

Music lessons

Middle School - Lesson 24 (March Week 1) Chumbara and/or History of Jazz

Save paper and ink! Just read the PDF and don't print it.
All the instructions are given in the module on
www.musicplayonline.com.

Concepts: eras in music, genre, listening and responding, play along, timbre of voices

Objectives:

- I can sing, move and play to music
- I can describe the music of Miles Davis and John Coltrane
- I can improvise to music
- I can read the C scale

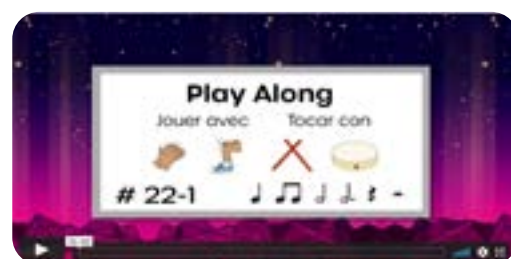
Songs/Activities:

- Do a rhythm play along in 5/4
- Learn the song "Chumbara" - read, play a hand game, Artie Almeida's syllables game, Boomwhackers, learn about scales
- Review song #56 "Five Four Groove" and try improvising create movement to illustrate 5/4
- History of Jazz: Lesson 13 Miles Davis Lesson 14 John Coltrane

Teaching Procedure

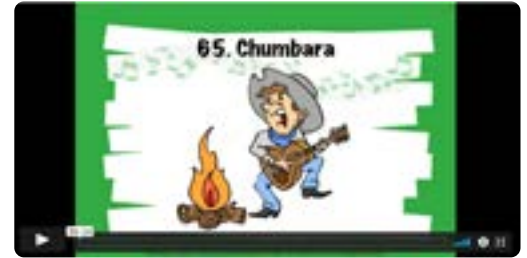
Activity #1: Play along with rhythms in 5/4 meter - clap or play

- choose how to perform the rhythms
- use body percussion or instruments



Activity #2: Learn to sing the song, "Chumbara"

- listen to the song
- play the video again and sing the song



Activity #3: Copy the hand patterns for "Chumbara"

- copy the hand patterns for "Chumbara"
- in in-person modify by creating solo hand clap or desk drum patterns while playing the recording (slow if needed by using the gear wheel tool)
- Zoom: sing and create hand clap patterns, using the kids demo for ideas



Activity #4: Artie Almeida's Syllables Game for Chumbara

Artie Almeida is an amazing music educator and clinician from Florida, who's written and published some of the best resources ever created for music teachers.

She plays a game with Chumbara, where she creates word cards - each with just one syllable. These words replace the nonsense word chum-ba-ra in the song.

One of our Musicplay teachers built a randomizer to choose the syllables. If the randomizer lands on Nag-O-Goo - you sing the melody of Chumbara to this new word.

So - enjoy the Chumbara silly syllables game with your students, if you're allowed to sing!

[Chumbara Syllable Randomizer](#)

Activity #5: Option 1: Do the Solfa Challenge for "Chumbara"

- if you teach solfa notes, complete this challenge
- if you teach pitch letter names, do the next activity
- there is an optional worksheet in supporting resources

Launch Interactive

Activity #6: Option 2: Do the Note Name Challenge for "Chumbara"

- name the pitch letter names
- there is an optional worksheet in supporting resources

Launch Interactive


Activity #7: Learn about the Major Scale - slide 1

- the optional worksheets (Name Solfa or Name Note Names) in supporting resources, accompany this activity

Scale

The musical scale is a series of ascending and descending notes, of different pitches, arranged in a particular pattern.

C Major Scale:



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Activity #8: Learn about the Major Scale - slide 2

- the optional worksheets (Name Solfa or Name Note Names) in supporting resources, accompany this activity

Scale

The musical scale is made up of whole steps and half steps.

You can tell a **whole step** because there is a black key between the white keys.



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Activity #9: Learn about the Major Scale - slide 3

- the optional worksheets (Name Solfa or Name Note Names) in supporting resources, accompany this activity

Scale

The musical scale is made up of whole steps and half steps.

You can tell a half step because there is not a black key in between.




Activity #10: Learn about the Major Scale - slide 4

- the optional worksheets (Name Solfa or Name Note Names) in supporting resources, accompany this activity

Scale

Using the keyboard below, identify the half steps and whole steps.

