

Lesson 1: Creating

Teacher: Colleen Gilgan

Grade Level: Kindergarten

Subject/Content Area: General Music

Central Focus: The central focus of this learning segment is for students to **identify** musical dynamics of forte and piano by learning term definitions, listening to musical examples, creating movement and listening maps, performing with egg shakers and chant, and connecting to real life examples. This is important because the knowledge of dynamics will advance their musical literacy and understanding and help make connections to music or sounds in their own lives.

Standards:

MU:Cr1.1.Ka: With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Cr1.1.Kb: With guidance, generate musical ideas (such as movements or motives).

MU:Cr3.2.Ka: With guidance, demonstrate a final version of personal musical ideas to peers.

MU:Pr4.2.Ka: With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

Objectives:

Behavioral

Kindergarten general music students will create movement for loud and soft sounds in “Surprise” using a movement scarf.

Kindergarten general music will create listening maps with different color crayons and different visual representations to show loud and soft sounds with a success rate of 80%.

Cognitive

Kindergarten general music students will **identify** loud and soft sounds in music and everyday life through an online matching activity, movement, and listening maps.

Materials:

Speaker, audio/video of “Surprise,” “Jumpin’ Jacks,” and “Hungarian Dance No. 5” from YouTube, projector, whiteboard, whiteboard markers, whiteboard eraser, colored movement scarves, QuaverMusic online matching activity, paper, crayons

Standards

Procedures

<p>MU:Cr1.1.Ka: With guidance, explore and experience music concepts (such as beat and melodic contour).</p>	<p>Introduction</p> <ol style="list-style-type: none">1. Greet students at the beginning of class.2. Students will sing the “Hello Song” and think about keeping a steady beat while singing. Sing the “Hello Song” with the class.3. Go around the class and ask each
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	<p>student to sing the song with their own name.</p> <ol style="list-style-type: none"> 4. When each student has had a turn, praise the students and sing back to them. 5. Ask the students to practice a steady beat during the song that will play. 6. Play “Hungarian Dance No. 5” audio and demonstrate a steady beat to the students in different ways (shoulders, hands, head, face, etc). 7. Encourage students to show the steady beat of the song. 8. Ask students to stand up in front of their seats. 9. Students will follow along and move to the video.
<p>MU:Cr1.1.Kb: With guidance, generate musical ideas (such as movements or motives).</p> <p>MU:Cr3.2.Ka: With guidance, demonstrate a final version of personal musical ideas to peers.</p> <p>MU:Pr4.2.Ka: With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p>	<p>Main Lesson</p> <ol style="list-style-type: none"> 1. Ask students to take out the colored movement scarves from their music kit bags. 2. Students will move in place in front of their chair with the movement scarf to show what they hear from the song that is played. Ask students to listen carefully to changes in the music. 3. Play “Surprise” by Franz Joseph Haydn from YouTube. Students will create their own movements based on what they hear. Demonstrate example movements for students who need inspiration or are unsure. 4. Students will use the scarves to aid their movement during the song. 5. After the song has finished, ask students to sit and take a moment to think about what they heard in the music. Ask students to raise their hand to share their ideas. Write students’ ideas on the whiteboard. 6. If a student shares that the music was both loud and soft, continue with the lesson. If not, guide students in finding the answer. 7. Explain to students that the song had sections that were loud and sections that were soft. Inform students that music can use different volumes in its sounds. Ask students, “Have you

	<p>heard a song or an instrument that was loud? Soft?”</p> <ol style="list-style-type: none"> 8. Play “Surprise” once more and ask students to create movement with their scarves again with the volume of the music in mind. Students will create different movements for loud and soft. 9. When the activity is finished, tell students that we use loud and soft volume in our everyday lives, even when we are not making music. Ask students when they have heard or used loud and soft sounds? 10. Guide students in an online QuaverMusic game identifying loud and soft sounds in life. 11. After the game, instruct students to create a listening map with paper and crayons of the song “Surprise” The students will draw what they hear in the music, using different colors to distinguish between loud and soft. 12. Give the students time to create the listening maps. While the students are working, play the song several times (as many times as needed) so they can listen and deepen their understanding. 13. Students can share their listening maps and the decisions they made to create them with the class.
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Assessment:

Formative:

Students will create movement for loud and soft sounds using a movement scarf. Students will be assessed on their ability to differentiate between dynamic volumes with different types of movement through informal observation and a checklist.

