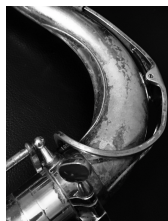


Beginning Improvisation Class

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Materials Needed:

Major Scales to the 9th (Treble and Bass Clef)

Blues Scales (Treble and Bass Clef)

Blank Staff Paper

Bb Blues Melody (Teach by ear) Suggest: "Sunnymoon for Two"

Day 1:

- "Call and Response" or "Echoes" using Bb Major (have a drummer play swing)
- Play Major Scales to the 9th, Concert keys: Bb, Eb, Ab
- Transpose a Song Melody in each of these keys, write the scale #'s on board. (example: Hot Cross Buns, This Old Man)
- Introduce b7th, use Echoes.
- Introduce Mixolydian Scales, Dominant 7th Chords, Be-Bop Scale
- Explain how to create: Major Scale/Chord
- Explain how to create: Dominant 7th Chord
- Begin "Cheat Sheet", Explanation:
 - 4 columns: "Scale", "Chord", "Symbol", Function"
 - Complete for Major Scales/Chords
 - Complete for Mixolydian/Be-Bop Scales/Dom.7th Chords
- *Student Assignment: Memorize the 3 Major Scales w/chords for the next day*

Day 2:

- Play 4 scales from previous day, perform echoes and transpose nursery rhyme to each key.
- Play new scales: Concert Ab, F, extend song melody to these keys
- Introduce b3rd's, use echoes (include b 7's)
- Introduce the "Blues Scale" in Bb, echoes, discuss the TriTone
- Echoes on Bb dorian, discuss how to change major to dorian/minor chords.
- Add dorian scales, minor chords to "Cheat" Sheet
- Introduce the 12-bar Blues Form in Bb or F, include I7, IV7, and V7 chords
- Review Bb Blues Scale, or F Blues Scale, allow student time to improvise
- *Student Assignment: Memorize the Melody on the selected Blues in Bb or F*

Day 3:

- Play 2 scales from previous day, review nursery rhyme transposition
- Play new scale: Concert C, transpose Nursery Rhyme, set goal for all 12 for next year!
- Review #4's (tritones), use echoes (include b 7's and b3's)
- Create "Musical Sentences" as a class that use the b7, b3, tritone, etc...
- Recite the "Sentences", class echoes. Create a "Story" as a class.
- Review 12-bar Blues Form, play roots as class, play 1 to 3, 1 to 5, b7, 1231, 1235, mix short melodic structures.
- Bass players can use Bass packet to walk lines, or use melodic structures, piano use "shell" voicings.
- Discuss how jazz artists build solos, and tools they use (dynamics, harmony, etc) (The Shape of a good jazz solo)
- Discuss Chord Function
- Discuss ii-V7-I's, and their use in jazz improvisation.
- Discuss use of 'quotes' in solos. Play examples.
- *Student Assignment:*
- Compose a Bb Blues jazz solo, *Find a 'quote' (Bb)*
- *Discuss the strategy, when to use certain ideas.*

Day 4:

- Play any scale/chord from previous day, perform echoes and song transposition on each
- Show how to change Major Scale/Chord to Mixo/Dom and Dorian/min.
- Review 12-bar Blues Form, review roots as class, review short melodic structures.
- Allow student time to improvise.
- Individual students perform their quote. Class echoes it back.
- Blues Solos: Check Progress, Give time in class, assist students.
- *Student Assignment: Finish Blues Solos-to be played in class next day.*

Day 5:

- Review selected scales. Change Major scales into mixo's, dorian's, etc..
- Perform and/or Correct student-written Blues Solos.
- (Students can now put instruments away-Allow students to rest chops for evening concert.)
- Use remaining time to discuss materials and sources for jazz materials, example:
 - play-a-long's,
 - Real Books,
 - Improv. method's, etc...
- Discuss listening to jazz recordings
- Discuss and Demo "Transcribing"
- Other jazz etiquette issues: (Learning Tunes, Sitting-in, Jam session, Timeliness, work ethic, book of "licks", etc...)