

## **Eli Yamin Celebrates the Dave Brubeck Quartet Curriculum Guide**

### ***Eli Yamin Celebrates the Dave Brubeck Quartet Overview***

These six videos are presented and performed by jazz and blues pianist, composer, singer, producer and educator Eli Yamin. The videos vary in length from 3 to 12 minutes. The title of the series aptly denotes the content because Eli Yamin and his group of master musicians truly do “celebrate” 5 songs of Dave Brubeck. Each video examines and performs a specific song and its unique qualities. Although the focus is always the music, the lessons easily apply to literacy and language arts standards, grades 6-12. The amount of time spent on the lessons can be decided by the teachers, depending on students’ interest, needs, and planning. Below is a brief summary of the content of each video to help teachers decide which best suits their curriculum. It is recommended that all the videos be studied in order to provide a full scope of Brubeck’s music, but the lessons and videos can each stand alone.

### ***Dave Brubeck Brief Background***

Dave Brubeck was a famous jazz pianist, composer, and bandleader who lived from 1920 to 2012. He founded the Dave Brubeck Quartet in 1951 after playing for several years in his group called the Dave Brubeck Octet. His group became very popular in the 1950s, most notably for his combination of great melodies, strong sense of swing, and unusual meters and rhythms from around the globe. Some of his more popular songs are "Blue Rondo a la Turk," "In Your Own Sweet Way" and "The Duke." He collaborated with quartet member Paul Desmond on numerous compositions; Desmond’s “Take Five” became the first jazz instrumental to sell more than one million copies.

Brubeck was humble (when his picture appeared on the cover of Time Magazine in 1954, he bemoaned the fact that Duke Ellington should have been the one that Time recognized), and led a life free of the alcohol or drug problems that plagued many musicians of that era. He received numerous awards for his achievements including the National Medal of Arts, National Endowment for the Arts (1994) and Kennedy Center Honor Lifetime Achievement Award (2009). He remained actively playing until his death in 2012.

### ***Eli Yamin Celebrates the Dave Brubeck Quartet Take Five***

Eli Yamin introduces the segments on the Dave Brubeck Quartet by discussing and performing the song, Take Five. He talks about the ability of Brubeck to remain traditional while still adding new, fresh ideas to his music. Take Five is a song written in 5/4 time, and unusual meter mastered by Brubeck’s drummer Joe Morello, with the melodic theme written by Brubeck’s saxophone player, Paul Desmond. After Yamin’s group performs the song, drummer Stefan and saxophonist Sherman talk about how the genius of Morello and Desmond influenced their personal style, as well as jazz in general. Lesson plan includes vocabulary, study questions, and questions for further study with a focus both on the music and the communication techniques of the presenters.

### ***Eli Yamin Celebrates the Dave Brubeck Quartet Unsquare Dance Part One***

Eli Yamin and his ensemble introduce Brubeck's *Unsquare Dance* in this 5 minute video, with a focus on the beat and rhythm of the song. As they clap their hands to the beat, each instrument eventually enters the song, which takes a few minutes to play. Bass player, Paul Beaudry then gives the background information about one of Dave Brubeck's group members, Eugene Wright, who made a significant contribution to the "taste" and "space between the notes" which helped make Brubeck's quartet so respected and successful. The tune ends with the popular "Shave and a haircut, two bits" call and response. Lesson plans focus on vocabulary, rhythm, and some music history.

### ***Eli Yamin Celebrates the Dave Brubeck Quartet Unsquare Dance Part Two***

This video opens with the quartet from the previous video playing Dave Brubeck's piece, *Unsquare Dance*. The focus on rhythm continues from Part One in this brief segment of 2 minutes and 13 seconds. Drummer, Stefan Schatz discusses and demonstrates the unique contributions of Dave Brubeck's drummer, Joe Morello. This video should be studied with Part One. The lesson plans are almost the same, except for some additions of slang words in the terms/vocabulary section.

### ***Eli Yamin Celebrates the Dave Brubeck Quartet The Duke***

*The Duke* is a song written by Dave Brubeck in honor of his good friend and mentor, Duke Ellington, and his teacher, Darius Milhaud. This 7 minute and 2 second video discusses the complexity of the song with over half of the video consisting of the performance of the song itself. The language of the video is, for the most part, dominated by technical music terms. As a result, the language arts aspect of the lesson plans focusses on vocabulary and external research and reading assignments, as well as expanded reflections on art and artists.

### ***Eli Yamin Celebrates the Dave Brubeck Quartet Blue Rondo a la Turk***

This 10 minute video begins with Eli Yamin discussing Dave Brubeck's concert tour through the "Iron Curtain" and into the Middle East in 1958, where in Turkey, he became acquainted with the traditional Turkish music rhythm called Aksak. Yamin explains the theme of the song and tells the audience there is a "big surprise" in the middle of the song. The group then plays the song (about 5 minutes in length), and afterwards discusses the Blues aspect of the composition. The video concludes with Yamin encouraging the audience to explore different inspirations and destinations to expand and create new dimensions in their repertoire. Lesson plan includes vocabulary, study questions, and questions for further study with a focus both on the music and the communication techniques of the presenters, as well as a deeper look into inspiration and innovation.

