

Destination Denver Teacher Packet

Grades 3rd - 5th



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YouTube Playlist can be accessed [HERE](#)
Next Stop Denver by Chinelo can be accessed [HERE](#)



Welcome Letter

Thank you for signing up for one of our Youth Concerts. We look forward to having you and your students with us in Boettcher Concert Hall soon.

The following is a Unit Plan directly connected with the Youth Concert: Destination Denver. This unit plan is not a requirement in order to understand the concert better, but more of a resource to use as you prepare your students for the concert experience. This unit allows you and your students to experience the music we will be performing and get to know the Denver neighborhoods highlighted in the concert a little better.

We encourage you to use whatever parts of the plan you would like, whether that's taking a few classes and using the entire plan, or picking and choosing what would fit your classroom best.

If you do use the entire unit plan or most of it and create your own classroom city, please send us pictures so we can highlight your class on our website! musicurious@coloradosymphony.org

Happy learning,

Breanna McCaughey, Dave Van Beveren and Lindsay Genadek

~ Community Education Department Staff



Unit Plan

Destination Denver

Grades 3rd - 5th

Summary:

Traveling is a great way to experience new art, music, food and cultures, but have you ever taken the time to travel and explore within your own city? This unit plan will take you on a journey through some neighborhoods of Denver using fun, interactive activities to help you discover what makes them unique.

Essential Question:

What makes each neighborhood unique, and why are they important to people?

Learning Standards:

- Students understand and can explain why different neighborhoods and communities are important.
- Students can identify four neighborhoods of Denver and explain their cultural importance.
- Students can identify at least three different genres of music and can communicate similarities and differences between them.
- Students can create at least 16 measures of music.
- Students can demonstrate how working collaboratively can enhance the artistic process.
- Students can connect the meaning of personal works of art to historical, cultural and community aspects.

Materials Needed:

- Large white sheets of paper
- Student Worksheets
- Coloring utensils
- Writing Utensil
- Computer/Projector/Speaker
- RhythmSticks, Orff Instruments, Instruments (Optional)

Repertoire Selection:

- The Planets: Jupiter - Gustav Holst
- Starburst - Jessie Montgomery
- One O'Clock Jump - Count Basie
- Son De La Negra - Mexican Folk Song
- Symphony No. 5 Mvmt. 1 - Ludwig van Beethoven

Inter-Department Collaborations:

Visual Arts

Social Studies

Literacy



State Standards

*Standards listed are from CDE Core Curriculum Standards 3rd - 5th Grade.

Music Standards:

- **Standard 1: Expression of Music**
 - Students can critique expressive elements performed by others.
- **Standard 2: Creation of Music**
 - Students can create and document melodic and/or rhythmic composition in known form using rhythms and pitches.
- **Standard 4: Response to Music**
 - Students can evaluate how a variety of musical elements influence musical performance and preference.
 - Students can communicate similarities and differences in music from various historical periods with music of today.
 - Students can communicate similarities and differences throughout the history of American music.
 - Students can analyze the influence of the music of various cultures and their role in American history.

Visual Arts Standards:

- **Standard 1: Observe and Learn to Comprehend**
 - Students can respond to an artist's point of view being mindful of historical, contemporary, and cultural context.
- **Standard 2: Envision and Critique to Reflect**
 - Students can interpret and evaluate personal work and the work of others with informed criteria.
- **Standard 3: Invent and Discover to Create**
 - Students can investigate ideas of personal interest to plan and create works of visual art and design.
- **Standard 4: Relate and Connect to Transfer**
 - Students can investigate and discuss how diverse communities address issues relevant to their culture, place and times by sharing and creating art.

Social Studies Standards:

- **Standard 1: History**
 - Students understand how people in the past influence the development and interaction of different communities or regions.
 - Students can analyze primary and secondary sources from multiple points of view to develop and understanding of the history of Colorado.
- **Standard 2: Geography**
 - Students understand the concept of region is developed through an examination of similarities and differences in places and communities.
- **Standard 4: Civics**
 - Students respect the views and rights of others.

Reading, Writing and Communicating:

- **Standard 1: Oral Expression and Listening**
 - Students can participate cooperatively in group activities.
 - Students can communicate using appropriate language in informal and formal situations.
 - Students pose thoughtful questions after actively listening to others.
 - Students create a plan to effectively present information both informally and formally.
 - Students collaborate in discussions that serve various purposes and address various situations.



Lesson 1

Discover

Grades 3rd - 5th

Optional Orchestra Introduction

An orchestra is a group of musicians playing instruments together.

The orchestra is directed by a conductor. He/she helps the players to play together, to get the right balance so that every instrument can be heard, and to encourage the orchestra to play with the same kind of feeling.

There are four instrument families in the orchestra: the strings, the woodwinds, the brass and the percussion.



Let's listen to what an orchestra sounds like [HERE](#)



Lesson 1

Discover Grades 3rd - 5th

Strings

The string section is the biggest and has 5 instruments in it: violin, viola, cello, double bass, and harp.

