



### **Introduce the concept of dynamics through a teacher-led activity using ICT (Finale notation software).**

In preparation, the teacher should produce a series of 5 or 6 flashcards each with a dynamic marking on them, e.g. ff, sfz, pp, crescendo/diminuendo hairpins, mf etc. The teacher should also prepare a fairly short melody on Finale to use in the demonstration. This task should take one lesson.

#### **This task covers the following National Curriculum targets from the Key Stage 1 programme of study:**

- 1a) use their voices expressively (if vocal sounds are used for the composition)
- 1b) play tuned and untuned instruments (if classroom instruments are used for the composition)
- 1c) rehearse and perform with others
- 2b) explore musical ideas (dynamics)
- 3a) express their ideas using musical language
- 4a) listen with concentration
- 4b) how dynamics can be used expressively
- 4c) how sounds can be described using signs and symbols
- 5c) integrate performing, composing and appraising
- 5b) respond to musical starting point
- 5c) work in groups and as a class

#### **Teaching Activities:**

- Show the children the flashcards, and explain that each of the symbols on the cards has an effect on music and they have to find out what the effect is by listening carefully to the music you play them.
- Play the original melody to familiarise the children with the way it should sound.
- Ask the children to choose one of the cards and explain that you are going to put that symbol on the music and see what happens. For example, if the children choose 'sfz', add that dynamic marking to one of the notes on the on-screen score.
- Playback the melody with the dynamic marking added. Finale will interpret the dynamic marking. Encourage the children to tell you what changed in the music and identify what the symbol must mean.
- Repeat this with all the cards until all the symbols have been identified.
- As a class, sort the symbols into related groups, e.g. soft symbols, loud symbols, gradually changing symbols, using this activity to reinforce their learning and relate the symbols to familiar words that relate to dynamics.
- Sort the class into groups and give each group a flashcard (duplicates may have to be available in order to avoid over-large groups). Using either their voices, or classroom instruments if available, each group has to come up with a short composition demonstrating the dynamic marking on their card. Leave only about five minutes for this activity.
- Perform the dynamic compositions. The other children try to identify which dynamic symbol was being represented.