



**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

## **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

## **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

## 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



## 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





### **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**

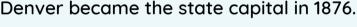
### Denver

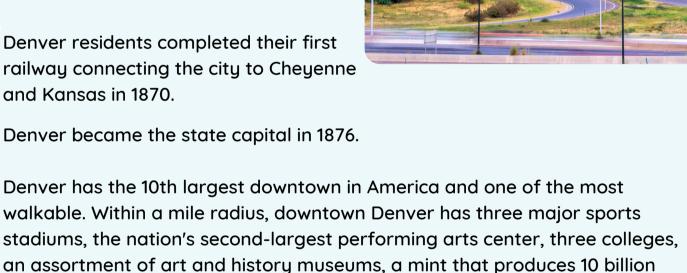
The first time people lived in the Denver area was the summer of 1858 during the Pikes Peak Gold Rush when gold prospectors traveled from Kansas in search of gold.

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

coins a year, a downtown theme and water park, and an aquarium.





# **Active Listening**

	Listen to Gustav Holst's Jupiter from The Planets.				
Write do	own three word	ls you thought of wh	ile listening to the music.		
0_		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?					





# 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



# 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 n	ew neighborhood?	
How many people live in yo	ur neighborhood?	<u> </u>
What makes your neighbo	orhood special? —————	
Name four foods your neighborhood has:	What kind of music would	What sports would you
neighborhood has.	you hear in your neighborhood?	see in your neighborhood?
What do the people look li	ke in your neighborhood?	
	TOP! This section is for Lesso	
Name two class neighborhoo similar to yours:		class neighborhoods that are lifferent than yours:

## **Extension Activity**



#### **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?

