

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

Dear Teaching Artists –

Thank you for being a part of the Jazz4Freedom Program! In this Pre-show workshop, students will participate through interaction while learning about notable periods of artistic expression focusing on four distinct eras: New Orleans Jazz, The Harlem Renaissance, The Civil Rights era of the 1960s, and modern/current events.

Students will explore spoken word poetry presented in video by students their own age. Students will use creative movement to create a freedom march. Students will listen to recordings of jazz music during different eras while understanding knowledge of the major components of a jazz ensemble and the stylistic differences found in each of the four periods of jazz.

Although we have created these lesson plans, please remember that you are the Teaching Artist and you are able to put your own spin on how to best present this material to students. Some TAs like to bring their instruments and play, some show off their dance skills. Also remember that not all classes will connect with the same material so it is okay to modify to meet their needs. Have a wiggly class? Introduce some body movement. Whatever you need to do to make the class a memorable experience for students!

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

**Materials:** 4-corners papers, listening examples/videos files/PowerPoint Presentation, if needed audio equipment (portable speakers etc.)

### Introduction and Expectations (2 minutes)

“I’m xxxx from the Kimmel Center. You may have seen this picture of our main building located on Broad Street near city hall (show picture). In a few weeks you’ll be coming to Perelman Theatre (show picture). When you come to the Perelman Theatre at the Kimmel Center you will experience a program of jazz, spoken word or story-telling, dance, and singing. You will also see and hear some things about Dr. King, a champion of civil rights and social change.

Before we start, I think we should figure out expectations. So please raise your hand if you can share your expectation of this workshop? I have some too what about...?

(Make sure the following come up)

- Be respectful of teaching artist and each other
- Try everything
- Have fun

### Icebreaker Activity (5 min.)

**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. When given the statement, students will move to the paper in the square according to their answers. A and b are some quick warmup sample questions, but feel free to make your own up. Please make sure to ask starred questions:

- a. I like marvel comic characters (Ex. Spider-Man, Black Panther, X-Men, Black Widow) better than DC characters (Ex. Superman, Wonder Woman, Batman, Harley Quinn)
- b. I like toast better than cereal
- c. I like to listen to music\*
- d. I have been to a live show, concert, or performance before\*
- e. I have listened to jazz music before\*

### Jazz Component (15 minutes)

Question: “What do you know about jazz?” Give opportunity for students to give their thoughts.

Jazz Music- a type of music of black American origin characterized by improvisation, syncopation, and usually a regular or forceful rhythm, emerging at the beginning of the 20th century (1900s). Brass, drums, piano, vibes, woodwind instruments and vocals make up the components of jazz ensembles. Styles include Dixieland, Swing, Bebop, Free Jazz and many others that have changed through the years. A great part about jazz is ownership where you can make a song that was already written completely your own. Like when you have a pop or rap song and then other artists release a remix or cover of it.

### Basic elements of Jazz:

- Improvisation- when musicians take a basic melody and change it on the spot as they play.
  - Teacher note: an easy way to show this is using a well-known song such as Twinkle, Twinkle and having everyone sing the main melody. Then show them how you can change it up either through singing or playing. Have a student(s) demonstrate if you feel like it!
- Syncopation-taking a straightforward beat like 1, 2, 3, 4, and throwing other beats in between.
  - Have students clap and count 1, 2, 3, 4. These are the strong beats. Have students keep going and demonstrate syncopated rhythms by clapping, tapping, singing, etc. Have half the class follow your syncopation while the other half stays steady. See if students can give examples of syncopation if time.
- Rhythm Section: Instruments that keep the beat such as the drums, piano, bass and guitar.
  - Like we just did with improvisation and syncopation, there are a lot of ways to play with a song. The rhythm section keeps us from falling apart by keeping that steady beat as well as the form or

lay-out of the song. We will point out these rhythm section instruments in a little bit when we watch some video clips.

### **Eras of Jazz:**

Jazz has changed a lot over time. Today we will learn about different eras of Jazz through listening, pictures, poetry and movement. We're only going to talk about a few types since there are so many, here's what we will cover:

New Orleans Jazz (1895-1927)

The Harlem Renaissance (1920s-1930s)

Jazz during the Civil Right Movement (1950-1968)

Jazz Today (2000-Present)

### **New Orleans Jazz:**

New Orleans Jazz, also known as Dixieland Jazz, was one of the earliest forms of jazz music. Jazz was first created in New Orleans in the late 1800s and became popular in the 1900s. Let's find New Orleans on the map! New Orleans was a very diverse community where many different types of music, such as folk music, the blues, ragtime, African drumming, and church music to name a few, were played. When all these types of music came together, they created Jazz.

Louis Armstrong was a famous jazz trumpet player and one of the major jazz artists during this time. He brought his style of New Orleans jazz to the north.

