

APOLLO

*On Friday, May 9, 2014, as part the Harlem Jazz Shrines Festival, the Apollo Education Program presented a lively and exciting School Day Live performance exploring the distinct rhythms and cultural connections of Afro Latin Jazz music featuring the multi GRAMMY© nominated **Bobby Sanabria Multiverse Big Band**.*

The Apollo Theater is world-renowned. Located on 125th Street in the heart of Harlem, the Apollo has hosted some of the world's most iconic performers. Soul music, Rhythm & Blues, gospel, funk, and other music genres have all ignited the stage at the Apollo over the course of its 80 year history. However, it was a show called *Jazz a la Carte* that welcomed the first audiences to the Apollo when it opened in 1934. Jazz is an integral part of Apollo's legacy. Performers like Billie Holiday, Ella Fitzgerald, and Sarah Vaughan launched their careers on Theater's stage. In the 1930s and 40s, Big Bands led by music giants such as Duke Ellington, Count Basie, Lionel Hampton, frequently appeared at the Apollo. More recently, artists like Dianne Reeves, Cecile McLorin - Salvant, Wycliffe Gordon, and Arturo O'Farrill have appeared at the Apollo continuing the legacy of the Theater as a home for jazz.

Afro Latin jazz is the music of yesterday, today, and tomorrow.
~Bobby Sanabria

The history of Afro Latin Jazz at the Apollo dates back to the 1930s. Highlighted by a blend of rhythms and melodies from Cuba and the Spanish Caribbean, Afro-Latin jazz fuses jazz with African and European influences. Mario Bauzá is considered to be the “founding father of Latin jazz.” A trumpeter and musical director, Bauza was born in Cuba and first came to the U.S. in the 1920s. In 1938, Bauzá joined Cab Calloway's band and met another trumpeter, Dizzy Gillespie. With Gillespie, Bauzá was instrumental in developing the sound called “CuBop” a blend of Cuban music and bebop an early form of Afro-Latin jazz. Bauzá went on to become the musical director of *Machito and his Afro-Cubans*, a band led by his brother-in-law, Machito, who was also an influential figure in the development of Afro – Latin jazz. In addition to being a musician and bandleader, Bauzá was a mentor to many younger musicians including Bobby Sanabria

Born and raised in the Bronx, Bobby Sanabria is a celebrated percussionist, composer, recording artist, conductor, and educator. In 2006, Sanabria was inducted into the Bronx Walk of Fame and was given the honor of having a street named after him on the Grand Concourse. He has long been a champion for the preservation and presentation Afro-Latin jazz. Mr. Sanabria is currently the Afro-Latin Jazz Artist-in- Residence at the Roberto Ocasio Memorial Latin Jazz Camp. He teaches at the Manhattan School of Music.

The eclectic music performed by the Multiverse Big Band pays homage not only to Afro Latin jazz but also to a multitude of sounds and musical experiences that unifies jazz, Latin, funk, rock, rhythm and blues, gospel, and rap.

Lessons for the *Bobby Sanabria Multiverse Big Band* production are crafted to integrate the arts seamlessly into the classroom curriculum. Each lesson, activity, and assignment will foster a deeper understanding of the Afro-Latin jazz music genre. All lessons and activities are aligned with the Common Core Learning Standards and can be used as a part of an English Language Arts, Social Studies, and/or and an Arts curriculum. The lessons are designed for a variety of grades, feature learning objectives, activities, and assignments that engage students in hands-on learning, immerse them in collaborative group activities that allow students to work closely with one another and the teacher.

The lessons were designed to deepen students' experience of the May 9th *Bobby Sanabria Multiverse Big Band* School Day Live performance at the Apollo. However, the lessons can be adapted for use beyond the show and will allow students and teachers to engage in an exciting excursion through the origins of the Afro Latin jazz, cultural influences of the genre, and to discover why, to quote Bobby Sanabria, "Afro Latin jazz is the music of yesterday, today, and tomorrow."

Shirley C. Taylor
Senior Director of Education
Apollo Theater

Apollo School Day Live Presents: *Bobby Sanabria Multiverse Big Band*
Teacher's Guide
Grades 3-5

UNIT OVERVIEW

Lessons for the *Bobby Sanabria Multiverse Big Band* production are crafted to integrate the arts seamlessly into the classroom. Each lesson, activity, and assignment will prepare the students for viewing the production and will foster a deeper understanding of the Afro-Latin jazz music genre. All lessons and activities are aligned with the Common Core Learning Standards and can be used as a part of an English Language Arts, Social Studies, and/or an Arts curriculum. These lessons, which are designed for grades 3-5, features learning objectives, activities, and assignments that engage students in hands-on learning, immerse them in collaborative group activities that allow students to work closely with one another and the teacher, and enable students to make connections to Afro-Latin jazz and artists of the genre. Lessons vary in levels of Norman Webb's Depth of Knowledge so that learning is accessible at all student levels. Additionally, lessons and activities are differentiated for a variety of student populations such as special education students, English as a Second Language, and students who need additional rigor.

These lessons are designed for 3-4 days use depending on class time allocations. Lessons and activities are varied to engage a variety of learner types – audio, kinesthetic, and visual. Lessons are student-centered, and the teacher will serve as a facilitator for many of the activities and tasks. The lessons created for this production engage students in developing and deepening their speaking, listening, writing, and imaginative skills. These lessons culminate with a well-developed essay in which students use all skills acquired in the lessons to discuss Afro-Latin jazz. Everything the students learn in the classroom during this unit will be deepened upon viewing of the *Bobby Sanabria Multiverse Big Band* production at the Apollo. Through the use of each lesson, students will learn about African and Latin cultures, connect their own cultures to African and Latin cultures, and discover the components of a big band. Students will embark upon learning experiences that have life-long application and help students become more engaged in the arts.

