

# **TEACHER'S GUIDE**

FOUNDATION PROGRAMME FOR LITERACY  
NUMERACY AND SKILLS

## **INSTRUMENTAL MUSIC**

**GRADE 9**

**TITLE : FROM TAPES TO TIKTOK;  
MUSIC AND ENTERTAINMENT OVER TIME**

**MOE  
MAHATMA GANDHI INSTITUTE  
2026**

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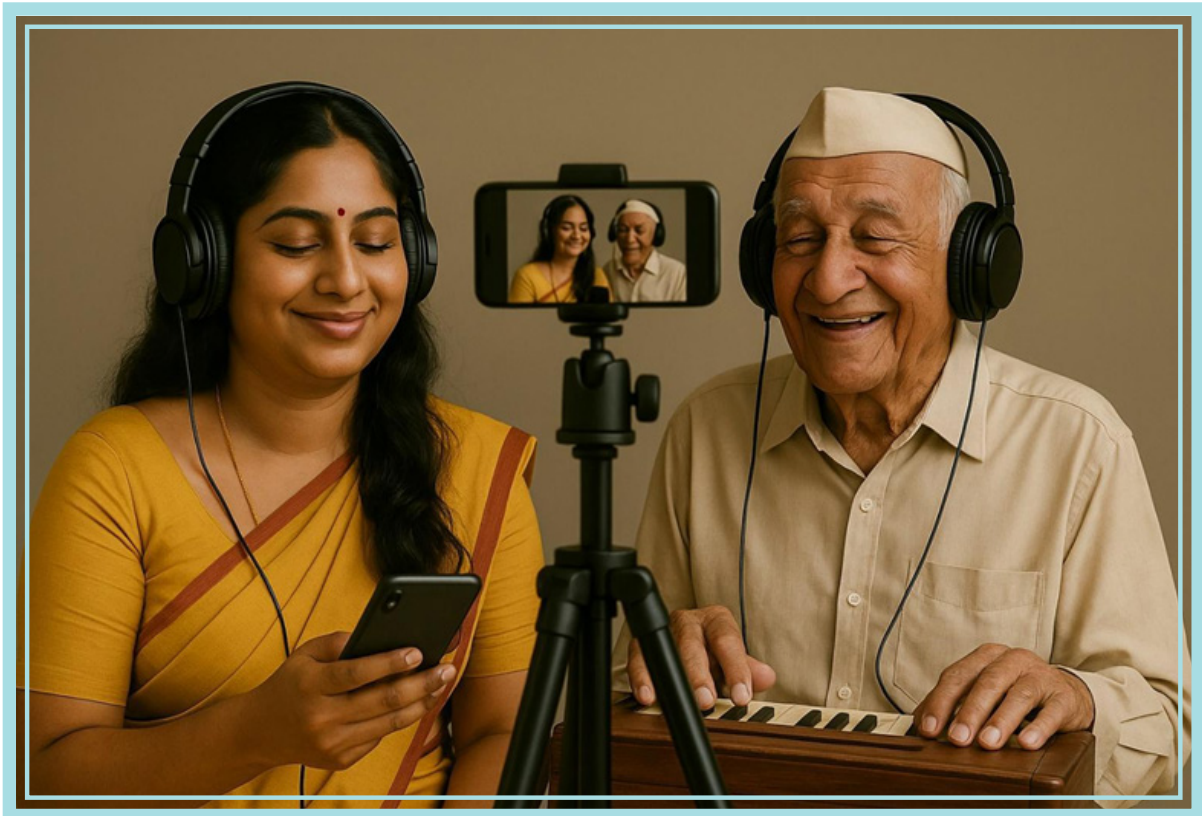
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**GRADE 9**

# **GUIDE TO EDUCATORS**

**TITLE :**

**FROM TAPES TO TIKTOK; MUSIC  
AND ENTERTAINMENT OVER TIME**



## Competency

**C 5 : Connecting**

## Element 3

Reflect on personal experiences through music

## Performance Criteria

- **Level 1:** Shares simple connections between music and feelings

## Purpose of the Activity

This activity is designed to mainly develop writing, communication and presentation skills by gathering information from older family members or community members through structured interviews. Moreover, it enables students to understand and appreciate how entertainment has changed over generations and reflect on how music shapes personal and collective memories.

## Learning Outcomes

At the end of this lesson, students should be able to:

- describe how music and methods of entertainment have evolved across different generations.
- conduct structured interviews, using prepared questions to gather information from older family members or community members.
- organize and communicate their findings through a short video.
- reflect on the role of music in shaping cultural identity and personal memories across time.

## Resources & Materials

- Interview guide
- Video recording device or mobile phone
- materials (paper, pens)
- Projector (for presentations).

## Teaching Trajectories/ Implementation Guidelines

### Introduction

Social media can be a powerful tool for sharing and promoting Indian Classical Music, allowing artists, students, and communities to reach wider audiences instantly. Through platforms like YouTube, Instagram, and TikTok, young learners can showcase their performances, discover new musicians, and engage with cultural traditions in creative ways. This lesson activity—interviewing older family members and presenting findings through a video—shows how music travels across generations and how digital platforms can help preserve and celebrate our rich musical heritage in today's modern world.

