

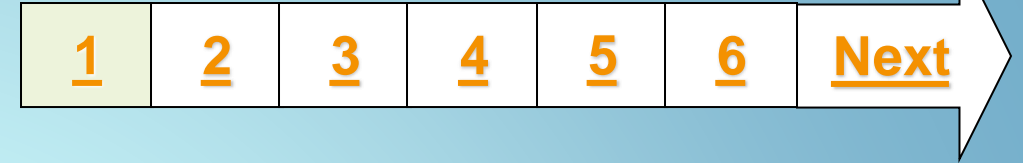
Name that Genre 🎵 🎵 🎵

1. Inquiry Question

As you watch the video about the evolution of dance, listen to the songs, lyrics, and music. What genres of American music can you name? Are there instruments that stand out for certain genres? *Write your answers on a sticky note. Be prepared to share!*

You will **identify** key **elements within genres** (**sacred, folk, military, estrada and bard**) of **Russian music** in order to **identify and evaluate the characteristics of the musical style**.

SLIDE NAVIGATION



Video Source: [YouTube](#)

When listening to Russian music, what are the musical elements of the genres sacred, folk, military, estrada and bard? Which musical instruments help to create the unique sounds of each genre?

When listening to Russian music, what are the musical elements of the genres sacred, folk, military, estrada and bard? Which musical instruments help to create the unique sounds of each genre?

2. Information Sources

[1](#)[2](#)[3](#)[4](#)[5](#)[6](#)[Next](#)

The music of Russia represents the diversity of the culture that has been influenced by the neighboring regions people and music. Russian music is a unique compilation representative of the surrounding people of the region. The music reflects a diversity of **sacred, folk, military, estrada and bard** with an overlying idea of NATIONALISM.

Use the resources provided to the right to complete the activity on slide 3

Don't forget to observe the elements of the genres as well as the instruments that create the sound!



Music Genres

[Sacred](#)[Folk](#)[Military](#)[Estrada](#)[Bard](#)

Russian Instruments

[Balalaika](#)[Domra](#)[Garmon](#)[Rubel](#)[Gudok](#)[Zhaleika](#)[Lozhki](#)[Volynka](#)

3. Student Activity

[1](#)[2](#)[3](#)[4](#)[5](#)[6](#)[Next](#)

Use the information sources on Slide 2 to identify the characteristics of Russian music.

1. View the resources on slide 2.
2. Describe the musical elements present within each genre of Russian music: **rhythm, dynamics, melody, harmony, tone color, texture, and form.**
3. Describe popular Russian instruments that may be typical for each genre. How does the instruments look and sound. How would you classify them: chordophone, membranophone, idiophone or aerophone?

Use this chart (Google Doc) to help you organize your notes.



Image Source: https://pixabay.com/en/photos/russian/?&per_page=50

4. Assessment Activity

When listening to Russian music, what are the musical elements of the genres sacred, folk, military, estrada and bard? Which musical instruments help to create the unique sounds of each genre?

Choose one of the following:

Choose one genre of Russian music that was the most appealing to you.

1. Describe the musical elements within the genre.
2. Identify the instrument/s that helped to create the sound.
3. Classify the instrument/s that helped to create the sound.
4. Explain how the music made you feel.

OR

Choose two Russian genres. Compare and contrast the musical elements.

1. Describe the musical elements within each genre.
2. Identify the instrument/s that helped to create the sounds.
3. Classify the instrument/s that helped to create the sounds.
4. Explain how the music made you feel.

Rubric- **We will create a rubric together.**

For help (tutorials) visit the [Digital Resource Toolbox](#)

Product Ideas:

Infographic

PowerPoint

Google Slides

Publisher

Sway

Discovery Ed

Studio

VoiceThread



Image Source: https://en.wikipedia.org/wiki/Music_of_Russia

5. Enrichment Activities

Visit this site to build some background knowledge about Russian Folk Dances

[Russian Folk Dances](#)

View these videos (YouTube videos; teacher/librarian will provide access).

[Berezka Russian Folk Dance](#)

[Cossack Dances](#)

Choose one of the dances above.

- What emotion does it evoke?
- What story does the dance seem to tell?

Create a short story about the dance. Use a [story map](#) to help you organize your story.

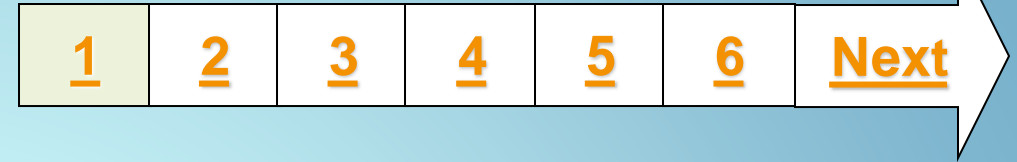


Image Source: <https://pixabay.com/en/folklore-dance-russian-dance-3514258/>

6. Teacher Support Materials

Standards Alignment–

- 7. Perceive and analyze artistic work.
- 11. Relate artistic ideas and works with societal, cultural, historical context to deepen understanding.

Maryland State Fine Arts Standards

Themes of World Music

The music of Russia represents the diversity of the culture that has been influenced by the neighboring regions people and music.