Lesson Overview

Day 1 – *The Culture Fusion* – This opening lesson encourages students to celebrate characteristics of their own culture and background. Students will be engaged in learning about the characteristics of both African and Latin cultures and then make connections from each culture to their own cultures and traditions. They will use their newly acquired information to imagine what music that fuses both cultures would sound like.

Day 2 – *Jazz Hands* – Students will use knowledge and connections from the previous day's lesson to understand the elements of Afro-Latin jazz. Students will also recognize the history behind Afro-Latin/Afro-Cuban jazz and understand how influences from African and Latin cultures were used to inspire Afro-Latin jazz. Students will experience jazz through sounds from Bobby Sanabria and other musicians who have contributed to the Afro-Latin jazz genre.

Day 3 – What Instrument Are You? The Class Big Band – This culminating interactive lesson explores the various instruments and sounds used to create the exciting sounds of jazz music. Students will tap into their own interests, likes, and dislikes and relate that knowledge of themselves to music. Based on students’ personalities and own characteristics, each student will choose to be an instrument or sound that best fits them.

Through introduction to Bobby Sanabria’s big band, students will learn about the concept of a big band and understand how musicians work together to create sound. Students will embody the instrument they choose to be and work collaboratively to organize a band. To deepen knowledge, students will create essays that utilize all information obtained from the lessons.

Essential Questions

What is jazz and how does it differ from other types of music?

What is Afro-Latin or Afro-Cuban jazz, and how does it infuse elements from musical genres?

How do instruments play a role in the development of a music composition?

What are the characteristics of various music instruments?

How can various cultures share common aspects, and how does culture influence music and artists?

Common Core Learning Standards

Writing:

W-11 Create and present a poem, dramatization, artwork, or personal response to a particular author or theme studied in class, with support as needed.

Speaking and Listening:

SL-1(a) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

SL-1(e) Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

Language:

L-1 Demonstrate usage of Standard English grammar and usage when writing or speaking.

L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Additional Resources

- As a supplemental resource to help your practice as you indulge students in experiencing Afro-Latin jazz, consider showing clips from a 4-episode series at <http://www.pbs.org/wgbh/latinmusicusa/>. This series provides valuable information on Afro-Latin or Afro-Cuban jazz, the development of the genre, and impact on other artists and the community.
- As referenced in the lessons for this guide, YouTube serves as a visual resource to show students videos of Afro-Latin jazz musicians as well as listen to Afro-Latin jazz music.
- The website www.bobbysanabria.com has additional information regarding the featured artist of the upcoming production.

Materials Needed

Classroom board
Chart paper
Audio player
Post-It notes
Print outs of information on African and Latin cultures
Venn Diagrams
Rubrics for collaboration
Note-taking tool
Vocabulary cheat-sheets
Graphic organizers for essay writing

Key Vocabulary

Jazz
Afro-Latin/Afro-Cuban jazz
Genre
Melody
Harmony
Rhythm
Improvisation
Bobby Sanabria

Apollo School Day Live Presents: *Bobby Sanabria Multiverse Big Band*
Grades 3-5

Day 1 – *The Culture Fusion*

Common Core Learning Standard(s):

SL-1(a) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL-1(e) Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

Essential Question(s):

How can various cultures share common aspects, and how does culture influence music and artists?

Objective (s):

Students will make connections to their own life, background, and culture experiences to the experiences and traditions of others. (DOK 2)

Students will discuss and differentiate between the elements of African and Latin cultures. (DOK 3)

Do Now: *Quick-write*

- Ask students to make a list of a few things that make them happy: activities that they and their families and friends like to do, foods they like to eat, etc. Explain that these things contribute to one's culture. **(5-7 minutes)**
- Encourage a few students to share out their responses. As students discuss, ask students to put a star beside the items on their list that also make their classmates happy. As students share, make a list of the items shared on a board or chart paper. **(5-7 minutes)**

Main Activity: *Afro-Latin Jigsaw*

- Arrange students in collaborative groups of 4-5. Consider students strengths as it relates to reading, note taking, and speaking abilities; each group should have a student who performs well in one of these categories. Assign roles for each group member (facilitator, spokesperson, note-taker, etc.).
- Provide each group with a photos and information on an element from either African or Latin culture (consider specific locations to highlight, foods, music, clothing, dances, etc.) Provide each group with a note-taking chart that allows them to record information about that element (what the element is and how the element is presented in the culture, colors associated, sounds and movements associated, etc.)
- Allow each group up to 10 minutes to gather the information for the element.

- Disperse Venn Diagrams for each student to record the elements of both Latin and African cultures. While the presenter from each group presents or jigsaws the group's findings, students should each complete the left and right columns of their Venn Diagram. Allow 12-15 minutes for presentations.
- After all presentations, students should complete the middle section of their Venn Diagram. Connect the Do-Now Quick-write and the Jigsaw by demonstrating and discussing the common aspects students' interests and the aspects that are common from both Latin and African cultures.
- Consider using a map to refer to both African and Latin geographical areas. Place a few Post-It notes on any foods or music that was discussed in class that are specific regions. **(30-35 minutes total)**

Differentiation:

- For students who may struggle with writing, ask them to draw the items that make them happy for their Do-Now Quick-write.
- Provide partially completed Venn Diagrams to guide note-taking.
- Provide ESL or ELL students a cheat sheet with vocabulary and definitions that will be used in throughout the lesson.

