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District: Los Angeles Unified School District
School: Nora Sterry Elementary School
Subject: General Music
Grade Level: Kindergarten
Date of Lesson Taught: 10/15/2014
Lesson Plan No.: 1

National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
6. Listening to, analyzing, and describing music.

California Visual and Performing Arts Content Standards

- 1.0 ARTISTIC PERCEPTION - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Music
- 2.0 CREATIVE EXPRESSION - Creating, Performing, and Participating in Music
- 4.0 AESTHETIC VALUING - Responding to, Analyzing, and Making Judgments About Works of Music

Objectives:

1. To develop the concept of dynamics by identifying between loud and soft music, crescendo and decrescendo
2. To demonstrate dynamic differences by performing with percussive instruments and with the voice

Equipment and Supplies:

1. Laptop to display image of mouse and lion.
2. Flash cards with piano symbol on one side, mouse image on the other
3. Flash cards with forte symbol on one side, lion image on the other
4. Flash card with crescendo/decrescendo written on one side and the symbol on the other
5. Cellist and violinist to demonstrate the different dynamics
6. Drums/shakers that have dynamic volume capabilities

Procedures:

1. Introduce class with the "good afternoon" song.
2. Show the class image of lion and ask them to identify how the lion sings and demonstrate with the "good afternoon" song. Do the same with the mouse image.
3. Pass out the flash cards with the forte/piano symbols and lion/mouse images. Tell them not to touch cards until instructed to do so.
4. Explain "forte" and "piano" and have the children repeat after you. Do the same with "crescendo" and "decrescendo", while holding up cards with the words written on them.
5. Introduce a game where the children listen carefully to the violin/cello and hold up the cards depending on the dynamic that is being played. Play the game.

6. Distribute percussive instruments and using the piano and forte cards, have the students play loudly or softly depending on which card is being held up.
7. End with “Twinkle, Twinkle” and have them sing/play accordingly to the cards.

Assessment:

1. The students were a bit confused with the instruction on singing like a lion, and began roaring instead of singing loudly. Be ready to give a better explanation or more engaging in providing an example.
2. The class really enjoyed playing the game with listening to the violin and cello and holding up the cards. Majority of the class showed an understanding of which card to hold up and what time.
3. Students also seemed to understand how to use the instruments and their voices with dynamic contrast by the end of the lesson. They responded accordingly to what card were held up and all of the participated in the activity.
4. The class did not seem to comprehend the terms “crescendo” and “decrescendo” too well. I should have tried giving more active examples and maybe even incorporated a physical motion to it.

Extension:

1. Provide a better example of “crescendo” and “decrescendo” and give the students a chance to perform using both terms, making sure to emphasize the importance of *gradually* increasing and decreasing in volume.
2. Ask students to think about why a song would use the dynamics; show an example of a piece that uses obvious dynamics and ask why they think the composer wrote those dynamics in.
3. Introduce the concept of other dynamics in between and beyond forte and piano. Bring in an actual sheet music that shows these different symbols and have the children identify them.