

# Day 3

## Music makers and musical styles



# Day 3: Music makers and musical styles

## Introduction

We'll be learning about the people who have made music history as well as the various styles or genres of music here in the U.S. and around the world. We'll be learning about people who have overcome challenges to become musicians.

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## Questions to guide explorations

- Who were influential musicians, singers, composers, and conductors of the past?
  - Who are the influential music makers of today?
  - What are the various types/genres of the music they make?
  - How do musical styles differ from around the world?
  - What obstacles have musicians had to overcome in the past?
  - How do you respond to various musicians and/or musical styles?
  - How do musicians “write” down music? What’s the “language” of music?
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## Activities

- **Activity 1:** Music Comes from Many People — Overcoming Obstacles
- **Activity 2:** Music Comes in Many Styles — Move, Draw, and Write to Music
- **Activity 3:** Music Comes from Many People — Designing a Famous Musician’s Album Cover



## Children's Books

### Fiction

- *88 Instruments* by Chris Barton (Ages 3-6)
- *Acoustic Rooster and His Barnyard Band* by Kwame Alexander (Ages 6-9)
- *Clayton Byrd Goes Underground* by Rita Williams-Garcia (Ages 9-12)
- *Elizabeth's Song* by Michael Wenberg (Ages 6-9)
- *Frankie Finds the Blues* by Joel Harper (Ages 9-12)
- *Great American Mousical* by Julie Andrews and Emma Walton Hamilton (Ages 9-12)
- *Hana Hashimoto, Sixth Violin* by Chieri Uegaki (Ages 6-9)
- *Moses Goes to a Concert* by Isaac Millman (Ages 6-9)
- *Seven Golden Rings* by Rajani LaRocca (Ages 6-9)
- *Simeon's Gift* by Emma Walton Hamilton (Ages 9-12)
- *The Sweetest Sound* by Sherri Winston (Ages 9-12)
- *A Violin for Elva* by Mary Lyn Ray and Tricia Tusa (Ages 6-9)
- *Wild Symphony* by Dan Brown (Ages 3-6)
- *Yellow Dog Blues* by Alice Faye Duncan (Ages 6-9)

### Poetry and songs

- *A is for Oboe: The Orchestra's Alphabet* by Lera Auerbach and Marilyn Nelson (Ages 6-9)
- *Blues Journey* by Walter Dean Myers (Ages 9-12)
- *The Carnival of the Animals* by Jack Prelutsky (Ages 6-9)
- *Forever Young* by Bob Dylan (Ages 3-6)
- *Sergei Prokofiev's Peter and the Wolf* by Janet Schulman (Ages 3-6)
- *A Tisket, A Tasket* by Ella Fitzgerald (Ages 3-6)
- *Zin! Zin! Zin! A Violin* by Lloyd Moss (Ages 6-9)



## Children's Books

### Nonfiction

- *Ada's Violin: The Story of the Recycled Orchestra of Paraguay* by Susan Hood (Ages 6-9)
- *Ballet for Martha: Making Appalachian Spring* by Jan Greenberg, Sandra Jordan (Ages 6-9)
- *The Beatles Were Fab (and They Were Funny)* by Kathleen Krull (Ages 6-9)
- *Birth of the Cool: How Jazz Great Miles Davis Found His Sound* by Kathleen Cornell Berman (Ages 9-12)
- *Can You Hear It?* by William Lach (Ages 6-9)
- *Carlos Santana: Sound of the Heart, Song of the World* by Gary Golio (Ages 6-9)
- *Celia Cruz, Queen of Salsa* by Veronica Chambers (Ages 6-9)
- *Charlie Parker Played Be Bop* by Chris Raschka (Ages 3-6)
- *A Child's Introduction to Jazz: The Musicians, Culture, and Roots of the World's Coolest Music* by Jabari Asim (Ages 9-12)
- *Dark Was the Night: Blind Willie Johnson's Journey to the Stars* by Gary Golio (Ages 6-9)
- *Dizzy* by Jonah Winter (Ages 6-9)
- *Django: World's Greatest Jazz Guitarist* by Connie Christensen (Ages 6-9)
- *Duke Ellington's Nutcracker Suite* by Anna Celenza (Ages 6-9)
- *Duke Ellington: The Piano Prince and His Orchestra* by Andrea Pinkney (Ages 6-9)
- *Ella Fitzgerald: The Tale of a Vocal Virtuosa* by Andrea Davis Pinkney (Ages 6-9)
- *Esquivel: Space Age Sound Artist* by Susan Wood (Ages 4-8)
- *Hey, Charleston!: The True Story of the Jenkins Orphanage Band* by Anne Rockwell and Colin Bootman (Ages 6-9)
- *How Jelly Roll Morton Invented Jazz* by Jonah Winter (Ages 6-9)
- *Jazz* by Walter Dean Myers (Ages 6-9)
- *Jimi: Sounds Like a Rainbow: A Story of the Young Jimi Hendrix* by Gary Golio (Ages 6-9)
- *King of Ragtime: The Story of Scott Joplin* by Stephen Costanza (Ages 6-9)
- *Libba: The Magnificent Musical Life of Elizabeth Cotten* by Laura Veirs (Ages 6-9)
- *A Likkle Miss Lou* by Nadia Hohn (Ages 6-9)



