

IMPROV with SOLO

OBJECTIVES:

1. Students will demonstrate understanding of rhythmic improvisation and soloing in a group setting.

ACTIVITIES:

1. Introduce vocabulary. Explain that when a musician makes music up on the spot or plays more than what's notated, it's called *improvisation*. You can improvise on your own or in a group. The following steps will help us learn to improvise in a group.
2. Begin with the entire group playing an easy rhythmic *ostinato*, or repeated pattern. Depending on the age/skill level of the group, it could be as simple as clapping a steady beat or alternating *clap-pat-clap-pat* on thighs and hands. Modify and make more complex for older groups or after you've mastered a simple pattern.
3. Once the ostinato is steady and well-established, say in rhythm, "my turn for four" and create an improvised rhythm for the next four counts. After modelling, substitute a student name. Improvise rhythms in your lap or on a classroom rhythm instrument such as a djembe or hand drum.
4. After verbal cues have mastered, use visual cues such as a hand signal to indicate who should solo.
5. Extend to pitched instruments by asking the larger group to alternate between two notes with a steady beat, while soloists have four counts to improvise on top of that. Again, as students master the process, make patterns more difficult and complex. Orff instruments work very well for this activity.
6. If you have a piano, further extend by asking two students to play with the same pulse or beat, using only the black keys of the keyboard/piano.

STANDARDS:

1. Grades K – 3. 2. Artistic Process. 1. Create or make in a variety of contexts in the arts area using the artistic foundations. Music 0.2.1.3.1. Improvise or compose to express musical ideas using the voice or an instrument.
1. Present in a variety of context in the arts area using the artistic foundations. Music. 6.3.1.3.1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.





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