Example checklist:

Use of different movement for loud and soft (Yes/No)

Student 1	✓	
Student 2		X

Formative:

Students will create listening maps with different color crayons to show loud and soft sounds. Students will be assessed on their ability to differentiate between dynamic volumes with different colors and different visual representations through class presentation and a rubric.

Example rubric:

	3	2	1
	Student clearly shows loud and soft sounds with different colors and visual representations	Student somewhat shows loud and soft sounds with different colors or visual representations	Student does not show loud and soft sounds
Student 1	✓		
Student 2		✓	

Students will **identify** loud and soft sounds in everyday life through an online matching game. The students will be assessed on their ability to match images and sounds to loud or soft volume levels by sharing their answers outloud in a class discussion.

Adaptations:

Specific learning disability/ADHD/Autism:

Students may sing or move when comfortable.

Students may use their own movements or follow the teacher for movement activities.

Music and instructions will be repeated as necessary.

English as a Second Language/Academic Support Instruction students:

Images and visual cues will be provided for instruction.

Lesson 2: Performing

Teacher: Colleen Gilgan

Grade Level: Kindergarten

Subject/Content Area: General Music

Central Focus: The central focus of this learning segment is for students to **identify** musical dynamics of forte and piano by learning term definitions, listening to musical examples, creating movement and listening maps, performing with egg shakers and chant, and connecting to real life examples. This is important because the knowledge of dynamics will advance their musical literacy and understanding and help make connections to music or sounds in their own lives.

National Arts Standards:

MU:Cr1.1.Ka: With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Pr4.2.Ka: With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr6.1.Ka: With guidance, perform music with expression.

Objectives:

Behavioral

Kindergarten general music students will play egg shakers at forte and piano dynamics to the song “Forte Piano” with a success rate of 80%.

Kindergarten general music students will chant “Cinderella at the Ball” with forte and piano dynamics in a class game with a success rate of 80%.

Cognitive

Kindergarten general music students will **identify** forte and piano dynamics through instrument performance and chant.

Materials:

Speaker, audio/video of “Surprise,” “Hop and Stop,” and “Forte Piano” from YouTube, projector, whiteboard, whiteboard markers, whiteboard eraser, egg shakers, “Cinderella at the Ball” lyrics image, shoe

Standards

MU:Cr1.1.Ka: With guidance, explore and experience music concepts (such as beat and melodic contour).

Procedures

Introduction

1. Greet students at the beginning of class.
2. Students will sing the “Hello Song” and think about keeping a steady beat while singing. Sing the “Hello Song” with the class.
3. Go around the class and ask each student to sing the song with their own name.

	<ol style="list-style-type: none"> 4. When each student has had a turn, praise the students and sing back to them. 5. Ask the students to practice a steady beat during the song that will play. 6. Play "Surprise" audio and demonstrate a steady beat to the students in different ways (shoulders, hands, head, face, etc). 7. Encourage students to show the steady beat of the song. 8. Ask students to stand up in front of their seats. 9. Students will follow along and move to the video. 10. When finished, ask students to take a seat.
<p>MU:Pr4.2.Ka: With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>MU:Pr6.1.Ka: With guidance, perform music with expression.</p>	<p>Main Lesson</p> <ol style="list-style-type: none"> 1. Review the idea of loud and soft sounds. Ask students to provide a few examples of music, instruments, or nonmusical things that are loud or soft. 2. Explain to students that there are musical terms for loud and soft - forte and piano - which are shown by the letters "f" and "p." Have students repeat the words out loud and write an f and p on the whiteboard. 3. Inform students that when sounds are extremely loud or extremely soft, they are called fortissimo and pianissimo. Have students repeat the words out loud and write "ff" and "pp" on the whiteboard. 4. Play "Forte Piano" video once for students to watch. Ask students to take out the egg shaker from their music kit bag. Students will listen to the song again and shake their egg shaker to play along, following the dynamics in the song. 5. Bring up "Cinderella at the Ball" lyrics on the projector. Teach the students the chant to "Cinderella at the Ball" by rote, speaking each line and asking the students to repeat. 6. When students feel comfortable with the chant, explain the game to go

	<p>along with it.</p> <p>a. One student will stand at the back of the classroom with their eyes closed, while the rest of the class chooses a place in the classroom to hide a shoe (brought in by the teacher). The teacher will hide the shoe where the class chooses. The student will open their eyes and walk through the classroom trying to find the location of the shoe. The rest of the students will speak the chant either at a forte or piano dynamic level, depending on how close or far the student is to the actual hiding place of the shoe (forte for close or piano for far). The student will continue to walk around and listen to the class speak the chant until they find the shoe. Provide hints if students need extra help.</p>
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Assessment:

Formative:

Students will play egg shakers at forte and piano dynamics in the song “Forte Piano.” Students will be assessed on their ability to play at different volume levels based on the markings of the song through a checklist.

