

Schedule of Class Topics, Experiences and Activities

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Experience/Activity</u>
January 23, 25	The Petting Zoo of instruments The importance of safety and encouragement	<i>The Music Lesson</i> <i>The Listening Book</i>	One Minute Solo imitation
January 30, February 1	Improv Vocabulary	<i>Return to Child</i> <i>The Darling Conversations</i>	yay and ooh energy solos solo/drone, solo/Ostinato, shadowing
February 6, 8	The role of Silence and Space		duet with ambient sound
February 13, 15	Universal Music Tools		body percussion, chant toning, call and response
February 20, 22	Specific Instrument Skills The Piano as 88 bells Strings		Black Key piano, Tai Chi piano The Claw, loop change one note Great X, one note solo
February 27, 29	Ensemble Forms harmony and grooves	<i>Flight</i>	Fugue, Stately Dance, Rhiannon quartet
March 5, 7	Midterm performances		

Reaction papers and Logs due March 7 – reaction paper questions: How does improvisation training impact your functioning as a performing musician, as a teacher of music, and as a human being when you are not playing music? Try two activities from each of the following books: *The Music Lesson*, *The Listening Book*, *Return to Child* (6 activities in all). Record yourself trying these activities on three separate days (best if you start early and leave a week in between sessions). How did your understanding and your performance of these activities change over time?

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Logs – Keep a daily journal that logs your playing time of all the music you play (recreationally and for every class you take). Log a general description of the types of music you listen to and how many hours a day. Log what environmental sounds you listen to with musical ears. Log what music you are exposed to via TV shows, ads, radio, etc. Include in your log what activities – playing, listening, reading – you are doing for this class. Write a brief reaction about your musical being with each day's entry.

no class March 12, 14 – spring break

<u>Date</u>	<u>Topic</u>	<u>Readings</u>	<u>Experience/Activity</u>
March 19, 21	drumming	<i>Drum Circle Facilitation</i>	conduct the group for 5 minutes
March 26, 28	facilitation issues shy, disruptive, motor skills		case conference
April 2, 4	classroom improvisation pre-K, elementary, intermediate high school		improv lesson plans
April 9, 11	improv in specific styles improv around the world		standards, rock, jazz, bluegrass
no class April 16 – research day			
April 18	avant garde improv		
April 23, 15	improvisation in movement		
April 30, May 2	prep for final concert		
Final concert May 2 (evening)			

There will be class sessions and a final exam session after the final concert. Plan to attend all scheduled sessions.

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May 7	last classroom session		what have you learned and how will you use it?

Final exam (TBD – between May 11 and 17)

Final reaction paper – due May 2

Journals due May 7

Class presentations.

Everyone is expected to be willing to try improvisation activities in class. Other presentations will include finding examples of improvised music on YouTube and elsewhere on the internet. These may include performance art (if it is improvised), improv in the context of a solo within a song form, or in world music such as a raga.