

# WESTERN MUSIC

## Teacher's Guide: GRADE 7 - Lesson 10

### Performance directions

**Competency:** Competence in singing and instrument playing

**Element:** Recognise basic musical elements such as rhythm, tempo, dynamics and tonality

**Performance criteria:**

- Identify and respond to variations in dynamics (soft and loud).
- Identify and respond to variations in tempo (fast and slow).

**Purpose of Activities**

The aim of these activities is to help students recognise and describe basic musical elements, specifically dynamics (loud and soft) and tempo (fast and slow), through guided listening exercises.

**Learning outcomes**

By the end of this lesson, students should be able to:

- Recognise dynamics as loud and soft
- Distinguish between piano(soft) and forte(loud)
- Recognise tempo/speed as fast and slow
- Distinguish between allegro(fast) and lento(slow)

**Introduction**

Performance directions in music, such as **dynamics** and **tempo**, guide musicians on how to interpret and express a piece of music.

- **Dynamics** indicate how loud or soft a music should be (e.g., *piano* for soft, *forte* for loud).
- **Tempo** refers to the speed of the music (e.g., *allegro* for fast, *lento* for slow).

**Activity 1****Listening - Identifying Dynamics and Tempo in Music**

Students will listen to three music excerpts and discuss the variations in dynamics and tempo/speed they observe.



Youtube links:

**LISTENING 1** The music starts soft and slow then gradually becomes louder and faster.

**Title: Grieg: Peer Gynt Suite No. 1, "In the Hall of the Mountain King"**

[Grieg – In the Hall of the Mountain King from Peer Gynt. Jacek Kaspszyk & Warsaw Philharmonic](#)

[https://www.youtube.com/watch?v=PBsFYKzhk5E&list=RDPBsFYKzhk5E&start\\_radio=1](https://www.youtube.com/watch?v=PBsFYKzhk5E&list=RDPBsFYKzhk5E&start_radio=1)

**LISTENING 2** The song begins softly and slowly, becomes louder and faster during chorus. Starts very soft, becomes *forte* in the middle.

**Title: Lady Gaga, Bradley Cooper - Shallow (from A Star Is Born) (Official Music Video)**

[Lady Gaga, Bradley Cooper - Shallow \(from A Star Is Born\) \(Official Music Video\)](#)

[https://www.youtube.com/watch?v=bo\\_efYhYU2A&list=RDbo\\_efYhYU2A&start\\_radio=1](https://www.youtube.com/watch?v=bo_efYhYU2A&list=RDbo_efYhYU2A&start_radio=1)

**LISTENING 3** The verses are slow and the tempo increases during the line 'woke up, fell down out of bed' and the music builds in intensity.

**Title: The Beatles - A Day In The Life**

[The Beatles - A Day In The Life](#)

[https://www.youtube.com/watch?v=usNsCeOV4GM&list=RDusNsCeOV4GM&start\\_radio=1](https://www.youtube.com/watch?v=usNsCeOV4GM&list=RDusNsCeOV4GM&start_radio=1)

**Activity 2****Matching Exercise**

Students will complete a matching activity in their worksheet, pairing Italian musical terms related to dynamics and tempo with their correct English definitions.

## Resources and materials

Audio visual equipment

## Teaching trajectories/Implementation Guidelines

Begin with a brief explanation of musical performance directions (dynamics and tempo).

**Activity 1:** Guide students to listen actively and describe what they hear using the appropriate musical terms.

**Activity 2:** Students complete the matching exercise.

## Assessment

- Evaluate students' understanding of musical terms through correct matching.
- Assess students' ability to recognise and distinguish between dynamics and tempo in musical excerpts.