

## THE PLANETS:

### Listening and Composition Lesson for Music Classrooms

**Student population: 5th grade beginning orchestra students**

#### **Part 1: Listening**

**Objective: Students will listen to Holst's *The Planets* and record what they hear and what the music reminds them of.**

#### **Plan:**

- Give each student a "Planets: Listening" chart. Play 30-60 seconds from each movement of *The Planets* and invite students to record a) what they hear and b) what it reminds them of.
- Have students discuss first with a partner or small group and then as a large group what they heard.

#### **Assessment:**

- Just for fun: quiz students by replaying the recordings out of order and see if they can identify each movement!

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#### **Part 2: Composition**

**Objective: Students will compose a new movement inspired by Holst's *The Planets*.**

#### **Plan:**

- Give each student (or pair of students) a "Planets: Composition" worksheet and go over the prompts.
- Each student (or pair of students) will choose:
  - Title
  - Time signature
  - Dynamic...and compose two measures of melody with pitches and rhythms they choose. They will then color a picture of what their planet looks like.
- Invite students to write a short story about their planet.
- Share out: students will share and/or perform their composition for the class.

**Assessment: *next page***

## Assessment Rubric

Level	Emerging	Approaches	Meets	Exceeds	Standard
<b>Novice</b>	Composed less than two measures of music, used few of the required musical elements, had multiple rhythmic inaccuracies.	Composed two measures of melodic and rhythmic ideas, but were missing some of the required musical elements or had rhythmic inaccuracies.	Composed two measures of melodic and rhythmic ideas with the required musical elements.	Composed two measures of melodic and rhythmic ideas with the required musical elements that reflect characteristics of the studied music.	<i>Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</i> <b>MU:Cr1.1.E.5a</b>
<b>Novice</b>	Identified expressive qualities in fewer than two movements and made no connections to their own composition.	Identified expressive qualities in multiple movements and made a connection to their own composition.	Identified expressive qualities in all movements and applied at least one to their own composition.	Identified multiple expressive qualities in all movements and then applied those elements in their own composition.	<i>Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</i> <b>MU:Pr4.3.E.5a</b>

### Aligned Standard

### Point in Lesson

<b>Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</b> <b>MU:Cr1.1.E.5a</b>	Students will compose melodic and rhythmic ideas relating to characteristics found in Holst's <i>The Planets</i>
<i>Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics.</i> <b>MU:Cr3.2.E.5a</b>	Students will share their final projects with their classmates
<b>Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</b> <b>MU:Pr4.3.E.5a</b>	Students will listen to selections from each movement of <i>The Planets</i> and identify expressive and musical qualities
<i>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.</i> <b>MU:Re8.1.E.5a</b>	Students will relate the title of each movement to what they hear, referring to which musical and expressive qualities they hear
<i>Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement, gestures, or other non-verbal means.</i> <b>MU:Cn10.1.E.5a-WI</b>	Students will utilize music vocabulary, elements and notation, and will present musical concepts through performing and presenting their composition
<i>Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.</i> <b>MU:Cn11.1.E.5b-WI</b>	Students will make connections between what they hear and what it reminds them of, <i>The Planets</i> and outer space, and a drawing they create of their planet.

# THE PLANETS: LISTENING

PLANET	I HEAR...	IT REMINDS ME OF...
Mars: Bringer of War  _____		
Venus: Bringer of Peace  _____		
Mercury: Winged Messenger  _____		
Jupiter: Bringer of Jollity  _____		
Saturn: Bringer of Old Age  _____		
Uranus: the Magician  _____		
Neptune: the Mystic  _____		

# THE PLANETS: COMPOSITION

Name: \_\_\_\_\_ House: \_\_\_\_\_

Gustav Holst composed “The Planets” in 1916. He wrote one song (or *movement*) for each planet: Mars, Venus, Mercury, Jupiter, Saturn, Uranus and Neptune. Now it’s your turn to finish what Holst started!

1. Name your planet:

2. Compose 2 measures:

- Draw your **clef**
- Choose a **time signature**
- You may use **quarter notes, half notes, and eighth notes** (you may also use **rests**)
- Choose at least one dynamic (**forte** or **piano**)
- Choose **one element you heard in the REAL “Planets”** and incorporate it into your **composition**
- You may also add **ONE** sound effect

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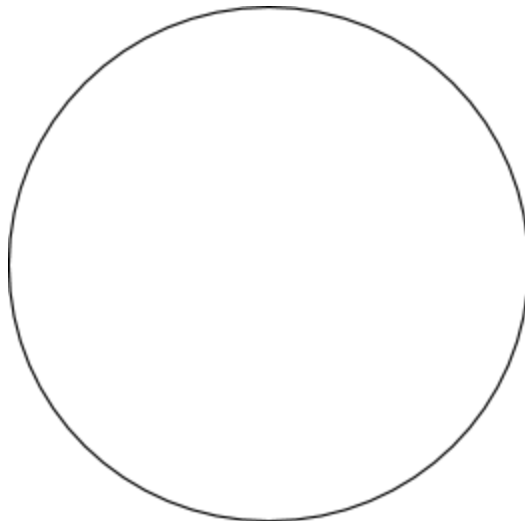
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3. Draw and color your planet!



4. On the back of this paper, write one paragraph **describing what your planet is like**.