

**Curriculum map, 7 months (1 unit per month)**  
**Major Objective: Teach notation and basic compositional tools**  
**Grade level: 4**

1. Quarter note and eighth note rhythms (rests included)
  - a. Mini project: Compose a rhythm with only quarter and eighth notes (8 measures)
2. Quarter note and eighth note melodies
  - a. Mini project: Using the rhythmic composition from last unit, add pitches to create a melody (8 measures)
3. Half notes and whole note rhythms and melodies (rests included)
  - a. Mini project: Compose a melody with just half and whole notes (12 measures)
4. All note value rhythms
  - a. Mini project: Compose a rhythm using all the note values we have learned (12 bars)
5. All note value melodies
  - a. Mini project: Using the rhythmic composition from last unit, add pitches to create a melody (12 measures)
6. Learning dynamics (ff, f, mf, mp, p, pp & crescendo + decrescendo)
  - a. Mini project: Add dynamics to the existing composition from unit 5
7. Composition project
  - a. Compose an entirely new composition, at least 8 bars, use at least one of each note, and at least one rest (of any duration) per 3 measures. Include at least 3 dynamic markings, within the range of A3 and F5.

**Unit Plan (#6)**  
**Objective: Learning and applying dynamics to a score**

1. Review what we did previously (assess what they remember from quarter notes, half, and whole notes.
2. Look at songs that have all of these notes with varying pitches and have students add dynamics to those songs where they think is appropriate.
3. Teach students where dynamics are usually found (beginning, climax of the song, before the ending)
4. Quiet Dynamics (pp, p, mp, decresc.)
5. Loud Dynamics (ff, f, mf, cresc.)
6. Application of dynamics to their existing piece.

## (1) Lesson Plan Outline

### My Answers

**Lesson Objectives** (measurable/observable, based on standards and frameworks)

- + **National Standards and Frameworks** (list specifics, number and description)

Students will be able to understand the dynamics of ff, f, mf, mp, p, pp, and crescendos/decrescendos. They will be able to demonstrate this understanding by differentiating loud and quiet sounds, loudER and quietER sounds within the subcategory of loud and quiet, and identifying loud to quiet vs. quiet to loud.

National Standards: Performing (analyze, interpret, rehearse), Responding (analyze, interpret, evaluate).

**Assessment/Product/Process/Skill Result** (evidence of learning, based on objectives)

Students will be assessed on their knowledge through a worksheet and a practical demonstration. The worksheet will have questions like “what is quieter than p?” or “what is the loudest dynamic that we learned?”, or (with a drawing of a crescendo) “which of the following does this image represent?” and they can choose between “loud to quiet” or “quiet to loud”.

**Required Prior Knowledge and Skills**

They should be familiar with whole, half, and quarter notes, since I will be referring to notes by their actual names, not just saying “this one” or “that one”.

**Review and/or Support for New Skills Needed**

Fundamental skills of dynamics.

**Accommodations** (special needs and/ELL)

If loud noise is something that over-stimulates some children, we can always change the vowel we use or clap with our sleeves down to mute the sound and make it a little quieter but still keep dynamic changes there. I will also be explaining words like “dynamics” and the actual words very simply so that ELL students can follow along, which should be alright since many students will be learning these words for the first time.

**Materials, Repertoire, Equipment Needed**

Worksheets, open space.

**Lesson Sequence**

- **Opening** (introduction, “do now”, warm up, etc.)

Using body language I will ask students to sing what I’m portraying with my body (ie, arms wide out = louder, small body = quiet sound, getting bigger = crescendo).

