

# Destination Denver Teacher Packet

Grades 6th - 8th



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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](mailto:musicurious@coloradosymphony.org)

Happy learning,

Breanna McCaughey, Dave Van Beveren and Lindsay Genadek

~ Community Education Department Staff



# Unit Plan

## Destination Denver

### Grades 6th - 8th

#### 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 society?

#### Learning Outcomes:

- 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 32 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 - 6th Grade

\*Standards listed are from CDE Core Curriculum Standards 6th Grade.

## Music Standards:

- Standard 2: Creation of Music
  - Compose, improvise, and arrange simple melodic and rhythmic phrases to convey intent.
- Standard 3: Theory of Music
  - Read, notate, and identify musical symbols by name or function for rhythm, pitch, articulation, and dynamics.
  - Aurally identify and differentiate elements of a piece of music.
- Standard 4: Aesthetic Valuation of Music
  - Identify and describe uses for music in different world cultures.
  - Identify how music has been used in different historical periods.

## Visual Arts Standards:

- Standard 1: Observe and Learn to Comprehend
  - Compare art from various historical, contemporary and cultural sources.
- Standard 2: Envision and Critique to Reflect
  - Interpret meaning and evaluate works of visual art and design recognizing diverse points of view.
  - Describe, analyze and interpret works of art using specific art vocabulary.
- Standard 3: Invent and Discover to Create
  - Plan the creation of a work of art utilizing feedback.
  - Explore various media, materials and techniques used to create works of visual art and design.
- Standard 4: Relate and Connect to Transfer
  - Infer from works of visual art and design, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place and times.
  - Investigate how art addresses contemporary issues and community and societal concerns.

## Social Studies Standards:

- Standard 1: History
  - The historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another.
- Standard 2: Geography
  - Regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.
- Standard 4: Civics
  - Analyze the relationships of different nations in the Western Hemisphere.

## Reading, Writing and Communicating:

- Standard 1: Oral Expression and Listening
  - Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
  - Develop, organize, and present ideas and opinions effectively.
- Standard 2: Writing and Composition
  - Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.



# State Standards - 7th Grade

\*Standards listed are from CDE Core Curriculum Standards - 7th Grade.

## Music Standards:

- Standard 2: Creation of Music
  - Compose, improvise, and arrange melodic and rhythmic phrases and variations to convey intent.
- Standard 3: Theory of Music
  - Read, notate, and identify musical symbols by name or function for rhythm, pitch, articulation, and dynamics.
  - Aurally identify and differentiate characteristics of musical styles/genres.
- Standard 4: Response to Music
  - Evaluate, through compare and contrast, two or more musical performances or compositions using prescribed criteria.
  - Identify and describe the ways in which music is consumed in society.
  - Identify and describe the ways in which music is consumed in society.
  - Identify and describe the ways in which music is used as historical record.

## Visual Arts Standards:

- Standard 1: Observe and Learn to Comprehend
  - Recognize and interpret works of art through the lens of time, place and culture.
- Standard 2: Envision and Critique to Reflect
  - Determine meaning from works of art and design using visual literacy skills such as interpretation, negotiation, appreciation and selection.
- Standard 3: Invent and Discover to Create
  - Plan, anticipate outcomes and use feedback to grow as an artist.
  - Demonstrate technical skills and processes to achieve desired results.
- Standard 4: Relate and Connect to Transfer
  - Investigate how artists, designers and scholars narrate their social context.
  - Identify where the visual arts and artistic thinking are present in the real world.
  - Communicate messages about societal problems through the creative process.

## Reading, Writing and Communicating:

- Standard 1: Oral Expression and Listening
  - Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.



# State Standards - 8th Grade

\*Standards listed are from CDE Core Curriculum Standards 8th Grade.

## Music Standards:

- **Standard 2: Creation of Music**
  - Compose, improvise, and arrange increasingly complex melodic and rhythmic phrases with variations to convey intent.
- **Standard 3: Theory of Music**
  - Aurally identify and differentiate characteristics and expressive elements of different musical styles/genres.
- **Standard 4: Aesthetic Valuation of Music**
  - Identify and describe ways in which music is selected for use in society.
  - Identify and describe musical characteristics and performance styles of different world cultures.
  - Compare and contrast uses for music in historical events.

## Visual Arts Standards:

- **Standard 1: Observe and Learn to Comprehend**
  - Synthesize and evaluate how time, culture and artistic style relates to contemporary art concerns.
- **Standard 2: Envision and Critique to Reflect**
  - Analyze, interpret and make informed judgments about works of art using different points of view.
- **Standard 3: Invent and Discover to Create**
  - Employ feedback, planning and ideation processes to develop artistic voice.
  - Demonstrate technical proficiency and craftsmanship in the creative process.
- **Standard 4: Relate and Connect to Transfer**
  - Interpret the ways individual makers become agents that express the interdependent relationship between art, culture and social contexts.
  - Discern and articulate the impact arts, design and creativity have on a variety of lifelong endeavors.
  - Demonstrate an understanding that art can be a vehicle for social change.

