

CURRICULUM CONNECTIONS

Jazz Reach presents Janus Jaunting



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Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/ElementarySeasWelcome>

<https://tinyurl.com/SecondaryWelcomeSEAS>





Dear Educators,

We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturro Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.

Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!



Teacher's Lounge



Theater Etiquette

There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.

Theater Vocabulary: From Script to Spotlight

- Play:** A story told live on stage by actors in front of a live audience.
- Musical:** A story told live on stage by actors in front of a live audience that also involves singing and dancing.
- Genre:** The style of a play.
- Plot:** The timeline of actions in the story from beginning to end.
- Setting:** Where a story takes place.
- Characters:** Who the story is about.
- Conflict:** A problem that the characters in the story have to face and overcome. A conflict arises when a character wants something but something else gets in their way.
- Objective:** What a character wants to achieve or solve in the story. In other words, a character's goal.
- Protagonist:** The story's **hero**. This is the character who is out to accomplish a goal or find purpose.
- Antagonist:** The story's **villain**. This character is usually against what the protagonist(s) needs to accomplish their objective or goal.
- Dialogue:** a conversation between two or more people in a play or musical.
- Moment Before:** an acting term that encourages actors to consider what is going on in their character's life just before the present moment.
- Blocking:** Movement the director give to the actors to show them where to go on the stage
- Choreography:** A sequence of dance moves assigned to a dancer in a musical number (song) that are used to help tell the story.
- Cue:** In theater, a cue signals when another action should begin. Ex: The actor's cue to enter the stage might be after they hear the thunder sound effect.
- Make-Up:** Artistically designed cosmetics to enhance an actor's portrayal of a character.
- Playwright:** The writer or writers of the play. Playwrights write the dialogue between characters in a play.
- Composer:** The artist who writes music for a musical.
- Lyricist:** the artist who writes words to the music in a musical.
- Actor:** the artist who embodies or puts themselves "in the shoes of" a character or characters in a play or musical to tell that character's story to the audience.
- Audience:** a group of people who attend a live event like a theatre performances to watch, listen, and respond to the event on stage.
- Director:** the artist who works with the writers, actors, and designers to tell a clear story on stage for the audience.
- Stage Manager:** The artist who manages the onstage and backstage areas before, during, and after a performance.
- Costume Design:** A costumer designer chooses and creates the articles of clothing that characters wear on stage to help tell the audience who the characters.
- Sound Designer:** an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.
- Props:** Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.

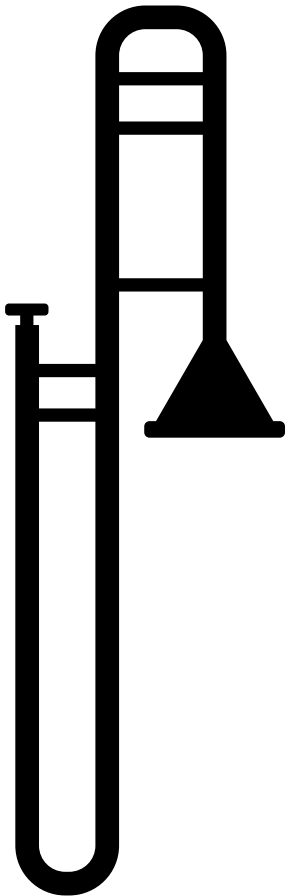
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FEATURING METTA QUINTET PLUS SPECIAL GUESTS

JAZZ MUSIC: A NATIONAL TREASURE

Despite the art form's prominent position in world culture and being declared a "national treasure" by the U.S. Congress (1987), jazz goes largely overlooked by mainstream popular media and limited time and funding prohibit the subject from being included in students' standard classroom curriculum.

JazzReach was founded on the belief that an appreciation of jazz music, as both a dynamic musical form and a unifying cultural movement, can provide people of all ages with a more sophisticated understanding of ourselves and our national character. Because jazz uniquely translates the human experience into rhythm and tune, dialogue on the many facets of this musical tradition offers a particularly rich and versatile educational and cultural opportunity.



All JazzReach Programs Include:

LIVE Music featuring METTA QUINTET + Special Guests

LIVE Narration

Captivating, Integrated Video Projections

Optional Post-Show Q&A with Artists

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Here are five facts about jazz:

1 Origins and Evolution: Jazz originated in the early 20th century in the African American communities of New Orleans, Louisiana. It blends elements of African rhythms, blues, and ragtime. Jazz has evolved over time, giving rise to various styles, including swing, bebop, cool jazz, and fusion.

2 Improvisation: One of the most distinctive features of jazz is improvisation. This means that musicians often create music spontaneously during a performance, making each rendition of a jazz piece unique. Improvisation requires a deep understanding of music theory and the ability to think creatively on the spot.

3 Influential Figures: Some of the most influential jazz musicians include Louis Armstrong, Duke Ellington, Miles Davis, Charlie Parker, and John Coltrane. These artists not only shaped the genre but also influenced other music genres like rock, hip-hop, and pop.

4 Jazz and Social Movements: Jazz has often been associated with social change and cultural movements. For example, in the 1920s, the Harlem Renaissance celebrated African American culture, and jazz was a significant part of this cultural awakening. Later, in the 1960s, jazz played a role in the civil rights movement, with artists like Nina Simone and John Coltrane addressing social issues through their music.

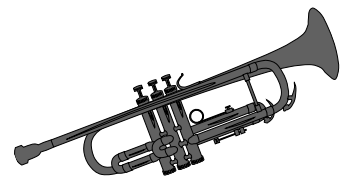
5 Global Influence: While jazz started in the United States, it has become a global phenomenon, influencing music around the world. Today, there are vibrant jazz scenes in many countries, each adding its unique cultural elements to the genre. Jazz festivals and clubs worldwide continue to celebrate and keep the genre alive.

