DYNAMICS: 
Claude Champagne’s *Danse Villageoise*

**TEACHER WORKSHEET: GRADES 1-3**

*Danse Villageoise*, by Claude Champagne, provides the opportunity for students to learn about dynamics, or the expressive controls of music. Age-appropriate learning related to this musical element includes being able to distinguish loud and soft sounds, and learning the symbols used to indicate these dynamics in musical notation. In this lesson, students will receive dynamic cues while listening to the excerpt using the Melody Tracker, and then try their hands at identifying the dynamics of everyday sounds using the proper symbols.

**OBJECTIVES**

- Learn the names and symbols for loud and soft dynamics, and practise writing them.
- Learn to identify these dynamics in *Danse Villageoise*.

**STEPS**

- As a class, access *Danse Villageoise* and the interactive Melody Tracker on at TSO.CA/Elearning. Listen to the excerpt and have different students volunteer to use the Melody Tracker to follow the principal line around the Orchestra. As you listen, observe the dynamic indications.

- Teach students the following definitions:
  
  *Dynamics*: Some of the expressive controls in music, specifically the volume of a musical passage and the strength with which the notes are played.

  *Forte*: From Italian, meaning “strong.” In music, an f symbol tells the performers to play loudly.

  *Piano*: From Italian, meaning “soft.” In music, a p symbol tells the performers to play quietly.

- Listen to the excerpt without watching the video. Ask students to strike a big pose with their bodies when they hear the forte (strong) sections and a small pose when they hear the piano (soft) sections.

- Have students complete the worksheet on the following page. When they have finished, have them share their drawings with another student or group and see what ideas other students came up with.
**TAKING IT FURTHER**

- Invite students to create their own symbols for loud and quiet. They may want to consider these words in another language they speak, or use small pictographs to represent these concepts.
- Go on a dynamic scavenger hunt around your school grounds or neighbourhood. Have students list or draw things they hear that make forte and piano sounds.
- Sing a familiar song together with your students. Try singing it at different dynamics.

Lesson plans created by Carlie Howell for the Toronto Symphony Orchestra. For more digital symphony experiences and classroom lesson plans, please visit TSO.CA/elearning.

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EXPLORING DYNAMICS

Activity

PART 1
This *p* symbol stands for *piano* and means “quiet.” Can you practise drawing it 5 times?

This *f* symbol stands for *forte* and means “loud.” Practise drawing it 5 times in the squares below.

PART 2
Below are some things that make either quiet or loud sounds. Can you label them with the right dynamic symbol?

<table>
<thead>
<tr>
<th>Barking dog</th>
<th>Sleeping baby</th>
<th>Trumpet</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Dog" /></td>
<td><img src="image2.png" alt="Baby" /></td>
<td><img src="image3.png" alt="Trumpet" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Train</th>
<th>Mouse</th>
<th>Canoe</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Train" /></td>
<td><img src="image5.png" alt="Mouse" /></td>
<td><img src="image6.png" alt="Canoe" /></td>
</tr>
</tbody>
</table>

PART 3
Draw a picture of something that makes a forte sound and something that makes a piano sound.

*forte*  

*piano*