Mexican Music Lesson Plan – Music in the Schools 2020-21

Objectives:
SWBAT identify typical characteristics (instruments and musical elements) of Russian folk music.
SWBAT describe how Russian influence is heard in Tchaikovsky’s music.

STANDARDS (MUSIC):

<table>
<thead>
<tr>
<th>3.A.1.1 Music</th>
<th>ALL</th>
<th>1. Foundations</th>
<th>1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.5.9.1 Music</td>
<td>Connect</td>
<td>9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.</td>
<td>1. Describe a memory, feeling, or story associated with music that is listened to or performed.</td>
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<tr>
<td>3.3.5.10.1 Music</td>
<td>Connect</td>
<td>10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</td>
<td>1. Describe <em>cultural</em> uses of music from different time periods and places.</td>
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MATERIALS:
See the curated list of recordings for the MIS 2020-21 repertoire for multiple recordings.

SUGGESTED ACTIVITIES:

1. Listen to Tchaikovsky’s music in silence. (orchestral or piano version) Ask students “what is going on in the music?” – or “What do you hear in the music?” – encourage responses that name musical elements.
   Think-Pair-Share – students discuss what they heard, then share with class.
   Write student responses on the board.

2. Music as stimulus to for creative writing:
   A radio commentator has said: “When listening to Russian music you get the feeling that the composer is telling you a story”. Listen to Tchaikovsky’s music again, focusing on a story told through the music. Imagine this music is the soundtrack to a film. What actions do you imagine on the screen? While the music is playing, have students write a story to fit Tchaikovsky’s music. Think-pair-share. Have students share their story with a partner. Selected students share their stories with the class.

3. Learn the melody of “Under the Green Apple Tree” on a neutral syllable.
   - Write lyrics with the class, in English, to fit the melody. Sing the “new” song.
   - Listen to Tchaikovsky’s music and identify where the folk melody is heard.

   How is the balalaika similar to and different from the guitar?
   Play a recording of a balalaika orchestra: [https://www.youtube.com/watch?v=5PzWQjGgeO0](https://www.youtube.com/watch?v=5PzWQjGgeO0)
   What elements do you hear that you associate with a “Russian” sound?
Additional resources on Tchaikovsky’s life and music influences:

Biography of Tchaikovsky:
https://www.classicsforkids.com/composers/composer_profile.php?id=75

Brief biography at Kiddle Encyclopedia: https://kids.kiddle.co/Pyotr_Ilyich_Tchaikovsky
- This bio has many photos including a statue of Tchaikovsky.

Additional resources for folk music of RUSSIA:

For additional songs from Russia, see MamaLisa’s Musical World:
https://www.mamalisa.com/?t=ec&c=157

Balalaika orchestra plays Under the Apple Tree:
https://www.youtube.com/watch?v=5PzWQjtGgeO0


What makes Russian music “Russian”: (from MPR St. Paul Sunday)
https://saintpaulsunday.publicradio.org/features/0101_russianmusic/

General information about Russian Folk Songs:
“Russian people, indeed, sang their songs in all situations and at all times.” – Russians are known as a singing people.

http://www.vadimprokhorov.com/russian_folk_songs__musical_genres_and_history_25733.htm

Russian folksong Korobeiniki performed by Balalaika orchestra in Russian folk dress:
https://www.youtube.com/watch?v=tUllcoqM2UE