

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

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

	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

- 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

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

Purpose

- 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

- 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.