Assessment(s):

As students participate in their group jigsaw activity, use a collaborative group work rubric of choice to assess their participation.

Completed Venn Diagrams (due the next day)

Extension Activity (Homework):

Ask students use their completed Venn Diagrams to imagine what music would sound like that fuses both cultures together. Assign students a one or two paragraph imaginative response that shows the fusion of both cultures. For students who need more rigor, ask them to write a short story that tells an imaginary tale of how Latin and African cultures fused to make music.

Apollo School Day Live Presents: *Bobby Sanabria Multiverse Big Band*
Grades 3-5

Day 2 – *Jazz Hands*

Common Core Learning Standard(s):

- L-1 Demonstrate usage of Standard English grammar and usage when writing or speaking.
- L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Question(s):

What is jazz and how does it differ from other types of music?

What is Afro-Latin or Afro-Cuban jazz, and how does it infuse elements from musical genres?

Objective(s):

Students will categorize historical elements that influence Afro-Latin jazz and make connections from those elements to the creation of Afro-Latin jazz. (DOK 3)

Students will identify the elements of Afro-Latin jazz music by analyzing more closely jazz songs and the rhythm, melody, harmony, and improvisation specific to this genre. (DOK 1 and 4)

Do Now: *Think-Pair-Share*

- Ask students to pair up with a classmate, or if students have assigned partners, ask them to work with their assigned partners. Students should work together to write down what they know about jazz music. Each pair should share out their ideas. While students are discussing, write down students' ideas on the board or chart paper. **(8-10 minutes)**

Main Activity: *Jazz Hands Journaling.* (Explain and demonstrate to students that “jazz hands” is the extension of a performer’s hands with his or her palms toward the audience and fingers spread.)

- Guide students in connecting their ideas generated in homework assignments from the previous day about music that combines both African and Latin cultures to how that combination comes forward in jazz. Transition into jazz by explaining what jazz is and how it differs (melody, harmony, rhythm, improvisation, etc.) from other types of music. Connect to students' ideas from the Think-Pair-Share.
- Ask students to start a journal about jazz (they can use a section in their notebooks or binders for class). As students listen to various jazz songs, they should write down the songs they like, what they like about the song and why, and what the song reminds them of from their own culture. Encourage students to put up “jazz hands” if they really like a song.
- Play some jazz music for students; focus on Afro-Latin jazz selections.

Suggestions:

- Chano Pazo, “Tumbo Palo Cucuye”
http://www.youtube.com/watch?v=q_wJUVi08UU&feature=kp
 - Mario Bauza, “Mambo Rincon” http://www.youtube.com/watch?v=FKGRUf_L-tM&feature=kp
 - Dizzy Gillespie, “Salt Peanuts”
<http://www.youtube.com/watch?v=kOmA8LOW258&feature=kp>
 - Machito, “Zambia”
<http://www.youtube.com/watch?v=EFvpzd0LyAc&feature=kp>
- After students have listened and recorded their thoughts in their journals, explain some details about the music they’ve just heard (artists’ origin, important dates, history of Afro-Latin jazz, how both African and Latin cultures are presented in the music, how the drum connects the two, the use of melody, harmony, rhythm, and improvisation in Afro-Latin jazz, etc. If used the previous day, refer to the map to associate geographical locations with the artists.) **(20-25 minutes)**

Activity: *Bobby Sanabria Extravaganza*

- Ask students to work in their pairs from earlier in class. Provide each pair with a photo of Bobby Sanabria and colorful post-it notes. Share with students important information on Bobby Sanabria (consider biographical articles, information in this Teacher’s Guide, and excerpts from the episode series at PBS.org).
- Ask them to work with their partners write down songs and phrases that represent Sanabria on the post-it notes and place them around the photograph. After students have finished, place the photos around the classroom in a gallery format. **(8-10 minutes)**

Differentiation:

Provide students with sentence starters to guide their thinking for their journals.

Assessment:

Completed Journals

Rubrics to assess collaborative group work

Extension Activity (Homework):

Assign the students the task of listening to their five favorite songs. While they listen to these songs, have them record in their journals what they like the most about these songs. Challenge them to hone in on and identify specific instruments such as a drum, violin, saxophone, etc.

For students who need more rigor, ask them identify each instrument used in the songs they choose and make a pie chart, spider web, or diagram of their choice that demonstrates the instruments used in each song.

Apollo School Day Live Presents: *Bobby Sanabria Multiverse Big Band*
Grades 3-5

Day 3 – *Which Instrument Are You? The Class Big Band*

Common Core Learning Standard(s):

- L-1 Demonstrate usage of Standard English grammar and usage when writing or speaking.
- L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- W-11 Create and present a poem, dramatization, artwork, or personal response to a particular author or theme studied in class, with support as needed.

Essential Question(s):

How do instruments play a role in the development of a music composition?

What are the characteristics of various music instruments?

Objective(s):

Students will recognize and distinguish between various music instruments and their characteristics. (DOK 1 and 2)

Students will construct a band that demonstrates organization through instrument category. (DOK 3)

Students will use all newly acquired knowledge to make connections and write an original essay in which they discuss Afro-Latin jazz. (DOK 4)

Do Now: *Which instrument are you?*

- Show students a picture of an instrument with short description of that instrument, and play a short sample of the instrument's sound. Focus on instruments used in Afro-Latin jazz such as saxophone, trumpet, keyboard, guitar, bass, violin, and percussion.
- Ask each student to choose which instrument they would be if they were an instrument or which sound made by an instrument best fits their personality. Guide them in considering the attribute of the instrument (saxophone – smooth, mellow; bass – deep, boisterous; etc.) and they should compare those to their own personalities. **(10-12 minutes)**

Main Activity: *The Class Big Band*

(Prior to the class beginning, section off spaces in the classroom to organize students by instrument. Make a sign for each instrument with the name of the instrument, a short description of the instrument, and a photo. Place one in each section.)