### ***Eli Yamin Celebrates the Dave Brubeck Quartet Strange Meadowlark***

Dave Brubeck's song, *Strange Meadowlark* is performed and analyzed in this 10 minute and 39 second video. Bassist Paul Beaudry first discusses the unique classical approach to the song, and Brubeck's commitment to have the "band enhance the music" as opposed to the music enhancing individual musicians. He compares the playing of this composition to "artists painting on a canvas" and discusses the concept of "colors" in music. After the song is performed, Eli Yamin and Beaudry analyze some of the techniques that create and release tension and engage the listener. Beaudry addresses the audience and encourages musicians to "expand your toolkit" and develop a "full palette of colors."

**Lesson Plan**  
***Eli Yamin Celebrates the Dave Brubeck Quartet Take Five***

- I. Objectives
    - A. Students will be able to define and identify specific music and literacy terms and vocabulary.
    - B. Students will appreciate the importance of appreciating tradition when developing new ideas, with a focus on rhythm.
    - C. Students will learn and consider the importance of personal influences in music and the arts in general.
    - D. Students will learn how figurative language can deepen meanings of words and ideas.
    - E. Students will reflect through music, art or writing, how and by whom they have been influenced to improve a skill or attitude.
  - II. Essential Questions
    - A. Why is it important to respect tradition, even while creating something new?
    - B. What can past musicians or artists teach about current music and art?
  - III. Materials needed
    - A. Internet access: Jazz Academy *Eli Yamin Celebrates the Dave Brubeck Quartet Take Five*  
<http://academy.jazz.org/Jazz/Eli%20Yamin%20Celebrates%20the%20Dave%20Brubeck%20Quartet%3A%20%5C%22Take%20Five%5C%22/>
- Or**  
<https://www.youtube.com/watch?v=IYj7v1sem-A&list=PLReW5Mv77OKDgga97Vmtt5-S1ye96lnlx&index=1>
- B. Supplementary materials: Key Terms; Background information on Dave Brubeck ; Study and discussion questions.
  - IV. Common Core Standards - are identified at conclusion of lesson.
  - V. Teaching strategies
    - A. Direct instruction
    - B. Multimedia engagement
    - C. Discussion
    - D. Guided questioning
    - E. Group work
  - VI. Teaching and learning procedures
    - A. Have *Take Five* playing in the background as students enter the classroom. Begin the lesson with a discussion of music, relying on students' prior knowledge. Discuss why a jazz musician might want to stretch out and try something new in music. Discuss time signature and the difference between 5/4 and 4/4 time. Guide the discussion toward expanding knowledge of various musical styles, and of respecting tradition while creating something new.
    - B. Introduce the video, providing students with the Key Terms. Make sure they understand each term.
    - C. Play the video, asking students to jot down things that interest them about the information in the video. When finished, discuss students' reactions.

- D. In class discussion, or groups, or individual work, assign the study questions.  
E. Allow the students to choose an assignment to culminate the activity.  
Suggestions for these assignments are found under Questions for further study.

### **Key Terms/ Vocabulary**

#### ***Eli Yamin Celebrates the Dave Brubeck Quartet Take Five***

#### **General literacy**

**Connotation** *Noun.* An emotional response or feeling to a word.

#### **Figurative**

**Language** *Noun.* Language that has more than one level of meaning; not to be taken literally.

**Genre** *Noun.* A type, or kind of something.

**Metaphor** *Noun.* A figure of speech that compares two unlike things without using connecting words such as “like” or “as.”

**Personification** *Noun.* Figurative language that gives human characteristics to a non human object.

**Simile** *Noun.* A figure of speech comparing two unlike things without using connecting words such as “like” or “as.”

#### **Music**

**Be Bop** *Noun.* Genre of jazz that emerged in the early 1940s, breaking away from traditional swing music with new developments in aspects such as rhythm, tempo, melody, and improvisation.

**Blues** *Noun.* A genre of music with a unique rhythm, originating within the African American community in the Southern United States in the 19th Century, simultaneously expressing the joys and sorrows of life.

**Classical** *Adj.* Music that follows established standardized rules and sounds; often specifically pertaining to European traditional music of the late 18th and early 19th century.

**Melody** *Noun.* Sequence of notes making up the dominant tune in a musical piece.

**Meter** *Noun.* Measurement of rhythm.

**Rhythm** *Noun.* Repeated pattern of sound or movement.

**Solo** *Noun.* Performance done by one person.

**Theme** *Noun.* Simple tune or melody that forms the basis of a musical composition.

- Time Signature**      *Noun.* A fraction that is placed after the clef on a staff. It indicates the meter of the piece with the top number showing how many beats in a measure and the bottom showing the length of the beat (2 = half note; 4 = quarter note; 8 = eighth note, etc)
- Vamp**                      *Noun.* A series of repeated notes played by the rhythm section.

### Study Questions

#### *Eli Yamin Celebrates the Dave Brubeck Quartet Take Five*

1. The title of this video uses the verb “celebrates”. What **connotation** does that verb have? How would it change the tone of the title if other verbs were used such as “studies” or “examines” or “plays”? What is the significance of choosing “celebrates”? Discuss other words with strong connotations.
2. Eli Yamin begins the video by discussing the popularity of the Dave Brubeck Quartet. What important characteristic does Yamin say is one of the main reasons for Brubeck’s success?
3. What **time signature** did Brubeck’s drummer, Joe Morello develop? Why was this so unique?
4. What two characteristics does saxophonist Sherman Irby use to describe the sound and style of Paul Desmond? Explain the **simile**, “the sound of Desmond’s sax, was warm like a voice.”
5. How does drummer Stefan Schatz describe the style of Joe Morello? What does Schatz mean when he uses the **personification**, “Morello let the drums speak for themselves.”?

