



*Presents*

# LP And The VINYL STUDY GUIDE



# 2019-2020

# BIOGRAPHY



**LP And The Vinyl** sends pop and R&B favorites through a kaleidoscope of jazz, providing the best of both worlds: familiar songs dear to the heart, freshly intensified with beautifully mastered improvisation. Vocalist Leonard Patton draws upon his rich background in jazz and gospel to energize the virtuosic interplay of pianist Danny Green, bassist Justin Grinnell, and drummer Julien Cantelm. From the lively dance-inducing numbers of Michael Jackson to the soulful hits by Stevie Wonder - no two performances are the same.

Patton's most recent solo release, *A Beautiful Day*, included jazz heavyweights Antonio Sanchez, Lionel Loueke, Ben Williams, and Aaron Parks. His previous release, *Expressions*, is a collection of duos with Grammy nominated pianist Geoffrey Keezer. Green, Grinnell, and Cantelm have been playing together since 2010 as the Danny Green Trio. In that time, they have released four albums, all receiving high praise from the press, and international radio airplay.

The trio and Patton joined forces in 2015 to form LP And The Vinyl. Since their inception, they have performed at notable venues including the Chandler Center for the Arts, the West Charleston Library, and The Museum of Making Music.

# INSTRUMENTS



**Piano:** Short for pianoforte, the piano is a stringed instrument that dates back to the early 1700s. It is played using a keyboard, which consists of a repeating pattern of twelve black and white keys. Pianos typically consist of eighty-eight keys. As the keys are played, hammers strike the corresponding strings, and dampers are simultaneously lifted off of the strings to allow for vibration. When the key is released, the damper returns to the string, immediately stopping its vibration.



**Double Bass:** Also known as upright bass, contrabass, bass violin, or simply bass, this is the largest instrument of the violin family. The contra bass consists of four strings, tuned to the notes E, A, D, and G. The E string is the thickest string, which makes it the lowest sounding pitch. The next three strings become consecutively thinner. The bass can be played with a bow (arco), or by plucking the strings (pizzicato). The pitch of each string can be altered by pressing it down against the fretboard. This shortens the vibrating portion of the string, thereby raising its pitch.



**Drum Kit:** Also called drum set, trap set, or simply drums, this instrument is a collection of drums and cymbals which are set up on stands in order to be played by a single player. A standard drum kit includes a bass drum, snare drum, one or two rack toms, floor tom, hi-hat cymbal, ride cymbal, and crash cymbal. Drummers use a combination of sticks, brushes, and mallets with their hands, and use foot pedals to play the bass drum and to open and close the hi-hat.



**Voice:** The human voice consists of sound made by using the vocal tract. Within the context of LP And The Vinyl, Leonard Patton uses his voice not only to sing lyrics, but also to scat. Scatting is the art of improvising with the voice. The syllables, pitches, and rhythms are all made up in the moment, and often times the scatting mimics the sounds of instruments such as a trumpet, saxophone, or bass.

# MUSICAL STYLES

**Ballad:** a song in a slow tempo, usually with a romantic or sentimental text.

**Funk:** a music genre that originated in African-American communities in the mid-1960s when African-American musicians created a rhythmic, danceable new form of music through a mixture of soul music, jazz, and rhythm and blues (R&B).

**Jazz:** a type of music of black American origin characterized by improvisation, syncopation, and usually a regular rhythm, emerging at the beginning of the 20th century.

**Rhythm & Blues (R&B):** a genre of popular music that originated in African-American communities in the 1940s. In the commercial R&B music typical of the 1950s through the 1970s, the bands usually consisted of vocals, piano, one or two guitars, bass, drums, one or more saxophones, and sometimes background



**Samba:** a Brazilian rhythm and dance style, with its roots in Africa via the West African slave trade. The rhythm is predominantly written in a 2/4 time signature, and is played with an emphasis on beats 1 and 2. The samba rhythm is used in a variety of Brazilian musical genres including choro, pagode, samba de enredo, samba-canção, and Brazilian jazz.

