

Swing & Jazz – Teacher Resource Concert Packet

Thank you for choosing to participate in the 2024-25 Margre Durham Concerts for Youth production. We appreciate your decision to engage your students in this exciting musical experience with the Omaha Symphony.

We hope this packet will serve as a resource as you and your students prepare for the concert. The packet is divided into sections covering each facet of the concert program. Each video resource can be presented separately, or entire segments can be explored at once. Most segments are about 10-20 minutes' worth of material. Each segment contains links to video clips and articles selected to motivate students to learn about the rich history of Jazz.

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Concert Overview

Working with the conductor, orchestra and a host, students will explore all the history and music that contributes to the richness of swing and jazz. Music will be introduced through examples of Jazz composers as well as the history of Jazz in Omaha.

This concert has been designed to provide your students with musical examples and the historical significance of Jazz and Swing. We want to create an interactive experience for the kids, showing them that Jazz is about participation and call and response. The concert will reflect on how the roots of Jazz is deeply rooted in African American culture interfacing with American culture.

Preparing for the Concert - Segment Teaching Sequence

Segment 1 – Introductions

- [What is Jazz?](#): What is Jazz? (5:21 min)
 - This video talks about Jazz as an important part of American Culture
- [What is Swing?](#): Jazz Fundamentals: What is Swing? (2:46 min)
 - This video talks about the importance of rhythm in swing as well as when this style of jazz was popular.
 - What makes Swing special and different from other forms of Jazz?

Segment 2 – Florence Price

- [Florence Price “Juba”](#): Juba Symphony No. 1 Movement 3 (3:45 min)
 - Listen for the swing in this piece, based on a dance in West Africa.
- [Juba Dance](#): PBS Plantation Dance/Ring Shout (3:02 min)
 - A style of dance found in African Slave communities
 - What is the swing in this dance, how was this applied to Price’s symphony?
Discuss these concepts.
- [Florence Price Bio](#): About Florence Price
 - How can a traditional dance influence music?

Segment 3 – Duke Ellington

- [Duke’s Place](#): A recording of Duke’s Place sung by Louis Armstrong (5:03 min)
- [Duke Ellington](#): One of the best Jazz Composers of all Time (PBS Article)
 - Quick Synopsis on Duke Ellington
- [Duke Ellington Video](#): Mini Biography (4:02 min)
 - Duke Ellington’s Life as a composer and band leader
 - How did Duke Ellington revolutionize Jazz?

Segment 4 – History of Jazz in Omaha

- [The Union Pacific Railroad Museum](#): Quick History of the Union Pacific. (2:23 mins)
- [Dan Desdunes and the Birth of Omaha Jazz](#)
 - Short article about Dan Desdunes & Jazz in Omaha (1 min read)
 - [Preview Photos of the Great Plains Black History Museum](#) (10 min view)
- [Invisible Histories -Invisible Histories \(23 min\) & Article on Dan Desdunes Band](#)
 - Describes how the black culture was transplanted into Omaha.
 - Jazz became the magnet in the community that brought the artist and people together and segregation shaped the environment that existed around Jazz.
 - What did Jazz mean to the black community in Omaha?
 - Can you map all the jazz venues in Omaha?



Segment 5 – Jazz Influence

- [George Gershwin: “I Got Rhythm” Piano Variations \(8:39 min\)](#)
 - See if you can hear the orchestral melodies on the piano, notice how Gershwin plays varying the tempo, melody, and instrumentation.
- [Prelude Fugue and Riffs](#): Leonard Bernstein Conducting Fugue and Riffs
 - Can you hear how Jazz has influenced some of the more traditional forms of music?

Segment 6 – The Orchestra & Conductor

- [PROJECT SYMPHONY WEBISODE EP1 \(4 min.\)](#)
 - Quick review of the families of a symphony orchestra and the acoustics of a concert hall.
- ["What Does a Conductor Do?" \(6:35\)](#)
 - Discuss why the Orchestra needs the Conductor.

