

## Improvisation

### Part I: Chapter 18

Simple Meter—Eighth Note = Beat Unit; More Rhythms

#### Pass the Pattern

• **Process:**

- **Basic:** Divide class into teams of 5-8. Using the elements from Part I, Chapter 18, the instructor or Student A chants a known rhythm pattern (neutral syllable or rhythm syllables). Student B improvises a similar but different rhythm pattern that MUST start with the last rhythm element in the pattern chanted by Student A. Student C improvises a similar but different rhythm pattern that MUST start with the last rhythm element chanted by Student B. Each additional student's pattern must start with the last element.

#### Pass the Pattern – Basic

The musical notation shows nine rhythmic patterns labeled A through I. Pattern A is in 4/8 time and consists of quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter, quarter, eighth, eighth, quarter, quarter. Patterns B through I are similar in complexity, using eighth and quarter notes, rests, and triplets.

- **Variation I:** The instructor or Student A chants a known rhythm pattern (neutral syllable or rhythm syllables). Student B improvises a similar but different rhythm pattern that MUST start with the last rhythm element in the pattern chanted by Student A. Student C improvises a similar but different rhythm pattern that MUST start with the first rhythm element chanted by Student B. Each additional student alternates tasks.
- **Variation II:** One team improvises on a neutral syllable while the other team(s) writes (dictates) each pattern.
- **Variation III:** Individually practice *Pass the Pattern* using the MP3 rhythm files found in Part I, Chapters 18, located on the Oxford Learning Link.
- **Parameters:**
  - Rhythm patterns to be selected from Part I, Chapter 18.3. The instructor designates the meter (simple-duple, triple or quadruple), physical motion (metric motion, heel march, circular hand/arm motion, and/or down-up motion) and then sets the tempo.
    - Remember to perform the patterns (a) with inflective expression (foundation of phrasing) and (b) while moving to meter, macro beat, or micro beat (facilitates understanding of rhythm).

*This activity also works musical memory!*

***Additional Improvisation Activities***

- **Call and Response**  
See Chapter 2 for instructions
- **Ostinato Groove**  
See Chapter 6 for instructions
- **Parameters:**
  - See the indicated chapter on the Oxford Learning Link, Improvisation-Part I for instructions.
  - Rhythm patterns to be selected from Part I, Chapter 18.3 (Subdivided Beat, Borrowed Beat, Divided Beat, Beat, Elongated Beat, Sustained Beat, etc.). The instructor designates the meter (simple-duple, triple or quadruple), physical motion (metric motion, heel march, and/or down-up motion with hands) and then sets the tempo.
  - Remember to perform the patterns (a) with inflective expression (foundation of phrasing) and (b) while moving to meter, macro beat, or micro beat (facilitates understanding of rhythm).
- **Same or Different**  
See Chapter 2 for instructions
- **Anything You Can Do . . .**  
See Chapter 10 for instructions
- **Add A Rhythm**  
See Chapter 2 for instructions
- **Change Challenge**  
See Chapter 14 for instructions

*The ability to improvise is a skill that can be learned!*

***Improvisation develops technical skills, aural skills and music reading ability.***