

Elementary 15

Ready for Retail!

Dr. Sarah Gulish

Grade Level/Class

Lower Elementary Grades

50 Minute Music Class

Cross-Curricular: Business, Marketing

Overall Theme

Music Retailers are an essential part of the music industry. By understanding the role of retail in music, we can better serve future music-makers.

Essential Questions

1. How do music retailers contribute positively to the overall music industry?
2. What decisions do retailers need to make when opening a new store?
3. How does marketing play a role in music-making?

National Standards

Respond

MU:Re7.1.K-2 a With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

Connect

MU:Cn10.1.K-2 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 "retail" and "marketing."
2. Identify one retailer that has made an impact on music-making.
3. Create a novel idea for a new music retailer.
4. Draw and illustrate a store and develop a "pitch" for why their store should be supported.

Materials Needed

1. E15 Presentation
2. E15 Worksheet
3. Writing Utensil
4. Colored pencils/markers for illustration (*optional*)

Procedures

Lesson Introduction (10 Min):

- Teacher (T) invites Students (S) to brainstorm wants/needs they use daily (detergent, shampoo, soap, clothing).
- Class (C) will brainstorm a list of stores where they might purchase the items (Target, Walgreens, etc.).
- T will define the terms “retail” and “marketing” for S in relation to their brainstorm lists.
- T asks S to brainstorm a retailer(s) that have made an impact on music-making.
- Class (C) will discuss why these retailers have been successful and impactful.

Lesson Activity (30 Min):

- T will share relative artifacts from stories and oral histories on the slideshow, demonstrating stories in music retail.
- S will answer related questions on the student worksheet.
- C will discuss answers as a group.
- T will divide students into groups of two to three, explaining that today S will be working together to create a brand new music store.
- S will use the findings to create a new music retailer. They should include...
 - An illustration of their store using the given building outline.
 - A pitch for why the store should be supported through the questions on their student worksheet.

Assessment Strategies

Wrap-up and Assessment (10 Min):

T can invite S to take their original drawing and share their ideas in front of the class. Invite classmates to ask questions about each retailer and post the drawings on the wall of the classroom.

(Optional) invite students to turn in their drawing and assess them based on their picture and pitch.

Extensions/Adaptations

- This Lesson Plan has so many possibilities for cross-curricular instruction:
 - Visual Arts: Work with a visual arts teacher to create a three-dimensional model of the retail spaces.
 - Music Performance: Invite students to learn or create a store jingle with a slogan and simple melody.
- 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 their stores, give students an example to copy from or a box with quadrants for students to help visualize the space on paper.
- Use a visual timer during the group work section.

Spotlight on Careers in Music

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

- Music Retailer
- Entrepreneur
- Instrument Manufacturer
- Store Design Specialist
- Accountant
- Human Resources
- Marketer

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