Education/Community Relations
650 Walnut St.
Cincinnati, OH 45202
Phone 513-977-4116
Fax 513-977-4150
www.CincinnatiArts.ORG
education@cincinnatiarts.org

Kathy Wade

Black Anthology of Music

Classroom photo by Rich Sofranko

Study Guide

Conceived, Written, and Performed by Kathy Wade

"I will finish what I start!"

Edited & Designed by Kathleen Riemenschneider

Artists on Tour

A Black Anthology of Music

Learning Through Art, Inc. presents *A Black Anthology of Music* (BAM), a historical exploration of the origins of American Classical Music — Jazz. The program is a mix of lecture and performance with music from legendary jazz artists to demonstrate their influence on today's current musical trends including 'Rap'.

The program message, "I will finish what I start," creatively emphasizes linking the need to master basic educational skills—reading, writing, math, thinking, and listening—to success.

A Black Anthology of Music Study Guide is designed for teachers to encourage and prepare students prior to the program and use in conjunction with classroom curriculum. Please note the study guide comes complete with recommended activities, bibliography and interdisciplinary connections to other academic areas to enhance pre- and post-program activities.

What's in Your BAM Study Guide

- Journey of Jazz – History
- Keys to Success
- Rap to Reading
- Poetry in Motion
- That's What Friends Are For
- Musical Selections
- About the Artists
- About Learning Through Art, Inc. and INSTEP
- 'Scat Rap' (Wade, Wade, Larkin)
- Activities
- References

Materials copyrighted by LEARNING THROUGH ART, INC., "Preparing Tomorrow's Arts Audience Today!," © 1993, except Improvisation Activity, which was writen by the Cincinnati Arts Association.

Journey of Jazz – History

A Black Anthology of Music is an historical exploration of the origins of American Classical Music – Jazz. The program is a mix of lecture and performance with music from legendary jazz artists to demonstrate their influence on today's current musical trends including 'Rap'. *A Black Anthology of Music* traces music from African tribal rhythms, to slave work songs, to spirituals, to gospel, to blues, to jazz. This portion of the program provides participants with the understanding of how to utilize and develop communication skills.

Keys to Success

Lessons on preparation, practice of skills acquired in school, patience and perseverance are reinforced in the second section of *A Black Anthology of Music*. Through illustrations of historical and musical references of jazz legends and their music, participants will be able to envision that attaining success lies within their power. Billie Holiday's music and lyrics from *God Bless the Child* provides an excellent message on how strengthening your skills will increase your potential to achieve your musical goals:

"Your Momma may have, your poppa may have

But God Bless the child that's got his own."

Billy Holiday

Remember: It's more important to be provided with the things that we need which will enable us to get the things we want.

Rap to Reading

Reading is our key to unlock new worlds and grow in knowledge. The third section of *A Black Anthology of Music* combines learning to read with jazz, rap, vowels, consonants and phonetic sounds to build words enabling us to read and rhyme. The addition of rhythm to our rhymes merges the sounds of 'scatting' to rapping. This portion of the program also enhances the relationship of math and music when identifying rhythms in music by counting beats per measure. (See 'Scat Rap', lyrics by Bruce Rico Wade; melody, *Night in Tunisia*, Charlie Parker and Dizzy Gillespie.)

Poetry in Motion Through Music

An optional program segment describes how creative writing is the basis for writing stories that become the lyrics we sing to music. A new song is introduced to participants, giving them the opportunity to act as the most important component in the music industry – critics. This segment is designed to encourage students to practice their own creative writing skills, particularly putting poetry in motion through music.

That's What Friends Are For

The program concludes by emphasizing to participants the necessity to appreciate our differences as we share the common ground of our earth; begin to 'reduce, reuse and recycle' to ensure the existence of our planet; and becoming a global family by learning to be friends.

The goal of *A Black Anthology of Music* is to creatively reinforce the program's motto: "I will finish what I start." The purpose is to encourage participants to master basic educational skills – reading, writing, math, thinking and listening – to achieve success. *A Black Anthology of Music* stresses that learning can be fun.

The program provides much needed supplemental instruction to students in areas of art, music and history. *A Black Anthology of Music* provides audience members with a rich interaction with artists, who often times serve as role models for them.

Musical Selections:

- "Amazing Grace"
- "God Bless the Child that's Got His Own"
- "The Scat Rap" (Bruce 'Rico' Wade)
- "That's What Friends Are For"
- An original selection by Kathy Wade and Billy Larkin (optional)

The program includes one group sing along. To make the message of this song meaningful, students should be familiar with the lyrics and melody of the chorus. The words are as follows:

Keep smilin', Keep shinin'
Knowing you can always count on me, For sure
That's what friends are for
For good times and bad times
I'll be on your side forever more
That's what friends are for

About the Artists

KATHY WADE, #1 Blues Vocalist on mp3.com, featured in *Essence* Magazine, March 1999 (Teaching with music), twice voted Best Singer by *Cincinnati* Magazine, a 1997 *Cincinnati Enquirer* Woman of the Year, YWCA Career Woman of Achievement, won the prestigious Cincinnati Post-Corbett Award for Performing Artist and *Applause!* Magazine Imagemaker.

Kathy is a world renowned entertainer whose talent has taken her throughout Europe, United States and the Caribbean. Her celebrated voice is captured on CD, 'You Got the Magic'; Emmy award winning video, *Someone's in Love* and the production *Stranger in My Dreams*.

In addition to her recordings, television and commercials projects, Kathy shared concert bills with Whitney Houston, Anita Baker, Kenny G., George Benson and David Sanborn. A native Cincinnatian, Kathy holds a Master of Arts from the College-Conservatory of Music and is Co-founder and President of Learning Through Art, Inc., producer and presenter of *Black Anthology of Music*.

MAURICE CRUTCHER (keyboards) recently returned to Cincinnati after spending several years in Cleveland and Detroit where he expanded his recording resume. A highly sought after musician, Maurice is one of today's forces in contemporary gospel music that works with Fred Hammond, Commission and Virtue. A graduate of Withrow High School and Southern Ohio College, Maurice, who began playing piano at age three, celebrates his debut compact disc, *Consecration*. In addition to performing, writing, composing and recording, Maurice and percussionist Charles Miller accompany Kathy Wade in LTA's INSTEP program, *Rhythms . . . Common Bonds* throughout the Midwest.

About Learning Through Art, Inc. (LTA) and INSTEP (In-School Touring Educational Program)

Learning Through Art, Inc. (LTA), a non-profit organization, created and founded in 1992 by Dan Jenkins and Kathy Wade. LTA is dedicated to providing quality performing arts programs in support of arts education and community development encouraging multicultural awareness and understanding. Programs and services are reaching over 300,000 participants.

LTA presets the In-School Touring Education Program (INSTEP) designed to bring quality performing arts education programs on diverse cultural topics to your students and faculty. The lecture through performance presentations will enrich and enhance the brilliant world of cultures. Learning Through Art, Inc. keeps you INSTEP with today's hottest issues through the medium of music.

Scat Rap/Night in Tunisia

I was chillin' in the park
on a hot summer night
When a gang of mine friends
they decided to fight

Not with bricks or sticks
or rocks on the ground
But rappin' to the beat
and throwin' down

They sounded so fresh
that I had to jump in
When they heard my sound
they shouted, "Hey you win!'

I didn't just rhyme and rap
To the beat
I decided to scat
and that knocked them off their feet

Scat's been around
a real long time
Long before the fly guys started to rhyme

With vowels and consonants to
make new sounds
Scat singers be-bopped and really
got down

With phonetic sounds
you can do a lot
A beep, a bop,
a dop, a wop

So put the sound in the mix
and you just can't miss
They call it Scat
And it goes like this

(Scat to 'Night in Tunisia')

Remember this fact wherever
you're at
As long as there's rap
There's got to be Scat!

Bruce 'Rico' Wade, Lyrics

Kathy Wade and Billy Larkin, Music

Wadesphere Music (BMI) (c)

Night in Tunisia, Dizzy Gillespie

Activities

Improvisation

Jazz musicians often improvise. Improvisation is the spontaneous creation or performance of a work of art. Through improvisation the artist can let his/her mind freely make connections. In one sense, improvisation lets the mind wander and see what it discovers. In another sense, it draws upon knowledge already gained to create new connections.

Word Triggers

Either write a word relating to a subject matter on the black board for the entire class to respond to or write several words on separate slips of paper and have students draw a slip from a hat or box. Have students write their 'reaction' to the word, whatever comes to their minds. It can be personal feelings or memories or academic pondering.

Have students respond to the word by drawing, making a sound or creating movement. Example: The trigger word is "molecule." How would you move when you hear the word molecule? Which is a different question than how does a molecule move.

Image Triggers

Select an image — photo or diagram — related to a subject. This can be a class activity or you can select several images and break the class into groups. Sometimes an abstract image can create more interesting responses than images with which students are familiar. Have students respond by writing, drawing, making sound or 'putting' the image in motion. Example: Display an historical battle or exploration map. Have students express their reactions to the image in writing, sound or movement.

Sound Triggers

Play music or ordinary sound related to a specific subject matter you are studying in class. Have students respond by movement, writing or visual art.

Movement Triggers

Do a spontaneous movement during class. Have students respond by in writing or visual art.

Create a movement chain: one student does a movement and the next student responds to the movement and then the next, similar to dominos. Then have them respond to what they just did by drawing or writing.

Other Activities

- Develop an historical timeline project identifying other facts of history during the development and journey of jazz.
- Have students research and write about musicians and artists who came to prominence during the periods of music discussed in the program.
- Develop creative writing assignments of poetry with a message of friendship and set to music or rhythms. Have students make various rhythm instruments out of everyday household items.
- Trace other cultures development of music and how they used that music to communicate.
- Create a map showing where different music originated around the world.
- Create a math and music exercise (i.e. beats in a rhythm to learn counting, multiplication, etc.).

References

Collier, James Lincoln. *Inside Jazz*. New York: Four Winds Press. A Division of Scholastic Magazine, Inc., 1973.

Gray, Libba More. *Little Lil and the Swing Singing Sax*. New York: Simon and Schuster Children's Publishing Division, 1996.

Hacker, Carlotta. *Great African-Americans in Jazz*. New York: Crabtree Publishing Company, 1997.

Hoberman, Mary Ann. *My Song is Beautiful. Poems and Pictures in Many Voices*. Boston, Mass. Little, Brown and Company, 1994.

Hughes, Langston. *The First Book of Jazz: The Ecco Press*. Reprinted by permission of Franklin Watts, Inc., 1995.

Hughes, Langston. *Jazz: Updated edition*. New York: Franklin Watts, Inc., 1982.

Hughes, Langston and King, Robin. *The First Book of Rhythms*. New York: Franklin Watts, Inc., 1957.

Medearis, Angela Shelf and Medearis, Michael R. *African-American Arts: Music*. New York: Henry Holt and Company, Inc., 1997

Schroeder, Alan. *Satchmo's Blues*. New York: Delacorte Press, 1996.

Silverman, Jerry. *Just Listen To This Song I'm Singing: African-American History through Song*. Brookfield, Conn.: The Millbrook Press, Inc., 1996.

Silverman, Jerry. *Slave Songs*, New York: Chelsea House Publishers, 1994.