

Technology in the Music Classroom Lesson Plan Assignments

Name Juliana Barnett **Lesson Plan Type** Performing Music

Lesson Title/Description: Middle school choral students will analyze and demonstrate the use of dynamics in a piece of music to enhance music performance.

Class/Grade: Middle school honor choir students

Lesson Time: 55 minutes

Standards: MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.

Learning Outcomes	Assessment Evidence
By the end of this lesson, students will recognize how phrasing and dynamics are utilized to enhance music performance	Students will listen to Northern Lights by Ola Gjeilo, focusing on phrasing and dynamics to determine one specific instance when phrasing affected the dynamics of the phrase.
By the end of this lesson, students will recognize the tonality influences dynamics to enhance music performance	Students will listen to Northern Lights by Ola Gjeilo, focusing on tonality and dynamics to determine one specific instance when tonality affected the dynamics of the phrase.
By the end of this lesson, students will recognize the relationship between lyrics and dynamics	Students will listen to Northern Lights by Ola Gjeilo, focusing on lyrics and dynamics to determine one specific instance when lyrics affected the dynamics of the phrase.

Prior Knowledge and Skills:

- Students recognize major and minor modes.
- Students need to know basic rhythms.
- Students need to have basic knowledge of Latin phonetics.
- Students need to know different dynamic levels and what they are called.
- Students need to recognize when musical phrases move up and down.
- Students need to know that lyrics often affect the use of dynamics.
- Male singers will sing tenor if bass part is too low.
- Students need to have a basic understanding of music notation in Finale or Noteflight.

Materials:

- Smart Board, computer, tablet, or cell phone
- Headphones
- Finale or Noteflight

Learning Activities:

Instructor will review the musical terms phrase, tonality, and lyrics with the class.

Instructor will display music video of Northern Lights that contains the English and Latin transcription of the lyric on Smart board for entire class to watch, giving instruction on listening closely to phrasing, tonality, and lyrics.

The students will open the Finale file of Northern Lights from their classroom HUB on their computer/tablet/phone. This file contains the score with measure numbers and English transcription of the Latin text.

Instructor will number and divide the students into three groups. Each group will choose an 8-bar phrase from the piece that represents the following:

- Group 1 – phrasing that affects dynamics
- Group 2 – tonality that affects dynamics
- Group 3 – lyrics that affect dynamics

Each group will then perform their selection for the class, demonstrating the dynamics within the 8-bar selection.

Each student will create a Word document that lists each measure number of the 8-measure phrase that was chosen. For each measure, the student will explain the dynamic range and emotion of the measure. In addition, within the entire 8-measure phrase, the student will include at least two emojis from <https://emojipedia.org/people/> that visually represents the emotion being expressed, along with a verbal description of the emotion. The student will explain why they chose those specific emojis to demonstrate the dynamic range and emotion of the music. The student will upload the Word document to their classroom HUB.

NOTE: Students may access the recording of Northern Lights at https://youtu.be/-s4_FsuOvG4 and listen to it individually through headphones to assist in their analysis.

EXTRA CREDIT: Students create an original 8-measure melodic line in Finale or Noteflight to demonstrate emotion in the music. The melodic line must be composed in the Key of C Major, must contain notes that ascend and descend using a combination of half notes, quarter notes, and eighth notes. The students will add dynamic markings/symbols to indicate emotion of the composed phrase and upload their composition to the classroom HUB.