



Destination Denver Teacher Packet

Grades 3rd - 5th



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](#)



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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



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Discovery

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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 map of a town. The map is divided into several sections by a network of roads. In the top left, there is a yellow building with a blue roof and a sign that says "MUSEUM". Below it, a blue car is driving on a road. To the right of the museum is a green building with a sign that says "SCHOOL". Above the school, a group of children is playing on a rooftop. A yellow school bus is driving on a road that runs horizontally across the middle of the map. To the right of the school is a large blue pond with a yellow border. On the pond, a group of people is sitting on a bench. To the right of the pond are three small houses with different colored roofs (red, blue, and yellow). Below the pond is a large orange building with a sign that says "CITY HALL". To the left of the city hall is a red building with a sign that says "FIRE STATION" and a fire truck. To the left of the fire station is a green building with a sign that says "CITY HALL". Below the city hall is a large orange building with a sign that says "HOSPITAL" and a red cross. To the left of the hospital is a green building with a sign that says "CITY HALL". Below the hospital is a red car. To the right of the hospital is a large red building with a sign that says "RESTAURANT" and a red awning. To the left of the restaurant is a yellow building with a sign that says "CITY HALL". Below the restaurant is a large red building with a sign that says "GROCERY" and a green sign. To the left of the grocery store is a red car. In the bottom left corner, there is a green building with a sign that says "CAFE" and a sign that says "CITY HALL". To the left of the cafe is a green building with a sign that says "CITY HALL". Below the cafe is a green building with a sign that says "CITY HALL". In the bottom right corner, there is a green building with a sign that says "CITY HALL". The map is decorated with many green trees and bushes.

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?

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