Lesson 5 - Dynamics

Year 1 Lesson 5 Spring 1: Dynamics

Teacher Knowledge: In The Hall of The Mountain King is from a bigger piece of music, Peer Gynt Suite, which tells the story of a boy called Peer Gynt who falls in love with a girl that he is not allowed to marry. Very upset, he runs away to the mountains to have a think but he gets captured by ugly nasty trolls and they take him to their king. He tries to escape in the middle of the night but the trolls hear him and chase him through the mountain corridors. Finally, after bumping into the King, he escapes. This piece of music uses different instruments of the orchestra to create a soundtrack and it describes the story beautifully.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To know that Edvard Grieg composed 'In the hall of the mountain king'. To know the story behind the music.	**Task:** To listen and respond to a piece of music. To draw a story map of 'In the hall of the mountain king' and label it with appropriate dynamics. **Success Criteria:** I can explain what dynamics are. I can sing at different dynamics. I can recognise dynamic changes.	**Begin lesson listening to:** https://www.youtube.com/watch?v=VAuTouBhN5k Rhapsody in Blue by George Gershwin. What did you notice about the very beginning? (goes from very quiet to very loud). Tell children we call this a **crescendo.** Can they show a crescendo through clapping? **Prior Learning:** The children will have an understanding of dynamics and how it can affect a piece of music. They will have heard 'In the hall of the mountain king' and talked about how the dynamics and the tempo are used to build up tension. (you feel something is about to happen). **Teach:** Tell the children Grieg's music is called 'In the hall of the mountain king'. It is based on a fairy story that was turned into a play and Grieg was asked to compose music for this play. It tells the story of a young boy – Peer Gynt, who falls in love with a girl, but is not allowed to marry her. He runs away into the mountains but is captured by trolls who take him to their king. The king wants him to marry his own daughter, but says Peer must become a troll. Peer Gynt tries to escape but is chased by the trolls and runs into the troll king. **Talk Task:** At the end of the story Peer runs into the troll king. Talk about what might happen next. **Task:** Draw a story map of Peer's journey as he tiptoes and then runs through the mountains chased by the trolls. Think about the dynamics of the music and label their story map with 'p' and 'f' as he goes along the path. Tell children we can write 'pp' and 'ff' to show when the music is very loud or very soft. **Plenary:** Hot or cold detective (identifying changing dynamics) An object is hidden in the classroom while one child is out of the room. The child comes back into the room to search for the object. The others clap (or play an untuned percussion instrument) to show whether the "detective" is getting closer or not. Louder clapping or playing means getting closer; softer clapping or playing means the "detective" is getting further away.	crescendo In the hall of the mountain king Peer Gynt Fairy tale ff pp Relevant Musicians George Gershwin Edvard Grieg Musical Elements Dynamics Tempo

Suggested Resources: PowerPoint, music books

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Let's Listen



Rhapsody in Blue by George Gershwin



Listen to:
https://www.youtube.com/watch?v=VAuTouBhN5k

What did you notice at the very beginning of the music?

When music goes from very quiet to loud it is called a crescendo.

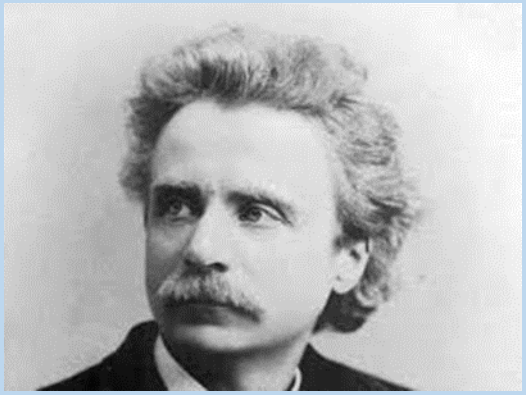
Create a crescendo by clapping very quietly and gradually getting louder.



Prior Learning

- We know that music has dynamics and that dynamics can affect the mood of a piece of music.

