

# MAIN MENU

DYNAMICS

WHAT IT IS

HOW IT SOUNDS

HOW IT FEELS

HOW IT LOOKS

WHAT IT ISN'T



PRE-QUIZ

POST-QUIZ

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**Google Slides & PowerPoint Versions**

## Effortlessly teach the element of dynamics:

- ✓ Fun playalongs
- ✓ Interactive audio
- ✓ Real-life images
- ✓ Pre & post quiz
- ✓ Sample lesson plans



Students make meaningful connections with **interactive audio** that connects to their daily lives outside of music class



Ask students to **recreate**  
**each sound** using their  
bodies or voices.

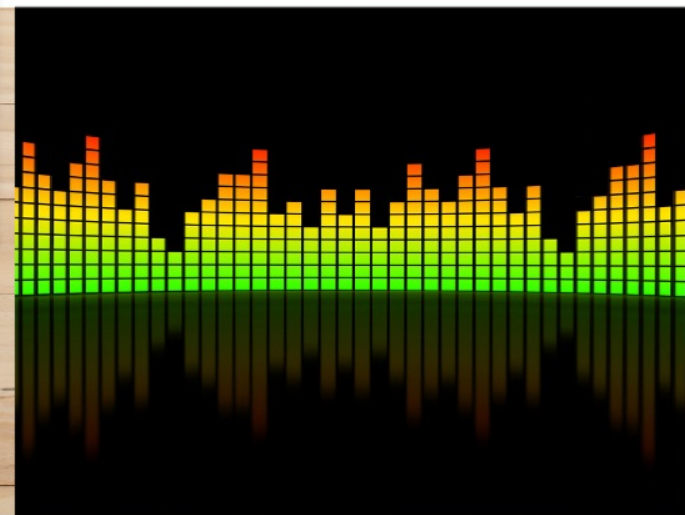


Students **see** dynamics via engaging videos

DYNAMICS **LOOK** LIKE



DYNAMICS **LOOK** LIKE



Easy to use and the students loved acting like the dynamics with the videos.

– Jackie A.



**Discuss** the examples of dynamics in each video.  
Ask what they discovered.



Students **play along** with interactive audio

DYNAMICS **FEEL LIKE**



Echo the rhythms you hear using a loud dynamic

DYNAMICS **FEEL LIKE**

Tap on each dynamic level to hear the change in volume.

MEDIUM SOFT

SOFT

VERY SOFT

MEDIUM LOUD

LOUD

VERY LOUD

DYNAMICS **LOOK LIKE**



**Challenge** students to go  
from soft to loud as a  
precursor to learning  
crescendos



# Quick & easy assessments with immediate feedback

## QUESTION #1

DYNAMICS ARE THE \_\_\_\_\_ IN MUSIC.

- A STEADY BEATS
- B LOUDS AND SOFTS
- C RHYTHMS



## ANSWER #1

DYNAMICS ARE THE \_\_\_\_\_ IN MUSIC.

- ☒ STEADY BEATS
- ☒ LOUDS AND SOFTS
- ☒ RHYTHMS



My students really loved this resource, and it really allowed them to understand what dynamics truly means!

– Whimsically Musical



Play a quick game by having students separate into groups, answer each question, then see which group answered the most questions correctly.



Musical opposites with audio samples help students understand what is **NOT** dynamics

## DYNAMICS ARE **NOT** PITCHES

When we talk about DYNAMICS, we use words such as soft, loud, and quiet.

When we talk about PITCHES, we use words such as high, low, and medium.

Tap each circle to hear the dynamic levels of instruments with high and low pitches.



TUBA



SAXOPHONE



FLUTE

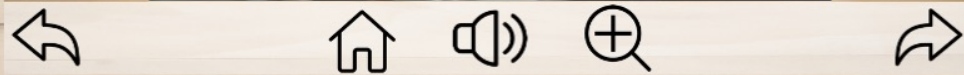


Ask students to share some more examples of sounds that aren't dynamics.



Bonus slides allow students to dig deeper for even more interesting facts

DYNAMICS **SOUND** LIKE



## MUSICAL GOOSEBUMPS

Do you get goosebumps when you listen to your favorite music?  
Does a chill run up your spine when your favorite singer finally hits that high note?

You're not alone! Scientists estimate that "somewhere between a half to two-thirds" of people experience chills when they listen to music. Research conducted by Harvard scientists found that people who got chills from music had more connections between the "sound part" of their brain and the "emotional part" (popular science).

However, due to the small scale of the research, more is needed to determine the exact cause of our musical goosebumps.



