

Secondary 6

Music Match Makers

Dr. Sarah Gulish

Grade Level/Class

Lower Secondary Grades
45 Minute Music Class

Overall Theme

The match between a musician and their instrument is an essential part of making music. For many reasons, though, the right instrument for one musician might be completely different than the right instrument for another. Brass and woodwind instrument manufacturers have learned to make a wide range of instruments to fit many different needs.

Essential Questions

1. Why do instrument manufacturers create a range of models?
2. How can instruments be manipulated for a variety of players?
3. How does personal instrument choice connect to musician identity?

National Standards

Connect

Mu.Cn10.1.6-8: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.1.6-8: 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. Identify various types of instrument models for brass and woodwind instruments.
2. Describe the ways in which instruments can be manipulated to suit a players' needs.
3. Identify an artist with an iconic instrument preference.
4. Develop a slideshow detailing information about their selected artist and their "match."

Materials Needed

1. S6 Presentation
2. Student computer with internet access and Google Slides/ PowerPoint access

Procedures

Lesson Introduction (10 Min):

- Teacher (T) invites Students (S) to “spot the difference” and shares the first slide of the slideshow with a beginner and professional trumpet.
 - S shares all of the differences they notice between each trumpet. Note that differences may not be readily apparent to the naked eye.
 - T invites students to guess which trumpet is designed for a professional player and which one is for a student.
- T proposes the question, “Why would two similar instruments have such different uses?”
 - S brainstorms reasons for professional vs. student models and T puts their ideas on the board.
- T explains that today they will be learning about different instruments in the woodwind and brass family and how there are variations within individual instruments that make it possible for a variety of people to perform. Then, they will apply that knowledge to learn about historical “matches” between artists and instruments.
- T shares the Imani Winds video and asks S to list all the instruments they know in it and describe how they sound. Which instrument are they most curious about and why?

Lesson Activity (30 Min):

- T explains that just as instruments can be adapted to fit a variety of players, players can use specific instruments as a “fit” for their style and interests.
- T introduces the student research project and prompts: Find a famous artist and the signature instrument that they play. In small groups or alone, S will work on researching and developing slideshows on the artist of their choice with the following information:
 - Name of artist and instrument they play
 - Biographical information
 - Detailed information about the instrument they choose
 - Video of the artist performing on the instrument
 - Why S believes that this artist loves this instrument

Assessment Strategies

Wrap-up and Assessment (5 Min):

Invite students to share their slideshow and to wrap up their work.

Consider spending another day on an optional student presentation and further investigating the selected matches.

Extensions/Adaptations

- This Lesson Plan has so many possibilities for cross-curricular instruction:
 - Business/Entrepreneurship: Involve students in helping develop a marketing campaign for an instrument of their choice with a targeted audience in mind.

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.
- Provide a list of clues for differences students may look for. Once a difference is spotted, circle it on the board.
- Provide a slideshow template and an example completed slideshow for students to reference in slideshow creation.

Spotlight on Careers in Music

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

- Instrument Manufacturer
- Performer
- Marketing Specialist at a Retailer
- Engineer
- Research and Development
- Artist Relations Manager

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