

Unit Title: Music

Lesson Title: *Finding the Dynamics Key*

Theme: Dynamics markings (piano and forte)

Content: Loudness in Music

Culture: *All*

Topic: Dynamics

Language: *English*

Grant: *Best*

Grade: 4th Grade

A Brief Lesson Description: *This lesson will introduce the concept of dynamics in Music through their participation in a game.*

Complete Lesson Plan:

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BME 530

DYNAMICS

Introduction:

This lesson will be introducing 4th grade students to the concept of dynamics in Music through their participation in a game. It is very important that the students participate actively in the learning process to facilitate the understanding of these types of expression markings. This lesson can create an appropriate atmosphere in the classroom while the students are receiving useful information that they can apply later playing instruments or singing.

Behavioral Objectives:

Students will be able to distinguish between the different dynamics markings such as pianissimo, (pp), piano, (p), mezzopiano (mp), mezzoforte, (mf), forte, (f), fortissimo, (ff). Having participated in a singing game using variations on dynamics, the students will demonstrate that they understand the musical degree of loudness (dynamics). *Standard 1. Creating Art. IAM-R3 Identify variations in tempo and dynamics. PO 2 Identify music as loud or soft (dynamics)*

Arizona State Standards:

Music Standard 1: Creating Art

Learning to read and notate music gives students skills with which to explore and critique music independently and with others.

IAM-R3. Identify variation in tempo and dynamics

PO 2. Identify music as loud or soft (dynamics)

ESSENTIALS

IAM-E3. Sing/ perform accurately and with good breath control, tone quality, posture and technique.

PO 1. Perform pieces of various styles for and audience with expression (e.g., dynamics, phrasing)

Anticipatory Set:

1. Sing the song “Home on the Range” for the students in a quiet/soft voice.
2. Sing it again, but louder this time.
3. Ask the students how it was different from the first time.
4. Ask them how they liked it better.
5. Explain to the students the letters or symbols used to represent piano/soft and forte/loud.

Teacher Input:

Teacher will explain that variations in loudness can be displayed also playing instruments. The teacher will demonstrate how the accordion, guitar, and violin can be played softly or loudly.

Then teacher will make groups of three students. Each group will have to make comments about how their reactions were different as the song was sung with variations on loudness. After a few minutes, a student from each group will share their findings with the rest of the class.

Script:

Teacher: What do you think makes the accordion sound loud or soft?

Student: The power you apply when you pull with your left hand.

Teacher: What did you feel when I was singing loudly?

Student: I wanted to sing too.

Teacher: How do you like the song when I play it very softly?

Student: I also like it that way because I feel relaxed.

Teacher: Now we are going to play a game that is called “dynamics.”

Modeling the Behavior:

Teacher will post a chart on the board showing f (forte) and p (piano). Teach the song “Row, Row, Row Your Boat.” Teacher will select a student to hide his/her eyes. Select another student to give the dynamic key (made from construction paper). As the student who hid his/her eyes begins to walk around the room the student on the board will point to “piano” on a chart with the symbols and the class will start singing very softly. As the student who is looking for the dynamic key gets farther away from the student with the key, the class starts singing louder. Teacher will explain that there are different levels of dynamics. If you do not want to exaggerate dynamics, you have other options, for example; medium loud, medium soft, extremely loud, and extremely soft. Then he or she will provide a copy of the dynamic puzzle pieces. With the pieces mixed up, have the students put the pieces in the correct order from very soft to very loud and vice versa. Special education students can be assigned with other students to work in pairs and receive help to work with the puzzle.

Check for Comprehension:

Give the students a copy of the words of the song “Rocky Mountain” with dynamics markings. Teach the song and make sure they are paying attention to the variations on dynamics while they are singing the song. The teacher will listen carefully to check if they are responding to the markings appropriately. Students will incorporate gestures to demonstrate levels of loudness e.g. low hands for “piano”, high hands for “forte”.

Guided Practice:

Teacher will ask the students to assign dynamic markings to a worksheet with rhythms. They can use the dynamics marking of their choice and play the selection considering the dynamics they wrote for each measure on percussion instruments, such as rhythm sticks, hand drums, and tambourines.

Closure:

Students will be able to sing or play instruments according to variations on expression such as dynamics. They will also be ready to identify dynamics on listening selections.

Independent Practice:

Students will independently work on the Dynamics Marking worksheet. In the first section, students will write the abbreviation letters that best describes the picture. In the lower section students will draw a picture that best describes the dynamics. The students that like singing will sing a song of their choice and change dynamics as desired.

