

Elementary 14

“I Will Survive” Ingenuity in the Music Industry

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Grade Level/Class

Upper Elementary Grades

30 Minute Class

Overall Theme

This lesson highlights the perseverance and ingenuity of music retailers. Through critical thinking prompts, students get to use creativity and innovative thinking to develop solutions and learn from the past.

Essential Questions

1. How do humans innovate and persevere in the midst of crisis?
2. How can music retailers adapt and face economic challenges?
3. Why is critical thinking needed in the retail side of the music industry?

National Standards

Respond

Mu.Re.7.1.4. Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Connect

MU.Cn.11.1.4 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. Identify a challenging historical moment for the music products industry.
2. Create innovative solutions for specific, historical-based prompts.
3. Articulate how retailers innovated in the face of economic and political challenges.
4. Apply lesson content to problems in other disciplines.

Materials Needed

1. E14 Presentation
2. 10-minute timer (digital timer provided within presentation)
3. E14 Worksheet
4. E14 Supplemental Handout
5. Writing Utensil

Procedures

The fun in this lesson plan is to build up the idea that “students are on a mission” and make them feel like they are secret agents of the music industry. Have fun with the delivery of instructions and presentations!

Lesson Introduction (5 Min):

- Teacher (T) tells Students (S) that they are going to be put into teams and will be completing a very important mission. Their mission will be given to them as a team in an effort to complete the full class mission, which is to “save the music industry.” T introduces the “music industry” and “retailers” by addressing the following:
 - Are musical instruments important to the world?
 - What would the world be like without musical instruments?
 - Providing the world with musical instruments through stores is important but hasn’t always been easy at certain times in history.
 - Today we will go back to the 1930s and 40s when our world went through economic hardship (The Great Depression) and a world war (World War II).
- Each team will have 10 minutes to develop a strategic plan that they will share with the rest of the class.
- S move into small groups (with T’s help) and are asked to come up with a group name.
- S share their group names with the rest of the class.
- T hands out mission cards to each of the groups.

Lesson Activity (35 Min):

- S read through their mission cards and devise strategic plans by answering their group worksheets. S have 10 minutes to complete this task.
- After 10 minutes, T invites students to send an ambassador to come up to the front of the class. Each ambassador will read the mission card, read their strategic plan, and then the T will share the slide showing historical solutions for that specific mission.
- After each group, the class will vote on whether the students could effectively complete their missions. (I.E. Would the student-created solution have worked? Why/Why not?) *Note: with divergent thinking, there is not one right answer to a problem. Use this as an opportunity to discuss how multiple solutions could be used for the same problem.*

Note: this lesson provides a great opportunity to make connections with music history, the importance of retailers, and a host of other issues! Use this as an opportunity to have an open discussion and follow students’ curiosities.

Assessment Strategies

Wrap-up and Assessment (5 Min):

After all of the groups present, invite the class to discuss the following: “Did we ‘save the music industry’? Why/Why not?”

Have students complete an exit ticket, sharing:

- One fact they learned about the history of the music industry.
- One solution that they found most innovative and why.

Extensions/Adaptations

- This Lesson Plan could fit within a unit on entrepreneurship and critical thinking in music for upper elementary students.
- 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.

Adaptations

- Allow students to use speech-to-text software to listen to the “Stories from the Museum” document.
- Set a 10-minute visual timer for the planning period, and give a five-minute check-in as well as a one-minute countdown to help students keep track of time.
- Provide visuals and/or highlight keywords within the mission cards to help students understand the prompt.
- Provide students with sentence stems for the exit slips. For example “One fact I learned about the music industry is _____.” For more guidance, provide choices for students to fill in the blank. For students who need an extra challenge, ask them to elaborate on their thinking by providing 2 examples.
- Brainstorm scenarios within their lifetime (recent pandemic) and how retailers might have pivoted to help their businesses survive.

Spotlight on Careers in Music

This lesson plan can be tied to specific careers in music:

- Music Store Owner
- Instrument Salesperson
- Marketing Manager
- Accountant
- Store Designer
- Human Resources

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