**Second-Line Groove:** a highly syncopated rhythm derived from the music of New Orleans brass bands.

**6/8 Groove:** a groove using a 6/8 meter. While there are numerous approaches to playing 6/8 grooves, LP And The Vinyl loosely bases their 6/8 grooves on traditional Afro-Cuban 6/8 rhythms.

**Swing:** one of the most widely used rhythms in straight-ahead jazz. Elements of swing include syncopated eighth notes in which the downbeats are lengthened and the upbeats are shortened, an emphasis on beats 2 and 4 (most often played on a hi-hat or snare drum), and a bass pulse either on beats 1 and 3, or on beats 1, 2, 3 and 4.

# STUDENT ACTIVITY

Before or after attending LP And The Vinyl's workshop, have students discuss the concept of improvisation. Lead a discussion about what it means to improvise, and have the students come up with a list of ways in which they improvise on a daily basis.

Once the students have come up with their list, have them discuss the ways in which they can practice becoming better improvisers. For example, if a student says that they improvise their route home from school, studying maps of the area might be a way to expand the route possibilities.

Finally, have the students come up with a list of examples of how improvisation is used in the professional workplace. Some questions to get the conversation going could be: when would a doctor need to improvise, and what are some ways a chef can improvise?



# TEACHING STANDARDS

LP And The Vinyl educational outreach performances cover the following teaching standards outlined in the Visual and Performing Arts Content Standards for California Public Schools (grades K-12). Programs will be adjusted to appropriate age level.

## **1.0 ARTISTIC PERCEPTION**

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

1.2 Identify simple musical forms (e.g., phrase, AB, echo).

1.3 Identify common instruments visually and aurally in a variety of music.

1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.

1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

## **2.0 CREATIVE EXPRESSION**

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

2.10 Improvise original melodies over given chord progressions.

## **3.0 HISTORICAL AND CULTURAL CONTEXT**

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.

3.3 Explain how music has reflected social functions and changing ideas and values.

3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.

3.6 Compare and contrast musical styles within various popular genres in North America and South America.

# CONCEPTS & TERMS

**Accompaniment:** a musical part that supports or partners a solo instrument, voice, or group.

**Articulation:** the manner in which notes are performed, such as staccato (short), legato (long), or accented.

**Beat:** the basic unit of time. The beat is often defined as the rhythm listeners would tap their toes to when listening to a piece of music.

**Chromaticism:** tones that are outside a given scale.

**Chord:** three or more pitches played simultaneously.

**Comping:** (short for accompanying) the chords, rhythms, and countermelodies that rhythm section musicians use to support either a lead melody or an improvised solo.

**Composition:** an original piece of music.

**Diatonic:** a passage which utilizes only the notes of a given scale. No chromaticism is used.

**Dynamics:** variation in loudness between notes or phrases.

**Genre:** type or kind of musical work (i.e. jazz, rock)

**Harmonic Progression:** a succession of musical chords, also known as a chord progression.

**Harmony:** the sound of two or more notes heard simultaneously.

**Improvisation:** the creative activity of immediate musical composition.

**Interval:** The distance in pitch between two tones.

**Melody:** a succession of musical tones that the listener perceives as a single entity.

**Meter:** the grouping of beats by which a piece of music is measured.

**Notation:** any system used to visually represent music.

**Phrase:** a musical idea comparable to a sentence or a clause in language.

**Pitch:** how high or low a note is.

**Rhythm:** the placement of sounds in time. Rhythm is achieved through the combination of long and short, sounds and silences.

**Scale:** any set of musical notes ordered by pitch. A scale ordered by increasing pitch is an ascending scale, and a scale ordered by decreasing pitch is a descending scale.

**Syncopation:** the placement or rhythmic accents on weak beats or weak portions of beats.

**Tempo:** the speed at which a piece of music is played. Tempo is measured in beats per minute, or BPM.

# BOOKING

For booking, contact:



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