

Everybody's Boppin', Lambert, Hendricks and Ross

Scattin' to Bebop - Intermediate level, grades 3-6

Objectives:

1. The student will link scat singing with imitation of instruments.
2. The student will identify when, in the recording, one scat singer finishes singing and another begins.
3. The student will compare scat singers in at least two different recordings.

Optional Objectives:

1. The student will scat sing call-and-response phrases with another student.
2. The student will contrast singing group styles.

Time: One class period.

Materials Required for Objectives:

Computer access to recordings on Internet and speakers for playback to class. "Comparing Two Improvisations" Worksheet.

Procedure:

Activity 1 – "Lambert, Hendricks, and Ross was a vocal jazz group that also used vocalese like Eddie Jefferson. With three singers they could sing more complex jazz and became one of the most popular vocal jazz groups ever. These singers loved the music of Charlie Parker and other beboppers. Jon Hendricks decided to write a song that showed off how the three singers could sing fast bop just like the famous horn players. Listen to the recording and think about what you know about bebop (from completing the *Now's the Time* lesson) and be ready to tell me at least one thing you hear in this song that makes it a bebop song." Play the recording and ask the question about what they heard in the recording that makes the song in the bebop style. Students might answer that the song has a fast tempo, the improvisers have lots of ideas, and even that there are some of those same "funny" notes that they heard in Charlie Parker's *Now's the Time*, etc.

Activity 2 - "Let's listen again and this time focus on the scat solos. The two men in the group—Dave Lambert and Jon Hendricks—are taking turns scat singing. You have to listen closely because they sound similar. Hold up your thumb in front of your chest when you think the scat singer changes. You will hear some call and response toward the end when they change back and forth more quickly." Play the recording again. Get comments on how the students knew when the singers changed. Try the activity again.

Activity 3 - Compare the singing in two pieces, either *Everybody's Boppin'* and *Now's the Time* (Eddie Jefferson), or *Everybody's Boppin'* and *Rockin' Chair*, or *Everybody's Boppin'* and *Wee B. Doinit*. Use the "Comparing Two Songs" worksheet.

Optional Activities:

Activity 4 - Using the same call-and-response circle as in *Rockin' Chair* Activity 4, have students pass the two F Boomwhackers to Miles Davis's *Summertime*. This time when you say "solo" students should scat sing. The student with the long boomwhacker goes first and the short Boomwhacker responds with a scat solo.

Activity 5 - Using the "Comparing Two Songs" worksheet, compare the singing group styles in *We Be Doinit* and *Everybody's Boppin'*. Students should notice real instruments in the Lambert, Hendricks, and Ross recording, and in *We Be Doinit*, a different groove and longer scat solos. Ask students, "Is *We Be Doinit* bebop? Why not?"

Extension:

Learn more about Lambert, Hendricks, and Ross by exploring the web sites listed below.

Indicators of Success:

Students understand characteristics of bebop and can identify different jazz styles.

Learn more about Lambert, Hendricks, and Ross

<http://www.ralf.org/~colomon/vocalese/lhr.html>

<http://www.mp3.com/lambert-hendricks-&-ross/artists/35863/biography.html>