### Questions for further study

1. Discuss the comment by Paul Beaudry that says, Brubeck wrote for the “band to enhance the composition, not for the composition to enhance the individual performance.” How does this comment relate to the concept of **swing**.
2. Research the term **Tin Pan Alley** and share with the class findings on its place in music history.
3. Reflect on ways that you can “add colors to your palette” in your writing, music, art, or other creative activity. Create something new that you may have never tried before , expressing your new “color”.

## Lessons are aligned with the following standards

**English Language Arts - Anchor Standards of Common Core State Standards  
Literacy - Common Core State Standards  
Music Standards - National Association for Music Education [NafMe]  
Social Studies Standards - National Council Social Studies Teachers**

English Language Arts and Literacy K-12

*CCSS.ELA-LITERACY.CCRA.SL.1*

*Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.*

*CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.*

*CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

*CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Music Standard 6 *Listen to, analyze, and describe music.*

Music Standard 8 *Understanding relationships between music, the other arts, and disciplines outside the arts.*

Music Standard 9 *Understanding music in relation to history and culture*

Social Studies

*CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*

*History disciplinary standards K-12: Develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.*

## Lesson Plan

*Eli Yamin Celebrates the Dave Brubeck Quartet Unsquare Dance Part I*

- I. Objectives
  - A. Students will be able to define and identify specific music and literacy terms and vocabulary.
  - B. Students will appreciate the importance of creativity in rhythm, particularly in Dave Brubeck's music.
  - C. Students will learn and demonstrate the beat of the *Unsquare Dance* and compose lyrics or a tune to accompany that beat.
  - D. Students will learn about Dave Brubeck and quartet and choose a writing assignment that discusses his significance in music history.
  
- II. Essential Questions
  - A. How is creativity unique to each individual?
  - B. How can individuals change the attitude or success of a group?
  
- III. Materials needed
  - A. Internet access: Jazz Academy *Eli Yamin Celebrates the Dave Brubeck Quartet Unsquare Dance Part I*  
<http://academy.jazz.org/Jazz/Eli%20Yamin%20Celebrates%20the%20Dave%20Brubeck%20Quartet%3A%20%5C%22Unsquare%20Dance%2C%5C%22%20Part%20One/>  
**Or**  
<https://www.youtube.com/watch?v=4ITavPg6rsc&list=PLReW5Mv77OKDgga97Vmtt5-S1ye96lnlx&index=5>
  - B. Supplementary materials: Key Terms; Background information on Dave Brubeck and the *Unsquare Dance*. Study and discussion questions.
  
- IV. Common Core Standards - are identified at conclusion of lesson.
- V. Teaching strategies
  - A. Direct instruction
  - B. Multimedia engagement
  - C. Discussion
  - D. Guided questioning
  - E. Group work
  
- VI. Teaching and learning procedures
  - A. Have the *Unsquare Dance* clapping rhythm playing in the background as students enter the classroom. Begin the lesson with a discussion of rhythm, determining what students already know and how they would define it. Guide the discussion toward the unique beat of the *Unsquare Dance* and ask the students to tap or clap that beat.
  - B. Introduce the video, providing students with the Key Terms. Make sure they understand each term.
  - C. Play the video, asking students to jot down things that interest them about the information in the video. When finished, discuss students' reactions.
  - D. In class discussion, or groups, or individual work, assign the study questions.

- E. Allow the students to choose a writing assignment to culminate the activity. Suggestions for these assignments are found under Questions for further study.

### **Key Terms/ Vocabulary**

#### ***Eli Yamin Celebrates the Dave Brubeck Quartet Unsquare Dance Part I***

#### **General literacy**

**Connotation** *Noun.* An emotional response or feeling to a word.

#### **Figurative**

**Language** *Noun.* Language that has more than one level of meaning; not to be taken literally.

**Genre** *Noun.* A type, or kind of something.

**Metaphor** *Noun.* A figure of speech in which two unlike things are compared without using connecting words such as “like” or “as”.

#### **Music**

**Blues** *Noun.* A genre of music with a unique rhythm, originating within the African American community in the Southern United States in the 19th Century, simultaneously expressing the joys and sorrows of life.

**Meter** *Noun.* In music, the repetition of a pattern of beats or pulses in a measure.

**Percussion** *Noun.* Musical instruments played by striking one thing with another or shaking an object to create music or rhythm, for example: drums, cymbals, xylophones, gongs, bells, maracas, etc.

**Rhythm** *Noun.* Repeated pattern of sound or movement.

***Shave and a haircut, two bits*** *Noun.* A call and response rhythm often used at the end of a musical piece; also a common rhythm of a door knock.  
 (“two bits” is an archaic term for a quarter, \$.25)

**Swing** *Noun.* A distinct type of jazz rhythm; a type of performance or communication when everyone in the group is in synch.

