

ABOUT MORE ADVENTURES IN JAZZ™

More Adventures in Jazz™ is the second book in the *Adventures* series by JazzKids®. The songs in this book are designed to move students into different keys while also giving them new improvisational material to expand their creative vocabulary. The songs can be learned using the music (visual learning) or by using the enclosed CD (aural learning). Students are encouraged to use both their aural and visual skills. It is a fine way to learn this repertoire.

Blues Progressions:

The Blues progressions in the back of the book should be integrated into the study of the ten jazz songs. Do not wait until you have learned all ten songs before starting to improvise over the Blues progressions. I would suggest that you start the Blues progressions while learning *Layson's Jive*.

Ear Training:

If you are new to learning by ear, the following steps will make the process easier. Learning songs by ear helps you with improvisation and composition studies. Also, it is easier to learn the "feel" of a song by listening to it.

Before beginning the song, listen to its track several times to "get the sound" of it in your head. Next, begin with only the right hand and try to learn the melody. When working on the melody, break it up into sections or "chunks" that are only a few notes in length. Ask yourself the following questions while listening: *Do the notes get higher or lower? In which direction are they going? Do any notes repeat? Are the notes close together or far apart from one another?*

After learning the right hand, try the same with the left hand. Play the CD and try to listen only to the left hand. Ask yourself the same questions as before and remember to play in sections! If you have a hard time learning the left hand by ear, use the music.

Use this book to work on your weaknesses. If you are a strong reader, try to learn the songs by ear. If you have a strong ear, then read the songs. If you consistently try to challenge yourself musically, you will become a well-rounded and skilled musician. Music is hard work, but the payoff is huge!

Improvisation:

Each song has improvisation licks that you can play over the left hand accompaniment or CD accompaniment. In other words, play the left hand as written while playing one of the licks in the right hand. You can play the licks in any order and at any time, but remember to leave space!

If you are having trouble getting started, simply play the first two- or four-measures of the song (left hand only) and then gradually add one of the licks. Just keep repeating this two or four measure pattern in the left hand while playing each of the licks. Once you feel comfortable, try playing the entire left-hand accompaniment while playing the licks.

If you are an advanced student, try playing licks from other songs. As long as the two songs are in the same key, you will be able to interchange the licks. If the songs are in different keys, you will need to transpose your licks to the new key. If you still need a challenge, try creating your own licks using the notes from the original lick. For example, if the original lick was C-E-F-G-A-C, try to re-arrange the notes like E-C-F-A-G to create a new lick. Most of all, be experimental and ***always listen to what you are playing.***

BUILDING CONFIDENCE THROUGH CREATIVITY™

JazzKids® is an innovative approach to music education designed to teach children jazz. The pieces included in this book are part of the larger JazzKids curriculum. JazzKids offers opportunities for musical excitement and expression by augmenting traditional reading pedagogy with original jazz repertoire and curriculum. The program teaches improvisation and composition in an "easy to understand" manner.

Teachers around the world use JazzKids products to supplement their reading material and further develop their students' aural capabilities.

The *More Adventures in Jazz™* pieces are designed to be used with students after finishing *First Adventures in Jazz™*.

These songs are intended to be "experimented" with. The repertoire in this book provides students with fragmented ideas for use in later improvisational studies. The simple harmonic progressions of these pieces also lend themselves easily to transposition, improvisation and composition.

Many exciting ways of using this curriculum can be found in our workbooks, teacher's manuals and on our web site.

If taught to use their creative spirit, students will amaze you time and time again.

Please encourage students to take these songs to a higher creative plateau by creating their own introductions, making up new endings, improvising, or recomposing. These songs are for the kids – they belong to them.

For more information about JazzKids, please visit our web site at WWW.JAZZKIDS.COM. Thank you, and have fun!

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ABOUT THE AUTHOR – WILLIE MYETTE

"A graduate of the renowned Berklee School of Music, Willie Myette has become a popular jazz entertainer and instructor in and around the revitalized music scene of Providence, Rhode Island. While perfecting his musical craft, he has launched the JazzKids program, a fully-developed instructional concept that has brought jazz performers as young as 6 years old to the stage and surprised and delighted crowds of unsuspecting listeners. You can expect a new generation of musicians to bloom from this program."

– Jason D. Harry Reprinted from "...this is jazz" Willie Myette Trio CD liner.

Kimmy's So Cool

1

Musical notation for system 1, measures 1-3. The piece is in 4/4 time with a key signature of one flat (Bb). The first system consists of three measures. The treble clef part features eighth-note patterns with fingerings 4, 2, 2 1, and 2. The bass clef part features quarter notes with fingerings 5, 2, 4, 3, 1, and 4.

4

Musical notation for system 2, measures 4-6. The treble clef part features eighth-note patterns with fingerings 3, 1, 3, 2, 1, 2, and 3. The bass clef part features quarter notes.

7

Musical notation for system 3, measures 7-9. The piece concludes with a double bar line. The treble clef part features eighth-note patterns with fingerings 2 1, 2 1, 2 1, and 4 2, 4 1. The bass clef part features quarter notes with fingerings 3, 1, and 4. The final measure (measure 9) contains a whole note chord in the treble clef and a whole note chord in the bass clef, both marked with a fermata.

IMPROVISATION

Once you have finished *Kimmy's So Cool*, try playing the following improvisation licks. A lick is a short musical idea that can be used in many songs. Think of a lick as a vocabulary word. Once you learn a new word, you can use it in many different sentences. So, by learning licks, you are increasing your *musical vocabulary*.

All of the licks use the first two measures of the left hand as an accompaniment. If you want a challenge, try following the form and replacing the lick in measure 7 (right hand) with a lick of your own.

Example A uses the C Blues scale. If the stretch is too much, leave off the first note or change it.

Example B uses the C Harmonic Minor scale. This is a great scale for improvisation, because it has such a unique sound with the A flat and B natural. Think of the scale in two sections. Start by improvising over C-D-Eb-F and then try C-B-Ab-G. Notice the direction change?

C BLUES SCALE



C HARMONIC MINOR SCALE



A

B

C

Example C shows you how to play the chords that go along with the bass line.

Kimmy's So Cool has a Minor Blues sound. It is not a strict Blues form, but it does resemble the Blues enough to use the Blues scale throughout. Since the song is minor, we are also using the Harmonic Minor scale.

You can switch back and forth between using the C Blues or Harmonic Minor scales. Some important points to remember when improvising:

1. Try to keep the bass line steady.
2. Do not rush or play too quickly!
3. Be daring. Try incorporating the scales together. Try new ideas and do not judge yourself too quickly. Sometimes it takes a while before you like the sound of what you are doing.
4. Keep your ears open and active. Often, improvisational ideas come from what you just played. Listen to yourself and react to what you are playing.

Do not just play notes. Make music!