- Show students a clip of Bobby Sanabria performing with his big band. Guide students in noting the big band members and what role they play in the performance. **Suggestion:** <http://www.bobbysanabria.com>
- Review the instruments that are a part of the big band and their sounds. Ask students to join the appropriate instrument section. Tell students to be prepared to say the name of each instrument and make a sound that mimics the instrument. At your signal, ask each section to perform. **(20 minutes)**

Activity: *Essay*

- Assign students an essay to deepen their understanding of Afro-Latin jazz, Bobby Sanabria, and a big band. **Essay topic suggestions:**
 - Explain what Afro-Latin jazz is and the elements of a big band.
 - Write a biography of Bobby Sanabria, and explain his contributions to Afro-Latin jazz.
 - Compare and contrast two Afro-Latin jazz artists (Bobby Sanabria and one of choice) and their contributions to the genre.
- Provide students with a graphic organizer of choice to guide their essay writing. Students will complete their essays for homework. **(15-20 minutes)**

Differentiation:

Provide struggling students with color-coded handouts for each instrument with its explanation.

Provide a partially completed graphic organizer to help students write their essays.

For students who need to be challenged with more rigor, assign an essay topic and ask students to independently conduct research on Bobby Sanabria and his use of a big band. Students should use their research in their essays.

Assessment:

Completed Essays

Extension Activity (Homework):

Students will complete their essays for homework.

After Production Optional Assignment:

After students view the *Bobby Sanabria Multiverse Big Band* production at the Apollo Theater, ask students to participate in a classroom discussion in which they discuss the production, Bobby Sanabria, and Afro-Latin jazz. Pose a thought-provoking question to students to facilitate the class discussion. (Suggestion: How does Afro-Latin jazz create specific moods or feelings for

the artist or listener?) Students may use their essays to support their opinions and help them develop their responses for the class discussion.

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Teacher's Guide
Grades 3-5

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Lesson Overview

Day 1 – *The Culture Fusion* – This opening lesson encourages students to celebrate characteristics of their own culture and background. Students will be engaged in learning about the characteristics of both African and Latin cultures and then make connections from each culture to their own cultures and traditions. They will use their newly acquired information to imagine what music that fuses both cultures would sound like.

Day 2 – *Jazz Hands* – Students will use knowledge and connections from the previous day's lesson to understand the elements of Afro-Latin jazz. Students will also recognize the history behind Afro-Latin/Afro-Cuban jazz and understand how influences from African and Latin cultures were used to inspire Afro-Latin jazz. Students will experience jazz through sounds from Bobby Sanabria and other musicians who have contributed to the Afro-Latin jazz genre.

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Essential Questions

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Common Core Learning Standards

Writing:

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Speaking and Listening:

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SL-1(e) Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

Language:

L-1 Demonstrate usage of Standard English grammar and usage when writing or speaking.

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Additional Resources

- As a supplemental resource to help your practice as you indulge students in experiencing Afro-Latin jazz, consider showing clips from a 4-episode series at <http://www.pbs.org/wgbh/latinmusicusa/>. This series provides valuable information on Afro-Latin or Afro-Cuban jazz, the development of the genre, and impact on other artists and the community.
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Key Vocabulary

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Afro-Latin/Afro-Cuban jazz
Genre
Melody
Harmony
Rhythm
Improvisation
Bobby Sanabria

Apollo School Day Live Presents: *Bobby Sanabria Multiverse Big Band*
Grades 3-5

Day 1 – *The Culture Fusion*

Common Core Learning Standard(s):

SL-1(a) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

SL-1(e) Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

Essential Question(s):

How can various cultures share common aspects, and how does culture influence music and artists?

Objective (s):

Students will make connections to their own life, background, and culture experiences to the experiences and traditions of others. (DOK 2)

Students will discuss and differentiate between the elements of African and Latin cultures. (DOK 3)

Do Now: *Quick-write*

- Ask students to make a list of a few things that make them happy: activities that they and their families and friends like to do, foods they like to eat, etc. Explain that these things contribute to one's culture. **(5-7 minutes)**
- Encourage a few students to share out their responses. As students discuss, ask students to put a star beside the items on their list that also make their classmates happy. As students share, make a list of the items shared on a board or chart paper. **(5-7 minutes)**

Main Activity: *Afro-Latin Jigsaw*

- Arrange students in collaborative groups of 4-5. Consider students strengths as it relates to reading, note taking, and speaking abilities; each group should have a student who performs well in one of these categories. Assign roles for each group member (facilitator, spokesperson, note-taker, etc.).
- Provide each group with a photos and information on an element from either African or Latin culture (consider specific locations to highlight, foods, music, clothing, dances, etc.) Provide each group with a note-taking chart that allows them to record information about that element: what is the element and how is the element presented in the culture; colors associated; sounds and movements associated; etc.
- Allow each group up to 10 minutes to gather the information for the element.

