

## Post JazzSLAM Suggested Activities

- Share the Live Links with your students of “the Masters” playing all JazzSLAM songs. They are located in the back of the Teacher’s Guide.
- Invite your students to visit [JazzSLAM.com](http://JazzSLAM.com) and click on **Add’l Jazz Resources** at the top of the homepage for a list many other live links to continue to learn about jazz and its rich history!
- PLEASE share your experiences/ideas about these activities on the JazzSLAM Facebook Page! <https://www.facebook.com/JazzSLAM>

### Activity #1: Migration Assignment

Have your students interview a family member- an aunt or uncle, parent or grandparent, or share their own early childhood in another country.

Ask such questions as:

- Why did you come to USA?
- What did you like best about your former country?
- What do you like best about the USA?
- What is your favorite meal from your former country?
- What was your favorite thing to do in your former country?
- What is your favorite song or dance from your former country?

Ask your family member to teach you a song or dance from that country to share with your classmates.

or ask them if THEY will teach it to your classmates via the internet!

Share the interview and your findings with your classmates. (if you are shy, you can share it with your teacher and another classmate.)

### Activity # 2: Learn BamBOUla rhythm, the basis for Caribbean music and American R & B

Have your students clap exactly as the word sounds: (1 2 3) **4** 1 (2)& (3) **4** 1 (2)& (3)  
BamBOU la BamBOU la

This is the rhythm from the Congo in Africa

Clap the same rhythm but say TreSILlo, the Cuban name for this rhythm.

Keep clapping the same rhythm but say TamBOUla, the Haitian name for this rhythm.

Keep clapping and say CaLYPso, the name for this rhythm in Trinidad.

End up back clapping and saying BamBOUla. In New Orleans this rhythm is still known by its African name.

### Activity #3 Rhythm orchestra

If you have access to your students in a Zoom Room type of setting, divide them into five groups.

(All the students in Group 1 are whole notes, Group 2 are half notes, Group 3 are quarter notes, Group 4 are eighth notes, Group 5 are sixteenth notes.)

Set a pulse of 1- 2- 3- 4. Repeat it leaning Left on 1, Right on 2, Left on 3, Right on 4. Keep repeating

Have each group (one group at a time) clap their pattern.

(Ex. Whole note claps on 1 and makes a big pizza pie with hands; half note claps on 1 & 3, quarter claps on 1, 2, 3, 4 alternating on each side; eighth 2 on each side for each pulse; sixteenth 4 tiny chipmunk claps on each side while you keep the pulse going.)

Finally, have all groups clap their rhythms all at the same time!

You be the conductor and bring the claps from very soft (pianissimo) up to very loud (Fortissimo) several times.

### Activity #4: Have your students make up a Rap song in the Call & Response AB form of a Field Holler

Have the 1st Call end on a higher pitch (& the Response repeats it.)

Have the 2nd Call end on a lower pitch to show finality (& the Response repeats it.)

HARD.”

Ex. Field Holler in JazzSLAM: 1<sup>st</sup> Call: “ I’ve been workin oh so (Responder repeats it.)

“I feel so bad til the sun goes (Responder repeats it.)

DOWN.”

### Activity #5: Math Assignment A-B Form

Establish a beat and count 1-2-3-4. Lean Left on 1, Right on 2, Left on 3, Right on 4. Keep repeating! (Each 1-2-3-4 = a whole note.)

You clap and/or stomp a 4-beat pattern (**A**= "The Call,") which your students have to replicate (or repeat) back (**B**= "The Response.") (Ex. you clap: Clap, clap-clap, stomp, stomp-stomp **(1 - 2& - 3 - 4&)**)

After your students understand, you can ask them to try to stump you by making up their own pattern that you must copy.

Lastly, they can do a pattern for other students to replicate. (Don't let the beat or swaying side-to-side stop until everyone is done!)

**Activity #6: Draw a Pie Graph of a 4-beat/Whole Note rhythm that you invent.** Ask your students to clap it. Ask if anyone wants to write one to try to stump you and other classmates.

### **Activity #7: Rhyming Families**

Pick a rhyming family, such as the "ay" family. Have your students write as many words as they can think of that are in that family. They will use this family to write a Blues Chorus in the next activity. For example, the **ay** family: bay, cay, day, Fay, gay, hay, Jay, etc. (going through the alphabet. They could also ask Siri or do a google search.)