**Tempo** *Noun.* Speed of a musical passage.

**Time Signature** *Noun.* A fraction that is placed after the clef on a staff. It indicates the meter of the piece with the top number showing how many beats in a measure and the bottom showing the length of the beat (2 = half note; 4 = quarter note; 8 = eighth note, etc)



## Study Questions

### *Eli Yamin Celebrates the Dave Brubeck Quartet Unsquare Dance Part I*

1. The title of this video uses the verb “celebrates” . What **connotation** does that verb have? How would it change the tone of the title if other verbs were used such as “studies” or examines’ or “plays”? What is the significance of choosing “celebrates” ? Discuss other words with strong connotations.
2. Where did Dave Brubeck compose the tune *Unsquare Dance*? Have you ever had an idea come to you at a strange or unique moment? What does that tell you about inspiration and creativity?
3. Describe the **rhythm** in *Unsquare Dance*. Clap it or tap it - - why is it unique?
4. Paul Beaudry, the bass player in this video, discusses the contribution of Eugene Wright to the Dave Brubeck Quartet. What are some of the ways that Mr. Wright helped improve the sound and success of the quartet? What does this tell you about individuality in a group?
5. Mr. Beaudry uses a **metaphor** when he says Eugene Wright’s beat was “exactly where you want the foundation of your house to be.” What two things are being compared in this metaphor; explain its meaning.
6. Eli Yamin, Sherman Irby, Paul Beaudry, and Stefan Schatz, are the members of the quartet in this video. Observe how they interact with each other; how they interact with the music. How do these men represent the spirit of “**swing**”?
7. The **percussionist** in this video, uses the rims of the drums. What is the effect of this on the sound and rhythm of the song?
8. The song ends on a popular beat called “**Shave and a haircut, two bits**” (/ -- // //). Have you heard this rhythm before? Why do you think it is used so often?

## Questions for further study

1. Try to master the unique rhythm of *Unsquare Dance*. Compose a brief melody or some lyrics using the beat.
2. Research the life and musical contributions of Dave Brubeck and other members of his quartet. Share the information with the class.
3. Listen to some Blues music and jazz music. Identify the different rhythms and share your ideas in a class discussion.
4. Using the 7 beat rhythm of “Shave and a haircut, two bits”, create some new words to express that beat. (i.e. “I need a snack break, right now” or “Drums and a trumpet, let’s swing.”)

## Lessons are aligned with the following standards

**English Language Arts - Anchor Standards of Common Core State Standards  
Literacy - Common Core State Standards**

**Music Standards - National Association for Music Education [NafMe]  
Social Studies Standards - National Council Social Studies Teachers**

English Language Arts and Literacy K-12

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*Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.*

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*CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

*CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Music Music Standard 6 *Listen to, analyze, and describe music.*

Music Standard 8 *Understanding relationships between music, the other arts, and disciplines outside the arts.*

Music Standard 9 *Understanding music in relation to history and culture*

**Lesson Plan**  
***Eli Yamin Celebrates the Dave Brubeck Quartet Unsquare Dance Part Two***

- I. Objectives
  - A. Students will be able to define and identify specific music and literacy terms and vocabulary.
  - B. Students will appreciate the importance of creativity in rhythm, particularly in Dave Brubeck's music.
  - C. Students will learn and demonstrate the beat of the *Unsquare Dance* and compose lyrics or a tune to accompany that beat.
  - D. Students will learn about Dave Brubeck and quartet and choose a writing assignment that discusses his significance in music history.
  
- II. Essential Questions
  - A. How is creativity unique to each individual?
  - B. How can creativity change the feel or the rhythm of music?
  
- III. Materials needed
  - A. Internet access: Jazz Academy *Eli Yamin Celebrates the Dave Brubeck Quartet Unsquare Dance Part Two*  
<http://academy.jazz.org/Jazz/Eli%20Yamin%20Celebrates%20the%20Dave%20Brubeck%20Quartet%3A%20%5C%22Unsquare%20Dance%2C%5C%22%20Part%20Two/>  
Or  
<https://www.youtube.com/watch?v=JXfexLdpgvw&index=6&list=PLReW5Mv77OKDgga97Vmtt5-S1ye96lnlx>
  - B. Supplementary materials: Key Terms; Background information on Dave Brubeck and the *Unsquare Dance*. Study and discussion questions.
  
- IV. Common Core Standards - are identified at conclusion of lesson.
- V. Teaching strategies
  - A. Direct instruction
  - B. Multimedia engagement
  - C. Discussion
  - D. Guided questioning
  - E. Group work
- VI. Teaching and learning procedures
  - A. Have the *Unsquare Dance* clapping rhythm playing in the background as students enter the classroom. Begin the lesson with a discussion of rhythm, determining what students already know and how they would define it. Guide the discussion toward the unique beat of the *Unsquare Dance* and ask the students to tap or clap that beat.
  - B. Introduce the video, providing students with the Key Terms. Make sure they understand each term.
  - C. Play the video, asking students to jot down things that interest them about the information in the video. When finished, discuss students' reactions.
  - D. In class discussion, or groups, or individual work, assign the study questions.

- E. Allow the students to choose a writing assignment to culminate the activity.  
 Suggestions for these assignments are found under Questions for further study.

### Key Terms/ Vocabulary

#### *Eli Yamin Celebrates the Dave Brubeck Quartet Unsquare Dance Part Two*

#### General literacy

<b>Connotation</b>	<i>Noun.</i>	An emotional response or feeling to a word.
<b>Figurative Language</b>	<i>Noun.</i>	Language that has more than one level of meaning; not to be taken literally.
<b>Hip</b>	<i>Adjective.</i>	Slang term meaning fashionable or currently chic.
<b>Slang</b>	<i>Noun.</i>	Language that is very informal, used in speech but seldom in formal writing; not the accepted form of Standard English.
<b>Square</b>	<i>Adjective.</i>	Jazz slang term meaning something that is out of date, or old fashioned.

