



Submitted By:

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School/Grade Level: 4th/5th Grade

Big Idea/Title of Lesson: Organizing Thoughts for Compare & Contrast Writing/ Holst's *The Planets*

Date: Fall 2016 **Duration:** approx. 2 periods/50 minutes

Objective: The students will be able to identify and carefully choose appropriate descriptive words to explain differences and similarities between two pieces of music, "Mars" and "Venus", from Holst's *The Planets*. Students will also be able to find similarities between the two different pieces using organizational tools and write a paragraph explaining how two seemingly different pieces of music contain linking elements.

Common Core/State Standards Being Addressed (only one standard per curriculum item)

Standard for English Language Arts: 5.RL.9 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches in the point of view they represent.

Standard for Fine Arts – Music: MU.RE.8.5 – Demonstrate and describe expressive attributes and how they support creators'/ performers' expressive intent.

21st Century Skills Content: (double click on box to check all that apply)

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| <input checked="" type="checkbox"/> Creativity/Innovation | <input checked="" type="checkbox"/> Problem Solving | <input type="checkbox"/> Health/Wellness |
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Democracy | <input type="checkbox"/> International Perspectives |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Adaptability/Resiliency | <input type="checkbox"/> Ethics |
| <input checked="" type="checkbox"/> Collaboration/Teamwork | <input type="checkbox"/> Financial & Economic Literacy | <input checked="" type="checkbox"/> Social/Civic Responsibility |

Teacher's Role Before, During and After Lesson

Before: The classroom teacher should continue to build on an ever-growing list of descriptive vocabulary used when discussing literature and other texts.

During: The teacher will assist by participating in the discussions, classroom management, and assist the students while they participate in the listening activities. The teacher will make any connections to the curriculum throughout the lessons and assist in keeping the conversation sharp and relevant to his/her classroom.

After: The classroom teacher can continue reinforcing the lesson by encouraging using the descriptive vocabulary during the OMA lesson. She or he can also encourage students to organize thoughts with any sort of text they come across looking for hidden similarities or differences to eventually write about.

Materials:

Open desk for writing space

Pencils and paper/notebook

Promethean board

Speakers

A computer with internet access to bring up pictures of planets and listen to the music.

Orff instruments/Percussion Instruments

Vocabulary: *piano, forte/fortissimo, crescendo, accent, ostinato, theme, vivace*

Lesson Plan Design:**A. Anticipatory Set / Activation of Prior Knowledge:**

Viewing the Planets Mars and Venus

To begin this lesson and prime students for maximum imagery and descriptive potential once they hear the music, use the Promethean board to show images of the planet Mars. Do not say which planet it is you are showing. Rather, show them the image and ask students to think of feelings, moods, memories, or scientific descriptors to explain what they are seeing. Because the planet is red, a student will hopefully say it reminds him or her of war/blood/anger or some related word. Using these descriptors, lead into a discussion about the meaning of the title of this piece and introduce it as “Mars, the Bringer of War”. This promotes students thinking in the proper schemas so they can more thoughtfully describe the music they are about to hear.

B. Teaching the Lesson:

Students will pair together to discuss what they are going to expect in the music they are about to hear and write down their thoughts. After a minute or two of discussing, students will face the board and listen to “Mars”. Tell students to be active listeners and garner imagery during the performance. After students have listened to the piece, have them discuss with their partners about what did and did not happen in the music according to their expectations. Then have them listen a second time and explain that you want them to hear a *theme*, or something in the music that repeats many times. After the second listen, open a class discussion about the feelings, moods, memories, imagery and thematic ideas that students heard during their two listening opportunities. To enhance the conversation, begin a Venn diagram or split chart with the left side titled “Mars” and write down students’ comments or ideas.

Then, explain how the 5/4 theme of this piece drives the entire song forward and show them this rhythmic figure.



Teach students to speak this rhythm using rhythmic syllables (Trip-uh-let ta ta ti-ti ta) and get the class to speak it accurately. Then have students use whichever instruments you have available to play this rhythm. Do it multiple times and have students use their descriptive words to inform how they will play the rhythm (not too aggressively to harm the instruments!)

After the performance of this main theme, review the entire piece and the organized thoughts the class produced. P

Day 2

Repeat the entire process that you did for “Mars” with “Venus” (Bringer of Peace), including starting out by showing them images of the planet. Notice how students begin to use words that are more related to “calm” and “peaceful” just by looking at the image. Then, repeat the same process for listening to the music, focusing

on the differences (at first) they hear from “Mars”. Title the right side of the chart “Venus”.

Once you have a fully completed compare and contrast chart, ask students to discuss with their partners what is *similar* between the two pieces. Explain that the differences are apparent, but the difficult part is finding linking elements between these two seemingly opposite pieces. After the students discuss, go to the chart and circle/connect with a line the linking elements. Then, tell students to write a paragraph or two about how these two pieces are seemingly opposite but have similarities to them. If time allows, explain the meaning of *thesis* and how all of the activities done during these lessons contributed to organized thoughts and how that makes essay writing much smoother.

C. Closure / Concluding the Lesson:

Have students share how their perception of these planets has changed since completing this lesson and how their view of symphonic music has changed.

Methods for Facilitating Creative and Critical Thinking:

Students will need to access their analytical and listening skills to identify differences and similarities that they hear and see. They will also need to use critical thinking and problem solving skills to successfully arrange their descriptive words in an organized manner.

Strategies for Active Participation:

Large group performance
Small group performance
Brainstorming
Group play/discussion

Strategies for Reviewing, Assessing Understanding, and Reinforcing:

- Observe individual and group performances
- Analyze rhythmic patterns and translate from visual to verbal
- Re-create the rhythmic pattern for a familiar song
- Describe other pieces of music using rich vocabulary



Mars



Venus