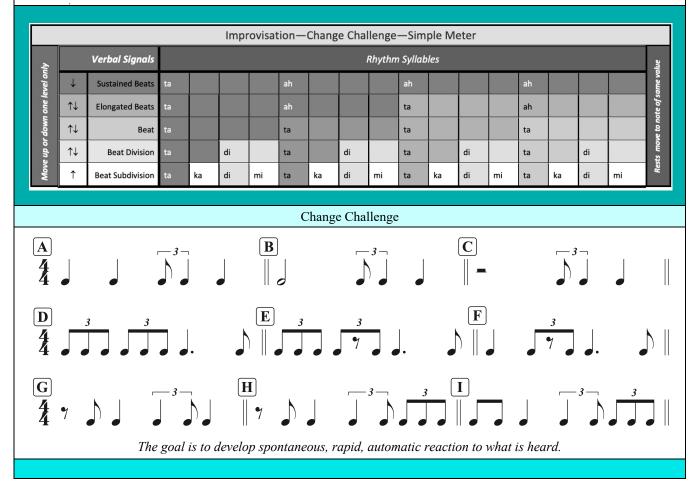
## Improvisation

## Part I: Chapter 14

Simple Meter—Quarter Note = Beat Unit; More Rhythms with Borrowed Beat Division

## **Change Challenge**

- Process:
  - The instructor or Student A chants a known rhythm pattern; Student B makes only one change to the pattern following the guidelines below. Student C chants Student B's pattern and makes one change following the guidelines below, etc.
  - Student D chants a new rhythm pattern; Student E and F each make one change to the pattern following the guidelines below, etc.
  - Rules
    - Notes can move to a beat level above or below but may not move two levels. For example, beat division may move up to the beat level or down to the subdivision level but may not move to the elongated or sustained level. Refer to table below.
    - Notes may also move to their corresponding rest. Notes may not move to a rest a beat level higher or lower.
    - A rest may only move back to its corresponding note.



## Carol J. Krueger, DMA

<ul> <li>I, Chapter 14.3, located on the Oxford Learning Link.</li> <li>Parameters:         <ul> <li>The patterns must be selected from Part I, Chapter 14.3. The instructor or team leader designate the length of pattern (3-4 beats, 1-2 measures), meter (simple-duple, triple, or quadruple) physical motion (metric motion, heel march, down–up with hands/arms) and then sets the tempo and sets the tempo.</li> </ul> </li> <li>Call and Response See Chapter 2 for instructions</li> <li>Additional Improvisation Activities See Chapter 2 for instructions</li> <li>See Chapter 3 for instructions</li> <li>See Chapter 3 for instructions</li> <li>See Chapter 3 for instructions</li> </ul>			
<ul> <li>each pattern;</li> <li>Variation IV: Integrate accents, articulations and/or dynamics.</li> <li>Variation IV: Integrate accents, articulations and/or dynamics.</li> <li>Variation IV: Individually practice <i>Change Challenge</i> using the MP3 rhythm files found in Par I, Chapter 14.3, located on the Oxford Learning Link.</li> <li><b>Parameters:</b> <ul> <li>The patterns must be selected from Part I, Chapter 14.3. The instructor or team leader designate the length of pattern (3-4 beats, 1-2 measures), meter (simple-duple, triple, or quadruple) physical motion (metric motion, heel march, down-up with hands/arms) and then sets the tempo and sets the tempo.</li> </ul> </li> <li><b>Call and Response</b> <ul> <li>Additional Improvisation Activities</li> </ul> </li> <li>Call and Response <ul> <li>Add A Rhythm</li> <li>Same or Different</li> <li>See Chapter 2 for instructions</li> <li>See Chapter 2 for instructions</li> <li>See Chapter 3 for instructions</li> <li>See Chapter 6 for instructions</li> <li>See Chapter 10 for instructions.</li> </ul> </li> <li>Parameters: <ul> <li>See the indicated chapter on the Oxford Learning Link, Improvisation-Part I for instructions.</li> <li>Rhythm patterns to be selected from Part I, Chapter 14.3 (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.</li> </ul> </li> <li>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). <i>The ability to improvise is a skill that can be learned!</i></li> </ul>	<ul><li>divided beats). The next</li><li>Variation II: Chant on rh</li></ul>	student is free to ignore the rules a ythm syllables or a neutral syllable	nd improvise at will; e (bum);
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