

# Franklin - Sunnyslope Band & Music Program

Mr. Ferman's Band Class



**Jan. 29-Feb02**

**Grade Level(s):** 3-6,

**Subject(s):** Arts/Music: Fundamental concepts of music:  
(tempo, dynamics, and texture)

## **Objective/Goal:**

Students will understand and demonstrate the fundamental concepts of music, specifically tempo, dynamics, and texture, as outlined in the Arizona Music Standards.

## **Materials:**

- Whiteboard and markers
- Audio clips or musical excerpts representing different tempos, dynamics, and textures
- Musical instruments (optional)
- Worksheets for students
- Computers/tablets for online resources (if available)

## **Introduction (15 minutes):**

- Begin with a brief discussion about the importance of tempo, dynamics, and texture in music. Relate these concepts to everyday experiences (e.g., walking speed, volume of speech, texture of fabrics).
- Display key terms on the whiteboard: Tempo, Dynamics, Texture.
- Ask students if they are familiar with these terms and encourage them to share any prior knowledge.

## **Activity 2: Dynamics Experiment (20 minutes):**

- Play audio clips or musical excerpts with varying dynamics (soft, medium, loud).
- Discuss how dynamics convey emotions and intensity in music.
- Introduce dynamic markings (e.g., piano, mezzo forte, forte) and explain their meanings.
- Have students use their voices, body movements, or instruments to express each dynamic level.

- Discuss the importance of dynamics in creating contrast and expression in music.

**Activity 2: Dynamics Experiment (20 minutes):**

- Play audio clips or musical excerpts with different textures (thin, thick, layered).
- Discuss how texture refers to the number of musical voices or layers in a piece.
- Introduce musical texture terms (e.g., monophonic, homophonic, polyphonic) and explain their meanings.
- Ask students to identify the texture of each musical example.
- Encourage students to create simple rhythmic patterns in groups to explore different textures.

**Conclusion and Assessment (15 minutes):**

- Review key concepts (tempo, dynamics, texture) and their importance in music.
- Distribute worksheets for students to apply their knowledge by identifying and labeling tempo, dynamics, and texture in musical examples.
- Allow students to share their observations and experiences from the activities.
- Homework assignment: Ask students to find examples of music with varying tempos, dynamics, and textures, and write a short reflection on how these elements enhance the musical experience. Define and talk about the specific features of each category. Here is where the teacher will show pictures of the various instruments and talk about the different features.

**Assessment Rubric:**

- Student participation in tempo, dynamics, and texture activities.
- Accuracy in matching Italian tempo terms with corresponding tempos.
- Understanding and demonstration of dynamic markings.
- Ability to identify and discuss different musical textures.
- Completion and accuracy of the worksheet.

**Adaptations:**

- Provide additional support for students who may need it.
- Encourage creativity and self-expression during activities.

- Use technology to explore online resources related to tempo, dynamics, and texture.
- Incorporate diverse musical genres to broaden students' exposure.

## **Arizona Music Standards for Grades 6-8:**

### **Creating:**

- **MU 06-08.C.1:** Generate musical ideas for various purposes and contexts.

*Alignment:* Students will create rhythmic patterns and explore different musical textures, demonstrating the ability to generate musical ideas.

### **Performing:**

2. **MU 06-08.P.2:** Demonstrate the technical skills necessary to perform expressively with accuracy and appropriate interpretation.

*Alignment:* Students will use their voices, body movements, or instruments to express various dynamics and tempos, demonstrating technical skills in performance.

### **Responding:**

3. **MU 06-08.R.1:** Evaluate musical works and performances, applying established criteria.

*Alignment:* Students will evaluate the impact of tempo, dynamics, and texture on the mood and feel of music, applying criteria discussed during the lesson.

- **MU 06-08.R.3:** Apply listening skills to analyze and describe performances.

*Alignment:* Students will listen to musical excerpts and describe the tempo, dynamics, and texture, demonstrating analytical listening skills.

### **Connecting:**

5. **MU 06-08.CN.1:** Relate musical ideas and works with varied context to deepen understanding.

*Alignment:* Students will connect the concepts of tempo, dynamics, and texture to everyday experiences and explore how these elements contribute to the overall musical experience.

It's important to note that the specific standards might change, and it's recommended to refer to the most recent version of the Arizona Music Standards for accurate alignment.