- Last week we listened to 'In the Hall of the Mountain King' by Edvard Grieg and we talked about how the dynamics and tempo were used to build up tension.





Our Knowledge Organiser

Year One Spring One

Dynamics

Vocabulary

Loud – full, powerful sound

Quiet – making little noise

Dynamics – All the loud and soft sounds we hear in music

Forte – loudly or strong

Lullaby – a quiet, gentle song sung to send children to sleep

An African American song that means, 'Come by here' It was the first song to ask God to come and help those in need.



Edvard Grieg (1843 – 1907) was born in Germany

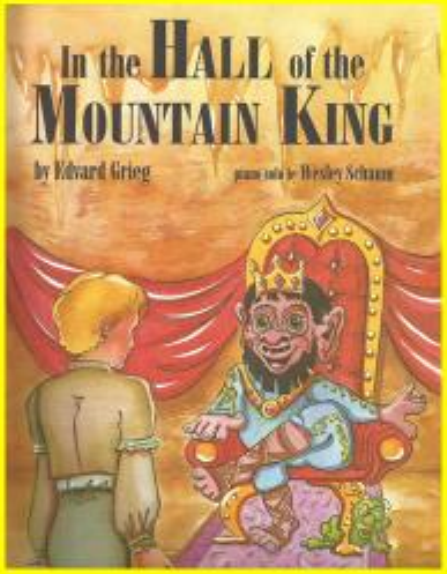
Boom Chicka Boom from www.traditionalmusic.co.uk

BOOM CHICKA BOOM

I said a-boom-chick-a-boom! [Group echoes.]
I said a-boom-chick-a-boom! [Group echoes.]
I said a-boom-chick-a-rock-a-chick-a-rock-a-chick-a-boom! [Group echoes.]

Uh-huh! [Group echoes.]
On Yeah! [Group echoes.]
This time! [Group echoes.]
We sing! [Group echoes.]
HIGHER!

Each time a leader adds a different variation such as: LOWER, WHISPER, LOUDER, TONGUE-IN-CHEEK, GROOVY (COOL).



Key Vocabulary



Quiet

Forte

Loud

Lullaby

Italian

Piano

Soft

crescendo

ff

In the Hall of the Mountain King

pp

Peer Gynt

Dynamics

Fairy Tale

L.O:
To know that Edvard Grieg composed 'In the Hall of the Mountain King.'
To know the story behind the music.



Success Criteria:

- I can explain what dynamics are.
- I can sing at different dynamics.
- I can recognize dynamic changes.

Here are today's key words:

Crescendo

In the Hall of the Mountain King

Peer Gynt

Fairy Tale

ff

pp

Teach

In the Hall of the Mountain King is a piece of music written by Edvard Grieg.

It is based on a fairy story that was turned into a play and Grieg was asked to compose the music for the play.

It tells the story of a young boy called 'Peer Gynt' who falls in love with a girl. Peer Gynt is not allowed to marry the girl. He runs away into the mountains but is captured by trolls who take him to their king. The king wants him to marry his own daughter but says that Peer Gynt must become a troll. Peer Gynt tries to escape but is chased by the trolls and runs into the troll king.



Talk Task

At the end of the story Peer runs into the troll king.

With your talk partner talk about what might happen next.



Task



Draw a story map of Peer's journey as he tiptoes and then runs through the mountains chased by the trolls.

Think about the dynamics of the music and label your story map with 'p' and 'f' as Peer runs along the path.

Step for depth.

We can write 'pp' when the music is very quiet and 'ff' when the music is very loud. Add crescendo when gradually getting louder.

And finally…



Hot or cold detective- identify dynamic changes

An object is hidden in the classroom while one child is out of the room.

The child comes back into the room to search for the object.

The other children clap or play an untuned classroom percussion instrument to show whether the 'detective' is getting closer or further away from the hidden object.

Louder clapping or playing means the detective is getting closer to the hidden object.

Quieter clapping or playing means the detective is getting further away from the hidden object.

