Angela Li

Lesson Plan

|  |  |
| --- | --- |
| Topic | Dynamics |
| Date | 11/16/2020 |
| Grade Level | 5th and 6th |
| Learning Objective | The students will be able to recognize the dynamics and be able to describe the differences between the dynamics by listening to musical examples and recognizing the dynamic terms and their symbols. |
| Materials | * Musical examples * Rhythm exercises * Media player |
| Vocabulary | Crescendo, decrescendo, forte, piano, mezzo forte, mezzo piano, pianissimo, fortissimo |
| Specific Previous Knowledge | * Rhythms (quarter notes, half notes, eighth notes, and their equivalent rests) * Steady beat |
| Attention (Hook) | * Talking in a loud voice and then in a soft voice * Explain the definition of dynamics. |
| Procedure | 1. Introduce basic dynamic terms, symbols, and their meanings. 2. Listen to audio to identify dynamic changes 3. Identify different dynamics on sheet music 4. Do 3 rhythm exercises with dynamic markings |
| Formative Assessment | Have the students together or individually do one of the rhythm exercises with dynamic changes. The teacher will listen to the students to check if they are using the markings appropriately. |
| Summative Assessment | Organizing the dynamics in the correct order from very soft to very loud or vice versa |
| Conclusion | Now the students are ready to play and identify dynamics on various selections. Understanding these dynamics will make you perform more with style and more accurately. |
| Follow up ideas for next lesson | * Playing a song with dynamics * Dynamic singing games |