## Children's Books

### Nonfiction (continued)

- *Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion* by Shannon Stocker (Ages 6-9)
- *Listen to the Birds: An Introduction to Classical Music* by Ana Gerhard (Ages 6-9)
- *The Music in George's Head: George Gershwin Creates Rhapsody in Blue* by Suzanne Slade (Ages 9-12)
- *Muddy: The Story of Blues Legend Muddy Waters* by Michael Mahin (Ages 6-9)
- *My Name is Celia: The Life of Celia Cruz / Me llamo Celia: la vida de Celia Cruz* by Monica Brown (Ages 6-9)
- *Play, Mozart, Play!* by Peter Sis (Ages 6-9)
- *Rhythm Ride: A Road Trip Through the Motown Sound* by Andrea Davis Pinkney (Ages 9-12)
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- *Skit-Scat Raggedy Cat: Ella Fitzgerald* by Eileen Ordover (Ages 6-9)
- *Song for Jimi* by Charles R. Smith Jr. (Ages 9-12)
- *Sonny Rollins Plays the Bridge* by Gary Golio (Ages 6-9)
- *Sonny's Bridge: Jazz Legend Sonny Rollins Finds His Groove* by Barry Wittenstein (Ages 9-12)
- *Sweet Music in Harlem* by Debbie Taylor (Ages 6-9)
- *Trombone Shorty* by Trou "Trombone Shorty" Andrews (Ages 6-9)
- *Tito Puente, Mambo King / Tito Puente, Rey del Mambo* by Monica Brown (Ages 6-9)
- *When Angels Sing: The Story of Rock Legend Carlos Santana* by Michael Mahin (Ages 6-9)
- *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* by Laban Carrick Hill (Ages 6-9)
- *When Paul Met Artie: The Story of Simon & Garfunkel* by G. Neri (Ages 9-12)



# Music Words

## Album

A collection of recorded songs.

## Hip Hop

A culture based on four main elements: DJing, MCing (or rapping), graffiti, and breakdancing. Note: hip hop and rap are not interchangeable terms. Rap is often defined as a way of rhyming and hip hop is often described as an entire culture.

## Instrumentalists

Musicians who play instruments.

## Jazz

A genre of music that originated in the Black communities of New Orleans in the late 19th and early 20th centuries. Jazz has its roots in blues and ragtime.

## Orchestra

A large group of musicians who play together on a variety of string, wind, and percussion instruments. The conductor leads the group of musicians.

## Orchestral music

Relates to an orchestra — a large group of musicians who play together on various instruments, usually including strings, woodwinds, brass, and percussion. Also refers to the music played by an orchestra.

## Percussion

Rhythmic sound that can be made by using drums, instruments, or the body. Percussion instruments include drums, cymbals, gongs, xylophones, bells, and rattles.

## Rock

A form of popular music that evolved from rock and roll and pop music during the mid- and late 1960s, based around amplified instruments, especially the electric guitar and electric bass, and is characterized by a strong bass line and driving rhythms.

## Salsa

A type of Latin American dance music incorporating elements of jazz and rock.

## Single

One song.





## Activity 1: Overcoming Obstacles — Making Instruments

### Introduction

At times, people who love music need to find creative ways or overcome obstacles to become musicians.

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### Supplies

- Online video: “Landfill Harmonic Trailer” (Landfill Harmonic): <https://youtu.be/wCjbd21fYV8>
  - Common objects that could be found in recycling bins or around home (make sure to only choose objects that would be safe for kids to handle) such as jars, bottles, boxes, cans, old pens, lids, foil pans, paper-towel rolls, buckets, trash can lids, spoons, etc. A variety of materials, such as plastic, wood, metal, and paper, can be fun.
  - Materials for construction such as string, rubber bands, packing tape, and glue
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### Prepare

Familiarize yourself with the “Landfill Harmonic Trailer” video: <https://youtu.be/wCjbd21fYV8>

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### Get kids thinking

#### **Write “Makers and Styles” on the Music Mural.**

Talk about how yesterday you made music with your own bodies and voices. If you didn’t have money to buy an instrument, and you didn’t want to make music with your voice or just your body, how could you do it?

Some kids may think of the idea of *making* an instrument.



## Activity 1: Overcoming Obstacles — Making Instruments

(continued from previous page)

Tell the kids about the true story of the Recycled Orchestra of Cateura (Orquesta de Instrumentos Reciclados de Cateura):

*In Asunción, Paraguay, many families didn't have money to buy musical instruments. An organization donated some instruments to start a music school. But there was a problem. More kids wanted to learn to play than there were instruments for them to use. In Asunción, there was also a landfill (a trash dump) and many families made their money by finding objects in the dump that had some value and then selling those objects. They were known as "garbage pickers" or "recyclers." One of these recyclers began to make musical instruments for the kids out of objects he found in the trash. The children used these instruments and took music lessons. Their orchestra was invited to play around Paraguay and then people around the world heard about them and invited them to play. In 2012, a movie was made about them.*

You can watch a summary of the movie and see some of the instruments and musicians in this video: <https://youtu.be/wCjbd21fYV8>





# Activity 1: Overcoming Obstacles —

## Making Instruments

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### Let's get started!

#### Step 1

Take a look at the materials you collected that could be recycled. Brainstorm how they might be used to make sounds. Remember that an instrument doesn't have to be complicated. Experiment with how using the objects in different ways will make different sounds.

For example, let's say you have collected:

- two foil pie pans
- a pen
- a shoelace
- a large rubber band
- a cardboard box

#### Could these objects make different sounds by:

- tapping two foil pans together?
- tapping a foil pan against a box?
- strapping a foil pan to a box with tape and then tapping it with a pen?
- using the shoelace to hang up a foil pan and then tapping it with a pen in midair?
- tapping the box with the pen?
- attaching the cut rubber band to the box with tape and then snapping it against the box?
- attaching the cut rubber band to a foil pan with tape and then snapping it against the pan?
- making a shaker by filling one foil pie pan with pebbles or rice and taping another foil pie pan over it to seal it up?



## Activity 1: Overcoming Obstacles — Making Instruments

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### Step 2

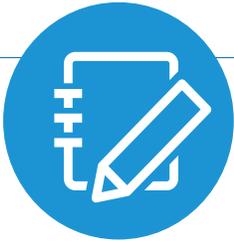
Once kids have had a chance to make an instrument out of one or more objects, encourage them to demonstrate what sound(s) their instrument makes.

### Step 3

Create a “found sound orchestra” with your kids. If you completed the “Creating and Conducting Our Own Orchestra” activity from Day 2, then the kids will be familiar with this idea. If you didn’t do that activity, you can take a look at those suggestions on pages 52-57.



Favio Chávez, director of the Recycled Orchestra of Cateura



## Activity 2: Move, Draw, and Write to Music

### Introduction

Musicians make music in different genres or styles. First, you can think of three broad categories: classical music, world music, and contemporary music. Within each of those categories there are many genres and styles. We'll explore some genres of music and see how that music inspires us to move and/or how that music makes us want to draw and write.

