

# CURRICULUM CONNECTIONS

## Jazz SLAM



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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>





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.

# JazzSLAM

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 main-stream popular media and limited time and funding prohibit the subject from being included in students' standard classroom curriculum.

## JazzSLAM Synopsis:

For one hour, students soar out of their everyday world as they clap, stomp & dance with our live, intergenerational, multicultural jazz quartet. They experience how song forms and improvisation are similar to writing essays. They learn how "Read, Think & Respond" questions are similar to the "12 Bar Blues"; how Narrative Essay Form is similar to "A-A-B-A" Song Form; and how Opinion and Explanatory Essay Forms are similar to "Verse-Chorus" Song Form.

Students reach new levels of understanding mathematical concepts by experiencing how Units of Measurement (Math Subdivisions) are similar to the subdivisions of The Musical Beat.

<https://jazzslam.com/addll-jazz-resources/>

# JazzSLAM: Teacher Resources and Ideas!

<https://americanhistory.si.edu/explore/projects/smithsonian-jazz/education>

Connecting jazz music to writing for elementary students can be a creative and engaging way to integrate music appreciation with language arts. **Here are a few ideas on how to do this:**

## **Descriptive Writing:**

Encourage students to listen to different styles of jazz music and write descriptive paragraphs or short stories inspired by the mood and rhythm of the music. For example, they can write about a bustling city scene inspired by fast-paced bebop or a serene countryside setting evoked by smooth jazz.

## **Poetry and Lyrics:**

Explore jazz lyrics and poetry inspired by jazz themes. Students can write their own jazz-inspired poetry, focusing on themes of improvisation, rhythm, or the emotions conveyed in jazz music. They can also analyze and compare jazz song lyrics, discussing how they use language creatively.

## **Biographical Writing:**

Introduce students to famous jazz musicians through short biographies. Have them research and write a biography of a jazz musician of their choice, focusing on their life story, contributions to jazz music, and the impact of their work.

## **Writing Prompts:**

Use jazz music as a prompt for creative writing exercises. Play different jazz pieces and ask students to write stories, poems, or journal entries based on their immediate emotional response to the music. This can help them explore how music can evoke feelings and inspire storytelling.

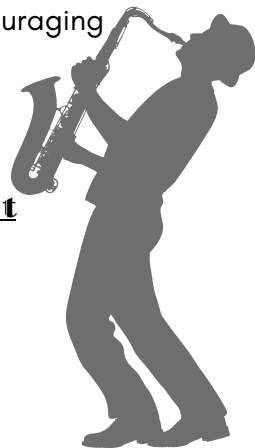
## **Music Reviews:**

Have students listen to a jazz album or attend a jazz performance (virtually or in person). Then, ask them to write a review of the music, discussing their favorite tracks, the overall mood, the musicianship, and how the music made them feel. This can develop their critical thinking skills while integrating music appreciation with writing.

## **Collaborative Storytelling:**

Create a collaborative storytelling activity where each student contributes a sentence or paragraph inspired by a different jazz piece. This can be done orally or through written exercises, encouraging students to build on each other's ideas while exploring different musical styles.

[https://learninglab.si.edu/search/?f%5Btypes%5D%5B%5D=resource&st=jazz%20music&s=&page=1&mm&mm\\_op&mm\\_t](https://learninglab.si.edu/search/?f%5Btypes%5D%5B%5D=resource&st=jazz%20music&s=&page=1&mm&mm_op&mm_t)



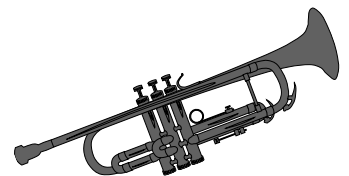
# Jazz SLAM

## NAME THE INSTRUMENT!

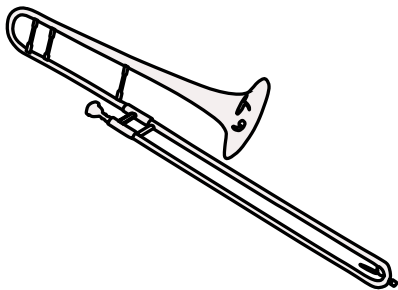
Draw a line matching each band instrument name to the picture it belongs to.



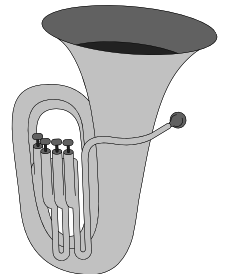
**Flute**



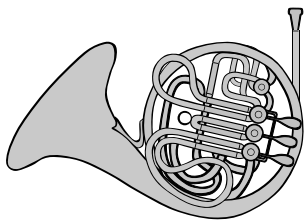
**Tuba**



**Drum**



**Alto Saxophone**



**Trumpet**

**Xylophone**

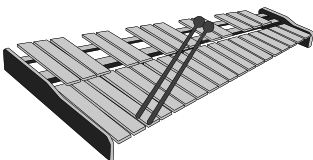


**French Horn**

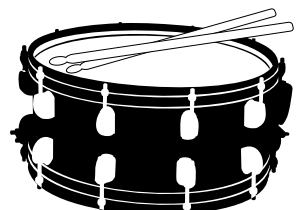


**Trombone**

**Bassoon**



**Clarinet**



# JAZZSLAM

## PARTS OF THE SAXOPHONE

Using the word bank below, fill in each box with the name of the instrument part it points to.