I would recommend this resource 100%. I love how dynamics are reinforced visually, aurally and through instrument play.

– Megan P.



Ask **early-finishers** to find all the bonus slides and share what they learned.



Challenge students with bonus questions

## BONUS QUESTIONS

Click on the question you chose to check your answer

- A** What causes chills when listening to music?
- B** Does lightning or thunder come first?
- C** What is the bottom of the clarinet called?
- D** Name a composer whose music has lasted the test of time.



These questions come from the bonus slides



Ask students to work in pairs  
to answer all the bonus  
questions.



# Sample lesson and ideas to help you review, sequence, and extend the presentation

**BASICS OF DYNAMICS**  
SAMPLE LESSON IDEA

**GRADES**  
2nd Grade General Music  
▲ This lesson could be used with multiple grade levels by modifying the objectives ▲

**OBJECTIVES**  
Students will identify, define, and perform soft and loud dynamics.  
Students will identify, define, and perform the dynamics of piano and forte.

**SAMPLE LESSON FLOW DAY 1 (approximately 25 minutes)**

1. Lead students through the "What it is" and "What it Sounds Like" parts of the [Basics of Dynamics](#) presentation.
2. Play Haydn's Symphony No. 94, 2nd Movement, the "Surprise Symphony". Ask students to close their eyes and listen for a surprise in the music.
3. After their first listen, ask students to describe the surprise.
4. Then, play the theme of Haydn's "Surprise Symphony" again while modeling the following body percussion pattern:
  - Pat your knees on the eighth notes
  - Cross arms and touch your elbows during quarter notes
  - When the loud quarter note hits, stomp loudly
5. Play the piece again, but this time, ask the students to follow along with your body movements.
6. Finally, ask students to perform the movements without you, making sure to reflect the dynamics in their movements.
7. Explain to students that they'll be creating their own body percussion to go along with Haydn's "Surprise Symphony". Give them the following guidelines:
  - ♫ Their movements should reflect the dynamics of the piece
  - ♫ Their movements should follow the rhythm of the piece, not the beat
  - ♫ They can use their mouths to create sound, but it needs to be body percussion, not a vocalization. For example, they could create a popping sound by keeping their mouths open and flicking the sides of their cheek. However, they can't make sounds by shouting.
  - ♫ They can be in groups of 2-5

➤ **TEACHER TIP:** Gauge your [unique classroom situation](#) carefully before asking students to separate into partners or small groups. Some classes may do better by having you separate them into groups at random, while other classes may do better when being able to choose their own partners. Be ready to step in and be a partner with a student or work with one of the groups if they need additional assistance.

8. Give students a set time to create their movements, making sure to give them warnings as the end of their time nears. Then, play the theme and let them practice several times as a group. During each replay, look around to each group and assess whether or not their movements are reflecting the dynamics.
9. Lastly, Give groups a chance to perform their movements for the class if they choose.

\_\_\_\_\_ End of Day One \_\_\_\_\_  
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(minutes)  
section of the [Basics of Dynamics](#) presentation based on what you have available:

present soft sounds and another to body percussion s (or more) to play whatever they do so carefully). This gives them a instrument. It also helps prevent opposed to later on. no/soft on a steady beat. Then, ask s the board: p, p, p, f. Then, have the dy beat. good steady beat warm-up on their s get the feel for how to play their levels. ect the included sheet music onto it ut copies of the music and laminate re slowly. ading, and reveal them as you go. th all of the music notes all at once. cess of practicing; starting with n until you've learned the entire re slowly, try putting it all together his stage will help you to decide how e to go back a step or modify the are performing on Boomwhackers", nts so that they're focusing on only Two \_\_\_\_\_  
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(minutes)  
based on student interest)

day's lesson will largely depend on ending on how your students y need to modify the structure of the to have students play rhythm nents. Or, you may need to challenge elow. ▲ phony" as they review the body y One. do a quick, steady beat warm-up, to a steady beat. ony". Again, how you structure this t time. a challenge at this point, have them pitched instruments, give them a ow to have practice time without ments on the floor behind them, or d to pick them up. ough the theme of the symphony on ment). aps. If they're using mallet nallets around and use the handle to f the [Basics of Dynamics](#) o explore the presentation. They may m about why some people feel he anatomy of a clarinet, whether ent sounds of tigers, or about the m the presentation. entation.

**DYNAMICS**  
**SON IDEAS**  
(minutes)

s from the presentation.  
oving, singing, & playing) from the he presentation. They discuss the used to teach them ant activities laid out in the blog post.