### Supplies

- Audio link with short clips of different musical genres: <https://tinyurl.com/c7au8358>
- Pencils and markers
- Scrap paper for drawing
- Paper for writing

### Get kids thinking

**Write jazz, hip hop, salsa and other examples of musical styles or genres on the Music Mural.**

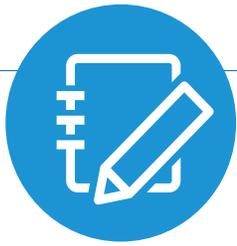
### Let's get started!

#### Move to music

##### Step 1

Talk through the activity. Tell kids to dance/move when they hear music in whatever way that musical style makes them feel. Tell them to freeze when the music stops. They will hear a number of different snippets of music and the styles of these snippets will change, and so they will be inspired to move in different ways. Remind kids that this is a nonverbal activity — no comments about how others are moving allowed. Also remind them that movement has to be safe and appropriate. Setting personal space boundaries can prevent physical mishaps.

**Audio:** <https://tinyurl.com/c7au8358>



## Activity 2: Move, Draw, and Write to Music

(continued from previous page)

### Step 2

Now, spread out and turn on the audio. Have fun and model the activity by doing it with the kids. You can also consider adding a mirror game — with one kid in the center doing a dance. Have the others — and yourself! — aim to mimic that.

### Step 3

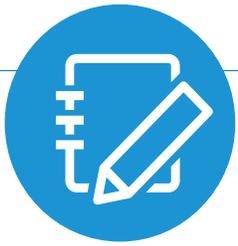
Talk about what everyone discovered. Which music did they enjoy the most? The least? What emotions did the music inspire?



## Draw to music

### Step 1

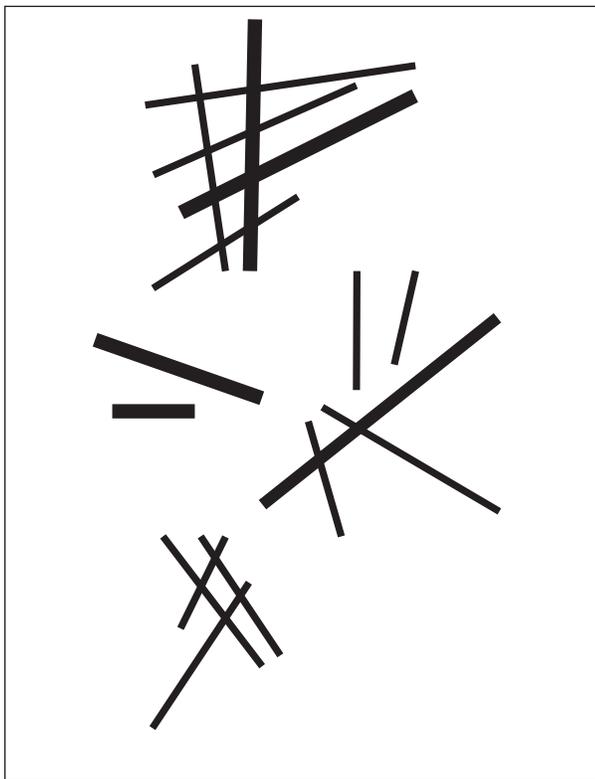
Hand out pencils, markers, crayons, and scrap paper. Talk through the activity. Tell kids that you're going to experiment with seeing how different styles of music can inspire art. Explain that you're going to replay the audio. This time, draw whatever you want when you hear the music. Stop when the music stops. Then, grab a new piece of paper and get ready to draw something new when you hear the next piece of music.



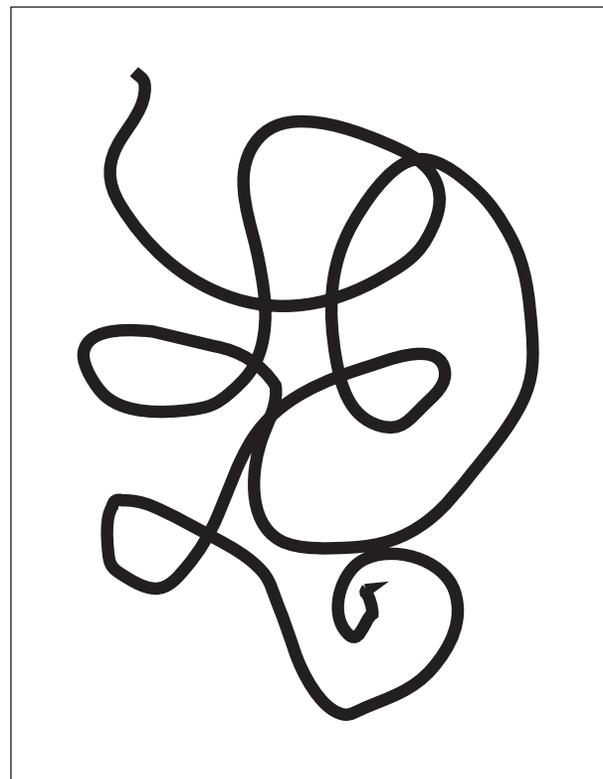
## Activity 2: Move, Draw, and Write to Music

(continued from previous page)

Encourage them to avoid thinking and avoid trying to draw realistic objects or scenes. The point is to simply let the music guide their hands. If the music feels choppy, they might make choppy, heavy marks on the page. If the music is slow and fluid, they might draw one long line that snakes all over the page. This is just one example. There is no right or wrong.



Choppy, loud



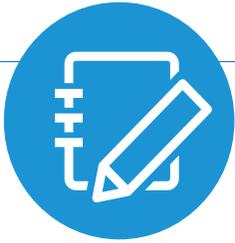
Slow, flowing

### Step 2

Now, use the same audio and complete this exercise. You can do a drawing for each piece of music on the audio or you can choose to do only a few of the music snippets.

### Step 3

Talk about the experience. Did they enjoy drawing to one type of music? How did it feel?



