

## Improvisation

### Part I: Chapter 26

#### Mixed Meters

#### *Improvisation Activities*

- **Call and Response**  
See Chapter 2 for instructions
- **Pass the Pattern**  
See Chapter 3 for instructions
- **Change Challenge**  
See Chapter 14 for instructions
- **Same or Different**  
See Chapter 2 for instructions
- **Ostinato Groove**  
See Chapter 6 for instructions
- **Table of Truth**  
See Chapters 4 & 13 for instructions
- **Add A Rhythm**  
See Chapter 2 for instructions
- **Anything You Can Do . . .**  
See Chapter 10 for instructions
- **Twisted Theme**  
See Chapter 22 for instructions
- **Parameters:**
  - See the indicated chapter on the Oxford Learning Link, Improvisation-Part I for instructions.
  - Integrate patterns where the division remains constant and/or beat remains constant into the improvisation activities above.
  - The instructor designates the meter (simple/compound/asymmetrical-duple, triple or quadruple), beat and/or division constant, physical motion (metric motion, heel march, and/or down-up/down-up-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).

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

***Improvisation promotes abstract thinking, teaches the brain to actively listen, and encourages chaining (one response becomes the stimulus for another response).***