

## Elementary 16

# How to Create and Market Instruments

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### Grade Level/Class

Upper Elementary Grades

45 Minute Music Class (Two class periods)

Cross-Curricular: Social Studies, Entrepreneurship

### Overall Theme

Launching a new instrument into the marketplace requires planning, listening to market demands, and executing.

### Essential Questions

1. How are new musical instruments introduced into the marketplace?
2. What are the steps an instrument maker takes to go from idea to launch?
3. What happens when a launch experiences a big win or even a failure?

### National Standards

#### Analyze

MU:Pr4.2.5c Explain how context (Ex. social, cultural, and historical) informs performances.

#### Connect

MU:Cn11.0.5 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. Understand ways to market a new product by explaining its cultural and historical background for performance purposes.
2. Explain how new musical instruments are made and then launched into the marketplace while exploring both successful and unsuccessful launches.
3. Demonstrate their knowledge of how learning about musical instruments in music class and entrepreneurship in social studies work hand in hand with one another.

### Materials Needed

1. E16 Presentation
2. Student computers with internet access and Google Slides and/or PowerPoint
3. [Artifacts - Launching Something New PDF](#)
4. [Stories - Launching Something New PDF](#)

## 5. E16 Worksheet

**Procedures****Day 1****Lesson Introduction (15 Min):**

- Teacher (T) introduces the lesson and talks with Students (S) about instrument creation and marketing instruments.
- T shares a few different examples of instruments that have been successfully launched into the world.
  - Ideas include drums, keyboards, and electric guitars.
- T leads a discussion with S of things they've purchased before due to effective marketing strategies.

**Lesson Activity (30 Min):**

- T talks to S about the two different instrument categories (saxophones and Chapman Sticks) from the Artifacts- Launching Something New PDF.
- S will be shown the pictures of the various instruments and the Stories-Launching Something New PDF.
- T will assign S to small groups, each of whom will be given an instrument from the artifacts list.
- T will explain to S the research and presentation assignment.
- S will access the slide template and begin working on the cover slide and team introduction slide.
- S will be instructed by T that they can change the colors and fonts on their presentation but leave the titles and order as is.

**Day 2****Lesson Introduction (5 Min):**

- T will review the instructions for the research, presentation, and slide deck small group assignment with S.

**Lesson Activity (40 Min):**

- S will research their assigned article instrument and will fill in the content of each slide.
- S will present their slides to the class.
- T will wrap up the lesson by asking S these questions:
  - *What is something new you learned about marketing an instrument?*
  - *How would you handle a failure if your instrument launch wasn't successful?*
  - *While learning about entrepreneurship in social studies, what skills applied to this lesson?*

## Assessment Strategies

### Wrap-up and Assessment:

Students will be assessed by small group research participation and conversations, slideshow completion, and their presentation to the class.

## Extensions/Adaptations

### Extensions

- Students can:
  - Explore other instruments of their choosing and complete the slides individually or in a small group.
  - Research other instruments from the NAMM artifacts and come up with a plan for how to launch it into the marketplace.
  - Market their group's assigned instrument by creating a podcast episode around their slides.

### Adaptations

- Text to speech for slide creation.
- Group students together strategically by placing strong learners with those who need assistance.
- Allow students to use speech-to-text software with all written documents.
- Include visuals with the marketing spreadsheet to increase comprehension.
- Share a "think sheet" - *E16 Worksheet - Adaptive* for students to write examples of what they may have purchased before, as well as what the strategy was that encouraged them to purchase it.

## Spotlight on Careers in Music

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

- Entrepreneur
- Marketing Coordinator
- Music Producer
- Instrument Manufacturer
- Instrument Maker
- Retailer
- Distributor

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