## Activity 2: Move, Draw, and Write to Music

(continued from previous page)

### Write to music

#### Step 1

Hand out pencils and paper for writing. Talk through the activity. Tell the kids that you're going to respond to music with words now. You'll be writing down whatever images the music inspires in words, phrases, or sentences.

For example, a soft, flowing piece of music might make you think of a river. The music might inspire you to write:

*Cool water*

*Flowing*

*Sparkling in the sun*

*River of water*

*River of light*

Or that soft, flowing piece of music might make just you think of soft, flowing words:

*Flow*

*Light*

*Rolling rolling*

*Quiet now*

A jazzy, fast piece might make you think of a city street:

*Red lights*

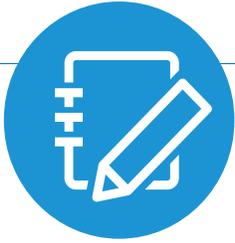
*Green lights*

*Cars honk*

*Step on the gas*

*People talk*

*People laugh*



## Activity 2: Move, Draw, and Write to Music

(continued from previous page)

Or that jazzy, fast piece might make you think of fast action words:

*Do*

*Play*

*Strike*

*Go*

### Step 2

Now, use the audio and experiment with the writing part of this activity.

### Step 3

Invite kids to share their pieces by reading them. If the kids are emerging readers and don't feel comfortable reading aloud, ask if you or another adult can share their writing with the group.





## Activity 3: Design an Album Cover

### Introduction

Singers, instrumentalists, composers, and conductors have made music history all over the world. We are going to learn about five famous musicians and share what we learn by creating album covers for them.

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### Supplies

- Five Famous Musicians handout (see Printables on pages 94-96)
  - Examples of actual album or CD covers (if you have access) or see Printables on pages 102-110
  - Old magazines to use for collage pictures
  - Markers, colored pencils, pencils
  - Colored construction paper for creating collages
  - Scissors
  - Tape and glue
  - Construction paper cut into 8-1/2-inch x 8-1/2-inch squares
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### Get kids thinking

**Ask:** Who is your favorite musician? How many famous musicians can you name?

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### Let's get started!

#### Step 1

Briefly introduce the Five Famous Musicians featured for this activity. Each represents a different genre of music:

- Celia Cruz (singer): Salsa
- Evelyn Glennie (percussion): Classical and Contemporary Orchestral
- Jimi Hendrix (guitar, vocals): Rock
- DJ Kool Herc (DJ): Hip Hop
- Charlie Parker (saxophone): Jazz

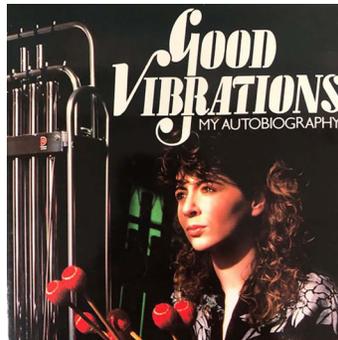


## Activity 3: Design an Album Cover

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Read — or ask volunteers to read — the short bios of the musicians in the Five Famous Musicians handout (see Printables on pages 94-96).

**Write the names of the five featured musicians on the Music Mural.** Talk about each musician, what kind of music they're known for, and their cultural background. What obstacles did each musician have to overcome to succeed in the music industry?



**Invite kids to draw an image of each instrument on the Music Mural** or add the images from the Printables (see pages 97-101).

### Step 2

Share the links to the five types of music represented by the five famous musicians: salsa, rock, jazz, hip hop, contemporary orchestral.

**Celia Cruz (singer) — Salsa**

**“Celia Cruz — Bemba Colora”**

<https://youtu.be/QXfRgOwqAYM>



## Activity 3: Design an Album Cover

(continued from previous page)

### **Evelyn Glennie (percussionist) — Classical and Contemporary Orchestral**

“Dame Evelyn Glennie performs Corelli's La Folia” (Manitoba Chamber Orchestra)

<https://youtu.be/Bcdnn3HyH2s>

### **Jimi Hendrix (guitarist, vocalist) — Rock**

“Jimi Hendrix — Little Wing”

<https://youtu.be/BkEPBiMbgxs>

### **DJ Kool Herc (DJ) — Hip Hop**

“DJ Kool Herc Books, Beats and Bars by Bronx Arts Elementary”

<https://youtu.be/qNI-2mBgPbE>

### **Charlie Parker (saxophone) — Jazz**

“Charlie Parker — Confirmation”

<https://youtu.be/yXK0pZx92MU>

### **Step 3**

Ask each kid to choose one of the five musicians — or to choose their favorite musician — and imagine that they are creating an album cover for that musician.

To inspire them, share the images of famous album covers (see Printables on pages 102-110).

Talk about what a “cover” for an **album** or a **single** is and why it’s important. What is on an album cover?

- Artwork (can include photographs, abstract or realistic shapes, or hand-drawn text)
- The name of the musician
- The name of the album (sometimes it is just the name of the musician)

Musicians make albums, which are collections of songs. Those albums have an illustrated “cover,” much like a book has a “cover.” The artwork is like the package for the musician and the music. Musicians want that package to showcase who they are and to get the listeners excited about the music they are offering. This same artwork is used with the artist's music on vinyl records, CDs, and when it streams on iTunes or Spotify.



## Activity 3: Design an Album Cover

(continued from previous page)

Give kids these instructions for creating their album covers:

- Cut pictures out of old magazines that you like. You can also cut the construction paper into shapes that help express the music of that artist. Use the photos and colored paper to create a collage.
- Arrange them on your square piece of paper.
- Add the name of the musician.
- Add anything else you think will make the album cover great.
- If you wish, display the album cover in your room.

### Option for extension

Display the album cover art in an exhibit with the music playing in the background for parents, other groups, or your group to walk around and admire.



## Open Mic

Kids who would rather dance than sing might enjoy performing a short dance routine for the Open Mic. Some recorded songs can be long, so remind your performers that they don't have to perform an entire song. They can always just perform a part of it.

