

Objective

- Introduction to the life of Dizzy Gillespie through student reading and listening example

Materials

- **PowerPoint:** Lesson 10 - *Dizzy Gillespie* page 30
- **JAZZ CLUB Listening Example:** *Salt Peanuts* page 31
- **Student Worksheet:** Lesson 10 - *Lesson and Listening Assessments* page 32

I. PowerPoint Dizzy Gillespie

1. Show the students PowerPoint Lesson 10 and have students take turns reading the slides.
2. Have students complete the Lesson ASSESSMENT individually or as a class.

Dizzy Gillespie's real name was John Birks Gillespie. He was born in South Carolina in 1917. Dizzy died in New Jersey in 1993. As a child he studied trumpet and piano. Dizzy always had a great sense of humor. He was always laughing, joking and pulling funny pranks.

Dizzy had an unusual look when playing the trumpet. When Dizzy played his cheeks puffed out like a blowfish. The older Dizzy got the more his face would puff out. In addition, the **bell** of Dizzy's trumpet bent upward at an angle. The unusual trumpet has a story. One day Dizzy ordered a new trumpet. Before being delivered, the trumpet was accidentally dropped bending the **bell** upwards. Dizzy tried the trumpet and loved the sound and the look and had all of his trumpets made with the **bell** pointing upward.

Dizzy became one of the greatest and most famous jazz musicians. He, along with Charlie Parker, created bebop. The harmony was very complex and changed constantly. The chords required new and unusual sounding scales for improvisation. Dizzy was a master at making up new melodies with these scales no matter how fast bebop tempo.

In addition to jazz music, Dizzy was very interested in African, Cuban and South American music. He composed and performed many compositions, such as "A Night in Tunisia," by mixing these styles with bebop.

Bebop was considered so different that generally only hipsters would listen to the music. However, Dizzy's constant joking and dancing during concerts made him very popular with all audiences. Gillespie's popularity led to his becoming a **goodwill ambassador** for America. Dizzy and his big band were sent all over the world to play concerts. Dizzy's great sense of humor is obvious in his composition "Salt Peanuts."

ANSWER KEY Student Reading Lesson ASSESSMENT

1. Where and when was Dizzy Gillespie born? (*South Carolina in 1917*)
2. What was so unusual about the way Dizzy looked when he played the trumpet? (2)
(*The bell of Dizzy's trumpet bent upward and his cheeks puffed out like a blowfish when he played*)
3. Describe the tempo, harmony and scales of the bebop style Dizzy created.
Tempo (*extremely fast*) Harmony (*fast changing and complex*) Scales (*new and unusual*)
4. Describe Dizzy's personality. (*He had a great sense of humor, laughing, joking and pulling pranks*)
5. Dizzy's fun loving personality made him so famous that he toured the world as a _____ for the United States. (*good-will ambassador*)

II. JAZZ CLUB Listening Example

Title: "Salt Peanuts"

Composer: Dizzy Gillespie & Kenny "Klook" Clark

Performer: Dizzy Gillespie and His All Star Quintet

available on: Dizzy Gillespie *Shaw 'Nuff* (Musicraft/Discovery WVSCD 53)

YouTube www.youtube.com/watch?v=z2KG6AdaP2s [3:25 Process/Assessment below]

iTunes Ken Burns *"Jazz"* CD 3 track 9 [Process/Assessment below]

Suggested YouTube Search Listening Guide to Salt Peanuts, Dizzy Gillespie

[1st video - other choices: 7, 9 from Guild records in 1954]

SUGGESTED TEACHING PROCESS JAZZ CLUB Listening Example

1. Explain that the piece is bebop jazz and that students will hear:

Brass section: trumpet & vocal - Dizzy Gillespie

Woodwind section: saxophone Charlie Parker

Rhythm section: piano, bass and drum set

2. Review tempo and meter (conduct examples – include prestissimo).
3. Explain that after the melody section each different solo will begin unaccompanied for two measures. This is referred to as a “send off.”
4. Instruct students to listen for the instruments, tempo, meter, mood, style and which instruments improvise a jazz solo.
5. Play recording while conducting a prestissimo tempo with a 4/4 meter.
Video locations: 0:00 Introduction, 0:20 A section, 0:33 B section, 0:40 A section, 0:46 C section, 0:53 A section with vocal, 1:07 B section sax solo, 1:13 A section vocal, 1:26 D section, 1:31 piano solo, 1:58 sax solo, 2:25 E section, 2:30 trumpet solo, 2:59 drum solo, 3:17 Introduction
6. Have students complete the Listening ASSESSMENT individually or as a class.

ANSWER KEY JAZZ CLUB Listening ASSESSMENT

1. Identify the instruments you hear. (5)
(Trumpet – Dizzy Gillespie, saxophone – Charlie Parker, piano, bass and drum set)
2. Describe the tempo and the meter. *(Prestissimo [extremely fast], 4/4)*
3. Which instruments improvised a jazz solo? (4) *(Piano, saxophone, trumpet and drum set)*
4. Describe the “send off” used for the solos. *(Soloist unaccompanied for 2 measures)*
5. Describe the mood of the song. *(Happy, fun, exciting, etc.)*
6. Name the style of this piece. *(Bebop)*