

NEIU Music Department Lesson Plan Template

Name: Jane Marshall

Element: Expression

Grade Level: 3

Lesson Plan Elementary

Central Focus:
Expression- dynamics

Rationale: Students will experience and gain an understanding of Dynamics by playing instruments.

Hook: Greet class with a whispered “Hello class! How are you today?” When someone asks why you’re whispering, start talking really LOUDLY! Explain that today we will be learning about dynamics.

Learning Objective(s):

Students will show an understanding of dynamics by playing different dynamics on classroom instruments

Summative Assessment

1. **Written:** None
2. **Manipulative Assessment:** Using a range of different dynamics (loud, soft, crescendo, decrescendo), create a short piece of music with students playing percussion instruments.
3. **Classroom Discussion:** When, where, and why do you use a loud voice? Quiet voice?

Standards

National/Core Standard(s) (2016): MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenge

State Standard(s): MU:Re8.1.3. a. Demonstrate and describe how the expressive qualities (for example, dynamics, tempo) are used in performers’ interpretations to reflect expressive intent

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Materials/Equipment		
A chart with symbols for forte, piano, crescendo, decrescendo, and accents, classroom percussion instruments		
Activity 1	<p>Procedure:</p> <ol style="list-style-type: none"> 1. Play the following echo game with students: Teacher: Cup hands and call “Hello” Students: “Hello” Teacher: “Are you there?” Students: “Are you there? Are you there? Are you there?” (Softer each time) 2. Echo clap rhythms (longer rhythms found at the bottom of this document) 3. Play or sing an echo song such as “Hello There!” (P. 75). Have students either sing an answer with tonal syllables or play an answer on an instrument 4. Experiment with playing one instrument <i>forte</i> and <i>piano</i> 5. Experiment with different instruments and notice which make loud sounds and which make soft sounds 6. Play an echo game with large cymbals and finger cymbals: one student will tap the large cymbal with a soft mallet and another student will echo by tapping the rim of the finger cymbals. Add to “Hello there” or other echo song. 7. Divide class into two groups. Have group 1 choose loud instruments and group 2 choose soft instruments. Have the loud instruments play the first “hello there” and soft instruments play on second. Practice the shorter rhythm 	<p>Informal Assessments/Checks for understanding</p> <ol style="list-style-type: none"> 1. What are dynamics? Why do we use dynamics? 2. Are students able to play contrasting dynamics on different instruments? 3. Are students able to identify which instruments make loud sounds and which make soft sounds? 4. Are students able to sing/play accurate rhythms? 5. Are students able to crescendo and decrescendo?

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	(found at the bottom of this document)e shorter rhythm (found at the bottom of this document)	
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Differentiation/Accommodation:

Percussion instruments can be attached to wheelchairs with Velcro. Mallets can be attached to gloves, if students are not able to grasp them. Teach rhythmic patterns slowly. Appoint a leader to groups to help students stay together.

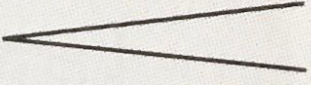


Closure

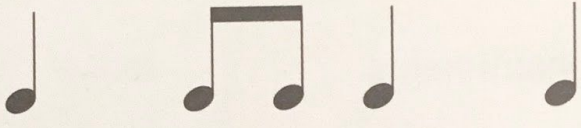
Have students perform the short musical composition that we create playing a variety of dynamics on percussion instruments.

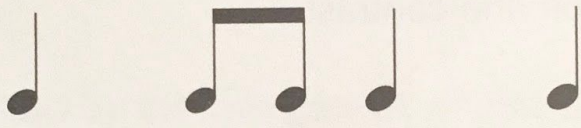
Citation


Anderson, W. M., & Lawrence, J. E. (2014). In *Integrating music into the elementary classroom* (pp.168 - 169). Boston, MA: Cengage Learning.


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- loud f
- soft p
- crescendo 
- decrescendo 
- accents 


Teacher (loudly): 

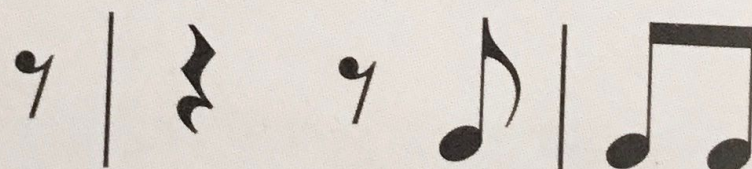
Students (softly): 

Teacher (loudly): 

Students (softly): 

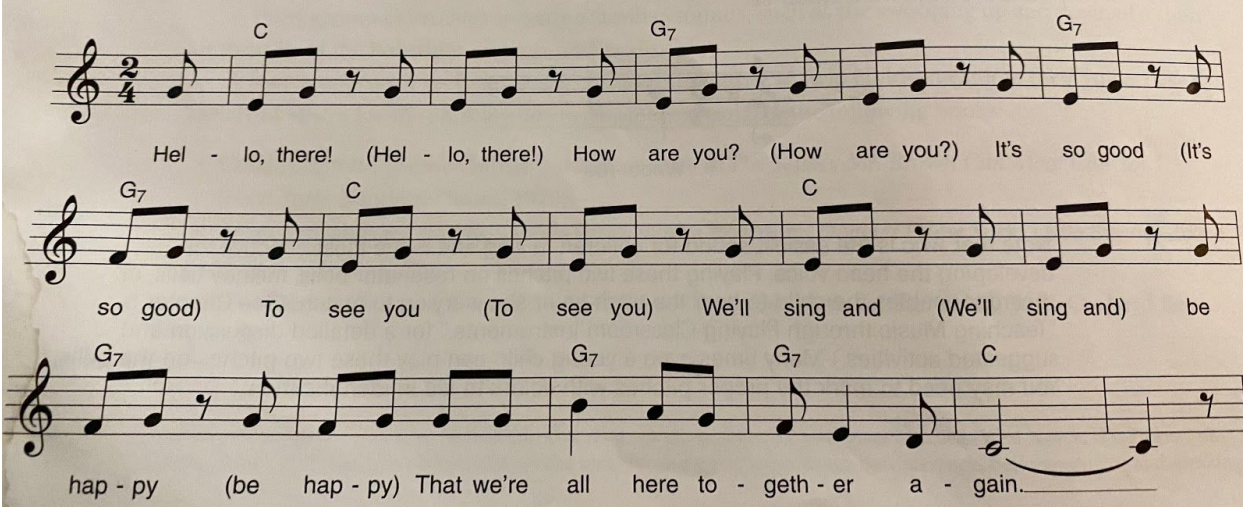
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Loud: 

Soft: 

Traditional Key: C
Starting pitch: G
Meter: 2/4, begins on "and" of 2

Hello, There!



Hel - lo, there! (Hel - lo, there!) How are you? (How are you?) It's so good (It's
so good) To see you (To see you) We'll sing and (We'll sing and) be
hap - py (be hap - py) That we're all here to - geth - er a - gain.