- Disperse Venn Diagrams for each student to record the elements of both Latin and African cultures. While the presenter from each group presents or jigsaws the group's findings, students should each complete the left and right columns of their Venn Diagram. Allow 12-15 minutes for presentations.
- After all presentations, students should complete the middle section of their Venn Diagram. Connect the Do-Now Quick-write and the Jigsaw by demonstrating and discussing the common aspects students' interests and the aspects that are common from both Latin and African cultures.
- Consider using a map to refer to both African and Latin geographical areas. Place a few Post-It notes on any foods or music that was discussed in class that are specific regions. **(30-35 minutes total)**

Differentiation:

- For students who may struggle with writing, ask them to draw the items that make them happy for their Do-Now Quick-write.
- Provide partially completed Venn Diagrams to guide note-taking.
- Provide ESL or ELL students a cheat sheet with vocabulary and definitions that will be used in throughout the lesson.

Assessment(s):

As students participate in their group jigsaw activity, use a collaborative group work rubric of choice to assess their participation.

Completed Venn Diagrams (due the next day)

Extension Activity (Homework):

Ask students use their completed Venn Diagrams to imagine what music would sound like that fuses both cultures together. Assign students a one or two paragraph imaginative response that shows the fusion of both cultures. For students who need more rigor, ask them to write a short story that tells an imaginary tale of how Latin and African cultures fused to make music.

Apollo School Day Live Presents: *Bobby Sanabria Multiverse Big Band*
Grades 3-5

Day 2 – *Jazz Hands*

Common Core Learning Standard(s):

- L-1 Demonstrate usage of Standard English grammar and usage when writing or speaking.
- L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Question(s):

What is jazz and how does it differ from other types of music?

What is Afro-Latin or Afro-Cuban jazz, and how does it infuse elements from musical genres?

Objective(s):

Students will categorize historical elements that influence Afro-Latin jazz and make connections from those elements to the creation of Afro-Latin jazz. (DOK 3)

Students will identify the elements of Afro-Latin jazz music by analyzing more closely jazz songs and the rhythm, melody, harmony, and improvisation specific to this genre. (DOK 1 and 4)

Do Now: *Think-Pair-Share*

- Ask students to pair up with a classmate, or if students have assigned partners, ask them to work with their assigned partners. Students should work together to write down what they know about jazz music. Each pair should share out their ideas. While students are discussing, write down students' ideas on the board or chart paper. **(8-10 minutes)**

Main Activity: *Jazz Hands Journaling*. (Explain and demonstrate to students that “jazz hands” is the extension of a performer’s hands with his or her palms toward the audience and fingers spread.)

- Guide students in connecting their ideas generated in homework assignments from the previous day about music that combines both African and Latin cultures to how that combination comes forward in jazz. Transition into jazz by explaining what jazz is and how it differs (melody, harmony, rhythm, improvisation, etc.) from other types of music. Connect to students' ideas from the Think-Pair-Share.
- Ask students to start a journal about jazz (they can use a section in their notebooks or binders for class). As students listen to various jazz songs, they should write down the songs they like, what they like about the song and why, and what the song reminds them of from their own culture. Encourage students to put up “jazz hands” if they really like a song.
- Play some jazz music for students; focus on Afro-Latin jazz selections.

Suggestions:

- Chano Pazo, “Tumbo Palo Cucuye”
http://www.youtube.com/watch?v=q_wJUVi08UU&feature=kp
 - Mario Bauza, “Mambo Rincon” http://www.youtube.com/watch?v=FKGRUf_L-tM&feature=kp
 - Dizzy Gillespie, “Salt Peanuts”
<http://www.youtube.com/watch?v=kOmA8LOW258&feature=kp>
 - Machito, “Zambia”
<http://www.youtube.com/watch?v=EFvpzd0LyAc&feature=kp>
- After students have listened and recorded their thoughts in their journals, explain some details about the music they’ve just heard (artists’ origin, important dates, history of Afro-Latin jazz, how both African and Latin cultures are presented in the music, how the drum connects the two, the use of melody, harmony, rhythm, and improvisation in Afro-Latin jazz, etc. If used the previous day, refer to the map to associate geographical locations with the artists.) **(20-25 minutes)**

Activity: *Bobby Sanabria Extravaganza*

- Ask students to work in their pairs from earlier in class. Provide each pair with a photo of Bobby Sanabria and colorful post-it notes. Share with students important information on Bobby Sanabria (consider biographical articles, information in this Teacher’s Guide, and excerpts from the episode series at PBS.org).
- Ask them to work with their partners write down songs and phrases that represent Sanabria on the post-it notes and place them around the photograph. After students have finished, place the photos around the classroom in a gallery format. **(8-10 minutes)**

Differentiation:

Provide students with sentence starters to guide their thinking for their journals.

Assessment:

Completed Journals

Rubrics to assess collaborative group work

Extension Activity (Homework):

Assign the students the task of listening to their five favorite songs. While they listen to these songs, have them record in their journals what they like the most about these songs. Challenge them to hone in on and identify specific instruments such as a drum, violin, saxophone, etc.

For students who need more rigor, ask them identify each instrument used in the songs they choose and make a pie chart, spider web, or diagram of their choice that demonstrates the instruments used in each song.

Apollo School Day Live Presents: *Bobby Sanabria Multiverse Big Band*
Grades 3-5

Day 3 – *Which Instrument Are You? The Class Big Band*

Common Core Learning Standard(s):

- L-1 Demonstrate usage of Standard English grammar and usage when writing or speaking.
- L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- W-11 Create and present a poem, dramatization, artwork, or personal response to a particular author or theme studied in class, with support as needed.

Essential Question(s):

How do instruments play a role in the development of a music composition?

