

Jazz For Kids addresses several benchmarks of the
Academic Content Standards for Music for K-3 including:

STANDARD ▪ Benchmarks	LIVE PERFORMANCE Script and Music	PRINTED MATERIALS & CD For continued experience
HISTORICAL, CULTURAL and SOCIAL CONTEXTS		
▪ Identify and demonstrate echo and call/response	Call and response is demonstrated as a device often used as the musician communicates; students scat sing through call and response.	
▪ Identify and describe contrasting music styles	European symphonic, rock, marching band and opera are each demonstrated.	European symphonic, rock, marching band and opera are each visually and aurally presented
▪ Identify and respond to music of historical and cultural origins.	Jazz is America's indigenous art form.	"Jazz mingled and mixed and steamed and bubbled until it had its own very special sound.
▪ Recognize the interaction of people in music.	The creative process of jazz features the musicians' ability to listen to and react to each other within a pre-determined format. This is explained and demonstrated.	"Jazz got acquainted with band instruments and rhythms that people brought to the US from all parts of the world."
▪ Identify, listen and respond to music of different composers	Monk, Ellington, Gershwin, Bach, Sousa	Mozart, Ellington
CREATIVE EXPRESSION and COMMUNICATION		
▪ Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.	An interactive portion of the program provides opportunities for the students to sing and respond with simple phases – scat singing	
▪ Improve and compose simple rhythmic and melodic phrases.		
ANALYZING and RESPONDING		
▪ Identify and demonstrate elements of music using appropriate vocabulary	Melody, harmony, rhythm Tempo, pitch, dynamics Improvise, trading 4's, ballad	Melody, harmony, rhythm Tempo, pitch, dynamics Improvise, trading 4's
▪ Recognize and discuss individual and group performance.		
▪ Identify selected music instruments.	Piano, bass, saxophone, flute, drums, vocalist	Piano, bass, saxophone, flute, drums, vocalist
VALUING MUSIC/ AESTHETIC REFLECTION		
▪ Participate in developmentally appropriate music activities.	As critical, curious listeners	Workbook activities
▪ Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.	Demonstrates jazz etiquette among the musicians and the audience's role through reaction – applause.	
▪ Listen and respond to various music styles.	European symphonic, rock, marching band and opera are each demonstrated.	European symphonic, rock, marching band and opera are each demonstrated
▪ Demonstrate how music communicates meaning of text, feelings and moods or images.	Definition of a ballad and demonstration through performing <i>Our Love is Here to Stay</i> .	
CONNECTIONS, RELATIONSHIPS AND APPLICATIONS		
▪ Identify the use of similar elements in music and other art forms.		"Jazz is a lot like other music" workbook page
▪ Identify the role of a musician	The Jazz Arts Group is proud to present to young audiences a combo of young adult, professional musicians who enjoy their work.	