Brass Band Instrument City

NEW ORLEANS CULTURAL STUDIO | LESSON 64 | GRADES 3–5 | CULTURE & SOURCES

Context before technique

New Orleans brass bands contribute to neighborhood procession, performance, and the history of jazz.

Whose story is being told?

Teach this lesson through identified New Orleans institutions and, where possible, community-authored testimony. Name the people, places, and historical context in your examples. Explain what remains unknown or contested.

Responsible artistic engagement

Credit musicians; allow students to choose non-brass instruments if the musical purpose remains visible.

Visual permissions

Do not download photographs or artwork from source websites for public display unless permission or a valid license is confirmed. A live research link is not a license. The included lesson illustration is original conceptual artwork and not historical evidence.

Starter research sources

New Orleans Jazz Museum: Educator resources

https://nolajazzmuseum.org/educator-resources

New Orleans: Social Aid and Pleasure Clubs

https://www.neworleans.com/things-to-do/music/history-and-traditions/social-aid-and-pleasure-clubs/

Louisiana Visual Arts Benchmarks

Louisiana Department of Education arts standards (official PDF)

Discussion prompts

- Who created or maintains this tradition, space, or object?
- What do outsiders often overlook?
- Which images would require permission, and whose voices are missing?

Teaching note

These starter sources support inquiry, not a complete ethnography. Prioritize up-to-date local perspectives and appropriately compensated cultural partnerships when possible.