

The Tampa Sound



An Educator's Guide

This program is presented as part of the Artists-in- the- Schools Program, which is funded and jointly sponsored by the Hillsborough County Public Schools and the Arts Council of Hillsborough County.

All About

The Tampa Sound

Jazz Directions will present a historical study of what started out as the “Harlem in Havana Review” and developed into the “Tampa Sound.” **Jazz Directions** will follow the musical development, local talent, and famous performers that were involved in developing this unique sound. We will perform the music that influenced this art form. Students will be included as active participants in this musical journey. (Florida Standard Connections: MU.3.C.1.2, MU.3.H.2.1, MU.3.C.1.3, MU.4.C.1.1, MU.4.C.3.1, MU.4.H.1.3, MU.4.F.2.1, MU.4.O.3.1, MU.5.C.1.1, MU.5.C.1.1, MU.5.C.1.3, MU.5.C.2.1, MU.5.H.1.1, MU.5.H.1.3, MU.5.H.2.1, MU.5.S.2.2)

MUSIC AND BACKGROUNDS FROM THESE FAMOUS AND LOCAL ARTISTS:

Cab Calloway

Ray Charles,

Nate and Cannon Ball Adderley

James Brown

Hank Ballard

Andre and Moses White

Duke Ellington

Ella Fitzgerald

Chubby Checker

Count Basie

Michael A. (Prof) Rodriguez

Musical selections will include:

It Don't Mean a Thing,

St. Pete Florida Blues

I Can't Stop Lovin' You

Take the A Train,

Work Song

The Twist

I Feel Good

C Jam Blues

A-Ticket, A-Tasket

Spotlight on Local History

(Florida Standard Connection: SS.3.G.4.4, SS.4.A.1.2)*



The Jackson Rooming House

The Jackson Rooming House, also known as Jackson House, is a historic building constructed in 1901 as a boarding house in the city of Tampa, in the U.S. state of Florida. It provided accommodations to African-Americans during the era of racial segregation.

The Jackson Rooming House was one of the only places in Tampa where black travelers could find lodging, as they were not accepted in standard hotels of the day. The 24-room establishment began as a six-room cottage built by Moses and Sarah Jackson in 1901.

During its time the Jackson House played host to several prominent entertainers, including Count Basie, Cab Calloway, James Brown, Ella Fitzgerald, and Ray Charles. Acts such as these would come to play the nightclubs of Tampa's black business district, which thrived nearby along Central Avenue until the 1960s. In addition, the Reverend Dr. Martin Luther King Jr. and Reverend A. Leon Lowry met there during the height of the Civil Rights Movement in the 1960s.

*For a complete listing of the Florida Standards connected to the activities, please refer to the last page of this Educator's Guide.

Vocabulary

(Florida Standards connection: LAFS.3.L.3.4, LAFS.4.L.3.4, LAFS.5.L.3.4, LAFS.3.L.3.AP.4d, LAFS.4.L.3.AP.4c)

Blues

A unique genre and musical form that was created by African Americans in the Deep South beginning in the 1800's. Spiritual songs, work songs, field hollers and shouts were an important part of this. Blues music often expresses feelings of sadness.

Swing

A kind of jazz generally played by a "Big Band" and characterized by a lively rhythm suitable for dancing. Swing was popular during the 1930's, 40's and 50's.

Rhythm and Blues (R&B)

Popular music created by African Americans that arose during the 1940's. Rhythm and Blues has a very strong beat, and was the inspiration for Rock and Roll.

Rock and Roll

A genre of popular music that evolved in the United States in the late 1940's and early 1950's, from a combination of African American genres such as blues, jazz and gospel music.

Improvisation

The most important element in jazz. When a musician makes up a tune on the spot over a tune being played. Also called ad lib and taking a ride.

