Musical Terms Treasure Hunt

Game Overview: Students work in pairs and go from place to place in a treasure hunt like game. At each location, student pairs are presented with a definition. There are 3 word options in front of them in envelopes. The pair of students pick the envelope with their word choice and open it up. If they got the correct word, then inside the envelope they get a clue that sends them to the next spot. If they get the word wrong then they are directed to a learning activity that will help them better understand the word. After the learning activity they will get the next clue and continue on.

Instructional Objective:
S- Review musical terms
M- Correct answers bring you further into the game. Incorrect answers require a learning activity to continue.
A- Students will work in pairs to make selecting the correct word more achievable.
R- This game would be played after a lesson that teaches students the musical terms.
T- This game should be completed in one class.

Musical Terms:

Beat/Pulse: Regular pattern within a bar or measure.

Chord: When two or more notes or pitches are sounded simultaneously a chord is created.

Crescendo (Italian): Meaning growing, as in a swelling of sound, or becoming louder.

Decrescendo/Diminuendo (Italian): Getting softer; the opposite of crescendo.

Fermata: A symbol that tells the performer to hold the note as long as s/he would like, but

certainly longer than the written note value.

Forte (Italian): Loud or strong.

Measure: A measurement of time in music that contains a specific number of pulses defined by

a time signature, and that is contained within bar lines.

Notes: Symbols to represent sounds or pitches and duration of those sounds.

Piano (Italian): Gently, soft.

Tempo (Italian): The rate of speed of a musical work.

Learners: Elementary school students Ages 5-10. This is a game that can connect the music classroom to the english classroom. The game can be taught to any socioeconomic status group.

Motivation: Music is a popular motivator for most students. By pairing words and definitions with musical sounds and examples, students will be more interested in participating in the game. Even when student pairs get answers wrong, they get to participate in a fun learning activity. For example, if the pair got the definition for the word "Tempo" wrong, the learning activity would be for them to listen to a popular song and march to the beat of the song. This kind of active learning becomes fun for the students, and fun is a major motivator for learning!

Context of Use: This is a game that can connect the music classroom to the english classroom. Perhaps the lesson on the musical terms can be completed by the music teacher, and then the English teacher can provide the game to reinforce new vocabulary. For the music curriculum this activity is central to the mastery of understanding music. For the english curriculum this activity is supplemental.

Scope: The game will have 10 locations and 10 definitions that will be connected with 10 vocabulary words. The entire class will be split up into student pairs, all of which will be participating in the game. The entire classroom will be set up with game locations. The game should take an entire class (45 minutes) for all student pairs to complete. The vocabulary words

and definitions are basic musical terms for beginning music learners. The game can be repeated with more difficult words at a later time. The students will be using their musical knowledge, collaboration techniques, and deductive abilities to complete this game.

Object of the Game: The goal of the game is for each pair to connect all 10 definitions with their vocabulary words. Once a pair has matched the final definition to its vocabulary word they will be instructed to go to the teacher's desk. At the end of the game each pair of students will choose from a selection of rewards from the teacher's desk that can be used either in the music classroom or the english classroom.

Design Details:

Basic Materials needed to play: Paper, Envelopes, Computer, WeVideo.

Rules:

