

## Secondary 3

### Instruments on the Move!

**Jessica Grant**

#### Grade Level/Class

Lower Secondary Grades

50 Minute Music Class

Cross-Curricular: Science, Social Studies

#### 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 instruments were brought by European immigrants to the United States?
2. How did changes to these instruments affect sound, tone, and/or appearance?
3. How did changes to these instruments impact musical styles?

#### National Standards

##### **Respond**

MU: Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.

##### **Connect**

MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

#### Student Learning Outcomes

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

1. Identify instruments brought from Europe to the United States by immigrants.
2. Identify how changes to instruments affected their sound and shape.
3. Describe how changes to instruments impacted musical styles.
4. Compare and contrast variations of mandolin and accordion designs over the years.
5. Connect learnings about instrument changes and their effects on musical styles to modern-day music examples.

## Materials Needed

1. S3 Presentation
2. S3 Worksheet
3. Writing Utensil

## Procedures

### Lesson Introduction (10 Min):

- Teacher (T) asks students (S) to think of a meaningful item they would bring with them if they were moving to a new home and why it is meaningful to them. S write answers on their worksheet.
- T guides the whole class (WC) in a discussion about their meaningful items and why they selected them.
- T shares that people often brought musical instruments, that were expressive symbols or tools, when they were moving to a new place to keep the connection to their old home. This especially occurred if they were moving to a new country. T will share that European immigrants brought mandolins and accordions with them to the US to maintain their ties to home. T will share that these instruments were then adapted to suit new environments, audiences, and players.

### Lesson Activity (30 Min):

- T shares a Google slideshow about the background of European immigrants coming to the US with mandolins and accordions.
- S listens to C.J. Chenier's Oral History and answers the questions found on their worksheet.
- S will compare and contrast the mandolins pictured on the slideshow. S will make notes in their worksheet.
- S will compare and contrast the sound of the mandolins from the music clips on the slideshow.
- S will make notes in their worksheet.
- S will compare and contrast the accordions pictured on the slideshow. S will make notes in their worksheet.
- S will compare and contrast the sound of the accordions from the music clips. S will make notes in their worksheet.
- T will lead a discussion with WC about what S has observed, heard, and read about changes to accordions and mandolins and their use in new musical styles.

## Assessment Strategies

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

Modern focus: T leads a discussion with WC about instruments that S can think of that have changed in design and become integrated into different musical styles in recent years (guitar, ukulele, etc.) T provides some examples of instruments and their adaptations to musical styles from more recent years.

S complete an individual reflection using the Student Worksheet.

## Extensions/Adaptations

- Science: Incorporating a lesson or information about how changing instrument parts, such as pipes, strings, or design impacts sound, changes sound waves or timbre. Social Studies: Connect to specific cultures and how cultural artifacts and traditions have traveled around the world.
- Additional Video added to lesson plan: S watches the video about Collings mandolin
- Extension lesson about other instruments brought by immigrants (Scottish and Irish bagpipes, Portugal ukulele, African drums, and banjo) to the United States and how these instruments adapted into other musical genres.
- Modern focus: consider how the ukulele and guitar have shifted over time to adapt to pop music, and electronic music; consider how musicians have used the recorder in pop music or orchestras.

### 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 students with examples of meaningful items they can draw from when choosing items (this also helps students who share a lot of information to limit to just a few choices).
- When giving examples of instrument adaptations, provide a clear example. For example, adding an amp and the ability to plug in a guitar.
- Provide students with a Venn diagram and examples as needed to help them compare and contrast.

## Spotlight on Careers in Music

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

- Instrument Manufacturer
- Music Store/Retailer Owner, Manager
- Instrument Repair & Restoration Tech
- Instrument Sales Associate
- Composer
- Performer

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