

Suggestions for Procedure

Pick a tune with theme and chord progression appropriate for student level. You may want to use a simplified chord progression at first – then teach the chords as used by the composer/arranger.

Warm-Up 1

1. Establish tonal and rhythmic context
2. Students listen to theme
3. Students move to macrobeats while listening to theme
4. Students move to microbeats while listening to theme
5. Students move to macrobeats and microbeats while listening to theme
6. Students sing resting tone to theme on cue
7. Students singing echo theme phrases
8. Students listen to whole theme one more time
9. Students audiate theme – an important step
10. Students sing theme – teacher listens and corrects phrases as needed
11. Students sing theme

Warm-Up 2

1. Establish tonal and rhythmic context
2. Students audiate theme – an important step
3. Students sing theme – teacher listens and corrects phrases as needed
4. Students sing theme
5. Students sing theme while teacher sings bass line
6. Students listen to bass line
7. Students move to macrobeats while listening to bass line
8. Students move to microbeats while listening to bass line
9. Students move to macrobeats and microbeats while listening to bass line
10. Students singing echo bass line phrases
11. Students listen to whole bass line one more time
12. Students audiate bass line – an important step
13. Students sing bass line – teacher listens and corrects phrases as needed
14. Students sing bass line while teacher sings theme

Warm-Up 3

1. Establish tonal and rhythmic context
2. Students sing theme
3. Students figure out theme on instrument
4. Review bass line

Warm-Up 4

1. Establish tonal and rhythmic context
2. Students review theme and bass line
3. Students figure out bass line on instrument
4. Students play bass line
5. Students play theme
6. Students play both simultaneously

Future Warm-Up Suggestions

Be certain to establish tonal and rhythmic context for each step

1. Change keyality (Bb to Eb)
2. Change meter (Triple to Duple)
3. Change tonality (Major to Minor)
4. Have students explore changing rhythms – creating – Theme and Variation
5. Teach bass line as used by composer if appropriate
6. Improvise a new melody over chord progression