Let's listen to one of the pieces he would play: <https://youtu.be/akqZXpwAxvs>

### **The Harlem Renaissance:**

The Harlem Renaissance took place in the 1920s-1930s in Harlem NY. The Harlem Renaissance was an explosion of cultural pride and was perceived as a new beginning for African Americans. Black Americans were inspired to create works rooted in their own culture instead of imitating the styles of white Americans and were encouraged to celebrate their heritage. This affected all aspects of art such as music, dance, poetry, literature, and visual art. This time was called "**The Jazz Age**". There were many famous jazz groups called "Big Bands" that would play at clubs throughout Harlem. One famous jazz musician during this time was Duke Ellington. He played piano, composed or wrote music, and he was the leader of his jazz band, the Duke Ellington Orchestra. Let's watch his group play his song "Take the A Train" on a train!

<https://www.youtube.com/watch?v=cb2w2m1JmCY>

### **Spoken Word Activity (10 min.)**

Besides music, poetry and spoken word were another major art form of the Harlem Renaissance. Many black poets such as Langston Hughes became famous during the Harlem Renaissance. Many of his poems he wrote were focused on jazz, social change, and what life was like for black people at that time. Some of his famous poems include: "Dreams" which talked about the importance of having dreams, "I, Too, Sing America" about patriotism (love of country) not being limited by race and the hope of one day everyone being equal, and "The Weary Blues" written about his experience watching a Jazz piano player in Harlem.

Spoken Word is another type of poetry. It is a freer form of poetry, usually with a strong social statement. It is presented orally, or being spoke, rather than written down and read. Let's listen to students your age demonstrate Spoken Word in this video: "If You Give a Child of Word (TED Talks):

<https://www.youtube.com/watch?v=FMmSnZKSPI8>

Ask students a couple questions about what they think about the poem; how they feel, did they like it, what they liked, what they didn't like, what they thought it meant, etc.

### **The Civil Rights Movement:**

**Question:** Could anyone tell me what social change is or what they think it is or maybe a person/group of people who have contributed to social change?

**Question:** Has anyone here heard of the Civil Rights Movement or can tell us anything about it?

Social change is the change of behavior patterns or cultural values and norms. There are many people in history and today who work very hard to make social change occur in order to improve our lives. One big social change movement was the Civil Rights Movement. The Civil Right Movement began in the 1950s and lasted through the 1960s. During this time, people protested against the unequal treatment of Black people in America. People such as Dr. King, Medgar Evers, Rosa Parks, black and white people began to demand equal rights such as the desegregation (ending the separation of two groups of people) of schools, businesses, and public transportation, equal voting rights, better work conditions, and overall the same rights to all people. It was a time of protest and marches. These are all examples of social change these heroes were working to make. We will talk more about social change and civil rights in our post-show workshop after the performance.

Even jazz reflected the demand for change at this time. The style of jazz during the Civil Rights Movement was called “**Free Jazz**”. This style of jazz allowed musicians more freedom and self-expression. Ornette Coleman and Philadelphia’s own John Coltrane were pioneers of this jazz style. Let’s listen to this jazz form:

<https://youtu.be/uoIjj7hX9F8>

**Question:** What about this listening example made it sound free?

### **(15 minutes) Movement activity**

#### **Waking from the Dream**

Dr. King, was a church pastor and one of the most famous leaders of the Civil Rights Movement. He wrote a speech titled “*I Have a Dream*.” You probably have heard this speech. During this time, people protested in many different ways. One way was a “Freedom March”. A Freedom March was a nonviolent event where people would march for something that they were protesting against. It usually started with people meeting at a church and then marching in the streets while singing songs. They sang a **cappella**, or without instruments. One song they marched to was “Ain’t Gonna Let Nobody Turn Me Around”. Let’s listen to the recording.

<https://www.youtube.com/watch?v=WxzBbDi0Ok>

- Play the excerpt of “Ain’t Gonna Let Nobody Turn Me Around” by The Freedom Singers
- Sing a few times in the tradition of the singers on the recording. They are folk singers singing songs of the people in community.
- What are some examples of things that the singers are not going to let turn them around?

\*There are some sayings/people mentioned in the song that students most likely will not know. Here is some background information should students have questions:

- **Nervous Nellie:** A timid person who is hesitant to act. (Ex. Someone who sees someone else being bullied and is too nervous to stop it.)
- **Chief Pritchett:** Police Chief in Albany, Georgia who was responsible for mass arrests of protestors, including Dr. King.
- **Mayor Kelly:** Mayor of Albany, Georgia, who was responsible for mass arrests of protestors, including Dr. King.
- **Uncle Tom:** A person who is overly subservient to another, particularly if the person is aware that they have a lower class than who they are subservient to

#### **The Freedom March**

1. Create marching path through the classroom.
2. Have students hold up imaginary signs while marching and think of what they would have their sign say.
3. March and sing to the recording adding action movements for each verse.
4. Stop music and have students volunteer to share what their sign says.