#### Music

<b>Blues</b>	<i>Noun.</i>	A genre of music with a unique rhythm, originating within the African-American community in the Southern United States in the 19th Century, simultaneously expressing the joys and sorrows of life.
<b>Meter</b>	<i>Noun.</i>	In music, the repetition of a pattern of beats or pulses in a measure.
<b>Percussion</b>	<i>Noun.</i>	Musical instruments played by striking one thing with another or shaking an object to create music or rhythm, for example: drums, cymbals, xylophones, gongs, bells, maracas, etc.
<b>Rhythm</b>	<i>Noun.</i>	Repeated pattern of sound or movement.
<b><i>Shave and a haircut, two bits</i></b>	<i>Noun.</i>	A call and response rhythm often used at the end of a musical piece; also a common rhythm of a door knock. (“two bits” is an archaic term for a quarter, \$.25)
<b>Swing</b>	<i>Noun.</i>	A distinct type of jazz rhythm; a type of performance or Communication when everyone in the group is in synch.

**Time Signature**      *Noun.*      A fraction that is placed after the clef on a staff. It indicates the meter of the piece with the top number showing how many beats in a measure and the bottom showing the length of the beat (2 = half note; 4 = quarter note; 8 = eighth note, etc)

### **Study Questions**

#### ***Eli Yamin Celebrates the Dave Brubeck Quartet Unsquare Dance Part Two***

1. The title of this video uses the verb “celebrates.” What connotation does that verb have? How would it change the tone of the title if other verbs were used such as “studies” or examines’ or “plays”? What is the significance of choosing “celebrates”? Discuss other words with strong connotations.
2. Describe the rhythm in Unsquare Dance. Clap it or tap it - - why is it unique?
3. Stefan Schatz, the percussionist in this video, discusses the contribution of Joe Morello, drummer for the Dave Brubeck Quartet. What are some of the ways that Mr. Morellos helped improve the sound and success of the quartet? What does this tell you about individuality in a group?
4. Eli Yamin, Sherman Irby, Paul Beaudry, and Stefan Schatz, are the members of the quartet in this video. Observe how they interact with each other; how they interact with the music. How do these men represent the spirit of “swing”?
5. The percussionist in this video uses the rims of the drums. What is the effect of this on the sound and rhythm of the song?
6. The song ends on a popular beat called “Shave and a haircut, two bits” (/ -- // //). Have you heard this rhythm before? Why do you think it is used so often?
7. Slang words like “hip” and “square” are used to describe things that are considered Fashionable or not fashionable. Discuss some slang words in your culture that have the same meaning as hip or square?

### ***Questions for further study***

1. Try to master the unique rhythm of Unsquare Dance. Compose a brief melody or some lyrics using the beat.
2. Research the life and musical contributions of Dave Brubeck and other members of his quartet. Share the information with the class.
3. Listen to some Blues music and jazz music. Identify the different rhythms and share your ideas in a class discussion.

4. Using the 7 beat rhythm of “Shave and a haircut, two bits”, create some new words to express that beat. (i.e. “I need a snack break, right now” or “Drums and a trumpet, let’s swing.”)

### **Lessons are aligned with the following standards**

**English Language Arts - Anchor Standards of Common Core State Standards**

**Literacy - Common Core State Standards**

**Music Standards - National Association for Music Education [NafMe]**

**Social Studies Standards - National Council Social Studies Teachers**

English Language Arts and Literacy K-12

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*CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Music Standard 6 *Listen to, analyze, and describe music.*

Music Standard 8 *Understanding relationships between music, the other arts, and disciplines outside the arts.*

Music Standard 9 *Understanding music in relation to history and culture*

**Lesson Plan**  
***Eli Yamin Celebrates the Dave Brubeck Quartet The Duke***

- I. Objectives
  - A. Students will be able to define and identify specific music and literacy terms and vocabulary.
  - B. Students will appreciate the complexity in Dave Brubeck's, *The Duke*.
  - C. Students will consider the relationship between art and the artist.
  - D. Students will learn about Dave Brubeck and quartet and choose a writing assignment related to a specific aspect of his music.
  
- II. Essential Questions
  - A. How are artists influenced by people and things ?
  - B. What is the difference between an individual enhancing art and art enhancing the individual?
  
- III. Materials needed
  - A. Internet access: Jazz Academy *Eli Yamin Celebrates the Dave Brubeck Quartet The Duke*  
<http://academy.jazz.org/Jazz/Eli%20Yamin%20Celebrates%20the%20Dave%20Brubeck%20Quartet%3A%20%5C%22The%20Duke%5C%22/>  
Or  
[https://www.youtube.com/watch?v=vZmWtM\\_8z8M&list=PLReW5Mv77OKDgga97Vmtt5-S1ve96lnlx&index=4](https://www.youtube.com/watch?v=vZmWtM_8z8M&list=PLReW5Mv77OKDgga97Vmtt5-S1ve96lnlx&index=4)
  - B. Supplementary materials: Key Terms; Background information on Dave Brubeck; Study and discussion questions.
  
- IV. Common Core Standards - are identified at conclusion of lesson.
- V. Teaching strategies
  - A. Direct instruction
  - B. Multimedia engagement
  - C. Discussion
  - D. Guided questioning
  - E. Group work
  
- VI. Teaching and learning procedures
  - A. Have *The Duke* in the background as students enter the classroom. Begin the lesson with a discussion relationships: teachers and their students; musicians and their music. Guide the discussion towards the people and things that have influenced the students in their artistic endeavors. Introduce the video, providing students with the Key Terms. Make sure they understand each term.
  - B. Play the video, asking students to jot down things that interest them about the information in the video. When finished, discuss students' reactions.
  - C. In class discussion, or groups, or individual work, assign the study questions.

- D. Allow the students to choose a writing assignment to culminate the activity.  
Suggestions for these assignments are found under Questions for further study.

