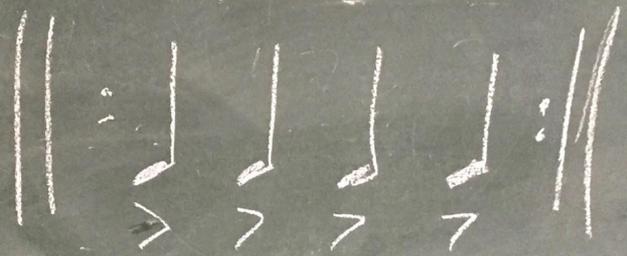
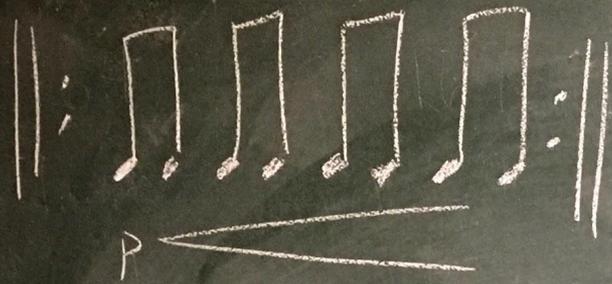




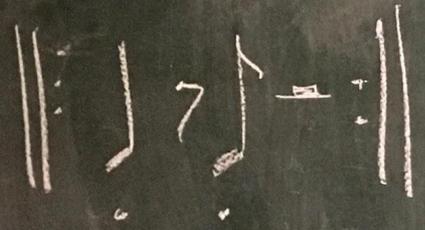
welcome to the  
power of jamming  
teacher creativity and paths to  
student voice

please place yourself in front of an instrument that is not your primary



joy :

step <



#meh!



# Introductions

Katherine Fraser, Music Teacher, Jean Lumb PS, Toronto DSB

Mary Moynihan, Program Coordinator, The Arts, TDSB

Doug Friesen, Music Teacher, Rosedale Heights SA, TDSB, and AQ Instructor  
OISE - UT

# Central Ideas

All students and teachers can jam, regardless of previous experience

Creating programs with students ideas and input.

Teaching what you may not be an expert in.

What do you want your students to take with them?

More playing than talking



# Neighbour Chat

Why did you attend this workshop?

What are some barriers to jamming?

move to a new instrument

# Games and Exercises

4/4

I

:||

1 2 3 4 5 6 7 8 (noisier version, musician version)

**Once sound once.**

**Four!!**

**Shoe Composition** (a story and a video)

How might you adapt this for your students? (tell a neighbour)

Resources on last slide (many more games)

move to a new instrument

# Pentatonic Jam

1 2 3 5 6 8

bassline

potential solos (focus on a riff/chord notes/change the melody/find a cool rhythm)

(compose a class melody/jazz head)

# Riffs and Grooves

A 2 254 254 12

B 44 122 122 122 :||

C 11 11 1111 112 2

B 44 122 122 12

# esme Festival

History of, moving forward with community festivals this year



# Questions, Commitments

“I’m going to try this one because it feels manageable....”

“I’m curious to try this one because I am not sure how it might work...”

# Resources

[Medicine Wheel Soundscape](#)

[Schafer's \*Hearing\* and \*A Sound Education\*](#)

Doug Friesen has a little booklet

[Jeffery Agrell Improvisation Games for Classical Musicians](#)

[Dave Clark \*How to Conduct Yourself\*](#)

[Dan Gooch, riffs, chords and melodies from the latest tunes](#)

[Musical Futures](#)

**extra needed?**

# Spontaneous Conducting (only if time)

gestures

higher-lower

faster-slower

longer-shorter

Louder-softer

start-stop, change it up, switch,....

(participants lead)