

Welcome!

Getting the most out of "Ragtime to Rock"

Hello fellow music educator!

Thank you for purchasing "From Ragtime to Rock." The video program and supplemental teaching tools in this package offer a substantive introduction to American Popular Music, as it evolved from the time of the Civil War (1865) through the era of the British Invasion (1965). The primary goal of the program is to offer music students of all ages and interest levels some "big picture" understanding, and to do so in a fun, user-friendly way that allows them to "connect the dots" between the sounds of the past and the music they enjoy today.

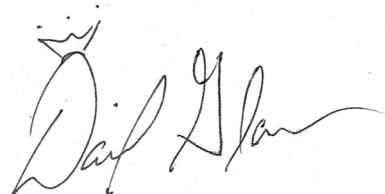
Educators in a wide variety of musical disciplines and grade levels will find "Ragtime to Rock" a useful tool in supplementing their existing curricula. These disciplines include:

- General Music
- Jazz Band
- Jazz/Music History
- Marching Band
- Concert Band
- Choir/Vocal Instruction
- Music Appreciation
- Private Music Instruction

The "Ragtime To Rock" video program presented on Disc One is approximately 90 minutes in length. It is PACKED with information and moves at a fairly rapid pace, so you may wish to present one chapter at a time, or focus primarily on those segments that address your particular teaching discipline. Please note that the live performances in the main presentation include commentary, and some have been slightly truncated. If you wish to watch these performances in their entirety (and without commentary), they are all included as an extra feature that is accessible from the main menu.

Please take a minute to review the teacher guides and activity sheets included on Disc Two (these are PDF files that can be accessed from your computer). These sheets are designed to provide activities, topics for further discussion, and additional resources for study. They will reinforce the learning process and help you "continue the conversation" with your students.

Thanks so much, and we hope you enjoy "From Ragtime to Rock,"



Teacher Guide

Jazz in the "Roaring Twenties"

After World War I, a variety of factors led to an exodus of black jazz musicians out of New Orleans, and away from the racist environment of the South. This migration saw the spread of jazz to cities like Chicago, New York and Los Angeles. The adoption of Prohibition in 1919 helped jazz to become the soundtrack for an era of social, artistic and cultural dynamism known as the Roaring Twenties.

Discussion Topics:

1. The 1920s signaled an era of change, one in which Americans began to redefine social mores, and demand greater individual freedom. Discuss with students the following question: What specifically made jazz music appealing to Americans in these times of change? Sample answers might include: jazz expressed individual freedom and creativity, jazz was great dance music, jazz shared the black American experience (which was becoming of interest to white Americans), and the "underground" nature of jazz made it the perfect backdrop to the culture of "illegal" drinking and partying that defined the Prohibition era.
2. Have students research more recent historical eras in which music reflected the changing times. Examples might include: the 1960s (the fight for Civil Rights, protests against the Vietnam war, the hippie "counterculture"), and the 1970s (the Women's Rights movement, the "excesses" of Disco, the "rebellion" of Punk Rock).
3. Discuss the role of Louis Armstrong, as both a trumpet player and a vocalist. How did Armstrong modernize the sound and feel of jazz? Sample answers: he was the greatest improviser of his era, he was the first bonafide superstar of jazz, he created a new standard in how to "swing" the time feel, he was the first to popularize "scat singing" (on the 1926 recording of "Heebie Jeebies").
4. The popularity of jazz was helped by two new types of media that arose in the 1920s: radio and film (particularly after "Soundies" were introduced in 1927). Discuss how these media could have influenced the spread of jazz?

Suggested for Further Study:

1920s Jazz Artists:

- Louis Armstrong
- Fletcher Henderson
- Bix Beiderbecke
- Duke Ellington

1920s Chicago-Style Jazz

Word Search

Look down, across, backwards and diagonally to find the words that will complete the sentences below.
Circle the Words

P B V M W K Q N R P S V
R G J W C M V G A B M P
O S C A T S I N G I N G
H C H I C A G O C T E S
I Z R E D N L O E J Q R
B Y F Y L C R P G B M E
I X R A Z N M D B R X T
T S K J E U A J O U R S
I N B T R P E V F S U B
O N O T S E L R A H C O
N T U J K D J V X E D M
E J Q B H O M Q P S U S

1. The law passed in 1919 banning the manufacture and sale of alcohol was known as _____.
2. One of the biggest centers of both organized crime and jazz in the 1920s was _____.
3. Al Capone and other organized crime figures were known as _____.
4. One of the most popular dances to emerge in the 1920s was the _____.
5. In the 1920s, Louis Armstrong switched from playing the _____ to the _____.
6. Armstrong popularized this type of vocal style that uses nonsense syllables: _____.
7. Using _____ allows a drummer to play more quietly than with sticks.