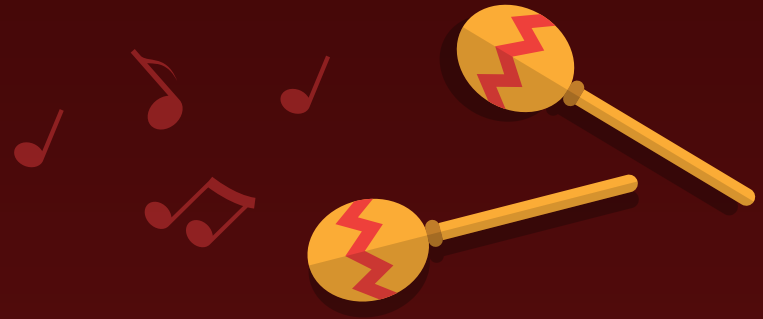
Build a Drum

1. Using scissors, cut off and discard the skinny side of the balloons.
2. Stretch the balloon over the top of the can, adjust as needed.
3. Secure with 2 rubber bands.
4. Secure with tape.



Egg Shakers

1. Use plastic eggs and fill them with small beans or rice.
2. Tape closed and secure with two plastic spoons for handles.
3. Use colorful tape or paper to decorate.
4. Practice shaking a steady beat, then use call & response to practice different rhythms.



Performance

1. Create a stage area in the classroom and invite children to retell their favorite parts of the story, sing songs, dance or show and tell. Encourage audience members to clap and say bravo!





About Jazz Time

Jazz Time! is a fun narrative performance created by vocalist and educator Anqwenique Kinsel and composer Douglas Levine. Together they have pulled out some of the core principles of Jazz music and placed them inside a fun story that explores time travel and remembering fun times.

Grandma Rose is in the attic of her house dusting and remembering the good old days. Years ago, she was a popular vocalist with a band of the days finest musicians who would perform for friends right downstairs in her living room. While pulling out some of her old clothes and pictures, she falls into to the old chest and activates the time machine. The chest takes her back in time and to her surprise, she hears music playing downstairs. Now reunited with her old band members they sing the old songs that taught her all about jazz music. Songs that explore tempo, dynamics, melody, improvisation and more.

VI. About the Artists

Story by Anqwenique Kinsel
Music & Lyrics by Douglas Levine



ANQWENIQUE Kinsel

is an extremely versatile vocalist and educator specializing in opera, classical music, jazz and soul. She holds a degree in Vocal Performance from Indiana University of Pennsylvania. The Pittsburgh native is the Director of Programs for Arts Education Collaborative. She is also is founder and director of interdisciplinary artist collective Groove Aesthetic. Anqwenique has received many awards and grants for her work including Whirl Magazine's 13 Under 30 in 2015, New Pittsburgh Courier's Fab 40 Under 40 in 2013, and the Investing in Professional Artists Award from The Heinz Endowments and The Pittsburgh Foundation. In 2017 Anqwenique was named 'Best Singer' by the Pittsburgh Magazine readers poll, listed among Who's Next in Music by The Incline and 40 Under 40 by Pittsburg Magazine and PUMP. To find out more about Anqwenique and her work visit anqwenique.com.



DOUGLAS LEVINE

is a Pittsburgh based pianist, composer, music director and teacher. He has written or arranged music for companies including Microscopic Opera Company, Pittsburgh Cultural Trust, City Theatre, The Junior Mendelssohn Choir, Dreams of Hope, Gateway to the Arts, Renaissance City Women's Choir, Playhouse Conservatory Company, Pittsburgh Musical Theater, The Warhol, Playhouse REP, Attack Theatre, Pennsylvania Dance Theatre, Pittsburgh International Children's Theater Festival, Pittsburgh Irish And Classical Theatre, Playhouse Junior and WQED FM. He holds degrees from Bucknell University and Carnegie Mellon University, and has taught at CAPA High School, the University of Pittsburgh and Point Park University.

