

**Made in the Shade:**  
***The Roots of American Music***  
**Educational Guide, Grades K-12**



### About the Performance

This rollicking concert program explores the global influences and social forces that have shaped American popular music. Audiences learn how the music of early African Americans evolved from work songs and spirituals into blues, jazz, country, and then rock 'n' roll and hip hop. Students learn how band members draw upon distinct musical backgrounds to compose and play music together. The program culminates in a group songwriting exercise in which the musicians take suggestions from the student audience to create an original work.



### About the Artists

Made in the Shade is an acoustic quartet that entertains audiences worldwide with the exuberant spirit of jazz. Its unique blend of New Orleans jazz, swing, ethnic and original music delights listeners and dancers of all ages. This acclaimed ensemble is comprised of bandleader Dan Fox on trombone, Mike Peipman on trumpet, Crick Diefendorf on banjo and John McLellan on drums. The ensemble was formed in 1990 when a group of music school graduates decided to play on the Boston Common in celebration of our nation's birthday. Since then Made in the Shade has performed at numerous festivals, concerts, schools, radio and television shows and many other social functions throughout the United States and Europe.

### Program Learning Goals

1. To explore the global influences and social forces that have shaped American music.
2. To gain new confidence in expressing oneself through music.
3. To demonstrate the collaborative process between the members of a band and how they interact to make music.
4. To demonstrate the creative process of how musicians write songs.

### Essential Questions

1. How does music tell the story of a culture?
2. How does the evolution of American music connect to the history of the United States?
3. How do musical styles develop and connect to each other?
4. How does a band make and create music together?

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**Vocabulary**

- **Beat:** the steady pulse of a song or piece of music
- **Rhythm:** a strong pattern of notes or beats in music
- **Tempo:** the speed of a song or piece of music
- **Melody:** a series of notes that creates the main part of a song or piece of music
- **Harmony:** individual notes or groupings of notes that accompany and support the melody

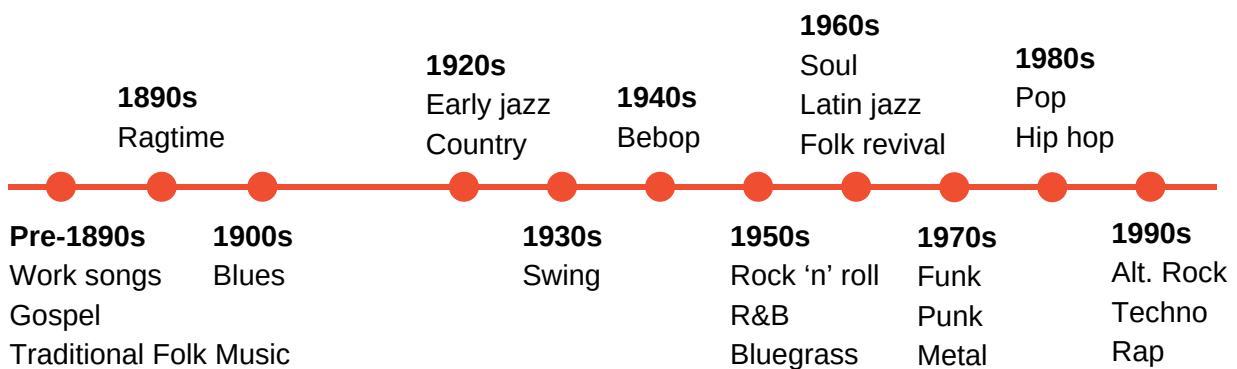
**Key Facts and Context for Students**

**The Musical History of the United States**

The United States has a diverse musical history that has influenced musical genres all over the world. African American work songs, gospel, and blues combined with marching band music to create early jazz. This developed into swing and country, which eventually led to the birth of rock 'n' roll, R&B, and bluegrass. These styles evolved into soul, funk, hip hop, and pop. Each style of music connects to the music that came before and after it, as well as to social, cultural, and political events occurring in the United States and globally. The timeline below outlines the starting points of major musical genres in the United States.



**American Music Timeline**



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### Pre-Performance Discussion Questions

- What do you know about American musical genres? What would you like to know? How could you find out more?
- What instruments do you know about? How are they played? What type(s) of music do they play?
- Do you play an instrument? If so, what is it and what kind(s) of music do you play? If not, what are your favorite instruments and/or musical genres?

### Pre-Performance Activity: The Evolution of American Music

**Learning Goal:**

To gain an awareness of the various musical styles that have developed in the United States.

**Materials:**

[Smithsonian Folkways Recordings](#) (follow the link and browse by genre):

- Afro-American Spirituals, Work Songs & Ballads
- Blues
- Jazz
- Country
- Rock
- Soul/Funk

Speakers/equipment to play recordings



**Directions:**

1. Play excerpts from some or all of the suggested genres in chronological order (as listed).
2. Discuss the characteristics of each style of music (tempo, rhythm, instrumentation, lyrics, mood, etc.) and what students notice while listening. Chart them on the board.
3. Listen to the excerpts again, paying particular attention to the similarities/differences between the styles.
4. Discuss the common themes and changes students observe from one style to the next. What connects these styles to one another? What changes from one style to the next? What kind of stylistic evolution do you see?