String instruments can be played by plucking the string with your finger or by pulling a bow made of wood and horse hair across the strings. The harp can only be played by plucking.

String instruments are made of wood, usually maple or spruce, and the strings are made of wound metals.

LISTEN

Woodwinds

The woodwind family is made up of piccolo, flute, oboe, bassoon, clarinet and saxophone.

There are two types of woodwinds: flutes who produce sound by blowing directly into a cylindrical hole and reeds who produce sound by blowing into a mouthpiece which causes the reed to vibrate.

A single reed which vibrates against the mouthpiece: clarinet, bassoon. A double reed instrument has two precisely cut reeds that vibrate against each other when played: oboe and bassoon.

LISTEN

Brass

The brass family is made up of the trumpet, french horn, trombone, tuba and euphonium.

Instead of blowing into a reed they vibrate their lips by buzzing them against a metal cup-shaped mouthpiece.

Most brass instruments have valves attached to their long pipes that look like buttons. Pressing on the valves makes them open and close different parts of the pipe allowing them to play different series of notes.

LISTEN

Percussion

Percussion instruments make sounds when being shaken or hit.

There are two types of percussion instrument families: tuned and untuned. Tuned percussion instruments include xylophone, timpani, marimba, glockenspiel, tubular bells. Untuned instruments are drums, tambourine, castanets, maracas, and many more.

Prior to the 19th (meaning the 1800's) century, most composers did not use many percussion instruments in their works, focusing mainly on the timpani.

LISTEN



Lesson 1

Discovery

Grades 3rd - 5th

Summary:

Our musical journey through Denver begins with discovery. The mind is such a beautiful place full of ideas, colors, music and imaginary places. In this lesson we will listen to Jupiter from The Planets by Gustav Holst, dive into a new song by Chinelo, and create your own neighborhoods.

Essential Question:

What do neighborhoods look like and how can they inspire music?

Learning Standards:

- Students can participate cooperatively in group activities.
- Students can communicate similarities and differences in music from various historical periods with music of today.
- Students can investigate ideas of personal interest to plan and create works of visual art and design.

Materials Needed:

- Large white paper (enough for each group)
- Coloring utensils
- Writing utensil
- Computer/projector/speaker

Repertoire Selection:

- The Planets: Jupiter - Gustav Holst
- Symphony No. 5 - Beethoven
- Next Stop Denver - Chinelo

Inter-Department Collaborations:

Visual Arts

Social Studies

Literacy



Lesson 1

Listening Activity 1

Directions:

Listen to 3-4 minutes of Jupiter and fill out the listening worksheet.

Student Activity Prompt:

Many composers and songwriters use inspiration from nature, people, culture, communities and their imagination to write music.

Gustav Holst, the composer of Jupiter and The Planets, enjoyed going on musical journeys through studying different countries and cultures. The Planets is a musical work of a journey through space and what it would look like and feel like to Gustav Holst in his imaginary universe. Let's listen to Holst's interpretation of Jupiter.

Listen to Jupiter [HERE](#)

Activity 1 Discussion Questions:

Did you like Holst's interpretation of Jupiter? How would you have made it sound different?

Transition Question:

What are other types of places people can write songs or music about?

Listening Activity 2

Directions:

Learn about Denver with the Quick Facts page and then listen to Next Stop Denver by Chinelo and play the Lyric Bingo game on the next page to discover how Chinelo was inspired by the neighborhoods of Denver in his new song.

Listen to Next Stop Denver [HERE](#)

Activity 2 Discussion Questions:

What did you think about Chinelo's song Next Stop Denver? Have you heard of any of those places or neighborhoods in Denver?

Transition Question:

What does the word 'neighborhood' mean to you and why are they important?

Writing Activity

Directions:

Working individually or in groups of 3-4 students, have students imagine discovering a new neighborhood. Using the Neighborhood Worksheet, have students answer the questions about what the new neighborhood looks like.

Student Prompting Questions:

Think about the neighborhood you live in or neighborhoods you have visited.

What do those neighborhoods look like? What types of buildings do they have?

What kind of businesses do they have? What do the houses look like?

What do the people look like? Are there any special foods your neighborhood has?

What kind of art is around your neighborhood? What kind of music do you hear around your neighborhood?



Quick Facts

Denver

While the area now known as Denver was home to many Native American tribes, most notably the Arapaho, Comanche, Cheyenne and Sioux Nations, Denver itself did not form as a city until 1858 during the “Pikes Peak or Bust” gold rush.

Denver officially became a city on November 7, 1861.

Denver residents completed their first railway connecting the city to Cheyenne and Kansas in 1870.

Denver became the state capital in 1876.

Denver has the 10th largest downtown in America and one of the most walkable. Within a mile radius, downtown Denver has three major sports stadiums, the nation's second-largest performing arts center, three colleges, an assortment of art and history museums, a mint that produces 10 billion coins a year, a downtown theme and water park, and an aquarium.

