

## **“Creative Artist” music curriculum:**

### **The goal of these interactive workshops will be to:**

- 1) Create a safe, supportive, non-competitive environment where students can be free to experiment, take creative risks and explore different ways to express themselves through music, performance art and visual art
- 2) Help students define (and then enhance) their individual talents and abilities
- 3) Provide students with a rigorous, performance-based workshop that develops their overall “creative self” through music, performance art and visual art
- 4) Enable students to gain understanding, appreciation and reverence of music from other cultures

### **Target Age Groups:**

Middle School (grades 6 – 8, ages 11-14)  
High School (grades 9 – 12, ages 15-18)  
College (all proficiency levels, ages 18 - 22)

### **Workshops:**

My colleagues and I offer 3 different workshop/performance packages that can be modified and customized based on the target age group(s), budget and logistics. **The one-day to weeklong workshop will culminate in a performance by all of the participants for the community.** Specific details about the materials provided (PDFs of music scores, exercises, picture references, film footage, etc.) and the equipment requested for specific workshops (projectors, smart boards, internet streaming access, etc.) will be discussed upon request.

### **\*Improvisation workshop:**

- 1) Instructors guide students through the playing and analysis of various “standards” associated with American popular music. These genres include: Indigenous / Native American music, music from the African-American diaspora, music from European immigrants, Work Songs, The “Blues”, Sacred / Gospel music, “Jazz”, Theater music, and other popular forms.
- 2) Instructors help students use improvisational techniques including: derivative vocabulary (soloing based largely on the original melody) theme & variation, motifs, motive development, sequences, embellishments, scale patterns based on chord tone emphasis, target notes / approach notes, melodic cells, the use of modes,

rhythmic displacement, augmentation / diminution) pentatonic and tri-tonic scales, and other melodic devices.

3) Instructors guide students through a variety of ways to create spontaneous, musical statements, and react to each other conversationally in a free-improvisation environment. In addition, they will interact with pre-recorded sounds, such as: audio loop / drone / noise samples, ambience, environmental sounds, and general “sound design”.

### **Spoken Word workshop:**

Instructors guide students through the history of, and various approaches to, performance poetry, and other spoken word mediums. As a culminating activity, students will collaborate with each other, as well as feature individual work, to create a performance poetry performance. In terms of content, students have the option of using popular works of poetry and/or original pieces written by the students.

The over-arching goal of this workshop is to:

- 1) Cultivate a sense of community, and demonstrate project-based learning as students navigate a dynamic, multi-disciplinary, literary arts program.
- 2) Develop spoken word / inter-disciplinary ways of self-expression by the students, as well as the conduct extensive research and development of prominent spoken word artists. This “R&D” is for the purpose of analysis, discussion and inspiration for their own work moving forward.
- 3) Create a culminating performance program that features the collaborative (and solo) work of the students using poetry, music and creative visuals projected on screen

### **\*Mixed World Ensemble:**

In this workshop, instructors will introduce a wide range of global repertoire for the students to play, use for research & development, and perform for the culminating performance. In addition, students will compose original works based on rhythms, harmonies and musical tonalities from various parts of the world. In terms of soloing and exchanging ideas in “real time”, the emphasis is to help students improvise utilizing verbal & visual references, as well as conventional Western and non-Western aesthetics, approaches and musical environments.

The goal of this workshop is to:

- 1) Develop the students’ appreciation and awareness of global culture by playing (and performing) a fun, varied repertoire of global music

2) Offer different ways to use non-western tonal and rhythmic environments to expand student's compositional and improvisational approaches

3) Utilize targeted, relevant footage (and music documentaries) for the purpose of musical analysis, research and open discussion

4) Expand student's ability to create creative rhythms, melodies and accompaniment by using selected genres of music as a model i.e.: *Brazilian baion, Cuban son, Jamaican ska, Senegalese Mbalax, Puerto Rican bomba y plena, etc.*

5) Create a culminating performance (by the students, with the assistance of instructors) featuring original pieces of music written by the students, and repertoire brought in by the visiting instructors