

# 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:

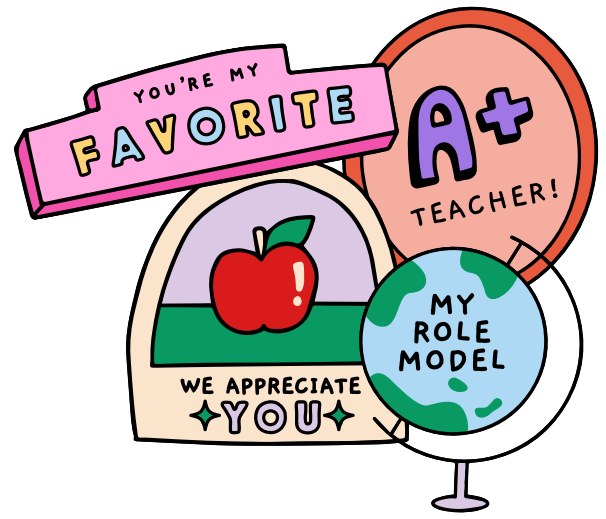
<https://tinyurl.com/ElementarySeasWelcome>





Dear Teacher,

We appreciate you!



This guide can help in your classroom, whether before or after coming to see a play or musical it can be used to highlight important concepts. The curriculum connections introduced by the Broward Center for the Performing Arts are always aligned to the Florida Standards with the idea that they introduce another tool to effectively implement engaging methods to bring the page to the stage.

Curriculum Connections improve comprehension, help students organize information, and assist students' metacognition by enabling students to check for understanding. It is designed to be used before or after coming to the theater unless otherwise stated and may contain activities for certain grade levels (this will be clearly labeled).

Curriculum Connections will always contain a reminder of theater etiquette as well as a social emotional learning activity, and a Student-Family Cooperative Activity. The activities may be re-printed for individual use, used on smart boards as class activities, or in groups. It is suggested to discuss the play or musical as a class before your field trip.

Remember to follow us on Facebook and Instagram @Broward Center Education and use the QR code (below) for our Teacher's Lounge to receive insight about discounted tickets and information for you and your students!

*nothing  
but  
gratitude!*

**MUCH**  
appreciated





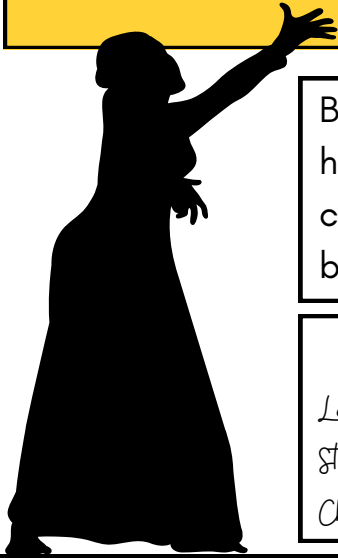
# Theater etiquette

*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.

# From Page to Stage



Books make wonderful theater! When adapting a book however, changes must be made to the plot, setting and/or characters to accommodate the length of the play or to help bring the show to life on stage!

*Here are some famous adaptations you may know:*

*Legally Blonde/Les Miserables/The Wonderful Wizard of Oz/Mary Poppins/How the Grinch Stole Christmas/The Color Purple/A Christmas Carol/The Secret Garden/Charlie and the Chocolate Factory/Cinderella/Alice in Wonderland/Beauty and the Beast/Romeo and Juliet*

