

teacher resource guide

**schooltime
performance
series**



***soul on soul:
a musical tribute honoring
mary lou williams***

**arts
education
njpac**

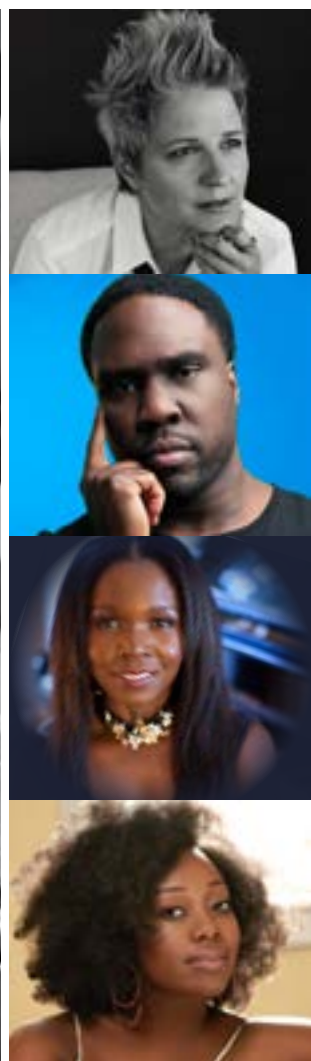


Photo credit: Library of Congress/William P. Gottlieb Collection. Right, top to bottom: Drummer Allison Miller, Bassist Derrick Hodge, Pianist Shamie Royston, and Vocalist Alicia Olatuja

about the performance

Soul on Soul: A Musical Tribute Honoring Mary Lou Williams is a concert celebrating the late trailblazing musician Mary Lou Williams and her chorale masterpiece *Black Christ of the Andes* about the Peruvian Saint Martín de Porres.

Mary Lou Williams was a jazz pianist, composer and arranger known for her unique harmonies and orchestrations as well as her extraordinary skill on the piano. Over the course of an impressive career of nearly 70 years, she wrote compositions for many legendary jazz musicians, including Duke Ellington, who once said, “Mary Lou Williams is perpetually contemporary.”

Drummer Allison Miller and bassist Derrick Hodge lead a band of instrumentalists and vocalists in capturing the spirit of Mary Lou Williams in this modern reimagining of her groundbreaking composition. In *Soul on Soul*, Miller and Hodge bring contemporary instrumentation and harmony to Williams’ devotional hymn.

njpac on the mic podcast

Soul On Soul



Mary Lou Williams at Café Society, 1947. Photo credit: Library of Congress/William P. Gottlieb Collection

About NJPAC On the Mic

NJPAC On the Mic is an audio resource that takes SchoolTime performances to the next level. This podcast series features three exclusive, curriculum-aligned episodes for all of NJPAC’s 2022-2023 SchoolTime performances. On the Mic offers students the opportunity to engage their listening skills, deepen their understanding of the performance and learn about the process of bringing a live or recorded production to life. This immersive audio experience features a theme song by students in the NJPAC arts education program.

How to listen to this episode of NJPAC On the Mic

Scan the QR code above or visit: njpac.org/education-program/soul-on-soul-a-musical-tribute-honoring-mary-lou-williams-resources to access the podcast and the following show notes:

Part 1: About | Pre-show audio, 6-9 minutes

Includes: An introduction to the performance, artists & venue, welcome message

Written and hosted by Dania Ramos

Additional writing by the team of *Soul On Soul*

Sound editing and design by Michael Aquino

Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program

Additional music by Epidemic Sound and Podcast Music

Voiceover by Michael Aquino

Welcome message voiced by Deanna Witkowski

Part 2: Connect | Post-show audio, 8-12 minutes

Includes: Reflection questions, a look at the life of Mary Lou Williams and a brief selection of vocabulary words

Written and hosted by Dania Ramos

Sound editing and design by Michael Aquino

Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program

Additional music by Epidemic Sound and Podcast Music

Share-out prompt voiced by Deanna Witkowski

Part 3: Spotlight | Post-show audio, 14-16 minutes

Includes: An exclusive interview with a Mary Lou Williams biographer, discussion starters

Written and hosted by Dania Ramos

Interviewee: Deanna Witkowski

Sound editing and design by Michael Aquino

Theme and outro music by Slim Beats from NJPAC Hip Hop Arts and Culture Program. Sample clip of *Lonely Moments* composed by Mary Lou Williams; arranged by Deanna Witkowski

Additional music by Epidemic Sound and Podcast Music

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

Prepare for the performance

Before the performance, provide some background knowledge for the class by

1. Reading the article on [Mary Lou Williams from the National Women's History Museum](#), or listen to [this 5-minute broadcast](#) on Williams' life from NPR.
2. Reading about her choral work [Black Christ of the Andes](#).
3. Filling in the crossword puzzle in [Activity Sheet 1](#).

