

## Elementary 3

### Accordion Adventures!

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#### Grade Level/Class

Upper Elementary Grades

45 Minute Music Class

Cross-Curricular: Science and Engineering

#### Overall Theme

As people moved around the globe, the instruments they brought with them were sometimes adapted to suit new environments, audiences, and players. These new adaptations often led to new musical styles.

#### Essential Questions

1. What is an accordion and what does it sound like?
2. What are the different types of accordions?
3. How did changes to the accordion affect sound, tone, and/or appearance?
4. How did changes to the accordion impact musical styles?

#### National Standards

##### **Respond**

MU:Re7.1.3-5 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

##### **Connect**

MU:Cn11.1.3-5 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. Identify and define an accordion.
2. Describe the main styles of accordion.
3. Analyze the connection between design and sound.
4. Connect technological progress in instrument design with changes in musical styles.
5. Reflect on personal preference and accordion.

#### Materials Needed

1. E3 Presentation
2. E3 Worksheet

3. Writing Utensil
4. Construction paper
5. Scissors
6. Crayons/Colored Pencils/Markers

## Procedures

### Lesson Introduction (15 Min):

- As students (S) come into the classroom, teacher (T) should have accordion music playing.
- Once students sit in the assigned spot, T begins the lesson with a question, *“Can anyone identify the instrument that was playing when we walked in?”*
- S responds with answers and T affirms and engages with S's responses .
- T tells students, *“Today we are going to learn about an instrument called the accordion. Before we learn about the history of the accordion, we are going to play a game called “SAME” and “DIFFERENT.”*
- T hands out student worksheets with two columns labeled “same” and “different.”
- T plays two contrasting videos (Los Texmaniacs and Semente) and have students write observations in the SAME/DIFFERENT columns, commenting on:
  - Size, shape, and color of the instrument
  - How the instrument is worn/held
  - Sound of the instrument
  - Style of music being performed
  - The setting of the music being performed
- After S have time to write down their responses, T invites students to write their answers up on the board and compare/contrast class observations.
- T explains that today's lesson's purpose will be to understand how instruments that were brought to this country by different populations, expanded musical tastes and led to opportunities for creative enhancements to the instruments and music.

### Lesson Activity (20 Min):

- T leads students through a brief history of the accordion (using the teacher's notes) in the Google Slides and how it has changed and developed over the years.
- T describes the advent of the keyboard accordion and how it changed the demand in the U.S., making the accordion the most popular selling instrument in the 1950s. Button accordions are still the most popular for accordion music in other parts of the world.
- T leads students through an activity discovering the science of how accordions work .
  - T shares how air moves through reeds via the bellows.
  - T invites S to create their own accordion papers and to decorate the sides with either buttons or keys using markers or crayons.
    - Cut a piece of construction paper into a long, even strip. Then, fold the strip back and forth at even intervals. S can practice opening and closing the strip.
- T circles back to the original videos and asks S to answer the question on their worksheet: *How does the size and construction of the accordion seem to affect the way the performer plays?*

## Assessment Strategies

### Wrap-up and Assessment (10 Min):

Invite students to take their newly created accordion papers and work on opening and closing the “bellows” to a video of a popular tune.

Invite students to reflect on what they noticed about how the artist opened and closed their bellows and how hard it was to keep their movement steady.

Invite students to answer the final reflective questions: *“Would you like to learn to play the accordion? Why/why not? What is something new you learned in this lesson?”*

Collect student answers and assess.

## Extensions/Adaptations

- This Lesson Plan has so many possibilities for cross-curricular instruction:
  - STEM: Work with a science teacher to create an accordion prototype.
  - Music Performance: If you have an accordion available, allow students to come up to the front of the class and try playing it.
- 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.
- Allow students to use text-to-speech software to listen along with “Stories on the Move.”
- Give examples of things that are the same and different.
- Provide students with listed categories they can talk about (eg: color, size, sound, style, etc).
- Provide simplified questions for students (removing the part about the construction), *“How does the size affect how the performer plays?”*
- Provide an example/sentence starter for assessment. Eg: *“I would not like to play the accordion because it is too big,” “I would like to play the accordion because\_\_\_\_\_.”*

## Spotlight on Careers in Music

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

- Accordion player
- Instrument maker
- Instrument manufacturer

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