Denver is named the Mile-High City because it is exactly one mile in elevation (5280 feet.)



Lesson 1

Active Listening



Listen to Gustav Holst's Jupiter from The Planets.

Write down three words you thought of while listening to the music.

1 _____ 2 _____ 3 _____

What speed is the music?

SLOW

MODERATE

FAST

Draw or write what the music makes you see or feel.

If you were to write the music for the planet Jupiter, how would it sound different?



Lesson 1

Lyric Bingo

Directions:

- Choose 10 words/numbers from the box below and circle them.
- Listen to Next Stop Denver by Chinelo.
- Cross off the words you circled in Step 1 when you hear them in the song.
- Shout 'Bingo!' when you have crossed off all 10 words.

*You may need to listen to the song a few times!

CENTRAL PARK	FIVE POINTS	225	MILE HIGH CITY
303	CLEO PARKER	URBAN SANCTUARY	A-TOWN
RTD	I-70	RAILROAD	SLOPES
ADAMS COUNTY	ALTITUDE	HOLLYWOOD BARBERSHOP	720
WELTON	HIAWATHA	PARK HILL	COLFAX



Lesson 1

Neighborhood Worksheet

Imagine you are creating your own neighborhood. Answer the following questions about what your new neighborhood would look like.

What is the name of your new neighborhood? _____

How many people live in your neighborhood? _____

What makes your neighborhood special? _____

Name four foods your neighborhood has:

What kind of music would you hear in your neighborhood?

What sports would you see in your neighborhood?

What do the people look like in your neighborhood? _____

STOP! This section is for Lesson 3!

Name two class neighborhoods that are similar to yours:

Name two class neighborhoods that are different than yours:

Lesson 1

A vibrant, cartoon-style illustration of a town layout. The scene is divided into several sections by roads. In the top left, there's a yellow-roofed 'MUSEUM' with a blue door and windows, and a blue car parked in front. To its right is a green-roofed 'SCHOOL' with a yellow bus parked outside. Further right is a blue pond with a small island in the middle where three people are sitting. Below the museum is a red 'FIRE STATION' with a fire truck, next to a green 'CITY HALL' and a tan building with a red cross. In the bottom left, there's a 'CAFE' with a clock tower, a playground with a red slide, and a 'GROCERY' store with a red car parked in front. Other buildings include a pink 'RESTAURANT' and a multi-story red building. The roads are black with white dashed lines, and there are various green trees and bushes scattered throughout the town.

Directions:

Working individually or in the same groups, have students create a neighborhood map of their new neighborhood. Use the neighborhood example above and the neighborhood worksheet to figure out what buildings, parks, rivers/lakes, restaurants, concert halls, etc. to add to the map.

Student Prompting Questions:

What does the map of your new neighborhood look like?

Where are houses located?

Where do you see the businesses? Are they together or spread out across the neighborhood?

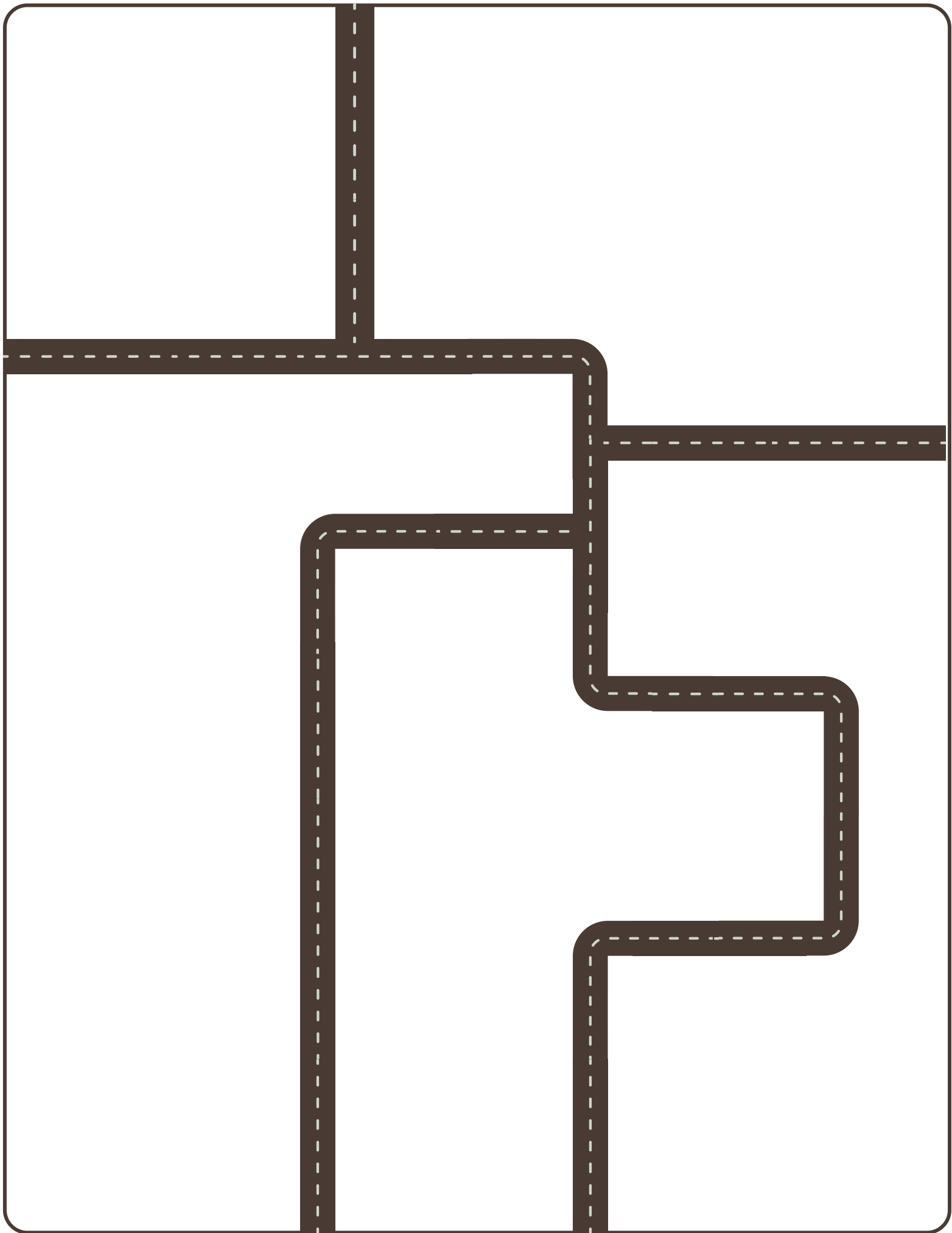
What businesses are important in a neighborhood?