For older students or a more advanced lesson, use the alternative activity on [Activity Sheet 1](#) to create a biography of Mary Lou Williams using the internet.

Mary Lou Williams was a jazz pianist whose long and highly active career has encompassed ragtime, vaudeville, blues, big band swing, bebop, the jazz avant garde and religious music.

Read or listen about Mary Lou Williams and complete the crossword in [Activity Worksheet 1](#).

Alternatively, you can complete the research project of Mary Lou Williams on the internet.

English Language Arts
 NJSLSA.R1., NJSLSA.R2., NJSLSA.R10.
 NJSLSA.W2., NJSLSA.W4., NJSLSA.W7.,
 NJSLSA.W8., NJSLSA.W9.
**Career Readiness, Life Literacies,
 and Key Skills**
 9.4.8.GCA.1
 9.4.8.IML.1
 9.4.8.IML.7

E

Experience the performance

Briefly discuss with students what they may already know about the performance, and what they expect to see.

Play the beginning of [Black Christ of the Andes](#) for students, which includes the musical motive of *Soul on Soul*. Ask students to listen and try to analyze what they're hearing. Students can attempt to memorize the melody, or "draw" the melody with a pen or their finger in the air. Discuss traits and qualities of the music.

Listen to the music that your teacher plays for you. Try to memorize the melody by humming, or use your pencil/finger to "draw" the shape of the melody in the air. Name some traits of the music you're hearing (i.e., loud, soft, fast, slow, happy, sad). What is creative or special about this music? How do you think Mary Lou Williams came to create this piece?

English Language Arts
 NJSLSA.SL1.
 NJSLSA.SL2.
Visual & Performing Arts
 Anchor Standard 1
 Anchor Standard 2
 Anchor Standard 4
 Anchor Standard 9
**Career Readiness, Life Literacies,
 and Key Skills**
 9.4.8.GCA.1

R

Reflect, respond and read

Ask students to reflect on the performance they just watched. Instruct students to read [this article](#) about *Soul on Soul*, and then separate students into small groups where they can share their reflections.

Take a moment to think about the performance you just saw. Read [this article](#) about *Soul on Soul* and discuss your thoughts and reflections with your small group members. These questions may help to guide your conversation:

- What moments in the show stood out to you? Why?
- How did the performance pay tribute to Mary Lou Williams?
- What did you notice about the way Allison Miller's jazz group played their instruments?
- How is this performance similar to others you've seen before? How is it different?

English Language Arts
 NJSLSA.R1., NJSLSA.R2., NJSLSA.R10.
 NJSLSA.SL1., NJSLSA.SL2., NJSLSA.SL3.,
 NJSLSA.SL4., NJSLSA.SL6.
**Career Readiness, Life Literacies,
 and Key Skills**
 9.4.8.GCA.1

F

Focus

The final project for this lesson is to write a rap, song or poem to pay tribute to an influential figure. Have students work on [Activity Sheet 2](#), but stop at the last paragraph where it starts the creative composition process. Assist students during their research process.

The final project for this lesson is to create a rap, song or poem to pay respect to a person or group that you admire. Research your person or group of choice and think about what influenced you to make that choice. Jot down your notes on [Activity Sheet 2](#), and stop when you reach the last paragraph.

English Language Arts
 NJSLSA.W2., NJSLSA.W4., NJSLSA.W7.
Visual & Performing Arts
 Anchor Standard 1
 Anchor Standard 7
**Career Readiness, Life Literacies,
 and Key Skills**
 9.4.8.CI.2, 9.4.8.GCA.1,
 9.4.8.IML.1, 9.4.8.IML.7

O

Originate

Ask students to complete the last section of [Activity Sheet 2](#) by brainstorming their creative compositions. It may take more than two sessions to create and edit their work. Remind students that their work should be original, and that to remember why their chosen influential figure is important.

Complete the last section of [Activity Sheet 2](#) by brainstorming your creative compositions. Think about what you are comfortable performing and choose a performance style (i.e., rap, music, poetry).

English Language Arts
 NJSLSA.W5.
Visual & Performing Arts
 Anchor Standard 2
 Anchor Standard 3
 Anchor Standard 9
**Career Readiness, Life Literacies,
 and Key Skills**
 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CT.2

R

Rehearse

Allow students to rehearse their creative compositions individually and with partners or small groups. Remind students to give positive feedback to their partners or group members. Encourage students to present their work to you if they want additional feedback.

Rehearse your creative composition by yourself and with a partner or small group. Revise your composition based on feedback from your classmates until you are happy with your work. Watch other classmates rehearse and provide positive feedback on their compositions as well. Feedback can be phrased using "I" statements, such as: I like, I notice, I wonder, etc.