## Social Studies Standards:

- **Standard 2: Geography**
  - Use geographic tools to research and analyze patterns in human and physical systems in the United States.

## Reading, Writing and Communicating:

- **Standard 1: Oral Expression and Listening**
  - Engage in effective collaborative discussions and analyze information presented.





# Lesson 1

## Discovery

Grades 6th - 8th

### 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 take a look at your own neighborhoods.

### Essential Question:

What is the importance of different neighborhoods and how can they inspire art and music?

### Learning Outcomes:

- 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.
- Students can identify and describe ways in which music is selected for use in society.
- Students can aurally identify and differentiate characteristics of musical styles/genres.

### Materials Needed:

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

### Repertoire Selection:

- The Planets: Jupiter - Gustav Holst
- 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 have students think about the neighborhood they live in and answer the questions on the worksheet.

### Student Prompting Questions:

Think about the neighborhood you live in.

What does it look like? What types of buildings does it have?

What kind of businesses does it 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

The first time people lived in the Denver area was the summer of 1858 during the Pikes Peak Gold Rush when gold prospectors traveled from Kansas in search of gold.

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 instruments you hear when listening?

1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

What is the mood of the music? \_\_\_\_\_

Does the tempo change? If yes, how?

\_\_\_\_\_

What kind of dynamics do you hear?

\_\_\_\_\_

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

Think about the neighborhood you live in and answer the following questions.

Does your neighborhood have a name? \_\_\_\_\_

Is your neighborhood big or small?

\_\_\_\_\_

What city is your neighborhood in?

\_\_\_\_\_

What makes your neighborhood special? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name four foods your neighborhood has:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What kind of music do you hear in your neighborhood?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What sports do you see in your neighborhood?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do the people look like in your neighborhood? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What do you wish you could change in your neighborhood?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the best part about living in your neighborhood?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Lesson 2

## Immerse

Grades 6th - 8th

### 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 by creating murals, practicing rhythms and dances.

### Essential Question:

How can art and music change a neighborhood?

### 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 interpret meaning and evaluate works of visual art and design recognizing diverse points of view.

### 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

## Visual Arts Activity

### Directions:

**Step 1:** Learn about RiNo and the Santa Fe Art District with the Quick Facts pages. Explore a few of the murals of RiNo using this [LINK](#) silently. Then, while listening to Jessie Montgomery's Starburst, re-look at the murals. Repeat the same steps while exploring the art of the Santa Fe Art District using the images from this simple Google search [LINK](#). Repeat the same images while listening to Son de la Negra.

### Class Discussion:

Did adding music help you understand the art better?  
How did it affect the way you looked at the art?

**Step 2:** Working individually, have students choose one mural from the one of the neighborhoods they found most interesting and have them fill out the Mural Analysis Worksheet.

**Step 3:** Working individually or in groups, have students create a mural that could go on one of their neighborhood's buildings.

### Student Prompting Questions:

Do you have a theme in mind?  
Are each of your ideas represented? (Only if working in groups)  
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 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 writing music

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

Finally, have the students create their own rhythm and do a call and response around the classroom for each rhythm.

### Bonus Activity:

One of the dances in the 1920's was called The Charleston and was most likely seen in Five Points during that time. Learn to dance the Charleston with this simple video tutorial and try dancing to Count Basie's One O'Clock Jump once you get the hang of it. Watch the video [HERE](#)

**\*\* Have students create their own dance to represent their neighborhood.**





# 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](#)

## Mural Analysis

Select a mural from the RiNo or Santa Fe Art District and answer the following questions.

### Artwork

Title:

Artist:

Year Made:

### Describe

Describe what you see in the artwork.

### Examine

What elements of art do you see?

What principles of design do you see?

### Interpret

What is this artwork about?

What song would you pair with this artwork?

### Critique

What do you like about the artwork?

What do you dislike about the artwork?

## Lesson 2

# Active Listening



Listen to Ludwig van Beethoven's Symphony No. 5.

Write down three instruments you hear when listening?

1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

What is the mood of the music? \_\_\_\_\_

Does the tempo change? If yes, how?

\_\_\_\_\_

What kind of dynamics do you hear?

