Creative Ability Development
Performance Workshop and Teacher Training

I. Introductions

II. What do you think CAD is?

CAD in a nutshell:

A method which uses musical improvisation as a tool to develop the creative side of the brain. It's pedagogical purpose is to teach unique self expression or musicality. It's philosophical purpose is to develop the ethical character of artistry in every student, which is the search for, and expression of, truth and beauty. It is learning to create together and to share ideas. It creates in each student a non-competitive internal drive for excellence.

III. Beginning Class – Experience, then discuss
(Philosophy), (Pedagogy), (Behavior)

- The Rules
- "What's the difference between Improvisation and composition?"
- The Games

Rhythm

1. Do What I do – imitation/listening
2. Take Turns (the pass rule) creativity
3. Split the class 'switch - ½ rhythm, ½ creative, getting in sync
4. The Rhythm Machine

Harmony

1. Harmonic Rhythm Machine

Melody

Start Stop – Listening – Hiding – Bringing out the shyest player

Harmony

The Tapping Game – Listening – Harmonizing – Focus
Animal Guessing Game – catalyst to getting out of the box

A Creative Twinkle – the basis of Book 1 & 2
What's The Answer to My Question?

- Sing – 'Find the Melody' – it's in the bass
- Divide into groups (number them)
- Sing while playing
  Purpose: Establish a harmonic pattern as a structure
  The beginning of disciplined practice

IV. Discussion of the Beginning Class

- "Breaking the Ice" (getting comfortable with the idea of improvisation)
- Dealing with Fear (and ego)
- Division of Elements of Music
- Rhythm – Melody – Harmony
- Starting to communicate
- Providing catalysts for greater creativity
- Establishing the first harmonic structure for disciplined practice
- Introducing the concepts of creative learning
- Establishing rules for behavior

V. Dealing with Fear

1) Create places to hide
   - Large groups i.e. 'Start Stop'
   - 'Lights out'
   - 'The Tapping Game'
2) 'Pass'
3) Distract with Rules of Games (i.e. the 'It' Game)
4) Separate the elements
   (Rhythm is easier than choosing notes)
5) Talk it out
   - Ice cream
   - A creative twinkler
   - Mozart practiced too!

BREAK

VI. Lecture – The Origins of CAD

1) Jason – the catalyst
2) Composition lessons – creativity taught the wrong way
3) Research – finding a common thread
   Writers/artists/scientists/musicians/dancers
4) Creating a method
   Lots of experimentation
5) The Suzuki influence
   Nurtured by Love
   "Mozart's Mother" Suzuki
   "Study so that someday all children may create" – Suzuki

VII. The Theory

1) Conscious work
2) Subconscious work
3) Inspiration
4) Theory (Explaining the inspiration

VIII. The Method

Freedom of choice + disciplined practice = Creativity
Improvisation over a musical structure = the development of musical creativity

IX. Discoveries – Performance aspects

Intonation
Fluency of technique + heightened technique
Confidence in performance
Heightened unique musicality – creatively and interpretively
Heightened communication skills

Discoveries – Developmental aspects

5 Stages of Development

1 - Breaking the Ice
2 - Finding your Voice
3 - Sharing your Voice
4 - Breaking Away
5 - Using Creativity in other Fields

Discoveries – Scientific

Charles Limb – Medial prefrontal cortex

Malcolm Gladwell – Convergence + Divergence = Success

Dan Coyle – 'The Talent Code' Creative myelin

Soccer vs. Meadowmount

Discoveries – Philosophical – Humanitarian

X. Simplicity is complex and complexity is simple. CAD is both the hardest and the easiest method to teach.

LUNCH

XI. ISQ Class I

1) Rhythm Machine – Rhythm and Communication
2) Melody – Melody – basic harmony
   Drone G Major → a dorian
3) Soccer – Communication
4) Harmonic Rhythm Machine – Harmony
5) Melody within moving drones – expansion
6) Melody – expansion
   Drone + counter melody + counter drone
7) Melody – expansion
   Harmonic Rhythm Machine
8) Follow the Leader

Quartets

BREAK

XII. Piano Skills Class