

# Dynamics II, Tempo (Gr. 5)

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

## Unit Overview

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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

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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

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- 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...

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## Students will know that...

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- 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...**

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- 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**

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- 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**

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

## **Activities to Differentiate Instruction**

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- 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**

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

## **Resources**

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Standard of Excellence, Book 1

*Neil A. Kjos Music Company*