

Creative Moments with Jazz Pieces



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Experience creative moments through movement and speech with jazz pieces from Ella Fitzgerald, Dave Brubeck, and Miles Davis. Participants will need cups for a cup game, space to move (and lie on the floor, if possible), and four index cards (a piece of paper is fine, too).



Body Warmup: Cupid Shuffle to “It Don’t Mean a Thing, If It Ain’t Got that Swing”

- Review the steps with original song
- Introduce Ella Fitzgerald and give a little history of “It Don’t Mean A Thing...”
- Do the Cupid Shuffle with Fitzgerald’s version of the tune

Dave Brubeck’s “Take Five” Passing Game

Intro

- Introduce Dave Brubeck (show picture)

Imitate

- Students copy cup two passing patterns to a slowed version of the song, then fast

Explore/Create

- Students offer ideas for sounds and teacher helps co-construct an original pattern; try with the music
- Student create their own passing game in small group; try with music

Miles Davis, “Moon Dreams”

Hook

- Introduce Miles Davis (show picture)
- “What does this music make you think of, or make you feel?” Have students close their eyes and listen to a clip of Miles Davis’s version of Moon Dreams
- Students share out (sleepy, relaxed); share the title of the piece

Imitate/Explore

- Explore sleeping positions
- Children put together a dream sequence (e.g., 4 sleeping positions)
- Teacher plays recording; children listen for a cue (triangle) to change sleeping positions

Create

- Have older children create their own sleeping sequences
- Children can also lead the change (they get to play the triangle)

Scat Singing

Hook

- Show clips of scat singing from the movie *Tarzan* and of Ella Fitzgerald scat singing
- What do you notice? How would you define scat singing? *Using vocal sounds for musical expression, rather than lyrics*
- Walk and snap on beats 2 and 4 or walk and tap “gum, bubble gum rhythm”; freeze on the scat singing, hand to hear, nodding head on the scat singing: “Scat Cat”

Imitate/Explore

- Review two videos and one audio clip and listen for the scat syllables used
- Write on board (or jamboard if you’re online) what students can recall, have students try and imitate the sounds (teacher models)

Create

- Model how to create a scat singing sequence (pick at least four sounds and repeat some)
- Small groups, pass out index cards or use jamboard
- Students create their own scat combo (kids write the scat sounds they want to use on index cards and arrange them in the pattern they want)
- Give students time to practice with backing track playing
- Each group shares; students watching share a “glow.” “What did you like about what that group shared?”

Thanks! Contact me any time!

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