Subject: Choir  
Grade: 6-7  
Author: Irving, Texas  
Approximate Time: 90 Minutes  
Date: Fall 2008

Topic/Theme: Musical Expression

Objectives:

**Content**
1. SWBAT recognize how crescendo and decrescendo can enhance a musical performance.
2. SWBAT identify crescendo and decrescendo markings within a piece of music.
3. SWBAT perform a crescendo and decrescendo using proper technique within in a song.

**Language**
1. Describe the function of crescendos and decrescendos.
2. Compare/Contrast the relationship between a crescendo and decrescendo.

Vocabulary:

**Content Specific**
Crescendo  
Decrescendo

**Related**
Volume (sound)  
Increase  
Decrease

HOTS: Generate a list of 2-3 signals that indicate an element of music expression is needed to make a song more interesting.

Materials:

- Drawings of the symbols for Crescendo and Decrescendo; 2 audio recordings of a song; Copies of sheet music

Activities:

- TW will conduct a quick oral review (Q&A) of the other forms of musical expression that students have learned thus far. (Building Background)
- TW play an audio recording of a song that has no musical expression in the performance. SW listen to the recording and brainstorm different things that could be done/added to enhance the performance and make it interesting. (Building Background)
- SW read an article on crescendo and decrescendo and complete the Dialectical Journal Chart.
- TW play another recording of the song (SW listen) that was previously played, however, this version of the song has musical expression (particularly crescendos and decrescendos) included in this performance of the song.
- SW write a paragraph describing how the added elements of expression changed the performance of the song.
- SW draw a picture of the crescendo and decrescendo markings into their music journals and compare/contrast the two terms.
- SW take out their music for the song, “Homeward Bound” and circle all markings for crescendo and underline all markings for Decrescendo.
TW model how to sing the first verse of “Homeward Bound” performing the crescendos and decrescendos that are written. SW raise their hand when they hear the crescendo and lower their hands when they hear the decrescendo.

SW rehearse the song “Homeward Bound” and concentrate on performing the crescendos and decrescendos that are written in the music.

Closing Discussion:

Thinking out-of-the-box
Classroom Discussion on the following question: Are audience members more interested in hearing a choir sing accurate notes and rhythms or are they more interested in hearing a choir sing with expression?

Review & Assessment:

Vocabulary
Music Journal Entry: Compare and contrast the two terms and draw their symbols; Description (written paragraph) of how adding crescendos and decrescendos enhanced the performance of the audio recording (Content Assessment also)

Content
Dialectical Journal; Circle/Underline crescendo/decrescendo in the copy of the music; Observation of appropriate hand and arm movement during the vocal model by the teacher; Listening observation of the student’s performance of crescendo and decrescendo indicated in the music; Group performance and evaluation described in the Extension Activity below

Extension / Take-home Activity:

TW divide the class into 3 groups and rotate having each group perform the first verse of “Homeward Bound” while other classmates listen and evaluate their execution of the crescendo and decrescendo markings that are written in the music. Students will evaluate by showing their rating of the performance on their hands based upon the UIL Music Contest scale of 1-5.