What does the map of your new neighborhood look like?

Where are houses located?

Where do you see the businesses? Are they together or spread out across the neighborhood?

What businesses are important in a neighborhood?





Lesson 2

Immerse

Grades 3rd - 5th

Summary:

Our journey continues with the discovery of what makes a city unique. We will explore a few Denver neighborhoods, looking at the history, culture, music and art that make each neighborhood unique. Finish the lesson with creating class neighborhoods.

Essential Question:

How can art and music make a neighborhood special?

Learning Standards:

- Students understand and can explain why different neighborhoods and communities are important.
- Students understand the concept of region is developed through an examination of similarities and differences in places and communities.
- Students understand how people in the past influence the development and interaction of different communities or regions.
- Students can identify four neighborhoods of Denver and explain their cultural importance.
- Students can identify at least three different genres of music and can communicate similarities and differences between them.
- Students can demonstrate how working collaboratively can enhance the artistic process.
- Students can connect the meaning of personal works of art to historical, cultural and community aspects.

Materials Needed:

- Large white paper
- Coloring utensils
- Writing utensils
- Computer/projector/speaker

Repertoire Selection:

- One O'Clock Jump - Count Basie
- Son De La Negra - Mexican Folk Song
- Starburst - Jessie Montgomery
- Symphony No. 5 - Ludwig van Beethoven

Inter-Department Collaborations:

Visual Arts

Social Studies

Literacy

Physical Education



Lesson 2

Movement Activity

Directions:

Learn about Five Points with the Quick Facts page.

One of the dances in the 1920's was called The Charleston. You will be learning a simple version of this dance by watching a video tutorial. Once the class feels comfortable with the steps, dance The Charleston to Count Basie's One O'Clock Jump. This dance is very simple to learn and involves only a few movements.

Watch the video [HERE](#)

*Once the class gets the hang of it, add music: One O'clock Jump by Count Basie. You can also try and add in the arm movements for a challenge!

Activity Extension:

Create a dance you would see in your new neighborhood.

What would the name of the dance be?

*Teach the dance to another group in the class.

Visual Arts Activity

Directions:

Learn about RiNo and Santa Fe Art District with the Quick Facts pages.

Working in the same groups, or individually, have students create a mural that could go on one of their new neighborhood's buildings.

Student Prompting Questions:

Questions to think about as you create your mural:

Do you have a theme in mind?

Are each of your ideas represented?

Are you going to have music, people, animals, food, etc. as the main idea?

What is the name of your mural?

Where would the mural go in your new neighborhood?

Rhythm Activity

Directions:

Learn about the Denver Performing Arts Complex with the Quick Facts page. Listen to the first 4 -5 minutes of Beethoven's Symphony No. 5, Movement 1 and fill out the Active Listening Worksheet.

Have the students gather into a circle.

Prompting Question:

What did the beginning of the symphony sound like to you?

Talk about rhythms and what they are. Explain to the class that the rhythmic theme at the beginning of the symphony represents fate knocking on Beethoven's door and talk about how rhythms are important in song writing.

Have the class clap, pat, use rhythm sticks or Orff instruments to practice the opening rhythm together of the symphony. Then, practice rhythms on the Rhythm Worksheet by clapping, patting, rhythm sticks or instruments.