## Vocabulary to share with students:

**Adaptation:** Something that has changed so that it can be presented in another form.

**Playwright:** A person who writes plays.

**Lyricist:** A person who writes the words of a song.

**Composer:** A person who writes music.

**Author:** A person who writes something such as a book or an article.

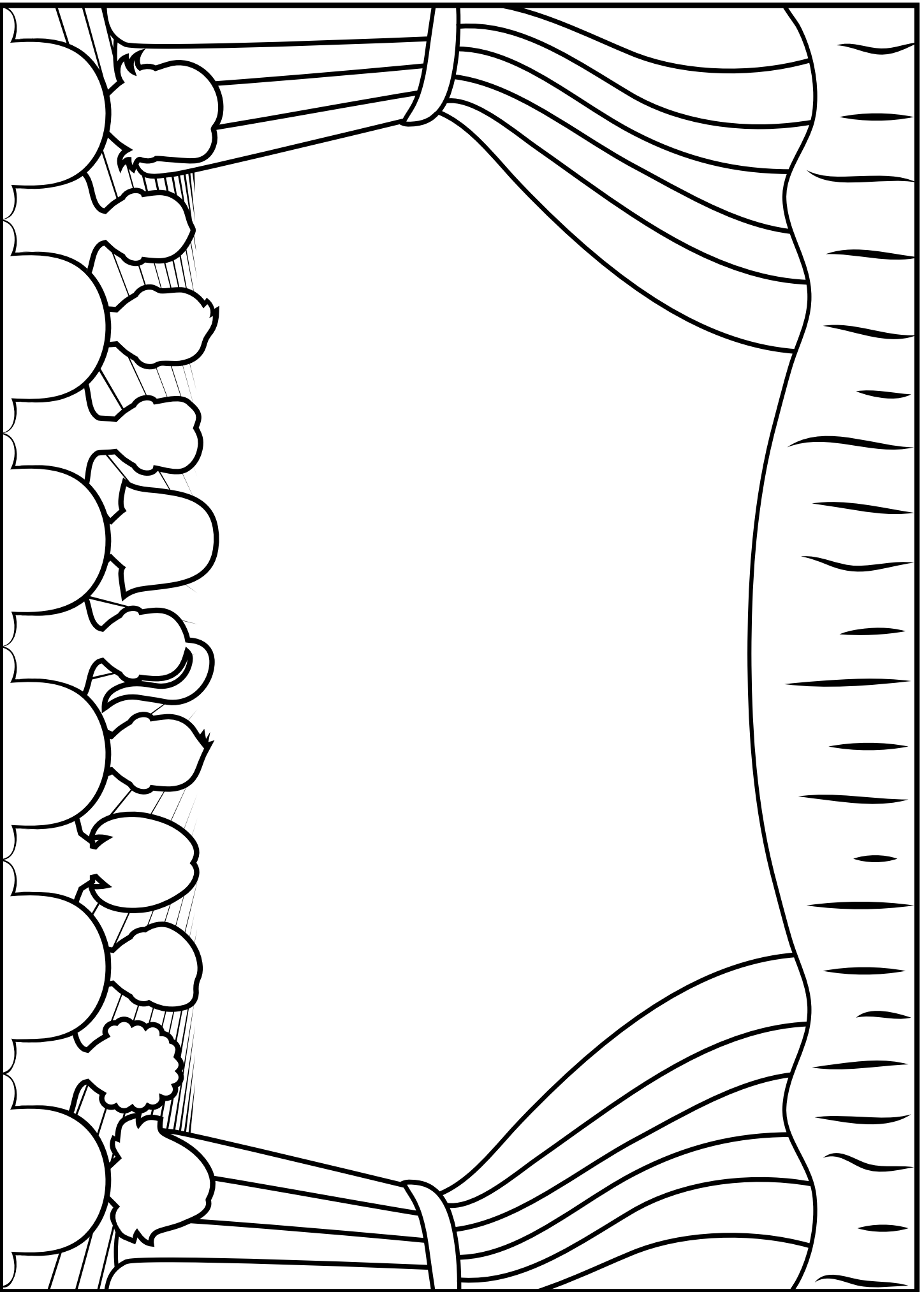
**Characters:** the individuals portrayed by actors in a play or musical.

**Director:** A key creative figure in theater responsible for overseeing the artistic aspects of a production.

## Pre-Show creative questions:

Ask your students, "If you could adapt any book for the stage, which book would you choose and why?" Invite them to draw a picture of the story they would adapt on stage. Define "costumes", "set" and "props" ask students to draw what the set would look like on stage as well as the characters' costumes. (Use the next page to spark creativity)

Choose a book or story to adapt to a play or musical.  
Draw a picture of the set and props and/or actors in costume here.



# 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/>

# JAZZ SLAM: 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.

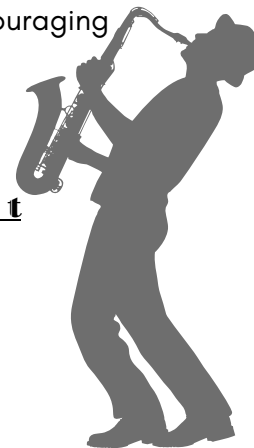
## **Music Reviews:**

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





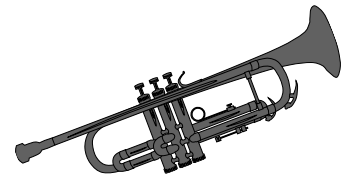
# JAZZ SLAM

## NAME THE INSTRUMENT!

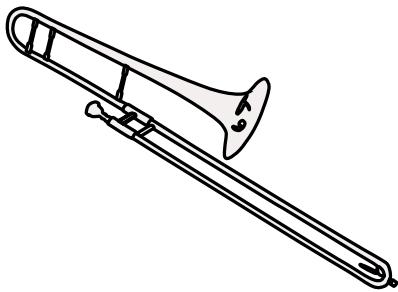
Draw a line matching each band instrument name to the picture it belongs to.



