

Made in the Shade:

Jazz: America's Music

Educational Guide, Grades K-12



About the Performance

Dan, Crick and the rest of the quartet march through the rhythms, the instrumental voices, the history and the cultural context of this uniquely American musical tradition. Starting in New Orleans with Dixieland, they make stops in Kansas City, Chicago, and New York to learn about other jazz styles such as swing, blues, bebop, jazz fusion, and Latin jazz. Students will also learn about the nature of improvisation and will have a chance to conduct the band.



About the Artists

Made in the Shade is an acoustic quartet that entertains audiences worldwide with the exuberant spirit of jazz. Its unique blend of New Orleans jazz, swing, ethnic and original music delights listeners and dancers of all ages. This acclaimed ensemble is comprised of bandleader Dan Fox on trombone, Mike Peipman on trumpet, Crick Diefendorf on banjo and John McLellan on drums. The ensemble was formed in 1990 when a group of music school graduates decided to play on the Boston Common in celebration of our nation's birthday. Since then Made in the Shade has performed at numerous festivals, concerts, schools, radio and television shows and many other social functions throughout the United States and Europe.

Program Learning Goals

1. To explore the evolution of jazz.
2. To experience the spirit and energy of jazz.
3. To explore the historical and social contexts in which jazz evolved.

Essential Questions

1. How does music tell the story of a culture?
2. How does the evolution of jazz styles connect to the history of the United States?
3. How do musical styles develop and connect to each other?

Made in the Shade:

Jazz: America's Music

Educational Guide, Grades K-12

Vocabulary

- **Beat:** the steady pulse of a song or piece of music
- **Rhythm:** a strong pattern of notes or beats in music
- **Tempo:** the speed of a song or piece of music
- **Melody:** a series of notes that creates the main part of a song or piece of music
- **Harmony:** individual notes or groupings of notes that accompany and support the melody

Key Facts and Context for Students

What is Jazz?

Jazz is a genre of music that is over 100 years old and originated in the United States. African American work songs, gospel, and blues combined with marching band music and instrumentation to create early jazz. This developed into swing, bebop, and modern fusion styles. The map to the right shows the U.S. cities with significant jazz influence and history.



Instruments Featured in this Performance



Trombone



Banjo

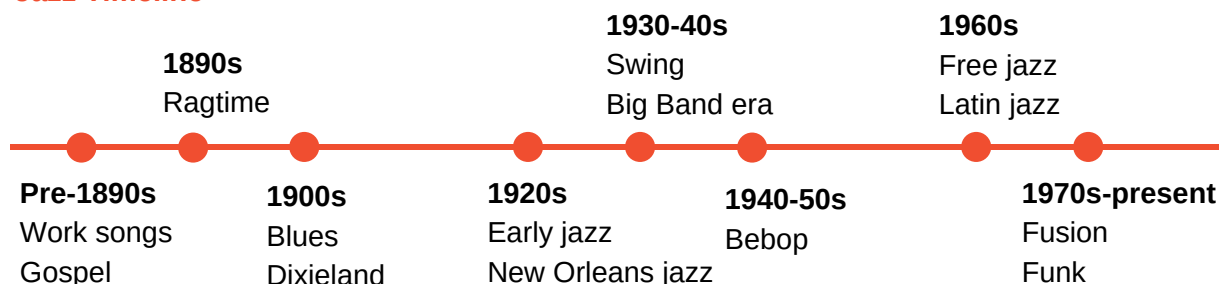


Trumpet



Drums

Jazz Timeline



Made in the Shade:
Jazz: America's Music
Educational Guide, Grades K-12



Pre-Performance Discussion Questions

- What do you know about jazz? What would you like to know? How could you find out more?
- What instruments do you know about? How are they played? What type(s) of music do they play?
- Do you play an instrument? If so, what is it and what kind(s) of music do you play? If not, what are your favorite instruments and/or musical genres?

Pre-Performance Activities

Activity 1: Musical Groupings

Learning Goal:

To examine different types of music and ensembles.