### Activity 1



- Ask : *What kind of music do you like? How do you listen to music today?*
- Then ask : *How do you think your parents or grandparents listened to music when they were young?*
- You may refer to picture to briefly brainstorm about the evolution of Audio Technology.

## Activity 2

### Explain and Demonstrate Interview Task to students:



- Each student will conduct a recorded interview and record a parent, grandparent, or older family member about the music they loved when they were young.
- Students will gather information about:
  - Favourite artists or songs
  - How they accessed music (radio, vinyl records, cassettes, concerts)
  - Memories associated with specific songs
  - How music influenced their life or culture
- Demonstrate how to make use of Interview Guide.

### **Interview Guide for Students**

What were your favourite songs or artists when you were my age?

How did you listen to music? (e.g., radio, live concerts, records)

Can you share a memory tied to a favourite song?

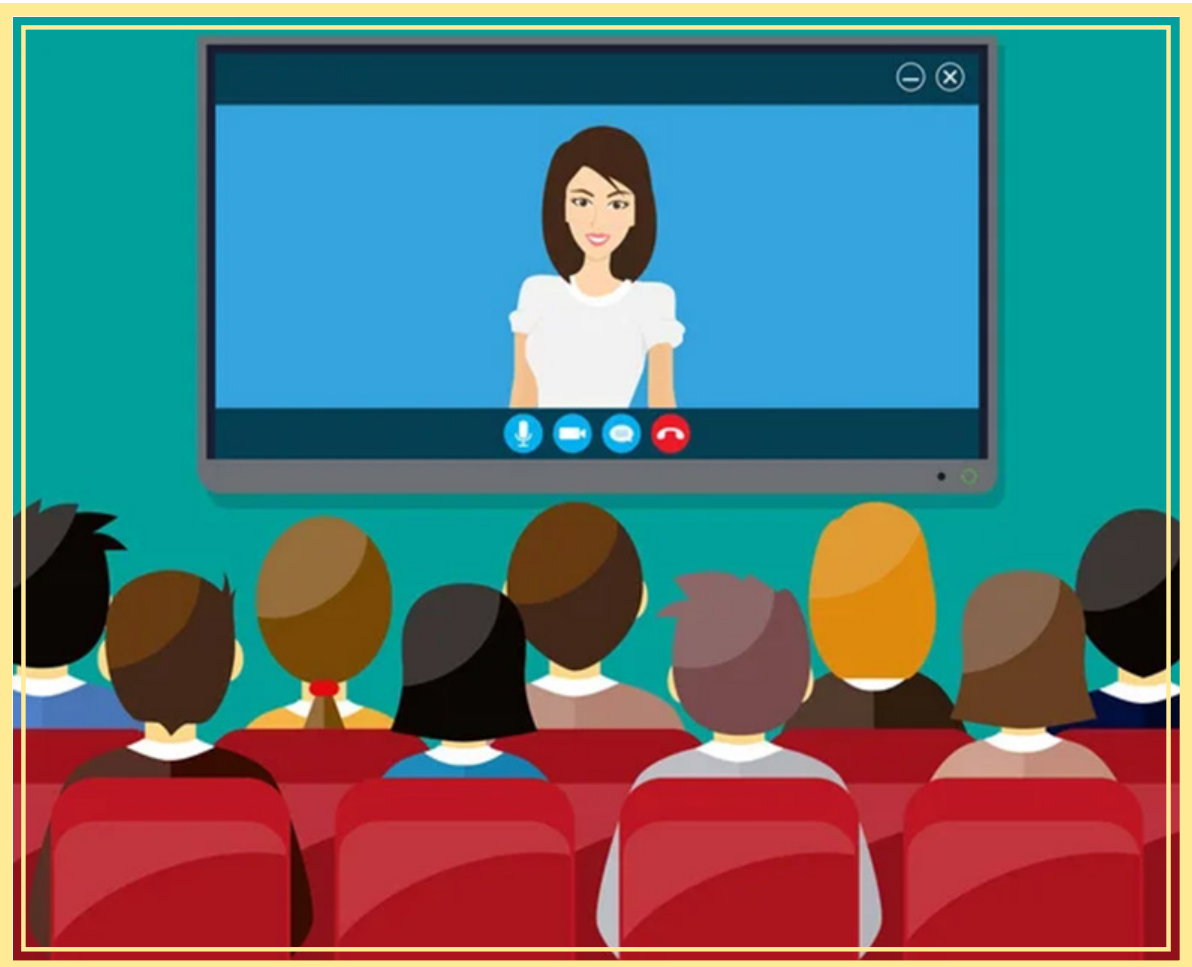
How important was music in your everyday life?

How do you think music has changed since then?

