GRADES 3–6

BONUS LESSON #7: CREATIVE WRITING PROMPTS FOR “JUPITER” FROM THE PLANETS BY GUSTAV HOLST

STANDARDS

• National Core Music Standard – Artistic Process #1: Creating
• National Core Music Standard – Artistic Process #3: Responding
• National Core Music Standard – Artistic Process #4: Connecting

Ohio 2012 Standards: (Progress Points)

C. Create music in simple forms to be performed with dance, drama, or in response to a work of visual art.
D. Individually and collaboratively select ideas and a media form of the day to create (express) pieces.
E. Use digital technology to listen to and study music recognizing instruments, [voices, ensembles] and musical forms.
F. Form and express opinions about music they hear in [formal and] informal [live and] recorded performances.

CRITICAL THINKING SKILLS (MEASURABLE VERBS, BLOOM’S TAXONOMY)
Create; imagine; express or convey (an idea)

CURRICULAR CONNECTIONS (LANGUAGE ARTS – CHOOSE TO FIT GRADE LEVEL)
Vocabulary for Word Wall:
(with Optional Recording, Tomita) electronic music; synthesizer; sequencer
Non-music Vocabulary: “retro;” vintage; resort; convey; express; tangent
CONCEPTUAL LEARNING — MUSICAL UNDERSTANDING

• Music can be composed to describe an event or characteristic. In doing so, a composer can combine various expressive qualities of music to convey a specific idea.

• When listening to music, each person can apply or imagine a unique storyline related to the composer's intent (on a tangent). In this case, the composer thought the planet Jupiter had a jolly or joyous, happy, or fun effect in the universe (in terms of astrology or Roman myths).

STUDENT LEARNING OBJECTIVES/OUTCOMES: (“STUDENTS WILL…” &/OR “I CAN…”)

I can respond to a creative writing prompt that is connected to music by Holst, regarding the jolly nature of the planet Jupiter. (I can respond in writing or in speaking.)

MATERIALS:

• Recording of “Jupiter” from The Planets by Gustav Holst
• Optional: recording of Isao Tomita, synthesizer, “Jupiter” from The Planets by Gustav Holst (can be found on iTunes or Amazon)
• Computer visuals:
  Visual, Image of Planet Jupiter
  Visual, Photo of Gustav Holst
  Visual, Creative Writing Prompt
• Group Processing Exit Slip
• Word Wall

SEQUENCE:

1. Review where the planet Jupiter is in the solar system, in relation to Earth. Display the Visual, Image of Planet Jupiter.

2. Pre-Assessment*: See what the class already remembers about Jupiter and about the composer of music called “Jupiter, the Bringer of Jollity,” part of a larger musical work called The Planets. See if they remember the name of its composer, Gustav Holst, from England. Display the Visual, Photo of Gustav Holst.

3. Writing Focus: Share that the students will get to do some creative writing, inspired by the music and its idea of the planet Jupiter as bringing (or being) a joyous effect on (or influence to) us on Earth. “We will take this idea a different direction for purposes of some creative writing, that Jupiter might be imagined to be a happy planet to be on or to visit for a vacation.”
Speaking Focus, Alternative Step: Share that the entire class will get to gradually build on to one another’s contribution to a creative storyline that fits the music of “Jupiter, The Bringer of Jollity.” Facilitate that one person will start the story, and each one in succession will build on that story by speaking and making up their segment of the one large “class story.”

4. Display the Visual, Creative Writing Prompt. Have the class get materials ready for writing/speaking before starting the recording, as “background music to inspire their writing (or speaking).”

5. When students are settled, ready, and quiet, start the recording of “Jupiter.” In addition to the standard orchestra version, students can also listen to the ‘retro’ synthesizer version of “Jupiter, The Bringer of Jollity” electronically performed by Isao Tomita. (available on Amazon or iTunes?) It can be played several times in succession as students write their stories, whether in hard copy or on laptops/iPads.

6. Writing Focus: Ask who would like to share their story by reading it to the class; share stories.

Speaking Focus: Ask students to summarize the story we came up with together, as a class.

CLOSURE/QUESTIONS:

1. Review the Academic Vocabulary for this lesson and check for the ability to have discourse (conversation) with these words. Add the words to the Word Wall(s). “What words have been added to our Word Wall today? What does each word mean, and how do we use it to describe music?” Share answers, and elaborate on the language function and academic language of each word in relation to music and other connections.

2. “Why do you think so many people like this piece of music? What do you like about it?” (share answers)

3. Refer to the Conceptual Learning, Objectives, and Standards listed at the beginning of the lesson plan and guide the class in understanding and application for the following “I can” statements:
   “I can use the idea behind a piece of programmatic music as a ‘launch point’ for creative writing in response to a writing prompt.”
   “I can create a storyline.”
ASSESSMENT/EVALUATION:

Formative and Pre-Assessment: See Step #2 of Sequence.
Stretch/Gifted – Summative Assessment: (Grades 5-6)

EXTENSIONS, CONNECTIONS, AND FOLLOW-UP LESSONS:

• Music: Listen to another movement of Holst's *The Planets* (available from iTunes).

• Science: Learn more about the planet Mars; learn more about the solar system.

• Astrology: Share with students that during the time the composer Gustav Holst composed this music, there was a rise of interest in astrology. One of the leading astrologist authors of Holst's day thought that Mars was a warlike, red planet and that it had this influence in the universe, which can affect astrology. During Holst's life, like today, the planets were thought to have effects upon what was “in the stars” for you – similar to what a horoscope is based upon today.

• Movie Music: Connect this piece with another symphonic music about space such as movie theme music by the famous living composer John Williams: Listen to music soundtrack excerpts from *Star Wars, Return of the Jedi, E.T.*, or others.

• Music History: Learn more about Holst's life by sharing Holst's biography from the Classics for Kids website.

• Music: Connect this piece of music and lesson with Classics for Kids lesson plans for other programmatic music (music that was written to depict a specific thing).

• “Spring” from *The Four Seasons*, by Antonio Vivaldi;
• “Viennese Musical Clock” from Háry Janos Suite by Kodály
• “The Happy Farmer” by Schumann
• “Troika” by Prokofiev
• “Flight of the Bumblebee” by Rimsky-Korsakov

PROJECT-BASED COOPERATIVE LEARNING ACTIVITY:

Have small groups of students create a video of “Things that make us happy” with “Jupiter” as the soundtrack. Watch Pharell’s “Happy” video online. Give the small groups a week or more to produce their videos. Have the groups watch their each others’ videos and give feedback to each group in terms of what they really liked about it. Each group self-evaluates their video project and fills out Group Processing Exit Slip (self- and class- evaluation form) on how they (or how they felt the class) performed — to what extent they correctly showing the steady beat and the form of the music (changing movements to fit the new tempo at the right time, etc.). Engage classes with discussion about the video they created for this musical work.