- **Learning Activities and Pacing** (number and list as many as needed, specific learning experiences and instruction, specific instructions for students and teacher reminders, including review, pacing is allotted time)

1. Opening Exercise (5 min)

2. I will have students do the same thing as the opening exercise, but this time connect it to the symbol that represents the sound they are singing (5 min)
3. Students will transition from mimicking my body and looking at the symbol, to using their body to represent the dynamic symbol (5 min)
4. Students will then not use their bodies, and use only their voices (or clapping if voices cause excessive noise) to express the dynamic symbol (10 min)
5. Assessment Activity (10 min)
6. Summative Activity (5 min)
7. Assignment Explanation (3 min)
8. Wrap Up (2 min)

**Assessment Activity** (description of evidence of learning from #2, formal or informal, with pacing, either embedded in learning activities or separate)

Formal style, but informal in terms of grading: Students will match the dynamic marking to the size of a dot (small dot = quiet, large dot = loud), and the same for crescendo/decrescendo (small dot to big dot, etc.). This can be done as a group or individually on worksheets based on how I perceive the class to work best.

#### **Summative Activity/Closing/Wrap Up**

Review what we did by calling out dynamic markings and have them sing or clap them back to me quickly before we line up to leave. Ask them the quietest and loudest dynamics, and ask them to sing a crescendo and decrescendo before leaving.

#### **Secondary/Alternative plans** (what could go wrong and how to fix it)

Sound may be an issue, especially when dealing with ff, so the sound we use to express dynamics can be changed to a “sh” sound so it’s not too loud but the difference in dynamic can be expressed clearly.

#### **Agenda** (to be posted in the classroom)

- Today we will learn... Dynamics!
- ff, f, mf, mp, p, pp
- Crescendos, decrescendos!

#### **Assignment and Due Date** (if applicable)

Give them a sheet with dynamics and their meaning just to take home and review if they would like.

**Teacher Reflection/Evaluation** (following lesson, reflect on process and student response, revisions needed for future use of lesson or subsequent lessons)

## (2) Lesson Plan Outline

### My Answers

**Lesson Objectives** (measurable/observable, based on standards and frameworks)

- + **National Standards and Frameworks** (list specifics, number and description)

Students will show me recognition of dynamics and their applications by being able to place dynamics in a song that we've heard together as a class.

**Assessment/Product/Process/Skill Result** (evidence of learning, based on objectives)

Students can demonstrate their understanding by listening to where dynamic changes happen in a song, and use their body language when we sing it together to express the dynamics. We will then apply the dynamic markings to the score based on what we did together.

**Required Prior Knowledge and Skills**

Students will have learned note values (whole, half, quarter). They will have learned "loud" dynamics (ff, f, mf), and "quiet" dynamics (pp, p, mp), but also learned the general concept of crescendo and decrescendo.

**Review and/or Support for New Skills Needed**

Short group review of what each dynamic is. They will clap the dynamic level that I present to them.

**Accommodations** (special needs and/ELL)

Physical room should have a large open area so students with disabilities can easily enter and exit the room, and have a space where they can participate easily.

**Materials, Repertoire, Equipment Needed**

White board or projector, some preexisting rote songs (*All Through the Night*, etc.), large space for learning.

**Lesson Sequence**

- **Opening** (introduction, "do now", warm up, etc.)  
Clap at a certain volume and say "if this is mf, what is this?" and clap at a different volume. If I clap louder, it would be f, if I clap much louder, it is ff, and so on with the other dynamics.
- **Learning Activities and Pacing** (number and list as many as needed, specific learning experiences and instruction, specific instructions for students and teacher reminders, including review, pacing is allotted time)
  1. Opening Exercise (5 min)
  2. Review of dynamics using clapping (clap dynamics in non consecutive order). For cresc/decrese, clap softly and get louder. Once identified as crescendo, ask students to show me how to clap decrescendo. This can be done with clapping or singing, I just chose clapping because I don't want students to scream when we do ff. (15 min)
  3. Explanation of dynamics: Explain dynamics are typically placed at the beginning so we know how to start playing, at the climax of the piece (often the highest note or the "busiest"/"fastest"

section of the piece. Draw connection between ascending and descending melodies with crescendo and decrescendo. (10 min)

4. Assessment Activity (5 min)
5. Summative Activity (5 min)
6. Assignment Explanation (3 min)
7. Wrap Up (2 min)

**Assessment Activity** (description of evidence of learning from #2, formal or informal, with pacing, either embedded in learning activities or separate)

Informal assessment. Students will answer if they wish, or I will call on students if I am unsure of their understanding. I will ask students what arms out wide signals to them in terms of dynamic, then ask what they would call that based on the new words that we learned to use in regards to dynamic names.

