Lesson 1 - Dynamics

Year 1 Lesson 1 Spring 1: Dynamics

Teacher Knowledge: Traditionally, dynamic markings are based on Italian words, although there is nothing wrong with simply writing things like "quietly" or "louder" in the music.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To know that in music dynamics means how loud or quiet the music is. To know that dynamics help to express an emotion and makes the music more interesting.	**Task:** To listen and respond to a piece of music. To sing a simple song from memory and change the dynamics when necessary. To draw and label loud and quiet sounds around us. **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=ylJ2IBauypE Sesame Street: Quiet or Loud **Prior Learning**: In previous lessons the children will have learnt about lullabies. (Aut2 Lesson 3) They will know that lullabies have been around for hundreds of years and will know they are sung softly and the reasons why. They will have learnt the lullaby 'Hush Little Baby'. They will have been exposed to the word 'dynamics' through the listening and appreciation lesson starter. **Teach:** Look at the term **'dynamics'** by listening to: https://www.youtube.com/watch?v=99kHBXw0_UM Mr Greg's Music Room. (3mins 31 secs) Tell the children that dynamics help to make the music more interesting and helps to express an emotion. **Talk Task**: *How many loud and quiet sounds can they think of in the classroom/around school? What sounds might they hear in a city/in a village? Which will be louder/quieter?* **Teach:** Children sing 'The Wheels on the bus' (or any well-known song that has loud and quiet parts). Focus on singing loudly and quietly at appropriate times. Stress that they do not need to shout the words when we sing loudly! Why? **Task:** Draw and label loud and quiet sounds in our environment. **Plenary:** Sing the song again and record their performance.	Loud Quiet Soft Dynamics Lullaby Relevant Musicians Musical Elements Dynamics

Suggested Resources: PowerPoint, recording devise e.g. I-Pad, Dictaphone.

Year 1
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Lesson 1

Dynamics





Let's Listen



Sesame Street

Listen to:

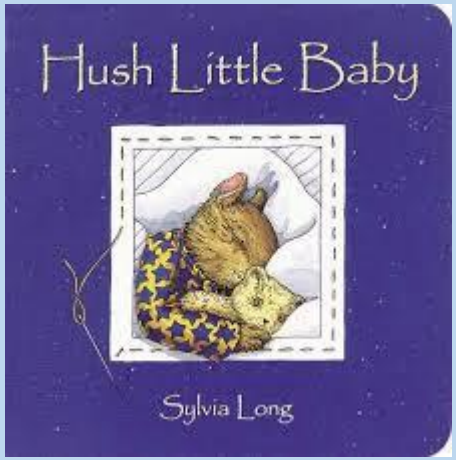
https://www.youtube.com/watch?v=ylJ2IBauypE

How does the music make you feel? Why?

What are the dynamics?

Prior Learning

- Last term you will have learnt about lullabies.
- Lullabies have been around for hundreds of years.
- Lullabies are sung softly
- You learnt to sing the lullaby 'Hush Little Baby.'



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

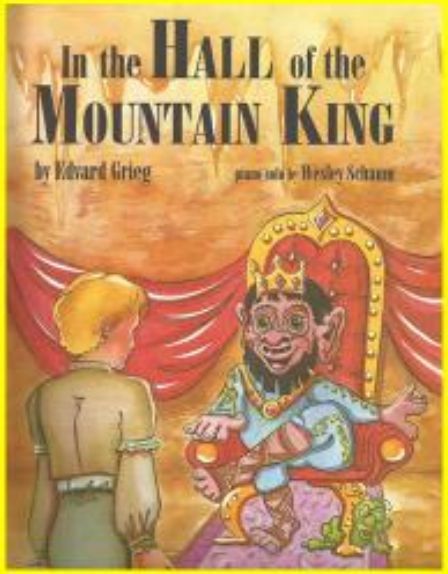
Boom Chicka Boom from www.traditionalmusic.co.uk

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.]
Oh 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



Loud

Soft

Quiet

Dynamics

Lullaby

L.O:
To know that in music dynamics means how loud or quiet the music is.
To know that dynamics help express an emotion and makes the music more interesting.



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:

Quiet Loud

Talk Task



How many loud and quiet sounds can you think of in the classroom?

How many loud and quiet sounds can you think of around school?

What sounds might you hear in the city centre?

Which sounds would be louder?

Which sounds would be quieter?



Teach

Learn to sing 'The Wheels on the bus'
(or any other well-known song that has loud and quiet parts)

Focus on singing loudly and quietly at appropriate times but not shouting!

Why don't we shout when we sing?



Task



Draw and label loud and quiet sounds in our environment. Can you use p for quiet and f for loud?

Step for depth.

Can you think of a song that is sung piano (softly) and a song that is forte (loud)?

And finally…

Perform, record and appraise

'The Wheel's on the bus.'

How does our performance sound?

Can you put your hands up when you hear the loud sounds?

Can you put your hands in
Your laps when you hear
The quieter sounds.

