

# Facilitation Guide



## Elaboration Game (Sensory Language)

Google Slides - Slides #2-6

### Activity Summary:

As a group, observe and describe a piece of music using sensory language.

1. After listening to part of a piece of music, one person identifies and describes what they hear. Another person elaborates on the first person's observations by adding more detail about the section of music. A third person elaborates further by adding yet more detail, and a fourth person adds yet more. *Observers: Only describe what you hear. Hold off giving your ideas about the music until the last step of the routine.*

2. After four people have described a section in detail, repeat with the next action of the piece and the process starts over.

### Why the Arts:

Music is the most commonly utilized art form in our society, and as such, it is accessible to all students. Because the students are describing a piece of music (Filthy McNasty does not have words), they are freer to interpret the music and to come up with sensory language.

### Assessment:

This overlay serves as a low stakes **formative assessment** for student understanding/current facility with sensory or descriptive language. Optional use of the word web could be considered a **summative** if desired.

### Lesson Connections:

8th Grade, Module 1, Lesson 3

### Standards Alignment:

ELA:

**RL.8.4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**W.8.3.d** - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### Connection to Module Goals/EOM Task:

The EOM task asks students to create a three poem portfolio using sensory language and figurative language. This task, placed at the beginning of the module, puts that language use front and center, and will serve as a low risk jumping off point for further exploration of language through art and poetry.

Arts:

**MU:Re7.2.8** - Compare how the elements of music and expressive qualities relate to the structure within programs of music.

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

This routine overlays the Welcome and Launch

### **Recommended Student Materials:**

Using Descriptive Language [Graphic Organizer](#)

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

*BT1 – Emotional Climate:*

Students will need to feel safe enough to speak out without fear of being “wrong.”

Establishing or reviewing expectations for listening during the song may help students focus on the task.

*BT2 – Physical Environment:*

Depending on students, consider turning off lights so students are able to focus more easily on the music

*Other Considerations:*

### **Teacher Background:**

Teachers should preview the piece before the lesson. If desired, teacher could have students or groups of students focus on a specific element of music, which would require familiarity with the basic elements of music (rhythm, melody, dynamics, timbre, texture).

### **Student Prerequisites:**

Understanding of the definitions of descriptive and sensory vocabulary.

### **Accessibility Notes:**

Multilingual Learners may struggle with some sensory vocabulary – consider having a subgroup work together with MLs at different stages of English Language Proficiency.

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### Steps for Implementation:

#### 1. Introduction

Review or introduce the definitions of sensory/descriptive vocabulary

- Scaffold up – remind students of figurative language including similes and metaphors)

Tell students they are going to listen to an instrumental piece of music. Define Instrumental as not having a singer as part of the music. Students should write to describe what they hear as they listen to the music.

If desired, review the elements of music with the students (in the slideshow, along with brief definitions). This slide also includes a scaffolded list of sensory descriptive language students may use to guide their writing.

#### 2. Engage

Pass out and review the use of the graphic organizer: [Using Descriptive Language for Filthy McNasty](#)

After about a minute, pause the music and ask students for what they wrote. If needed at this time, either informally workshop to bring up the descriptive language or model some of your own descriptive language ideas. ***It may help to write the language on chart paper.***

#### 3. Repeated Practice

Listen for another minute or so and repeat the process. Do this four times in total (the piece is 10 minutes long – it is not necessary to listen to the whole thing).

Have students examine the **language/descriptions** used for the different sections of the piece. What do those descriptions tell them about the music? Did they note changes?

#### 4. Share Out

Engage students in popcorning out one or two of their best descriptive phrases to create an informal poetic retelling of the music. If students are ready for the challenge, ask them to use their voices to help describe the music (whispering drum would be said as a whisper, wa-a-a-ailing horns would require the student to wail, etc.)

**Extension:** *Using intentional questioning, bring students to the conclusion that the music is a type of narrative, as it changes over time.*