



## Project Overview Jazz and Miles Davis

My ideas for each lesson were inspired by Common Core standards in an effort to encourage creative thinking with creative learning. The following three original lessons presented for you are intended to supplement and insert as needed into your own unit (of perhaps “Jazz,” etc.).

### The three lessons presented are:

1. Miles Davis and Jazz Music
2. Listening and Written Response
3. Listening and Art Response

Just to give you an idea of how I include my three lessons to present (in bold), below is my complete unit outline. The other lessons (which I will not be presenting) are simply curriculum from my district textbook.

- Lesson 1: Review Elements of Music
- **Lesson 2: Introduce (through a Storybook) – Jazz and Miles Davis**
- Lesson 3: Improvise (scat); listen to Ella Fitzgerald, etc.
- Lesson 4: Improvise (Orff Instruments)
- **Lesson 5: Write an Opinion Paragraph**
- **Lesson 6: Art Response**

California Content Standards addressed in this unit:

### VAPA MUSIC Grade 3

#### Artistic Perception

- 1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.
- 1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.
- 3.1 Identify the uses of music in various cultures and time periods.

#### Aesthetic Valuing

- 4.1 Select and use specific criteria in making judgments about the quality of a musical performance.
- 4.3 Describe how specific musical elements communicate particular ideas or moods in music.
- 5.2 Identify what musicians and composers do to create music.

### VAPA VISUAL ART Grade 3

#### Artistic Perception

- 1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

Common Core Standards in ELA or Mathematics addressed in this unit:

Common Core Standards Grade 3

English Language Arts – Speaking & Listening

CCSS.ELA-Literacy.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.1a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.3.1b

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.3.1d

Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Common Core Standards Grade 3

English Language Arts – Writing

CCSS.ELA-Literacy.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.1a

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1b

Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1c

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

CCSS.ELA-Literacy.W.3.1d

Provide a concluding statement or section.

Common Core Standards Grade 3

English Language Arts – Reading: Literature

CCSS.ELA-Literacy.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-Literacy.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Common Core Standards Grade 3

English Language Arts – Language

CCSS.ELA-Literacy.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.3.5b

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

## **Project Goals**

Students will discover how to apply critical thinking in future, real-life listening experiences. Students will know:

How to qualitatively communicate their feelings and experience regarding the Miles Davis jazz listening example while employing music academic language (pitch, dynamics, tempo, and timbre).

### **Students will be able to:**

- Use academic language when speaking and writing.
- Define elements of music such as Pitch, Dynamics, Tempo, and Timbre.
- Communicate verbally, interacting with colleagues regarding content material (collaborative instruction).
- Communicate in writing their own opinion regarding the listening example using music content vocabulary words.

### **Bloom's Taxonomy:**

- Remembering – During introductory “review”
- Understanding – Verbal communication brainstorm
- Applying – Implementing the vocabulary words and using them to support their opinion.
- Analyzing – Organize/deconstruct what they hear into our four vocabulary word categories.
- Evaluating – Judging and critiquing a jazz listening piece by writing an opinion paragraph.

### **Multiple Intelligences:**

- Musical
- Verbal/Linguistic (define, describe)
- Logical/Mathematical (analyze, evaluate)
- Visual/Spatial (draw, interpret)