**Flute**

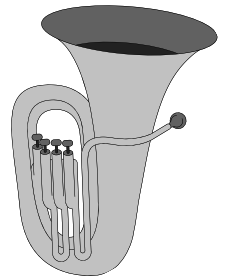


**Tuba**

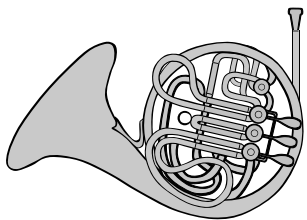


**Drum**

**Alto Saxophone**



**Trumpet**



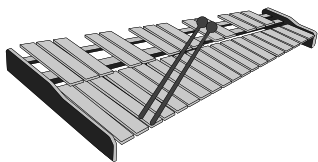
**Xylophone**



**French Horn**

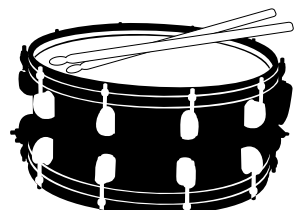


**Trombone**



**Bassoon**

**Clarinet**



# JAZZ SLAM

## 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

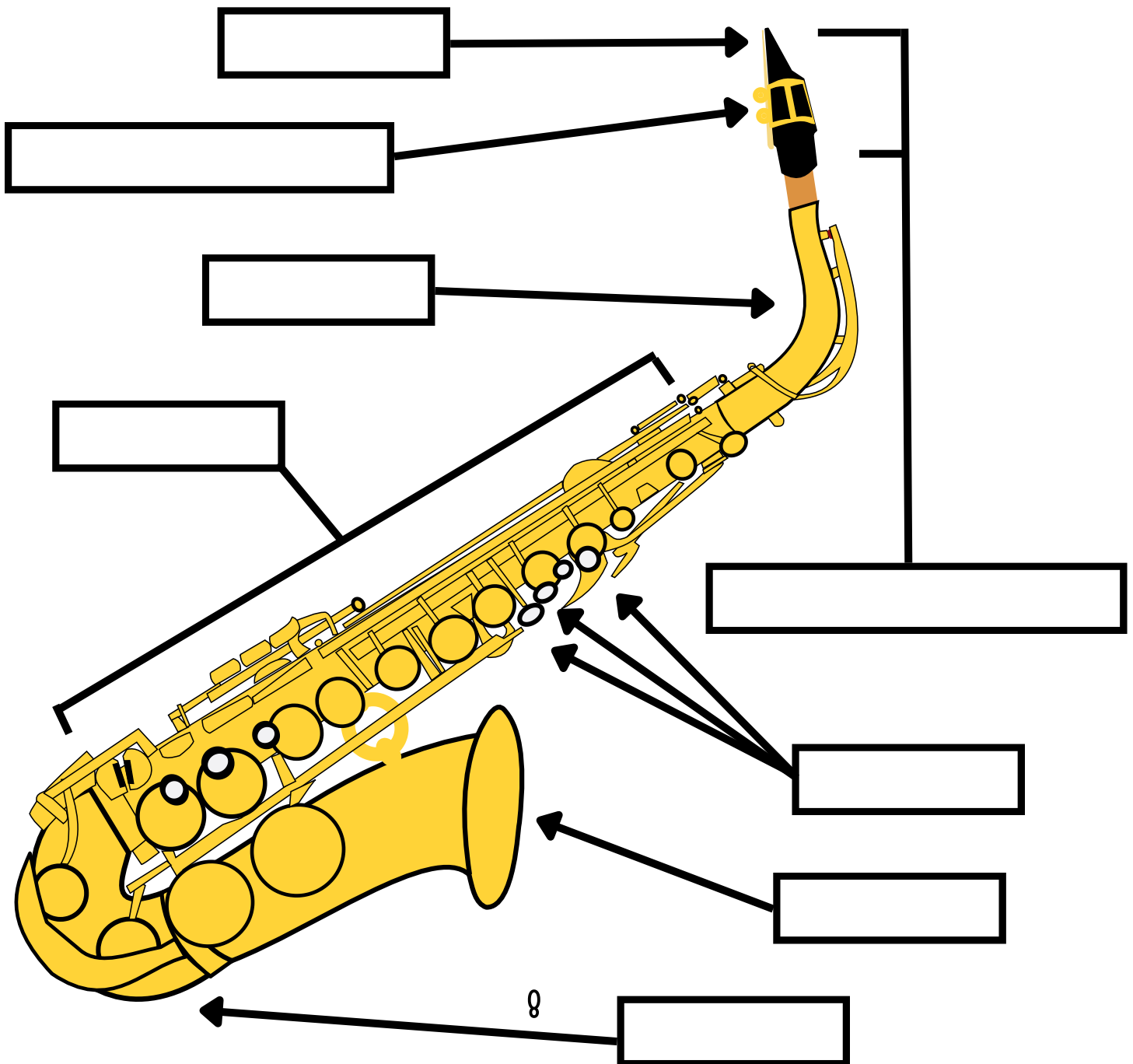
Bell

Bow

Ligature

Reed

Keys



# JAZZ SLAM

## MUSIC OSTINATO

OSTINATO IS A MELODIC PATTERN THAT REPEATS

### Body percussion ostinato

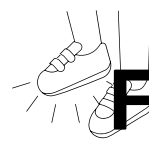
Use the key below to create your own repeating pattern in the boxes below.



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.




# JAZZ SLAM

## 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

# JAZZ SLAM: 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.)	
<b>Kindergarten through Grade 12/ English Language Arts</b>	
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.
<b>Music</b>	
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)**