

Kindergarten Music – Dynamics - learning *p* (piano-soft) *f* (forte-loud) and *crescendo*

Targeted Goals from Stage 1: Desired Results

Content Knowledge: recognizing a music symbol and its meaning, learning to use your voice expressively

Vocabulary: dynamics (louds and softs). Italian (musical terms use this language), piano/forte, pianissimo/fortissimo, crescendo (gradually louder) decrescendo (gradually softer)

Skills: recognize music expression (dynamics) adds interest to all kinds of music, and to the reading of a story

Expectation: to listen to one reading of the book *Ferdinand, The Bull* and watch and listen to a second reading by someone else

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Pitch exploration - move your voice as instructed on the video- experiment with louds and softs. Listen to Mrs. Soderberg read Ferdinand, the Bull. Then click on the Youtube link for another way of using your voice expressively with a different reader.	Mrs. Soderberg reading The story of Ferdinand the Bull	
Talk with someone in your house about different kinds of music. What kinds of songs are usually sung loud, what kinds are sung softly? Can a song be both loud and soft? softs and louds can make the music, calm or exciting.	If you have time to watch the video a second time during the week- move about the room as the background music inspires you. Does it make you want to sit quietly or march about the room or keep a beat with some part of your body? As you move - think to yourself this is piano (soft) or this is forte (loud) and have your movements be different for each.	
Make yourself comfortable and listen to the song tale <i>Mamma Buy Me a China Doll</i> join in on the Do mommy do. Did you notice different dynamics (louds and softs) in the singing?	Momma Buy Me a China Doll	

Week criteria for success (attach student checklists or rubrics):

Supportive resources and tutorials for the week (plans for re-teaching):