

JAZZ, GANSTERS AND FREEDOM

Language content integrated lesson plan for teaching to recognize and express feelings in a way it can be understood by others

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INTRODUCTION

This lesson plan is aimed for students in 3^o or 4^o grade of Primary Education of a bilingual school. The core of the lesson plan is **expressing feelings in a way it can be understood**. In order to achieve this goal, so important for our students in their future, **music** will be used as the main thread to connect all the content.

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2.- CONTEXTUALISATION

CORE OF THE UNIT: to develop awareness about our own feelings and learn to recognize them.
To express feelings in a way it can be understood by others.
To develop creativity through Arts subjects in our students.

MAIN THREAD: jazz music and “*when you are smiling*” song and its different jazzy versions.

✚ LESSONS NEEDED: six approximately.

✚ AIMED STUDENTS: 2º, 3º or 4º grade of Primary Education, depending on the level of the students, the context and the level of depth of knowledge.

✚ MATERIALS NEEDED: digital blackboard with internet connection, speakers, acrylics, felt-tip pens, paintbrushes, cardboards.

✚ TEACHING APPROACH:

The methodology used will be wide. This lesson plan is based on the importance of feelings in Gardner's Multiple intelligences Theory. TPR approach will be used as well at some specific times in Music. On the other hand, this unit is thought to be Content language integrated learning (to learn sciences, music, different arts techniques and other knowledge using English as a vehicle). Khrasen's Theory of affective filter will be taken into account, since this lesson is mainly about feelings.

In order to develop this unit properly, several days were using for ideation and the guidance of Enid Larsen and Nanette Perrot in the process was key.

✚ SUBJECTS: Music, Arts and Crafts, Values, language and Sciences.

❖ MUSIC: the Jazz Era.

Using different versions from the **Jazz Era** of the known song “*When you are smiling*”, the students will travel from the early jazz to the last ____ ending.

❖ ARTS: expressing the feelings that music triggers.

The use of color, lines, strokes, patterns and doddling.

This unit might also be used in other subjects, such as:

❖ LANGUAGE:

Types of communication and writing letters to express feelings.

The students may learn about **body language as visual communication**, such as facial expressions or gestures.

The main activity of this subject will be **building writing skills**. Since we are working on feelings and a proper way to express them, language subject might be used to work on expressing regret and happiness in a written form. The teacher would guide to the students, making them reflect on the importance of

words and the way they are presented. Besides the teacher may provide them with some useful expressions that fulfill the purpose of showing regret or disappointment in a proper way.

- ❖ VALUES: proper ways of expressing feelings in a way it can be understood by others.

Happiness, sadness, anger or disagreement: how to express them?

The teacher may also help the students to identify their own feelings, since this process is key to express later our own feelings.

- ❖ SCIENCES:

It might be useful for reviewing parts of the body already known by the students. Another interesting possibility may be to work on verbs related to expressing feelings involving different parts of the body, especially in the face.

3.- THE LESSON PLAN FOR DIFFERENT SUBJECTS

3.A MUSIC

MATERIALS: digital blackboard with internet connection.
Speakers.

NUMBER OF SESSIONS: 2.

SESSION 1:

OBJECTIVES: to learn about the Jazz Era in North America, its underground culture, social aspects and the main personalities in jazz music.

To develop awareness of the changes in society that brought Jazz music.

To listen carefully and develop auditory discrimination in different jazz styles.

TIMING: 60 minutes approximately.

1.- The lesson will start by practicing some **breathing exercises** and **brain gym**: cross cowl, belly breathing, the infinite, brain buttons, arm activation...

Once we have done that, we will present the topic in order to arise motivation: "Jazz".

Previously some **riddles** about key words in jazz will be read: an instrument (a trumpet), a place (USA), a character (Louis Armstrong) or an important activity (dancing).

2.- Once the warm- up has been done, we will **guide a brain storming** activity, in order to check our student's previous knowledge. After that we will move on to **present the title** of the unit: "**Jazz, gansters and freedom**".

