

Bridging the Divide: Improvisation for Recorder and Beginning Band

Saturday, February 20th 2021 12:00PM-12:50 PM

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Session goals:

- Take away specific improvisation activities that can be used in vocal music classes, with recorders and in beginning bands both virtually and in-person.
- Learn how to apply these activities to other songs and use appropriate scaffolds to meet your students' needs.
- What songs do your kids know and love that may work with this process?

What do your students enjoy?	What skills have your students mastered?	What skills are they still developing?

Connect: By building on students' prior knowledge and experience we help them BRIDGE old and new learning. We also VALIDATE the musical expertise they have already developed.

Games and Songs			
Instrumental Techniques	Fine motor development	Improvise and Compose	Transition to Notation
Long tones Articulation Onset of embouchure Posture Breathing	Left-hand and finger dexterity Bilateral movement Develop muscle memory	Rhythmic speech Rhythmic notation Sung Single pitch Slowly build tone sets for improvisation	Begin with anchor pitches SLOWLY add neighbor notes
Soup, Soup My Name Is...	Dancing Hands, Little Johnny Brown	Good Morning Blues, Shake the Papaya Down	Shake the Papaya Down

Examples of activity sequence in the following classes:		
Elementary Classroom	Recorder Classroom	Beginning Band Classroom
Sing and play the game Listen/Echo <ul style="list-style-type: none"> • Voice • Clapping • Body percussion patterns • Pitched/Unpitched Percussion Call/Response (see above) Themed Iconic Composition <ul style="list-style-type: none"> • EG: Fruit for <i>Shake the Papaya Down</i>, Types of soup for <i>Soup, Soup</i>. <ul style="list-style-type: none"> •  	Sing and play the game Listen/Echo <ul style="list-style-type: none"> • Voice • Clapping • Body percussion patterns • Pitched/Unpitched Percussion • Recorder mouthpiece • One note response Call/Response (see above) Themed Iconic Composition <ul style="list-style-type: none"> • Clap and say, then clap and play • BAG compositions with <u>Chicken, Bunny, Unicorn</u> Simple Notated Composition <ul style="list-style-type: none"> • Clap and say, clap and play 	Sing and play the game Listen/Echo <ul style="list-style-type: none"> • Voice • Clapping • Body percussion patterns • Mouthpiece only • 1 note response, add more as they go Call/Response (see above) Simple Notated Composition <ul style="list-style-type: none"> • Clap and say, clap and play Performance option: Final performance piece reflects student choices and includes student compositions and/or improv.

Bibliography and resources:

Bright, Kate. "Steps to Prep the Recorder." Teaching With Orff. Studio 49, September 28, 2018. <https://teachingwithorff.com/steps-to-prep-the-recorder/>.

Goodkin, Doug. *All Blues: Jazz for the Orff Ensemble*. Pentatonic Press, 2012.

_____. *Now's the Time: Teaching Jazz to All Ages*. Pentatonic Press, 2004.



QR Code link to the Slideshow with videos.

Thank you for joining us!

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