

**PART II: CHAPTER 16A**

The Moveable C Clefs

**Improvisation Activities**

See Appendix D for details

**Twisted Theme**

• **Process:**

- Divide class into teams of 4-8. Using the phrases drawn from a known rote song, each participant varies the tonal pitches and/or tonality but keep the same rhythm and meter; Student A sings on tonal syllables and twists phrase 1; Student B sings on tonal syllables and twists phrase 2. Students C and D each twists a phrase, etc.

Some students are not ready to improvise melodically so to build skills and combat fear small groups can work together to twist their assigned phrase. For example: Group A works together to twist phrase 1; simultaneously Group B, C and D twist their assigned phrases. Groups then join together to perform the twisted song.

*Row, Row, Row Your Boat*

A. Original Song



B. Improvisation



C. Improvisation



- Variation I: Student A sings on a neutral syllable (bum) and twists phrase 1; Student B sings on a neutral syllable and twists phrase 2. Students C and D each twist a phrase while singing on a neutral syllable.
- Variation II: One team improvises on a neutral syllable (bum) while the other team(s) writes (dictates) the phrase. Students C and D each twist a phrase, and the other team(s) dictates the phrases, etc.
- Variation III; Using the phrases drawn from a known rote song, each participant varies the rhythms and/or meter but keep the same pitches. See *Hot Cross Buns*.

*Hot Cross Buns*

A. Original Song



B. Improvisation



C. Improvisation



• **Parameters:**

- The instructor designates the tonality (major, minor, modal), tonal functions (major/minor scales, etc.), chord tones (tonic, subdominant, dominant, etc.) and non-chord tones (passing tones, upper and lower neighbor tones, etc.), then reviews known tonal and/or rhythm patterns and establishes the tonality and tempo.
- Remember to perform (a) with inflective expression (foundation of phrasing) and (b) while moving to meter, macro beat, or micro beat (facilitates understanding of rhythm).

*The goal is to develop spontaneous, rapid, automatic reaction to what is heard.*

**Suggested Folk Songs**

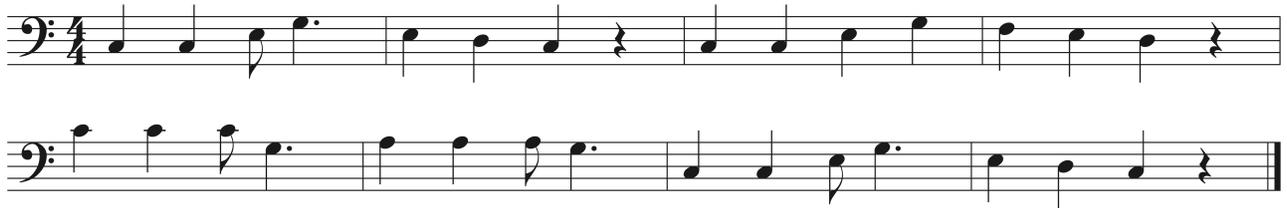
*Jackie Frazier*



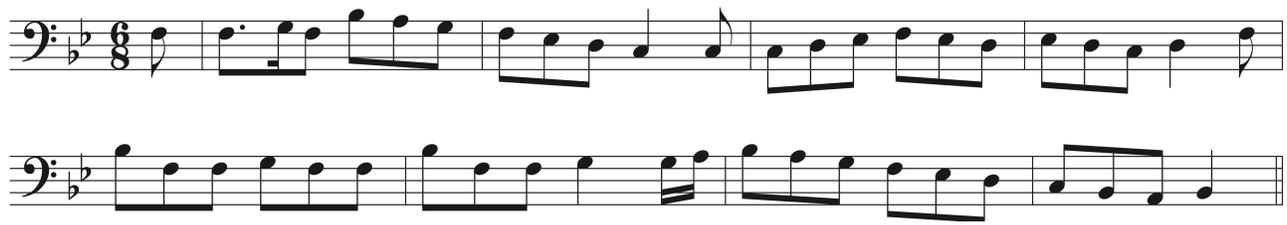
*The Overlander*



*L'abe igi orambo*



*The Robin*



*Lightly Row*



***Additional Improvisation Activities***

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| <ul style="list-style-type: none"> <li>• <b>Call and Response</b><br/><i>Tonal and/or Melodic</i><br/>See Chapters 1-7 for instructions</li> <li>• <b>Add a Pitch</b><br/>See Chapters 1-7 for instructions</li> <li>• <b>Twisted Theme</b><br/><i>Tonal</i><br/>See Chapter 16A for instructions</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Same or Different</b><br/><i>Tonal and/or Melodic</i><br/>See Chapters 1-7 for instructions</li> <li>• <b>Ostinato Groove</b><br/><i>Tonal</i><br/>See Chapter 8 for instructions<br/><i>Melodic</i><br/>See Chapter 9 for instructions</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Pass the Pattern</b><br/><i>Tonal and/or Melodic</i><br/>See Chapters 1-7 for instructions</li> <li>• <b>Question &amp; Answer</b><br/><i>Tonal and/or Melodic</i><br/>See Chapter 13 for instructions</li> <li>• <b>Harmonic Improvisation</b><br/>See Chapter 16B for instructions</li> </ul> |
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