*Giving kids a chance to be performers and audience members is the highlight of Tune In!*

**Learn about how to plan an Open Mic on page 8.** Watching this video about how to enjoy performing can help to set the stage for sharing and generosity:

**"How to Enjoy Performing" (by Mary Amato)**

<https://youtu.be/lx1a8UoNCF8>



## Tune In Tonight

*Before kids leave for the day, send them home with this suggestion:*

The family dinner table or any family time are great opportunities for music making. After dinner or when you are all together, teach your parody song or rap song to your family and ask them to sing along.





# More Kid-Friendly Media

## Websites

**Citizen DJ (Library of Congress)**

<https://citizen-dj.labs.loc.gov/>

**Dallas Symphony Orchestra for Kids**

<https://www.dallassymphony.org/community-education/>

**DK Find Out: Types of Music**

<https://www.dkfindout.com/us/music-art-and-literature/types-music/>

**Little Kids Rock**

<https://www.littlekidsrock.org/free/>

**Musical Genres: A Playlist for Kids**

<https://tinyurl.com/yckuazd3>

**San Francisco Symphony for Kids**

<https://www.sfsymphony.org/EducationCommunity/Music-Connects-Kids>

**Smithsonian Folkways Children's Collection**

<https://folkways.si.edu/folkways-childrens-collection/music/album/smithsonian>

**Smithsonian Groovin' to Jazz**

<https://americanhistory.si.edu/smithsonian-jazz/education/groovin-jazz-ages-8-13>

**Teaching Kids Music: Styles**

<https://www.teachingkidsmusic.com/styles-of-music.html>

## Podcasts

**Kids Q The Music**

<https://www.listennotes.com/podcasts/kids-q-the-music-rebecca-lane-and-zara-lane-qPNF7cvLjO1/>

**The Music Podcast for Kids!**

<https://www.themusicpodcastforkids.com/podcast>

**Spare the Rock, Spoil the Child**

<https://www.listennotes.com/podcasts/spare-the-rock-spoil-the-child-radio-feed-wgc-KJD4otvcbjl/>

## Video

**How to Truly Listen — Evelyn Glennie**

[https://www.ted.com/talks/evelyn\\_glennie\\_how\\_to\\_truly\\_listen](https://www.ted.com/talks/evelyn_glennie_how_to_truly_listen)

# Five famous musicians



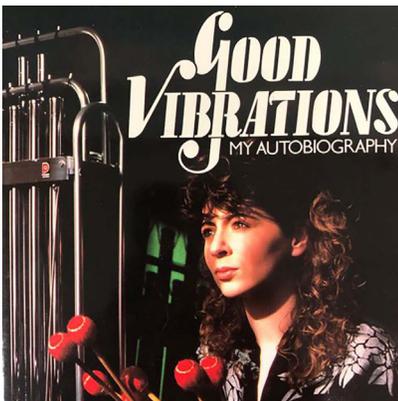
## Celia Cruz

**Singer — Salsa**

Celia Cruz (1925-2003) is considered to be the queen of [salsa](#). For more than 40 years she shared the rhythms of her Cuban homeland with the world. She once said, “Music is what gave me the courage to fight and get out of poverty and touch the universe.” Her father encouraged her to become a teacher, but soon recognized her natural talent as a singer. In 1960, after the Cuban Revolution, Cruz left her native country, becoming one of the symbols and spokespersons of the Cuban community in exile. She continued her career, first in Mexico, and then in the United States. She loved to spread joy with her music, saying, “When people hear me sing, I want them to be happy, happy, happy. My message is always *felicidad* — happiness.”

### Children’s books:

- *Celia Cruz, Queen of Salsa* by Veronica Chambers
- *My Name is Celia: The Life of Celia Cruz / Me llamo Celia: la vida de Celia Cruz*



## Evelyn Glennie

**Percussionist — Classical and Contemporary**

Evelyn Glennie is a Scottish percussionist who tours all over the world performing as a soloist with a wide variety of orchestras and eclectic musicians. She has collected more than 1,000 percussion instruments, and is a master of percussion instruments from around the world — marimba, xylophone, timpani, chimes, congas, steel pan, djembes, bodhrans, daiko drums, and many more. She is also very inventive and has made music on common items such as a hospital bed, camera, wheel hub, garbage can lid, and a flower pot. Glennie lost nearly all of her hearing by age 12, so she listens to music with her body, not her ears. She often plays barefoot during live performances and studio recordings to feel the music. Glennie shares her mission to ‘Teach the World to Listen’ through live performances, radio and TV.

### Children’s book:

- *Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion* by Shannon Stocker

# Five famous musicians



## Jimi Hendrix

Guitarist — Rock

James Marshall "Jimi" Hendrix (1942-1972) was an American [rock](#) musician, singer, and songwriter — a superstar guitar player of the 1960s, one of the virtuosos of the electric guitar. Some consider him the most influential guitarist ever. He experimented with all kinds of equipment like the wah-wah pedal, fuzz-box, and distortion to create new kinds of sounds, sometimes called psychedelic, extraterrestrial, and aquatic. Hendrix was a powerful live performer, but in the late 60s he stopped touring and built his own studio, Electric Ladyland, in New York City, where he recorded more than 600 hours of music, including many jazz sessions. Hendrix had a tough childhood. Both of his parents struggled with alcohol addiction and the family often lived in poverty. Hendrix was sensitive and shy as a child. Later, he had his own struggles with drugs and alcohol, and died very young — he was only 27.

### Children's books:

- *Jimi: Sounds Like a Rainbow* by Gary Golio
- *Song for Jimi* by Charles R. Smith Jr.



## DJ Kool Herc

DJ — Hip Hop

Clive Campbell, known by his stage name DJ Kool Herc, is a Jamaican-American DJ who is considered the founder of [hip hop](#) music in the Bronx in the 1970s. The Campbell family's highrise on Sedgwick Avenue became known as party central for kids in the Bronx. Herc would play in the building's rec room, mixing soul and funk with elements of reggae to create a new musical collage. He also invented the breakbeat by playing two copies of the same record on different turntables. He would find the most danceable section of the record and make it appear to repeat endlessly. Dancers in velour track-suits and Kangol hats would choreograph their steps and maneuvers to match the breaks. They called their style "break dancing" and became known as b-boys or break boys.

