Unit Plan Outline

Teacher: Mr. Larry Shea

Unit Title: Jazz of the 1950’s

Grade: 10

Number of Classes: 6

**MA Frameworks:** Reading & Notation, Critical Response, Purposes & meaning in the arts, Rose of artists in communities, Concepts of style, Stylistic influence & stylistic change, Inventions technologies & the arts, Interdisciplinary connections.

**National Standards:**

Creating

Plan and make, Evaluate and refine, Present

Performing

*Select, Analyze, Interpret, Rehearse, refine, evaluate*

Responding

*Select, Analyze, Interpret, Evaluate*

Connecting

**Rationale:** This unit allows students to gain knowledge of the historical, stylistic, and cultural changes of jazz music in the 1950’s. What students learn about jazz music in the 50’s will tie to their knowledge of what they learned previously about jazz and other genres of music in prior decades; letting them realize how this time period plays a significant role in the greater picture of jazz and 20th century music history.

**Essential Questions:**

How did the 1950’s shape the evolution of jazz music?

How do culture and history have an impact on music and other arts?

How were musicians influenced and affected by cultural changes in the 50’s?

How did jazz music evolve stylistically in the 50’s?

How did music of the 1950’s influence styles for future decades?

**Enduring Understanding:** By understanding what was happening historically and musically in the 1950’s, students will be able to connect the significance of this time period as it relates to being a greater part of 20th century music history. By understanding how and where many jazz musicians, styles, genres, albums, and songs originated from in the 1950’s, students’ lasting knowledge of this material allows them to understand the roots of where much of the world’s contemporary music comes from still to this day.

**Behavioral Objectives:**

* Understand and classify the genres of cool jazz, hard bop, modal jazz, and Bossa nova
* Identify notable jazz composers, albums, and songs in the 1950’s
* Compare, contrast, and connect the musical and historical aspects of jazz music in the 1950’s in addition to previous and future time periods in music history

**Assessment/Evaluation:**

**Informal**- class participation, sharing responses, group discussion

**Formal**- written examination, in-class worksheets/ listening analysis, homework assignments, unit project

**Long Range Assignment/Project/Product**

1. Test- Students will write a two-page essay as a final unit exam that will summarize the different genres, historical events, and cultural changes they learned about in jazz music during the 1950’s

2. Project- Students will be placed into groups to create their own concert program that features at least 4 songs from two different jazz genres in the 1950’s. Students will present their choices to the class with short audio examples, in addition to a short description for each piece, explaining why they chose those certain pieces for the program.

**Prior Knowledge and Skills:**

* Understand the musical and historical components of bebop and other genres of jazz music from the 1940’s
* Recognize notable jazz musicians such as Miles Davis, Duke Ellington, Charlie Parker, etc. along with their notable works
* Familiar with common instruments, group sizes, and arrangements in jazz music
* Develop sentences and descriptions using appropriate musical vocabulary and terminology when describing musical works

**Accommodations:**

1. Special needs- students will be handed a worksheet/ page of notes prior to class as a visual aid and guide for the full lesson. Students will also be placed in the front of class for purposes of repetition, asking questions, clarification, visual aid of notes and presentation, as well as any cues or gestures that can help them, provided by the teacher.
2. ELL- students will placed in front of class to be close to the board and clearly be able to see the teacher for visual and verbal clarity or demonstration. All students will be asked to read aloud in order for clearer communication and enhancement of English language

**School to Home/community connection:** Students will gain a great set of knowledge and skills on how jazz music of the 1950’s is a great part of contemporary music history. By not only understanding many significant composers, albums, songs, and genres of this time period, students will also have knowledge of many historical events in the United states and around the world. With multiple educational subjects, students can connect how music and culture relate to one another, in addition to how the musical and historical components from past decades are considered roots for much of the music and societal values in the world today.

**Activator:**

In the first lesson of this unit, students will listen to the song “Groovin high” by Dizzie Gillespie. This tune is a notable excerpt that the class is familiar with from their prior knowledge of what they learned about bebop and other genres of music from the1940’s. After students recognize and discuss the characteristics of this tune and what they know about bebop, they will listen to another excerpt by Dizzie Gillespie called “Con Alma”, a notable tune from the same artist later in the 1950’s. By listening, comparing and contrasting, and discussing these two different tunes and eras, this allows students to realize and start thinking about how music in the 1950’s changed stylistically, and how it became a diverse time period in music history.