3.- We will show a **power point presentation**, with all the information they need to know to come into contact with the Jazz Era: the underground culture , some important musicians and singers, and the development of jazz music as time passes.

In order to do some, the students will listen different versions of the same song: "**When you are smiling**". By doing this, they will be able to listen how Jazz evolves, and the different styles inside it. We want them to appreciate the differences in sound, instruments, rhythm and so on. The power point presentation used will be sent as an attached object in the email.

In what follows, I will list the versions that we will be listening:

1. *Louis Armstrong`s version (1929)*

<https://www.youtube.com/watch?v=yfsmmk93H3I>

2. *Cliff Bruner and his Texas Wanderers (1939): western swing*

<https://www.youtube.com/watch?v=6H0YNFIJkfs>

3. *Louis Prima (1957)*

<https://www.youtube.com/watch?v=YXYRkp2HZto>

4. *Nat King Cole: (1968)*

https://www.youtube.com/watch?v=x_aF4q7tkFs

All these links provided belong to Youtube website. A Playlist has also been made to gather all of these songs and many others, that will be used in this unit. Here can it be checked:

➤ <https://www.youtube.com/playlist?list=PLGbAa1n-ubs53sjkDhfEcRZNxWxxPrEGQ>

4.- After that, we will **learn a song**: a short piece of the lyrics of "*When you are smiling*". In order to remember the lyrics, we will try to associate each word or line a specific movement.
5.- Finally, we will **do a mind map** together to gather all the key information we learnt about Jazz.

Here it is an example of what it may look:



SESSION 2

OBJETIVES OF THE SESSION:

- To learn different steps of a dance.
- To concentrate and listen carefully a piece of music.
- To develop auditory discrimination by distinguishing the different parts of a piece.
- To express feelings (happiness) by using our body.
- To learn to appreciate Music as real tool able to transmit and express feelings.

TIMING: 60 minutes approximately.

1.- The lesson will start by practicing some **breathing exercises** and **brain gym** as the previous session.

2.- Then we will move on to practicing **steady beat**: firstly we will introduce the activity by singing the song: "*Who can keep the steady beat...*".

We will practice some of them together, while someone plays the steady beat. The students will suggest different rhythms and everyone must follow and repeat them. We will be changing rhythms for a short period of time.

As a transition activity between playing corporal percussion and introduce a dance, we will keep on **practicing rhythm while playing music**. In order to make students ready for the next activity and make them aware of the rhythm, tone and phrases, we will listen the song "*When you are smiling*" by Cliff Bruner and the Texas Wanderers. It may also be played in the Youtube's Playlist previously mention.

➤ <https://www.youtube.com/watch?v=6HOYNFIJkfs>).

Several rhythms with corporal percussion **will be suggested to the students** while the music is playing. They must repeat them and listen carefully. All of these rhythms will be taught without words, just by showing and repetition.

3.- Once the students have came into contact with the song, we will **teach them the dance**. It will be a very easy dance, with just five different movements, some of them typically from jazz and all of them expressing joy.

- A. Accompany the lyrics with body gestures and corporal expression.
- B. Slive and stamping rhythmically feet on the floor.
- C. Moving in a circle, moving the arms.
- D. Clapping and moving the arms/ jump.
- E. Pretend to play different instruments.

4.- Then the students will **watch a video** about a different version: "*When you are smiling*" in *Charleston style*. We will talk about it after watching it, in order to bring out ideas about Charleston. Here is the link

➤ <https://www.youtube.com/watch?v=edmAjcWPrM>.

5.- As a final activity, the students **will work on groups** of 5 or 6 people. They will **think about three or four different steps** for this piece, for the first two minutes approximately. Finally they will show to their mates and the rest of students will imitate their movements. We will end up the session by developing a reflection activity, about Jazz music, the importance of dance and the rhythm.

3.B VISUAL ARTS

OBJECTIVES: to learn about expressionist painters.

To come into contact with Romare Bearden works and its personal style.