Materials:

Musical Groupings Worksheet (see page 4), audio/video examples (from Spotify, YouTube, etc.) of an orchestra (classical), big band (jazz), rock band, and bluegrass band, pencils/pens

Directions:

1. Discuss different genres of music and compare them to each other. What are your favorite styles? Which kinds of music are fast? Slow? How does each genre make you feel?
2. Play recordings of different genres of music (including an orchestra, big band, rock band, and bluegrass band). Talk about the different instruments you see and hear.
3. Fill out the Musical Groupings Worksheet (either as a large group, in small groups, or individually depending on the class). Look up any instruments that you are unfamiliar with.
4. Discuss the instrument groupings. Which instruments are found in two (or more) musical ensembles? What role does each instrument play in the ensemble (melody, accompaniment, rhythm, etc.)? Do you play in any musical ensembles? If so, discuss your instrument and its role in the ensemble.

Made in the Shade:
Jazz: America's Music
Educational Guide, Grades K-12



Name: _____

Musical Groupings Worksheet

Directions: Place the instruments listed below into the musical ensemble(s) which they are typically found. Note that some instruments will be in multiple ensembles!

Instruments:

Violin	Banjo	Flute	Trombone
Cello	Double bass	Trumpet	Clarinet
Acoustic guitar	Bass guitar	Drums	Tuba
Electric guitar	Piano	Cymbals	Oboe
Saxophone	Harp	Timpani	Bassoon

Orchestra

Jazz Band

Rock Band

Bluegrass Band

Made in the Shade:
Jazz: America's Music
Educational Guide, Grades K-12



Pre-Performance Activities, continued

Activity 2: Jazz in America

Learning Goal:

To research areas in the United States where jazz was popular.

Materials:

United States map, vetted books and websites about jazz and the early 1900s (*see resources on page 8*)



Directions:

1. Discuss different types of music (i.e. rock, rap, classical, jazz, folk, etc.). What styles are you familiar with? What do you know about where they originated and how they developed?
2. Ask students what they know about jazz. Where does jazz come from? What instruments are common in jazz bands?
3. Tell students that jazz had four primary hubs in the United States: New Orleans (LA), Kansas City (MO), Chicago (IL), and New York City (NY). Locate these cities on a map.
4. Divide the class into four groups and assign one of the jazz hub cities to each group. Ask each group to research this city in the early 1900s. Why did these cities become centers for jazz? What was life like in these cities? Who were the most famous jazz musicians to come from each city?
5. Share each group's findings with the class. Discuss similarities and differences between each city's jazz history.

Pre-Performance Activity Extensions

- Discuss the instruments in a jazz ensemble (i.e. trumpet, saxophone, trombone, piano, bass, percussion, etc.). How are they played? What instrument families do they belong to?
- Review important events from 20th century American history (i.e. World War I, Roaring Twenties, the Great Depression, World War II, Harlem Renaissance, etc.). What kinds of music was popular during each event? Why?
- Review the building blocks of music (i.e. beat, rhythm, tempo, melody, harmony, etc.). Ask students to listen for these elements during the performance.

Made in the Shade:
Jazz: America's Music
Educational Guide, Grades K-12



Post-Performance Discussion Questions

- What instruments were used in the performance? How were they played?
- What was your favorite jazz genre from the performance? Why is it significant?
- What did you learn about jazz history? What did you learn about United States history? How do they connect to each other?

Post-Performance Activities

Activity 1: Jazz on Parade

Learning Goal:

To learn about the instruments in a jazz ensemble.

Materials:

Art supplies, recordings of jazz songs, speakers/equipment to play song recordings

Directions:

1. Discuss the instruments played in Made in the Shade's performance. What did each one look like? What did each one sound like? How was it played? Which one might you want to play?
2. Have each student pick an instrument (either one from the performance or a different one that they know) and draw a picture of it.
3. Divide the students into jazz ensembles based on the instrument they have drawn. Ask each group to create a name for their jazz band and choose a song for their band to perform.
4. Have groups take turns parading around the room to a recorded jazz excerpt of the song they chose. Encourage them to mime and improvise playing their instrument.