#### **Jazz Today and the Philadelphia Connection**

Philadelphia has a deep connection with Jazz, having had many of the greats of the past be born, raised, live, go to school, or perform here. Artists such as:

Grover Washington Jr. (Who has a school in the city named after him!)

Billie Holiday

John Coltrane  
Nina Simone  
Benny Golson  
Jill Scott  
The Roots  
Christian McBride

Jazz was happening in many Philadelphia neighborhoods, but the largest number of jazz clubs was along a stretch of blocks on what was then known as Columbia Avenue in North Philadelphia. This area was known as **The Golden Strip**. Interesting fact: Columbia Avenue is known today as Cecil B. Moore Avenue named after the Philadelphia Civil Rights activist of the 1960s, and former President of the Philadelphia chapter of the NAACP. Some of the jazz hot spots were The Crystal Ball, Watts Zanzibar, The North West Club and others. Jazz could be heard in South Philadelphia as well as West Philadelphia along 52nd Street which was known as The Strip.

Today, Jazz still exists and has also inspired or influenced many other genres such as pop, hip-hop, R&B, rap, and others. Many popular artists today take Jazz tracks and “sample” or use pieces of them in their songs. Some examples: Kendrick Lamar, Kanye West, Lil Wayne, Jay-Z, Juice WRLD, Jaden Smith, and more.

There are many Philly area people who are very active in the Jazz and music community. Arnetta Johnson is a trumpet player from Camden. Not only does she write and perform her own music, she also tours in Beyoncé’s band! In her video that we are about to watch, she filmed her music video at her high school and around her community in Camden. Let’s listen to what Jazz being created sounds like today:

Arnetta Johnson “Juice & Candy” <https://www.youtube.com/watch?v=-LEMvbUFrA0>  
\*\*Start at 0:55 and watch until about 3:05\*\*

Point out differences in between when she is improvising vs. playing the main melody.

#### **Optional Extension:**

- Play the video again but start from the beginning of the video and teach students the beat Arnetta makes at the beginning of the video and have them tap, clap, or stomp along with video.
- Free dance or guided dance

#### **Wrap up and conclusion (2 min)**

Review by asking questions;

1. What is jazz?
2. What is Spoken Word?
3. What was the Civil rights Movement?
4. What are you looking forward to seeing in the performance?

“Thanks so much for your attention today. I hope you have fun exploring more about the subjects we have discussed and experienced today. Next you will come to the Kimmel Center for the live performance celebrating the life of Doctor King and the legacy he left. There will be live performances of jazz, spoken word and dance. In your teaching guide there are many activities. I hope you explore them with your teacher.

We can’t wait to see you at the show. When you are there remember a few things:

1. Use the bathroom before the show – you don’t want to miss anything
2. Turn off your cell phone and make sure your teacher does too

A few weeks after the show, someone from the Kimmel Center will be back to lead another workshop with you.”

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

Ain't gonna let nobody, turn me around  
Turn me around, turn me around  
Ain't gonna let nobody, turn me around  
Keep on a walking, keep on a talking  
Marching up to freedom land

Ain't gonna let segregation (Lordy), turn me around  
Turn me around, turn me around  
Ain't gonna let segregation (Lordy), turn me around  
Keep on a walking, keep on a talking  
Marching up to freedom land

Ain't gonna let no jailhouse (Lordy), turn me around  
Turn me around, turn me around  
Ain't gonna let no jailhouse, turn me around  
Keep on a walking, keep on a talking  
Marching up to freedom land

Ain't gonna let no Nervous Nellie (Lordy), turn me around  
Turn me around, turn me around  
Ain't gonna let no Nervous Nellie (Lordy), turn me around  
Keep on a walking, keep on a talking  
Marching up to freedom land

Ain't gonna let Chief Pritchett (Lordy), turn me around  
Turn me around, turn me around  
Ain't gonna let Chief Pritchett (Lordy), turn me around  
Keep on a walking, keep on a talking  
Marching up to freedom land

Ain't gonna let Mayor Kelly (Lordy), turn me around  
Turn me around, turn me around  
Ain't gonna let Mayor Kelly (Lordy), turn me around  
Keep on a walking, keep on a talking  
Marching up to freedom land

Ain't gonna let no Uncle Tom (Lordy), turn me around  
Turn me around, turn me around  
Ain't gonna let no Uncle Tom (Lordy), turn me around  
Keep on a walking, keep on a talking  
Marching up to freedom land

Ain't gonna let nobody, turn me around  
Turn me around, turn me around  
Ain't gonna let nobody, turn me around  
Keep on a walking, keep on a talking  
Marching up to freedom land