

I. LESSON PLAN MODIFIED FOR LEARNING DISABILITIES  
**MANCHESTER COLLEGE**  
**Department of Education**  
**Lesson by: Kaitlin Hughes**

**Lesson:** Dynamic Fun!

**Approx. length:** 50 minutes

**Age or Grade Intended:** Fourth Grade

**Academic Standards:**

Music 4.1.2 Sing expressively with attention to dynamics and phrasing.

**Performance Objective:** Given “Little Bunny Foo Foo”, students will perform this song in groups of four in front of the class with 100% participation and 100% accuracy on the dynamics.

**Assessment:** The students will learn the correct vocabulary that coincides with each music dynamic term. They will then use this knowledge to sing through “Little Bunny Foo Foo”, singing the correct dynamic markings. If they fail the first time, have them sit down and listen to other groups and go again at the end.

**Advanced Preparation by Teacher:**

1. Have “Its Peanut Butter Jelly Time” ready to play on the computer at the beginning of class.
2. Set a pencil under each chair.
3. Be sure to have the vocabulary definitions ready to announce to the students.
4. Have enough copies of “Little Bunny Foo Foo” for each student. (Printable version found on <http://www.kididdles.com/pdf/littlebunnyfoosheetmusic.pdf>.)

**Procedure:**

**Introduction:** As soon as the class takes their seat, turn on “Its Peanut Butter Jelly Time” and tell them to dance around, sing, and clap out their rhythms they learned from the previous class period. The students were divided between ‘peanut butter’ and ‘jelly’ and each group had a designated rhythm to clap out when their name was sung. **(Bloom: Knowledge, Gardner: Bodily/Kinesthetic, Musical/Naturalist)** Play the song once through and then ask the students if there was any changes in loud or soft in that song? **(Bloom: Knowledge)** Ask them if they think it would be better if some parts were soft and some parts loud or all the same? Or does it depend on the song? **(Bloom: Evaluation)** Tell the class that, today they are going to learn about different dynamic markings.

**Step-by-Step:**

1. First, you need to teach them a few vocabulary terms. They have a vocabulary sheet in their music folders, so have them quickly grab that and the pencil under their chair, and return to their seats. **(Gardner: Bodily/Kinesthetic)** As you go through each word, ask the students if anyone knows what it means before you give the definition. **(Bloom: Knowledge)** Allow them to answer, and fix their answer if they are not completely correct. **(Gardner: Verbal/Linguistic)** Be very positive, and never

- negative to their answers! Go through each term, drawing the symbol or abbreviation on the board. **(Gardner: Visual/Spatial)** Allow enough time for the students to write the definition down. (See attached sheet for vocab.) After giving all the definitions for ‘dynamics’ tell the students that a song’s dynamic marking is always placed above the measure. Show them this on the board by drawing a musical staff and placing the dynamic marking right above it, to the left. **(Gardner: Visual/Spatial)** Tell them it is usually at the beginning of the measure or phrase. When giving the definition of phrase, give an example of twinkle, twinkle little star. Tell them that each so called ‘sentence’ is a phrase. If you took the words of a song away from the music, each sentence would be a phrase. When you put the words back with the music, the phrase concept still works the same way. **(Gardner: Logical/Mathematical)**
2. Once they have written down all of their definitions, have the students place their papers under their seats and stand up. Tell the students they are going to learn the dynamic terms through movement. If you say forte, they need to stand up straight, being ‘high and loud’. If you say fortissimo, they need to stand on their tiptoes being ‘very high and loud’. If you say pianissimo, they should crouch down as low as they can for ‘very small and quiet’. For piano, they should just crouch down. Mezzo piano should be a little taller than that and mezzo forte should be a little below standing normally. **(Gardner: Bodily/Kinesthetic, Bloom: Comprehension)** If this does not work or you need another activity for dynamics have the students yell their favorite food or color as you say each dynamic. When they yell, it should match the dynamic marking. **(Gardner: Interpersonal, Verbal/Linguistic)** If they do the wrong dynamics, stop them, ask what they did wrong, and correct them. **(Bloom: Comprehension)** This also applies to crescendos, having them start loud and get softer or start soft and get loud. You may have to hold your hand down low and have them follow you by getting louder as your hand moves up and down. **(Gardner: Visual/Spatial)**
  3. Have them sit back down and pass out “Little Bunny Foo Foo” to each student. Look through the pages quickly with the students, pointing out the different dynamic markings, the spoken parts, and rhythm. Sing through the first 3 lines so the class has an idea of how it sounds and what to do on the spoken parts. **(Bloom: Application, Gardner: Visual/Spatial)** Tell them that spoken parts are shown as slashes instead of notes. The double slash means, such as the one above ‘down, good, and, she, said’ two beats instead of one. Sing through it several times as a class, until there is 12-15 minutes left in class. **(Gardner: Musical/Naturalist)** You can work smaller parts at one time, such as a page at a time or work the whole thing. Continue correcting their dynamics if they do them wrong.
  4. With 12-15 minutes to go, choose four people at a time to present part of the song. **(Gardner: Interpersonal)** Choose 2-3 pages for them to present, making it a little different for each group. Tell them they will get a grade for participation in singing the song and in how well they follow the dynamic markings. Tell them to sing it just as they did previously, and to not be nervous, but have fun! **(Gardner: Musical/Naturalist)**

