

Elementary 5

Music at Home

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Grade Level/Class

Lower Elementary Grades

45 Minute Music Class

Cross-Curricular: STEAM

Overall Theme

This lesson examines the progression of the pianos and their place in home family life from the Victorian era to the modern day. We can use our ears to better understand the different types of keyboards and how they are used.

Essential Questions

1. How has the role of music in American homes evolved over time, especially in relation to pianos and keyboard instruments?
2. What cultural and societal factors influenced the design and popularity of pianos in different eras?
3. What are the similarities and differences between grand pianos and modern keyboards in terms of size, functionality, and cultural significance in homes?
4. How does the sound of traditional pianos differ from that of modern keyboard instruments?

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.

Student Learning Outcomes

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

1. Describe the role and evolution of the piano in the American home.
2. Identify the piano, organ, and electric keyboard by sight and sound.
3. Play a rhythmic ostinato along with a recorded song.

Materials Needed

1. E5 Presentation
2. Class set of claves and shakers

Procedures

Lesson Introduction (10 Min):

- Teacher (T) will display slide two and ask Students (S), *“What do you and your family do together at home?”*
- S will turn and talk with a neighbor.
- T will circulate and give input to S's discussions.
- T will choose three students to share with the whole class (Review any expectations that students should follow during class discussion).
- T will display slide three and ask S to put a thumb up if their family:
 - Sings together
 - Dances together
 - Play instruments together
- T will display slide four and ask S to put a thumb up if their family likes to listen to music together at home.
 - Ask S to respond to the following questions: *“What kind of music? How does your family listen to music at home?”*

Lesson Activity (30 Min):

- T will display slide five and ask students to imagine life 200 years ago. Ask them to imagine:
 - How did people go to work? (Ex. Horse and carriage, steam train, walk)
 - How did people communicate with a friend who lived far away? (Ex. Writing letters)
- T will explain how there wasn't technology and electricity like we have today so there were no cars, phones, computers, or social media.
- T will display slide six and ask S:
 - *“What do you think families did for fun at home 200 years ago?”*
 - *“Imagine someone wanted to dance. How would they listen to music since there weren't phones, computers, radios, or speakers?”*
- T will display slide seven and invite S to turn to a neighbor and describe what they see in the painting *“Home Sweet Home.”* T lead S to share with the whole class and ask S who they think the group of people are. What are they doing? What type of music do they think the girl is playing?
- Display slide eight. T discusses with S the importance of the piano in the home and how it brought the family together. Direct S's attention to the green text box and say *“I read the non-highlighted text and you will read the highlighted text. I read the non-highlighted text and you read the.....(s respond 'Highlighted text!'”*
- T will say *“At home, people often played special kinds of songs on the piano known as ‘Parlour Songs.’ These songs included recently released tunes, waltzes (a dance style), and arias from operas by classical composers from that era. We are going to listen to a waltz that was often played in people’s homes during that time. While we listen to the waltz, ‘airplay’ along! Get those fingers ready!”*

**This would be a great point to facilitate a discussion around the importance of being good audience members.*

Tell students throughout the rest of the lesson they will be hearing lots of different music and they must be good audience members. Ask students as they listen to the music, where their eyes should be. (on the video). How should their voices sound? (silent) Why is it important to be good audience members? (so we can hear the musician who is performing. It shows respect to the musicians who practiced performing for you). Have a special reward prepared for students who show exceptional audience member skills. Examples of an appropriate reward for this would be comfy audience seats such as cushions, beanbag chairs, etc... This will really encourage students to follow expectations.

