Emily Long

Grade Level: Kindergarten

Mterials: Brahms Hungarian Dance 5

**Standards**: MU: Pr4.3. Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent.

MU: Re7.2. Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

**Objectives:**

The learner will express different musical tempo through movement

-Through guided movement such as gliding, marching, and tiptoeing the learner will display the quality of the musical tempo being played

-The learner will be able to describe using their own words the quality of the music they are listening to

-The teacher will pose questions such as: is this section fast or slow? Is this section loud or soft? Have you heard this section before?

**Learning Activities:**

-Begin the class by reviewing fast/slow

- play multiple musical examples (ex. Engine engine)

-have the class clap and then march to changing tempos

-Ask them what the tempos are and compare tempos from different pieces

-Play Hungarian Dance 5 for the students

-lead a discussion on the tempos and dynamics of the piece

-the students can verbally say when the section is fast or slow

-Have them move to Hungarian Dance using the aforementioned movements

- (glide, march, tiptoe)

-They can create their own movements as well

-begin with them following the leader multiple times with different leaders

-let them break off to observe if they understand the different movements associated with the different tempos

-Begin to introduce loud and soft

-Ask if they notice which sections are louder

-Ask them to listen to sections to determine which ones are louder or softer

-are the loud sections usually fast or slow and vice versa?

**Assessment**

The teacher will assess if the students are doing appropriate movements for the styles of the piece. The students must participate in answering questions and show a positive influence in the class activities.

**Reflection**

Play on a woodblock or unpitched percussion instrument and have the students walk to their line up spots while changing the beat. Ask them to call out fast or slow depending on the beat you are playing.