

Secondary 12

Global Reverberations of Music Makers

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Grade Level/Class

Lower Secondary Grades
50 Minute Music Class

Overall Theme

Instruments travel around the world and bring change with them. This lesson examines the global influence on the development of new instruments and musical styles.

Essential Questions

1. How have instruments changed with the movement of people across the globe?
2. How have manufacturers quickly adapted instruments to suit their new environments, audiences, and generations of new players?
3. How have historical trends influenced current popular music globally?

National Standards

Connect

MU:Cn10.1.6.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.1.7.a - 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. Describe examples of how cross-cultural connections influence the development of an instrument over time, using accordions and mandolins as the focus.
2. Explain the differences between various kinds of accordions and mandolins.
3. Connect instrument knowledge with the development of other music genres or other instruments.

Materials Needed

1. S12 Presentation
2. [Stories - People on the Move PDF](#)
3. [Artifacts - People on the Move PDF](#)
4. Student computer with internet access and Google Slides/PowerPoint
5. Sticky Notes
6. Writing Utensil

Procedures

Lesson Introduction (10 Min):

- As part of the opener, Teacher (T) will ask Students (S) to describe the oldest cell phone they can think of and its capabilities. Then S will think of the newest cellphone models and what they can do.
- S will share the answers in class.
- T will explain how technology such as cellphones has developed over time, and how this concept extends also to musical instruments.
- T will show videos of people playing a mandolin and accordion.

Lesson Activity (35 Min):

- S will be split into small groups of three and pull up a copy of the “Stories-People on the Move” document. Each student will get a paragraph and annotate it to find information that describes the factors that influenced the instrument’s development.
- In small groups, S will receive one copy of the “Artifacts-People on the Move” document and will all annotate what they discover about each instrument. S are encouraged to highlight or circle key observations about the development of the instruments and propose theories about the instrument’s development based on the date when it was built. S will be encouraged to ask “why” questions and write down possible reasons for the adjustments made to the instruments, cultural, physical, or other.
- Groups will take turns sharing their findings with the class and asking questions for each group.
- Next, S will work individually to pick a musical genre below and create a three-slide presentation about its development based on cross-cultural influence, the rise of technology, and the development of instruments used in the genre.
 - Pop
 - Bluegrass
 - Rock
 - Zydeco
- These slides can be saved and shared for the next class.

Assessment Strategies

Wrap-up and Assessment (5 Min):

For an exit ticket, S will answer the two questions on a sticky note and paste on the board: *“Why did accordions and mandolins make their way across the ocean to the U.S.?”* or *“What was the most interesting part of this lesson to you?”*

Extensions/Adaptations

S may create a research project on any of the instruments below and their influence on people and technology:

- Ukulele
- Guitar

- Piano

Adaptations

- Use closed captions for videos, and allow text-to-speech for any required readings.
- Allow students to use speech-to-text to dictate their answers rather than writing.
- Provide visuals of cell phones for students to draw basic/background knowledge from.
- Provide an annotation color key for students when working on the “Stories-People on the Move” Annotations. Alternatively, provide shortened text for students to annotate.
- Provide students in small groups with roles based on strengths.

Spotlight on Careers in Music

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

- Instrument Manufacturer
- Music Historian
- Engineer
- Product Designer
- Marketer
- Factory Worker
- Factory Floor Manager
- Repair Tech
- Retailer/Music Store Owner

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