

# Intro to Dynamics

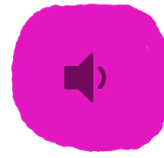
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\*This Lesson is ideal for children in grades K-3\*

## Order of Lesson Activities:

1. Call and Response practice (0:27)
2. Learn about dynamics (1:16)
3. Order & Label vehicles (1:55)
4. Demonstrate dynamics (3:36)
5. Play along to a song together (5:07)



## Accommodations:

- **Visuals:** we wanted to make sure that everyone could follow along with our discussion, so we made sure to incorporate tons of color and images!
  - During the call and response practice, instead of using your voice, you can tap on the three images at the top of this page if you would prefer that.
- **Noise samples:** we included samples of sounds for all of the dynamics and vehicles we discuss to offer concrete examples! There is a bright green noise warning that pops up before the louder noises at 2:06 and 2:24. Feel free to skip a few seconds or cover your ears if that is what you need.
- **Different learning styles:** the activities in this packet vary in their means of engagement, so that all learners can learn to the best of their ability.
- **Transcript:** at the end of this packet is a transcript of our lesson.

## Tips for Parents:

1. Please print out the next three pages of this packet! This includes:
  - a. Dynamics matching (with vehicle pictures)
  - b. Dynamics Slider
  - c. Say then Spell activity
2. Please make sure your child has a pencil to complete the worksheets.
3. If possible, try to be present during the lesson to help your child pause the video and complete the worksheets when needed!
4. Throughout this lesson, we will be exploring a range of soft to loud sounds. There will be a few louder noises throughout the activity, including vehicle sounds, and a drum beat.

We hope you enjoy the lesson!

# Worksheet Activity 1: Dynamics Matching

Please draw a line to match the vehicle with the dynamic that most accurately fits the sound it makes:



(piano)



(mezzo-piano)



(mezzo-forte)



(forte)



# Worksheet Activity 2 & 3: Dynamics Slider

Please follow along and point to the dynamics you hear in the music:



[worksheet page 2]

# Worksheet Activity 4: Show what you know!

Practice spelling dynamics!

Can you **Say** then **Spell**...

**f** \_\_\_\_\_

**mf** \_\_\_\_\_ - \_\_\_\_\_

**mp** \_\_\_\_\_ - \_\_\_\_\_

**p** \_\_\_\_\_

Thank you so much for participating in our  
lesson today!

Would you like to continue exploring dynamics? Consider the following learning activities:

- Listen to your favorite song. What dynamics do you hear?
- Think of different vehicles. Where do they go on the dynamics sheet?
- Create a list of animals and what sounds they make. Do you want to draw the animals on the dynamic sheet?

Happy Music Making!

# Transcript:

Hi, I'm Fin!

Hi, I'm Julia! Thank you so much for being here.

We're really excited to learn with you today. Enjoy!

(0:08)

Today, we will practice call and response, learn about dynamics and what they are, order and label some vehicles in order of how loud and soft they are, we'll demonstrate that we understand what dynamics are, and we'll listen to a song and play together.

Do you have your packet printed? Do you feel ready to go?

(0:27)

Hi everyone! Let's keep a steady beat.  
Repeat after me.

This is my quiet voice

This is my loud voice

This is my medium voice

This is my loud voice

This is my quiet voice

This is my medium voice

This is my quiet voice

Cool, thank you for following along.

(1:16)

So you know how you change the volume on the TV sometimes? You're actually changing the dynamics. So dynamics is a word that means how soft or loud something is.

The technical term for quiet is piano. Something that is piano is very quiet, and it's shown by the letter p. And then something slightly louder than piano is called mezzo-piano, and that's shown by mp. Slightly louder than that is mezzo-forte, shown by mf. And then, the louder dynamic is forte. Remember when we used our loud voice in the call and response? That was forte.

(1:55)

So we have these dynamics, we've got forte, mezzo-forte, mezzo-piano, and piano. And another way we like to think about it is with vehicles. So for example, if you think of a truck, is it really really soft or is it really really loud?

\*Truck sound\*

I think it's really loud. That would be considered forte. We've also got a car, a motorcycle, and a bicycle to help you remember. So here they are in order. The truck is forte.

\*Truck sound\*

The car is mezzo-forte.

\*Car sound\*

The motorcycle is mezzo-piano.

\*Motorcycle sound\*

And the bicycle is really quiet when it goes by: piano.

On the first page of your worksheet, you will find the dynamics on one side, and the vehicles on the other side. But they've been put out of order. Can you draw a line between the dynamic and its associated vehicle? Pause here to start that. When you're ready, resume, and I'll hold up my answers and we'll see if they match.

Here are the dynamics in order of loudest to softest. And again, here are their associated vehicles. So the truck is forte, the car is mezzo-forte, the motorcycle is mezzo-piano, and the bicycle is very quiet at piano. Can you say the dynamics?

(3:36)



For our next activity, I'm going to play a beat on the drum with different dynamics. You can follow along with the visual on your next page of the worksheet, and point to whichever dynamic I'm playing.

Ready?

\*drum beat\*

Thank you for your attention!

(4:52)

Thank you so much for participating in our activities with us, we hope you're enjoying. Next, we're going to play a song for you that you might recognize as the Bare Necessities from the Jungle Book, which is a Disney movie. Can you follow along with what dynamics we're playing throughout the song?

\*Bare Necessities played with guitar and cello\*

(7:01)

How did it go? I bet you did a great job, and I hope you enjoyed the song. Please turn to the third page of your worksheet where you will find a dynamics spelling activity. Can you try saying the dynamic out loud, and then spelling it on the lines available?

(7:21)

To wrap it all up, today, we practiced call and response using our voices, we learned about dynamics: what they are, and how they work, and how to put them in order. We associated vehicles with each of the dynamics, and ordered them from loudest to softest. We demonstrated that we understand what dynamics are using a couple of activities. And we listened to a song, and played together.

(7:47)

Thank you so much for following along with our lesson today. If you'd like to continue learning about dynamics, we have some options for you. First, you could listen to your favorite song. What dynamics do you hear? Then, you could think of different vehicles, and where do they go on the dynamic

sheet? And then lastly, you can create a list of animals and what sounds they make. Do you want to draw the animals on the dynamic sheet?

(8:12)

Thank you so much for giving us your time and attention. We really really enjoyed putting this together. Bye! Bye!