

# Facilitation Guide



## Armonia

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#### Armonia - Listen: Ten Times Two

##### **Learning Targets:**

I can sit and think about emotions in a piece of audio media.

##### **Why the Arts:**

Rhythm is all around us and a way of life. Using this art with this ELA module, students will discover rhythm is necessary for understanding events in time, for engaging in dialogue, and for coordinating and synchronizing ourselves with one another.

##### **Assessment:**

###### **Formative Checks:**

- Observe student contributions during "Ten Times Two" using a simple checklist or sticky note tracker.
- Monitor use of descriptive vocabulary related to music and emotions.
- Students complete a graphic organizer of ten descriptive words/phrases (x2) with an optional peer-share.

###### **Summative Assessment (Exit Ticket):**

**EXIT TICKET:** How do the rhythms and tempo of this musical piece reflect how Navajo people feel during the Blessingway & Enemyway ceremonies?

- Use musical vocabulary, textual evidence, and personal interpretation.
- Scored using a 3-point rubric: 1) musical language use, 2) connection to text/emotion, 3) clarity of reasoning.

##### **Lesson Connections: Grade 7, Module 2**

**Lesson 10** - Chapter 9 and pages 222-223. How do the structures and styles of different genres (informative vs. narrative) work. How do different tempos & dynamics of rhythms express different emotions?

##### **Connection to Module Goals/EOM Task:**

Using the Ten times Two routine after an in depth discussion about a piece of audio media allows students to generate descriptive language that will support them in the EOM Task.

##### **Recommended Student Materials:**

###### [Student Organizer](#)

##### **Student Prerequisites:**

Read up to chapter 20

##### **Wit & Wisdom Instructional Routines:**

Graphic Organizer / Stop & Jot / Outside In

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#### **Teacher Background:**

Teachers will first need to know basic knowledge about tempo, dynamics and melody.

Think through these EQs for yourself personally prior to the lesson beginning:

- **How do life experiences influence the way you relate to rhythm/music?**
- **How does learning about rhythm/music impact how we perceive the world?**
- **Where and how do we encounter rhythm/music in our world?**
- **How do rhythm/music influence our views of the world?**
- **How does music and rhythm impact your daily life?**
- **What are ways you can incorporate rhythm in your daily routine?**
- **How does tempo from a musical piece affect the way you feel about the music?**

#### **Accessibility Notes:**

If possible, have a special educator show the students the music PRIOR to the lesson, so that they have some additional time thinking about it prior to the exit ticket.

#### **Brain Targeted Teaching Considerations:**

##### *BT1 – Emotional Climate:*

Give students time to think on their own before being asked to share.

Have students add to their ideas if they hear something from their peers that they connect to.

Frame the discussion with the idea that we all interpret music differently. What we need to be able to do is explain why we say something.

You may want to begin with some of the EQs mentioned above in **TEACHER BACKGROUND**.

##### *BT2 – Physical Environment:*

Have students stand or sit in a circle. This creates a sense of community. Having sun light in the space brings a sense of joy and excitement.

#### **Standards Alignment:**

##### *ELA:*

**CCSS.ELA-Literacy.W.7.3** – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

##### *Arts:*

**MU:Cr2.1.7b** – Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

**MU:Re7.2.7a** – Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

**MU:Re7.2.7b** – Identify and compare the context of music from a variety of genres, cultures, and historical periods.

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## Steps for Implementation:

### Preparation:

We suggest thinking through the protocol and answering yourself. This offers you the opportunity to know what you want students to identify to get the most out of the protocol. You may also want to create a routine graphic organizer that has been differentiated for students based on need. Add a word bank, sentence starters etc.

### Listening: Ten Times Two

#### Purpose: What kind of thinking does this routine encourage?

The routine helps students slow down and make careful observations about what they are listening to. It asks students to think about words or phrases to describe the work and encourages students to push beyond first listen or basic description.

#### Application: When and where can I use it?

The routine will work with any kind of audio media. Use Ten times Two when you introduce a new piece of audio media to get students thinking carefully about it before having a discussion or using another routine. You can also use the Ten times Two routine after an in depth discussion about a piece of audio media to both push forward and summarize some of the ideas and observations that were made during the conversation.

The routine is useful before a writing activity. It gets students thinking about descriptive language and helps students make observations about the audio media.

#### Launch: What are some tips for starting and using this routine?

Give students time to listen to the audio media multiple times, with an effort on hearing something new each time. If possible, keep the audio media playing at a softer volume while students develop their lists.

Students can work as a whole class, in small groups, or individually. Students should try to write their ideas down, or in a whole class discussion the teacher could write students' comments on the board. Make sure that the descriptive words and phrases generated are made visible for the whole group at some point in the discussion. Add to the list as necessary during any follow up conversations.

A natural follow up to Ten times Two would be another routine that gets students talking about their interpretations, for example the What makes you say that? routine or Claim Support Question.

The [Listening: Ten Times Two](#) Routine