National Standards

SOCIAL STUDIES

NSS-USH.K-4.3: The history of the United States: democratic principles and values and the people from many cultures who contributed to its cultural, economic, and political heritage.
- Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago
- Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage

NSS-USH.K-4.4: The history of peoples of many cultures around the world
- Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe

ENGLISH LANGUAGE ARTS

NL-ENG.K-12.4: Communication Skills
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.12: Applying Language Skills
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

MUSIC

Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.
Standard 3: Improvising melodies, variations, and accompaniments.
Standard 6: Listening to, analyzing, and describing music.
Standard 9: Understanding music in relation to history and culture.

Students explore the connection between music and society by experiencing jazz!
Reinforce students’ understanding of rounding numbers through melody exploration. By creating short melodies and identifying melodic direction aurally, students work individually or in small groups to create 8-beat body percussion, found sound, and/or scat syllables. Listening to recordings of contemporary jazz artists (e.g., Wynton Marsalis), focusing on the social and cultural entities impacting their lives and music. Divide students into small groups. Have each person write a short paragraph (3-4 sentences) about a given topic. Exchange papers with other people in the group; after reading each paper, have each student use the basic content of their peer’s writing but modify it somewhat. Compare and contrast with original writing, using as an example of “riffing.”

Vocabulary

- Found sound possibilities (pencils, etc.)
- Jazz recordings (“Black and Tan Fantasy,” Duke Ellington)
- Source sound (CD player, iPod, etc.)

MA 4 GM 9: Improvising melodies, variations, and accompaniments

- Students will improvise using body percussion, scat syllables, and/or found sound.
- Students will create 8-beat verbal phrase reiterating lesson content.

Georgia Performance Standards

SOCIAL STUDIES

GRADE 5

SS5H4: The student will define U.S. involvement in World War I and post-World War I America. b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).

ENGLISH LANGUAGE ARTS

GRADE 3

ELA3R2: The student uses oral and visual strategies to communicate.

GRADE 4

ELA4R3: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA4L5V1: The student participates in student-to-student, student-to-teacher, and group verbal interactions.

ENGLISH LANGUAGE ARTS

GRADE 5

ELA5L5: The student understands and acquires new vocabulary and uses it correctly in reading and writing.

Georgia Performance Standard Explanation of Coding

Sample: ELA1R4
English Language Arts, Grade 1 Level 1, Reading Standard 4 # 4

Sample: ELA12W2
English Language Arts, Grade 12, Writing Standard 9 # 2

(R = Reading, W = Writing, LSV = Listening/Speaking/Viewing, C = Conventions of Language)