### **Activity #8: "Read, Think, & Explain/"Blues Activity, plus "Rhyming Family" activity**

(This is **A-A-B** Form which is similar to The Blues. You state the prompt as a question = the 1<sup>st</sup> **A**. You restate that prompt = 2<sup>nd</sup> **A**. You give the reason "Why" = the **B**.)

Have your students try writing a Blues Chorus. You can have them use the chords and melody of "Hound Dog" as a template.

Have them state their Prompt, then repeat it, then state the reason "why" (the "because" phrase to complete the idea.) They might think of someone or a situation that upset them to come up with some a "blues" idea. OR just state a prompt, repeat the prompt & give the reason "Why" ("because...").

The last word of the **A** prompt rhymes with the last word of the **B** response! Have your students use their list of rhyming family words from the prior activity to create a Prompt ending in a word from the rhyming family.

Ex. If your **A** line ends with play, they make up their **B** response from their list.

(A) I wanna throw a party. Have my friends to **play**

(A) I wanna throw a party. Have my friends to **play**

(B) but Covid's got us stuck at home all **day.**"

### Activity #9: Learn how to swing dance and how to do The Charleston dance

Watch an instructional swing dance video:

<https://youtu.be/-FvsngL124Q>

Watch a fun swing dance video: <https://youtu.be/BDv7NhMjhg4>

Clap The Charleston. It claps just like the word “Charleston” sounds! The Charleston is the basic beat of all swing songs.

Learn The Charleston dance.

<https://www.youtube.com/watch?v=fQSY-2VtBvg>

### Activity #10: Fairy tales are excellent examples of Narrative Essays.

- Have your students tell a Fairy tale they heard as a young child. (for ex. “Hansel & Gretel” or ‘Little Red Riding Hood.’)

In the opening paragraph tell “Who, what, when, where, why” details (The 1<sup>st</sup> “A”.)

Give more details of the story in the 2<sup>nd</sup> paragraph (The 2<sup>nd</sup> “A”.)

In the 3<sup>rd</sup> paragraph the BIG problem gets revealed (the “B” section) ex “whom do they meet in the woods?”

Wrap the story up in the last paragraph- the “and they all lived happily after” paragraph. (the 3<sup>rd</sup> “A” section.)

- Have your students write their own fairy tale with a HUGE crazy problem they reveal in the 3<sup>rd</sup> paragraph (the “B” paragraph) that you solve.

### Activity #11: Narrative Essay A-A-B-A song form, plus Rhyming Families Activity

Simplest activity: Google the lyrics for “I Got Rhythm,” (It is not permissible for us to distribute copyrighted lyrics.) As a class project or alone, invite students to use the melody and chords for “I Got Rhythm” to come up with a Gratitude List song of their own. For Ex. Instead of “I Got Rhythm,” they pick a different topic that they are grateful for, such as family and substitute

Example:

(A) I Got family, I got my home, I got my mom, who could ask for anything more?

(A) I got brothers, I got sisters, I got Grandpa, who could ask for anything more?

The 3<sup>rd</sup> section, the (B) section, states a problem, or something they are sad about or afraid of, but their gratitude list keeps them from being sad or afraid about. Use rhyming words in the (B) section for every other line, just like I Got Rhythm does. Have

students pick the last word of line 2, then make a list of rhyming words to pick for the last word off the **(B)** section.

The 4th section, returns to **(A)** for a verse that wraps it up with more things they are grateful for.

A more advanced activity would be to use the format of the JazzSLAM Theme Song as your template. Two **(A)** sections about the student's chosen prompt/topic and a problem related to their topic in the **(B)** section, wrap it up with a final **(A)**. (See JazzSLAM lyrics at end of this document.)

### **Activity #12: Scat Activity**

Have your students make up silly nonsense syllables to "Scat" to "I Got Rhythm." You can use this YouTube Karaoke version for them to scat to. Each scat you sing should be 2 bars for beginners to learn the form. (Note: Start scatting the **A-A-B-A** form after the 8 bar Intro, ie. Start singing at 0:14.) [https://youtu.be/UfYvYgSI\\_gU](https://youtu.be/UfYvYgSI_gU)

Sing through the whole form with you scatting:

1<sup>st</sup> "**A**:" You scat for 2 bars, then they repeat it for 2 bars.

