

# Jazz It Up!

This collection features 10 songs by Susie Davies-Splitter and Phil Splitter, Australian music and jazz educators. K-8 students will sing, improvise and move to these jazzy tunes. The songs use a variety of elements of jazz - call-response, scat singing, improvisation, rhythm and blues with accompaniments by Australian music educators Susie & Phil. Activities are provided for each song at a variety of levels, so that the songs can be used for K-6. The songs can be performed with the performance/accompaniment CD, or the students can play many of the accompaniments using the Orff arrangements that are given. The collection includes reproducible vocals making this a very economical way to purchase vocal jazz music for your K-6 classroom or your elementary choir. #SP1 \$25

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*Sample pages from songs\* in the collection "Jazz it Up!" follow.*

**Razzamajazz** This piece is in a jazz swing style. Students are introduced to improvisation in the piece, first using echo, then question-answer, and then improvisation with body percussion and untuned instruments.

**Ndiani Na** The roots of Jazz are found in African music. This piece is an African chant written by Miriam Makeba as a call-response. The percussion accompaniment features shaker, claves, conga and djembe. The accompaniment is fully notated by Susie Davies-Splitter, so that you could teach it to your upper elementary students. The youngest students in your school can easily learn the responses.

**Jellybean Blues** This song is a wonderful example of the blues for elementary students. The Jazz band that plays the accompaniment on the CD provides excellent listening examples of jazz instruments and the blues style. This song also provides opportunities for students to improvise, and extends the improvisation to improvising new words to the song - the students will create their own "blues" song. There are also suggestions for actions that students use to dramatize the aches and pains that are the theme of the song.

**Sing and Scat** What a great introduction to scat singing! Your youngest students can echo the scat syllables. Your older students can create their own. Younger students can sing along with the CD, adding one or two ostinatos. Older students can perform all the ostinatos and vocal percussion parts, without any accompaniment. This is an excellent piece for your elementary choir to perform vocal jazz!

**Scoo Be Doo Song** The "Scoo Be Doo Song" is another piece in a jazz swing style. Younger students can learn all five parts, but choose to perform only one or two of them. All students will enjoy the dance. The dance can be performed in unison or in canon. Older students will be able to perform all five parts, because each is a self contained ostinato.

**Sing to the Heavens Above** This song uses question and answer form with African chant and Gospel influences. The younger students can sing the answers. Older students can extend their performance to include one or two harmony parts. Opportunities to improvise are included. Students can sing with the CD or perform the vocal percussion parts that are included.

**Jazzy Jive** As the name implies, this piece features movements and improvised movements. Simplified dance directions are given for younger students, and more complex directions for your older students. Susie has written a complete Orff arrangement to accompany the piece. This song can be performed with the CD, or the students can play the accompaniment using the Orff arrangement that is given.

**Jam Like That** This song is a rondo to teach students to "jam" or improvise. As four different improvisations takes place over section B, section B becomes section B, C, D and E making the form rondo A, B, A, C, A, D etc. This song can be performed with the CD, or the students can play the accompaniment using the Orff arrangement that is given.

**Living with the Rhythm** The piece is in a swing jazz style. Sing (or say) the chorus unaccompanied and add in body percussion improvisation in the gaps. For example, "you put the rhythm here" and "you put the rhythm there". There is also opportunities to use "stomp" ideas, using found sounds---pots and pans as instruments. This song can be performed with the CD, or the students can play the accompaniment using the Orff arrangement that is given.

**Swingin Bones** This song is in a swing jazz style. There are places to improvise, and the piece can be performed as a line or circle dance. This song can be performed with the CD, or the students can play the accompaniment using the Orff arrangement that is given

# Razzamajazz

## CD 1 - 11

Susie Davies

Swing



1. First you start to feel the rhy - thm. Your bo - dy knows just what to do.  
3. Spoken section



Im - pro - vise, it's your de - ci - sion. Play, clap, sing, dance it's up to you.

Chorus



Razz - a - ma - jazz, you can play it on your cheek - bones.

( Echo )  
( Answer )

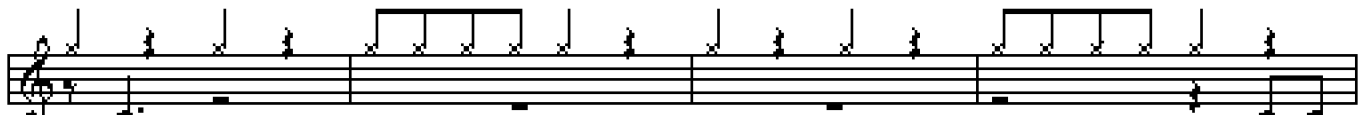
2nd time : ( Question )



( Answer )

Razz - a - ma - jazz, you can click it with your fin - gers.

2nd time : ( Question )



gers

( Echo )  
( Answer )

As a



mat - ter of fact you can play it an - y where you please.



2. Now you've got the right i - de - a. It's not so hard to un - der - stand.  
4. seat singing



Add the bass, horns and key - board. Drums and per - cus - sion com - plete the band. Oh.

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# Sing and Scat

## CD 4-13

### Section A

Swing feel

Staccato Dynamics Splitter  
& Phat Splitter

Wood or  
Recorder

Solo Echo Solo Echo

Sing and scat. Sing and scat. I like it like that. I like it like that.

Solo Echo Solo Echo

Sing and scat. Sing and scat. I like it like that. I like it like that.

### Section B

Solo Echo Solo Echo

Do do do do. Do do do do. Ba ba ba. Ba ba ba.

