

# 1st Grade - Unit 9 (Dynamics)

Content Area: **Music**  
Course(s): **Music 1**  
Time Period: **Generic Time Period**  
Length: **3 Lessons**  
Status: **Published**

## Established Goals/Standards

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MU.K-2.1.3A.2.Cn	Connecting
MU.K-2.1.3A.2.Cr	Creating
MU.K-2.1.3A.2.Pr	Performing
MU.K-2.1.3A.2.Re	Responding
MU.K-2.1.3A.2.Cr1	Generating and conceptualizing ideas.
MU.K-2.1.3A.2.Cr2	Organizing and developing ideas.
MU.K-2.1.3A.2.Pr4	Selecting, analyzing, and interpreting work.
MU.K-2.1.3A.2.Re7	Perceiving and analyzing products.
MU.K-2.1.3A.2.Re8	Interpreting intent and meaning.
MU.K-2.1.3A.2.Re9	Applying criteria to evaluate products.
MU.K-2.1.3A.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-2.1.3A.2.Cr1a	Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
MU.K-2.1.3A.2.Cr2a	Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
MU.K-2.1.3A.2.Cr2b	Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
MU.K-2.1.3A.2.Pr4a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
MU.K-2.1.3A.2.Re7a	Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
MU.K-2.1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
MU.K-2.1.3A.2.Re8a	Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
MU.K-2.1.3A.2.Re9a	Apply personal and expressive preferences in the evaluation of music.
MU.K-2.1.3A.2.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Essential Questions

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- How do musicians improve the quality of their creative work?
- How do performers interpret musical works?
- How do we discern the musical creators' and performers' expressive intent?

## **Enduring Understanding**

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- Discover the need for dynamics through listening and playing instruments.
- Introduce piano and forte through singing.
- Recognize the need for dynamic contrast through various activities.

## **Purpose**

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- The purpose of this lesson is to expand students' grasp of dynamics by introducing piano and forte through singing.
- The purpose of this lesson is to help students discover the need for dynamics through listening and playing instruments.
- The purpose of this lesson is to help students recognize the need for dynamic contrast through various activities.

## **Key Student Objectives**

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- Define Dynamics.
- Define Forte.
- Define Piano.
- Demonstrate different dynamics by playing instruments in a song.
- Recognize that changing dynamic levels adds interest and spice to a piece of music.
- Recognize that music that gradually gets louder creates excitement and anticipation.
- Recognize that music that gradually gets softer reduces tension and adds suspense.