

## **Second Line Arts Collective**

### **Lesson 10: Second Line Parades and Joe Avery's Blues**

#### **Lesson Overview**

Students will explore the history and energy of "Joe Avery's Blues," a New Orleans second line anthem. Through music, movement, and rhythm activities, they'll experience how this song embodies the celebratory spirit of New Orleans parades.

#### **Learning Objectives**

By the end of this lesson, students will:

1. Understand the role of "Joe Avery's Blues" in New Orleans second line parades.
2. Participate in rhythm and movement activities inspired by second line traditions.
3. Explore the communal and celebratory nature of second line music.

#### **Materials Needed**

- Audio or video recording of "[Joe Avery's Blues](#)." INSERT LINK
- Space for dancing and movement.
- Optional: Percussion instruments (e.g., tambourines, shakers, drums) and scarves
- Visual aids: Images or videos of [second line parades](#). INSERT LINK

## Lesson Steps

### Introduction to 'Joe Avery's Blues' and Second Lines (5 minutes)

- Begin by explaining the concept of a second line parade:
  - A second line parade is led by a brass band (the "first line"), with the "second line" made up of people dancing, clapping, and celebrating behind them.
  - These parades are a joyful expression of community and music.
- Introduce "Joe Avery's Blues" as a song often played in second line parades, known for its catchy rhythm and celebratory feel.
- Share that second lines welcome everyone to join in and express themselves freely through dance and music.

### Listen and Learn the Song (5-7 minutes)

- Play a recording of "Joe Avery's Blues" and encourage students to listen carefully.
  - Ask: What instruments do you hear? How does the song make you feel?
- Teach a simple vocal part to sing along with the melody or rhythm (e.g., clapping or tapping in time with the music).

### Rhythm Activity: Second Line Beat (10 minutes)

- Teach a basic second line rhythm using claps, stomps, or percussion instruments:
  - Example pattern: Bamboula/ "Stomp-Stomp-Clap... Stomp-Stomp-Clap."
- Divide students into groups to represent different sections of a parade:
  - Rhythm section: Use percussion instruments or body percussion.

- Dancers: Move freely in time with the rhythm.
- Practice the rhythm as a group, building excitement dynamically like a real second line: start soft, and gradually build energy as a group

#### Movement Activity: Create a Mini Second Line Parade (10 minutes)

- Form a line or circle, and let students take turns leading the parade while "Joe Avery's Blues" plays.
- Encourage students to dance, wave scarves, or play their instruments in time with the music.
- Add layers of creativity by letting students invent their own moves or sounds.

#### Group Reflection and Discussion (5 minutes)

- Ask students:
  - How did it feel to dance and play along to "Joe Avery's Blues"?
  - Why do you think second line parades are so joyful and important to New Orleans culture?
- Discuss how music and dance bring people together in celebrations.

#### **Extension Activities**

- Art Connection: Have students design their own second line umbrellas or parade props.
- Music History: Share more about brass band leaders and their role in shaping second line music.
- Creative Writing: Ask students to write a short story about a second line parade they imagine joining.

## **Reflection Questions**

- What did you enjoy most about participating in a second line?
- How does the rhythm of "Joe Avery's Blues" make you want to move?
- Can you think of a time when music brought people together in your community?

## **Teacher/Parent Tips**

- Encourage students to embrace the freedom of expression that second line traditions celebrate.
- Simplify rhythms or movements for younger students to ensure participation.
- Reinforce the idea that second line music is about joy, connection, and celebration.