### **Summative Activity/Closing/Wrap Up**

Redo opening activity and check for understanding (see how much students improved or if response time got faster).

### **Secondary/Alternative plans** (what could go wrong and how to fix it)

If students' have a poor recollection of the last lesson, I will quickly go over them again and have them do the assessment from the last lesson again, to gauge their understanding and see what needs to be addressed.

### **Agenda** (to be posted in the classroom)

- Today we will work on... Dynamics!
- Review what we learned last class!
- ff, f, mf, mp, p, pp, crescendo, decrescendo.

### **Assignment and Due Date** (if applicable)

I will assign a rote song, and students will do what we did together in class on their own and bring it to the next class. Their assignment will be to add at least 2 dynamics to the song, not graded, just in preparation for their next assignment.

**Teacher Reflection/Evaluation** (following lesson, reflect on process and student response, revisions needed for future use of lesson or subsequent lessons)

### (3) Lesson Plan Outline

#### My Answers

**Lesson Objectives** (measurable/observable, based on standards and frameworks)

- + **National Standards and Frameworks** (list specifics, number and description)

Students will be able demonstrate their understanding of dynamics in relation to the score by describing to me/showing me where a dynamic should be on the score, or tell me based on their artistic interpretation why they think a certain dynamic should be there.

National standards: Creating (plan and make, evaluate and refine), Responding (analyze, interpret, evaluate).

**Assessment/Product/Process/Skill Result** (evidence of learning, based on objectives)

Students can demonstrate their understanding through application of knowledge and showing me their dynamic placements with an explanation of their thinking.

**Required Prior Knowledge and Skills**

Students will have learned note values (whole, half, quarter), and learned where dynamics are typically placed on scores. They will have learned “loud” dynamics (ff, f, mf), and “quiet” dynamics (pp, p, mp), but also learned the general concept of crescendo and decrescendo.

**Review and/or Support for New Skills Needed**

Short group review of what each dynamic is. They will clap the dynamic level that I present to them. I will also ask and review where at least one dynamic should go.

**Accommodations** (special needs and/ELL)

Physical room should have a large open area so students with disabilities can easily enter and exit the room, and have a space where they can participate easily.

**Materials, Repertoire, Equipment Needed**

White board or projector, some preexisting rote songs (*All Through the Night*, etc.), quiet space for learning.

**Lesson Sequence**

- **Opening** (introduction, “do now”, warm up, etc.)

Ask students where they think a dynamic should go, and *typically* (not always), where crescendos and decrescendos go in terms of ascending and descending melodic lines.

- a. **Learning Activities and Pacing** (number and list as many as needed, specific learning experiences and instruction, specific instructions for students and teacher reminders, including review, pacing is allotted time)
  - i. Opening Exercise (5 minutes)
  - ii. Take the song we used body language to express dynamics from last class, and apply dynamic markings to the score for that song. (10 minutes)
  - iii. Assessment Activity (10 minutes)
  - iv. Summative Activity (5 minutes)

v. Assignment Explanation (3 minutes)

vi. Wrap Up (2 minutes)

- b. Assessment Activity** (description of evidence of learning from #2, formal or informal, with pacing, either embedded in learning activities or separate)

Informal assessment. Students will answer if they wish, or I will call on students if I am unsure of their understanding, and I will have them either tell me or come up to the board and write the dynamic they think suits a new piece and where they think it works best.

- c. Summative Activity/Closing/Wrap Up**

Redo opening activity and check for understanding (see how much students improved or if response time got faster).

