

# Unit 2: Dynamics

Content Area: **Unified Arts**  
Course(s): **Music 2**  
Time Period: **September**  
Length: **2 weeks**  
Status: **Published**

## Unit Summary

---

During this unit, students will identify different dynamics (using traditional terminology) while performing and listening to music. Students will discover how the loudness or softness of a voice or instrument can add interest, intensity, and expressive qualities.

## Student Learning Objectives

---

Students will learn...

- Pianissimo (pp)
- Fortissimo (ff)
- Piano (p)
- Forte (f)
- Crescendo (<)
- Decrescendo (>)
- Listening sameles (i.e. Haydn's "Surprise Symphony No. 94" and Copland's "Circus Music" from The Red Pony)
- Various folk song literature such as "Lucy Locket" exploratory singing game (getting hotter = crescendo, getting colder = decrescendo)

## Essential Questions

---

- How can the volume of music enhance its beauty, meaning, level of interest, and entertainment quality?
- Which songs sound best when performed piano/pianissimo? (lullabies, etc.)
- Which songs sound best when performed forte/fortissimo? (folk dances, patriotic songs, marches, etc.)

## Enduring Understandings

---

Students will understand that ...

- each dynmaic level has its own terminology, symbol, and meaning
- dynamics can be performed or observed during listening examples, performance, singing games, playing instruments, and cooperative learning
- dynamics add intesity, interest, and expressive qualities to the repertoire we are performing

## Application

---

Students will be able to independently use their learning to ...

- perform various dynamics while singing and playing instruments
- Read and notate traditional dynamic markings
- Identify dynamics while listening
- express dynamics through conducting gestures and various movements/dances

## **Skills**

---

Students will be skilled at ...

- Aurally identifying dynamic levels in standard terms when listening to song literature
- Performing all dynamics levels both with instruments and singing voices
- Providing feedback/opinions regarding dynamic levels
- Deciphering appropriate dynamic usage based on the style, genre, and purpose of a given song

## **Resources**

---

- Student Materials
- Teacher Materials
- Technology
- Professional Texts
- Lesson Plans
- Listening Maps
- Library of Listening Samples from Varying Cultures and Time Periods
- Professional Organization Resources
- Teacher Collaboration Sharing Sites and Social Media Resources
- Practice Website Links on Mrs. Repsher's CTSD Teacher Page