**Closure:** To end, have the students follow you dynamically, as you move your hand up and down like a wave. Allow them to choose a topic or what word to say. Make it fun and crazy so it is fun for them but they still have to think! (**Bloom: Comprehension**) Before they leave, tell them that they have learned a lot about different music notation and things you would see as you sing, so tomorrow we are going to learn the best way to sing. We're going to learn good posture and breath control. We may even make ourselves look like Santa Claus!

### **Adaptations/Enrichment:**

#### **Learning Disabilities:**

Write each dynamic symbol on the board and write an object that coincides with that dynamic. For example, pianissimo would be a rabbit because rabbits are very quiet, making hardly any noise. Fortissimo may be a lion's roar. They objects may not be exact, but they can use those terms to remind them and know how loud or soft they should be.

Another thing that could be good for any learning disability is to take their music and use a specific color for dynamic marking. Example: for measures that are forte, color them red and measure that are piano, color light blue and so on. For the crescendos and decrescendos, color in a BIG sign for that throughout the measure.

**ADHD – Hyperactive:** Have the student help pass out the song. This lesson works since part of the lesson is moving up or down or yelling. The student could also help guide the dynamic exercise by calling out the dynamics for you. However, you have to be sure they are understanding it as well, and not just giving the instructions.

**Gifted and Talented** – Type up a separate part to harmonize for these students. They could also help lead each section or help play piano as the class sings the song.

#### **Self-Reflection:**

Was the lesson too fast-paced for the students?

Did "Little Bunny Foo Foo" work for their singing and being able to tell if they understood 'dynamics'?

Is there anything I would change next time?

Additional Comments:

## Vocab Definitions:

### Dynamics:

*pp* or pianissimo -  
Very Soft

*P* or piano - Soft

*mp* or mezzo  
piano- medium soft

*mf* or mezzo Forte  
– medium loud

*F* or forte - loud

*ff* or fortissimo –  
Very Loud

◁ Crescendo – gradually getting louder

▷ Decrescendo – gradually getting softer

**Phrase:** A relatively short portion of a melodic line which expresses a musical idea, comparable to a line or sentence in poetry.

Manchester College - Lesson Plan Rubric

Name: Kaitlin Hughes Date: 11/2/09 Points: 40 /44 Converted: 91% 9/10

Title of lesson: Dynamic Fun LD

Criteria	1	2	3	4	PTS
(C1) MC lesson plan format with explicitly stated Academic Standards	Lesson does not follow MC format or state academic standards	Lesson does not follow MC format but does state academic standards	Lesson plan follows most of the MC format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	4
(C1) Lesson Plan Objectives	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s)	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written well and fully correlate to stated academic standard(s)	4
(A1) Assessment	Assessment is unrelated to objectives and standards	Assessment is somewhat related to objectives and standards; assessment is not appropriate for all students' learning styles and strengths	Assessment is related to objectives and standards; assessment is less accessible for students with certain learning styles and strengths	Assessment is directly related to objectives and standards; assessments provides for students with varying learning styles and strengths to excel; variety is used	3
(C1) Introduction /Hook	No introduction is provided	Introduction is vague or procedural	Introduction provides some structure for lesson, but lacks connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson	3
(C1) Supporting materials	No supporting materials are included	Supporting material and student handouts are messy, incomplete, and/or unappealing to students; material does not enhance the lesson	Supporting materials and student handout are clear and complete. Materials enhance the lesson	Supporting materials and student handouts are clear, complete, and appealing to students; materials enhance lesson significantly	4
(C1) Procedures/ Instructional activities	Procedures are unclear, do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear, areas of vagueness	Procedures are clear and relate to the objectives	Procedures can be easily replicated by others	4
(C6) Bloom's	Lesson makes reference to 1 level of Bloom's	A few (2) levels of Bloom's are used	Some (3) levels of Bloom's are used	A variety (4+) of Bloom's are used	4
(E1) Gardner's	Lesson makes reference to 1 level of Gardner	2) examples of Gardner's ideas	(3) examples of Gardner's ideas are identified	and (4+) ideas of Gardner's are identified	4
(E1) Adaptations/ Modifications	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two reasonable adaptations and/or modifications	Lesson thoroughly details reasonable adaptations and/or modifications that are exemplary	2
(R6)(E2) Engaging/ Creativity	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	4
(R5) Grammar and Spelling	4 or more errors in grammar and/or spelling are present	3 errors in grammar and/or spelling are present	1-2 errors in grammar and/or spelling are present	No errors in grammar and/or spelling are present	4

Teacher comments