Key Terms/ Vocabulary  
*Eli Yamin Celebrates the Dave Brubeck Quartet The Duke*

**General literacy**

<b>Connotation</b>	<i>Noun.</i>	An emotional response or feeling to a word.
<b>Genre</b>	<i>Noun.</i>	A type, or kind of something.

**Music**

<b>Chromatic scale</b>	<i>Noun.</i>	Musical scale with twelve pitches, each a semitone above or below another.
<b>Classical</b>	<i>Adjective.</i>	Music that follows established standardized rules and sounds; often specifically pertaining to European traditional music of the late 18th and early 19th century.
<b>Swing</b>	<i>Noun.</i>	A distinct type of jazz rhythm; a type of performance or Communication when everyone in the group is in synch.
<b>Tin Pan Alley</b>	<i>Noun.</i>	"Tin Pan Alley" was the nickname for a street in New York City where many music publishers worked during the period of 1880 to 1953.



### Study Questions

#### *Eli Yamin Celebrates the Dave Brubeck Quartet The Duke*

1. Why and for whom did Dave Brubeck compose *The Duke*? Have you been inspired by a teacher or friend to create or explore an artistic endeavor?
2. How did Mr. Milhaud convince Dave Brubeck to perform and not to devote all of his talent to composition?
3. Paul Beaudry, the bass player in this video, discusses the influence of **classical** music. Why might it be important for a modern musician to study other styles of music?
4. Describe reasons why *The Duke* is considered a complex composition.
5. The title of this video uses the verb “celebrates.” What **connotation** does that verb have? How would it change the tone of the title if other verbs were used such as “studies” or “examines” or “plays”? What is the significance of choosing “celebrates”? Discuss other words with strong connotations.

### Questions for further study

1. Discuss the comment by Eli Yamin that says how Brubeck wrote for the “band to enhance the composition, not for the composition to enhance the individual performance.” How does this comment relate to the concept of **swing**?
2. Research the life and musical contributions of Dave Brubeck and other members of his quartet. Share the information with the class.
3. Research the term **Tin Pan Alley** and share with the class findings on its place in music history.
4. Think of someone who has influenced you to develop your creativity. Express your feelings through art (writing, a song, music, drawing, etc.).

**Lessons are aligned with the following standards**

**English Language Arts - Anchor Standards of Common Core State Standards  
Literacy - Common Core State Standards  
Music Standards - National Association for Music Education [NafMe]  
Social Studies Standards - National Council Social Studies Teachers**

English Language Arts and Literacy K-12

*CCSS.ELA-LITERACY.CCRA.SL.1*

*Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.*

*CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.*

*CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

*CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Music Standard 6 *Listen to, analyze, and describe music.*

Music Standard 8 *Understanding relationships between music, the other arts, and disciplines outside the arts.*

Music Standard 9 *Understanding music in relation to history and culture*

## Lesson Plan

### *Eli Yamin Celebrates the Dave Brubeck Quartet Blue Rondo a la Turk*

- I. Objectives
  - A. Students will be able to define and identify specific music and literacy terms and vocabulary.
  - B. Students will appreciate the importance of inspiration, innovation, and exploration
  - C. Students will learn and appreciate the uniqueness of different rhythms and sounds, such as Aksak and the Blues.
  - D. Students will write creatively or academically about a person or event that inspired them to explore new things.
- II. Essential Questions
  - A. How is inspiration unique to each individual?
  - B. How can travel change a person's perspective??
- III. Materials needed
  - A. Internet access: Jazz Academy *Eli Yamin Celebrates the Dave Brubeck Quartet Blue Rondo a la Turk*  
<http://academy.jazz.org/Jazz/Eli%20Yamin%20Celebrates%20the%20Dave%20Brubeck%20Quartet%3A%20%5C%22Blue%20Rondo%20a%20la%20Turk%5C%22/>  
**Or**  
<https://www.youtube.com/watch?v=-nPJsV3dejI&list=PLReW5Mv77OKDgga97Vmtt5-S1ye96lnlx&index=3>
  - B. Supplementary materials: Key Terms; Background information on Dave Brubeck ; Study and discussion questions.
- IV. Common Core Standards - are identified at conclusion of lesson.
- V. Teaching strategies
  - A. Direct instruction
  - B. Multimedia engagement
  - C. Discussion
  - D. Guided questioning
  - E. Group work
- VI. Teaching and learning procedures
  - A. Have *Blue Rondo a la Turk* playing in the background as students enter the classroom. Begin the lesson with a discussion of inspiration. What can inspire a person to try new things? Who or what has inspired the students to be creative? Guide the discussion toward innovation in music, and the various types of music around the world, drawing on whatever knowledge or experience they have.
  - B. Introduce the video, providing students with the Key Terms. Make sure they understand each term.
  - C. Play the video, asking students to jot down things that interest them about the information in the video. When finished, discuss students' reactions.
  - D. In class discussion, or groups, or individual work, assign the study questions.
  - E. Allow the students to choose a writing assignment to culminate the activity.

### Key Terms/ Vocabulary

*Eli Yamin Celebrates the Dave Brubeck Quartet Blue Rondo a la Turk*

**General literacy**

<b>Connotation</b>	<i>Noun</i> An emotional response or feeling to a word.
<b>Figurative Language</b>	<i>Noun.</i> Language that has more than one level of meaning; not to be taken literally.
<b>Genre</b>	<i>Noun.</i> A type, or kind of something.
<b>Simile</b>	<i>Noun.</i> A figure of speech comparing two unlike things without using connecting words such as “like” or “as”.