Have the students create their own rhythm and do a call and response for each rhythm.



Resources

Denver Neighborhood Map

Here is an up close look at where the Denver neighborhoods we are exploring are located.



Want to explore more Denver neighborhoods? Click [HERE](#)



Quick Facts

Five Points Neighborhood

Five Points is one of Denver's oldest neighborhoods and was established in the 1860's.

The name Five Points is in reference to the intersection of Denver's Washington Street, 27th Street, 26th Avenue, and Welton Street.

Five Points was known as the "Harlem of the West" because most of it was mainly populated by African-Americans. This was because many laws in Colorado at the time kept them from living in other neighborhoods.

The 1920's - 1950's was the most successful time for Five Points, especially around the Welton Corridor. It was home to dentists, attorneys, doctors, schools, fire and police departments and businesses that catered to the Black community.

Welton Street was known for having top performers in jazz such as Billie Holiday, Duke Ellington, Miles Davis, Nat King Cole, Count Basie, Dizzy Gillespie and others play in the many clubs.

Five Points is home to two internationally-known annual celebrations; the Five Points Jazz Festival and the Juneteenth Music Festival.

Let's listen to some of the music one would hear when walking around the Five Points Neighborhood. [HERE](#) is Count Basie's One O' Clock Jump.



Quick Facts

RiNo Art District

RiNo is short for River North.

RiNo Art District was named in 2005 by two artists named Jill Hadley Hooper and Tracy Weil.

RiNo is actually an arts nonprofit organization, not necessarily a neighborhood, that brings programs to the area to work directly with people of color in the community who work toward social justice, equity, and anti-racism.

The RiNo Art District includes the historical neighborhoods of Globeville, Elyria-Swansea, Five Points and Cole.

Walking around the RiNo Art District means you get to see some really cool murals painted by a variety of local and non-local artists.

Discover the various murals in RiNo by taking a virtual tour [HERE](#) while listening to Jessie Montgomery's Starburst [HERE](#).



Quick Facts

Santa Fe Neighborhood

Like RiNo, Santa Fe is also an art district located in the La Alma Lincoln Park Neighborhood.

This area is one of Denver's oldest neighborhoods with the majority of it's buildings and houses built before the 1900's.

It was originally home to many Native American tribes including the Cheyenne, Arapahoe and Utes. When the train yard moved in, the neighborhood changed, eventually becoming home to the Latin culture.

The Santa Fe strip is home to University of Denver's Center for Visual Art, Colorado Ballet, Su Teatro Theatre, Museo de las Americas, and many local art galleries.

Santa Fe Art District is well know for it's First Friday Art Walk where people can experience various artists, galleries, theatres, culture and community.

Watch a video of a group dancing to Son de la Negra, a traditional folk song of Mexico [HERE](#).



Quick Facts

Denver Performing Arts Complex

Theatre producer, actress, philanthropist, and Chairman of The Denver Post, Helen Bonfils wanted to bring the performing arts to Denver like what is seen in New York.

In the early 1970's Helen teamed up with Donald Seawell, a Broadway lawyer and producer, and together began producing new American theatre works.

After Helen died in 1972, Seawell sat on the corner of 14th and Curtis and drew out the Denver Center for the Performing Arts on an envelope.

In 1977, the Denver Center for the Performing Arts is created by Donald Seawell with funding from the Helen G. Bonfils Foundation.

On March 4, 1978, Boettcher Concert Hall opens and is home to the Denver Symphony Orchestra, now known as your Colorado Symphony, and was the U.S's first in the round concert hall.

By 1979, the Denver Municipal Auditorium, now the Ellie Caulkins Opera House, had been renovated, two cabaret spaces had been added and the Helen G. Bonfils Theatre Complex opened with four theatres.

A popular sight at the Denver Center for the Performing Arts is the tall 60 foot sculpture of two people dancing called "Dancers" located in Sculpture Park. It was created in 2003 by Jonathan Borofsky. See it [HERE](#)

Lesson 2

Active Listening



Listen to Beethoven's Fifth Symphony.

Write down three words you thought of while listening to the music.

1

2

3

What speed is the music?

SLOW

MODERATE

FAST

Draw or write what the music makes you see or feel.

How does Beethoven use the opening rhythm to express his feelings?



Lesson 2

Rhythm Activity

Directions:

Clap and say each rhythm as a class, then play with rhythm sticks or instruments (if using.)



1 2 3 4
Five Points Five Points



1 & 2 & 3 & 4 &
Ri-No Ri-No Ri-No Ri-No



1 & 2 & 3 4
Des-tin-a-tion Den-ver

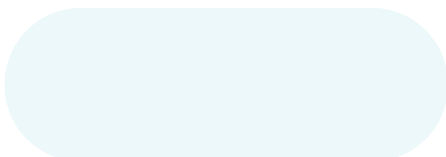


1 2 Rest 4 &
Five Points SHH! Ri-No



1 & 2 3 & 4
San-ta Fe San-ta Fe

Create Your Own Rhythm





Lesson 3

Create

Grades 3rd - 5th

Summary:

Our journey concludes with creation. Students will explore the new neighborhoods and put them together to create a class city. Have fun with naming your new city, creating neighborhood or city songs and understanding how important individual neighborhoods are to the culture of a city.

