Dynamics II, Tempo (Gr. 5)

Content Area: **Instrumental Music**
Course(s): **Instrumental Music**
Time Period: **Week 5**
Length: **5 Weeks**
Status: **Published**

Unit Overview

Students will learn dynamics, expanding on the forte and piano. They will learn tempo and four tempo markings and will play at each tempo.

Standards

VPA.3-5.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.3-5.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.3-5.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.3-5.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.3-5.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Essential Questions

1) What are dynamics, and why is it important for a musician to know how to perform using dynamics?

2) Why is it important to have an understanding of different tempos?

Application of Knowledge and Skills...

Students will know that...

- 1) what dynamics are.
- 2) what tempo is.
- 3) why it is important to understand and have a feel for different tempos.

Students will be skilled at...

- A) demonstrate playing at different dynamic levels, following symbols and will understand how crescendo/decrescendo applies.
- B) explain what tempo is and will play at different tempos.
- C) demonstrate how to play at different tempos, and will explain why it is important to be able to play music this way.

Assessments

- Dynamic Examples Formative: Exhibition Students will play examples utilizing dynamics, such as Beethoven's Symphony No. 9 1.1.5.B1 1.1.5.B2 1.2.5.A3 1.3.5.B1 1.4.5.B2
- Tempo Examples Formative: Exhibition Students will play examples of various tempos. 1.1.5.B2 1.1.5.B2 1.2.5.A3 1.3.5.B1 1.4.5.B2
- Unit Test Summative: Exhibition Students will complete a performance assessment on all material covered in the unit. 1.1.5.B1 1.1.5.B2 1.2.5.A3 1.3.5.B1 1.4.5.B2
- What are dynamics? Diagnostic: Other written assessments Students will define dynamics. 1.1.5.B1 1.1.5.B2
- What is Tempo? Diagnostic: Other written assessments Students will define tempo. 1.1.5.B1 1.1.5.B2

Activities

- Theme from "Symphony No. 9", "Ach! Du Lieber Augustine"
- Pre-assessment: What is Tempo?
- "Swing Low, Sweet Chariot", "Manhatten Beach March"

Activities to Differentiate Instruction

- Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability
- Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play more challenging examples

Integrated/Cross-Disciplinary Instruction

- Sound production and Pitch (Vocal Music, Science)
- Note Reading (Vocal Music)
- Note Values (Vocal Music, Math)

Resources

Standard of Excellence, Book 1

Neil A. Kjos Music Company