

Jazz Roundtable 2012 Pre-Kindergarten Demo

1. Introduce scat words using scat cards:

- Call & echo scat words with body movement
- Teacher changes vocal inflections & movements:
 - a) High/middle/low voice
 - b) Bend voice high to low/ low to high
 - c) Change dynamic levels & accents on words
 - d) Chant swinging eighth note feel instead of straight "ti-ti" on two syllable words
 - e) Body movements can be varied: tapping head, tummy, knees, wiggle arms, hands, feet, etc.

2. Move & sing to simple blues tune "Twinkle, Baby":

- Students echo teacher's movements & sing when ready two times through melody/head
- Teacher uses scat activity from above during open choruses of blues tune "Twinkle, Baby."
- If time, continue open choruses & sing melody 2x's out to end.

Extensions of activity:

- Add scarves, props, sticks, bells, shakers to tap in place of body movement.
- More complex scat word patterns: longer, more syncopated, faster
- Pitch replaces scat echoing to become echo singing

Music Content Standards Covered (Pre-k):

1 Singing & Playing Instruments

- a. use their voices expressively as they speak, chant, sing
- b. sing a variety of simple songs in various keys, meters, genres, alone & with a group, becoming increasingly accurate in rhythm and pitch

3 Responding to music

- b. respond through movement to music various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music
- c. participate freely in music activities

#4 Understanding Music

- b. sing, play instruments, move, or verbalize to demonstrate awareness of the elements of music and changes in their usage

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The Flying Jazz Kittens, Volume 2 "Music Stories"
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