To interpret different elements (pictures, feelings) by drawing and painting them in order to specific express feelings and transmit them to the others.

To develop creativity in personal works in arts.

To listen carefully music and express different feelings that music transmits by drawing.

MATERIALS: digital blackboard with internet connection and speakers.

Watercolors or acrylics, paintbrushes, pens and felt-tip pens.

Scissors, glue.

White paper or cardboards.

NUMBER OF SESSIONS: 2.

SESSION 1

OBJECTIVES: To come into contact with Romare Bearden works and its personal style.

To create an original poster for a dancing contest using different techniques.

To interpret freely Romare Bearden works and create a new and original work.

To make a visual synthesis of a specific or different aspects of Jazz Era.

TIMING: 80 minutes approximately.

1.- The lesson will start by practicing some **breathing exercises** and **brain gym**: arm activation, the gravity glider, belly breathing, the infinite, brain buttons, the dolphin...

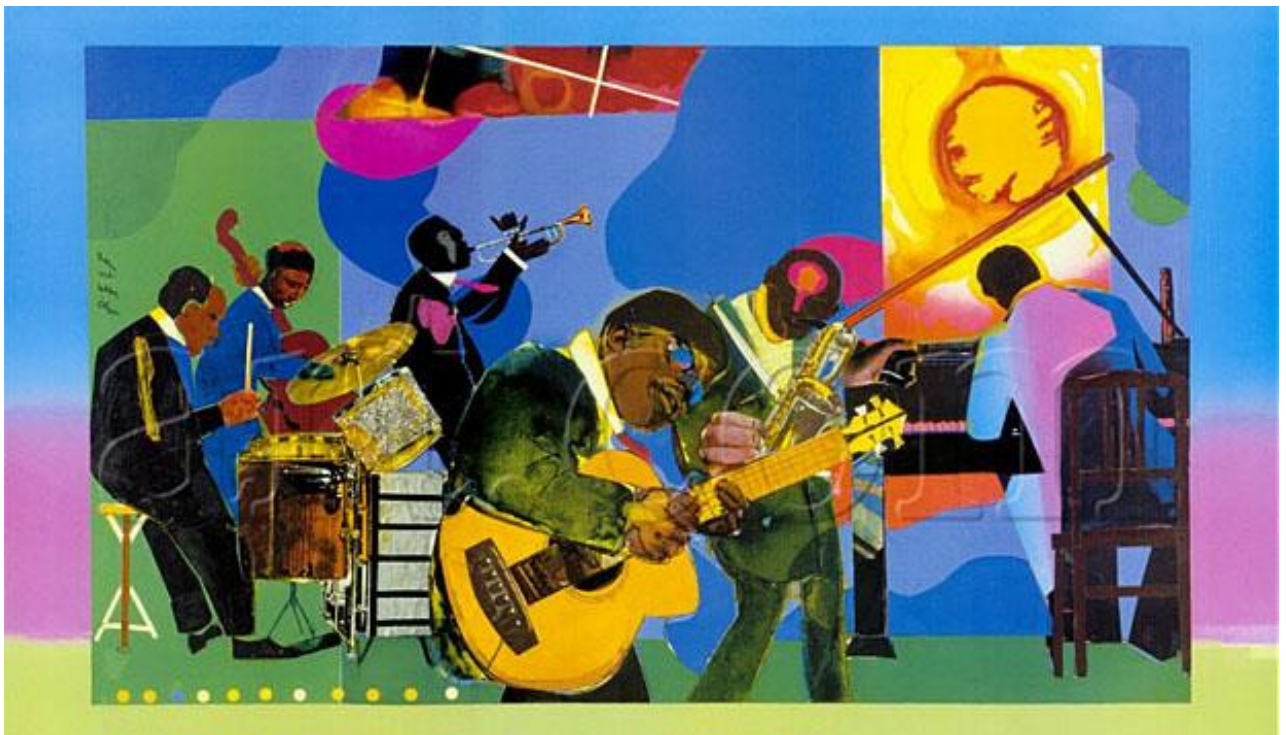
2.- We will **sing some songs** as well, such as „*pick up the bucket*“ or „*drink some water*“. Once we have done that, we will start the session by singing „ *if you are happy and you know it*“.

