Jazz-Man
Primary Resource Pack – by Caroline Leather
SUBJECT AREAS
There are seven suggested subject areas for this song:

• **ECL:** Understanding English, communication and languages; Poetry and onomatopoeia
• **M:** Mathematical understanding; Shape and space – 3D
• **S/T:** Scientific and Technological understanding; Sound
• **ICT:** Information and Communications Technology; Data logging to record sound
• **H/G/S:** Historical, geographical and social understanding; Origins of the ‘one-man band’
• **P/D/H/W:** Understanding physical development, health and well being; Sound machine
• **A:** Understanding the arts; Compare and contrast earliest paintings with photographs

UNDERSTANDING ENGLISH, COMMUNICATION AND LANGUAGES
This is a fabulous poem for children. As a general rule they love making a noise! Was Eleanor Farjeon correct in her claim that 20 children could not make as much noise as the Jazz-Man?! 

*Noisy Poems*, collected by Jill Bennett, is a boisterous pick of noisy poems packed with comical, jangling, clattering noises that children just love to make a rumpus with. Shout them out; rhyme them out, stomp and clap. Children will enjoy Nick Sharratt’s illustrations, too.

Read and enjoy the poems and then encourage children to write their own noisy poems. Card cut-out speech bubbles could be used to emphasise the onomatopoeia.

MATHEMATICAL UNDERSTANDING
How does the Jazz-Man manage to carry all his instruments, let alone play them. Time to think about 3D shapes and how they might (or might not) fit together.

Visualise and describe 3D shapes and the way they behave, making more precise use of geometrical language, especially that of cylinders, prisms and pyramids of various kinds; recognise when shapes are identical.

Make and draw with increasing accuracy 3D shapes and patterns; recognise their geometrical features and properties including angles, faces, pairs of parallel lines and symmetry, and use these to classify shapes and solve problems. Visualise 3D shapes from 2D drawings.

[http://www.primaryresources.co.uk/maths/mathsE3.htm#3](http://www.primaryresources.co.uk/maths/mathsE3.htm#3)
Primary resources

SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING

It goes without saying that ‘vibration and sound’ elements of the science curriculum must be covered here. Pupils should be taught that sounds are made when objects (e.g. strings on musical instruments) vibrate but that vibrations are not always directly visible. They should learn how to change the pitch and loudness of sounds produced by some vibrating objects (e.g. a drum skin, a plucked string) and that vibrations from sound sources require a medium (e.g. for example, metal, wood, glass, air, etc.) through which to travel to the ear.

Having experienced these ideas and having made an instrument of their choice – or even a ‘jazz-man’ with moving parts (for homework, perhaps), this would be a good time to hone investigative skills.

Pupils should be taught about:

Planning:
• Ask questions that can be investigated scientifically and decide how to find answers
• Consider what sources of information, including first-hand experience and a range of other sources, they will use to answer questions
• Think about what might happen or try things out when deciding what to do, what kind of evidence to collect, and what equipment and materials to use
• Make a fair test or comparison by changing one factor and observing or measuring the effect while keeping other factors the same

Obtaining and presenting evidence:
• Use simple equipment and materials appropriately and take action to control risks
• Make systematic observations and measurements, including the use of ICT for data logging
• Check observations and measurements by repeating them where appropriate
• Use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner

Considering evidence and evaluating:
• Make comparisons and identify simple patterns or associations in their own observations and measurements or other data
• Use observations, measurements or other data to draw conclusions
• Decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made
• Use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions
• Review their work and the work of others and describe its significance and limitations.

http://www.bbc.co.uk/schools/scienceclips/ages/9_10/changing_sounds.shtml
Primary resources

HISTORICAL, GEOGRAPHICAL AND SOCIAL UNDERSTANDING
The children could carry out a research project about one-man bands and busking.

http://en.wikipedia.org/wiki/One-man_band

Is this a worldwide phenomenon or mainly western?

INFORMATION AND COMMUNICATION TECHNOLOGY
As above for H/G/S research, sound data logging and art comparisons

UNDERSTANDING PHYSICAL DEVELOPMENT, HEALTH AND WELL BEING
In dance groups children could create a ‘sound machine’ using body percussion and movement. Perform for three minutes ensuring a good performance structure.

UNDERSTANDING THE ARTS
http://en.wikipedia.org/wiki/One-man_band

There are pictures here that could be used to compare and contrast early paintings with modern photographs of one-man bands. Have they changed much?
Primary resources

SHORT-TERM TARGETS
Please see ‘Friday Aftemoons Key.docx’. This is a separate document and is included as part of the Jazz-Man Resource Pack folder.

MEDIUM-TERM TARGETS

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LONG-TERM TARGETS

Connector

Jazz-Man

Experience

One-man band visit

Every Child Matters

Enjoy and Achieve: making music

Subject Connections

Where possible, subjects linked. Elements of Maths and PE will be discrete

Skills

- Use a range of ICT information sources to support decision – making
- Work with others to meet a challenge
- Develop social interaction strategies
- Appreciate the experience of others
- Identify the purpose of learning
- Assess progress in learning
- Review solutions to a problem