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### Section C

Solo Echo Solo Echo

Do do n do. Doo do n do. Do la do la do. Do la do la do.

Solo Echo Solo Echo

Da la da da la da doo wap. Da la da da la da doo wap. Seoo be doo ya. Mmm. Seoo be doo ya. Mmm.

Repeat Section A

### Coda

Solo Echo

I like it like that. I like it like that. Do do.

# Sing and Scat

## Vocal or Percussion Arrangement

### Section A

#### Ostinato 1

Tes tes tes tes tes tes tes tes tes Ba la la Tes tes tes tes tes tes tes tes Ba la la

#### Ostinato 2

Do wop d do wop d do wop d doo Do wop d do wop d do wop d doo

### Section B & C

#### Ostinato 1

Tes tes

#### Ostinato 2

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### Coda

#### Ostinato 1

tes tes tes tes tes tes tes tes tes Ba la la

#### Ostinato 2

Do wop d do wop d do wop d doo Do do Do do

# Jazzy Jive

CD 7-16

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Susie Davies-Splitter  
& Phil Splitter

**A**

Vocal  
Recorder  
Marimba  
Alto Xylophone

Face your part-ner ev - ry - body. Do - si-do and give a hi five. Take

Bass Metallophone  
Marimba

Bass Marimba  
Xylophone

Cabassa  
Shaker

Sh sh

Vibraphone

Pow Pow

5

two steps back, then slide to - geth-er. Im - pro-vice to this jazz - y jive.

sh sh

Pow Pow

# *Jazzy Jive*

by Susie Davies-Splitter and Phil Splitter

**Objective** To dance with partners, sing, play, and improvise with actions, movements, non tuned, tuned percussion, room sounds and voice.

## **Suggestions for Use:**

### **Level 1**

#### ***Preparation - section A***

In a circle, change the words slightly and do the simplified movements below (or ask children to come up with their own movements) before working with partners.

\* **Say and move** Echo say the second line “Do Si Do and clap up high” accompanied by movements.

Say the 3rd line, then add 1st and 4th line with movements.

\* **Sing and move** Echo sing each line accompanied by movements then sing in unison.

\* **Listen and move** Sing the simplified words with the recording of the section A only and do the movements.

#### ***Partners -(if appropriate)***

Face a partner

**Say and move** Echo say “Do Si Do” and accompany with movements. Echo say “give a high five” and clap partner's right hand up high. Say the 4th line and take a minute to improvise a movement with partners.

**Sing and move** Echo sing each line accompanied by movements with partners.

#### ***Section B- form a circle***

\* **Listen** Sing and move with partners over section A then listen to the instruments improvising in Section B including recorder, voice, trumpet and clarinet.

\* **Improvise actions** Copy a leader in section B, who taps different body parts or makes up different movements, actions and Body Percussion to the recording.

\* **Non tuned Instruments** Choose leaders to improvise on a range of instruments with short sounds over Section B with the accompaniment.

\* **Room sounds** Using chopsticks, improvise on room sounds including walls, windows, chairs, tables over Section B with the accompaniment.

\* **Tuned Instruments** Set up the G pentatonic scale on a xylophone. Choose leaders to play any combination of those notes over section B with the accompaniment.

\* **Leaders** Choose 2 leaders (an action leader and an instrument leader) for every B section.

The instrument leader can accompany the actions and movements. Use the accompaniment.

#### **Simplified Words**

1. Face the middle, everybody
2. Do Si Do and clap up high
3. Take 2 steps back then slide together
4. Improvise to this jazzy jive

#### **Words**

Face your partner, everybody  
Do Si Do and give a high 5

Take 2 steps back then slide together  
Improvise to this jazzy jive

#### **Simplified Movements in a circle**

*Rock from side to side*  
*Move forwards, to the right and back to your spot*  
*over 7 steps. Clap up high on the last beat of bar 4*  
*Take 2 steps back then slide together forwards*  
*Hands on hips, swing from side to side*

#### **Movements with partners**

*Facing partner, rock from side to side*  
*Move forwards, to the right and back to your spot*  
*over 7 steps around partner. With right hand, clap*  
*partner's right hand up high on the last beat of bar 4*  
*Take 2 steps back then slide together forwards*  
*Improvise a movement with your partner*

# Swingin' Bones

CD 10-20

Susie Davies-Splitter  
& Phil Splitter

Introduction  $\text{♪} = \text{♪} = \text{♪}$

Instrumental

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A

Vocal/  
melody

Bass xylophone/  
Marimba

B

1st time to A  
2nd time to Coda



<b>Words to Song</b>	<b>Suggested Movements</b>
<p><b>Section A</b>  Step clap movin' here we go  Step clap swingin's great you know  Side step right then side step left  Come on let's do the Swingin' Bones  (Repeat section A then go on)</p>	<p><i>Step right foot on spot and clap, step left foot on spot and clap.  Repeat 3 times</i>  <i>Side step to right with right foot, together with left foot and repeat,  reverse the steps to the left and repeat</i>  <i>Click, pat the rhythm on thighs then pat the beat three times on  knees over the rests</i></p>
<p><b>Section B</b>  Now move it high, then low, now move it  high it's cool. Now move it  high then low  Tap the rhythm on your hip  Feel it in your fingertips</p>	<p><i>Move 4 steps forward while raising arms  Move 4 steps back while lowering arms</i>  <i>Move 4 steps forward while raising arms  Move 4 steps back while lowering arms</i>  <i>Move 4 steps forward while raising arms  Move 4 steps back while lowering arms</i>  <i>Tap the rhythm on your hips  Tap the rhythm on your fingertips</i></p>