

Lesson 5

Subject/Grade: Arts Ed., ELA, K **Lesson Title:** Loud and Soft Sounds **Teacher:** Miss Kirsch

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

Arts Education: CPK.3 Create sound compositions exploring the elements of music including: • repeating patterns • beat (e.g., clapping and stepping, and counting) • response to fast/slow paces • high/low sounds • loud/soft sounds • sounds with distinct tone colours/timbres.

- i. Distinguish between own speaking voice and singing voice.
- j. Begin to develop the ability to match pitch.
- m. Demonstrate awareness of patterns of high/low and loud/soft sounds in own speech and music.

English Language Arts: CRK.4 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.

- i. Explain the main idea.

Key Understandings: ('I Can' statements)

I can tell the difference between my speaking voice and my singing voice.

I can demonstrate the difference between high/low and loud/soft sounds.

I can comprehend and respond to what I hear.

Essential or Key Questions:

What is the difference between my speaking voice and my singing voice?

What is the difference between high/low and loud/soft sounds?

What is the main idea of what I hear?

Prerequisite Learning:

- I can recognize sounds.
- I can make a beat go faster or slower.

Instructional Strategies:

- Video
- Circle Time
- Game
- Questioning
- Show understanding with thumbs up/down
- Activity Sheet

Stage 2: Determine Evidence for Assessing Learning

Formative: Observe if students are able to distinguish between their speaking and singing voice. Observe if students can demonstrate an awareness of loud and soft sounds. Thumbs up/thumbs down check in also helps me see how students are doing.

Worksheet - Students will circle the images that represent soft sounds, and put an “x” over loud sounds.

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 5 min

- Explain that we will be learning about loud and soft sounds in music today.
- Together we will watch a video to spark our interest in these music dynamics. [Quiet and Loud Video](#) (2:40)
- We can make loud and soft sounds with our voices, or with instruments. *Remind students that loud does not mean shouting.

Development:

Length of Time: 8 min

- **Loud/soft Circle Time**
 - There are some sounds that are naturally quieter than others, but we can also make sounds louder or softer. Let’s try something together. Can we pat our legs really quietly? What about loudly? (Do this together with patting and clapping.)
- **Loud/soft Game**
 - Let's sing a song together using our singing voices (ex. ABC’s, or Nine Little Leprechauns). When I raise my hand up (demonstrate), that means we are singing loudly. When I lower my hand, that means we are singing quietly. Ask for a show of thumbs up if students understand the new version of the game. (We can try speaking and singing voices).
 - Student volunteers can be the one raising/lowering their hand to lead the class after I lead a few rounds.
 - If time: Have students practice this game with a peer or two around them.
- Stretch break if needed, then have students head to their spot at the table. At their tables students will each receive a worksheet and they will take out a pencil.

Learning Closure:

Length of Time: 12 min

- **Table Time:** Students will write their name on the back of their paper. Students will then circle the images that show a soft sound, and put an “x” over the images that show a loud sound. We will do

Materials/Resources:

- [Quiet and Loud Video](#) (2:40)
- Loud/soft pictures
- Audio recordings of sounds
- Laptop
- Screen to view video
- Loud/Soft Worksheet (attached below)
- Pencils
- Extra video: <https://www.youtube.com/watch?v=oVlnLWiSGp8>

Possible Adaptations/

Differentiation:

- The development part of the lesson could be done as a full group, or in small groups.
- The worksheet could be completed individually, in partners, or together as a class depending on where the students are at.

Management Strategies:

- Thumbs up, thumbs down
- Remind students to raise their hands when they have something to share, and to listen to their peers when they are talking.

this together as a class. I will play a sound from my laptop and we will decide if it is a loud sound or a quiet sound.

- **Closing Discussion Recap:** Some sounds are naturally quieter than others - like a mouse squeak is quieter than a lion's roar. However, when we make music or other sounds we can make them softer or louder.
- What does it mean when a sound is loud? Soft? I cannot wait to learn more about music with you in our next class! We will be learning about patterns in music.

- Outline clear purpose of activities so students do not get too crazy.

Safety Considerations:

- Remind students to be respectful of their peers. Not everyone feels comfortable singing in front of others. We need to work together to make this a safe space.

Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)

***Activity sheet attached below.**

Soft ~~Loud~~