Before the Show Activities

- Go over the vocabulary list in order to familiarize students with the words and definitions. (Florida Standards Connection: LAFS.3.L.3.5, LAFS.4.L.3.5, LAFS.5.L.3.5)
- Have students explore the following sites to learn more about the history of Jazz: (Florida Standard Connections: LAFS.3.SL.1.2, LAFS.4.RI.3.7, LAFS.5.RI.3.7)

<http://pbskids.org/chuck/index.html#/jazz>

http://pbskids.org/chuck/video_jazz.html

<http://academy.jazz.org/curriculum/>

<http://www.jazzinamerica.org/>

- Have students search for answers to the following questions: (Florida Standards Connection: LAFS.3.RI.1.1, LAFS.4.RI.1.3, LAFS.5.RI.3.7)
 1. Where did Jazz get its start and who was its original audience?
 2. What influence has Jazz had on the music we listen to today?
- Have students create a time-line showing the beginning of Blues, Swing, Rhythm & Blues, and Rock & Roll music. (Florida Standards Connection: SS.5.A.1.2)

Additional pre-show activities

Optional: Students will be given the opportunity to perform a blues selection with *Jazz Directions*. Teachers, please teach the blues selection (included), on recorder, to students interested in performing.

AFTER THE SHOW

- Have students discuss with a partner the answer to the following questions: (Florida Standard Connection: LAFS.3.SL.1.1, LAFS.4.SL.1.1, LAFS.5.SL.1.1)
 1. What did you enjoyed the most and least about the performance?
 2. What instruments were involved during the performance? Which was your favorite?
 3. Which song performed was your favorite? Why?
 4. How do the sounds of Blues, Swing and Rhythm & Blues differ? How are they the same?
 5. What is one new thing you learned about Tampa's musical history?
- Have students research one of the famous Jazz musicians they learned about. Have them create a short story or children's book based on their lives or on an event in their lives. (Florida Standards Connection: LAFS.3.W.1.3, LAFS.4.W.1.3, LAFS.5.W.1.3)
- Have students go to:
<http://www.factmonster.com/quizzes/jazz/1.html>
Have them take the online quiz to see how much they learned about Jazz.

Additional educational resources on the rich African-American history of Tampa: (Florida Standards Connection: SS.3.G.4.4, SS.4.A.1.2)

[http://nieonline.com/tbtimes/downloads/supplements/2016 FromScrub2Twist_2.pdf](http://nieonline.com/tbtimes/downloads/supplements/2016_FromScrub2Twist_2.pdf)

All About The Musicians

Jazz Directions is a five piece combo consisting of sax, trumpet, piano, bass and drums. The group was formed over 6 years ago to perform monthly concerts at the Carrollwood Cultural Center and many other concert venues around the Bay Area.



James Burge received a Bachelor of Music Education and a Master's of Arts in performance from the University of Denver. After teaching in the Denver area schools he moved to Los Vegas to play in show bands there. In 1972 he came to Walt Disney World as a staff musician and assistant conductor of the World Band. In 1976 Mr. Burge joined the faculty at Hillsborough Community College, retiring in 2005. He is a founding member of the Bay Area Saxophone Quartet and performs with Dick Rumore's Jazz cellar Orchestra, Jazz Directions, The Encore IV Big Band, and conducts the Sounds of Swing Big Band and Fanfare Winds at HCC. He also plays for many shows in the area.

Tom “Z” Ziegelhofer is a native of Buffalo N.Y. He attended Onondaga Community College in Syracuse N.Y. where he earned an Applied Arts and Science Degree. His Bachelor of Music Education Degree was earned at Murray State University, Murray Kentucky. Mr. “Z” earned his Master’s Degree in Administration and Supervision from the University of Tampa. In 1970 Mr. “Z” was drafted during the Vietnam Crisis and joined the Navy Band, where he spent four years. After finishing his naval service Mr. “Z” moved to Florida and began a very successful music teaching career in Hillsborough County Public Schools that lasted 36 years. The last eight years were spent as the Assistant Principal for Curriculum at Howard W Blake Performing Arts High School.