- T plays the clip and guides S to airplay. T asks S to share with a neighbor how the music made them feel. Did it make them feel like waltzing?
- T will display slide nine and direct S's attention to the images of pianos, displaying the types of pianos people used to have in their homes. T asks S if they would like to have one of these pianos in their home. T points out the large size and shares with students that these pianos weighed between 500-700 lbs! T reads the informational text and asks the discussion question.
- T asks S to identify the piano on slide 10 (the keyboard!). T explains this may be the type of piano they are used to seeing in homes today.
- T displays slide 11 and says, "We didn't just go from large pianos to keyboards! Before we had keyboards like we do now, there were other kinds of instruments that came before them." T tells S to repeat after them. T points to the slide titled "The Electric Organ" and reads it aloud. T tells students to look at the image of the electric organ and tell a neighbor what they see (pedals, switches).
- T directs S's attention to the informational text. Like before, T will read the non-highlighted text and S will read the highlighted text.
- T will play the clip of Corey Henry and the Funk Apostles playing their song, "Love Will Find a Way." T asks S to raise their hand if they'd like to have an electric organ in their home. T asks S to describe the sound of the electric organ.
 - If time allows, tell S "The arpeggiator function was a really big deal when the electric organ first came out!" Click on the link to Google Chrome Music Lab's virtual arpeggiator. Demonstrate the arpeggiator. Call on a student to come to the SmartBoard or laptop and play the arpeggiator. Allow the student to choose a classmate who's been following expectations to go next.
- T will display slide 12. T will read the text box and direct S's attention to the image of the keyboard and point out how the switches and buttons turn on the special features you just read about.
- T will ask the discussion question, "What kind of musical instruments or devices do you have at home that you use to make music with your family?" S will discuss this with their neighbor.
- T will ask the class "How is making music today similar and/or different from the past?"
- T will play the clip of Angelica Hale playing "Girl on Fire." Ask S to listen carefully to the different sounds her keyboard is making.
- T will display slide 13. Tell students to say "Hi Booker T. and MG's!" T will tell students they are going to hear a song that has a funny name, Green Onions. T will read the informational text box.

- T will play a minute or two of the song. T asks S to name the instruments they see and hear. (drum set, electric guitar, electric bass, electric organ)(Feel free to allow students to stand and move to the steady beat).
- T will display slide 14 and tell S they are going to join Booker T.'s band! T will say *"We are going to play along to the song Green Onions! We are going to play an ostinato. An ostinato is a pattern that repeats. An ostinato is a pattern that repeats. (allow S to jump in and say the chant)."*
- T will demonstrate or allow an S to demonstrate the ostinato patterns. If necessary, review quarter notes and quarter rest. Remind S of instrument-playing expectations and distribute claves and shakers.
- S will practice their part independently for 30 seconds. T will circulate and give feedback to S's performance.
- T will play the song and guide S to play their ostinato patterns for two minutes along with the recording!
- T Collects the instruments. As T collects instruments, allow S to share with a neighbor what their favorite instrument was from the class: the piano, the electric organ, or the keyboard.

Assessment Strategies

Wrap-up and Assessment (5 Min):

- Display slide 15. T will say, *"Today we learned about the importance of music at home and what it has looked like throughout time. We focused on the piano, the electric organ, and the modern keyboard. We are going to end today's lesson by seeing if you can identify the instruments we learned about today by sound. I'm going to play a short clip and you will hold up 1 finger if you think you hear a piano, two fingers if you think it's an electric organ, and three fingers if you think it's a keyboard."*
- T will play sound clips. T makes notes on a tracker of S who does not correctly identify sounds.

Extensions/Adaptations

- For students who cannot give a thumbs up, they can hold up a card in yellow, blue, or orange to match slide three.
- Provide sentence stems to help answer slide four, e.g. *"My family listens to _____ at home on the _____."*
- Share individual versions of slides with students who may need to follow along independently.
- Consider adding a page number (e.g.: page 1 of 15), so students can keep track of how far along they are in the lesson.
- For students who are blind or visually impaired, provide the slides on a tablet along with image descriptions so they can get a clear image in their head of what the class is looking at.
- Rather than having students hold up their fingers, provide students with an image of a piano, electric organ, and keyboard. Have students hold up these cards when they hear them (slide 15).

Spotlight on Careers in Music

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

- Piano/Organ/Keyboard Manufacturer
- Retailer
- Piano, Organ, Keyboard Teacher
- Piano, Organ, Keyboard Performer
- Engineer
- Marketer

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