



Experiencing Dynamics Through “Overture” from *Le Nozze di Figaro* Skye C. McManus

Topic: Eurhythmics-Dynamics

Suggested Grade(s): Kinder-1st grade

Objectives:

- Students experience dynamics with opera, as well as labeling “forte” and “piano”
- Students demonstrate understanding of dynamics and dynamic changes within the context of an opera overture
- Student create their own movements that explore and/or demonstrate the dynamic changes of an opera overture

Applied Principles of Dalcroze Eurhythmics

- Eurhythmics
- Piano and Student Improvisation
- Intro to Plastique Animée

Materials:

- Recording of [“Overture” from *Le Nozze di Figaro* \(*Marriage of Figaro*\) by W. A. Mozart](#) (the one linked [here](#) synchronizes with the timings mentioned below)
- Piano or other instrument for improvisation (or the voice)

Approx. time per lesson: 5-10 minutes each lesson below

National Standards:

Kinder: MUCr1.Ka, MUCr1.Kb, MU:Re7.2.Ka, MU:Re8.1.Ka

First grade: MUCr1.1.1a, MU:Re8.1.1a

Directions: ******(play [recording from 0:09-1:36](#) each time it is mentioned)

Lesson #1: Introductory experience to loud/soft through movement

1. Students walk to the pulse as the teacher plays improvised music that includes extreme or obvious loud and soft dynamics. As the teacher starts and stops the music, students start and stop walking.

Questioning: Ask the students what they noticed about how the music was changing

Answer: Loud and soft

Teacher Tip: Consider changing register to further emphasize the difference between loud and soft

2. Teacher plays similar music to step #1 continuously (no stopping). Students walk to the pulse and use movement to demonstrate the changes between loud and soft.
(*note on the improvised music:* Make sure to play in the dynamic for several seconds, long enough for students to react and change their movement)
Student discussion: what happened in the music? Did you change your movement or was it the same? Why? Have students share with each other their favorite improvised movement, as well as discuss what happened in the music and why they changed their movement.

Lesson # 2: Recognize and demonstrate loud/soft through movement

1. Briefly review lesson #1
2. Listen to the opening of "[Overture](#)" and lift arms up for louder music and lift arms down for softer music.
Student Challenge: Walk to the pulse with arm movement.
Teacher tip: some students may struggle with walking to the pulse and may only be able to show arm movement
3. Repeat step #2
Teacher tip: Encourage students to walk to the pulse while demonstrating arm movement

Lesson # 3: Label forte/piano and demonstrate through creative movement

1. Repeat step #2 from Lesson #2.
2. Label the sound: "in music we can call loud music forte and soft music piano"
3. Listen to the opening of "[Overture](#)" again but this time invite students to improvise a move for forte and a movement for piano.
Teacher tip: some students may choose to do the same improvised movement or a different improvised movement every time they hear forte/piano
4. Students share their favorite movement with the class for forte and/or piano

Lesson #4: Create movement and share with the class

1. Briefly review Lesson #3
2. Listen to "[Overture](#)", but this time students watch each other's moves for forte and piano
3. This time "move in a way you saw another student move as you listen to the music".
4. Students share whose moves they liked and performed
Teacher tip: students may need to take turns watching and performing

Extensions:

1. Apply students created moves to another musical selection.
2. Teacher piano improvised music to accompany student created moves.

Assessment:

Levels of Development	Not Yet	Making Progress	Mastery
Lesson #1: Introductory experience to loud/soft sound and respective movement	Did not participate	Sometimes participated	Always participated
Lesson #2: Recognize loud/soft by demonstrating movement changes	Do not change movements to reflect dynamics	Sometimes changed movements to reflect dynamics	Always changed movements to reflect dynamics
Lesson #3 & #4: Improvised movement	Did not create movement for the music	Sometimes created movement for the music	Always created movements for the music