### Children's book:

- *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* by Laban Carrick Hill

# Five famous musicians



## Charlie Parker

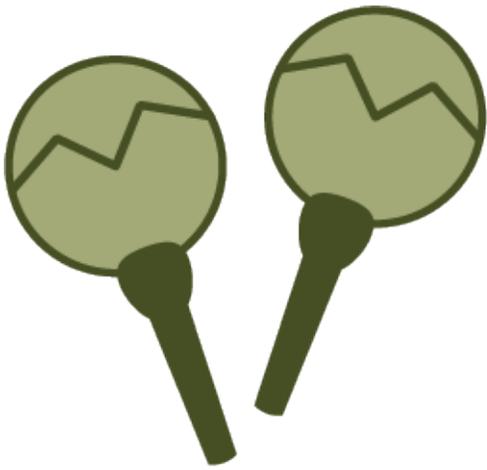
### Saxophonist — Jazz

Charles Parker Jr. (1920-1955), nicknamed “Bird,” was an American **jazz** saxophonist, band leader, and composer. He was called the “Mozart of Jazz” by a prominent jazz critic. Like the great classical composer, Parker was a musical genius who died in his mid-30s without widespread acclaim or recognition. He started touring as a musician when he was 16 years old. In 1945 (at the age of 25), Parker began leading his own band and collaborating often with the great trumpeter Dizzy Gillespie. His collaboration with Dizzy laid the foundation for modern jazz — or “bebop” — a form of jazz characterized by fast tempos and complex harmonies. By devising new ways of changing keys from one scale to the next, Parker broke many of the rules that jazz was based on and opened up new musical pathways. To some jazz purists, bebop sounded chaotic and unmusical, but he was also idolized by many musicians, intellectuals, and jazz fans. Parker struggled with physical and mental health issues for much of his adult life.

### Children’s book:

- *Charlie Parker Played Be Bop* by Chris Raschka

# Salsa music and singing (Celia Cruz)



# Timpani and other percussion (Evelyn Glennie)



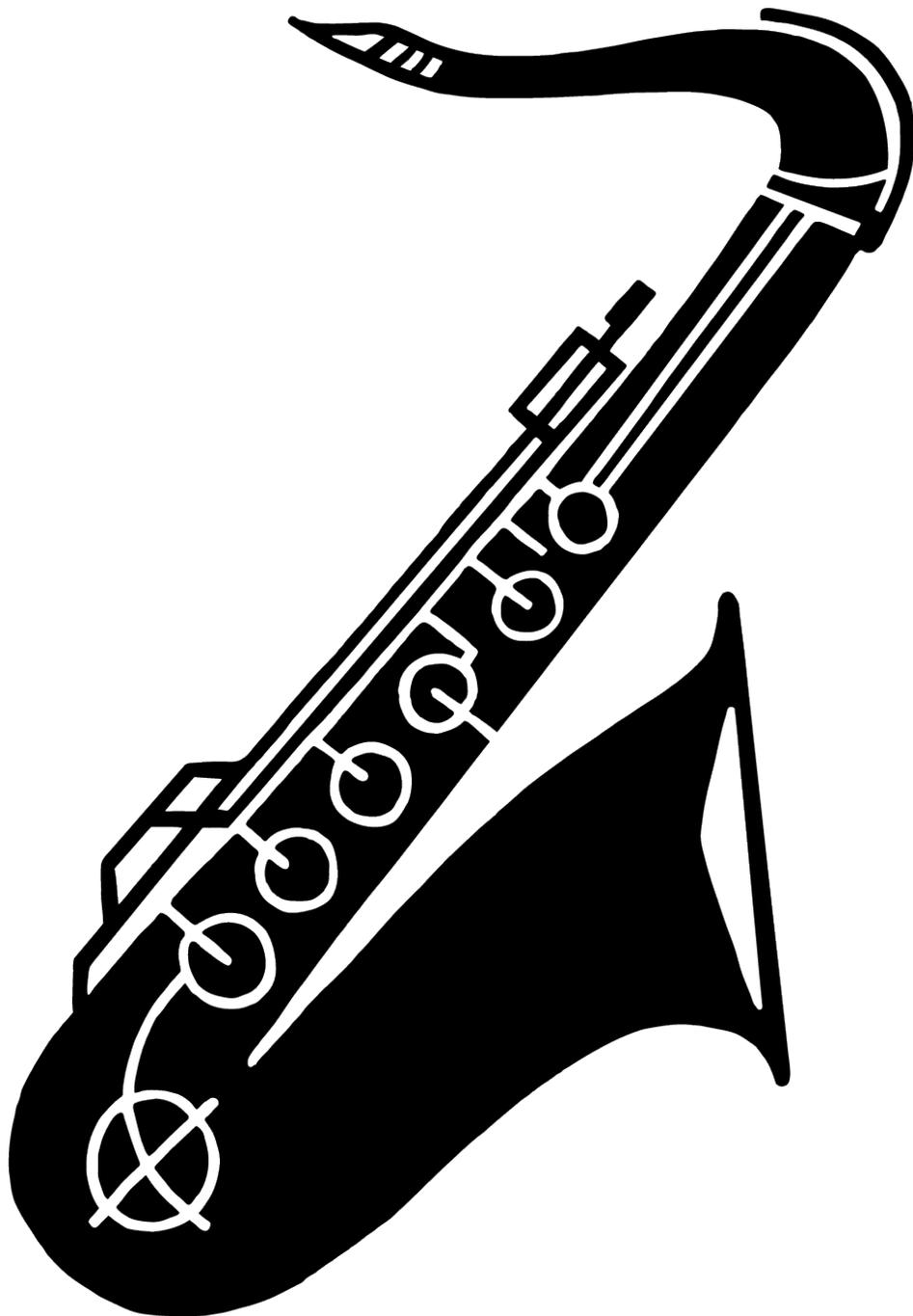
# Electric guitar (Jimi Hendrix)