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NAME THE INSTRUMENT!

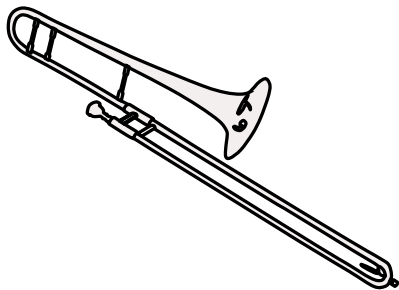
Draw a line matching each band instrument name to the picture it belongs to.



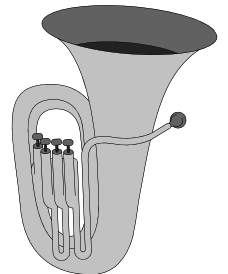
Flute



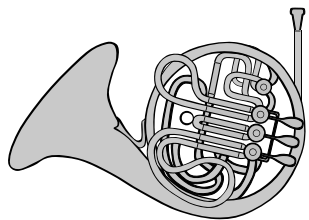
Tuba



Drum



Alto Saxophone



Trumpet

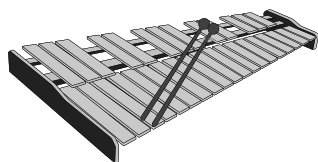
Xylophone



French Horn

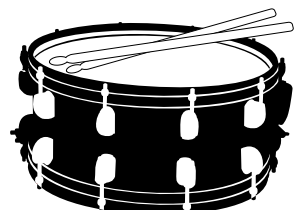


Trombone



Bassoon

Clarinet



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MUSIC OSTINATO

OSTINATO IS A MELODIC PATTERN THAT REPEATS

Body percussion ostinato

Use the key below to create your own repeating pattern in the boxes below.



CLAP hands



SNAP fingers



STOMP feet

--	--	--	--	--	--	--	--	--

example: **C C C S S F F F S**

Music beat ostinato

Use the key below to create your own repeating pattern in the boxes below.



4 beats



2 beats



1 beat



Half beat



Quarter beat



Rest 1 beat

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TYPES OF MUSIC

Do you like it or not? Listen and check the box.

Directions: Teacher...play a sample (30 seconds or more) of the different types of music for your class. Use a free version of Spotify or YouTube for inspiration.

	YES!	NO!
Classical 		
Pop 		
Hip-hop 		
Techno 		
Jazz 		
Rock 		

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CREATING POLYRHYTHMS: WHOLE CLASS WORK

After the performance, look at the chart on this page.

In class, divide into four groups: A, B, C, and D.

Each group should choose a different part of their body to create rhythm.

For example: A group can clap their hands, another can slap their knees, another can stomp their feet, and the last can repeat a short word like 'yes!'

Using the chart on this page:

Group A sounds all four beats

Group B sounds beats 1 and 3,

Group C sounds 2 and 4,

Group D sounds twice on each beat.



Each group needs to rehearse by itself and count the beats out loud and practice until they can repeat this rhythm three times with accuracy.

Finally, all four groups come together for a performance!

Beats	1	2	3	4
Group A	X	X	X	X
Group B	X		X	
Group C		X		X
Group D	XX	XX	XX	XX

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SENSE OF SOUND

Describe different sounds you might hear throughout your day and put them in the boxes. Answer the questions below.

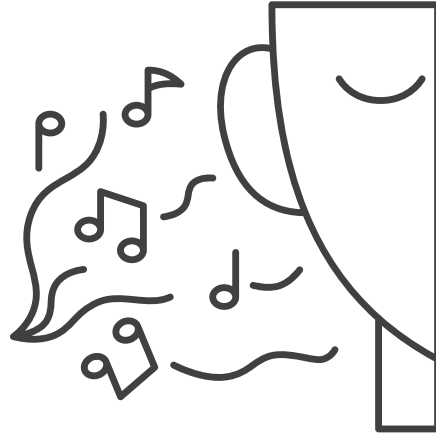


My favorite sound is _____

because _____

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'MUSIC TO MY EARS: SEL

How does listening to a song that you love make you feel? Write about it:

[illegible]

Student to Family Cooperative Activity Ideas:

- Share impressions and discuss Black Violin: Sit down with your family and have a conversation about the performance. Share your impressions, thoughts, and emotions. Discuss the elements that stood out, such as the performances, the set design, or the storytelling.
- Does anyone in your family play an instrument, sing, dance? Interview some family members and see if you can discover a link to music. Write it down (journal) and save it for future generations.
- Family jam session: Write a song with your family. You can start a family band, or simply work on a song together as a team or unit. Share some of your favorite genres with your family (jazz/funk/hip-hop...and see who you have them in common with).
- Create a Playlist: Collaborate on creating a playlist featuring songs from the concert as well as favorites from everyone in the family. This can be a fun way to learn about music through the decades.
- **Remember, the goal is to create memorable and immersive experiences. Adapt these ideas based on your family's preferences and the resources available to you.**

Additional Activity Ideas:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!

Standards Alignment: Jazz Slam and Jazz Reach

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
Music	
MU.68. F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.912. C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.



My Theater Review

I saw: _____

Reviewed by: _____

This play/musical was about...

Here's a drawing of
my favorite character:

It made me feel:

I learned:

I gave this play/musical stars.



**We'd love to hear from you! If you'd like to submit this review,
please send to jenriquez@browardcenter.org**