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Date: 12/3/21

Microteach: Dynamics and dynamic contrast Grade Level: M.S. General Music

National Standard: 3.8.1, 5.8.1, 5.8.2

List Your Long Term Musical Goals for Students (what major goals will you accomplish)

- Students will be able to understand and recognize the qualities (and the terms for those qualities) that make a piece of music interesting to them: dynamics, instrumentation, style, contrast, etc...

Short Term Musical Goals for Students (what immediate goals will you accomplish)

- Students will have a basic understanding of dynamics, their markings, and how they are applied in music
- Students will know the different methods by which composers and songwriters utilize dynamics
- Students will be able to hear and recognize dynamic contrast when hearing an excerpt

List all the Materials You'll Need to Run Your Lesson (both for you & the students)

- Plickers + cards
- Google Docs
- Phone

Script Your Lesson Sequence in Order (take as much space as needed – will probably be 1-3 pages long)

- “Good morning class, we are going to review what we learned nearly two months ago with dynamics. We’re going to look at a few dynamic markings and then I’ll show you how we draw them”
- “So first we have this italic *p* which stands for piano, and this is going to represent soft”
 - *Repeat for mezzo and forte*
- “Now we can also take those three dynamics and use combinations of them in different ways. We can also combine the *m* and the *p* to create mezzo-piano, and we can combine the *m* and the *p* to create mezzo-forte”
 - “However, we do have one caveat, and that is we never actually use mezzo by itself. We only use it in combination with other dynamics. These are the four dynamics we are going to be using today”
- “So how do we draw dynamics”
- “There are multiple ways dynamics can be utilized in music, but there are four primary ones to know”
 - The first contrast to know is probably the most common one which is a subtle contrast in a melody. Imagine you have a simple melody about four bars long. The

melody starts at a mezzo-forte dynamic, grows to a forte dynamic towards the middle, and then comes back down to mezzo-forte

- These dynamic contrast are subtle but give the melody some natural interest and character
- The second is contrast by section.
- The third contrast is a sudden one. Think of horror movies or horror films. The background music is playing very quietly, and then suddenly the music gets loud as the attacker attacks
- The final contrast is a gradual shift. You don't see this in pop music or film music very much, but you will see in classical music a lot. This is when the piece of music starts off very soft and gradually gets louder as the piece goes on.
- “So that is our quick review over dynamics, now we get to do the fun part”
- *Pass out Plicker Cards in the correct order 1-7*
- “These cards have the letters A through D listed on them, which will correspond to the answer you want to choose. Make sure you hold the correct letter facing upright so it's at the top of the paper”
- “So here is the first example. Before I play it, take a look at the answers to see what you're working with. Piano markings are at the bottom, and forte is at the top. These excerpts are about 40-60 seconds long so pay close attention”
- *Play excerpt 1*
- “Okay, you have 10 seconds to select your answer and hold it up when you are ready”
- *Scan the Plicker Cards as students hold them up*
- *Repeat this process for excerpts 2-5*
- “Good job everybody, I will come around and collect your plicker cards. Thank you!”

Evaluation (how do you know the students learned what you taught them)

- Students will use Plicker Cards to answer multiple-choice questions about dynamic contour after listening to a 40-60 second excerpt. Students will be evaluated based on the attached rubric below:

	Advanced	Proficient	Approaching	Insufficient
Correct Answers	Students correctly answer 5/5 music excerpts	Students correctly answer 4/5 music excerpts	Students correctly identify 3/5 music excerpts	Students correctly identify 2 or less musical excerpts
Explanation	Students have a keen sense of dynamic markings and how to transfer them to even the most difficult of dynamic excerpts.	Student understands dynamic markings but struggles with the most difficult dynamic excerpts	Students understand dynamic markings, but struggles to transfer it to some musical excerpts	Student does not understand dynamic markings and struggles to transfer them to most musical excerpts