

Music Lesson Plan

Singing

Title: Dynamics Hide and Seek

Grade Level: First grade

Source:

<https://www.carnegiehall.org/Education/Programs/Music-Educators-Toolbox/1-Dynamics-Hide-and-Seek>

Materials needed: An object to hide, such as a small ball. Projector or whiteboard

Procedure:

A.S:

"Has anyone ever played the game hot and cold?"

"How about hide and seek?"

"Today we are going to learn about the terms *forte* and *piano* and use them in a game that combines hide and seek, hot and cold, and singing."

1. Have students sit at their desks or on the carpet depending on where they can see the whiteboard
2. Go over *forte* (loud) and *piano* (soft).
3. Explain the game using the song "Where Is It? Where Is It?" (to the tune of Are You Sleeping?) Where is it? Where is it? Are you getting closer? Are you getting closer? (Sing softer when far, louder when near)
4. Draw a popsicle stick with student names on it to decide who gets to be the hider and the seeker.
5. The seeker will sit outside of the classroom for 45 seconds while the hider hides the object
6. The teacher needs to keep track of time so that students do not count too fast
7. Play a few rounds

Closure:

"What is *forte*?"

"What is *piano*?"

Educational Objective: By the end of this lesson, students will have learned . . . what *forte* and *piano* are and how to use them while singing.

Music Standards Utilized:

Creating:

Anchor- [1.MU](#):Cr3.1 "With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas."

Process component- As a class practice and refine singing in *forte* and *piano*.

Performing:

[1.MU](#):Pr4.2 “a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.”

Process component- Singing along to the song with classmates.

Responding:

Anchor- [1.MU](#):Re7.2 “With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.”

Process component- Sing fast or slow depending on how close the seeker is to the object.

Connection:

Anchor- [1.MU](#):Cn11 “With limited guidance, discuss connections between music and culture.”

Process component- If during a holiday choose an item and song that represents the holiday then discuss the culture that celebrates said holiday.

Social-Emotional Learning: Students learn to communicate through singing and to work together.

Cognitive Learning: Students make predictions based on sound cues.

Physical Learning: Students move safely around the room as they search for the hidden object. Students develop spatial awareness through listening and locating.

Non-Musical Subjects (PE): Movement, safe navigation, body control.

Universal Design for Learning (UDL):

Multiple means of representation: Demonstration and echo repetition

Multiple means of action/expression: Students can clap or sing their response