Essential Question:

Why is it important to have similarities and differences in each neighborhood and city?

Learning Standards:

- Students can communicate similarities and differences in music.
- Students can create at least 16 measures of music.
- Students can demonstrate how working collaboratively can enhance the artistic process.
- Students can connect the meaning of personal works of art to historical, cultural and community aspects.

Materials Needed:

- Blank staff paper
- Scissors/glue (if doing dice game)
- Projector/computer/speaker

Repertoire Selection:

- The Planets: Jupiter - Gustav Holst
- Symphony No. 5 - Beethoven
- Starburst - Jessie Montgomery

Inter-Department Collaborations:

Visual Arts



Lesson 3

Listening Activity

Student Prompt:

Now that we have discovered how neighborhoods can be similar and different, let's discover the similarities and differences in some music we have already listened to.

Directions:

Listen to 3-4 minutes of Jupiter and Jessie Montgomery's Starburst and fill out the compare and contrast worksheet. Just like we discovered with the Denver neighborhoods as well as your new class city, each neighborhood can be similar or different. Music is the same way! Re-listen to Holst's Jupiter and Jessie Montgomery's Starburst and see if you can hear some similarities and differences between the two pieces and fill out the Listening Worksheet.

When listening to each piece, think about the following questions:

Does the music sound happy? Sad? Angry? Scared?

What color does it sound like?

Is there a story or picture you see when you hear the music?

Are there sounds that are similar? If so, write those words in the middle of the circle.

Activity Extension:

Compare and contrast other pieces of music in this Unit Plan or music of your choice.

Transition Question:

Think about the music you have listened to and how it has represented a neighborhood in some way. Now think about the neighborhood you have created.
What would your neighborhood song sound like?

Composition Activity

Directions:

In the same groups or individually, have students create a song or piece of music of at least 16 measures that represents the neighborhood they created. If the students want to write a song, have them try writing a poem to get them started.

You can choose to make this a game and use the rhythm dice or you can have the students create their own composition without the dice.

** You may also compose a piece as a class that represents the entire city! **

Guiding Questions:

Think about the neighborhood you created and what made it special.

Is your music happy, sad, calming, loud, quiet?

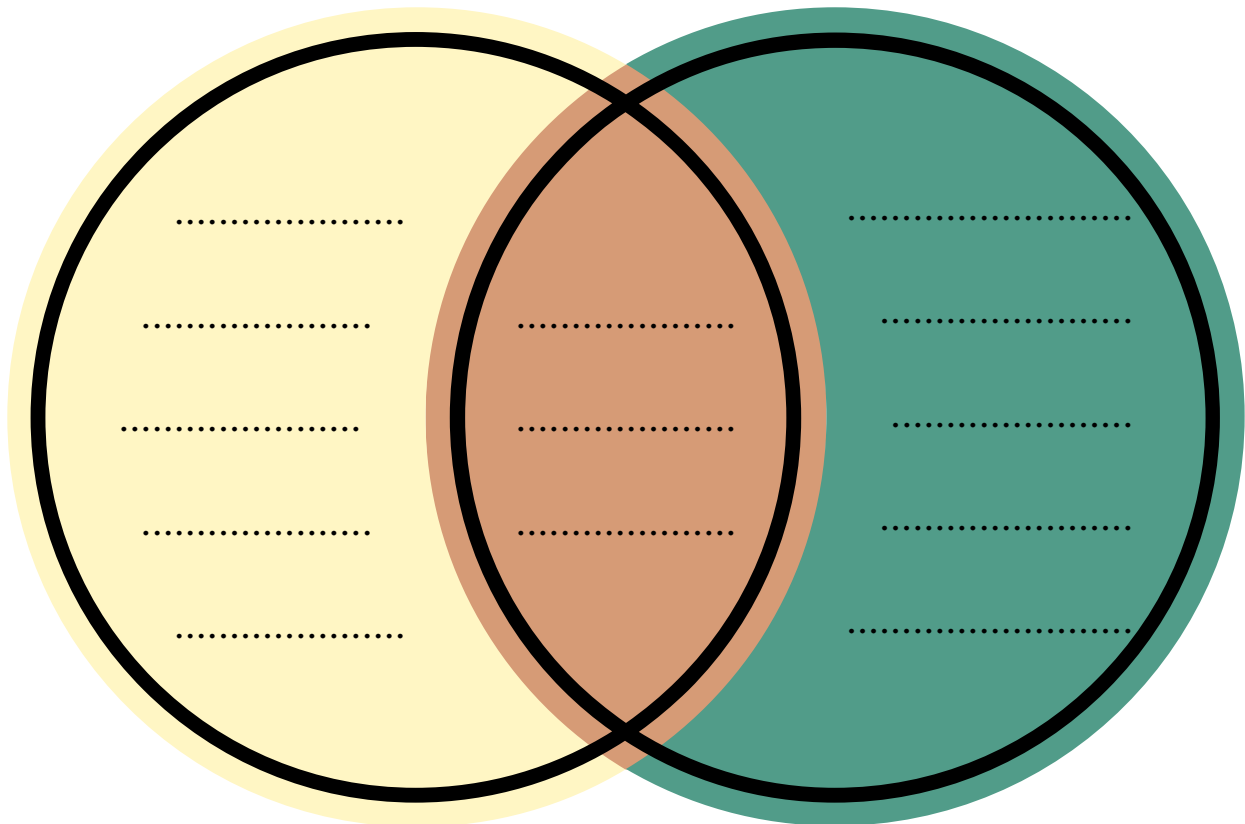
Is there a genre or type of music it sounds like?