1. Read the definition at your starting location. Select a the word that you think best fits the definition.

2. Follow the directions outlined inside the envelope of the selected word.

3. Take note of the Learning Activity location for when you select incorrect words.

4. Complete your stage of the treasure hunt before moving on to the next.

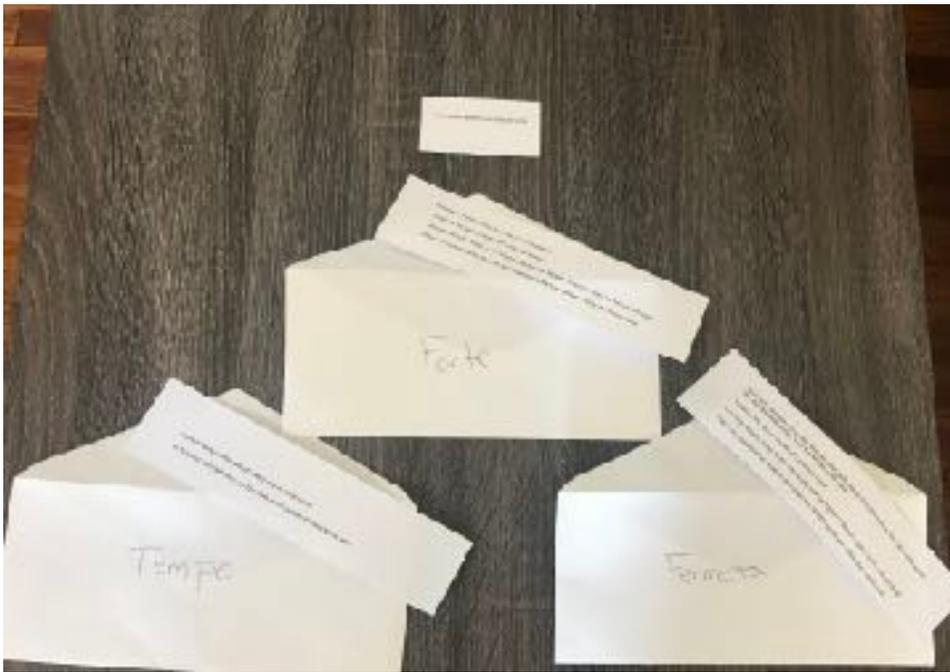5. Complete all 10 stages of the treasure hunt to get a reward!

Pictures of Game:

This is a game that can be adapted to any budget. The pictures shown are for a low budget classroom. More colorful themes and different musical selections can be included.
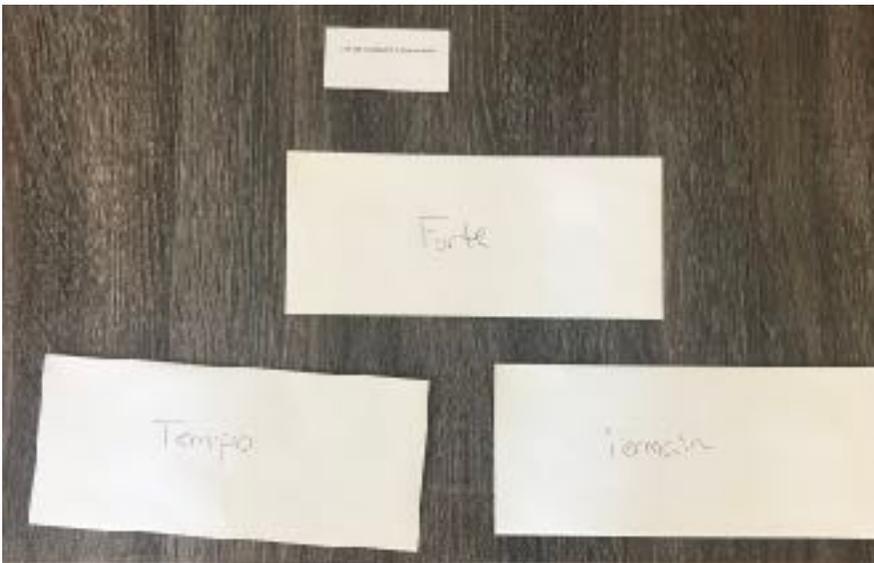
Here are two examples of how each location will be set up. There is one definition and 3 word choices.
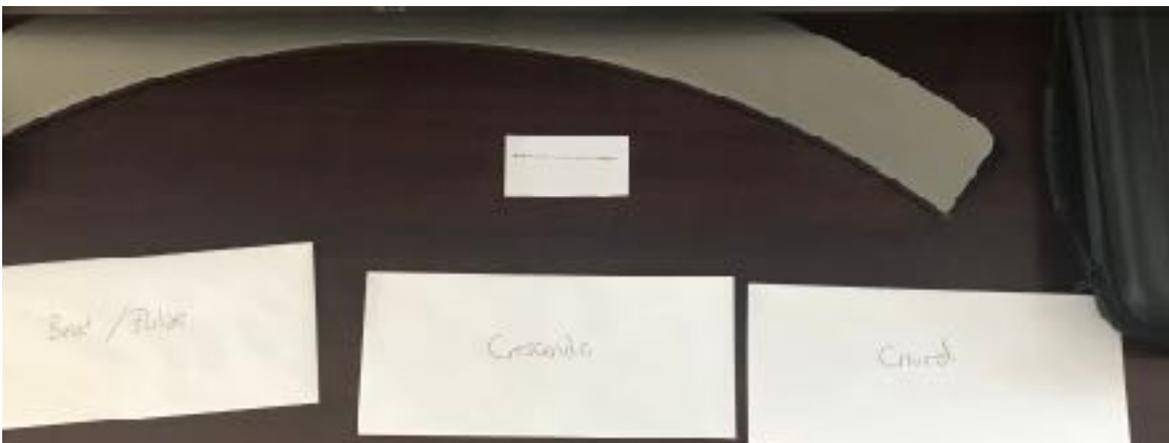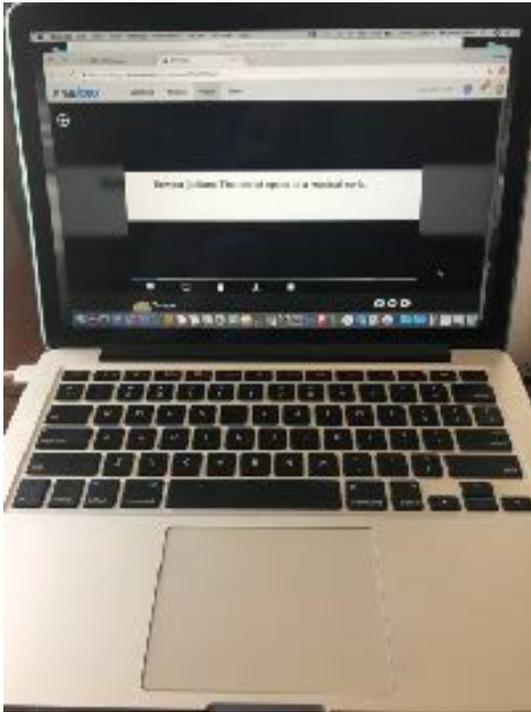
Inside each of the word choice envelopes is a set of directions for the student to follow.