3. Then we will present some **works of Romare Bearden**. We will displace them on the digital blackboard. In what follow, I will present some of them:



1

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¹ Romare Bearden : Jazz II Deluxe, 1980 <https://d32dm0rphc51dk.cloudfront.net/Uh96DAbtNc-BQMbSdGjQ9g/large.jpg>

² Romare Bearden : Jammin' at the Savoy (1968)
https://www.allaboutjazz.com/photos/2010/RomareBearden_JamminattheSavoy.jpg

We will **focus and reflect on some aspects of the painting**: for example the use of color, shape and sizes of the figure. We will also try to make them aware of the lack of reality in the painting: the change of reality in order to express and interpret subjectively elements.

4. Then they will **create their own poster for a dancing contest in the Jazz Era**, in one the different theaters: Savoy, Cotton Club...etc.

In order to create a pleasant, positive and nice atmosphere, the Playlist in Youtube previously mention will be used.

Finally, we will talk about some of the posters, prizing insecure students and pointing interesting techniques used by others.

6. In case there is some time spare, we may finish the lesson by singing and/or dancing „*When you are smiling*“ version by Cliff Bruner and the Texas Wanderers.

SESSION 2

OBJECTIVES: To come into contact with Picasso and other expressionist and impressionist's works.

To focus on the different techniques that painters use for expressing feelings.

To draw a picture by interpreting different elements on it, transforming the reality.

To express ourselves' feelings by drawing when listening to music.

TIMING: 80 minutes approximately.

1.- The lesson will start by practicing some **breathing exercises** and **brain gym**: positive points, the footflex, belly breathing, the infinite, the grounder, the dolphin...

2.- We will **sing some songs** as well, such as „*pick up the bucket*“ or „*drink some water*“. Once we have done that, we will start the session by singing „ *if you are happy and you know it*“.

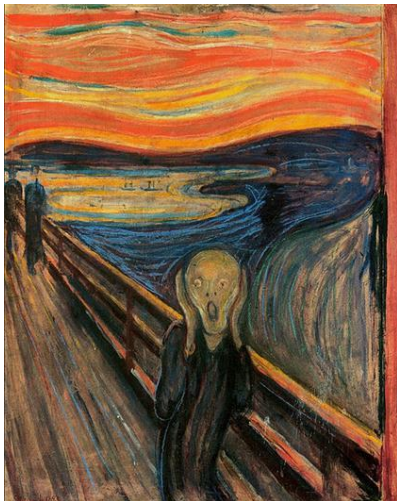
3. We will then **show different pictures**, in whose authors changed some real elements to transmit feelings to the public. We will look for the odd aspects and try to guess the feelings that the painters want to express. Once we have done that, we will focus on the way that the odds elements are represented, in order to make them very expressive.



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³ Claude Monet: Impression sunset. 1872.

⁴ Van Gogh: The Starry Night 1889.

⁵ Edward Munch: The Scream 1893.

⁶ Pablo Picasso: The Musicians 1921.

⁷ Pablo Picasso: Crying Woman 1937.

4. After that, as short activity for practicing a bit, the students will **make a simple picture**, in order **to express a certain feeling**: sadness, happiness, anger, despair or excitement, for example.

They will be offered a wide variety of materials and possibilities, for them to be able to express themselves freely. All techniques are possible too: painting, drawing, collage, a mixture of several...etc.

During the process of creation, the teacher will guide the process, when the students ask him/her for ideas or guidance.

Once they have finished, we will talk a bit about some of them.

5. Next, the main activity will be developed as closure. This keeps the pace of concentration and leads to a relaxing end of the session. It also allows them to work on their creativity and it provides a free-stress learning environment, as the previous activities.