Alternative Activity OR Visual Art Extension

Create a flag that represents your class city. You can work in groups or as individuals and vote on the one your class likes the best!

SOUND PERSPECTIVES

Complete the diagram while listening to Jupiter and Starburst.



Jupiter



Starburst



Both

Example Words

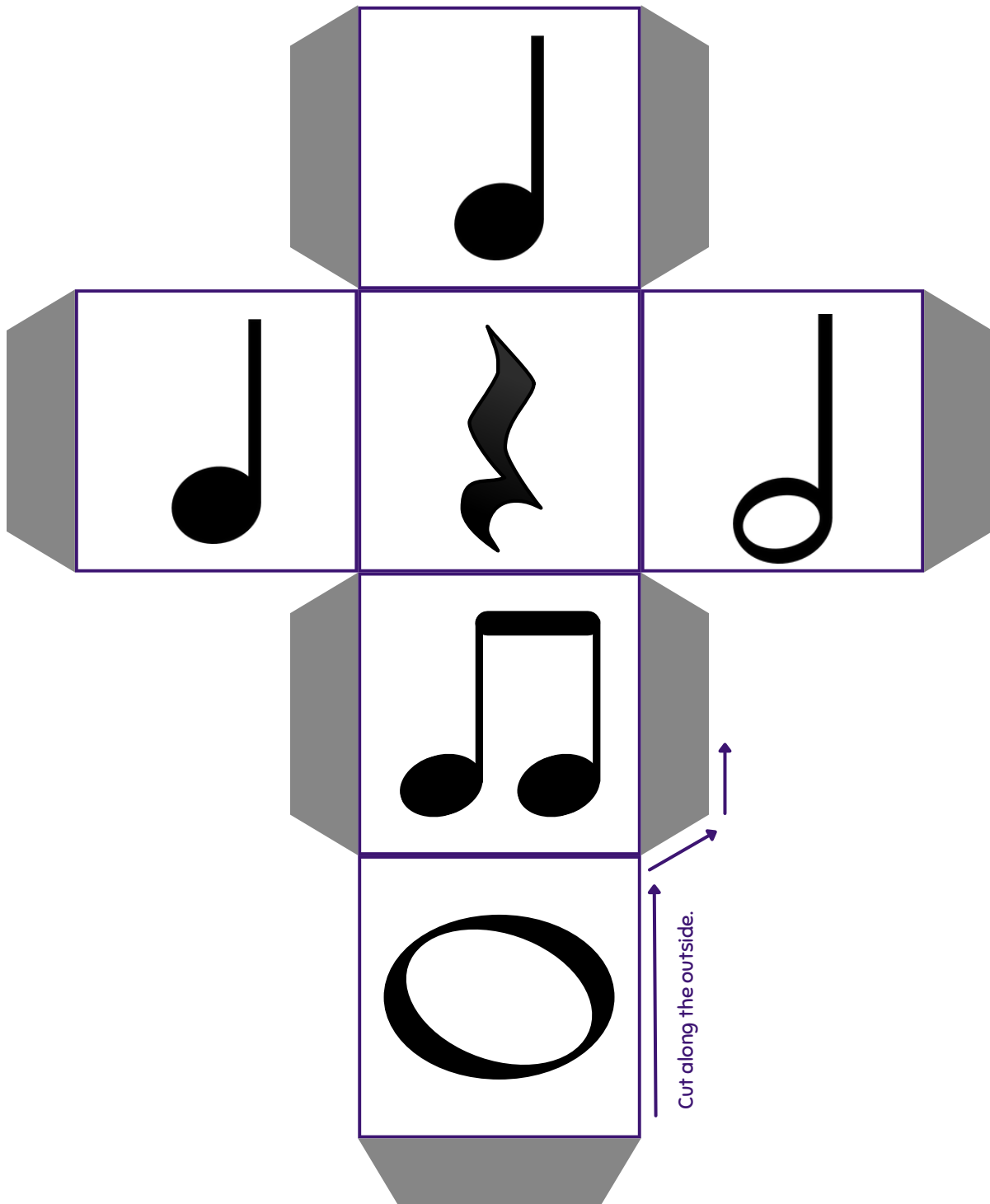
Happy - Sad - Angry - Silly

Fast - Very Fast - Slow - Medium Speed

Loud - Quiet - Pretty - Fun - Serious

RHYTHM DICE

Create your own music composition by cutting out and gluing the dice below. Then roll the dice and put that note anywhere on your music staff until you have finished your piece of music.