If the student made an incorrect selection, the student is sent to the Learning Activity area. Here a computer will be set up with file videos that are clickable.

Here is an example of the TEMPO video file. The student is shown the correct definition and is listening to a song while marching along in tempo to the beat. You can watch the video in the "Video Example of Learning Activity" section below.

Video Example of Learning Activity:

https://www.wevideo.com/view/1184208866

Video Example of Game Play:

https://youtu.be/1HEiB2fydpY

Design Process:

My initial motivation for this game came from the idea of making typically "boring" studies more interesting and fun! I also have struggled with students memorizing their musical terms incorrectly, so I wanted to come up with a fun way to help them remember the terms.

I researched multiple games and the treasure hunt/scavenger hunt games really stuck out to me. These kind of games include group work and problem solving skills! This game also is very active, the students get to get out of their chairs and walk all around the classroom. At the beginning of my game planning, I thought that it would be a fairly simple game to design. What I quickly realized is that because there are many choices that the students can make, I need to have a next step in mind for every single choice! Fortunately, I was able to come up with a way to direct them back into the game when they make missteps. The directions need to be very clear and tell students exactly where they are supposed to go and what they are supposed to do.

One constraint I encountered was class size. If the class is large, there may be more than 10 students in the classroom. That is why I decided to group students into pairs, so even if the classroom holds 30 children, they all can participate in the game!

References:

Bali, M. (2016). 9 Mistakes to Avoid When Designing Educational Games - DML Central. Retrieved from https://dmlcentral.net/9-mistakes-avoid-designing-educational-games/

Design and Development of Games for Learning. (2018). Retrieved from https://www.edx.org/course/design-development-games-learning-mitx-11-127x-0

Riedel, C. (2013). Game Design: The Key to Education? -- THE Journal. Retrieved from https://thejournal.com/articles/2013/02/07/game-design-the-key-to-education.aspx