



Tempered
Armando Carrero
Seventh Grade
High Tech Middle Mesa

In the “Tempered” project, students crafted a unique musical ensemble using everyday objects such as bottles, glasses, and glass containers. This hands-on initiative blended creativity with learning, allowing students to explore a wide range of educational concepts. They discovered how music influences emotional awareness, enhanced their motor coordination, and fostered teamwork and collaboration. In addition to developing foundational music skills, the project introduced students to the basics of engineering as they designed and built wooden bases for the containers. Along the way, they reinforced key principles of music, including foundation, focus, rhythm, synchronization, and balance. The project offered students a chance to experience the organic, raw side of music-making, providing a refreshing contrast to today’s tech-driven world, where digital tools often dominate artistic expression.

Teacher Reflection

Seizing the unique opportunity to work with middle school students—who are navigating a pivotal and often challenging stage in their development—I designed a project that addressed both their growth and their need to care for their surroundings. With the fragility of the containers involved, the project required their full attention and caution, as safety was a key concern. I believe the project created a supportive and nurturing educational environment, encouraging both responsibility and focus.

In the daily development of the project, our students experienced a number of key benefits that enriched their learning and growth. First, they were offered a detailed presentation of the processes and instructions, allowing them to clearly understand the steps required to carry out each task. In addition, they had the opportunity to become familiar with the proper use and handling of tools, promoting both technical skills and responsibility.

The project also fostered a healthy space for practice and reflection, providing moments for students to connect with their own creative process. A key aspect of the project was the formation of groups, which was not based on predetermined assignments, but was organized organically by the musical group itself, strengthening the sense of community and cooperation within the classroom.

—Armando Carrero Sanabria

Student reflection

I liked the Tempered project a lot. I learned that we can make music almost out of any item. Playing glass items was a great experience and now I have ideas on how I can make music with friends and family.

—Delilah L.



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