Mouthpiece

Neck

Body

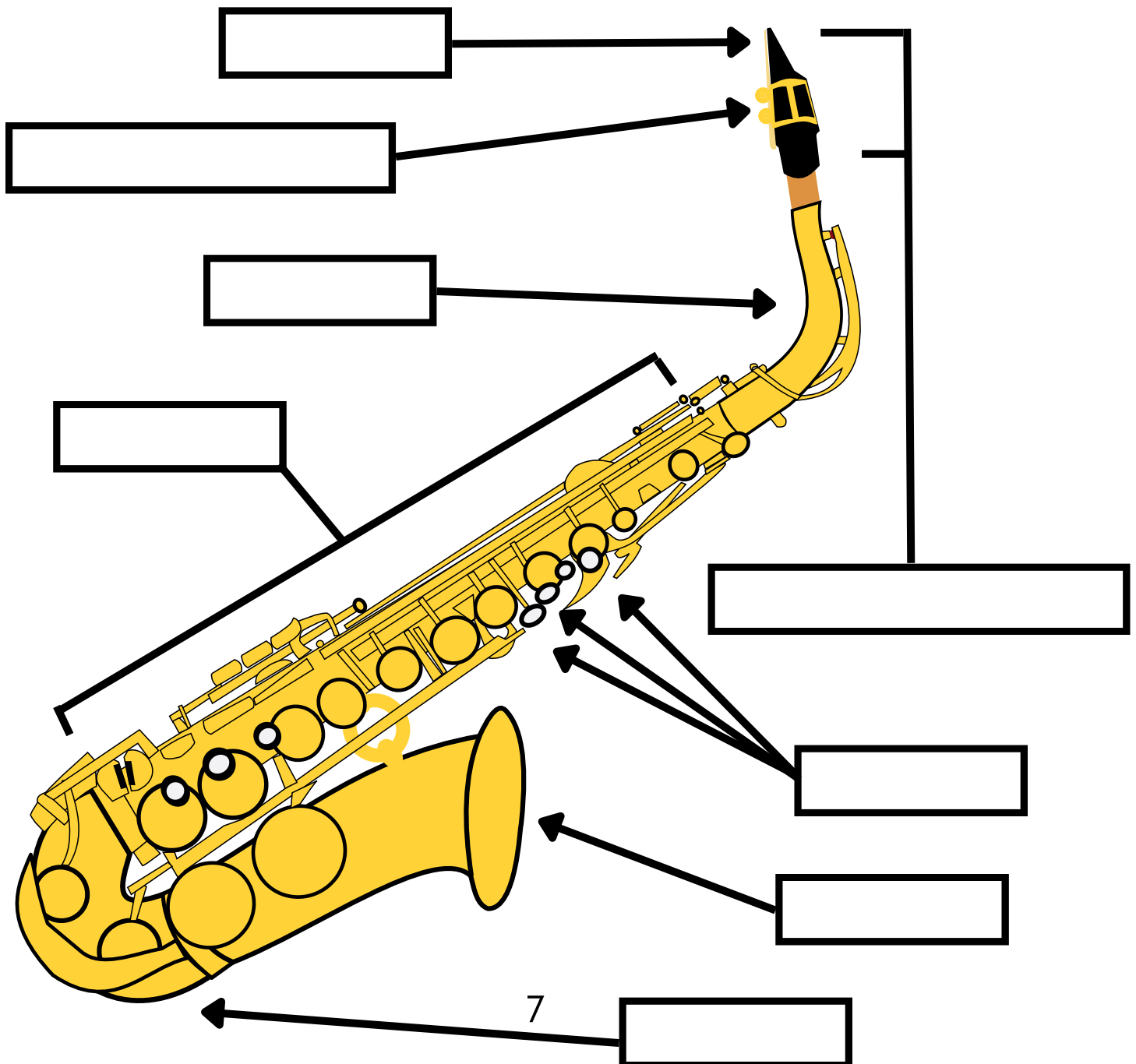
Bell

Bow

Ligature

Reed

Keys





# JazzSLAM

## 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


# JazzSLAM

## CREATING POLYRHYTHMS

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

# JAZZSLAM: SIEL

## 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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

## Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- 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!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.

**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](mailto:jenriquez@browardcenter.org)**