## DJ'ing equipment (DJ Kool Herc)



# Saxophone (Charlie Parker)



Album cover: DJ Kool Herc



Album cover: Stevie Wonder



# Album cover: Charlie Parker



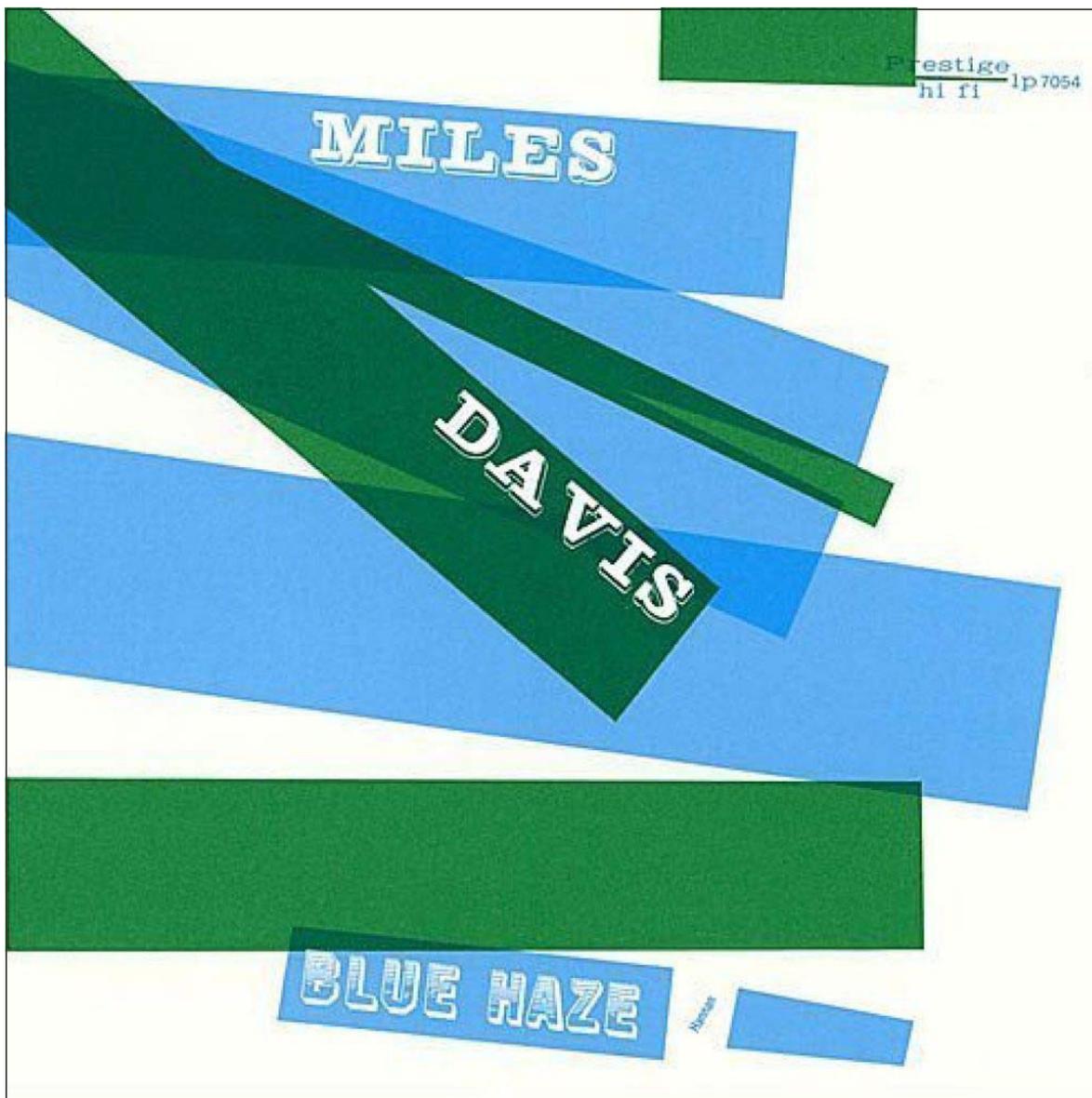