### Activity 3

#### Sharing of Findings and Reflection

- Students present their findings through a video presentation.
- Encourage students to share particularly interesting memories or differences they noticed.



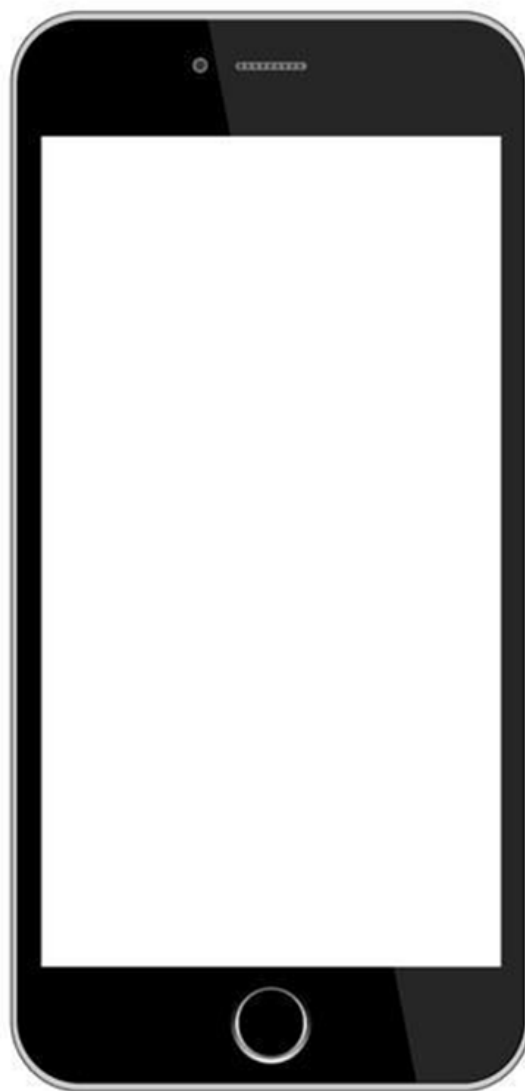
- **Wrap up with a Group Discussion and reflection on:**
  - How has technology changed the way people access and enjoy music?
  - What themes remain constant across generations?



## Exercise 1

### Drawing and Colouring Activity

Ask students to draw and colour the icons of any four Social Media applications of their choice on the phone below. Some examples are; Facebook, Instagram, WhatsApp, TikTok, SnapChat, Twitter.





## Assessment Criteria

Learners will be assessed through research skills, communication skills, reflection, creativity, and participation. The assessment focuses on the ability to gather information, understand generational differences in music consumption, and communicate findings through video and discussion.

### 1. Interview Skills

- Conduct a structured interview using the given interview guide.
- Ask clear and relevant questions.
- Gather accurate information through active listening and respectful communication.

### 2. Content Collected from Interview

- Identify the favourite songs, artists, or musical genres of the interviewee.
- Describe how music was listened to in the past (radio, vinyl, tapes, concerts).
- Record memories or stories linked to specific songs.
- Explain how music influenced the interviewee's daily life or culture.

### 3. Video Presentation Skills

- Present their findings clearly in a short video.
- Organise information in a logical and engaging manner.
- Communicate confidently using voice, visuals, or simple editing techniques.

#### **4. Reflection and Understanding of Generational Change**

- Reflect on how music and technology have changed over generations.
- Identify similarities and differences in how people accessed and enjoyed music.
- Express how music contributes to personal memories and cultural identity.

#### **5. Participation in Class Discussion**


- Share findings during class sharing sessions.
- Listen to and respond to peers respectfully.
- Contribute thoughtfully to discussions on music evolution and social media.

#### **6. Creativity (Social Media Icons Drawing Task)**

- Draw and colour four accurate social media icons of their choice.
- Demonstrate neatness, effort, and creativity in their artwork.
- Show understanding of social media platforms used today.


## Assessment Rubric

Criteria	Basic	Intermediate	Proficient
<b>Interview Skills</b>	Asks few questions; limited interaction	Uses most questions; some follow-ups	Confident, fluent interview; meaningful follow-ups
<b>Content Collected</b>	Minimal or unclear information	Clear but not very detailed	Comprehensive, accurate, insightful
<b>Video Presentation</b>	Unclear, poorly organised	Clear structure; some effort in organisation	Very clear, engaging, well-edited
<b>Reflection &amp; Understanding</b>	Vague or surface-level	Clear reflection with examples	Deep, thoughtful reflection with strong insights
<b>Participation</b>	Rare participation	Occasional relevant contributions	Active, meaningful contributions
<b>Creativity (Icons)</b>	Simple, incomplete	Neat, coloured, mostly accurate	Detailed, creative, accurate artwork



## Extension Activity

- Conduct a live interview with a senior staff member in front of students in music classroom.



## Notes for Educator

- Be sensitive to students who may not have easy access to older family members; offer an alternative (interview a teacher, neighbour, etc.)
- The lesson to be carried out in two or more sessions.
- Students may upload their final video on their Social Media account with the permission of their interviewee.



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