

Secondary 14

“I Will Survive!” Ingenuity in the Music Industry

Dr. Sarah Gulish

Grade Level/Class

Lower Secondary Grades
50 Minute Music Class

Overall Theme

This lesson highlights the perseverance and ingenuity of music retailers. Through critical thinking prompts, students get to use creativity and innovative thinking to develop solutions and learn from the past.

Essential Questions

1. How do humans innovate and persevere in the midst of crisis?
2. How can music retailers adapt and face economic challenges?
3. Why is critical thinking needed in the retail side of the music industry?

National Standards

Connect

MU:Cn10.1.8

a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.1.8

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. Identify a challenging historical moment for the music products industry.
2. Create innovative solutions for specific, historical-based prompts.
3. Develop a slideshow “pitch deck” detailing group ideas.
3. Articulate how retailers innovated in the face of economic and political challenges.
4. Apply lesson content to problems in other disciplines.

Materials Needed

1. S14 Presentation
2. S14 Worksheet
3. Writing Utensil
4. S14 Mission Card Handout

5. Student Computer with Google Slides or PowerPoint

Procedures

Lesson Introduction (5 Min):

- Teacher (T) tells Students (S) that they are going to be put into teams and will be completing a very important mission. Their mission will be given to them as a team in an effort to complete the full class mission, which is to “save the music industry.” T introduces the “music industry” and “retailers” by addressing the following:
 - How and why are musical instruments important to the world?
 - What would the world be like without musical instruments?
 - Providing the world with musical instruments through stores is important but hasn’t always been easy at certain times in history.
 - Today we will go back to the 1930s and 40s when our world went through economic hardship (The Great Depression) and a world war (World War II).
- Each team will have 20 minutes to develop a strategic plan that they will share with the rest of the class.
- S move into small groups (with T’s help) and are asked to come up with a group name.
- S share their group names with the rest of the class.
- T hands out mission cards to each of the groups.

Lesson Activity (40 Min):

- S read through their mission cards and devise strategic plans by answering their group worksheets. Then, S will create a two-slide pitch deck detailing their strategic plan and submit it to the T-designated location.
 - S will have 15 Minutes to complete this task
- After 15 minutes, T invites students to send an ambassador to come up to the front of the class. Each ambassador will read the mission card, read their strategic plan, and then the T will share the slide with historical information for that specific mission.
 - After each group, the class will vote on whether the students could effectively complete their missions. (I.E. Would the student-created solution have worked? Why/Why not?)
Note: with divergent thinking, there is not one right answer to a problem. Use this as an opportunity to discuss how multiple solutions could be used for the same problem.

Assessment Strategies

Wrap-up and Assessment (5 Min):

After all of the groups present, invite the class to discuss the following: “Did we ‘save the music industry’? Why/Why not?”

Have students complete an exit ticket, sharing:

- One fact they learned about the history of the music industry.

- One solution that they found most innovative and why.

Extensions/Adaptations

This Lesson Plan could fit within a unit on entrepreneurship and critical thinking in music for middle schoolers. Instead of only researching problems from the past, this could be extended to look at current threats to areas of the music industry (instrument sales, streaming, etc.) and have students devise creative solutions.

Consider providing simplified questionnaires with visual aids for ELL students.

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.
- Highlight keywords in the mission cards.
- Set a visual timer for group work, giving a five-minute check-in and one-minute warning.
- When determining if students did/did not complete the mission, provide written criteria to meet the mission.
- Brainstorm scenarios within their lifetime (recent pandemic) and how retailers might have pivoted to help their businesses survive.

Spotlight on Careers in Music

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

- Music Store Owner
- Instrument Salesperson
- Marketing Manager
- Accountant
- Store Designer
- Human Resources

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