\_\_\_\_\_

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

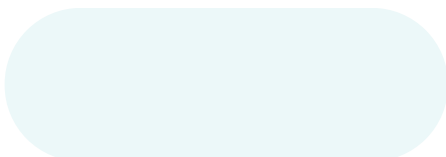


1      2      Rest    4 &  
Five   Points   SHH!   Ri-No



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

Create Your Own Rhythm





# Lesson 3

## Create

Grades 6th - 8th

### 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 Outcomes:

- Students can communicate similarities and differences in music.
- Students can create at least 32 measures of music using correct rhythms, key signatures, and time signatures
- 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.
- Students can aurally identify and differentiate characteristics of musical styles/genres.

### 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.

### Student Prompting 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 music you are playing in class.

### 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 live in.

What would your neighborhood song sound like?

## Composition Activity

### Directions:

Working in groups or individually, have students create a song or piece of music of at least 32 measures that represents their neighborhood. 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.

### 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?

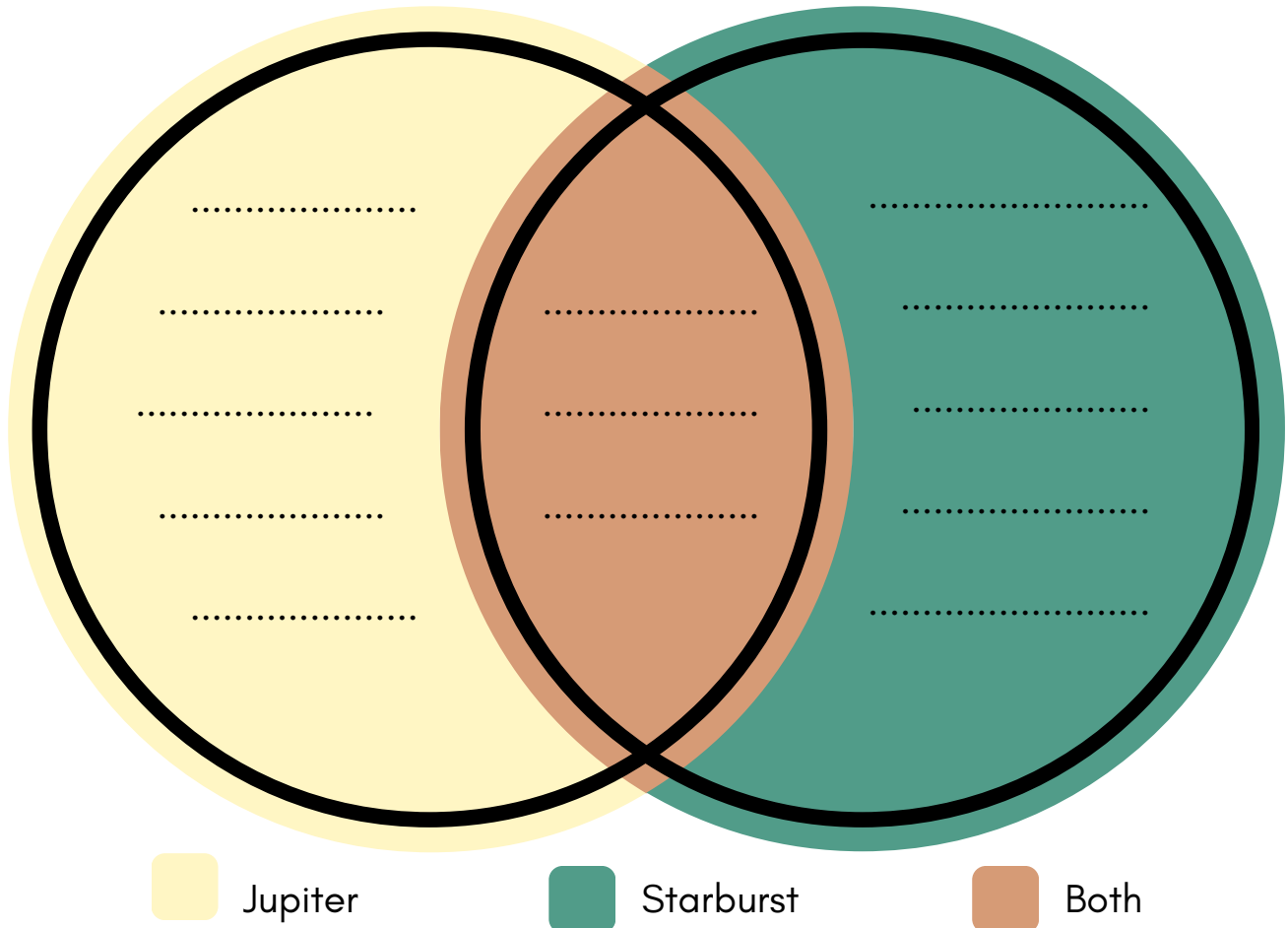
### Alternative Activity OR Bonus Activity

Have students create a playlist for their neighborhood featuring 4-5 different genres of music.

