



Instructor's Name: Abby Wegner

Subject: Music

Grade: 1st

Title of Lesson: Dynamics

Drumrolls (2 min)

What are dynamics? (give definition) "I Do" (5 min) Ms. Wegner

Repeat Copy Cat Game and Boom Chica Boom(10 min)

Are you sleeping brother John? (10 min)

### CFUT SUMMER SCHOOL INSTRUCTION FRAMEWORK

TIME	LESSON PART	LOOKS LIKE (Teacher)	LOOKS LIKE (Student)	Resources
N/A	Lesson Preparation	<p>Standard: Objective: Cognitive: Students will be able to recall the definition of dynamics Affective: Students will collaborate with their peers in order to further enforce the skills Psychomotor: Students will participate in various games throughout the lesson.</p> <p>Teacher Materials: marker board Student Materials: None</p>		
	Oral Drill/Do Now	<p><b>Review</b> previously taught skill</p> <p>(NONE)</p>		
10 min.	Hook and Opening	<p><b>Introduce objective</b> and provide an explanation of objective. <b>Engage</b> students while <b>introducing topic or skill</b> using chants, poems, hand movements, images, or props, etc. (Whole-Brain Teaching Strategies)</p> <p>Today we are learning about something super exciting. In fact, it's so exciting that, I think it needs a drumroll. When my hand is close to the ground, I want you to make your drumroll really quite. As my hand goes up I want you to make your drumroll get louder and louder. You must watch really close so that you can see my cut off. Let's try it!</p> <p>After the drumroll: <b>We're learning about dynamics!</b></p> <p>Do this until students complete this task perfectly. (watching for the cut off)</p>	Scholars will enter the classroom and sit in circle. Scholars will participate in the drumroll at a level zero while listening and watching attentively.	
5 min	I DO	<p><b>Modeling &amp; Concept Development</b></p> <ul style="list-style-type: none"> <li>- <b>Model</b> the objective, while completing a <b>Think Aloud</b>. (Keep in mind...What do you want all students to be able to do in the end?)</li> <li>- <b>Checking for Understanding</b> of the objective.</li> <li>- Read aloud/shared reading</li> </ul> <p>This is when I will explain to students what dynamics are.</p> <p>Everyone say dynamics. Dynamics are what makes music louder or softer (repeat). Tell your neighbor what dynamics are. (10 sec).</p>	Scholars will sit in a circle and listen to the instruction at a level zero.	



		<p>There are some really fancy italian words that we are going to learn to tell us how loud or how soft we need to be.</p> <p>Pianissimo (pp) = very soft  Piano (p) = soft  Mezzo Piano (mp) = medium soft  Mezzo Forte (mf)= medium loud  Forte (f) = loud  Fortissimo (ff) = very loud</p> <p>After I tell them which each marking is, I will have them either talk to their neighbor in that volume or do a prop.  Class discussion:  How do you think dynamics can help us convey emotions in songs?  Do I sound happy, when I'm quiet or soft? What makes me sound sad?</p>		
2 min.		<p><b>CHECK FOR UNDERSTANDING</b>  Complete a Checking for Understanding of the objective. (Ask students, "What did you notice as I did a Think Aloud of the objective? What am I doing as a reader?")</p> <p>Tell your neighbor what dynamics is and something else that you learned about dynamics.</p>	Scholars will talk with their neighbor at a level one (whisper)	
10 min	We Do	<p><b>GUIDED PRACTICE</b></p> <ul style="list-style-type: none"> <li>- Keep in mind the objective as you complete the lesson—what do you want <i>all</i> students to be able to do at the end of the writing block for this skill?</li> <li>- Integrate interactive ways for students to give and show you the objective.</li> <li>- Think about the common misunderstandings with the skill and provide opportunities for mistakes and corrections</li> <li>- Complete Checking for Understanding of objective.</li> </ul> <p>I will introduce the copycat game. This is when I can review previously taught skills</p> <p>Alright olympians I want to play a game called Copy Cat! This game is a tricky game, it's going to try and fool you. Say "No way!," "We got this!" First I'm going to teach you the actions and words and then we'll do the tricky part.</p> <p>*Copy cat, copy cat, one two three. Do what I do after me. Anything I do, you do the same. That's how we play the copy cat game.</p> <p>Next we will play Boom Chica Boom  Hands out are our forte hands and hands close to us are our piano hands. You are going to repeat what I say.</p> <p>*I said a boom chica boom. I said a boom chica boom. I said a booma chica rocka chica rocka chica boom.</p>	Scholars will stay seated in their circle to do the copy cat game and boom chica boom. They will keep their hands to their own space without hitting other scholars.	
5 min	You Do	<p><b>HIGH QUALITY INDEPENDENT PRACTICE</b></p> <ul style="list-style-type: none"> <li>- Provide opportunity(ies) for the students to practice the same activity that was put through modeling and guided practice.</li> <li>- Monitor student work, moving first to students who struggle.</li> <li>- Take note of common tricky aspects of composition and/or questions (anticipate in the plan and note as students are working).</li> </ul> <p>The game we will play is a version of Hot and Cold. A student will stand with their eyes closed. The rest of the students will sit in a circle. One student will be hiding an object in their lap. When the first student comes looking for the object, the class will sing "Are You Sleeping</p>	Scholars will eagerly participate in the Hot and Cold game. Scholars sitting in the circle will remain at a level zero as to not give away where the object is hidden. Scholars will also keep a positive attitude throughout the game.	



		<p>Brother John?" starting quietly and growing louder as the student gets closer to it.</p> <p>*Are you sleeping, are you sleeping, brother John, brother John? Morning bells are ringing, morning bells are ringing, ding, ding dong.</p>		
5 min	Closing	<ul style="list-style-type: none"> <li>- Revisit tricky skills.</li> <li>- Provide a reminder of the topic and objective.</li> <li>- Use student work to revisit the objective and to complete final Checking for Understanding.</li> </ul> <p>What is the word we learned today that tells us when to get louder or softer? (Dynamics) Why are dynamics important?</p>	Scholars will answer questions using a strong silent hand.	-