

**KIMMEL CENTER FOR THE PERFORMING ARTS**  
**JAZZ4FREEDOM**  
**POST-SHOW WORKSHOP**

**45-minute Teaching Artist led lesson (with classroom teacher assistance)**

**Materials:** 4-corners papers, large post-it pad, markers, listening examples, *Ain't Gonna Let Nobody Turn Me Around* backing track, audio equipment if needed (portable speakers etc.)

**Ice Breaker & Reflection Activities (5 minutes)**

Teaching Artist introduces or reintroduces themselves. “It’s been a while since we’ve seen each other (or you may be meeting for the first time). Let me introduce myself – I am xxxx from the Kimmel Center. Can you raise your hand if you had a chance to go to the Kimmel Center for the Jazz4Freedom Performance? Great, I hope you enjoyed it and I’d like to know your thoughts about what you saw, heard, and what you learned!”

**Four Corners:** Have students stand in a circle. You will give a series of statements. Four colored sheets of paper are on the floor forming a square and on the square are 4 options: Strongly Agree, Agree, Disagree, and Strongly Disagree. (If you have students who weren’t able to attend the performance, you can create an “I don’t know” section in the middle of the square.) When given the statement, students will move to the paper in the square according to their answers. Remind students how they did this activity in the pre-show workshop. You can use fun warmup questions, but please be sure to ask starred questions.

**Statements:**

- I like pizza more than chicken nuggets (or other compare/contrast warmup questions)
- I would rather sing than play an instrument\*
- I liked the videos in the Kimmel Center performance\*
- I liked the scat singing more than the tap dance\*
- I thought the jazz music was fun to listen to\*
- It’s important to take a stand for social change\*

**Class Discussion on Social Change (5-10 minutes)**

Have class return to circle if possible or desks. “Let’s talk about Social Change. Who remembers what we discussed in the pre-show or what you saw in the performance about Social Change or the Civil Rights Movement?” Take answers and review. Guide class discussion with some of the following questions:

1. Tell us something about the videos from the performance.
  - a. What captured your interest? Why?
  - b. What were some of the things from the video or our pre-show discussion that people were fighting for?
2. Jazz and social change have been two of the emphasis we’ve been learning about.
  - a. What does social change mean?
  - b. The Civil Rights Movement was working towards equality for all people. What are some examples of social change we could make today?
  - c. Do you see yourself as someone who can make a change? Why or why not?
  - d. What are some ways you can make change?

“I know that you all can be people who help make the changes you want to see in the world. Some of you may choose to use the performing arts to express that like some of the musicians we’ve talked about. Or maybe you will work in another way to make change like Greta Thunberg and the other student climate activists you saw at the Kimmel Center performance. For the rest of today we’re going to explore that idea of how you can make change using the arts.”

**Creative Activities (30 minutes):** Everyone should complete Activity 1. If there is time, choose one of the Activity 1 Expansions. Let’s Change it Up is an extra activity in case it is needed. It can also be given to classroom teachers to do in classroom on their own.

- **Activity 1: Creative Lyric Composition:** Tell students that they will be able to make up their own song lyrics about an issue that they want to talk about. Students can hang up new lyrics on classroom walls. Please take pictures of new lyrics so we can see what your classes create!
  - Listen to *Ain't Gonna Let Nobody Turn Me Around* with lyrics on the board. Review from pre-show what the lyrics mean. (Roots version this time)  
<https://www.youtube.com/watch?v=aOaKFuTcTYI>
  - Talk about patterns they see in the lyrics (repetition, form, rhyme, etc.)
  - As a large group, write down some social change topics that students want to talk about (climate, bullying, violence, homelessness, etc.).
  - Introduce that the students will be writing their own new lyrics to the song and demonstrate the sample lyrics. Look at the original and the sample as a group to look at the patterns and similarities between the two.
  - Split into two groups. Have each group pick the topic that they want to create a song for based off of what they brainstormed.
  - Work with students to create their own lyrics. Follow pattern as you seen in the sample poem. Practice singing the new lyrics with the backing track provided. When both groups are done, have each group perform their new lyrics with the backing track for each other.
  - Teach each other the lyrics and sing the new songs with backing track all together.
  - Look at the new works compared to the original. Are there any similarities between the works? How do they differ? How did they express the same core ideas but in a new way?
  
- **Activity 1 Expansion: Expansion of Creative Lyric Composition:** Based on the group you are teaching as well as the TA's, here are multiple options for an expansion of the newly created lyrics:
  - **Tableau:** Based on the new lyrics, have students come up with a tableau for one of the verses that they created (you can do more if you have time!).
    - i. Divide back into your two groups.
    - ii. Introduce what a tableau is. "A tableau is a frozen picture that creates a story. Every story has a Beginning, Middle, and End (or BME). Let's do a short example before we work on our story." Show a small example of what tableau looks like, ex. "Here is our story, we have someone who gets gum stuck in their hair. B – you spot the gum stuck in your hair, M – you try to take it out but then it is stuck, E – you give up and decide to rock your new sticky hair style with pride." Then go through each part having each student create what each part would look like. You can use leading questions such as: where do you think this student is, what type of character are they, how do they feel about the scenario that they are in?
    - iii. We are going to use one of our verses and work together to take our words and create a frozen story based on what we wrote. Students can be narrators or frozen characters/objects that help to develop the story within the scene.
    - iv. Divide your stanza into BME and create a frozen depiction of each part.
    - v. Use leading questions to help develop characters and setting to show the story of the verse.
    - vi. Share with the other group.
  