Assessment:

Teacher will evaluate students understanding through their performance with percussion instruments. They also will be observed during their participation on the group discussion. The objective will be met if the students are able to comply with the Music Standard 1: *PO 2. Identify music as loud or soft (dynamics) PO 1. Perform pieces of various styles for and audience with expression (e.g., dynamics, phrasing)*

Materials:

Percussion instruments, guitar or accordion, Share the Music Third Grade Book, CD player, Music Today and Every Day Book from Tod F. Kline

Modifications for students with Disabilities:

The modifications for students with special needs include:

For emotional disabled students the teacher can select music that is very relaxing to analyze according to dynamics.

For the students with learning disabilities the activity that uses gestures to demonstrate levels of loudness in music is very appropriate.

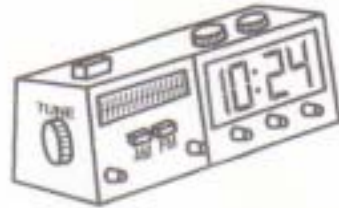
As an accommodation for learning-disabled students, the teacher can call on them first so that no one else takes their answer when the class is answering oral questions.

For the emotionally disturbed student the teacher needs to create a safe classroom environment by removing all insults, or put-downs.

Name _____

Dynamics Marking

Write the dynamic marking that describes the picture.



Draw a picture of something very loud and something very soft.



Very Loud



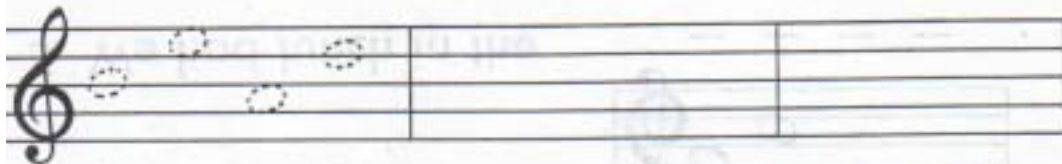
Very Soft

Write the dynamic markings to this song. ff = very loud, f = loud, mf = medium loud, mp = medium soft, p = soft, and pp = very soft.

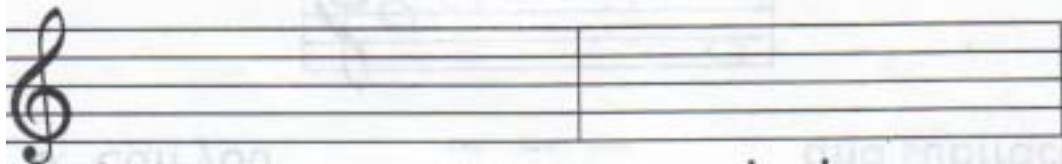
Dynamics Where You Want

The image shows a musical score for a piece titled "Dynamics Where You Want". The score is written on four staves in 4/4 time. The first staff begins with a treble clef and a 4/4 time signature. The music consists of quarter notes and eighth notes. A dynamic marking of *p* (piano) is written in a circle below the first staff. There are several other empty circles placed below the staves, indicating where students should write their own dynamic markings. The score ends with a double bar line.

Fill in the notes that spell these words.



b e a d c a f e g a b



b a g g a g e c a b b a g e



f a g g a d f e e




d e c a d e e d g e

Music Crossword Puzzle

Complete the crossword puzzle by figuring out the names of the notes and filling in the words below each note.

ACROSS

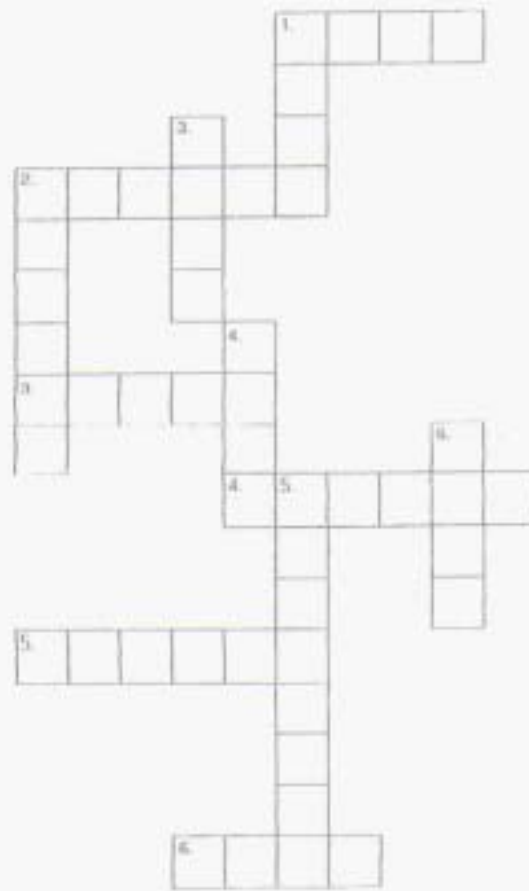
1. 
TUN_

2. 
S_HOOL

3. 
BOVE

4. 
SQU_AL

5. 
SQU WS



DOWN

1. 
T_IL

2. 
SQUE_K

3. 
ROP_

4. 
_E_S

5. 
QU_STION
