

# SOUND AND SILENCE - AN EXPRESSIVE ELEMENT OF MUSIC IMPROVISATION

Extended Accom.

#57

Tch's Ed CD-1

## Return to DOWN BY THE STATION - Jazz Style

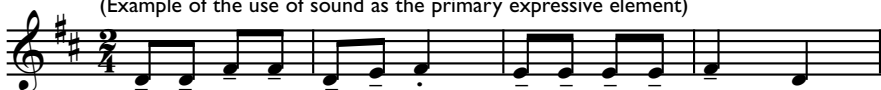
**Procedure 1.** Direct students to "Use only the tones D, E, and F#."



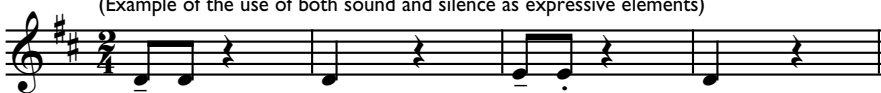
**Procedure 2.** Teach everyone an 8-beat riff (melodic ostinato).

(NOTE: Riffs may be improvised and taught to the class by the teacher or by students)

**Riff 1 in a swinging style** ♩ = ♩♩  
(Example of the use of sound as the primary expressive element)



**Riff 2 in a swinging style** ♩ = ♩♩  
(Example of the use of both sound and silence as expressive elements)



**Procedure 3.** Direct students to "Repeat the riff until the music ends."

(For an interesting effect, perform Riff 1 and Riff 2 simultaneously)

**Procedure 4.** When individual students are chosen or volunteer, suggest that they:

A. "Play the riff."



B. "Improvise a rhythmic variation employing both sound and silence, or"



C. "Improvise a rhythmic/melodic variation employing both sound and silence."



**Optional Procedure 5.** Direct students to simultaneously improvise variations using both sound and silence as expressive elements.