- d. Secondary/Alternative plans** (what could go wrong and how to fix it)

In the case that students have trouble recognizing dynamics through sound only, I will use the board to create more visual representations in conjunction with body language and sound to help them better understand the function of each dynamic.

**Agenda** (to be posted in the classroom)

- Today we will work on... Dynamics!
- Review what we learned last class!
- ff, f, mf, mp, p, pp, crescendo, decrescendo.

**Assignment and Due Date** (if applicable)

I will assign a rote song (one that was covered briefly in class), and students will do what we did together in class on their own and bring it to the next class. Their assignment will be to add at least 2 dynamics to the song. If the dynamic is placed where I don't understand their thought behind it, if they can explain it to me with their artistic interpretation, I will allow it!

**Teacher Reflection/Evaluation** (following lesson, reflect on process and student response, revisions needed for future use of lesson or subsequent lessons)

#### (4) Lesson Plan Outline

##### My Answers

**Lesson Objectives** (measurable/observable, based on standards and frameworks)

- + **National Standards and Frameworks** (list specifics, number and description)

Students will demonstrate their understanding of dynamics in practice and in context of their own compositions by implementing a variety of dynamics into their previous compositions in an appropriate and artistic way.

National standards: Creating (imagine, evaluate and refine), Connect (relate musical ideas and works with varied context to deepen understanding)

**Assessment/Product/Process/Skill Result** (evidence of learning, based on objectives)

Students will be assessed based on ability to follow criteria set for them. They will set dynamics on their own composition and explain their artistic choice and thinking if/when asked.

**Required Prior Knowledge and Skills**

Students will have learned dynamic names, their function, and where they typically go in a score. They will also be able to make connections between ascending and descending melodies with crescendos and decrescendos

**Review and/or Support for New Skills Needed**

Reiterate where dynamics can go in a score by asking students to recall information from the last class. Also, take a moment to look at their previous compositions and re-familiarize themselves with what they composed from the last unit.

**Accommodations** (special needs and/ELL)

Students with ADHD or learning disability (if they need/want it) can get a quiet space in the hallway or small space of the classroom to work quietly without distractions.

**Materials, Repertoire, Equipment Needed**

Composition from last class, projector, laptops/computers with notation software (noteflight, flat.io, etc.) if available.

**Lesson Sequence**

- **Opening** (introduction, “do now”, warm up, etc.)

Ask students to sing a crescendo and decrescendo, as a lead-in to the explanation for what they are doing for the class.

- **Learning Activities and Pacing** (number and list as many as needed, specific learning experiences and instruction, specific instructions for students and teacher reminders, including review, pacing is allotted time)

1. Opening Exercise (5 min)

2. Have students sit in front of their compositions and find a spot they would like it to be loud, quiet, and a section that will help them transition between those two dynamics. They will add these dynamics (at least 3) (30 min)



3. Students will bounce their files as PDF and MP3 and send to me via email (5 min)
4. Assessment Activity (30 min - same as #2)
5. Summative Activity (N/A)
6. Assignment Explanation (N/A)
7. Wrap Up (5 min)

**Assessment Activity** (description of evidence of learning from #2, formal or informal, with pacing, either embedded in learning activities or separate)

Formal summative assessment. I will grade student's work based on the rubric/criteria presented.

**Summative Activity/Closing/Wrap Up**

N/A

**Secondary/Alternative plans** (what could go wrong and how to fix it)

In the case of a computer not working for a student, I could let them use my computer, or use paper to indicate their dynamic markings, and sing out for them what they have written.

**Agenda** (to be posted in the classroom)

- Today we will work on... Dynamics!
- Your own composition + Dynamics!

**Assignment and Due Date** (if applicable)

Assignment should have been completed in class, there is only an assignment to complete the dynamic input if a student missed this class or was unable to finish and I allowed an extension.

**Teacher Reflection/Evaluation** (following lesson, reflect on process and student response, revisions needed for future use of lesson or subsequent lessons)