

## Destination Denver Lesson 3

Grades 3rd - 5th



# 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 measure 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?

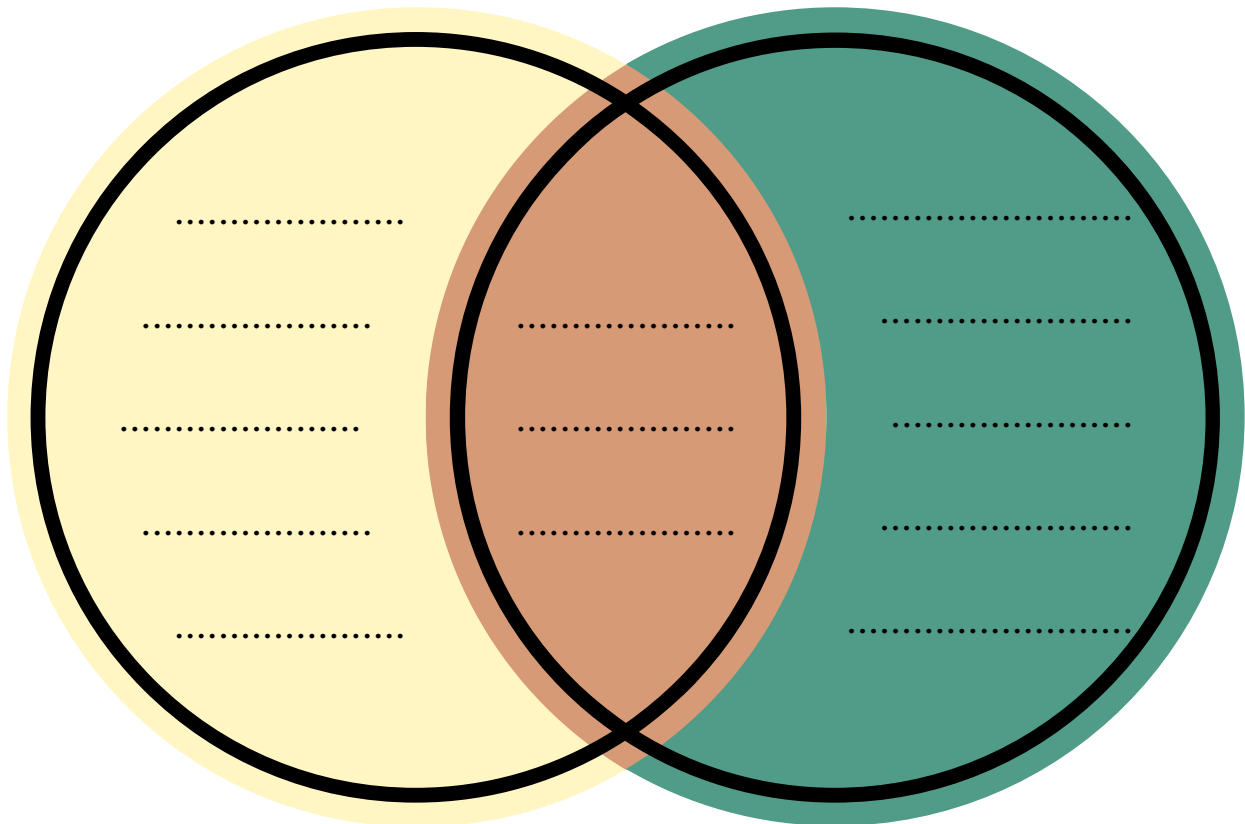
Is there a genre or type of music it sounds like?

### 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

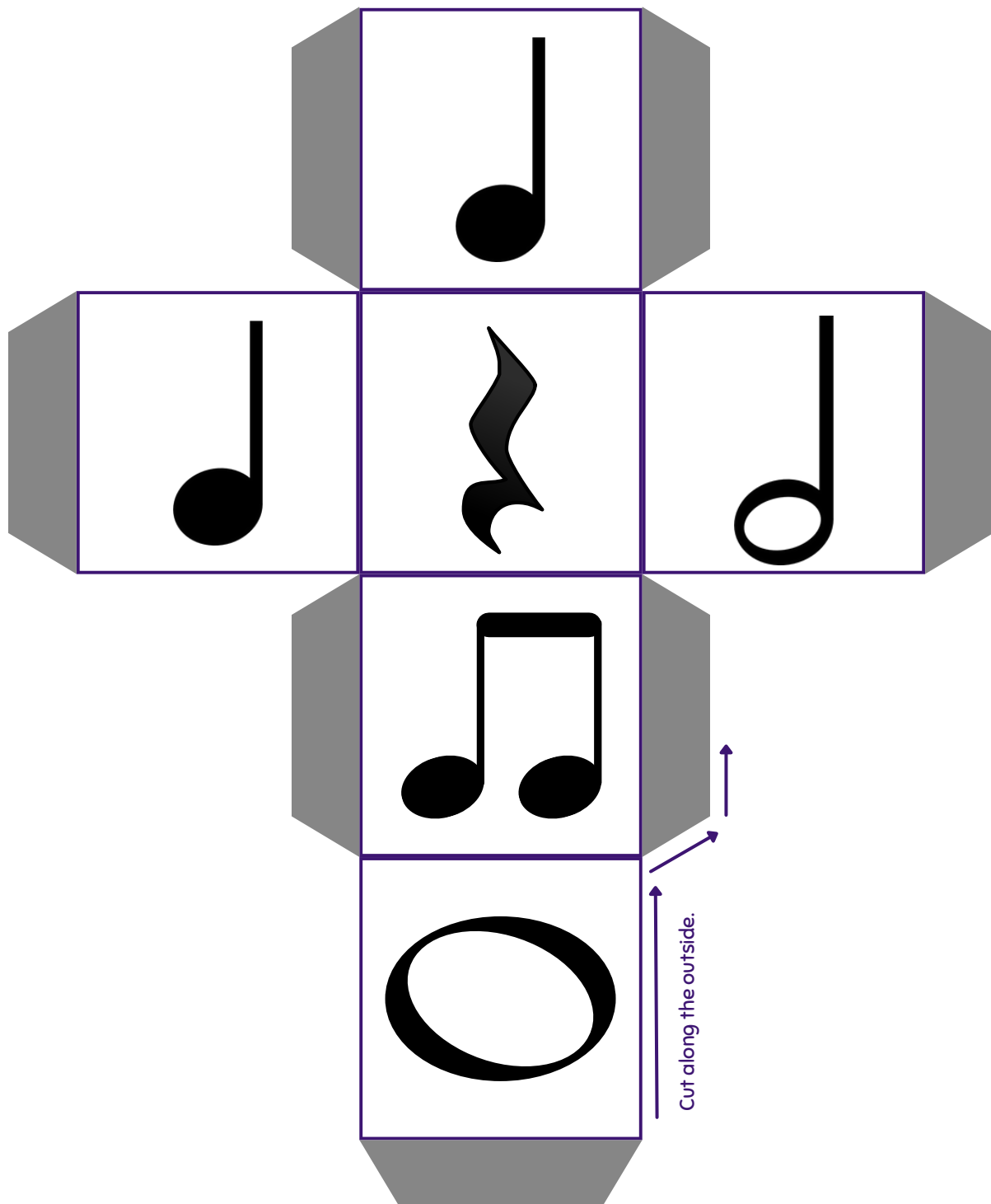
Happy - Sad - Angry - Silly

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.



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