

## Dynamic Dynamics!

### Dynamics Lesson/Activity (K-3)

#### CORE CONCEPTS

**Dynamics** = The loudness of a note or sound

**Forte** = the musical term for “loud”

**Piano** = the musical term for “soft”

#### Objectives:

1. Students use the musical term dynamics to describe the volume of musical sounds
2. Students will show they are critically listening for dynamics through body movements

#### Set-up and Materials:

You can access all of our resources on our website: <http://education.copperstreetbrass.org>

- A system to play music from a CD or online in the classroom
- CSB Resource CD or access to the above website to access audio tracks
- A large paper or whiteboard to write down words that students share
- Dynamics Flash Cards (for extension activities only)

#### CD Tracks/Audio Files Listing for this lesson

CD Track	Track/File Name	Material	Song Title	Timing
8	08_Aragonaise	Entire track	“Aragonaise” from Carmen - Georges Bizet (arr. CSB)	2:10
9	09_Intermezzo	Entire track	“Intermezzo” from Carmen - Georges Bizet (arr. CSB)	3:05
10	10_Habeñera	Entire track	“Habeñera” from Carmen - Georges Bizet (arr. CSB)	2:02
11	11_Variation 2	Entire Track	Variation II from “Variations on a Theme by Haydn” - Johannes Brahms (arr. CSB)	0:58

## Activities:

1. Divide the space on the board into two equal spaces. Start by asking students to say some ideas of things that are loud. Write these ideas on one half of the board. Then, what about things that are soft? Write those on the other half.
2. In music, sounds are loud and soft too, just like the things on the board. In music, we use the word “Dynamics” to describe loud and soft sounds.
3. Play the first few seconds of the “Aragonaise” (CD track 8). What kind of sounds (loud/soft) do the students hear? Have them think of descriptive words, and add those to the “Loud” words on the board. Expand by talking about dynamic markings and words (forte).
4. Play the “Intermezzo” (CD track 9). Repeat as before, adding words and talking about the sounds.
5. Have the students find space where they can move their bodies. Tell them that when they hear sounds that are loud (forte), they should stand. When the sounds are soft (piano), they should sit down. Have them begin by standing to give them their starting point.
6. Play through the “Variation 2” (CD track 11) and have the students respond to the music by standing and sitting.

## Evaluation:

1. Observe students following the dynamics of the music by standing and sitting.
2. Students can describe how sounds are different using musical terms (forte, piano) and by giving examples.

## Example Extensions:

- Expand to include the “middle” sounds - mezzo dynamics. Have students offer suggestions for words to describe those sounds and body movements to show mezzo dynamics. You can use the entire “Aragonaise” (CD track 8) or the “Habeñera” (CD track 10) for the musical example to show piano - mezzo - forte dynamics.
- Download and print the Dynamics Flash Cards - they are designed to be cut in half for 2 cards per sheet. You can print them on different colored paper for each dynamic. Students can take a pile of cards and arrange them in the order they hear the dynamics in the song.
- These example tracks have been recorded many times in their original orchestral form. Use a recording of an orchestra playing each song and have students compare/contrast that recording to the CSB version.

### K-3 Music Standards:

0.1.1.3.1 - Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts

### 4-5 Music Standards:

4.1.1.3.1 - Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.