C to D is a whole step. D to E is a _____ step.
F to G is a _____ step. G to A is a _____ step.
B to C is a _____ step. E to F is a _____ step.




Activity #11: Learn about the Major Scale - slide 5

- the optional worksheets (Name Solfa or Name Note Names) in supporting resources, accompany this activity

Scale

Using the keyboard below, identify the half steps and whole steps.

C to D is a whole step. D to E is a whole step.
F to G is a whole step. G to A is a whole step.
B to C is a half step. E to F is a half step.



Activity #12: Optional: If in-person, play "Chumbara" on Boomwhackers

Please note - this is a link to the Boomwhackers section on the Beta site.

Students can only access this, if teachers have generated a code for them. (see Dashboard)

Teaching tip: Use full screen for this activity. The slide show has 3 levels: kids notes, colored notes and standard notation. Use the "Change song" button to try other songs for Boomwhackers.

[Boomwhackers - Chumbara](#)

Activity #13: Review "Five Four Groove" - improvise

Sing "Five Four Groove"

As students gain confidence with the song, it will be fun to have students create their own syllables.

Create movement to go with the song



Activity #14: Learn about Miles Davis

Watch the video to learn about Miles Davis



Activity #15: Discuss the questions and/or complete the worksheet

The lesson questions are for discussion or students to answer after the Miles Davis video.

The listening questions are to be discussed or answered after the listening example.

Lesson ASSESSMENT	LESSON 12 Cool & Modal
Name: _____ Date: _____ Class: _____	
Short Answers:	
1. When was cool jazz popular? _____	
2. Which style of jazz was popular from 1940-1950? _____	
3. Some modal jazz solos last for _____ minutes.	
4. Which style of jazz used a new type of harmony? A. Dixieland B. Swing C. Modal _____	
5. Name the best selling Dave Brubeck Quartet album. _____	
6. Which of the following is a modal chord? a) G B D b) G C E c) G C F _____	
Listening ASSESSMENT	LESSON 12 Cool & Modal
Title: "Take Five" Composer: Paul Desmond Performer: The Dave Brubeck Quartet	
1. Identify the instruments you hear (2) _____ _____	
2. Determine the tempo and the meter. _____	
3. Which instruments improvised a jazz solo? (2) _____	
4. Explain what was unusual about "Take Five." _____	
5. Describe the mood of the song. _____	
6. Name the style of this piece. _____	
The teacher is permitted to copy this page for students to use when	

Activity #16: "So What" Safeshare link to

This is a safeshare link to "So What"

If the link doesn't work for you google, "So What"

Discuss the listening assessment questions with the students or have students complete the worksheet.

Safeshare link to "So What"

Activity #17: Learn about John Coltrane

Watch the video to learn about John Coltrane



Activity #18: Discuss the questions and/or complete the worksheet

The lesson questions are for discussion or students to answer after the video.

The listening questions are to be discussed or answered after the listening example.

Lesson ASSESSMENT	LESSON 14 John Coltrane
Name: _____	Date: _____ Class: _____
Short Answers:	
1. Where and when was John Coltrane born? _____	
2. Identify the instruments Coltrane played as a child. (2) _____	
3. How many hours did Coltrane practice for _____ hours in one day _____	
4. What important musical album did Coltrane record with Miles Davis? _____	
5. Describe Coltrane's solo style on the "A Love Supreme" album. _____	
Listening ASSESSMENT	LESSON 14 John Coltrane
Title: "Giant Steps" Composer: John Coltrane	
Instrument: John Coltrane Saxophone	
1. Identify the instruments you hear. (2) _____	
2. Describe the tempo and the meter. _____	
3. What instruments accompanied a jazz solo? (2) _____	
4. Coltrane's piece followed his writing style on _____ of _____	
5. What makes writing on this piece very difficult? (2) _____	
6. Name the style of this piece. _____	
<small>Use a bar to provide a tempo for your students to record.</small>	

Activity #19: Safeshare link to "Giant Steps"

This is a safeshare link to "Giant Steps"

If the link doesn't work for you google,

Discuss the listening assessment questions with the students or have students complete the worksheet.

Giant Steps

Teacher's Notes: