



The Jazz Fly

Created by Julie Simmons

Materials: The Jazz Fly By Matthew W. Gollub, character card printouts, recording of “Air Mail Special” By Ella Fitzgerald

Objective: Students will use animal sounds to improvise their own responses to the repeated scat phrase, “ZA-baza, BOO-zaba, ZEE-zah, RO-ni” used throughout “The Jazz Fly”.

Standards:

- MUK.C.1.2-*Identify various sounds in a piece of music.*
- MUK.O.1.1-*Respond to beat, rhythm, and melodic line through imitation.*
- MU.1.H.3.1-*Explore the use of instruments and vocal sounds to replace or enhance specific words or phrases in children's songs, choral readings of poems and stories, and/or chants.*
- MU.1.F.1.1-*Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.*
- MU.2.S.1.1-*Improvise short phrases in response to a given musical question.*
- MU.2.O.1.1-*Identify basic elements of music in a song or instrumental excerpt.*

Procedures:

Talk it up!

- Begin the lesson by explaining (or reviewing) what Jazz is. Explain that scat singing is an improvised technique, used in jazz, where singers use their voice to mimic different instruments and sounds. One of the world’s greatest scat singers was Ella Fitzgerald.

Listen!

- Play the song “Air Mail Special” by Ella Fitzgerald or use the link to show students an amazing clip from 1961 of Ella performing the song live!
(<https://www.youtube.com/watch?v=hoT4CC0O-Xk>)
- Allow students to share their opinions about the piece and what sounds or instruments Ella might have been trying to mimic.



Read!

- Read or use the provided recording of “The Jazz Fly”. Ask students to help by filling in any animal sounds needed throughout the story. Encourage students to do their best to echo any scat they hear throughout the book.

Hint: Younger students may struggle to echo the scat line but will still enjoy trying. For older students, you may choose to display the scat words on the board and teach it to students prior reading the story.

Discuss!

- Discuss how the fly used the animal sounds he heard to create new scat lyrics.
- Ask students to recall the animals and sounds the fly encountered on the way to the club and display the Animal Sound Cards provided.

Improvise!

If you have young students or students you feel may struggle with this activity, it may be beneficial to allow them to work with a partner.

- Start by asking students to choose one animal sound and repeat it for four beats. (*Show the four beats using fingers if students struggle with this concept.*) **Ex. “Woof, woof, woof, wood”**
- Next, have students add a second animal sound of their choice and improvise a four beat response combining the two sounds. **Ex. “Woof, woof, rib-bit, woof”**
- Depending on your students’ skill level, you may continue this process until they are using three to four animal sounds in their scats. Younger students may need to stick with two. **Ex. Woof,ribbit, ribbit, ribbit, he-haw, woof”**
- Have students practice responding to the line, “ZA-baza, BOO-zaba, ZEE-zah, RO-ni”, with the scats they created.
- If time allows, re-read the book and select different students to perform their scats in response to the line, “ZA-baza, BOO-zaba, ZEE-zah, RO-ni”.

Extended Learning

- In a following lesson, teach students to play their created scat lines on Orff instruments by setting the instruments in a pentatonic scale and having students assign a specific note to each animal sound.



- This free website introduces various elements of jazz and uses fun games to teach students how to identify various jazz instruments, create lyrics and sound patterns, and even improvise with a jazz band.

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



Animal Sound Cards



Ribbit!



Oink!



Hee-Haw



Woof!