Count Basie

William James "Count" Basie was an American jazz pianist, organist, bandleader, and composer. He was born on August 21, 1904 in Red Bank, New Jersey.

His family always owned a piano and his parents paid twenty-five cents each week for him to learn to play. He quickly made a name for himself as a pianist after filling in on the piano for a local silent film theatre.

In 1935, Basie formed his own band called The Barons of Rhythm. During a live radio broadcast, the announcer wanted to give Basie a name that sounded a little better, thus the name "Count" which ended up helping his career and social status. Basie's own composition, One O'Clock Jump, became the band's signature piece to play.

Basie lead his band, renamed The Count Basie Orchestra, for 50 years and recorded over 480 albums. He died on April 26, 1984 in Hollywood, Florida.



Ludwig van Beethoven



Ludwig Van Beethoven was born in Bonn, Germany in December 1770. He began making money as an organist and composer by the time he was 12. He moved to Vienna in 1792 and began studying composition with Franz Joseph Haydn.

In his lifetime, Beethoven wrote 722 pieces of music including concertos, string quartets and symphonies. His Third Symphony was unlike any other symphony written before this time and changed music forever.

By the late 1790's, Beethoven began to lose his hearing and by 1819, he became completely deaf. However, despite his hearing loss, he continued to compose some of his greatest pieces including his Fifth through Ninth Symphonies.

Beethoven died in Vienna on March 26, 1827.



Resource Page

Gustav Holst

Gustav Holst was born in Cheltenham, England in 1874. He wanted to become a pianist but suffered from nueritis which caused his right arm "like a jelly overcharged with electricity". So at 12 years old he began playing the trombone.



Holst's lifelong friend was Ralph Vaughn Williams whom he met in 1895. The two were each other's music critics. Holst was well known for his teaching positions, his most famous post being at the St. Paul's Girls School. He opened a new music wing in 1913 and to commemorate this wrote his famous St. Paul Suite. Holst began composing The Planets in 1914 and finished the piece in 1916. Holst died at the age of 59 due to heart complications.

Chinelo



Chinelo Cary Tyler is the Co-Executive Director of Kaleidoscope, an organization designed & created for diverse spaces where communities support local organizers.

He is the former President of the International President of the Young People's and Children's Division of the black methodist church.

His love of music began in the church singing in the choir. He has developed that love of music into an initiative to help young artists.

In 2022, Tyler released a handful of singles and two EPs, "Born Again" and "Seasonal Depression," as well as a full-length album titled "Time Is Limited." He also holds a residency at Denver's Dazzle with Kerrie Joy, and named Westword's best hip hop artist of 2023.



Resource Page

Jessie Montgomery

American composer, chamber musician, and educator Jessie Montgomery was born on December 8, 1981 in New York City. She holds a bachelor's degree in violin performance from the Juilliard School, and completed a master's degree in Composition for Film and Multimedia at New York University.



She is the recipient of the Leonard Bernstein Award from the ASCAP Foundation and the Sphinx Medal of Excellence, and her works are performed frequently around the world. In 2024, Jessie Montgomery won the Grammy Award for Best Contemporary Classical Composition for her Rounds. She is the current Mead Composer-in-Residence of the Chicago Symphony Orchestra.



Wayne Watts

Wayne Watts stands as a dynamic force at the intersection of music, sports, and community empowerment. As a co-founder of the DCI Tour, he leads a pioneering initiative aimed at fostering collaboration and showcasing emerging talents across diverse creative communities. Wayne's visionary leadership has established a nationwide platform for artists to connect and collaborate together.

Beyond his contributions to the DCI Tour, Wayne previously served as the Director of Player Engagement for the Denver Nuggets, where he applied his expertise in program development and social impact initiatives. In this capacity, he played a pivotal role in nurturing holistic off-court development, fostering a culture of growth, and equipping players with resources and strategies for success beyond the game.

As an artist himself, Wayne is a master of crafting immersive performances that transcend mere music. His shows offer audiences a captivating journey that engages all the senses, leaving them wholly absorbed in the moment. Through a blend of storytelling and music, Wayne creates a multidimensional immersive experience that resonates powerfully and deeply with his audience.



References

For more detailed information about these composers, please go to the following:

- <https://thebasie.org/countbasiebio/>
- <https://www.valeriecoleman.com/>
- <https://www.jessiemontgomery.com/>
- <https://www.britannica.com/biography/Ludwig-van-Beethoven>
- https://en.wikipedia.org/wiki/Ludwig_van_Beethoven
- https://en.wikipedia.org/wiki/Gustav_Holst
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