



Improvisation Through Active Music Making

*A session supported by
the Alliance for Active Music Making*

What Is the Alliance for Active Music Making

The mission of the Alliance for Active Music Making (AAMM) is to promote active music making approaches in general music teacher education.

The goals of the AAMM are:

1. To provide a forum for sharing philosophies and practices of active music making, including, but not limited to, those of Jaques-Dalcroze, Gordon, Kodály, and Orff.
2. To promote collaboration between music teachers and university methods teachers toward implementation of active music making.
3. To provide resources that will promote understanding and practice of active music making.
4. To encourage in depth professional development in active music making approaches.
5. To promote awareness among education leaders and policy makers, arts educators, future teachers, and the general public about active music making approaches.
6. To encourage, support, and disseminate research regarding active music making.

For more information about the Alliance for Active Music Making, see the website at <https://www.allianceamm.org/>

Improvisation through Kodály

Presented by: Lauren Bain, New Braunfels ISD

lfbain@gmail.com

Do, Do pi - ty my case In some la - dy's gar - den.
My clothes to wash when I get home In some la - dy's gar - den.

1. Sing and keep the beat while T improvises different chores.
2. T calls on individuals to improvise a chore; class acts out; repeat several times
3. T shows two different 4-beat ostinatos about chores and S act out while chanting:
 - a. Moppin' the floor, gotta mop that floor!
 - b. Peee-ew! That trash stinks.
4. Half the class chants/acts out the first ostinato while the other half sings the song; reverse parts with the second ostinato
5. Ss break into small groups; decide on a chore to act out, create a 4-beat ostinato, and perform on UPP and with mvt.

Melodic Improvisation

1. T and S review pentatonic scale
2. T writes 4 patterns on the board; S sing
3. T transforms them into the “answer”; T improvises a “question” and S “answer” with one provided; repeat until all have been explored
4. T removes one “answer” and S improvise; continue until only 1 answer remains
5. Create a form for melodic improv

A = Song + UPP ostinatos

B = mvt ostinatos

C = melodic improvisation

Improvisation through Dalcroze

Presented by: Deborah Graham-Gibson

***Use movement to extend problem-solving skills**

*Students will hear a selected piece and improvise movement to what they perceive as “the most important part” or what sounds most important to them. Important to note: value each student’s choices and be ready in processing to expand thinking if some students are moving in a way different from others.

*Contrast pieces are played, same movement instruction

*Process in small groups: what did you hear in each piece? How did you choose to move? Did everyone in the group choose to move in the same way? Why or why not?

***Move to a story**

*Students will hear a short fairy or folk tale and will improvise movement to match the story.

*Teacher will accompany movement and cue with piano to help students follow the story. Note: when choosing a story, look for repetition so students can find success and predictability for their movement along with new ones as the story requires.

*Process: what movement did you choose to match the story elements? Did you notice whether others around you chose the same things?

Diamond music:

*Groups of students will arrange themselves in “diamond” groups of four as much as possible. The diamond shape is so that as the group turns, one student will be at the head of the group as the others are following the student’s motion from behind them. The group turns as the students are ready and can choose to change turning direction during the music if desired.

*The student leading improvises movement to describe the music they’re hearing as the other students follow their lead. As the student finishes, the group turns so the next student becomes the leader, continuing through the music as the students choose.