**Music**

<b>Blues</b>	<i>Noun.</i> A genre of music with a unique rhythm, originating within the African-American community in the Southern United States in the 19th Century, simultaneously expressing the joys and sorrows of life.
<b>Meter</b>	<i>Noun.</i> In music, the repetition of a pattern of beats or pulses in a measure.
<b>Nines</b>	<i>Noun.</i> In this video “Nines” refers to the repeated rhythm of 1 2 1 2 1 2 123, of the Turkish aksak.
<b>Rhythm</b>	<i>Noun.</i> Repeated pattern of sound or movement.
<b>Rondo</b>	<i>Noun.</i> A musical form in which the main theme is repeated with variations of other forms in between the repetitions.
<b>Swing</b>	<i>Noun.</i> A distinct type of jazz rhythm; a type of performance or Communication when everyone in the group is in synch.
<b>Tempo</b>	<i>Noun.</i> Speed of a musical passage.
<b>Theme</b>	<i>Noun.</i> Simple tune or melody that forms the basis of a musical composition.
<b>Time Signature</b>	<i>Noun.</i> A fraction that is placed after the clef on a staff. It indicates the meter of the piece with the top number showing how many beats in a measure and the bottom showing the length of the beat (2 = half note; 4 = quarter note; 8 = eighth note, etc)

**Social Studies**

<b>Iron Curtain</b>	<i>Noun.</i> A term symbolizing the separation between the free,
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autonomous countries of the West and the countries that were dominated by Russia after World War II.

### Study Questions

#### *Eli Yamin Celebrates the Dave Brubeck Quartet Blue Rondo a la Turk*

1. The title of this video uses the verb “celebrates.” What **connotation** does that verb have? How would it change the tone of the title if other verbs were used such as “studies” or examines’ or “plays”? What is the significance of choosing “celebrates”? Discuss other words with strong connotations.
2. What was the inspiration for Dave Brubeck’s *Blue Rondo a la Turk*? Have you ever had an idea come to you at a strange or unique moment? What does that tell you about inspiration and creativity?
3. Describe the **rhythmic theme** in *Blue Rondo a la Turk*? Clap it or tap it - - why is it unique? Do you find it easy?
4. The middle of the song changes from the Turkish **rhythm** to a **swinging Blues** rhythm and sound. Describe the difference in sound and beat. Which do you prefer and why?
5. Explain saxophonist Sherman Irby’s feeling toward the change to the Blues style in the song.
6. Eli Yamin uses the **simile**, “like butter on bread” when discussing the Turkish musicians attitude toward the difficult Rondo rhythm. Explain the **simile**.
7. Sherman Irby and Eli Yamin discuss inspiration and at the conclusion of the video, Yamin encourages the audience “to write, to create, to travel”. Why is this encouragement an appropriate ending for this video and this song?

### Questions for further study

1. Try to master the unique **rhythm** of the Turkish *Aksak*. Compose a brief melody or some lyrics using the beat.
2. Research the **Iron Curtain** and explain why it was a significant endeavor for Dave Brubeck to travel behind the Iron Curtain.
3. Listen to some **Blues** music and jazz music. Identify the different rhythms and share your ideas in a class discussion. Describe your own attitude toward the feel of the blues.
4. Reflect upon a person or event or place that has inspired you to create or try something different. Share it with the class in the form of a story, or a painting, or drawing, or musical composition.

## Lessons are aligned with the following standards

**English Language Arts - Anchor Standards of Common Core State Standards  
Literacy - Common Core State Standards  
Music Standards - National Association for Music Education [NafMe]  
Social Studies Standards - National Council Social Studies Teachers**

English Language Arts and Literacy K-12

*CCSS.ELA-LITERACY.CCRA.SL.1*

*Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.*

*CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.*

*CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

*CCSS.ELA-LITERACY.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Music Music Standard 6 *Listen to, analyze, and describe music.*

Music Standard 8 *Understanding relationships between music, the other arts, and disciplines outside the arts.*

Music Standard 9 *Understanding music in relation to history and culture*

Social Studies

*CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*

*History disciplinary standards K-12: Develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.*

**Lesson Plan**  
***Eli Yamin Celebrates the Dave Brubeck Quartet Strange Meadowlark***

- I. Objectives
  - A. Students will be able to define and identify specific music and literacy terms and vocabulary.
  - B. Students will appreciate the importance of expanding musical approaches and skills.
  - C. Students will learn and consider the philosophy that the musicians should enhance the music; music is not composed to enhance the musician.
  - D. Students will learn how figurative language can deepen meanings of words and ideas.
  - E. Students will reflect through music, art or writing, how they have or how they will expand their approach to art.
- II. Essential Questions
  - A. Why is it important to be a life - long learner?
  - B. What is the relationship between the art and the artist?
- III. Materials needed
  - A. Internet access: Jazz Academy *Eli Yamin Celebrates the Dave Brubeck Quartet Strange Meadowlark*  
<http://academy.jazz.org/Jazz/Eli%20Yamin%20Celebrates%20the%20Dave%20Brubeck%20Quartet%3A%20%5C%22Strange%20Meadowlark%5C%22/>