Made in the Shade:
Jazz: America's Music
Educational Guide, Grades K-12



Post-Performance Activities, continued

Activity 2: Music in the Past

Learning Goals:

- To explore the history of music from one individual's perspective.
- To interview an individual about music.

Materials:

Paper, pencils/pens, recording device (optional)



Directions:

1. Discuss music. Ask students what type of music they like and why. How do they use music? Do they discuss music with their friends?
2. Discuss the notion of interviewing. Where have students seen or heard interviews? Ask students if they have been interviewed or have been an interviewer.
3. Tell students that they will be interviewing someone older about music, preferably jazz. Discuss questions that students could ask their interviewees and have students write down 5-10 interview questions.
4. Have students interview someone outside of school using the interview questions from class. Encourage students to take notes about the interviewee's responses and record the interview, if possible.
5. Have students creatively present their interviews to the class (i.e. through video, audio, music, etc.).

Post-Performance Activity Extensions

- Write a review of Made in the Shade's performance. What did you enjoy? What did you learn about music history and United States history?
- Research the lives of prominent jazz composers (i.e. Duke Ellington, Count Basie, Jelly Roll Morton, etc.).
- Discuss how advances in technology have changed music. Would jazz be different if it were invented in today's technological world? What more contemporary music styles are currently being established? How are they evolving?

Made in the Shade:

Jazz: America's Music

Educational Guide, Grades K-12



Further Resources

- [Jazz in America, by the Herbie Hancock Institute of Jazz](#)
- [The Kennedy Center's Digital Jazz & Blues Collection](#)
- [Smithsonian Jazz, by the National Museum of American History](#)
- Andrews, Troy: *Trombone Shorty: A Picture Book Biography*, Abrams Books for Young Readers (2015)
- Baraka, Amiri: *Blues People*, Morrow Quill (1963)
- Cline-Ransome, Lesa: *The Story of the Saxophone*, Holiday House (2023)
- Dahl, Linda: *Stormy Weather: The Music and Lives of a Century of Jazz Women*, Limelight Editions (1989)
- Golio, Gary: *Sonny Rollins Plays the Bridge*, Nancy Paulsen Books (2021)
- Kimmel, Eric: *A Horn for Louis: Louis Armstrong--as a kid!*, Random House Children's Books (2006)
- Monceaux, Morgan: *Jazz, My Music, My People*, Alfred Knopf (1994)
- Weatherford, Carole: *Before John Was a Jazz Giant: A Song of John Coltrane*, Square Fish (2022)
- Williams, Martin: *The Jazz Tradition, Second Revised Edition*, Oxford University Press (1993)

Curricular Connections

Arts Standards: Music

Creating

- Generate and conceptualize artistic ideas and work. (M.Cr.01)
- Organize and develop artistic ideas and work. (M.Cr.02)

Performing

- Convey meaning through the presentation of artistic work. (M.P.06)

Responding

- Perceive and analyze artistic work. (M.R.07)
- Interpret intent and meaning in artistic work. (M.R.08)
- Apply criteria to evaluate artistic work. (M.R.09)

Connecting

- Synthesize and relate knowledge and personal experiences to make art. (M.Co.10)
- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (M.Co.11)

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Made in the Shade:
Jazz: America's Music
Educational Guide, Grades K-12

Curricular Connections, continued

English Language Arts and Literacy Anchor Standards

Speaking and Listening

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.PK-12.2)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.PK-12.3)

History and Social Science

K

- Topic 3: History: shared traditions (HSS.K.T3)

Grade 1

- Topic 1: Civics: communities, elections, and leadership (HSS.1.T1)
- Topic 3: History: unity and diversity in the United States (HSS.1.T3)

Grade 2

- Topic 3: History: migrations and cultures (HSS.2.T3)

Grade 5

- Topic 5: Slavery, the legacy of the Civil War, and the struggle for civil rights for all (HSS.5.T5)

Grades 9-12

- United States History I Topic 7: Progressivism and World War I (HSS.USI.T7)
- United States History II Topic 2: Modernity in the United States: ideologies and economies (HSS.USII.T2)
- United States History II Topic 4: Defending Democracy: the Cold War and Civil Rights at Home (HSS.USII.T4)

