

Grade Level: 6 -7

Curriculum: Explorations, ADST, Social Studies

Title of Lesson: How Technology Changed the World - Music

Learning Goals/Objectives:

- Experiencing art challenges our point of view and expands our understanding of others.
- Dance, drama, music, and visual arts are each unique languages for creating and communicating.
- Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences
- Complex tasks may require multiple tools and technologies.
- Design can be responsive to identified needs.

Materials Needed:

- Computer and internet access
- Pencil and Paper

Activity Instructions: (Step by Step)

- Over the course of human history, technology has always played a role in advancing society. We can trace technology back to the earliest humans; even something as simple as a pointed stick, or a large branch to help move heavy objects count as technology!
 - Not only does technology push human ability, but it also drives our entertainment. Take a look at the following videos to see how technology has caused music to evolve.
 - You don't have to watch the entire video, just as long as you get a sense of how technology available to the artist influences their choices)
 - Ludwig Von Beethoven <https://www.youtube.com/watch?v=4lRMYuE1hl>
 - Django Reinhardt <https://www.youtube.com/watch?v=aZ308aOOX04>
 - Sister Rosetta Tharpe <https://www.youtube.com/watch?v=Y9a49oFalZE&t=0s>
 - Chuck Berry <https://www.youtube.com/watch?v=6ROwVrF0Ceg>
 - The Beatles <https://www.youtube.com/watch?v=usNsCeOV4GM>
 - Herbie Hancock <https://www.youtube.com/watch?v=GhHd4PD75zY>
 - Daft Punk <https://www.youtube.com/watch?v=sFzjqVnWBhc>
- As you listen, try to pay attention to things like:

- What is the beat of the song? Is it fast? Is it slow? Does the tempo (speed) change, or stay the same?
 - Can you tell which instrument is driving the rhythm?
 - Do you notice anything about the dynamics of the song? Does it become louder or softer? Is it about the same the whole time?
 - Can you pick out any common instruments as you listen to each song?
- What kinds of music do you enjoy listening to? Is it the same or different from the other people who live in your home?
 - Choose a song that you really enjoy listening to. See if you can find out what kinds of instruments are used to play it.
 - Are they digital instruments (computers, synthesizers, etc.) or analog (horns, violin, piano, guitar, etc.)
- Using these videos as a guide, create a timeline to visually show how music has changed due to technology.
 - Your timeline must fit onto one sheet of paper, and it should be as visual as possible—The only words should be a title and the years: starting with Beethoven (approximately 1800) and finishing with the modern day.
 - Only include what you think are “big changes” in technology. Your timeline shouldn’t be too crowded!
 - How you decide to represent the changes is up to you. Your goal is to make the technology changes clear without using words. Think back to the Graphic communication lessons earlier this year!

Extensions (Optional):

- Think about how we consume music now versus 200 years ago. How did people hear their favourite songs in Beethoven’s lifetime? In the 1920s? The 1960s? The 1980s? The 1990s? The 2000s? How do you listen to music today?
 - How do you think this change in medium might affect the music industry?
 - How do you think it might affect the speed at which musicians create music?