  - **Dance and/or Movement:** Based on the new lyrics created, have students come up with a dance and/or movements to accompany.
    - i. Break your group into 5 small groups (2-3 students in each group)
    - ii. Number each group and assign each group to a line of the verse. Have each group come up with a short, repetitive movement for their line (you could show a couple easy examples so they have an idead). Come back together and have groups teach each other what they came up with and put full verse together.
    - iii. If you do more than one verse, switch up which group is assigned to lines 1-5.

- **Body Percussion:** Create a new beat to go behind your melody and new lyrics with body percussion. Students are the “drum set” and will create a new beat(s) using claps, stomps, snaps, taps on different parts of their body (thigh, chest), or mouth sounds.
  - i. Stand together in a circle. Start with students all counting “1-2-3-4” in a steady beat all together.
  - ii. Give simple 4 beat examples of body percussion for students to repeat back (leaving out any mouth sounds for now)
  - iii. Stop the counting and again do examples to have students repeat back. Then, go around the circle and have each student give a 4-beat example to have everyone else repeat back.
  - iv. Once you get around the circle, turn on the backing track for the song and have students volunteer simple body percussion rhythms to share. Work with each other to figure out how long to vamp the simple rhythms, when to change to a new one, etc. for their piece.
  - v. Rehearse with the track a couple times with some students singing and some doing the body percussion. Share out with the other group.
- **Extra Activity: Let’s Change It Up!** If students would like to hand back their activity sheet to share with the Kimmel we love having student work! This is also great to have teachers keep and hang up in the classroom.
  - Pass out papers. Have the students write down something that they would like to change and what they could do to create that change. Think back to the show, the previous class talking about the Civil Rights Movement, as well as all the topics discussed today.
  - Create a staged group performance piece, by creating staged group monologues. Have small groups come up to present as a group. If possible “stage” the group – try using Tableaux from first exercise, or just create levels, or give them a prompt like “take a frozen pose like you are at a Freedom March”
    - i. Students take turns saying the first line, their name.
    - ii. All students say the second line at the same time, age and school
    - iii. Take turns presenting the 3<sup>rd</sup> and 4<sup>th</sup> lines.
    - iv. All students say last line together.

### Wrap Up (3-5 Minutes)

We’re going to do one last activity to close the program. Choose one of the following activities:

1. **Snowstorm:** Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud. **\*\*You can either collect these and share them with us or let teachers keep them.\*\***
2. **High-Five Hustle:** Ask students to stand up, raise their hands and high-five a peer—their short-term hustle buddy. When there are no hands left, ask a question for them to discuss. Solicit answers. Then signal students to raise their hands and high-five a different partner for the next question.
  - What is one thing you learned from the program?
  - What was your favorite part of the program?
  - What from what we discussed do you want to learn more about?
  - How will you apply what you learned in the program to your life?
3. **3-2-1:** On a scrap piece of paper, have students write 3 things they learned, 2 things they have a question about, and 1 thing they want the instructor to know. Have students share with each other. Have volunteers share out to the class.

# **Ain't Gonna Let Nobody Turn Me Around**

*ORIGINALLY COMPOSED AS GOSPEL SONG "DON'T LET NOBODY TURN YOU 'ROUN'"*

Ain't gonna let nobody turn me around,  
Turn me around, turn me around,  
Ain't gonna let nobody turn me around,  
I'm gonna keep on a-walkin', keep on a-talkin'  
Marchin' down to freedom land

Ain't gonna let segregation turn me around,  
Turn me around, turn me around,  
Ain't gonna let segregation turn me around,  
I'm gonna keep on a-walkin', keep on a-talkin'  
Marchin' up to freedom land

Ain't gonna let no Jim Crow turn me around ...  
Ain't gonna let racism turn me around ...  
Ain't gonna let no hatred turn me around ...  
Ain't gonna let injustice turn me around ...  
Ain't gonna let no jail cell turn me around ...

## **Sample Poem**

Ain't no bully gonna talk down to me,  
Talk down to me, Talk down to me,  
Ain't no bully gonna talk down to me  
I'm gonna keep on a-walkin', keep on a-talkin',  
With my head held up high

Ain't no bully gonna push me down,  
Push me down, Push me down,  
Ain't no bully gonna push me  
I'm gonna keep on a-walkin', keep on a talkin',  
With my head held up high

Ain't no bully gonna get me down,  
Get me down, Get me down,  
Ain't no bully gonna get me down  
I'm gonna keep on a-walkin', keep on a-talkin',  
Cause I'm proud to be me

## **Outline**

Ain't (whoever/whatever) gonna (action)

(Same action), (Same action)

Same 1<sup>st</sup> line

I'm gonna keep on walkin', keep on talkin'

Positive affirmation

# Let's Change It Up

My name is:

I am \_\_\_\_\_ years old and go to \_\_\_\_\_ School.

If I could change the world and make it more "golden" I would speak up loudly about:

(How would you make the change?)

I would:

My name is: \_\_\_\_\_ and I will change the world!