Example checklist:

Use of forte and piano dynamics in performance (Yes/No)		
Student 1	✓	
Student 2		X

Formative:

Students will chant with forte and piano dynamics in a class game. Students will be assessed on their ability to chant at different volume levels based on the proximity of a student to the location of the shoe through a checklist.

Example checklist:

Use of forte and piano dynamics in chant (Yes/No)

Student 1	✓	
Student 2		X

Adaptations:

Specific learning disability/ADHD/Autism:

Students may sing, play, or chant when comfortable.

Students may use their own movements or follow the teacher for movement activities.

Music and instructions will be repeated as necessary.

English as a Second Language/Academic Support Instruction students:

Images and visual cues will be provided for instruction.

Lesson 3: Connecting

Teacher: Colleen Gilgan

Grade Level: Kindergarten

Subject/Content Area: General Music

Central Focus: The central focus of this learning segment is for students to **identify** musical dynamics of forte and piano by learning term definitions, listening to musical examples, creating movement and listening maps, performing with egg shakers and chant, and connecting to real life examples. This is important because the knowledge of dynamics will advance their musical literacy and understanding and help make connections to music or sounds in their own lives.

National Arts Standards:

MU:Cr1.1.Ka: With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Pr4.2.Ka: With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

MU:Pr4.3.Ka: With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Re8.1.Ka: With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Cn11.0.Ka: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Objectives:

Cognitive:

Kindergarten general music students will **identify** forte and piano dynamics through a worksheet assessment with a success rate of 80%.

Constructivist:

Kindergarten general music students will connect forte and piano dynamics to contexts and situations from their own lives through class discussion and visual examples.

Materials:

Speaker, audio/video of "Surprise," "The Dance Freeze Song," and "Quiet or Loud" from YouTube, projector, whiteboard, whiteboard markers, whiteboard eraser, PowerPoint slide, worksheet assessment

Standards

Procedures

MU:Cr1.1.Ka: With guidance, explore and experience music concepts (such as beat and melodic contour).	Introduction <ol style="list-style-type: none">1. Greet students at the beginning of class.2. Students will sing the "Hello Song" and think about keeping a steady beat while singing. Sing the "Hello Song"
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	<p>with the class.</p> <ol style="list-style-type: none"> 3. Go around the class and ask each student to sing the song with their own name. 4. When each student has had a turn, praise the students and sing back to them. 5. Ask the students to practice a steady beat during the song that will play. 6. Play "Surprise" audio and demonstrate a steady beat to the students in different ways (shoulders, hands, head, face, etc). 7. Encourage students to show the steady beat of the song. 8. Ask students to stand up in front of their seats. 9. Students will follow along and move to the video. 10. When finished, ask students to take a seat.
<p>MU:Pr4.2.Ka: With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p> <p>MU:Pr4.3.Ka: With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>MU:Re8.1.Ka: With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p> <p>MU:Cn11.0.Ka: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Main Lesson</p> <ol style="list-style-type: none"> 1. Review the terms and definitions of forte and piano. Inform students that using dynamics in music makes it sound more interesting. We can use dynamics to add meaning or feelings to music. 2. Remind students that we hear forte and piano outside of traditional music as well. Play "Quiet or Loud" video from YouTube. 3. Inform students that we can use forte and piano to express different things or show different emotions. Ask students where someone might use forte and where someone might use piano. Drag images of different settings in PowerPoint to either side of the slide based on students' answers. 4. Ask students what emotions could be shown by using forte and piano. Drag emoji images of different emotions in PowerPoint to either side of the slide based on the students' answers. 5. Pass out the worksheet assessment to the students and explain the directions. The students will listen to several short musical examples and

	circle if the example is forte or piano.
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Assessment:

Summative:

Students will **identify** forte and piano dynamics in musical examples. The students will be assessed using a worksheet assessment with images and oral instruction.

Formative:

Students will connect forte and piano dynamics to contexts and situations from their own lives. The students will be observed and assessed through class discussion and visual examples.

Adaptations:

Specific learning disability/ADHD/Autism:

Students may respond when comfortable.

Students may use their own movements or follow the teacher for movement activities.

Music and instructions will be repeated as necessary.

English as a Second Language/Academic Support Instruction students:

Images and visual cues will be provided for instruction.