As a professional trumpet player he has performed with many national acts. Currently he performs with Dick Rumore’s Jazz Cellar Orchestra, Jazz Directions, Encore IV Big Band, in addition to performing with the St. Paul Church Choir, as well as many freelance gigs.

RON DELP a native of Tampa, Ron Delp started off as a drummer, playing in rock bands and at age 17 began working in clubs with a jazz trio. After the army, he returned to performing jazz and classical music and moved to Boston, later graduated from Berklee College of Music in Boston and taught there for a few years. He performed Broadway and concert shows and jazz gigs on drums and vibraphone throughout New England as well as percussion with the Boston Pops, Boston Opera and Boston Ballet and composed and arranged for live and television performances. He is the author of three music method books. Later he returned to Florida and switched to jazz piano, was Director of Applied Music at the University of Tampa and resumed working as a jazz pianist and teacher.

Florida Standard Connections

All About the Show

MU.3.H.2.1 Discuss how music in America was influenced by people and events in its history.

MU.3.C.1.2 Respond to a musical work in a variety of ways and compare individual interpretations.

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MU.3.H.2.1 Discuss how music in America was influenced by people and events in its history.

MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.

MU.4.C.3.1 Describe characteristics that make various musical works appealing.

MU.4.H.1.3 Identify pieces of music that originated from cultures other than one's own.

MU.4.F.2.1 Describe roles and careers of selected musicians.

MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.

MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.

MU.5.C.1.3 Identify, aurally, selected instruments of the band and orchestra.

MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others performance.

MU.5.H.1.1 Identify the purposes for which music is used within various cultures.

MU.5.H.1.3 Compare stylistic and musical features in works originating from different cultures.

MU.5.H.2.1 Examine the contributions of musicians and composers for a specific historical period.

MU.5.S.2.2 Apply performance techniques to familiar music.

Spotlight on Local History

SS.3.G.4.4 Identify contributions from various ethnic groups to the United States

SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.

Vocabulary

LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

LAFS.3.L.3.AP.4d: Use a glossary or dictionary to determine the meaning of a word.

LAFS.4.L.3.AP.4c: Use a glossary, dictionary or thesaurus to determine the meaning of a word.

Before the Show Activities #1

LAFS.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.

LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Before the Show Activities #2

LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Before the Show Activities #3

LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Before the Show Activities #4

SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.

After the Show Activities #1

LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

After the Show Activities #2

LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Additional Educational Resources

SS.3.G.4.4 Identify contributions from various ethnic groups to the United States

SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.

C-Jam Blues

Duke Ellington

C7 F7 C7

5

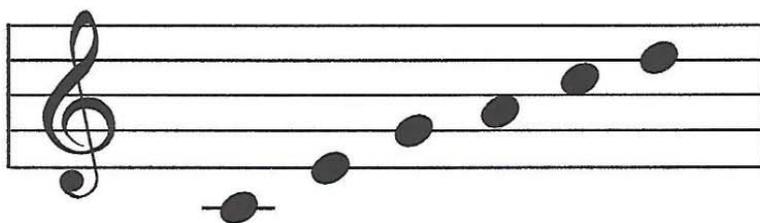
F7 C7 A7

9

Dm7 G7 C7 A7 Dm7 G7

C JAM BLUES

Notes I can use:
Low C, E, G, A, C, D



Remember: C is the 'home note'.

C JAM BLUES / DUKE'S PLACE

ELLINGTON

Three staves of musical notation in treble clef, 4/4 time. Each staff begins with a 'C' time signature. The first staff has a C7 chord symbol above the first measure. The second staff has F7 and C7 chord symbols above the first and third measures respectively. The third staff has G7, C7, and (G7) chord symbols above the first, third, and fifth measures respectively. The notation consists of eighth notes and quarter notes with rests, typical of a blues piano accompaniment.