English Language Arts
 NJSLSA.W5., NJSLSA.SL1.,
 NJSLSA.SL3., NJSLSA.SL6.
Visual & Performing Arts
 Anchor Standard 7
 Anchor Standard 8
 Anchor Standard 9
**Career Readiness, Life Literacies,
 and Key Skills**
 9.4.8.CT.2, 9.4.8.GCA.1

M

Make magic

Before each performance, ask the student to briefly state who they chose to pay tribute, why they chose that person/group and what they will be performing.

After each performance, have the class discuss the presenter's work, as well as the social, cultural and historical significance of the person/group they paid tribute to.

It's your turn to grab the spotlight! Before your performance, briefly explain who you are paying tribute to, why you chose this person/group and what type of performance you created.

As each classmate performs, think about how their performance is connected to the person they pay tribute to. After each classmate's performance, discuss why their chosen person/group is a significant social, cultural or historical figure.

English Language Arts
 NJSLSA.SL3., NJSLSA.SL4., NJSLSA.SL6.
Visual & Performing Arts
 Anchor Standard 6
 Anchor Standard 10
 Anchor Standard 11

curriculum standards

NJ Visual & Performing Arts Standards

- 1: Generating and conceptualizing ideas.
- 2: Organizing and developing ideas.
- 3: Refining and completing work.
- 4: Selecting, analyzing, and interpreting work.
- 6: Conveying meaning through art.
- 7: Perceiving and analyzing products.
- 8: Interpreting intent and meaning.
- 9: Applying criteria to evaluate products.
- 10: Synthesizing and relating knowledge and personal experiences to create products.
- 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

common core state standards

English Language Arts

NJLSA.R1.

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R10.

Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

NJLSA.SL3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJLSA.SL4.

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS

corestandards.org/ELA-Literacy

NATIONAL SOCIAL STUDIES STANDARDS

socialstudies.org/standards

NATIONAL CORE ARTS ANCHOR STANDARDS

nationalartsstandards.org

NJLSA.SL6.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJLSA.W2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJLSA.W4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJLSA.W5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJLSA.W7.

Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJLSA.W8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJLSA.W9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

common core state standards

(...continued)

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2

Repurpose an existing resource in an innovative way

9.4.8.CI.3

Examine challenges that may exist in the adoption of new ideas

9.4.8.CT.2

Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

9.4.8.GCA.1

Model how to navigate cultural differences with sensitivity and respect

9.4.8.IML.1

Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.7

Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

resources

Websites

National Women's History Museum

womenshistory.org/education-resources/biographies/mary-lou-williams

NPR | Mary Lou Williams, Missionary Of Jazz

npr.org/2019/09/11/758076879/mary-lou-williams-missionary-of-jazz?fbclid=IwAR1MEPFg3zZ8NGWHOElIG6Ddz3D3loObzeKN_CTFGf59AMf9Z6lGbhbmUOg

NPR | Shocking Omissions: Mary Lou Williams' Choral Masterpiece

npr.org/2017/08/07/541822331/shocking-omissions-mary-lou-williams-choral-masterpiece-black-christ-of-the-ande

Mary Lou Williams: Music for the Soul (Biography)

deannawitkowski.com/store/p/mary-lou-williams-music-for-the-soul

Edutopia-George Lucas Educational Foundation

edutopia.org/blog/jazz-month-resources-matt-davis

New York Public Radio

wnyc.org/story/soul-on-soul-allison-miller-and-derrick-hodge-on-honoring-mary-lou-williams/?fbclid=IwARohM-Ng_TnzWCZW45MEntmiNoTXw3SFBRCXJTg44lIcuyWOz8v2R--D6Ac

NJPAC | About NJPAC

njpac.org/about

vocabulary

Arranger

A person who interprets music that's already written.

Bebop

A style of jazz music originating in the 1940s that features fast tempos, shifting rhythms and complex harmonies.

Blues

A type of music which was developed by African American musicians in the southern United States. It is characterized by a slow tempo and a strong rhythm.

Chorale

A formal song written to be sung by a choir, especially in a church. It usually features harmony.

Composer

A person who writes music.

Dynamic

In music, dynamic means how quietly or loudly a piece of music should be played.

Instrumentation

The particular combination of musical instruments that are used to play a piece of music.

Meter

In music, meter refers to regularly recurring patterns and accents such as bars and beats.

Ragtime

A type of popular music from about 1890 to 1920, characterized by strong syncopation in even time. This form of music was influential in the development of jazz.

Vaudeville

A form of live entertainment that was popular in the early 20th century. Usually performances featured several theatrical, dance and musical acts.

njpac staff

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NJPAC Arts Education performances team:

Randal Croudy, Natalie Dreyer, Rosa Hyde, Danielle Vauters. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

the arts in your school

In-School Residencies: NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person and virtual residencies are designed to meet your needs, and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

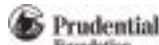
Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school, and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Visit njpac.org/education

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Generous support for SchoolTime provided, in part, by



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+ deceased

study the arts at njpac

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.