



FEATURE

The Latin Jazz Connection

Meets National Core Arts Standards 2, 5, 7, and 9

OBJECTIVES

- Organize and develop artistic ideas and work (Cr2)
- Develop and refine artistic work for presentation (Pr5)
- Perceive and analyze artistic work (Re7)
- Apply criteria to evaluate artistic work (Re9)

MATERIALS

- *Music Alive!* magazines (April 2017)
- *Music Alive!* Classroom Worksheet #12: Staff Paper (download at musicalive.com) or notation software
- Classroom piano
- Classroom instruments

START

1. Have the students read “The Latin Jazz Connection” on pages 10–11 before reviewing the words below. **[This reinforces comprehension and vocabulary.]**

EXTINGUISH—bring an end to

SPEARHEAD—lead

HEAVYWEIGHT—influential person

DECIDEDLY—free from doubt

DEFAULT—selection made automatically

DEVELOP

- ▶ 1. Play “Tanga” as recorded by Machito (Hear the Music playlist **track 5** on musicalive.com).

ASK

- **What time signature is this in?** (4/4.)
- **Is it in a major or minor key?** (Major—C major.)
- **What instruments do you hear?** (Piano, bass, percussion, horns.)
- **What instrument plays the solo line?** (Trumpet with mute.)
- **Does the bass play a walking bass line?** (No, it plays a repeating pattern built from the root and fifth [C and G] of the C chord.)
- **What instrument takes the lead at 0:34?** (Tenor saxophone.)
- **What happens to the music at around 1:16?** (It changes key, to F# minor.)
- **Which two instruments carry on a conversation at that point?** (Trumpet and saxophone.)
- **Based on your reading, can you identify the name of the piece?** (“Tanga.”)

- ▶ 2. Play “Manteca” by Dizzy Gillespie (Hear the Music playlist **track 6** on musicalive.com).

ASK

- **What time signature is this in?** (4/4.)
- **Is it in major or minor key?** (Major—B \flat major.)

- **What two instruments start the piece?**

(Upright bass and drums.)

- **When the horn enters at around 0:10, what interval is it playing?** (Octaves.)

- **What’s similar about the bass line between this selection and the last one?** (It’s built from an ostinato, or a repeating phrase.)

- **In the first 30 or so seconds of the piece, do you hear chord changes?** (No, everything is based on a Badd13 chord. [Play the chord on the piano and explain how it’s built.]

- **What instrument takes the lead at 0:20?** (Trumpet.)

- **Does the trumpet’s part sound pre-composed, or improvised?** (Improvised.)

- **Based on your reading, can you identify the name of the piece?** (“Manteca.”)

- ▶ 3. Play “Bim-Bom” by João Gilberto (Hear the Music playlist **track 7** on musicalive.com).

ASK

- **What time signature is this in?** (4/4.)
- **Is it in a major or minor key?** (Major—C major.)
- **What’s the most prominent instrument you hear?** (Nylon-string guitar.)
- **What other instruments do you hear?** (Strings, brass, piano, flute, and percussion.)
- **Do these other instruments play continuously, or just add little decorations here and there?** (They add little decorations.)
- **Do the rhythms sound syncopated or straight?** (Syncopated.)
- **Can anyone say what kind of rhythms these are?** (Salsa.)
- **Do the harmonies sound like triads or seventh chords?** (Seventh chords.)
- **What style of music is this?** (Bossa nova.)
- **Based on your reading, can you identify the name of the piece?** (“Bim-Bom.”)

CLOSE

1. On the whiteboard, write out a clave rhythm like the one shown here. Ask the students to use it in composing their own pieces, either on the staff paper worksheet or using notation software. Have the students take turns playing their pieces on classroom keyboards on other instruments.



ASSESS

- **Did the students read the article?**
- **Did they listen actively to the three selections?**
- **Did they compose and share their pieces based on the clave?**