



FEATURE

BALKAN BEATS

Meets National Core Arts Anchor Standards 7-9, 11

OBJECTIVES

- Perceive and analyze artistic work. (Re7)
- Interpret intent and meaning in artistic work. (Re8)
- Apply criteria to evaluate artistic work. (Re9)
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (Cn11)

MATERIALS

- *Music Alive!* magazines (January 2019)
- Computer or mobile device with Internet access
- *Music Alive!* Compare & Contrast worksheet

START

Ask your students to read “Balkan Beats” on pages 6-9. Then, go over the following highlighted words. [This reinforces comprehension and vocabulary.]

LITURGICAL—relating to a religious service

KITHARA—an ancient Greek and Roman stringed musical instrument similar to the lyre

AULOS—an ancient Greek wind instrument

LIRA—a pear-shaped, bowed instrument with three to five strings

ECHOS—the name in Byzantine music theory for a mode within the eight mode system

MODE—a set of musical notes forming a scale and from which melodies and harmonies are constructed

GAIDA—a bagpipe from the Balkans generally made of sheep or goat hide

KABA GAIDA—the “Rhodope Mountains” bagpipe, one of the most distinctive symbols of the folklore music in Bulgaria

SONOROUS—imposingly deep and full

TARAMBUKA—also called a “goblet drum,” a single headed drum

KAVAL—a chromatic, end-blown flute associated with mountain shepherds

LIBERATION—freedom from limits

GARISH—bright and showy

VIRTUOSO—a person highly skilled in music

SUMMARIZE

What would you say is the most popular genre of music in America?

Do you commonly listen to songs from any other areas of the world?

Why is this region of countries referred to as “The Balkans”?

Without looking, how many countries from the Balkan Peninsula can you name?

Where is much of Balkan music derived from?

What is unique about Balkan music, specifically folk?

What other countries or regions have a distinctive sound, similarly to the music of the Balkans?

DEVELOP

Play “Ovdoviala Lissitchkata” by the Bulgarian State Television Female Choir (*Hear the Music track 4* at musicalive.com)

ASK

What stands out to you about this genre of music?

(Instrumentation, odd rhythm, vocal modulation, quick tempo)

Does this sound like folk music you have heard in the US?

Why or why not? (Subjective)

Hand out the Compare & Contrast worksheet.

► Play “Blue Pepper” by Duke Ellington (*Hear the Music track 5* at musicalive.com)

ASK

What instruments do you hear?

What genre of music would you call this?

What do you notice about the rhythms in this piece?

► Play “Blue Pepper” by Slavic Soul Party (*Hear the Music track 6* at musicalive.com)

ASK:

What instruments do you hear in this track that you did not hear in Duke Ellington’s version?

What genre of music would you call this? Is it different than the Duke Ellington version?

Does this sound like the music you heard from the Balkans? What are the similarities? What are the differences?

CLOSE

Have students to fill out the Compare & Contrast worksheet for both versions of “Blue Pepper.”

Review their answers

ASSESS

Did the students read the article?

Did they listen and answer questions about the songs played?

Did they fill out the worksheet?