

# 3rd Grade - Unit 6 (Dynamics)

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

## Established Goals/Standards

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| MU.3-5.1.3A.5.Cn   | Connecting   |
| MU.3-5.1.3A.5.Cr   | Creating   |
| MU.3-5.1.3A.5.Pr   | Performing   |
| MU.3-5.1.3A.5.Re   | Responding   |
| MU.3-5.1.3A.5.Cr1  | Generating and conceptualizing ideas.  |
| MU.3-5.1.3A.5.Cr2  | Organizing and developing ideas.   |
| MU.3-5.1.3A.5.Pr4  | Selecting, analyzing, and interpreting work.   |
| MU.3-5.1.3A.5.Re7  | Perceiving and analyzing products.   |
| MU.3-5.1.3A.5.Re8  | Applying criteria to evaluate products.  |
| MU.3-5.1.3A.5.Re9  | Interpreting intent and meaning.   |
| MU.3-5.1.3A.5.Cn10 | Synthesizing and relating knowledge and personal experiences to create products.   |
| MU.3-5.1.3A.5.Cn11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.  |
| MU.3-5.1.3A.5.Cr1a | Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). |
| MU.3-5.1.3A.5.Cr2a | Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.   |
| MU.3-5.1.3A.5.Cr2b | Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.   |
| MU.3-5.1.3A.5.Pr4a | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.  |
| MU.3-5.1.3A.5.Pr4b | Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.  |
| MU.3-5.1.3A.5.Pr4c | Analyze selected music by reading and performing using standard notation.  |
| MU.3-5.1.3A.5.Pr4d | Explain how context (e.g., personal, social, cultural, historical) informs performances.   |
| MU.3-5.1.3A.5.Pr4e | Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).  |
| MU.3-5.1.3A.5.Re7a | Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.  |
| MU.3-5.1.3A.5.Re7b | Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).                        |
| MU.3-5.1.3A.5.Re8a | Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.   |
| MU.3-5.1.3A.5.Re9a | Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive                              |

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|---------------------|---|
|                     | intent.   |
| MU.3-5.1.3A.5.Cn10a | Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. |
| MU.3-5.1.3A.5.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 performance?
- How does understanding the structure and context of music inform a response?
- When is creative work ready to share?

## Enduring Understanding

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- Aurally recognize dynamic changes in music.
- Introduce mezzo forte, mezzo piano, and sforzando.
- Review Crescendo and Decrescendo through singing and playing.

## Purpose

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- The purpose of this lesson is to expand students' understanding of dynamics by introducing mezzo forte, mezzo piano, and sforzando.
- The purpose of this lesson is to reinforce students' ability to aurally recognize dynamic changes in music.
- The purpose of this lesson is to review crescendo and decrescendo through singing and playing.

## Key Student Objectives

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- Define Mezzo Forte, Mezzo Piano, and Sforzando.
- Discuss how dynamics relate to the world around us.
- Identify dynamic changes in different pieces of music.
- Recognize that crescendos create excitement and anticipation.
- Recognize that decrescendos tend to reduce tension while adding suspense.