**Repertoire:**

**Review/ Cool jazz**- *Groovin high, Con Alma* (Gillespie); *Move, Moon dreams* (Davis)

**Hard bop-** *Moanin* (Blakey); *Nicas Dream*; (Montgomery); *Walkin* (Davis)

**Modal jazz**- *So what, All blues* (Davis); *Impressions, My favorite things* (Coltrane)

**Bossa Nova**- *Girl from Ipanema* (Jobim/ Getz), *Desfinado* (Gilberto)

**Materials Needed:**

* White board, Markers, and eraser
* Laptop, projector, speakers, aux cable
* Worksheets created and handed out by teacher
* Audio recordings and visual scores (pdf) of all listening examples
* Computers or ipads for student self-research
* Video clip examples and PowerPoint presentations
* Paper and pencils

**Lesson Outlines**

**1. Intro to Jazz of 1950’s, Cool Jazz**

Behavioral Objective- Students will learn the historical and musical changes of jazz music in the 1950’s, in addition to the stylistic and historical aspects that distinguish and classify the genre Cool jazz

Assessment/Evaluation- In-class discussion and worksheet, written homework

Prior Knowledge and activator- Ability to describe Bebop and other styles of music in 1940’s using appropriate musical terminology, Recognize “Groovin high” by Gillespie, Identify notable jazz artists, tunes, and historical events from the 1940’s

Lesson content

* Learn about the 1950s time period with brief historical background
* Review new genres that developed in 1950’s jazz
* Self research on “Birth of the Cool” album
* Listening analysis and discussion on “Move” and “Moon Dreams”

**2. Cool Jazz review, Hard Bop**

Behavioral Objective- Students will review their knowledge on cool jazz in order to recognize and describe the genre, notable composers, and tunes of Hard Bop

Assessment/Evaluation- In-class discussion, presentation of homework assignments, notes and worksheet

Prior Knowledge and activator- Ability to recognize and describe different artists, tunes, albums, and historical components of cool jazz using appropriate musical terminology; Class will share their tunes and descriptions they researched for the homework assignment as the activator.

Lesson content

* Review the historical and musical components of cool jazz through class discussion and listening examples from last class
* Students will play their examples they researched for homework; compare, contrast, and discuss
* Learn the historical and musical aspects of the genre hard bop, identify notable composers, albums, and tunes in genre via PowerPoint
* Listening examples and notes/ analysis worksheet

**3. Modal Jazz, Group Project assignment**

Behavioral Objective- Students will be able to recognize and identify the musical and historical characteristics that lead to the creation of Modal jazz along with notable composers, albums, tunes, and historic events affiliated with it’s genre.

Assessment/Evaluation- Class discussion, film notes, listening worksheet, homework

Prior Knowledge and activator- Understand the historical and musical impacts of Cool jazz and Hard bop in the 1950’s, Recognize the works and musical innovations of Miles Davis and John Coltrane reviewed in the course so far

Lesson content

* Brief review on knowledge of Cool Jazz and Hard bop
* Introduction to Modal jazz, Watch film and take notes
* Take notes and listening analysis worksheet for examples played in class
* Group project assignment and explanation

**4. Modal jazz review, Bossa Nova**

Behavioral Objective- Students will be able to recognize the genre of Bossa Nova and its significance in 1950’s jazz music. In addition, students will be able to identify where Bossa Nova originated from before it came to the United States and know what notable artists and songs started the genre’s outbreak.

Assessment/Evaluation- In class discussion, Self research worksheet, Homework

Prior Knowledge and activator- Recall the three genres of jazz in the 1950’s covered in class and be able to recognize each genre based on musical and other stylistic characteristics.

Lesson content

* Listening and open discussion review of Modal jazz from last class
* Bossa Nova Self research and brief history presentation
* Listening to “Girl from Ipanema” and “Desfinado” with analysis worksheet
* Compare and contrast Bossa Nova to the other three genres of jazz in the 1950’s all covered in unit

**5. Group presentations and review for exam**

Behavioral Objective- Students will present their concert program project with their groups by playing four song examples for the class with a brief explanation on why they chose each one. In addition, students will review material as a class for the unit exam and receive a short study guide.

Assessment/Evaluation- Group project and presentation, Class participation, Study guide worksheet

Prior Knowledge and activator – Students at this point are familiar with all four styles of 1950’s jazz that are covered in this unit along with all additional information and material they need to know for the exam

Lesson content

* Group project presentations
* Hand out study guide worksheet to fill out during class, review and discussion
* Compare and contrast all knowledge and facts from all four genres learned in unit
* Student questions and free time to study for rest of class

**6. Written Examination**

Behavioral Objective- Students will demonstrate their knowledge of material learned throughout this unit by writing a 2-page essay summarizing the four notable genres of jazz in the 1950’s along with identifying composers, tunes, and historical events in each one

Assessment/Evaluation- Written examination will be graded after class; Students will hand in their analysis sheets and notes for an additional grade at beginning of class

Prior Knowledge and activator- Students have studied the content and reviewed what is expected on the test both at home and in class

Lesson content

* Hand in notes and analysis worksheets before taking the test
* Hand out and take written examination