What are the characteristics of various music instruments?

Objective(s):

Students will recognize and distinguish between various music instruments and their characteristics. (DOK 1 and 2)

Students will construct a band that demonstrates organization through instrument category. (DOK 3)

Students will use all newly acquired knowledge to make connections and write an original essay in which they discuss Afro-Latin jazz. (DOK 4)

Do Now: *Which instrument are you?*

- Show students a picture of an instrument with short description of that instrument, and play a short sample of the instrument's sound. Focus on instruments used in Afro-Latin jazz such as saxophone, trumpet, keyboard, guitar, bass, violin, and percussion.
- Ask each student to choose which instrument they would be if they were an instrument or which sound made by an instrument best fits their personality. Guide them in considering the attribute of the instrument (saxophone – smooth, mellow; bass – deep, boisterous; etc.) and they should compare those to their own personalities. **(10-12 minutes)**

Main Activity: *The Class Big Band*

(Prior to the class beginning, section off spaces in the classroom to organize students by instrument. Make a sign for each instrument with the name of the instrument, a short description of the instrument, and a photo. Place one in each section.)

- Show students a clip of Bobby Sanabria performing with his big band. Guide students in noting the big band members and what role they play in the performance. **Suggestion:** <http://www.bobbysanabria.com>
- Review the instruments that are a part of the big band and their sounds. Ask students to join the appropriate instrument section. Tell students to be prepared to say the name of each instrument and make a sound that mimics the instrument. At your signal, ask each section to perform. **(20 minutes)**

Activity: *Essay*

- Assign students an essay to deepen their understanding of Afro-Latin jazz, Bobby Sanabria, and a big band. **Essay topic suggestions:**
 - Explain what Afro-Latin jazz is and the elements of a big band.
 - Write a biography of Bobby Sanabria, and explain his contributions to Afro-Latin jazz.
 - Compare and contrast two Afro-Latin jazz artists (Bobby Sanabria and one of choice) and their contributions to the genre.
- Provide students with a graphic organizer of choice to guide their essay writing. Students will complete their essays for homework. **(15-20 minutes)**

Differentiation:

Provide struggling students with color-coded handouts for each instrument with its explanation.

Provide a partially completed graphic organizer to help students write their essays.

For students who need to be challenged with more rigor, assign an essay topic and ask students to independently conduct research on Bobby Sanabria and his use of a big band. Students should use their research in their essays.

Assessment:

Completed Essays

Extension Activity (Homework):

Students will complete their essays for homework.

After Production Optional Assignment:

After students view the *Bobby Sanabria Multiverse Big Band* production at the Apollo Theater, ask students to participate in a classroom discussion in which they discuss the production, Bobby Sanabria, and Afro-Latin jazz. Pose a thought-provoking question to students to facilitate the class discussion. (Suggestion: How does Afro-Latin jazz create specific moods or feelings for

the artist or listener?) Students may use their essays to support their opinions and help them develop their responses for the class discussion.

Apollo School Day Live Presents: *Bobby Sanabria Multiverse Big Band*
Teacher's Guide
Grades 9-12

UNIT OVERVIEW

Lessons for the *Bobby Sanabria Multiverse Big Band* production are crafted to integrate the arts seamlessly into the classroom. Each lesson, activity, and assignment will prepare the students for viewing the production and will foster a deeper understanding of the Afro-Latin jazz music genre. All lessons and activities are aligned with the Common Core Learning Standards and can be used as a part of an English Language Arts, Social Studies, and Arts curriculum. These lessons, which are designed for grades 9-12, features learning objectives, activities, and assignments that engage students in hands-on learning, immerse them in collaborative group activities that allow students to work closely with one another and the teacher, and enable students to make connections to Afro-Latin jazz and artists of the genre. Lessons vary in levels of Norman Webb's Depth of Knowledge so that learning is accessible at all student levels. Additionally, lessons and activities are differentiated for a variety of student populations such as special education students, English as a Second Language, and students who need additional rigor.

These lessons are designed for 3-4 days use depending on class time allocations. Lessons and activities are varied to engage a variety of learner types – audio, kinesthetic, and visual. Lessons are student-centered, and the teacher will serve as a facilitator for many of the activities and tasks. The lessons for the production culminate with students working collaboratively to create unique journal articles that introduce the upcoming *Bobby Sanabria Multiverse Big Band* production to their school community. Using their journal articles for support, students will also discuss the topic of Afro-Latin jazz in a Socratic seminar. Everything the students learn in the classroom during this unit will be deepened upon viewing of the *Bobby Sanabria Multiverse Big Band* production at the Apollo. Through the use of each lesson, students will learn about African and Latin cultures, connect their own cultures to African and Latin cultures, and discover the components of a big band. Students will embark upon learning experiences that have life-long application and help students become more engaged in the arts.

Lesson Overview

Day 1 – *The Jazz Journey* – This opening lesson allows students to connect their prior knowledge to new knowledge of jazz. Students will explore the Afro-Latin jazz genre and understand the development of it. Students will also develop a greater understanding of the instruments used to create the unique sounds of Afro-Latin jazz. With their new knowledge, students will prepare to create their own articles in which they introduce Afro-Latin jazz to their school community.

Day 2 – *Afro-Latin Jazz Digest* – Students will use knowledge and understandings of Afro-Latin jazz to produce a journal article that introduces the *Bobby Sanabria Multiverse Big Band* production. Students will highlight Afro-Latin jazz, artists, and the upcoming production.

Students must use appropriate communication skills to create journal articles appropriate for their peer and school community's entertainment.

