

## Unit 3: Rhythms in Jazz Music

### Find Our Third Neighborhood (5 minutes)

The Conductor will now take us on a journey from East Harlem, Manhattan, to Grymes Hill, Staten Island, to meet our next singer, Karlie. Have students turn to SG 12, and help them do the following:

- Locate Celso in East Harlem, Manhattan.
- Locate Karlie in Grymes Hill, Staten Island.
- Complete the activity.

# Find Our Next Neighborhood

Find Celso in East Harlem, Manhattan, on the map. Next, find Karlie in Grymes Hill, Staten Island. Complete the activity to continue our journey. Let's go!



Celso



EAST HARLEM

QUEENS

Celso's favorite kind of party: F \_ N \_ A N \_ O

Celso's favorite instrument: H \_ R \_

Celso's favorite style of dance: Z \_ P \_ T \_ A D O

BROOKLYN

GRYMES HILL



Karlie



## Lesson 1: Learning “It Don’t Mean a Thing”

**AIM:** What is swing?

**SUMMARY:** Students meet the artist, and sing and move to a Duke Ellington song to understand swing.




**MATERIALS:** chart paper, markers

**TIME REQUIRED:** 40 minutes

**STANDARDS:** US 1, 6, 7, 9; NYC 1, 2, 3, 5

**VOCABULARY:** swing


### WARM-UP (10 minutes)

- Perform the “Warm-Up Rhyme,”  Track 2.
- Warm up with the “Sirens,” “Yawning Kittens,” or “Floating Balloon” exercises,  Tracks 3, 4, and 5.
- Vocal tip: Remind students to take deep “belly breaths.”
- Sing the “Carnegie Hall Musical Explorers Song,”  Track 1.




### MEET KARLIE (10 minutes)

- Meet Karlie on SG13.

### EXPLORE SWING (10 minutes)

- Karlie said she loves a style of jazz music called swing. What is swing?
- Listen to the Straight vs. Swing Demos,  Tracks 17 and 18.
- How can you tell when the rhythm is straight or swing?

### SING “IT DON’T MEAN A THING” (10 minutes)

- Listen to “It Don’t Mean a Thing,”  Track 19. 
- Swing is a style of music, but it’s also an energetic feeling that makes you tap your toes and want to dance. Why would a jazz musician say that music “don’t mean a thing if it ain’t got that swing?”
- Play and sing along with “It Don’t Mean a Thing,”  Track 19.

### It Don’t Mean a Thing

Music by Duke Ellington and Billy Strayhorn, lyrics by Irving Mills

It don’t mean a thing, if it ain’t got that swing  
(doo-ah, doo-ah, doo-ah, doo-ah, doo-ah, doo-ah, doo-ah, doo-ah)  
It don’t mean a thing all you got to do is sing  
(doo-ah, doo-ah, doo-ah, doo-ah, doo-ah, doo-ah, doo-ah, doo-ah)

**CREATIVE EXTENSION (20 minutes)**

**SUMMARY:** Students learn the Jazz Musicians' Secret Language.

- Create a class story about musicians we see in our school or neighborhood. Use the Jazz Musicians' Secret Language to substitute jazz terms for words in the story. (e.g., *This morning when I left my crib for school, I saw my brother carrying his axe to band class.*)
- Which jazz words are your favorites?
- Are there any jazz words that you already knew?
- Which jazz words could you use when you speak with your friends?
- Why would jazz musicians use a special language when they speak with each other?

### Jazz Musicians' Secret Language

**The Apple:** New York City

**Axe:** an instrument, especially a guitar or saxophone

**Cans:** headphones

**Cats:** folks who play jazz music

**Crib:** apartment or house

**Gig:** a paying job

**Scat:** nonsense syllables set to music

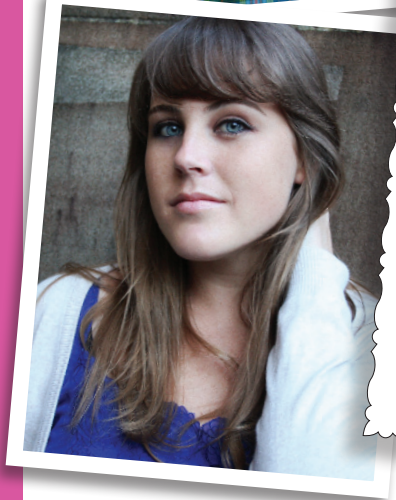
**Take five:** To take a five minute break

(From [allaboutjazz.com/speak.htm](http://allaboutjazz.com/speak.htm))

### MUSICAL WORD WALL

Add the word *swing* to the Musical Word Wall.

# Meet Karlie!



Greetings from **GRYMES HILL**

Dear Musical Explorers,

Welcome to Grymes Hill, Staten Island! I was born on the other side of the world—in Australia! I love swimming and surfing. I also love singing all sorts of music, especially jazz. Swing and bossa nova are two styles of jazz music that I like best! I began to learn about and love jazz music when I started playing the saxophone. Later, I started singing jazz, too! After the concert, let me know what your favorite part of the performance was.