**DYNAMICS**  
**SON IDEAS**  
**POST LINKS**

ment NOTATION  
ny" Theme  
nd Movement

ment NOTATION  
ny" Theme  
nd Movement

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Click on the blog post links in the sample lesson for more fun, **movement-filled** ideas!

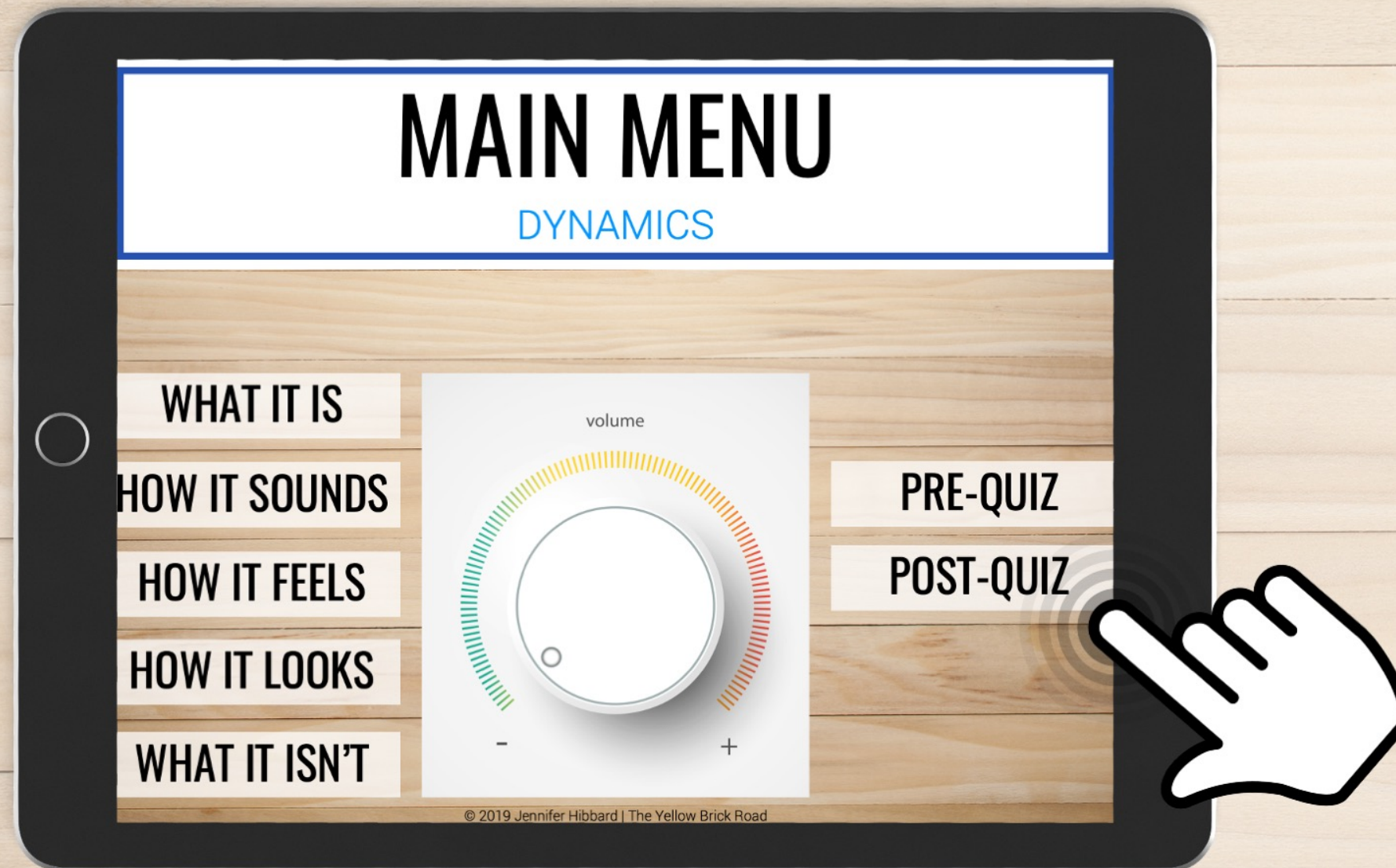


I just love your "Basics" series! Always great for review, introducing concepts, or even sub plans! Thank you for sharing this!

– Emily S.



It's so easy to navigate that students can use it during e-learning days!



