

# 04\_Dynamics

Content Area: **Music**  
Course(s):  
Time Period: **Full Year**  
Length: **Ongoing**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Music K-2

During Kindergarten through Grade 2, students have 36-40 music lessons during the school year. Lessons involve about 8 to ten different activities streamed together seamlessly around musical concepts. At this level, musical elements are also introduced. A concept is always absorbed physically, aurally, and then visually before it is labeled in musical terminology. Much of the musical terminology will not be introduced until first and second grades. Musical games and repertoire, which developed from a myriad of folk songs, were compiled from the Kodaly, Orff, and Dalcroze philosophies. The fundamentals of music are built upon in subsequent years creating a spiral curriculum that will lead the student to a high proficiency in music theory, history, and performance. All lessons are introductory and repeated throughout the year.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **Objective(s):**

- Students will understand that expressive qualities bring a deeper emotional quality to a performance.
- Students will understand and demonstrate three different dynamic levels (loud, medium, soft).
- Students will understand the names for three different dynamic levels (forte, mezzo-forte, piano).

### **Essential Question(s):**

- What are dynamics in music?
- How does dynamics change the mood of music?

### **Enduring Understanding(s):**

- Music can be performed at different dynamic levels.
- Dynamics add interest and can affect the mood of the music.

## **CONTENT AREA STANDARDS**

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MU.K-2.1.3A.2.Cr	Creating
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.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.Pr5c	Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance.
MU.K-2.1.3A.2.Pr5e	Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
MU.K-2.1.3A.2Pr5a	Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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MU.K-2.1.3A.2.Pr6	Conveying meaning through art.
MU.K-2.1.3A.2.Re7b	Describe how specific music concepts are used to support a specific purpose in music.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.GCA	Global and Cultural Awareness

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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**Students will understand that:**

- Expressive qualities bring deeper emotion to music.

- There are many different dynamic levels.

### **Procedural Knowledge**

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#### **Students will be able to:**

- Hear and produce music at forte, mezzo-forte and piano.
- Identify the correct musical terms for dynamics at these three levels.

### **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

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#### **For this unit, formative assessments can/will include:**

- The teacher will play a piece of music and the students will move around the room making their movements match the dynamic of the music. The teacher will be able to assess the students understanding dynamics.
- The teacher will play a piece of music and the students will identify the mood and the dynamics of the piece.

### **Summative Assessments**

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#### **For this unit, summative assessments can/will include:**

- Quiz: A student will match dynamics with mood.
- Identifying dynamics: A student will put the dynamic names in order from softest to loudest using a word bank.

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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## **Resources Include:**

- **MUSICPLAYONLINE:** A website that has rhythm units and activities for PreK-Middle School.
- **BUCKET DRUMS**
- **BOOM WHACKERS:** Pitched tubes can be used for rhythmic and melodic purposes.
- **HAND HELD PERCUSSION:** Various percussion instruments used for rhythmic understanding.
- **BEAN BAGS:** A tactile way to practice rhythmic patterns.
- **RHYTHM STICKS:** A demonstrative way to practice rhythmic patterns.
- **BALLS:** Bouncing the beat vs. bouncing the rhythm.
- **GAMES:** Poison Rhythm and Random Rhythm are two examples that help students listen and identify rhythmic patterns.

## **INTERDISCIPLINARY CONNECTIONS**

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**PHYSICAL EDUCATION:** Movement to music at a variety of dynamics.

**LANGUAGE:** Learning the musical terms of the different dynamics, which are in Italian.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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### **Modifications include:**

- Physical alterations of games to provide equity for all students.
- Visual cues to hearing impaired.
- See link to Accommodations & Modifications document in course folder.