

Learning Jazz in the First Term at the Piano:

*A Fun Way to Promote Inclusivity with Universal Design for Learning (UDL)*

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- What is UDL?
  - We all have an uneven distribution of skills and abilities
  - More robust learning is offered to a more diverse student body if:
    - Offering multiples means of
      - Engagement, Representation, and Action/Expression
    - For more information: **[udlguidelines.cast.org](http://udlguidelines.cast.org)**
- Example: Teaching swing eighth notes by rote:
  - Multiple means of
    - Representation: notation, chanting, eurythmics,
    - Action/Expression: tapping, chanting, piano
- Most jazz methods intended for intermediate to advanced student
  - Intermediate to advanced technique, theory, and note reading expected
- Elementary jazz methods expect
  - mid elementary (~method level 1-2) technique, theory, and note reading
- Informal introduction to concepts can give opportunity for students to learn via osmosis
- Differing priorities of jazz vs traditional piano pedagogy
  - Jazz
    - Differing/More Advanced Music theory
      - **Aural and practical application**
    - Comfort exploring creatively
      - (Confining creative options can liberate creative comfort)
  - Traditional Piano Pedagogy
    - **written/analytical application of music theory**
    - Note Reading
    - Technique
- Teaching conventional concepts and skills found in traditional piano pedagogy in the context of jazz
- Including reinforcement of the differing priorities in jazz such as:
  - Aural skills, transposition, rhythmic security, and comfort improvising, Introducing different jazz harmonic progressions, styles and patterns

Exercises used:

Improvisation: ii-V-I

Call and Response: ii-V-I

Repertoire: tribute to one note samba, blues

Guided Listening

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