**Or**

  - A. <https://www.youtube.com/watch?v=DA9opTh6KDw&list=PLReW5Mv77OKDgga97Vmtt5-S1ye96lnlx&index=2>
  - B. Supplementary materials: Key Terms; Background information on Dave Brubeck ; Study and discussion questions.
- IV. Common Core Standards - are identified at conclusion of lesson.
- V. Teaching strategies
  - A. Direct instruction
  - B. Multimedia engagement
  - C. Discussion
  - D. Guided questioning
  - E. Group work
- VI. Teaching and learning procedures
  - A. Have *Strange Meadowlark* playing in the background as students enter the classroom. Begin the lesson with a discussion of classical music, relying on students' prior knowledge. Discuss why a jazz musician might want to write in a classical style? Guide the discussion toward expanding knowledge of various musical styles.
  - B. Introduce the video, providing students with the Key Terms. Make sure they understand each term.
  - C. Play the video, asking students to jot down things that interest them about the information in the video. When finished, discuss students' reactions.
  - D. In class discussion, or groups, or individual work, assign the study questions.
  - E. Allow the students to choose a writing assignment to culminate the activity. Suggestions for these assignments are found under Questions for further study.

## Key Terms/ Vocabulary

### *Eli Yamin Celebrates the Dave Brubeck Quartet Strange Meadowlark*

#### General literacy

**Connotation** *Noun.* An emotional response or feeling to a word.

#### Figurative

**Language** *Noun.* Language that has more than one level of meaning; not to be taken literally.

**Genre** *Noun.* A type, or kind of something.

**Metaphor** *Noun.* A figure of speech that compares two unlike things without using connecting words such as “like” or “as.”

**Simile** *Noun.* A figure of speech comparing two unlike things without using connecting words such as “like” or “as.”

**Virtuosity** *Noun.* Great skill; mastery.

#### Music

**Blues** *Noun.* A genre of music with a unique rhythm, originating within the African American community in the Southern United States in the 19th Century, simultaneously expressing the joys and sorrows of life.

**Classical** *Adj.* Music that follows established standardized rules and sounds; often specifically pertaining to European traditional music of the late 18th and early 19th century.

**Colors** *Noun.* In this video, colors refers to various meanings or emotions or tools that musicians can use to enhance their music repertoire or skills.

**Orchestral** *Adj.* Music composed for performance by an orchestra.

**Rhythm** *Noun.* Repeated pattern of sound or movement.

**Swing** *Noun.* A distinct type of jazz rhythm; a type of performance or communication when everyone in the group is in synch.

**Theme** *Noun.* Simple tune or melody that forms the basis of a musical composition.



**Tin Pan Alley** *Noun.* "Tin Pan Alley" was the nickname for a street in New York City where many music publishers worked during the period of 1880 to 1953.

### Study Questions

#### *Eli Yamin Celebrates the Dave Brubeck Quartet Strange Meadowlark*

1. The title of this video uses the verb “celebrates.” What **connotation** does that verb have? How would it change the tone of the title if other verbs were used such as “studies” or “examines” or “plays”? What is the significance of choosing “celebrates”? Discuss other words with strong connotations.
2. Bassist Paul Beaudry emphasizes that Dave Brubeck wanted to deepen his musical skills and knowledge by composing this piece in a **classical** style. What does this reveal about Brubeck’s commitment to his craft?
3. Discuss how the opening of the song “draws you in”.
4. Beaudry uses the **simile**, “like artists painting on a canvas” when discussing the relationship between the musician and the music. Explain the **simile**. He further develops this comparison by using a **metaphor**, saying that musicians need to use many “colors”. What does he mean by a musician’s “colors”?
5. At the conclusion of this video, musicians are encouraged to “develop a full palette of colors.” Using Brubeck’s example of composing **classical, orchestral** music in addition to jazz, explain why this encouragement is an appropriate message to end this video.

### Questions for further study

1. Discuss the comment by Paul Beaudry that says, Brubeck wrote for the “band to enhance the composition, not for the composition to enhance the individual performance.” How does this comment relate to the concept of **swing**.
2. Research the term **Tin Pan Alley** and share with the class findings on its place in music history.
3. Reflect on ways that you can “add colors to your palette” in your writing, music, art, or other creative activity. Create something new that you may have never tried before , expressing your new “color”.
4. The video is the instrumental version of the song, but Dave Brubeck’s wife wrote lyrics. Read the lyrics below and share your thoughts about their meaning and expression of the melody

*What a strange meadow lark  
to be singing oh so sweetly in the park tonight.  
All alone meadow lark  
are you dreaming of the moons that burned so bright  
and of love in flight?  
Can't you sleep meadow lark?  
Is there nothing left but whistling in the dark so sad?  
Was it love meadow lark?  
Were the songs you sang last summer crazy mad?  
Think of all you had.  
A quiet nest up in the clouds where the soft winds blow.  
Far from all the noisy crowds where the earthbound go.  
Your wings have pressed against a star --  
boundless were the skies.  
You may have flown too high too far --  
love is seldom wise.  
Don't you see meadow lark  
though you try your call won't turn another lark in flight?  
He has gone meadow lark.  
You can sing your song until the dawn brings light --  
sing with all your might. . . .  
Don't you see meadow lark  
though you try your call won't turn another lark  
in flight?  
He has gone meadow lark.  
You can sing your song until the dawn brings light.  
Sing with all your might.  
Sing away the dark . . . little meadow lark, meadow lark, meadow lark.*

## Lessons are aligned with the following standards

**English Language Arts - Anchor Standards of Common Core State Standards**

**Literacy - Common Core State Standards**

**Music Standards - National Association for Music Education [NafME]**

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English Language Arts and Literacy K-12

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Social Studies

*CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*

*History disciplinary standards K-12: Develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.*