

## Performance-Driven Creativity Exercises

Ways to promote or foster creative thinking in ways directly connected to the repertoire of the performing ensemble.

1. Select music that allows individual creative choices: aleatory sections, indeterminacy, jazz improvisation, solos
2. Have students rehearse class repertoire in small groups.
  - a. Students take turns being the “director”.
  - b. Focus on particular musical elements where decisions can be made (dynamics, timbre, articulation, phrasing).
3. Give students a simple score (one that you will program later in the year). Have students write in their own dynamics for the piece (small and large scale).
4. Have students respond to a piece of repertoire. (creative listening)
  - a. Music Map (Dr. Rob Dunn)
  - b. “Respond to Music” project
  - c. Paint the piece Mark Rothko style
5. Have students re-harmonize the melody of a current piece of repertoire.
6. Conduct a teacher-led (then later, student-led) improvisation over the harmonic progression of a piece of repertoire.
7. Program (perform) a piece composed or arranged by the class. Depending on the level of experience and comfort of the class, more or less guidance will be necessary.
8. Perform a group improvisation at a concert, inspired by the theme of the concert (or set of songs).
9. Program music with percussion; take turns improvising on hand percussion instruments in the style of the piece. (often the written percussion part is terrible anyways).