While **listening to different pieces of music**, the students will **try to illustrate the music, to make a drawing of what music transmits** at that moment. As doodling, this activity brings brain development and improve their ability to see, interpret and transmit a message (Auditory in this case, since we will be using music).

The students will be free to choose any color they prefer.

- *Which color do you think today for expressing ---- sadness, happiness?*

Here they will possibly use different types of patterns, lines...etc. We will try to make them aware of the importance of the paintbrush. Here will be the movement of the paintbrush what will express and transmit feelings. The color is not the key, but the paintbrush, the main tool.

Some of the pieces of music that we may listen are:

1. "Gnosienne n° 1" by Erik Satie. -> *expressing mystery.*
2. "Arabesque n° 1" by Claude Debussy. -> *happiness and freedom.*
3. "The Queen of the Night" by W.A. Mozart (the magic flute) -> *anger and excitement.*
4. "Sing, sing, sing" by Benny Goodman.-> *excitement and freedom.*
5. "Guillermo Tell" by Rossini -> *happiness, freedom and excitement.*
6. "Minnie the Moocher" by Cab Calloway -> *disappointment, sadness.*
7. Johnny Love and Roanoke Jug Band -> *happiness and excitement.*
8. "It never entered into my mind" by Miles Davies.-> *sadness*
9. "Amore" by Richie Sakamoto-> *sadness and regret.*

6. Finally we **reflect on the use of color and the texture of the drawings**, paying attention to the **movements** of the pens off felt-tips pens.

This reflection will lead us to think about the different possibilities in colors for expressing sadness or happiness. There is no proper color for expressing a specific feeling. Although, some cultures have a fixed code of color for expressing different feelings.

4.- LIST OF DIGITAL RESOURCES

1. Playlist in Youtube for playing some of the pieces we are going to work on and many others for playing while working on Visual Arts.

➤ <https://www.youtube.com/playlist?list=PLgbAa1n-ubs53sjkDhfEcRZNxWxxPrEGQ>

2.- Quick synthesis of the process of learning in the course: "*Music and Visual Arts in a Primary education Classroom*".

➤ <https://www.genial.ly/596e2ff4518ebe35840022a5/music-and-visual-arts-in-a-primary-classroom>

3.- A humble review and version of the great idea of "*The city alphabet*" by Stephen T. Johnson

➤ <https://www.genial.ly/596e3ccea1a4a1994a39089/the-city-alphabet>

GENERAL DIGITAL WEBSITE AND RESOURCES

1.- www.youtube.com

2.- www.genial.ly.com

3.- 4deprimariaapisaurelia.wordpress.com: the lesson plan is uploaded in the blog.

4.- Mediateca in Educamadrid: the lesson plan may also be found there.

5.- OVERALL EVALUATION

I have personally found the course really interesting. We do not usually have the opportunity to truly feel the learning process as pupils; we normally scope the process from the point of view of teachers. For that reason, I think that we have really experienced the learning, with all the affective and cognitive part of our brains working, sharing and connecting. And when this happens, I think that this is what matters, the key of the process. Since we have the opportunity to enjoy it, we will be able to transmit fluently and successfully to our students.

Not only we have learn new teaching techniques for Music and Visual Arts, but we have also learnt to recognize our own feelings as teachers. Given that the process of learning is really complex and it is full of unpredictable changes, for me it is very important to be aware of these changes and react to them in a natural way, stress-free attitude. We should pay attention to our students, but also to ourselves, because our feelings permeate our teaching.

Besides, being a teacher is today a high- demanding task. We sometimes may feel too much pressure on us, because we deal with many different parts of society and we often lack the tools to face certain problems. So it is important to learn to recognize our own feelings, in order to develop our task in the best way possible. Our main role is to guide the process of learning, and it deals with people. We always try to do our best, whether or not we are successful. And we people are so different among us...but the similar at the same time.

Therefore, I cannot think of a better way to face this complicated process but using Visual Arts and Music in classroom. It is not needed now to list the great known benefits of using them in learning. I will just mention the apparently simple ones: it is beautiful, pleasant and gives you freedom to create and be.