Day 3 – Afro-Latin Jazz Socratic Seminar – This culminating interactive lesson encourages students to use all knowledge developed on Afro-Latin jazz and artists of the genre in order to participate in interesting Socratic seminar discussions with their peers. The teacher will serve as a facilitator for this discussion, and students will participate in a fishbowl discussion. Students will use their original journal articles, research, and other documents to support their opinions.

Essential Questions

How can music evoke specific emotions, thoughts, ideas, and moods?

What is Afro-Latin jazz, and how does it infuse elements from musical genres?

How can various cultures share common aspects, and how does culture influence music and artists?

Who are some of the legendary artists of Afro-Latin jazz, and what instruments are used to create their music?

What makes a class discussion exciting and how can one present coherent, justified, and respectful opinions?

Common Core Learning Standards

English Language Arts –

Writing:

- W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking and Listening:

- SL-1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL-2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL-4 Present information, findings, and supporting evidence clearly, concisely, and logically

such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language:

- L-1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L-2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Additional Resources

- As a supplemental resource to help your practice as you indulge students in experiencing Afro-Latin jazz, consider showing clips from a 4-episode series at <http://www.pbs.org/wgbh/latinmusicusa/>. This series provides valuable information on Afro-Latin or Afro-Cuban jazz, the development of the genre, and impact on other artists and the community.
- As referenced in the lessons for this guide, YouTube serves as a visual resource to show students videos of Afro-Latin jazz musicians as well as listen to Afro-Latin jazz music.
- The website www.bobbysanabria.com has additional information regarding the featured artist of the upcoming production.

Materials Needed

Classroom board
Chart paper
Audio player
PowerPoint presentation or other form of media on Afro-Latin jazz, artists, and Bobby Sanabria
Table or Chart
Rubrics for collaboration
Rubrics for Fishbowl or Socratic Seminar
Note-taking tool
Vocabulary cheat-sheets
Graphic organizers for article writing

Key Vocabulary

Jazz
Afro-Latin/Afro-Cuban jazz
Genre
Melody
Harmony
Rhythm
Improvisation
Bobby Sanabria

Apollo School Day Live Presents: *Bobby Sanabria Multiverse Big Band*
Grades 9-12

Day 1 – *The Jazz Journey*

Common Core Learning Standard(s):

- W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Question(s):

How can music evoke specific emotions, thoughts, ideas, and moods?

Who are some of the legendary artists of Afro-Latin jazz, and what instruments are used to create their music?

How can various cultures share common aspects, and how does culture influence music and artists?

Objective (s):

Students will make connections and explain those connections to music through their own experiences and emotions. (DOK 2)

Students will identify and independently research Afro-Latin jazz artists and elements of music. (DOK 2 and 3)

Do Now: *A Jam Session*

- Provide students with a table or chart that prompts them to write down emotions, connections, moods, memories that connect with the sounds, and any other thoughts that come to mind when they hear Afro-Latin jazz. Begin by playing a few Afro-Latin jazz selections for them.
- **Suggestions:**
 - Chano Pazo, "Tumbo Palo Cucuye" http://www.youtube.com/watch?v=q_wJUVi08UU&feature=kp
 - Mario Bauza, "Mambo Rincon" http://www.youtube.com/watch?v=FKGRUf_L-tM&feature=kp
 - Dizzy Gillespie, "Salt Peanuts" <http://www.youtube.com/watch?v=kOmA8LOw258&feature=kp>

- Machito, “Zambia”
<http://www.youtube.com/watch?v=EFvpzd0LyAc&feature=kp>
- Allow about 5 minutes for each song and for students to record their thoughts. Discuss the students’ thoughts as a class. **(15 minutes)**

Main Activity: *Afro-Latin Jazz Media Presentation*

- Using a PowerPoint or other form of media of choice (consider the PBS.org episode series referenced in the Teacher Guide), review the genre of Afro-Latin jazz with students. Discuss its origin, unique sounds created through specific instruments, and a few Afro-Latin jazz artists. Be sure to highlight Bobby Sanabria and his contributions to Afro-Latin jazz (consider the information in the Teacher’s Guide as an additional resource). Encourage students to take notes of the presentation. Consider embedding performances by noteworthy Afro-Latin jazz artists in the presentation. **(20-25 minutes)**
- Using the information discussed in the presentation as a starting point, guide students in conducting independent research for homework. Students will be required to write journal articles that highlight Afro-Latin jazz, and all information they gather will be used to create those articles.
- Students should research Afro-Latin jazz and focus research on Bobby Sanabria’s contributions to jazz. Review effective researching skills with students and provide suggestions for websites to gather information. **(10 minutes)**

Differentiation:

- Provide students who need additional support with a copy of the PowerPoint or whichever form of media used for the presentation.
- Provide students with sentence starters and ideas to discuss the feelings and thoughts generated from the Jam Session.
- Provide annotated, color-coded articles for students who struggle conducting independent research.
- For students who need more rigor, assign a greater number of articles to be used as sources.

Assessment(s):

Jam Session charts

Research to be submitted the next school day

Extension Activity (Homework):

Provide students with a note-taking tool to write the information they research on Afro-Latin jazz (history, elements of the music, and artists of the genre – specifically Bobby Sanabria). Students will independently conduct research and be prepared to present it and discuss it the following class day.

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Grades 9-12

Day 2 – Afro-Latin Jazz Digest

Common Core Learning Standard(s):

- W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Question(s):

Who are some of the legendary artists of Afro-Latin jazz, and what instruments are used to create their music?

