

TEACHING
IMPROVISATION
TO BEGINNING
INSTRUMENTALISTS

|IM,PRÄVI'zā SH əN| HAPPENS

- TO CREATE AND PERFORM (MUSIC, DRAMA, OR VERSE)
SPONTANEOUSLY OR WITHOUT PREPARATION
- TO PRODUCE OR MAKE (SOMETHING) FROM WHATEVER IS AVAILABLE

WHY TEACH IT TO BEGINNERS?

- A LOGICAL PROGRESSION TO ECHO PLAYING, SOUND BEFORE SYMBOL
- BUILDS MUSICAL INDEPENDENCE
- ENCOURAGES CAREFUL LISTENING
- IT'S FUN!

ENCOURAGING YOUNG STUDENTS TO IMPROVISE

- MOVE FROM KNOWN TO UNKNOWN
- BREAK DOWN COMPLEX TASKS INTO COMPONENT PARTS
- REHEARSE RHYTHM AND PITCH PATTERNS
- USE NO PRINTED MUSIC (STUDENT OR TEACHER)
- ALLOW “MISTAKES” (STUDENT AND TEACHER)
- USE THE PIANO FOR HARMONY AND TEMPO
- INCLUDE COMPOUND METERS AND MINOR HARMONY

STILL EMPHASIZE GOOD...

- **POSTURE**
- **HOLDING POSITION**
- **BREATHING**
- **EMBOUCHURE**
- **TONE**

YOU CAN MESS WITH...

IN PRIORITIZED ORDER

■ RHYTHM

■ PITCH

■ ARTICULATION

■ DYNAMICS

BEFORE PLAYING

1. SING THE SONG
2. ECHO RHYTHM PATTERNS
3. IMPROVISE RHYTHM PATTERNS
4. ECHO SOLFEGE PATTERNS
5. IMPROVISE SOLFEGE PATTERNS



WITH PLAYING

6. ECHO RHYTHM PATTERNS

7. IMPROVISE RHYTHM PATTERNS

8. ECHO PITCH PATTERNS

9. IMPROVISE PITCH PATTERNS

10. ECHO MELODIES

11. IMPROVISE MELODIES

