



M·U·S·I·C

for

young  
people

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# MGS

## Resident Jazz Quartet

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# K-1 Lesson Plan: TEMPO

## Before watching the Jazz Quartet:

“Does anyone know the musical word for speed?”

Give them time to brainstorm as many words as they can. Then tell them: “**TEMPO**”

“Let’s say that together – **TEMPO.**”

“Okay, stand up. I want you to walk in place at a very slow tempo.”

“Now I want to see you walk in place at a very fast tempo.”

“Good job! Please sit back down.”

“Listen to these two musical examples and decide if they have the same tempo.”

- Play [example #1](#) and ask the students to describe the music.
- Play [example #2](#) and ask the students to describe the music.

“Were they the same tempo?” **NO**

“Which one was fast?” **#2**

“Does anyone know what style of music those songs were? Here are some choices: Classical, Jazz, Pop, Renaissance.” **JAZZ**

“I have another jazz song for you. Pick an instrument you see and imitate playing it while you watch the video.”

Watch the **Jazz Quartet** Students will “air play” the different instruments.

## After watching the Jazz Quartet:

Did that song stay the same tempo?”

“What order did the tempo go? Here are some choices:

- Fast, Slow, Fast
- All Slow
- **Slow, Fast, Slow**
- All Fast”

What instruments did you see/hear/air play in the video? Let the students brainstorm possible names of the instruments.

- Saxophone
- Piano
- Drums
- String Bass



## 2<sup>nd</sup> - 3<sup>rd</sup> Grade Lesson Plan: FORM

### Before watching the Jazz Quartet:

1. Do any of you like patterns?
2. If I said **Purple, Green, Purple, Green, Purple**, \_\_\_\_\_. What comes next? **Green**
3. Can you think of any patterns? You can use numbers, things, names, anything. Give the students time to brainstorm patterns.
4. Let's imagine a different pattern with only 3 items: Apple, Banana, Apple.
5. What is the first letter of Apple? Banana? Apple? ABA
6. In music we have a pattern called ABA form. Enjoy this jazz performance and listen to see if you notice the pattern.

Watch the **Jazz Quartet**

### After watching the Jazz Quartet:

1. Did you recognize the pattern ABA?
2. Let's review parts of the video.
  - a. A: **Beginning**
  - b. B: **Middle**
  - c. A: **End**
3. What made the music at the beginning and the end similar?
4. How did the "B" section sound different than the "A" section?
5. Can you think of other songs that are in ABA form?

## 4<sup>th</sup> – 5<sup>th</sup> Grade Lesson Plan: Pentatonic Scale/Improvisation

### Before watching the Jazz Quartet:

1. Name some styles of music you consider to be “American.” This is open ended. Encourage them to name whatever comes to mind. There is no “right” answer.
2. What makes the music you named “American?” In other words, what does “American” music sound like to you? Let the students brainstorm what this means to them. Again, there is not a “right” answer.
3. Do all musicians use music that is written down on paper to play or can they play without music they can see? Allow for any thoughts and ideas.
4. Enjoy this video of an American style of music called Jazz.

### Watch the **Jazz Quartet**

### After watching the Jazz Quartet:

1. Did you notice if the musicians were always looking at music or not?
2. At times the musicians were using a musical technique called Improvisation. Does anyone know what that word means?
3. Improvisation is the creation of music at the moment you are playing your instrument.
4. You are going to improvise today. But before we can improvise we need to learn a special scale.
5. How many sides does a Pentagon have? We are going to learn a scale that uses 5 specific tones.

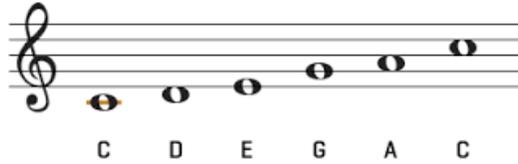
## Pentatonic Scale

C major pentatonic scale



# Pentatonic Scale

C major pentatonic scale



## Activity:

Improvise a tune C Major Pentatonic Scale

Materials Needed:

1. Access to an Instrument, Piano, Keyboard, or an online, virtual piano (options below)
  - a. <https://www.musicca.com/piano>
  - b. <https://www.imusic-school.com/en/tools/online-piano-keyboard/>

What to do:

1. Use the notes of the C Major Pentatonic Scale and create your own melody.
  - a. C, D, E, G, A
  - b. use the online instruments or sing
2. Now give your song a title.
3. Congratulations! You have improvised a melody using the Pentatonic Scale.