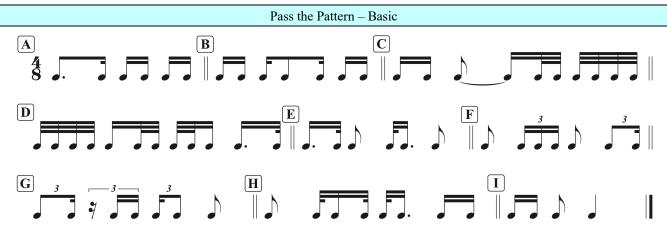
Improvisation

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 <u>MUST start with the last rhythm element</u> in the pattern chanted by Student A. Student C improvises a similar but different rhythm pattern that <u>MUST start with the last rhythm pattern</u> that <u>MUST start with the last rhythm</u> pattern that <u>MUST start with the last rhythm</u> element chanted by Student B. Each additional student's pattern must start with the last element.



- 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 <u>MUST start</u> with the last rhythm element in the pattern chanted by Student A. Student C improvises a similar but different rhythm pattern that <u>MUST start with the first</u> 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	
• Same or Different	Add A Rhythm
See Chapter 2 for instructions	See Chapter 2 for instructions
• Anything You Can Do See Chapter 10 for instructions	• Change Challenge See Chapter 14 for instructions
er on the Oxford Learning Link, Impr selected from Part I, Chapter 18.3 (ongated Beat, Sustained Beat, etc.). T quadruple), physical motion (metric and then sets the tempo. the patterns (a) with inflective express	Subdivided Beat, Borrowed Bea The instructor designates the met motion, heel march, and/or down ssion (foundation of phrasing) ar
ter, macro beat, or micro beat (facilitate ability to improvise is a skill that can be lead	e . /
	 Same or Different See Chapter 2 for instructions Anything You Can Do See Chapter 10 for instructions er on the Oxford Learning Link, Impr selected from Part I, Chapter 18.3 (ongated Beat, Sustained Beat, etc.). T quadruple), physical motion (metric and then sets the tempo. the patterns (a) with inflective express ter, macro beat, or micro beat (facility)