

Elementary 1

Guitars: Can You Hear Me Now?

Dr. Sarah Gulish

Grade Level/Class

Lower Elementary Grades

50 Minute Music Class

Cross-Curricular: STEAM, Acoustics

Overall Theme

Instrument makers utilize responsive creativity to better serve musicians and ultimately influence the music they make.

Essential Questions

1. How does science connect with instrument manufacturing?
2. How do size, shape, and materials affect guitars?
3. How has the guitar been used as a vehicle of expression over time?

National Standards

Respond

MU:Re7.1.K.a - With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

Connect

MU:Cn11.1.K.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Student Learning Outcomes

By the end of this lesson, students will be able to:

1. Define the word "luthier."
2. Identify six different parts of the guitar.
3. Synthesize information on guitar engineering to make predictions about sound.
4. Collaborate to identify types of guitars and their characteristics: size, materials, and construction techniques.

Materials Needed

1. E1 Presentation
2. Blank paper
3. Writing Utensil
4. Timer (Video option included in E1 Presentation)

5. E1 Worksheet 1
6. E1 Worksheet 2
7. E1 Worksheet 2 Support

Procedures

Lesson Introduction (15 Min):

- Teacher (T) hands students a blank piece of paper and a writing utensil and explains that they will be drawing guitars from memory to start today's lesson. T sets a timer for five minutes and invites students to draw a guitar to the best of their ability.
- Students (S) sketch guitars.
- After the timer ends, T invites S to share their drawing with a friend and compare/contrast how their drawings relate.
- T explains that this lesson will be all about the guitar: how it is created, how it has changed over time, and why acoustic guitars have changed as musical styles and venues have developed.
- T provides S with a definition of luthier.
- T shows the video of the Martin Guitar Factory and the Linda Manzer workshop, highlighting behind-the-scenes work.
- T shows a guitar model on the slideshow and invites students to identify the different parts of the guitar's body, answering the question, *How does this part affect the sound?*
- T helps students identify and define the following parts of the guitar:
 - Head
 - Tuning Pegs
 - Frets
 - Neck
 - Body
 - Sound hole
 - Bridge
 - Strings
- T shares how throughout history instrument makers and musicians have worked together to create instruments as a vehicle of personal expression that can be heard in different surroundings.

Lesson Activity (25 Min):

- T sets up five stations around the room with five pictures of different guitars. T splits students up into groups of three or four and provides them with a scavenger hunt worksheet.
- S have ten minutes to move throughout the space and find the answers to the questions on their scavenger hunt worksheets. Once the ten minutes are up, S return to their seats and await further instructions.
- T recaps each question and "Did you know" statement on the scavenger hunt through the teaching slideshow and invites students to share their answers.
- *(Optional)* S can compete to see who answered the most questions correctly or self-assess their prompt sheets and tally their final score.

Assessment Strategies

Wrap-up and Assessment (10 Min):

T can invite S to take their original drawing and add any elements or parts of the guitar they were originally missing. Finally, T asks S to write the function of each part of the guitar under the name of that part.

(Optional) Invite students to turn in their drawings and assess them based on the accuracy of part identification and purpose.

Extensions/Adaptations

- This Lesson Plan has so many possibilities for cross-curricular instruction:
 - STEAM: Work with a science teacher to create a prototype of their guitar.
 - Music Performance: Invite students to learn or create a song on the guitar or ukulele that demonstrates the wide range of expressive possibilities with stringed instruments.
- If moving throughout the classroom in groups is difficult for students, consider doing a scavenger hunt as a full class and showing examples on the board.
- Consider providing simplified questionnaires with visual aids for ELL students.
- Provide alternative assignment options for students with fine motor skill considerations. For example, they could dictate answers or draw on a tablet.
- When students are sketching guitars, give students an example to copy from or a box with quadrants for students to help visualize the space on paper.
- Provide image with description of luthier.
- Provide visuals with labeled six parts of the guitar for students.
- Provide a word bank with six parts of the guitar.
- Provide a station schedule for students as they move around the stations.
- Use a visual timer for the 10 minutes students must move around the room.
- Provide a list of guitar part functions that students may match to the body part.

Spotlight on Careers in Music

This lesson plan can be tied to specific careers in music ([LINK](#)):

- Luthier
- Instrument Manufacturer
- Singer/Songwriter
- Guitar Tech (for performance)
- Guitar Repair Tech
- Guitar Store Owner/Retailer
- Acoustic Engineer
- Lutherie School Owner or Manager

For comprehensive information on careers in the music industry, please visit [Consider a Career in Music](#)