

Secondary 1

The Changing Role of Music in Our Homes

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Grade Level/Class

Upper Secondary Grades

50 Minute Class

Overall Theme

The home can be a vital and vibrant place for music making, from hosting a concert to entertaining family and friends to practicing and honing skills on an instrument. Music in the home has transformed significantly over the last 150 years, including how musical instruments and equipment are perceived and used.

Essential Questions

1. How do you interact with music in your home?
2. How has the role of musical instruments and musical equipment in the home changed?
3. How has music in the home transformed based on consumer needs?

National Standards

MU:Cn11.1.8 - 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 how they interact with music in their homes.
2. Identify how the role of the piano in the home has changed since the Victorian era.
3. Analyze other ways music in the home has changed to meet the needs of consumers.
4. Explain other ways music in the home has changed to meet the needs of consumers.

Materials Needed

1. S5 Presentation
2. Student Computer Access with access to Google Slides/PowerPoint
3. [Stories - Life at Home](#)

Procedures

Lesson Introduction (10 Min):

- Teacher (T) will ask students (S) to think about how they interact with music in their homes, by listening, creating, producing, sharing, or other.
- S will discuss their thoughts with a partner.

- T will have volunteers share their responses and generate a list on the board.

Lesson Activity (30 Min):

- T will share with S that in the Victorian era (early 19th century to early 20th century), the piano was the instrument of preference in many homes. A piano was a status symbol, a source of entertainment, and a vivid sign of self-improvement, a core Victorian-era value.
- T will ask students, is having a piano in the home still a status symbol, a sign of having reached some level of economic success? Has something else replaced the piano in this way?
- Using provided stories, artifact pictures, and videos, T will explain how manufacturers modified and made pianos and organs smaller (home organs, spinet pianos) to accommodate the emergence of smaller urban living spaces, i.e., addressing the needs of the consumer.
- T will ask students, with a partner or in small groups, to brainstorm other ways music in the home (listening, playing, creating, producing, sharing, and more) has changed to meet consumer needs (some examples could include electronic drum kits for quiet playing, home stereos, DAWs on a personal computer/tablet/phone).
- Working with a partner or in small groups, S will create a slide (in a collaborative slide deck) showing how a specific musical instrument or product has changed over the years. S should include images or a description of what has changed and how it meets the needs of the consumer. S can use their own experiences and the internet to research. T should encourage S to think about how musical products are marketed - who is the target audience, and why does this person need the item?

Assessment Strategies

Wrap-up and Assessment (10 Min):

- S groups share what they created, or S can independently look through the slide deck.
- T will lead a brief discussion about how S has personally used or been impacted by new ways of experiencing music in the home.
- T will use the S-created slides to determine if S have met the objective: being able to analyze and explain other ways music in the home has changed to meet the needs of the consumer.

Extensions/Adaptations

- An extension activity could include encouraging S to look to the future and imagine what might be next. How might musical products be modified to meet the needs of people 50 years in the future? How might the increase of digital nomads, solar power, or other innovations impact a consumer's musical needs?
- For an additional extension, S could create a marketing plan for their new product, thinking about why consumers will need it.
- To adapt this lesson, consider providing students with a musical product to explore, as well as resources to use for research.
- T may choose to assign S groups or allow S to choose their own groups. S may also choose to work alone.

- Instead of having S create digital slides to showcase their ideas, T may choose to have students record their ideas on paper.
- 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 a list of examples to help them think of how they interact with music at home.
- Provide a definition and synonyms of “status symbol” to help students gain understanding and make a meaningful connection.
- Share an example completed slide along with the slide template.

Spotlight on Careers in Music

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

- Instrument manufacturer
- Music retailer
- Marketer
- Engineer

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