



Introduction to Music Unit for grades K-6

“Jupiter” FROM *THE PLANETS* by GUSTAV HOLST

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TABLE OF CONTENTS: THE LESSON PLANS:

The lessons for Holst’s “Jupiter” from *The Planets* for grades K–6 are:

LESSON #1 GRADES K-6 TAPPING TO THE BEAT AND TEMPO

LESSON #2 GRADES K-6 JUMPING JUPITER! EXPRESSIVE QUALITIES

LESSON #3A GRADES K-5 A NATIONAL HYMN

LESSON #3B GRADES K-2 FEELING THE PATTERNS OF 2 AND 3

LESSON #3C GRADES 3-5 CONDUCTING THE PATTERNS OF 2 AND 3

LESSON #4 GRADES 3-6 SING, PLAY, ACCOMPANY, OR CONDUCT

LESSON #5 GRADES 5-6 CLASS ART OR VIDEO PROJECT

LESSON #6 GRADES 5-6 BONUS LESSON: “MARS, THE BRINGER OF WAR”

LESSON #7 GRADES 3-6 BONUS LESSON: CREATIVE WRITING PROMPTS

The length of the Classics for Kids recording of “Jupiter” from *The Planets* by Gustav Holst is 7:47 (7 minutes and 47 seconds)



UNIT LENGTH

There are 9 lessons in this unit for grades K-6. Lesson plans are designed for class periods of approximately 35 minutes for K-2 and 45 minutes for 3-6, although some lessons could comprise several class periods if done completely. Teachers should adapt the lesson plans to fit their school resources, instructional time, and the developmental or individual needs of their students.

LESSON USE

These 9 lessons are designed for general music teachers to use, however, there are some lessons or segment of lessons that can easily be used by classroom teachers or homeschool teachers with limited music background.

LESSON PLAN DESIGN AND FORMAT

Each lesson plan has been designed specifically for the grade K-6 age group, with some lesson plans for specific grades within K-6. Music teachers will need to adapt portions of each plan. All of the general types of activities in the plans have been “teacher-tested” (or are in the process of being used) and are detailed and easy-to-follow, set up in a format similar to many music series textbooks – similar to a “recipe.” Step-by-step, sequenced guidelines are given under the “Sequence” portion of each lesson. Bear in mind that some external website resources may change periodically. Always seek permissions for viewing suggested online videos in accordance with your school’s guidelines.

STUDENT LEARNING: MUSICAL CONCEPTS, SKILLS, AND ATTITUDES

Musical Conceptual Learning (Understandings) and Objectives/Outcomes (that is, Student Learning Objectives or Learning Targets) are indicated on each lesson. Over the 9 lessons, all 6 Concept Areas of Rhythm (Tempo, Meter, and Patterns), Melody, Form, Harmony/Texture, Expression, and Tone Color/Timbre are incorporated. Musical Skills developed over the 9 lessons are Singing, Moving, Listening, Performing, Evaluating, Creating, and Relating music to other subject areas such as history and literature. Music Attitudes and Opinions are developed.

STANDARDS

The National Core Arts Standards for Music are indicated for each lesson. The 9 lessons combined address all 4 of the Artistic Processes (Creating; Performing; Responding; Connecting). [There are more detailed grade-level standards for the Artistic Processes that music teachers can reference on the website of the National Association for Music Education, or NAFME]



The Ohio 2012 Standards for Music (Progress Points) are indicated on each lesson also. The 9 lessons combined address all 6 Progress Points from the 2012 Ohio Standards.

- A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music.
- B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures.
- 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 musical 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.

Music teachers in other states can easily match their state standards to those in this Unit.

CRITICAL THINKING

The lessons provide observable, measurable verbs from Bloom's Taxonomy of thinking skills. Teachers can assess these skills in any age-appropriate and practical way to suit their needs, making them more rubric-based or observation-based. There are also formative and summative assessment suggestions at the end of each lesson.

VOCABULARY

The Vocabulary (Academic Language) is listed for each lesson, musical and non-musical. It is recommended that the music teacher utilize a Word Wall for music vocabulary as one means of application. WETA's Reading Rockets provides an excellent explanation of a Word Wall and its effective usage. There are also opportunities for Discourse (being able to converse, using the Vocabulary, and to share opinions).



PRIOR KNOWLEDGE AND EXPERIENCE

In many school music classrooms, students will have experienced playing instruments, reading iconic or symbolic notation, etc. – but perhaps primarily with folk song arrangements, and not usually in conjunction with some repertoire from classical music. Many music teachers across the country already include guided listening experiences in their curricula and many are able to take their students to see a symphony orchestra at some point. Other students do not have these opportunities for a variety of reasons.

Although no specific prior music knowledge on the part of the student is a necessity for these lesson plans, it is certainly helpful for students to have had prior experience moving to different kinds of music with gross and fine motor skills, listening to and moving to recorded music, following icons or pictures of sound, reading rhythm and melody, playing instruments, and singing. Some prior positive experiences with classical music played by an orchestra would be helpful, too, but teachers should keep in mind that not all students will have had opportunities for much in the way of prior life experiences with classical music.

DIFFERENTIATION

Within lesson plans that are for a span of grade levels, there are guidelines for Differentiation with regard to grade level. There are also Gifted or “Stretch” suggestions in some lessons.

MATERIALS AND EQUIPMENT

Each lesson indicates the required materials and equipment. Whenever playing a recording, it is important to have a high-quality sound system and use a high-quality recording. The “Hear the Music” link on the Classics for Kids website, or on the Classics for Kids CD, but your playback equipment is equally important. The playback system should be better than that from a typical computer’s speakers. Special Note: Any indications for the recording time (minutes:seconds) are based upon the Classics for Kids recording. Using a different recording of “Jupiter” will have different timestamps, depending upon each conductor’s interpretation.

HYPERLINKS AND SUPPLEMENTARY MATERIALS

The lesson plans include various custom tailored music teacher resources. By clicking on the highlighted, underlined, hyperlink at that point of the lesson plan, you can read the handout with [Adobe Acrobat Reader](#) and print it out for use in your classroom. You may wish to project the image from your computer, make a PowerPoint or SmartBoard slide, or make individual student copies of some visuals.



ASSESSMENT / EVALUATION

The assessments at the end of each lesson plan address the targeted student objectives and understandings listed at the beginning of the lesson to check their attainment. “I can...” or “I learned that music can...” statements are given in first person for each learner.

Strategies for Formative and Summative assessments are included, but kept relatively simple so that not only music teachers but also classroom teachers and homeschool teachers of various music training can easily use. Music specialists may want to develop more detailed rubrics to use for assessment.

Teachers may find it helpful to collect assessment data on individual students over longer periods of time, assessing perhaps 5–8 students during each class, or whatever is practical, to maximize instructional time for children and to, of course, be actively involved in their own learning. Teachers may also further develop the assessment strategies given to more include specific rubrics that fit their district music curricula or other guidelines.

EXTENSIONS, CONNECTIONS, AND FOLLOW UP LESSONS

Each lesson includes optional strategies for extending the lesson either that same day or on a separate day. Teachers may devise their own lesson extensions as they take advantage of the “teachable moments” that occur in their classrooms!