

# TIM SARS TRIO

*SING, CLAP, LISTEN, POW!*



## About the Performance

This highly interactive performance captivates audiences of all ages by encouraging them to sing, clap, listen, and dance to the wonderful music of Tim Sars. Tim's energetic stage performance takes young people on an engaging and fun journey through all aspects of music with styles including klezmer, funk, and Mardis Gras. *Sing, Clap, Listen, Pow!* introduces various musical concepts but with an emphasis on learning through participation rather than theory and terminology.

Suitable for Grades K-7. A longer version more suited to older students is also available.

## About the Artists

Tim Sars is a natural musician in every respect. With both his parents professional musicians it was likely inevitable that Tim would follow and, as a teenager, he quickly developed a distinctive voice on the baritone sax. Tim heads up Vancouver's very popular community-based Carnival Band, performs regularly on small stages around the city, has appeared at the Vancouver International Jazz Festival, and sometimes appears as a member of the Blues Berries.

With musical partners Wynston Minckler and Brendan Krieg, Tim shows that he's an imaginative writer and arranger.

## About the Music in the Show

Although many styles are used in *Sing, Clap, Listen, Pow!* the predominant form is jazz. Tim's fluent and deeply melodic style draws on a spectrum of inspirations, from New Orleans and Ellingtonian jazz to Balkan brass bands. Other than a couple of traditional songs, almost all of the music in the show are original compositions.

### THEMES:

- *Canon*
- *Cooperation*
- *Individuality*
- *Intuition*
- *Practice*
- *Rhythm*
- *Skill*
- *Technique*
- *Theme*
- *Variations*



# Activities

**K-7**

PRE-SHOW ACTIVITIES (10 MIN.)

**ENHANCE LISTENING (CURRICULUM LINK: THOUGHTS FEELINGS AND IMAGES)**

Have the students attempt to answer the question, 'What is jazz music?' Then play several widely diverse styles of jazz (e.g. Dixieland, Swing, Cool, Be-bop) and have them refine their answer.

POST-SHOW ACTIVITY (10-15 MIN.)

Ask the students to name the songs from the show they can remember. What was it about these particular songs that were memorable?

Was it the physical action? (e.g. punching the air and shouting "Pow!")

Was it responding vocally? (e.g. call and response)

Was it learning a new song (e.g. My Bucket's Got a Hole In It)

WHY ARE SOME SONGS MORE MEMORABLE THAN OTHERS?

POST-SHOW ACTIVITY (10-15 MIN.)

Did any of the songs in the show remind the students of other music that they know?

How many different styles were demonstrated in the trio's version of *Happy Birthday*? How could we tell that even though the style changed significantly we could still tell that it was the same song? Ask the students if they can come up with new versions of *Happy Birthday*, or other well-known songs (Christmas carols for example).

POST-SHOW ACTIVITY (10-15 MIN.)

**Discussion (Curriculum link: Responding to music)**

Pick a particular piece of music from the show and describe how it made you feel or what images it may have made you think of. There are no right or wrong comments – everything is welcome.

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