

ARTS • BASED SKILLS & STRATEGIES

• middle school •
• elementary • • high school •

title

See/Hear/Feel

skill



music

about the strategy

The See/Hear/Feel chart is a graphic organizer for listening and responding to music. It develops listening skills and symbolic thinking, and provides a quick and effective way to focus in on the sounds, images, and emotions evoked by a selection of music.

v i s u a l

Creating visual imagery

a u d i t o r y

Listening to music

k i n e s t h e t i c

Writing or charting, creating kinesthetic imagery

instructional steps

objective

Students respond to a piece of music by recording quick word responses under the three headings: “see, hear, and feel.” They use these words as the basis for discussion or further creative work.

materials

Paper and writing materials or student copies of prepared See/Hear/Feel sheets
Chart paper and marker

procedure

1. Listening and Responding

- Ask each student to create a three-column chart with the headings, See, Hear, and Feel or give each student a copy of a prepared See/Hear/Feel sheet.
- Play a piece of music and ask students to think about what images the music makes them see, what they hear, and how the music makes them feel. As students listen, they jot down single word responses in the appropriate column.
- Using chart paper, ask students to share their responses. List as many responses as possible, and note the similarities and differences.

2. Discussing

- Consider the range of emotions and images listed by the students. In situations where the music has a common effect on everyone, ask why, and how did the composer do that? Why did so many people in the room think of the same thing? What was it about the music that made it frightening, uplifting, angry, etc.?

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See/Hear/Feel

strategy for curricular connections



social studies

- Use See/Hear/Feel charts to develop personal connections with the art and music of different cultures and historical periods.



language arts

- The See/Hear/Feel strategy also works well as a tool for responding to poetry, short descriptions, or even short stories. It encourages students to think with their senses.
- Use the words generated on a See/Hear/Feel chart as a source of new vocabulary.



music

- Use the words developed on the chart as the basis for student compositions.



visual arts

- Use as a tool for inspiring student art. Students can draw the images evoked by the music.



dance

- Link several of the words on the See/Hear/Feel chart to form a word chain. Ask them to use movement to express the meaning of the words.
- Use as a tool for inspiring student choreography.

ARTS • BASED SKILLS & STRATEGIES

See/Hear/Feel

multiple intelligences target



verbal • linguistic



interpersonal



musical



bodily • kinesthetic
(depending on the activity)



intrapersonal

adaptations

to simplify

- Ask students to write only one or two words in each column.
- Use visual icons instead of words.
- Do as a whole-class activity, writing down student suggestions

to challenge

- Use the See/Hear/Feel chart words as the basis for an acrostic poem.

special needs

- Ask another student to act as scribe if writing is a challenge.
- Work with partners instead of individually wherever more support will be helpful.
- Suggest that ESL/ESD students respond initially with quick sketches or first-language words instead of Standard English (if appropriate).