



Tom Kamp
Berkeley Heights
Public Schools

Spring 2021
Clinic Handout/Overview

NO RULES, NO FEAR JAZZ

SUGGESTED PROGRESSION TO FOLLOW (Also In My Book):

RHYTHM:	MELODY:
2-beat figures with swing eighths	Count/scat figures
Variations on 2-beat figures (reading short, long, more notes)	Play any note (<i>start making creative choices of pitch</i>)
Simple 4-beat figures	Play F concert
Complex 4-beat figures	2 note groups (F-Ab, F-Eb, F-D)
Add Pick-up notes	3-4 notes (Combine previous)
Incorporate Triplets	Root notes (add Bb, C)
Read and play 2-bar licks	Pentatonic Blues Scale (same as above)
Read and play 4 bar licks	Minor Blues Scale
Read and play 12 bar forms	Major Blues Scale

(Book is broken down into Beginner, Intermediate, advanced sections)

Rhythm First! A Beginner's Guide to Jazz Improvisation, by Tom Kamp.
Published by Sher Music, www.shermusic.com

www.tomkamp.com



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Strategies & Teaching Tools

- Repeat, reinforce, remember
 - Students need time and multiple opportunities to shift concept
- Ear Training
 - listening and absorbing swing feel, playing “off the page”
- What about Percussion?
 - Play on mallets so they’re equal to winds, not in a support role
- Imitation, Variation, Conversation
 - Play for them, do call/response, their “mistakes” become improv
- Play to a track or open up a chart
 - rather than a rhythm section at first, keep the mallet players engaged

The “Music” Test

- If it sounds like music, it is
 - if not, guide students toward a musical line, think melody
- The 13th pitch = silence
 - teach students to allow for space in their solos
- Topic Sentence
 - it’s ok to center around the tonic at first when starting out

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Strategies & Teaching Tools (cont.)

No Rules, No Fear

- Encourage, Scaffold, Support
 - teach jazz like a method book, but with an exploratory mindset
- Comedy/Theater Improv: "Yes, and..."
 - For you AND your students -accept every outcome, and add to it
- Remember: "No Mistakes" = Go Positive
 - A "No rules, no mistakes" environment allows students to relax
 - teach in a positive, proactive way
- No "Gotchas"
 - take away students' fear of "messing up," allowing more creativity and ownership of learning
- Avoid Using Old Excuses
 - teach a new or different way to get new and different results

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Five things you can use Right Away:

1. Improv Games (musical or not) - ice breakers, anticipatory set, give a sense of freedom, “play”
 - a. Jeffrey Agrell
 - b. Steve Treseler
 - c. Theater/Comedy Games
2. Rhythm First- get them listening and swinging, feeling swing rhythm
 - a. Create rhythm patterns or use patterns from charts or my book
 - b. Read it, Listen/Play-along, Listen/Copy - many repetitions
 - c. Start with any note, then one note, then add a note - goal is Blues
3. Method-book style
 - a. Build on previous knowledge - contrast and compare with “traditional” band repertoire, use melodies with swing to model: “Happy Birthday,” “Jingle Bell Rock”
 - b. Introduce new concepts one at a time to build on earlier experiences
4. Play for them - Call and Response
 - a. then “Imitation, Variation, Conversation”
5. The Music Test
 - a. Teach them to listen to themselves and each other

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...and three more tips as a bonus:

1. Center on F Concert for Winds/Percussion
 - a. E for strings/Orff instruments
 - b. Eb for Piano- all black keys
2. ALL Concert Band Percussionists on Mallets
3. Start Early
 - a. 2nd g rhythm sticks, boomwhackers for pitch
 - b. 3rd g recorder improv
 - c. 4th G Orff improv/ composition
 - d. 5th G scat/Orff higher level in spiral

+ Feierabend "Arioso" if you are familiar with that



NO RULES, NO FEAR JAZZ Resources

- www.shermusic.com
- www.tomkamp.com
- Jamey Aebersold www.jazzbooks.com
- "Improvisation Games for Classical Musicians"
by Jeffrey Agrell (Gia Publications, Inc.)
- www.stevetres.com
- www.bbbpress.com/dramagames/
- www.wbgo.org
- Band-in-a-box software: www.pgmusic.com
- ireal pro - app or mac desktop
- Contact me: tom@tomkamp.com

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