What is Afro-Latin and how does it infuse elements from musical genres?

Objective(s):

Students will discuss and differentiate between historical events that influenced the creation of Afro-Latin jazz. (DOK 2 and 3)

Students will identify the elements of Afro-Latin jazz music by analyzing more closely jazz songs and the rhythm, melody, harmony, and improvisation specific to this genre. (DOK 1 and 4)

Do Now: *Think-Pair-Share*

Ask students to pair up with a classmate, or if students have assigned partners, ask them to work with their assigned partners. Connect yesterday's lesson and the homework assignment to today's lesson by asking students to discuss the following questions. Students should collaborate and use their homework assignments to help them answer these questions. Each pair should share out their responses. **(8-10 minutes)**

- *Who are some of the legendary artists of Afro-Latin jazz, and what instruments are used to create their music?*
- *What is Afro-Latin? Can you identify elements of other music genres in the music? How are these elements from different genres infused?*

Main Activity: *Afro-Latin Jazz Digest*

- Provide students with an example of a journal article and guide students in noting the structure of the article, information presented, etc. After discussing the article as a class, ask students to use their research completed the previous night to create original journal articles for the class journal, *Afro-Latin Jazz Digest*. Provide and review a rubric of choice to further review the appropriate format and criteria for the journal article. Journal articles should discuss Afro-Latin jazz, the creation of the genre, instruments used in this genre, aspects from both African and Latin cultures that combined to create the genre, geographical references, Bobby Sanabria and his big band, and other Afro-Latin jazz artists. Students may even discuss how the genre has influenced current artists.
- Guide students in connecting their knowledge of Afro-Latin jazz, research conducted, and any information gathered from class sessions to create their journal articles.
- After working independently, ask students to collaborate with their assigned partners to provide feedback to one another. Feedback should be based on the rubric and stated criteria for the journal articles. **(35-40 minutes)**

Differentiation:

Provide students with sentence starters, transitional words, outline or other graphic organizer to guide the creation of their journal articles.

Assessment:

Think, Pair, Share responses

Journal articles to be submitted the following class day

Extension Activity (Homework):

Students should complete their journal articles for homework. Prepare students for the Socratic seminar the next class day by asking them to gather their research, reviews, and other pertinent information to prepare to participate in a discussion. Students should use all of their materials to prepare responses to the Socratic seminar discussion questions.

Suggestions:

- *How does Afro-Latin jazz incorporate elements of both African and Latin cultures?*
- *How has Afro-Latin jazz influenced current music artists?*
- *How does the upcoming Bobby Sanabria Multiverse Big Band production utilize a rich history of two cultures to create modern day entertainment?*

Apollo School Day Live Presents: *Bobby Sanabria Multiverse Big Band*
Grades 9-12

Day 3 – Afro-Latin Jazz, a Fishbowl Discussion

Common Core Learning Standard(s):

- SL-1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- SL-2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL-4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- L-1 Demonstrate usage of Standard English grammar and usage when writing or speaking.
- L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Question(s):

Who are some of the legendary artists of Afro-Latin jazz, and what instruments are used to create their music?

What makes a class discussion exciting, and how can one present coherent, justified, and respectful opinions?

Objective(s):

Students will differentiate between Afro-Latin jazz artists and recognize their contributions to the genre. (DOK 2)

Students will participate in collaborative discussions with peers utilizing resources to develop and justify responses and questions. (DOK 3 and 4)

Do Now: Socratic Seminar Norming

- Ask students to write down 3-5 ideas for creating and maintaining a respectful classroom discussion. Discuss, and develop a class list of 5-7 rules for classroom discussions. Post the list on a board or chart paper. **(8-10 minutes)**

Main Activity: The Fishbowl Discussion (Socratic seminar)

- Review a rubric you will use to assess students’ participation in a class Socratic seminar. Ensure students are clear on criteria and norms for a fruitful and respectful classroom discussion.

- Create two groups – one inner circle (students who will participate in the seminar) and an outer circle (students who will listen and record responses and their ideas based on the discussion).
- Instruct the inner group to be mindful of the classroom norms, and use all materials available to them (journal articles, research, notes, etc.) to participate in the Socratic seminar. Provide the outer group with a four-square chart that allows them to record: information from the seminar, connections to class discussions, questions/comments, and reflection.
- Facilitate the class discussion by posing the questions from the previous day's homework assignment and allowing students to respond. Interject as necessary to keep the discussion on topic, maintain the norms, etc. After 15 minutes of discussion, open up the floor for questions and comments. Switch the inner and outer groups to allow the outer circle to now participate in the class discussion. After 15 minutes, open up the floor for questions and comments. **(35-40 minutes)**
- After the seminar, place copies of the journal articles around the room in a gallery format.

Differentiation:

Provide struggling students with sentence starters to aid in discussion.

Provide additional resources such as informational articles on a particular artist, song, band, or the Afro-Latin genre to help facilitate the discussion.

Organize groups for participation in the seminar according to levels, and pose more difficult questions to students who need more rigor.

Assessment:

Socratic seminar rubric (complete one for each student)

Extension Activity (Homework):

Students should complete the reflection boxes of the four-square from the Socratic seminar.

After Production Optional Assignment:

After students view the *Bobby Sanabria Multiverse Big Band* production at the Apollo Theater, ask students to participate in an additional Socratic seminar in which they discuss how the production deepened their understanding and appreciation for Afro-Latin jazz and how their journal articles connected with elements of the production.

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Bobby Sanabria Multiverse Big Band Teacher's Guide written by Aretha Flucker

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