You scat for 2 more bars, they repeat it

2<sup>nd</sup> "**A**:" You scat for 2 bars, then they repeat it for 2 bars.

You scat for 2 more bars, they repeat it

**B**: You scat for 2 bars, then they repeat it for 2 bars.

You scat for 2 more bars, they repeat it

3<sup>rd</sup> & last "**A**:" You scat for 2 bars, then they repeat it for 2 bars.

You scat for 2 more bars, they repeat it.

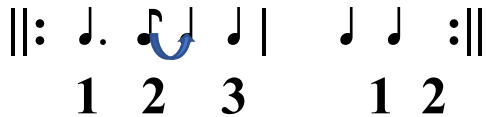
### **Activity #13: On graph paper, draw a contour of a simple melody.** (Nursery rhymes work well.)

Sing the 1<sup>st</sup> 2 notes of the song for your students, then point to the other notes. Give your students one other clue. (You can use "Ba, Ba Blacksheep" or the "A-B-C Song," which both have the same contour at "Twinkle, Twinkle...") Ask them to guess the "mystery song." The point is that they will begin to see contours of melodies.

- Have your more advanced students try to draw a contour of a melody that you or other students try to guess.

**Activity #14: Teach students The "3-2" Clave.** This is a very important Latin jazz rhythm AND it is also the basics of American pop music/R&B! It is a 3-2 pattern. The first bar is very similar to The Charleston and Bamboula, since they are all related and come from African roots.

Teach your students to clap a 3-2 clave:



Teach your students the super fun Hand Jive. It's a 3-2 Clave!

<https://youtu.be/elozjNOgrm8>

### **Activity #15: Opinion Essay A-B-B-A song form, plus Rhyming Families Activity**

(Again, pick a word that rhymes at the end of every other line of each section by making a Rhyming family list.)

Students come up with a topic and follow the form of **Bun-Burger-Burger-Bun** to state their opinion about their topic.

Example:

A suggested Opinion Essay would be to write an opinion essay for the Prince in The Little Mermaid. Ask students to write an opinion essay for the Prince in The Little Mermaid. Ask them what the Prince might pick for a title to his opinion essay and what are two reasons he might use to convince the Little Mermaid of his opinion.

Note: if they follow the form exactly of The Little Mermaid song, they need to throw in an extra Bun between the Burgers, so this form is more like a Whopper than a "Double Burger!"

1<sup>st</sup> paragraph (**A**) states their opinion,

2<sup>nd</sup> paragraph (1<sup>st</sup> **B**) gives their 1<sup>st</sup> REASON for their opinion,  
(Optional repeat of **A**-the Chorus.)

2<sup>nd</sup> **B** gives their 2<sup>nd</sup> REASON for their opinion,

then they wrap it up in the last paragraph by restating their opinion, last **A**.

This form is also called **Chorus-Verse-Verse-Chorus** music form.

### **Activity #16: Informative Essay A-B-B-A song form, plus Rhyming Families Activity**

(Remember to pick a word that rhymes, from the Rhyming Family activity (#7 above), and put them at the end of every other line of each section.)

Students choose a fact and follow the form of **Bun-Burger-Burger-Bun (A-B-B-A)** to state their prompt (the fact) about their topic.

1<sup>st</sup> paragraph states their prompt (the Fact) **A**

2<sup>nd</sup> paragraph (1<sup>st</sup> **B**) gives their 1<sup>st</sup> EXAMPLE of their Fact (their Prompt)

3<sup>rd</sup> paragraph (2<sup>nd</sup> **B**) gives their 2<sup>nd</sup> EXAMPLE of their Fact (their Prompt)

4<sup>th</sup> paragraph restates their Prompt (the Fact) **A**

(Like Opinion Essays, this form is also called **Chorus-Verse-Verse-Chorus** music form.)

4 EXs: **EX**planatory = **EX**amine a topic, **EX**plain it, and give **EX**amples

Example:

State a fact/the Prompt in 1<sup>st</sup> **A**, such as “My school has students from all over the world.” Give examples in the 2 **B**’s, one **B** could be a list of some Caribbean Islands, & 2<sup>nd</sup> **B** could be European countries or Far Eastern countries. Last paragraph (last **A**) restates the prompt.

**Activity # 17: Watch an instructional video and learn how to “Second Line” dance with a brass band parade. Then invite your family and/or class to parade with you!**

<https://youtu.be/nBer69r793M> instruction begins @1:00

Note: R= Right foot. L= Left foot. Every bar alternates which foot steps on the 1<sup>st</sup> beat.