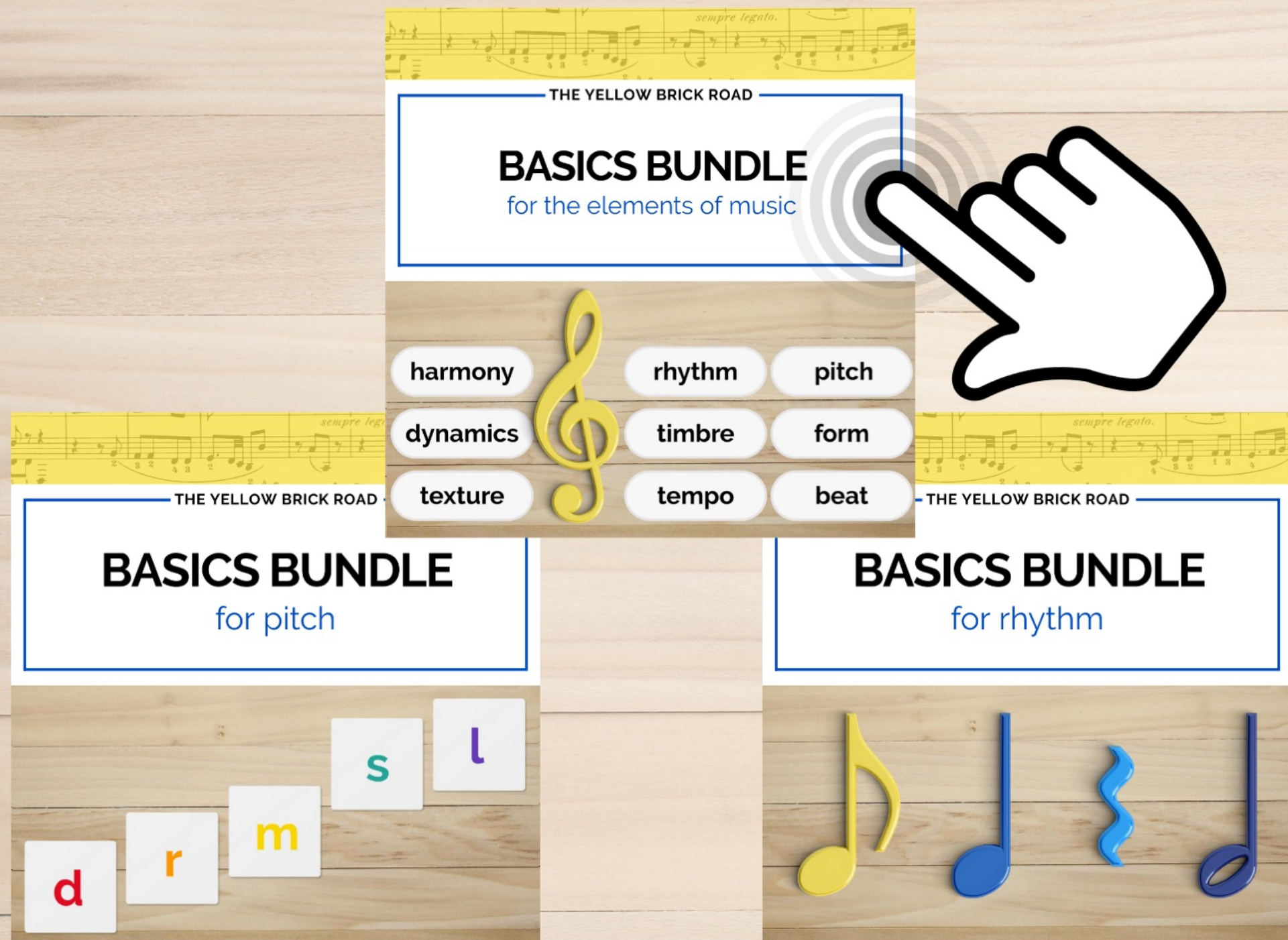
The entire basics series has been fabulous for distance learning!

— La Negra Con Puntillo



Use the presentation as a  
**no-prep activity** for  
e-learning days or for subs.





THIS RESOURCE IS THE ONLY REASON I HAVEN'T TORN ALL MY HAIR OUT YET. I am a teacher in a small private elementary school, and we have two classrooms for grades K-8. I am also the de facto music teacher on Thursdays, and I was FREAKING OUT about what and how I would teach such a wide variety of ages and skill levels. A GREAT place to start is the basics of music, and this resource has all the slideshows and links ready to go so there is minimal prep on the part of the teacher. Seriously, this is like my favorite thing in the whole universe, and I will never not recommend it to others.

– Kathleen N.



Save money by  
grabbing the **BUNDLES**