

## TEACHING CREATIVE WRITING WITH MUSIC

The activity presented was conceived as a result of years of personal observation and personal experience, all leading to the conclusion that music acts as a facilitator of the process of learning a foreign language, as well as a factor that triggers states of mind that can lead to creative writing.

- Target group: The activity was conceived for secondary school students, 7<sup>th</sup> to 8<sup>th</sup> grade students.
- Time—20 minutes
- Aim of the activity is to get students to use their creativity in order to write a short paragraph—the beginning of a story.
- The specific objectives of the activity are:
  - ✓ to get students to associate sounds with different topics for writing
  - ✓ to get them to associate nouns, adjectives and verbs from a given word bank
  - ✓ to elicit nouns, adjectives and verbs connected to the songs they hear
  - ✓ to create complex images and sentences.
- Assumption: before the activity, the teacher tells the students they are expected to create short pieces of writing at the end of a guided process.

**Step 1:** The teacher groups the students into three teams, giving them a certain number. Then the teacher plays three pieces of music, one for each group, each with a certain specific (a Greek song, a Christmas song and piano classical song). After listening to the songs, the students are required to have a short brainstorming session and say words triggered by the songs played (Song theme-based words)

**Step 2:** the students are shown three word banks, put into categories: nouns, adjectives and verbs, and asked to associate them to create phrases (theme-based words word association)

### **Word bank 1:**

<https://www.youtube.com/watch?v=yh2if6Iom3Y>

nouns: beach, waves, sun, water

adjectives: hot, cool, sandy, scorching

verbs: relax, swim, hear, feel

### **Word bank 2:**

<https://www.youtube.com/watch?v=mN7LW0Y00kE>

nouns: snow, cold, presents, carols

adjectives: beautifully wrapped, cheerful, glittering, pinching

verbs: feel, hear, see, touch

**Word bank 3:**

<https://www.youtube.com/watch?v=9E6b3swbnWg>

nouns: bench, park, leaves, alleys

adjectives: deserted, empty, humid, rustling

verbs: see, hear, walk, sit

**Step 3:** the students are requested to think of one more word for each category to fit in their story, thus eliciting words from the same lexical field as indicated in the word bank (word association word production)

**Step 4:** After completing the previous task, the students are finally asked to work together and create a short paragraph based on the feelings, emotions, memories triggered by their song and also using the support words and their own words (word production complex paragraph production)

**Feedback**—after allowing the groups of students time to write their paragraphs, the teacher asks them to read aloud and offers feedback, also asking the students from the other groups to tell the class what thoughts, emotions the reading paragraphs triggered in them.