Video Viewer Guide

Financial Literacy in The Arts – Grade 9 and 10 Music

This video highlights how students have opportunities to build financial literacy skills in Arts courses, using a lesson developed by the Ontario Music Educators’ Association (OMEA). Learning in Grade 9 Music (AMU1O) and a Grade 10 Guitar Music focus course (AMG2O) is shown.

Before Viewing
What opportunities can you provide for students to develop financial literacy skills in music and the Arts?

During Viewing
This video is presented in three segments. Consider the reflective questions posed for each of the segments.

1. Minds On: Exploring Needs and Wants through Music (5:19 min.)
   Students in the two classes discuss needs and wants and how this relates to making a purchase of a musical instrument. They discuss factors that would need to be considered when making a purchase. The principal, teacher, and students discuss the value of learning financial literacy skills such as planning, comparison shopping, negotiating price, and exploring purchasing and payment options.
   - The students commented on how learning financial literacy in the context of purchasing an instrument could apply to other situations such as buying clothing or making other purchases. What other contexts within music courses could provide opportunities for students to think about applying their learning in different settings?
   - A student commented about the importance of motivation related to planning to get what you need or what you want. Think about how you might help your students build their understanding of considering needs and wants when making purchases.

2. Action: Researching Options (5:32 min.)
   Students examine two hand-held recording devices and learn about examining specifications and making comparisons between two products. They debrief as a class, noting similarities and differences. Students discuss the relevance of price and quality as factors in their decision making. Before moving on to begin research about personal instrument purchases, the teacher provides an opportunity for assessment for and as learning where students reflect on their current understanding of financial literacy concepts.
   - The teacher and students co-constructed criteria to consider related to purchasing an instrument. What role does the teacher take in this process? What are the students’ roles? How does co-constructing the criteria support the students’ learning?
   - What is the benefit to the teacher and the students in doing the check-in at this point in the lesson related to the students’ understanding about financial literacy concepts and terms?

3. Consolidation: Reflecting and Extending the Learning (5:20 min.)
   Students discuss what they learned with their initial research and identify how skills they would use when making a decision about an instrument purchase apply to making other purchasing decisions in their lives. They have an opportunity to take a field trip to a music store to have a hands-on experience in doing comparisons by trying out different instruments. They wrap up their learning with a gallery walk, sharing their research and reflecting together on what they learned.
   - In this segment, after completing some initial research, students shared their ideas about what they had learned with a partner before sharing with the class. How does using this strategy include all students and also provide an opportunity to build thinking skills?
   - The teacher asked students to reflect on how the thinking and decision-making skills they used in this activity could be relevant in other life contexts. How could you help students reflect on this and other ideas such as compromise, consumerism and setting realistic expectations as a part of this discussion?

After Viewing
These classes went on a field-trip as an extension to their research about making an instrument or major equipment purchase. What options are available in your local community to make relevant connections with the students’ in-class learning?