Your friend,  
**Karlie**



Musical Explorers  
c/o Carnegie Hall  
881 Seventh Avenue  
New York, NY 10019

## Lesson 2: Exploring Bossa Nova in “O Pato”

**AIM:** What is bossa nova?

**SUMMARY:** Students sing, clap, and create new rhythms and lyrics for a bossa nova song.




**MATERIALS:** chart paper, markers

**TIME REQUIRED:** 40 minutes



**STANDARDS:** US 1, 2, 3, 4, 6, 9; NYC 1, 2, 3

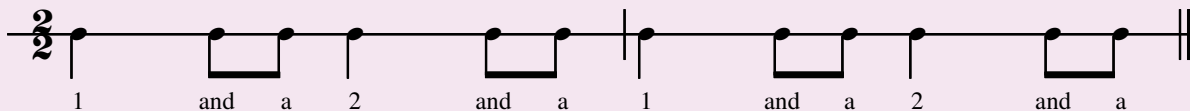
**VOCABULARY:** bossa nova

### WARM-UP (10 minutes)



- Perform the “Warm-Up Rhyme,”  Track 2.
- Warm up with the “Sirens,” “Yawning Kittens,” or “Floating Balloon” exercises,  Tracks 3, 4, and 5.
- Vocal tip: Remind students to take deep “belly breaths.”
- Sing the “Carnegie Hall Musical Explorers Song,”  Track 1.

### EXPLORE BOSSA NOVA (10 minutes)


- Listen to “O Pato” Bossa Nova Rhythm,  Track 20.
- We’re listening to a style of jazz music that Karlie said she loves called bossa nova. This song is called “O Pato.” “Pato” is the Portuguese word for “duck,” and the song is about a duck, a goose, and a swan.
- Play and sing/rub/clap along with “O Pato” Bossa Nova Rhythm,  Track 20.

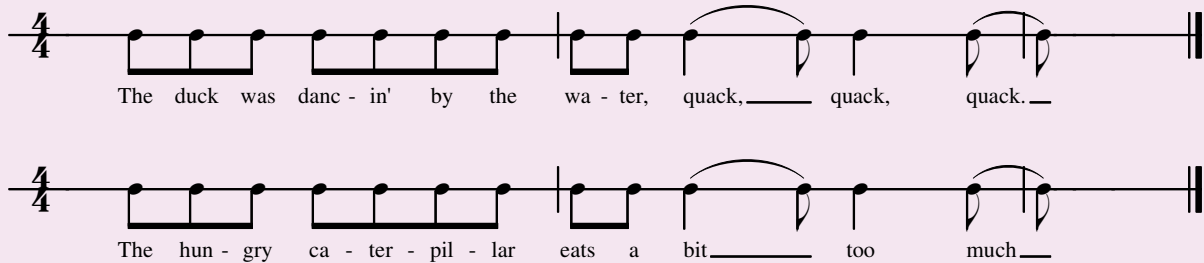


### EXPLORE "O PATO" (20 minutes)

- Listen to "O Pato,"  Track 21 .
- Try singing along to the first verse.

**O pato, the duck was dancin' by the water, quack, quack, quack.  
The rhythm made him think he ought to quack, quack.  
He was dancin' to the samba, the samba, the samba.**

- List other animals and their sounds and movements. Use students' prior knowledge or books you are reading in class as sources.
- Create new animal-inspired lyrics and rhythms to sing and clap along with "O Pato" Bossa Nova Rhythm,  Track 20. For example:



**4/4**  
The duck was danc - in' by the wa - ter, quack, \_\_\_\_\_ quack, quack. \_


**4/4**  
The hun - gry ca - ter - pil - lar eats a bit \_\_\_\_\_ too much \_

**CREATIVE EXTENSION: (20 minutes)**

**SUMMARY:** Students make their own versions of “O Pato.”

- Read aloud the translation of the first verse of “O Pato” lyrics.

Then a lovely swan swam by in her all majesty,  
then she loosened up.  
Hootchie, cootchie coo, did that swan.  
She joined the duck and goose and did the samba, too.  
You should have seen the kind of samba she could do.  
They did the samba so long, they all fell right in the water,  
while they were swingin’ away.

- Write or draw your own story about a duck, a goose, and a swan meeting and singing or dancing together.
- Listen to “O Pato” Bossa Nova Rhythm,  Track 20, and speak or sing your story to the rhythm.

**MUSICAL EXTENSION: (15 minutes)**

**SUMMARY:** Students explore bossa nova rhythms in other pieces of music.

- [Now that you know the bossa nova rhythm, can you play along with other bossa nova songs?](#)
- Locate or download recordings of these classic bossa nova songs and use the “O Pato” and other invented rhythms to play along.
  - “The Girl From Ipanema” (performed by Astrud Gilberto)
  - “Corcovado (Quiet Nights of Quiet Stars)” (performed by João Gilberto)
  - “The Waters of March” (performed by Art Garfunkel)
- Use hand or body percussion to play along with the recordings.

**MUSICAL WORD WALL**

Add the word *bossa nova* to the Musical Word Wall.