

Music Lesson Plan

Grade Level: 1

Name of Unit: Dynamics

Place of Lesson in Unit: Third Lesson after learning a new song ("Frère Jacques") and about dynamics (piano, forte, mezzo piano, and mezzo forte).

- I. **Learning Outcome or Objective:** Students will review dynamic lessons, students will review "Frère Jacques", and, finally, students will be able to perform crescendos and decrescendos.
 - a. **Indiana Academic Standards**
 - i. **Main Standard Met**
 1. Music 1.6.5 Use movements to show the meaning of the terms crescendo (gradually louder) and decrescendo (gradually softer).
 - ii. **Additional Standards Met**
 1. Music 1.1.1 Match a given pitch or simple pitch pattern.
 2. Music 1.1.2 Sing on pitch while maintaining a steady beat.
 3. Music 1.1.3 Sing high and low pitches.
 4. Music 1.1.4 Sing loudly and softly with correct posture as taught by the instructor.
 5. Music 1.1.5 Sing a short memorized song in a foreign language.
 6. Music 1.6.3 Use musical terms for 'loud' (forte) or 'soft' (piano).
 - b. **Entry ability:** Students are able to differentiate dynamic levels (p-piano, f-forte, mp-mezzo piano, mf-mezzo forte). Students also know the rhythm and words for the song "Frère Jacques"
 - c. **Exit ability:** Students will be able to sing "Frère Jacques" with the newly added crescendos and decrescendos.
 - d. **Lesson Evaluation or Assessment Procedures:** Teacher will note those students who are unable to sing crescendos and decrescendos accurately. Were their problems with the song itself or the technique of using crescendos and decrescendos?
- II. **Materials and Board/Space Preparation:** Teacher will need a book with "Frère Jacques" without crescendos and decrescendos for every student and pencils for each student so they can put the crescendos and the decrescendos needed into the song.
- III. **Teaching Procedures:**
 - a. **Setting the Stage:** Ask students what song we have been singing ("Frère Jacques") and the dynamics we have learned so far (piano and forte).
 - b. **Developing the Lesson:**
 - i. **Step One:** Introduce new dynamics (crescendos and decrescendos) with rain activity. Do activity by splitting students into groups. Have group one start by rubbing palms together, then have subsequent groups continue. Then continue by having students 2. clap their hands, 3. stomp their feet, 4. stomp their feet and clap their hands, 5. stomp their feet, 6. clap their hands, 7. rub their palms together, and 8. stop each group.
 1. **Transition:** Boys and girls, who can tell me what our activity sounded like.
 - ii. **Step Two:** Explain a crescendo is like the first part of the rain activity, a soft dynamic in a song slowly changing into a loud dynamic in a song and show what a crescendo sign is (<).
 1. **Transition:** So, now that we know what a crescendo is, what do you think a decrescendo is?

- iii. **Step Three:** Explain a decrescendo is like the second part of our rain activity, a loud dynamic in a song slowly changing into a soft dynamic in a song and show what a crescendo sign is (<).
 1. **Transition:** What would happen if we added crescendos and decrescendos to our “Frère Jacques” song?
- iv. **Step Four:** Have the class sing “Frère Jacques” using crescendos and decrescendos.
 1. **Transition:** Does anyone have any ideas about how to make our song better next time?
- v. **Concluding the Lesson:** Hopefully we will be able to make our song sound even better next time we meet. That was fabulous singing today class. It sounded so nice that we’ll be able to sing this song at the winter concert.

Script:

Good morning boys and girls. I need someone to remind the class what song we learned last week. (Knowledge Question) *Someone answers “Frère Jacques”.*

Good. We are going to add some dynamics to “Frère Jacques” today. But before we do that, I need someone to explain what this “P” means when we see it in the music. (*Comprehension question*) Write “p” on the board. *Someone answers, “We need to sing soft”.* I need someone else to explain what this “F” means when we see it in music. (*Comprehension question*) Write “f” on the board. *Someone else answers, “We need to sing loud”.*

Today we are going to put new dynamics into our songs. Instead of going from soft to loud or from loud to soft, we are going to go from one to the other gradually. To help us learn how to do go from soft to loud and from loud to soft gradually we are going to do an activity. We are going to make rain.

I will tell each row what they need to do. This first row will start out our rain by circling their hands together like this. The first row is going to keep doing this, and the second row is going to start. Now the third row, now the fourth row, now the fifth row. Now row two, row three, row four, and row five need to keep rubbing their palms while row one needs to start snapping their fingers. (*Bodily-kinesthetic intelligence*).

Continue in the same manner:

- *Clapping hands*
- *Stomping feet and clapping hands*
- *Clapping hands*
- *Snapping fingers*
- *Rubbing palms*
- *Stopping*

Boys and girls, who can tell me what our activity sounded like? (*Comprehension question*) *Someone answers, “It sounded like rain”.*

When we started out our rain activity, what dynamic level were we at? (*Knowledge question*) *Someone answers, “We started out soft”.*

In the middle of our rain activity, who remembers what dynamic level we were at? (*Knowledge question*) *Someone answers, “In the middle we were really loud”.*

Boys and girls, did we go from soft to loud really fast or did we go from soft to loud slowly? (*Knowledge question*) *Someone answers, “Slowly”.* (*Logical-Mathematical intelligence*).

Yes, in our rain activity we went from soft to loud really slowly. When we want go slowly from a soft dynamic in a song to a loud dynamic in a song we use a crescendo. A crescendo looks like this (<). Let’s practice singing a crescendo with our “Silent Night” song. Instead of singing “Frère Jacques, Frère Jacques, Dormez vous? Dormez vous?” (with no dynamic change), let’s sing “Frère Jacques, Frère Jacques, Dormez vous? Dormez vous?” (with a crescendo). Are you

ready? One, two, ready sing, "Frère Jacques, Frère Jacques, Dormez vous? Dormez vous?" Wonderful! (*Musical intelligence*).

So, now that we know what a crescendo is, what do you think a decrescendo is? (*Analysis question*) Someone answers, "When a sound goes slowly from loud to soft". Yes, a decrescendo is when a sound goes slowly from loud to soft. A decrescendo looks like this (>). Let's practice singing a decrescendo with our "Frère Jacques" song. Instead of singing "Sonnez les matines, Sonnez les matines, Din, din, don! Din, din, don!" (with no dynamic change), let's sing, "Sonnez les matines, Sonnez les matines, Din, din, don! Din, din, don!" (with a decrescendo). Are you ready? One, two, ready sing, "Sonnez les matines, Sonnez les matines, Din, din, don! Din, din, don!". (*Musical intelligence*).

What would happen if we added crescendos and decrescendos to our "Frère Jacques" song? (*Synthesis question*) Someone answers, "It would make the song sound more interesting". Let's try and make our song sound more interesting by using a few crescendos and decrescendos in it. Are you ready? Put up new "Frère Jacques" song with crescendos and decrescendos on it. One, two, ready sing. Sing "Frère Jacques" song. Thank you boys and girls, before we move onto our next activity I would like some volunteers to tell me how they would rate our singing today with crescendos and decrescendos. (*Evaluation question*) Volunteers offer their ratings about our singing today. Does anyone have any ideas about how to make our song better next time? (*Synthesis question*) Volunteers offer their ideas about how to make our singing better. (*Interpersonal intelligence*).

Hopefully we will be able to make our song sound even better next time we meet. That was fabulous singing today class. It sounded so nice that we'll be able to sing this song at the winter concert.