### Pre-Performance Activity Extensions

- Discuss the social and historical forces that influenced the shaping of American music. What was happening in the United States during the times each style was emerging? Divide the students into groups and ask them to research the events/forces that have shaped the country during different periods. Have them report back to the class on how these forces might have influenced the music of the time.
- Discuss the evolution of other cultural styles. What was happening in dance, literature, drama, visual art, fashion, etc.? How are these developments similar to the musical evolution of the time? How are they different?
- Discuss the concept of evolution. Is it a conscious process? What is this process of change like? Is it fast or gradual? Why do things continue to change and evolve instead of just staying the same?



### Post-Performance Discussion Questions

- What instruments were used in the performance? How were they played?
- What was your favorite genre from the performance? Why is it significant?
- What did you learn about music history? What did you learn about United States history? How do they connect to each other?



### Post-Performance Activity: Instrumental Versus Vocal Music

**Learning Goal:**

To compare and contrast the qualities of instrumental and vocal music.

**Materials:**

Audio/video examples (from Spotify, YouTube, Smithsonian Folkways Recordings, etc.) of blues, jazz, rock, and country (include examples with and without vocals for each genre), speakers/equipment to play recordings, pens/paper



**Directions:**

1. Play pieces of both instrumental and vocal music from the same musical genre.
2. Discuss with students the power and effect of both. How does each convey a mood or story? What strengths and weaknesses does each have? Emphasize that one is not better or worse than the other, but that each possesses unique qualities.
3. List the strengths/weaknesses and the similarities/differences between the examples with lyrics and the examples without. What is the instrumentation of each song? What are the lyrics about in the songs with lyrics? What mood(s) does each selection convey?
4. Ask students to choose whether they prefer the music with or without vocals, and write a paragraph about why they made their decision.
5. Share with the class and discuss the points students made to support their choices.

### Post-Performance Activity Extensions

- Explore the evolution of vocal and instrumental music in other countries around the world. How does it compare to the musical history of the United States?
- Write a review of Made in the Shade's performance. What did you enjoy? What did you learn about music history and United States history?
- Discuss how advances in technology have changed music. How would genres from the past be different if they were invented in today's technological world? What more contemporary music styles are currently being established? How are they evolving?

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**Further Resources**

- [Jazz in America, by the Herbie Hancock Institute of Jazz](#)
- [The Kennedy Center's Digital Popular Music Collection](#)
- [Smithsonian Jazz, by the National Museum of American History](#)
- Baraka, Amiri: *Blues People*, Morrow Quill (1963)
- Chang, Jeff: *Can't Stop Won't Stop (Young Adult Edition): A Hip-Hop History*, Wednesday Books (2021)
- Cline-Ransome, Lesa: *The Story of the Saxophone*, Holiday House (2023)
- Duncan, Alice: *Yellow Dog Blues*, Eerdmans Young Readers (2022)
- Elizabeth, Jordannah: *A Child's Introduction to Hip-Hop: the Beats, Rhymes, and Roots of a Musical Revolution*, Sourcebooks Explore (2008)
- Giddens, Rhiannon: *Build a House*, Candlewick Press (2022)
- Monceaux, Morgan: *Jazz, My Music, My People*, Alfred Knopf (1994)
- Warner, Andrea: *Rise Up and Sing!: Power, Protest, and Activism in Music*, Greystone Kids (2023)

**Curricular Connections**

**Arts Standards: Music**

**Creating**

- Generate and conceptualize artistic ideas and work. (M.Cr.01)
- Organize and develop artistic ideas and work. (M.Cr.02)

**Performing**

- Convey meaning through the presentation of artistic work. (M.P.06)

**Responding**

- Perceive and analyze artistic work. (M.R.07)
- Interpret intent and meaning in artistic work. (M.R.08)
- Apply criteria to evaluate artistic work. (M.R.09)

**Connecting**

- Synthesize and relate knowledge and personal experiences to make art. (M.Co.10)
- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (M.Co.11)

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## Curricular Connections, continued

### English Language Arts and Literacy Anchor Standards

#### Speaking and Listening

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.PK-12.2)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.PK-12.3)

### History and Social Science

#### K

- Topic 3: History: shared traditions (HSS.K.T3)

#### Grade 1

- Topic 1: Civics: communities, elections, and leadership (HSS.1.T1)
- Topic 3: History: unity and diversity in the United States (HSS.1.T3)

#### Grade 2

- Topic 3: History: migrations and cultures (HSS.2.T3)

#### Grade 5

- Topic 5: Slavery, the legacy of the Civil War, and the struggle for civil rights for all (HSS.5.T5)

#### Grades 9-12

- United States History I Topic 7: Progressivism and World War I (HSS.USI.T7)
- United States History II Topic 2: Modernity in the United States: ideologies and economies (HSS.USII.T2)
- United States History II Topic 4: Defending Democracy: the Cold War and Civil Rights at Home (HSS.USII.T4)

