

TINY ISLANDS

JAZZOLOGY



About the Performance

There's no better way to introduce kids to an exciting variety of musical instruments than through the upbeat, can't-sit-still jazz of the 1920s and '30s. In their new show, masterful musicians Tim Sars, his brother Nathan, and long-time collaborators Brendan Kreig (drums) and Winston Minkler (bass), engage kids of all ages with irresistible tunes by jazz greats like Louis Armstrong, Cab Calloway and Fats Waller. [Grades K-7]

About the Artists

Tim Sars (baritone sax, tenor sax, alto sax, flute) is a natural musician in every respect. With both his parents professional musicians it was almost inevitable that Tim would follow and, as a teenager, he quickly developed a distinctive voice on the baritone sax. Tim heads Vancouver's very popular community-based *Carnival Band*, performs regularly on small stages around the city with a variety of projects, and has made several appearances at the *Vancouver International Jazz Festival*.

Nathan Barrett (trumpet, trombone, sousaphone) is both an accomplished musician and professional actor. A graduate of the *National Theatre School* in 2010, Nathan has since performed in 20 plays across the country. On television, he has appeared in *Dark Angel*, *Copper*, and recurring role on the CW series *iZombie*.

THEMES:

- Cab Calloway
- Fats Waller
- Jazz
- Louis Armstrong
- Mardi Gras
- Rhythm
- Saxophone
- Sousaphone
- Skill
- Technique
- Trombone
- Trumpet



Activity Suggestions

PRE-SHOW ACTIVITIES

WHAT IS JAZZ? (20 MINUTES) [K-7]

Start off by asking students to briefly write or draw what they think of when they hear the word "jazz". Collect ideas from the group, recording them on the board. Examples might include: saxophone, cool hats, swing dancing, soloing, scat singing, etc.

As a group work to create your own best guess of a definition (or definitions) of jazz, and record on the board. Leave what you have written on the board for the post-show activity below.

HIGH AND LOW (15 MINUTES) [K-3]

Ask your students to each bring in one object that makes sound, or if you prefer collect your own items. Examples might include: a glass, a toy, a bucket, or a recorder. Tell the class that you will be learning about pitch (the quality of how high or how low a sound is) and how it is related to size. As a group listen to each of the objects and line them up in order of how high or low the sound they make is.

When you have finished ordering the objects as best you can, note that in general the objects that make the higher sounds are smaller, and the objects that make lower sounds are larger.

Invite guesses as to why this might be, and discuss other examples of this phenomenon including different sizes of animals, people, and instruments. Tell the class that they will see many different instruments during the show today. Invite them to make a silent guess each time they see an instrument as to whether or not it will play mostly high or low sounds, and to pay attention to see if their guess is correct.



POST-SHOW ACTIVITY

THIS IS JAZZ! (15 MINUTES) [K-7]

If you did the "What is Jazz?" pre-show activity, invite two students to come up to the board and to circle all of the items that they saw or heard about in the show. When they are done, ask the class why they think some of the ideas on the board were not circled (hint: there are different jazz styles and time periods!). As a group, write a second definition for "jazz of the 1920's and 1930's"—the type of jazz represented in today's show. End off the session by having students write independently one thing they learned about jazz today that they didn't know before.

COMPARE AND CONTRAST (30 MINUTES) [4-7]

Have students draw a Venn Diagram (two circles that overlap in the centre of the page) on a blank piece of paper. Choose two different songs from the list below to play for the students, each song by a different artist. Write the name of the artists and songs on the board for the students to label each side of their Venn Diagram. Songs:

Louis Armstrong: All of Me 1932, St. Louis Blues 1929; Cab Calloway: I Gotta Right to Sing the Blues 1933, I've Got the World on a String 1932; Fats Waller: Ain't Misbehaving 1929, Honeysuckle Rose 1934

Play each song for the students. On the back side of their paper, have them write everything that comes to mind while they listen. Then instruct them to write ways in which the songs were different from each other in the outer parts of their Venn Diagram, and ways in which they were similar in the inner part of their Venn Diagram. Invite students to share with the class.