# Album cover: John Coltrane



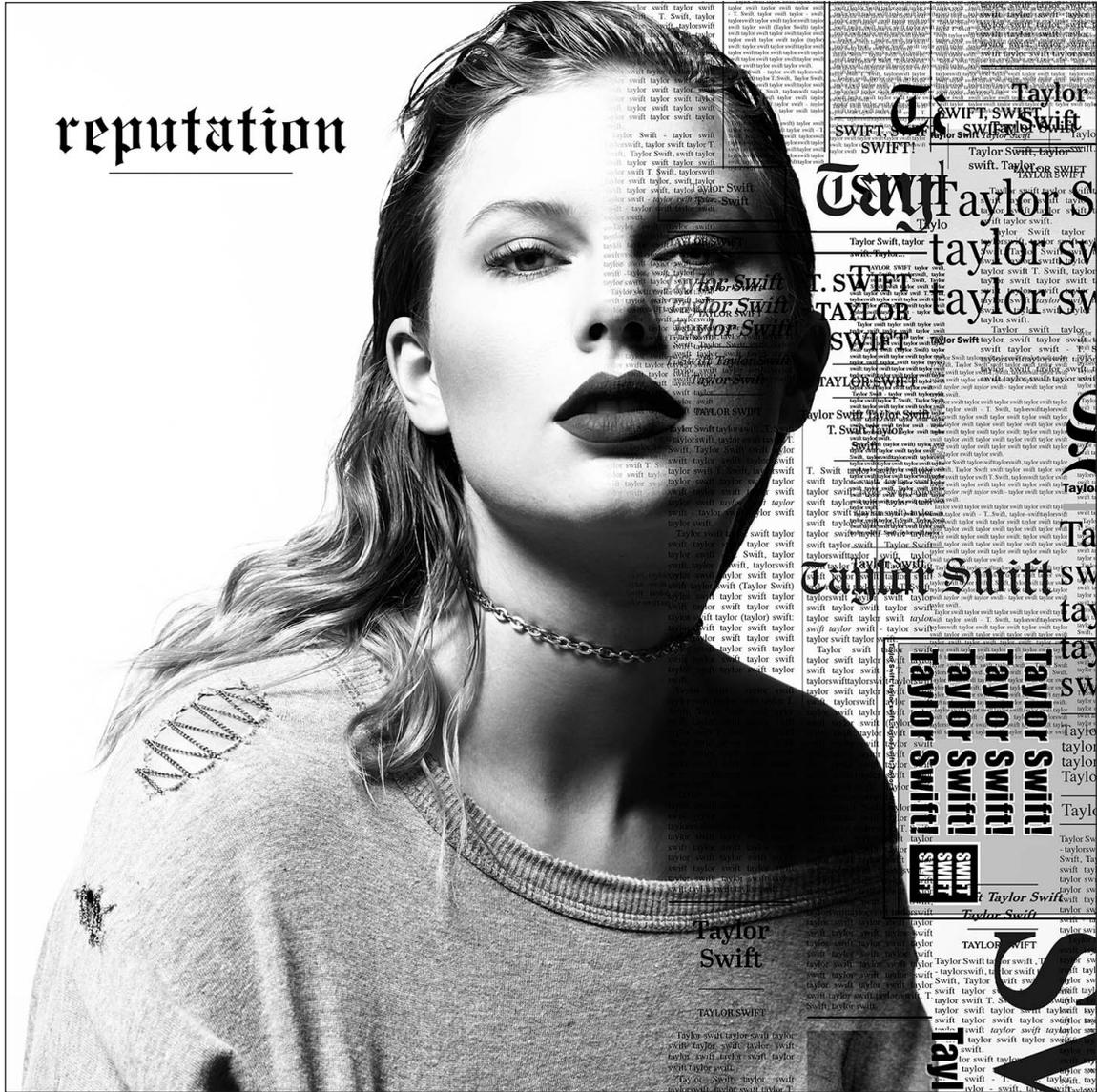
Album cover: Jimi Hendrix



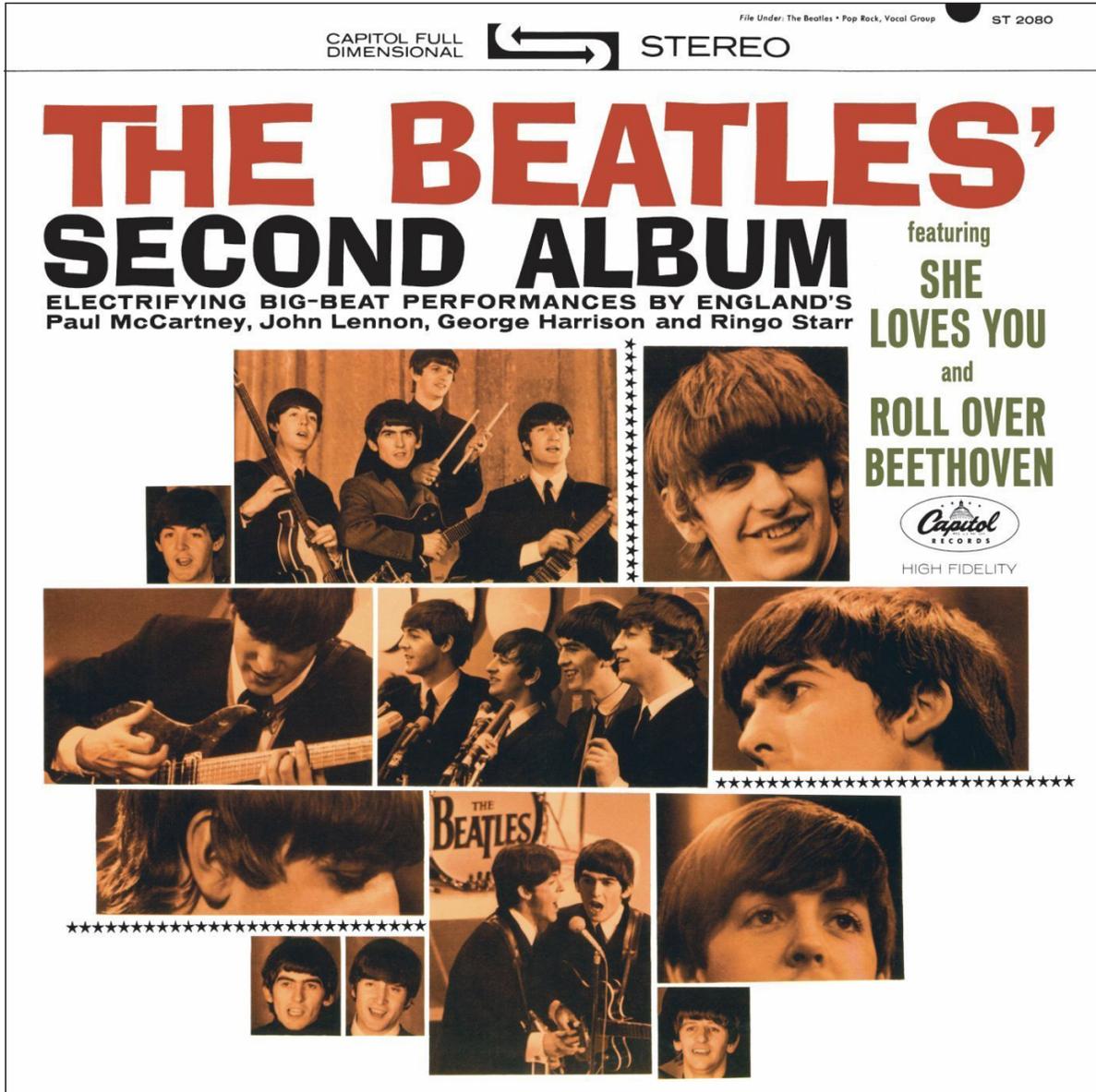
# Album cover: Miles Davis



# Album cover: Taylor Swift



# Album cover: The Beatles



Album cover: BTS

