

## ❖ Activities

This chart is an example of how the dial is used when you're choosing activities for your program. Using performance style, full group, familiar activities that have basic levels of musicality will create a safe space before moving improv. As comfort grows and then adjust the "improv dial" to more risky activities.

<b>Fig. 1</b>	<b>Safety</b>		<b>Risk</b>
<b>Program Type</b>	<b>Performance Ensemble</b>	<b>Half &amp; Half</b>	<b>Improv</b>
	The level of creative risk involved in practicing set ensembles or rhythms is low, particularly in a group setting.	Half structured rhythms and half improvisation. This is where most young groups and confident older groups can start.	The more choices students are responsible for, the higher the creative risk is.
<b>Activity Type</b>	<b>Full Group</b>	<b>Small Group</b>	<b>Solos</b>
	Everyone is playing the same thing, or at least playing at the same time.	A small group is playing while others are watching.	An individual is playing while everyone is watching.
<b>Familiarity</b>	<b>Classic</b>	<b>Newish Activity</b>	<b>New Activity</b>
	Tried and true activity that creates safety and familiarity.	You've tried it with some success.	Never tried it and it could go terribly wrong.
<b>Musical Accuracy</b>	<b>Non Rhythmic</b>	<b>Some Musicality</b>	<b>Rhythmically Accurate</b>
	Rumble games and other activities that don't require any musical accuracy.	Group jams require some level of musicality to be able to play together.	Group jams and solos may require steady tempo and rhythm accuracy.

### **NUGGET**

**USE WHAT YOU'VE GOT!** If you already have activities that work, use them in conjunction with the principles and ideas in this book. For example, if you have a song that you taught last year that the students really like, use the rhythms in that song as a foundation for improvisation.