Listening Lesson: Sleigh Ride   Andrew Sloniker/Devin Slaven

Grade Level: 4th

Primary Musical Concept to be addressed: Dynamics/Dynamic Contrast

Musical Concepts for Future: Melodic Direction/Contour

Materials: Recording of "Sleigh Ride" (instrumental), sleigh picture, *Jingle Bell* lyrics, dynamic cards, visuals for presentation of concept (word and terminology)

Objectives:

1.   While listening to the recording, the students will show dynamic change through body movement and cards with reasonable accuracy.

2.   Students will create the dynamic levels used in *Jingle Bells* with guidance from the teacher to an acceptable standard.

Assessment during the lesson: observe student movements, observe dynamic card usage, evaluate choices used in applying dynamics to a new song

Formal Assessment: formal evaluation given choices: soft to loud, loud to soft, same level

Procedure:

1.   Start with the sleigh picture on the overhead; generate discussion seasonal associations.

2.   Initial listening – students have eyes closed and are imagining being in a sleigh while music is playing.

3.   Introduce concept with visuals and short discussion and/or review, specifically mentioning the "amount of sound."

4.   Listen again (45 seconds to 1 minute)– students use hand movements of big or little (with T model) to describe amount of sound they hear.

5. Questions – Were you able to tell the difference between the loud and soft parts? Was the song loud the whole time or were there soft parts too? Did you hear any spots that didn't seem really loud or soft, but more in between the two? Was the song loud or soft when we started listening? How about at the end?

6. Introduce musical terminology of dynamics along with forte, mezzo and piano cards.

7. Listen again – students use cards to show dynamic changes following T model; evaluate student ability to use correct cards.

8. Question – What dynamic level card did you use at the beginning of the song? Was the middle mostly forte, piano, or mezzo? Was the ending one dynamic level, or a combination of a few? Which dynamic cards did you use at the end of the song?

9. Extend – T models different dynamic levels for each line of *Jingle Bells*; students then choose their own dynamic levels for *Jingle Bells* and perform the song based on their decisions.

Skills:

Singing	Playing	Moving	Creating	Listening	Reading/Writing
X		X	X	X	

Playing, Moving, Listening

Additional National Standards: #1 - singing of *Jingle Bells*; #4 – arranging dynamic levels; #6 – determining dynamic levels in a given piece

Review/Closing Statements: What did we learn about today, boys and girls? What are the different levels of dynamics? Can anyone tell us the musical terms for loud and soft?

Future Lesson Ideas: Use the song to review dynamics and then present the concept of melodic contour and direction using body movement.