

❖ Movement “Move to the groove!”

Moving While Playing can make improv a full body experience. Some students who come from a background of reading music or technical drumming get locked in the “head to hand” style of producing music. When players first start improv, encourage them to keep the rhythm in their body while they play.

In Musical Space movement is a natural modality to creatively explore rhythm. When students leave space in their rhythms, encourage movement to add to the creative experience and stay connected to the rhythm.

Time	Space	Force	Body
Slow, fast, sudden, sustained	Level, size, direction, pathway, big or small, raise, lower	Sharp, flowing, soft, light or heavy, float, sway, push	Head, shoulders elbows, arms, hands, hips, butt, knees, feet

Emotion	Like a...	Moves	Dances
Elated, joyful, peaceful, agitated, frightened, sad, hopeless <i>*Receive: Feel for more feeling adjectives</i>	Animal, martian, tree/plant, cloud teacher, car, machine,	Chop, roll, tap, bounce, skip, swing, stretch, wave, swirl, flex, hop	Disco, Twist, Whip and Nay Nay, Robot

What to say: “Keep your head, shoulders, arms, hands, and body moving while you play. If you keep your body tight some of the energy gets trapped inside. The energy wants to flow: LET IT GO!”

NUGGETS:

LOOK WHERE YOU'RE GOING: If movements are weak have the students look at what they're doing. “Look at your fingers pointing to the sky and make sure your arm is straight like an arrow.” Often giving more attention to the movement will produce better results.

THE METAPHOR: Create a visual connection to describe a movement or concept to give the students a point of reference and bring context to the movement. *ex: float like you're underwater, or weightless on the moon.*