

Facilitation Guide

Station Seek

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Activity Summary:

Students will listen to a piece of instrumental music that evokes an emotion. Students will create tableaux to show the emotion they feel when hearing the piece of music. Different student responses will be spotlighted and other students in the class will come up with descriptors of the music based on the tableau (ex: gentle sadness, uplifting joy, etc). As an extension, the teacher could assign a specific type of figurative language to the descriptors (simile, alliteration). Class will create an anchor chart of the language (journal, chart, google doc) for students to access as they continue to write.

Why the Arts:

Music naturally provokes a response in humans. It is a simple way to engage students in connecting their experiences and emotions to the experience and emotion the music evokes. Physically showing their emotional reaction through use of tableaux engages the whole body in the experience, enabling students to dig more richly into their experiences and to find vocabulary to put words to their feelings.

Assessment:

Formative: This is a low risk way to build figurative language skills. Students will demonstrate their understanding through the language they provide, as well as the physical response they use to define the emotion they feel upon listening to the piece.

Lesson Connections:

8th Grade, Module 1, Figurative Language sections of **Lessons 1, 4, 5, 10, 11***

*Can be used for other lessons

Connection to Module Goals/EOM Task:

Students will need to use figurative and sensory language as a part of their EOM Task. Engaging students in listening to evocative works, using their whole body to react to the experience, and then collaborating to apply language to that same emotion will lead naturally to the EOM Task of writing narrative poetry about an important experience in their own lives.

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.

Arts:

MU:RE9.1.8a - Apply appropriate personally developed criteria to evaluate musical works or performances.

TH:Re8.1.8 a - Recognize and share artistic choices when participating in or observing a drama/theatre work.

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Recommended Student Materials:

Open space for students to create tableaux

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

The class should have established an environment in which students feel comfortable talking about emotions and experiences and they feel comfortable taking risks.

Teacher should be aware of which students will not be initially comfortable being “spotlighted,” and incorporate another way to engage these students.

BT2 – Physical Environment:

There should be space for students to create tableaux.

Other Considerations:

Teacher Background:

Familiarity with tableaux procedures highlighted in the lesson.

Student Prerequisites:

Ability to listen to a piece of music and reflect upon their reactions/response. Some familiarity with use of elements of theatre (body in particular) is helpful, but not required.

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Steps for Implementation:

Before the lesson

Teacher will preselect a song from the [Suggested Songs](#) list (or another instrumental piece of their own choosing).

Students will have the expectations for tableaux explained or reviewed. Students should use as much of their body as possible to show the emotion the song made them feel (you may need to stress that not everyone will have the same emotional response to the song, just like we all respond to visual arts differently).

1. Introduction

Introduce the **Actor's toolkit** to students – actors use voice, body, and imagination to convey ideas, emotions, and intentions. Explain that students will focus on the skill of using their body to convey emotion.

Have students take a minute to examine the Kandinsky art pieces. Explain that Kandinsky wanted to capture the movement of dancers.

Think-Pair-Share

What emotion was Kandinsky trying to convey in the first image? The second? How did his use of line to show body shape affect how you saw the images?

Extension: Students could attempt to show what the dancers actually looked like in a sort of practice tableau.

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Students will be asked to listen to the first few minutes of the song. They are to consider the following:

- **How does this song make me feel?**
- **What experiences do I have that connect to this feeling or song?**
- **What would it look like for me to show this emotion with my body?**

3. Plan the Tableau

Students will decide what their body shape should be:

- **High? Middle? Low? (standing, sitting, laying down)**
- **Should their limbs be straight or curved?**
- **What expression should they have on their face?**

Encourage students to take a minute to practice – no touching other people, and consider keeping both feet on the ground for balance.

4. Action

Teacher will count down “3...2...1 Freeze Frame!” Students will establish their tableaux and become perfectly still.

OPTIONAL: Teacher may have students revise their image, changing one thing to make it better.

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Steps for Implementation:

5. What's the Word?

Teacher will choose (or take volunteers) to be “spotlighted”. The other students will look at the chosen tableau, identify the emotion, and come up with figurative language to describe the song based on that emotion. (Extension: limit students to a certain type of figurative language)

6. Closing

Class will create an anchor chart or compilation of the figurative language used. It can be on chart paper, in individual journals, or on a shared google doc. This will serve as a resource for students to access as they write poetry throughout the module.