1 - 2 - 3 - 4& 1 - 2 - 3 - 4& = R L R LR L R L RL keep repeating

Example 2: “2nd Line” dancers following a brass band in parade  
Treme sidewalk steppers 2010. <https://youtu.be/FGC58bXrOlw>

Make a parade to Louis Armstrong and his band playing The Saints  
<https://youtu.be/x30u2uMYCgU>

Grab an umbrella and parade around in your yard or classroom while doing the dance! Move the umbrella as high as you can, then down to shoulder height. Blow a whistle if you have one!

Teach it to family members and/or classmates. Then invite your mom, dad, grandpa, sis- everyone to join you parading around your house to the music. Or if you are at school, invite your classmates to join you

Learn more about the New Orleans Second Line tradition <https://youtu.be/QpKiuVVXXeA>  
<https://youtu.be/XPRppUOPfqs>

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## More advanced activities for Music Teachers

### Activity #1: 12 Bar Blues

Teach your music students the 3 chords to the blues on a keyboard or autoharp. Teach it numerically, so they can eventually practice it in different keys. Set up a beat of 4 beats/ bar.

Bars 1-4 =I7 chord, Bars 5 & 6 =IV7 chord, Bars 7 & 8 = I7 chord,  
Bar 9 =V7, Bar 10 =IV7, Bar 11 & 12 = I7.

For melodic instruments or voice, you can teach students the leading tones to play. Use the 3<sup>rd</sup> of I7, to the b7th of IV7, & b7th of V7 for 12 Bar Blues.

For ex. In the key of C: C7 =4 bars, F7= 2 Bars, C7= 2 bars, G7= 1 bar, F7= 1 bar, C7= 2 bars.

Leading tones = E for Bars 1-4, Eb for Bars 5 & 6, E for Bars 7 & 8, F for Bar 9, Eb for Bar 10, E for Bars 11 & 12.

### Activity #2: "Rhythm Changes"

Teach your music students the chords to "Rhythm Changes" on the keyboard. Note: "Rhythm Changes" =32 bar song form

**A** = 8 bars, 2<sup>nd</sup> **A** = 8 Bars, **B** = 8 Bars, 3<sup>rd</sup> & last **A** = 8 bars.

Teach it numerically, so they can practice it in different keys.

(Note: In the **A** sections, students will simply alternate between the I chord and the V7 chord.)

1<sup>st</sup> 8 bars= 1<sup>st</sup> **A**: Bar 1=I, Bar 2=V7, Bar 3=I, Bar 4=V7, Bar 5=I, Bar 6=V7, Bar 7 & 8=I

Repeat these 8 Bars for 2<sup>nd</sup> **A**,

**B** = III7 for 2 Bars, VI7 for 2 Bars, II7 for 2 Bars, V7 for last 2 Bars.

Repeat 8 bars of **A**

For ex. In C: 1<sup>st</sup> **A**: C= Bar 1, G7= Bar 2, C = Bar 3, G7= Bar 4, C = Bar 5, G7 = Bar 6, C = Bars 7 & 8

2<sup>nd</sup> **A** same

**B**: E7 for 2 bars, A7 for 2 Bars, D7 for 2 Bars & G7 for last 2 bars

3<sup>rd</sup> **A** same as 1<sup>st</sup> 8 Bars

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**Addendum: JazzSLAM Theme Song lyrics, Ex of a Narrative Essay**

(Details such as who, what, when, where, why in the 1st 2 **A** sections. Problem revealed in the **B** section. Solve the problem/wrap it up last **A** section.)

JazzSLAM are you lookin for some glory?  
JazzSLAM then learn to write a story!  
JazzSLAM write it from your heart,  
but first you have to understand the form.

JazzSLAM. The form is the way  
JazzSLAM. To organize what you say.  
JazzSLAM in both stories and opinions  
you can say just what you mean.

If your mind is in a fuddle, and your thinking's all a-muddle,  
come and spend an hour with us.  
If confusion is an issue, you can cry into your tissue,  
but your teachers will continue to fuss.

JazzSLAM. Watch everyone's reactions  
JazzSLAM. when you rattle off all your fractions.  
JazzSLAM. The music and the lyrics  
can help you with your writing and your math,  
can help you with your writing and your math.