Enduring Knowledge

Explore and identify the key elements of Russian music within a variety of genres throughout Central Eurasia.

Common Core State Standards

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards for the 21st Century Learner

- 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

ISTE NETS - National Educational Technology Standards for Students

- 3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- 4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

P21 Skills

Information Literacy: Access information efficiently (time) and effectively (sources); Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
----------	----------	----------	----------	----------	----------

Grade #7 Unit 5: Music of Central Eurasia: A Russian Focus

Objective: Students will **identify** key **elements within genres** (sacred, folk, military, estrada and bard) of **Russian music** in order to **identify and evaluate** the characteristics of the musical style.

Time Frame: 2-3 mods

Differentiation strategies for this lesson:

- Independent research
- Jigsaw research Idea:** groups of 4, each member becomes an expert on one genre.
- Group idea (assessment):** Create a SWAY that will teach your classmates about the genre of Russian music that you researched. Remember to include the musical elements and to describe at least 2 Russian instruments that may be typical for this genre.
- Use the “I Can” statement resource poster to measure your progress.

Notes to the teacher:

- Collaborate with your school library media specialist to implement this lesson.
- Preview the videos before showing students.

Last updated: July 2023 Report broken links to [BCPS Library Media Programs](#)

BCPS Slam Dunk Research Model, Copyright 2015, [Baltimore County Public Schools](#), MD, all rights reserved. This lesson may be used for educational, non-profit school use only.

All other uses, transmissions, and duplications are prohibited unless permission is granted expressly. This lesson is based on [Dr. Jamie McKenzie's Slam Dunk Digital Lesson](#) model.

Classification of Instruments

- **Idiophones**, such as the xylophone and rattle, produce sound by vibrating themselves; they are sorted into concussion, percussion, shaken, scraped, split, and plucked idiophones.
- **Membranophones**, such as drums or kazoos, produce sound by a vibrating membrane; they are sorted into predrum membranophones, tubular drums, friction idiophones, kettledrums (timpani), friction drums, and mirlitons.
- **Chordophones**, such as the piano or cello, produce sound by vibrating strings; they are sorted into zithers, keyboard chordophones, lyres, harps, lutes, and bowed chordophones.
- **Aerophones**, such as the pipe organ or oboe, produce sound by vibrating columns of air; they are sorted into free aerophones, flutes, organs, reedpipes, and lip-vibrated aerophones.



Sacred Music Origins

- One of three expressions of European classical music
- Referred to as chamber music, theater music or church music (choral music)
- The earliest written music



Video Source: <http://study.com/academy/lesson/renaissance-music-sacred-vs-secular.html>

**Teacher will screen any videos blocked for students.*



Folk Musical Origins

- Represents a community
- In Russia, it is tied to village life and traditions
- Shows nationalistic pride
- Can be sung/played by people who may or may not actually be trained musicians
- Using the instruments available to them.

- [Folk Sample](#)

- [Folk Festival](#)



Video Source: <https://vimeo.com/52448273>



**Teacher will screen any videos blocked for students.*

Military Musical Origins

- During Communist Russia, military music was required to be composed
 - A source of patriotic and nationalistic pride



Video Source: https://www.youtube.com/watch?time_continue=6&v=P X06s49xbHQ



**Teacher will screen any videos blocked for students.*

Bard Musical Origins

- Underground folk music
 - The singer-songwriter wrote songs outside the Soviet establishment



Video Source: <https://www.youtube.com/watch?v=pDR6Uf2Fcy4&feature=youtu.be>



**Teacher will screen any videos blocked for students.*

Estrada Musical Origins

- A type of contemporary music
- Sounds similar to pop or rock with obvious Western influences



Video Source: <https://www.youtube.com/watch?v=ckBUTuaSSxc&t=44s>



Instrument Resources

balalaika



domra



garmon



Video Source: <https://www.youtube.com/watch?v=5JqeSU7ISLE>



Video Source: <https://www.youtube.com/watch?v=LYxXUTyovCE>



Video Source:
<https://www.youtube.com/watch?v=4COISGGb9sk>

**Teacher will screen any videos blocked for students.*



Instrument Resources

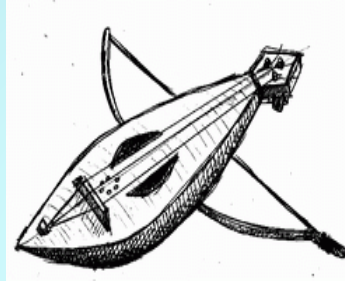
rubel-



Video Source:

https://www.youtube.com/watch?v=HcGo_ak1kc4&feature=endscreen&NR=1%20-

gudok-



Video Source:

<https://www.youtube.com/watch?v=G8Pl6d2NpkA&feature=related>

zhaleika-



Video Source:

<https://www.youtube.com/watch?v=V8cL7iyK7Zo>

**Teacher will screen any videos blocked for students.*



Instrument Resources

Lozhki-



Volynka



Video Source: <https://www.youtube.com/watch?v=6TS9ugnarQQ>



Video Source: <https://www.youtube.com/watch?v=ArKh2dojsjA>

**Teacher will screen any videos blocked for students.*

