

American Celebration: Activity 2

Compare and Contrast Copland

Teaching Objective

Through movement, the children will show that music can create different moods. They will also use proper music words such as tempo, beat and dynamics while discussing the pieces.

Vocabulary

Dynamics – loud and soft in music

Tempo – the speed of the music

Beat – the pulse of the music

Materials/Resources

Accompanying Youth Concert CD, tracks 2 and 5

Pre Assessment

- Ask students if they sometimes feel different moods.
- Ask them to stand and show with their bodies what happy looks like.
- Continue with moods such as sad, sleepy, excited, quiet, etc.

Teaching Sequence

1. List the different moods the children demonstrated on the board.
2. Tell students they will hear a piece that a composer named Aaron Copland wrote that was written to tell a story through dance. The first piece they will hear is “Prairie Night” from *Billy the Kid*. Tell them that after they listen in their seats, they will think about what mood the piece creates.
3. Listen again and ask students to try to show the mood of the music through movement.
4. List the words tempo, beat and dynamics on the board. Ask the students if the music is mostly loud or mostly soft (dynamics), mostly fast or slow (tempo), or steady or uneven (beat). Put their answers in a Venn diagram on the board.
5. Do steps 2-4 using “Hoe Down.”

Culminating Activity

Discuss with the students how each piece made them feel. Did the music might change their mood?

Evaluation

- Did the students use varied movements to demonstrate the different moods of the music they heard?
- Did they identify the varied tempos, dynamics and strength of beat heard in each piece?

TEKS Connections

Music 117.103(1D,2D,4C); 117.106(1C,3D,6C,6D); 117.109(1C,3C,6C,6D)