Segment 7 – Concert Etiquette and the Amazing Hall

- [A short guide to concert etiquette...learn how to attend concerts like a pro!](#)
 - This 4-minute video will appeal to Middle School Age with demos of what not to do. Discuss behavior expectations and procedures.
- Information about the Holland Center
 - [Holland \(o-pa.org\)](#)
 - [Omaha Performing Arts Celebrates 5 Years of the Holland Center \(8:29\)](#)
 - Video discussing the beginnings and construction of the Holland Theater
 - Discuss why a cultural center is important for a community.



Education Standards

• Overview of Educational Standards & Objectives to be Addressed:

- Nebraska Standards for Education, Music: FA 5.4.1-3, FA 8.4.1-3
- Nebraska Standards for Education, Social Studies: SS 5.3.4-5, SS 5.4.1-3
- Iowa Core Alignment, Music: MU:Cr2.1.6a, MU:Pr4.2.6b, MU:Pr6.1.6b, MU:Re7.2.5a, MU:Cn11.0.6a
- Iowa Core Alignment, Social Studies: SS 4.10, SS 4.21-22, SS 5.9, SS 5.19, SS 6.14

• Nebraska Music Education Standards:

- FA 5.4.1: *Students will compose, arrange, improvise, read, and perform music with melodies and accompaniments*
- FA 5.4.2: *Students will sing and/or play instruments to a variety of music that incorporates multiple elements of music.*
- FA 5.4.3: *Students will identify and describe elements of music to discern how music is appropriate for specific purposes/settings (intent of music).*
- FA 8.4.1: *Students will compose, arrange, improvise, read, and perform music with technical accuracy and expression.*
- FA 8.4.2: *Students will sing and/or play, independently and/or with others, a variety of music genres and styles using technical accuracy and expression.*
- FA 8.4.3: *Students will examine and evaluate elements of music (glossary) to explain how music conveys mood or context (effect of music).*

• Nebraska Language Social Studies:

- **Movement** SS 5.3.4: *Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.*
 - SS 5.3.4.a *Compare and contrast patterns of culture within the United States over time and space. For example: languages, religion, foods, music, sports, celebrations.*
 - SS 5.3.4.b *Compare and contrast population characteristics of the United States. For example: density, distribution, growth rates*
 - SS 5.3.4.c *Explain reasons for historical and present-day migrations to and within the United States. For example: economic opportunity, war, famine, natural disasters, persecution*
- **Geospatial Skills and Geo-literacy** SS 5.3.5: *Explain the influences of physical and human geographic features on events in the United States.*
 - *For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region.*



- *SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America. For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, waterpower.*
- **Change, Continuity, and Context** *SS 5.4.1: Investigate Patterns of continuity and change over time from the Pre- Columbian era through the Constitution.*
 - *SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future. For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states.*
- **Multiple Perspectives** *SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.*
 - *SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies*
- **Nebraska Language Social Studies (continued):**
 - *SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history. For example: Battle for the Old Northwest, Atlantic Slave Trade*
- **Historical Analysis and Interpretation** *SS5.4.3: Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.*
 - *SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution. For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols.*



- **Iowa Core Alignment, Music:**

- MU:Cr2.1.6a *Select, organize, construct, and document personal musical ideas for arrangements and/or compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.*
- MU:Pr4.2.6b *Read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.*
- MU:Pr6.1.6b *Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.*
- MU:Re7.2.5a *Demonstrate and explain, citing evidence, how a response to music are informed by context (such as social, cultural, and historical).*
- MU:Cn11.0.6a *Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.*

- **Iowa Core Alignment, Social Studies:**

- SS.4.10. *Describe how societies have changed in the past and continue to change. (21st century skills)*
- SS.4.21. *Analyze conflicting perspectives on historical and current events/issues*
- SS.4.22. *Infer the purpose of a primary source and from that the intended audience.*
- SS.5.9. *Analyze the strategies that a variety of demographic groups have used to ensure their rights*
- SS.5.19. *Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.*
- SS.6.14. *Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.*