## Lesson 3

# SOUND PERSPECTIVES

Complete the diagram using descriptive words, colors or feelings while listening to Jupiter and Starburst.



What time period do you think Starbust was written? \_\_\_\_\_

What time period do you think Jupiter was written? \_\_\_\_\_

What piece do you like the most and why?

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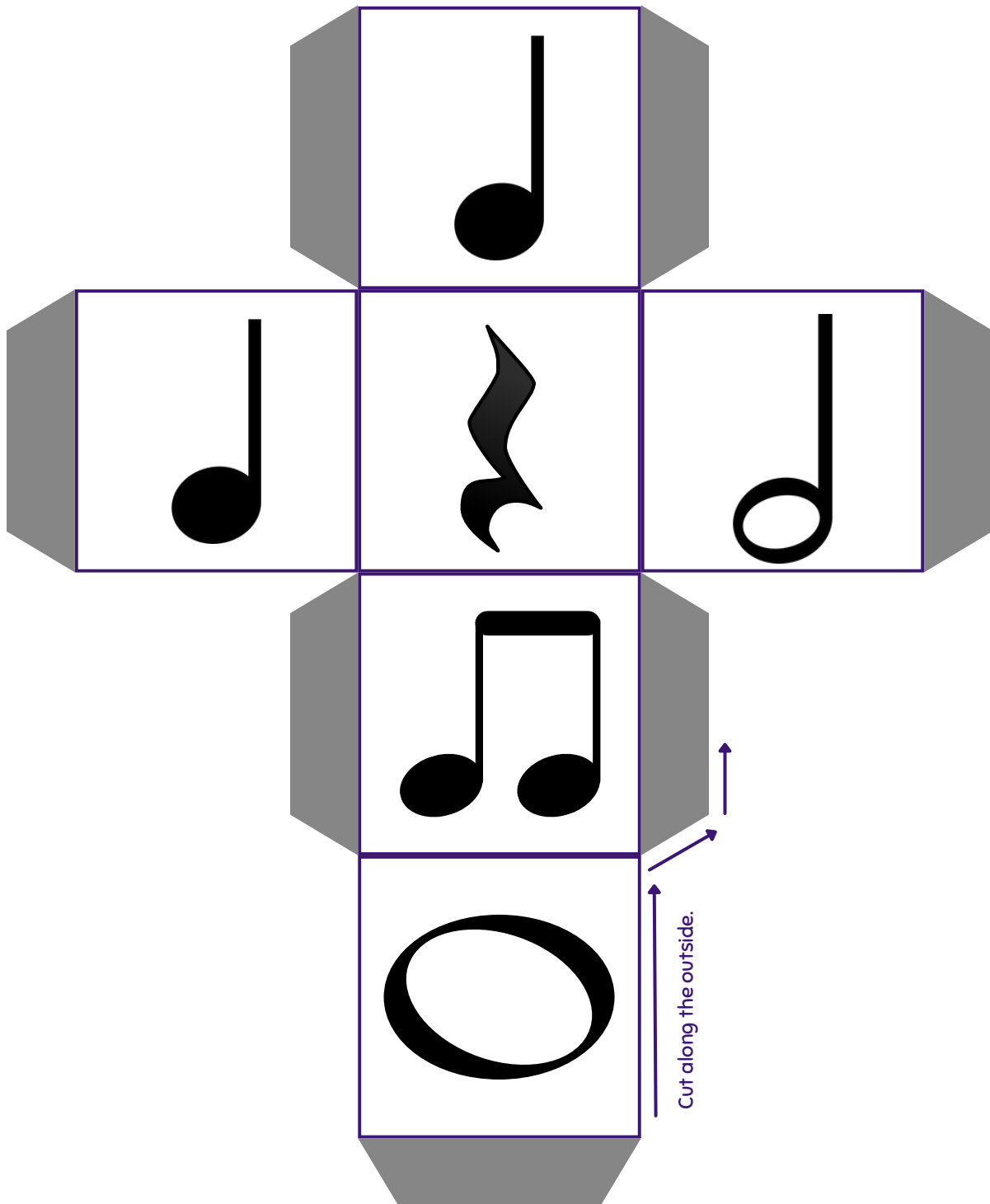
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# RHYTHM DICE

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.



\_\_\_\_\_

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## 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.



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## 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.

## 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/>
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- [https://en.wikipedia.org/wiki/Gustav\\_Holst](https://en.wikipedia.org/wiki/Gustav_Holst)
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### Denver Neighborhoods

- <https://www.denver.org/neighborhoods/>
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