**Lesson Plan: Vocabulary Lesson**

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Grade Level: 6th Grade Subject: Music/Beginning Band

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| Objectives and Goals:  **Standards (CCSS/NGSS/California Content Standards):**  California Content Standard #1.2: Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.  California Content Standard #1.4: Sight-read simple melodies in the treble clef or bass clef.  **Content Objective:**  Students will be able to learn the musical vocabulary associated with dynamics.  Students will be able to learn the symbols that are associated with dynamics.  **Language Objective:**  Students will attempt to form their own definitions of each dynamic term following a basic explanation of the Italian definition of *mezzo* (medium, middle, half).  Students will have the opportunity to show their comprehension of dynamics vocabulary by pairing with a partner and using hand gestures to indicate the volume level of the dynamic that their partner gives them (high hand for loud dynamics, low hand for soft dynamics).  Students will create a graphic organizer with a partner to organize the dynamic vocabulary into three categories: soft, middle, and loud dynamic levels, using the symbols for each dynamic.  Students will be able to sight read *Surprise Symphony*, arranged by Ed Huckeby, which incorporates new dynamic vocabulary to demonstrate knowledge and understanding of dynamic contrast. | |
| Required Materials and Equipment:   1. Handouts with dynamic terms without the definitions, with blank lines for students to write the definitions. 2. Paper for students to draw their graphic organizers 3. Each student should have their instrument 4. *Surprise Symphony* by Joseph Haydn, arrangement by Ed Huckeby for Band (individual band parts and conductor’s score) 5. Professional recording of *Surprise Symphony* 6. CD or MP3 Player and sound system | |
| Guiding Question(s):   1. Is music always played at the same volume level? 2. Could you imagine music played at one constant volume level? 3. How does a musician/vocalist know how loud or how soft to play/sing the music? 4. What do we call the symbols that tell us how loud or how soft to play/sing music? | |
| Vocabulary necessary for instruction:  *pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo.* | |
| Objective as stated to students before lesson:  Today we will be learning the vocabulary that will tell us how loud or soft to play our music. We will also engage in some activities that will help us to remember these new words. There will be two partner activities, one to help us remember the dynamic levels, and the other to create a graphic organizer. We will also be sight-reading a new piece today to practice using this new dynamic vocabulary. | |
| Anticipatory Set:  The teacher will play a recording of *Surprise Symphony* as the students enter the classroom. When the recording ends, the teacher will ask the students if they noticed the “surprise” of this movement of the symphony. | Rationale:  This anticipatory set will be utilized to gain students’ curiosity and attention. It will also be used as a means to introduce students to dynamic contrast. The recording employs volume levels of loud and soft and serves as a good model for the different dynamic levels. |
| Direct Instruction/Modeling/Guided Practice:   1. The teacher will pass out the handouts that include the vocabulary terms related to dynamics. 2. The teacher will inform the students that these terms tell the musician what volume to play/sing the music (dynamics). 3. The teacher will ask the students if they can make an educated guess to the definitions of each term. The teacher will first explain that the term mezzo in Italian means “half, or medium.” 4. The teacher will model on the clarinet for the students. The teacher will first play at a loud dynamic level. The teacher will ask if the students can guess what dynamic the teacher is playing. | Rationale:   1. The handouts will enable the students to stay focused, especially because the definitions have not been provided. The students will need to write down the definitions themselves. 2. The students need to understand what the term *dynamics* means before the lesson can continue, given that all vocabulary terms learned in this lesson is categorized by this term. 3. By allowing the students to make a guess for the definitions, their interest can be maintained and they are more likely to remember the definitions if they can provide them themselves. 4. Modeling dynamic levels will assist the students in having an auditory means of understanding the concept of dynamic contrast. Thus, the auditory students will benefit. |
| Independent Practice:   1. The teacher will ask the students to find a partner near them to work with. 2. The teacher will give instructions for the first partner activity:    1. One of the partners will call out a dynamic level.    2. The other partner will raise or lower their hands to indicate the dynamic level that should be played/sung.       1. Loud dynamics (fortissimo, forte) should be indicated with a high hand gesture.       2. Medium dynamics should be indicated with a hand placed around the chest area (mezzo forte, mezzo piano).       3. Soft dynamics should be indicated with a hand placed around the belt area (piannisimo, piano). 3. The teacher will then pass out blank sheets of paper to each pair of students. The teacher will then give instructions for the second activity:    1. The students are to create a three-column organizer that will categorize all the dynamic vocabulary into loud, medium, and soft levels.    2. The teacher will instruct the students what the symbols are for each dynamic. (ff, f, mf, mp, p, pp) | Rationale:   1. Pairing the students with a partner will engage the students in the learning process and will allow them an avenue for assessing each other. 2. This partner activity will allow each student to engage in conversations relating to dynamic levels. It also is a visual and kinesthetic approach to integrating new dynamic vocabulary into each students’ content vocabulary knowledge. 3. The three-column organizer will help students to remember the volume levels for each dynamic. It will help them for the assessment activity that will follow. |
| Assessment and Follow-Up/Next Steps:  The teacher will pass out the music parts for *Surprise Symphony*. The teacher will highlight major dynamic changes in the music. The students will then sight-read the music. The teacher will listen to the students as they play to check for assessment and understanding of dynamic vocabulary. | Rationale:  This piece will serve as a clear assessment for student understanding of dynamics. The piece asks the students to play at both loud and soft dynamics. |
| Transition to following topic:  There are other dynamic indications in music that incorporate gradual and sudden transitions between dynamic levels. Now that the students understand and know the definite dynamic levels of *pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo*, the next lesson will incorporate *crescendo, diminuendo,* and *forte-piano* dynamic vocabulary. | Rationale:  It is important to begin a good basic understanding of dynamics before introducing more challenging dynamic contrasts such as crescendo and diminuendo. Students need the reference points for volume levels so they can gauge later how much to crescendo or diminuendo. |
| Notes:  When conducting the students as they play *Surprise Symphony,* the teacher should ensure that they assist the students in executing the proper dynamic levels the first time they sight-read the music. The second time they play it, the teacher might want to conduct in a constant manner without revealing dynamic indications to ensure that the students truly understand the new content vocabulary. | |