



WORD SAMBA

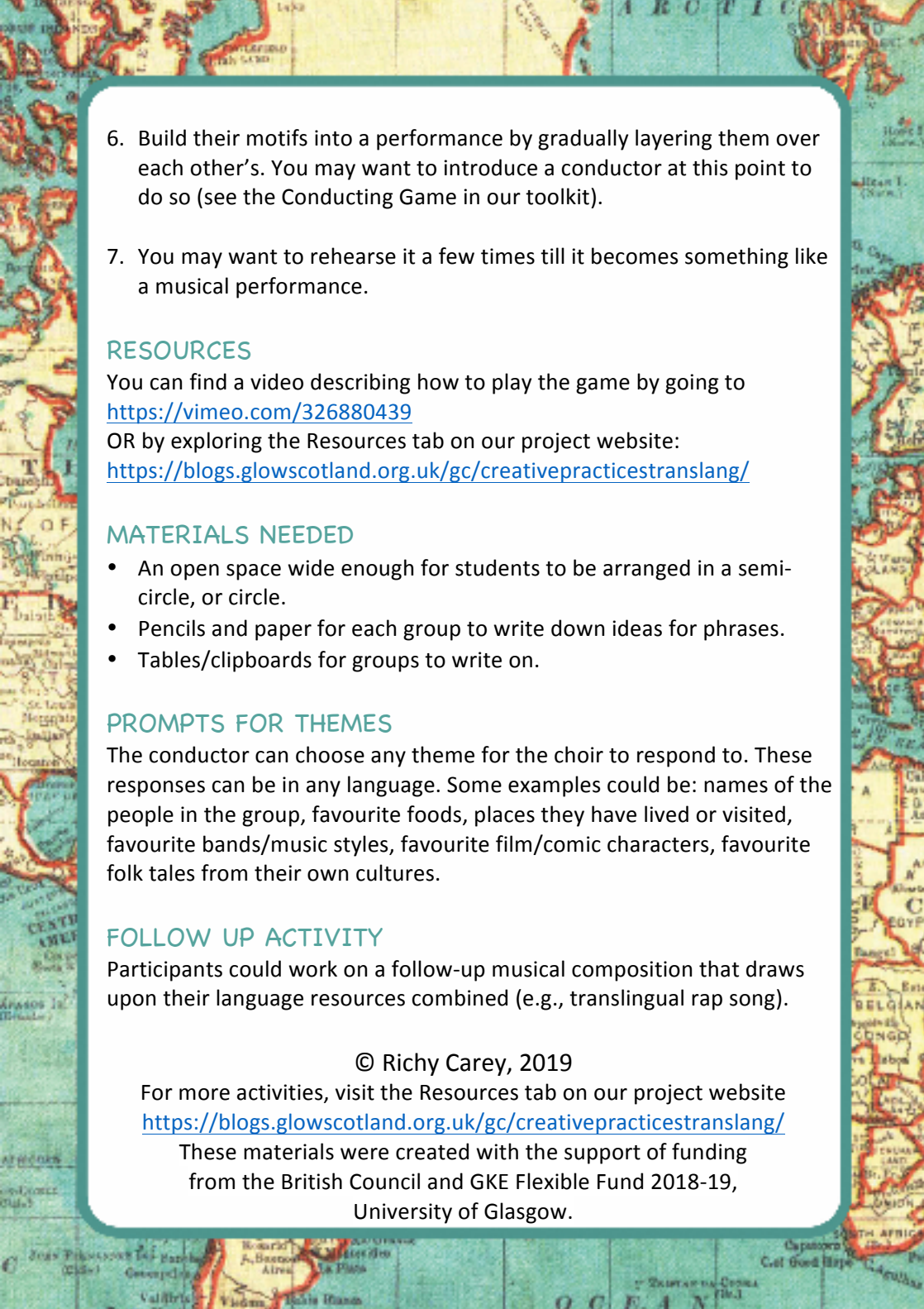
This music/sound making game encourages groups of language learners to use multiple languages at the same time. This game treats language as musical material, and in doing so asks participants to play with and enjoy the sounds of words as separate from their meaning. The appreciation of sound as separate from meaning is termed *phonaesthetics*. This game uses the inherent rhythm of words, or their *prosody*, to build a musical composition.

HOW TO PLAY

1. Divide the class into three or more groups, ideally with at least three participants in each group.
2. Decide on a theme for the Word Samba. In the example video we are using food as the theme. Ask each group to come up with a short phrase or list of foods using their own languages.

You might choose to give each group their own sub-theme, i.e. breakfast, lunch, dinner, etc. This gives space for participants to introduce each other to different foods from their own cultures.

3. Ask each group to think of a musical rhythm using these words. For example, “sausages, beans, potato scones”. Ask the groups to pay close attention to the ways they naturally pronounce each word, e.g., it might sound strange to say “sau.....sages”.
4. Give each group time to build their musical rhythm and to learn it off by heart. It might help to introduce body percussion or some hand clapping at this point.
5. Ask each group to perform their motif to the rest of the class.

- 
6. Build their motifs into a performance by gradually layering them over each other's. You may want to introduce a conductor at this point to do so (see the Conducting Game in our toolkit).
 7. You may want to rehearse it a few times till it becomes something like a musical performance.

RESOURCES

You can find a video describing how to play the game by going to <https://vimeo.com/326880439>

OR by exploring the Resources tab on our project website:

<https://blogs.glowscotland.org.uk/gc/creativepracticestranslang/>

MATERIALS NEEDED

- An open space wide enough for students to be arranged in a semi-circle, or circle.
- Pencils and paper for each group to write down ideas for phrases.
- Tables/clipboards for groups to write on.

PROMPTS FOR THEMES

The conductor can choose any theme for the choir to respond to. These responses can be in any language. Some examples could be: names of the people in the group, favourite foods, places they have lived or visited, favourite bands/music styles, favourite film/comic characters, favourite folk tales from their own cultures.

FOLLOW UP ACTIVITY

Participants could work on a follow-up musical composition that draws upon their language resources combined (e.g., translingual rap song).

© Richy Carey, 2019

For more activities, visit the Resources tab on our project website

<https://blogs.glowscotland.org.uk/gc/creativepracticestranslang/>

These materials were created with the support of funding from the British Council and GKE Flexible Fund 2018-19, University of Glasgow.