



Smithsonian Folkways

**Folk Music of Turkey:
The Songs and Dances of Anatolia and the Black Sea
A Smithsonian Folkways Lesson**

Designed by Kyra Settle
University of Washington



Summary: Students will be introduced to Turkish style song and dance through listening to, recreating the sounds of, and dancing *Bacon is in the Larder*.

Suggested Grade Levels: 6-8

Country: Turkey

Region: Middle East

Culture Group: Turkish

Genre: World

Instruments: Body Percussion, Kemence

Language: Turkish

Co-Curricular Areas: Dance, Social Studies

National Standards: 2, 5, 6, 8, 9

Prerequisites: None

Objectives:

- Listen to music from Turkey
- Identify instruments on the recording
- Recreate body percussion in three parts, with and without the recording

Materials:

- Recording of *Bacon is in the Larder, The Dance from Rize on the Black Sea* from “Songs and Dances of Turkey,” Smithsonian Folkways. Available at: <http://www.folkways.si.edu/songs-and-dances-of-turkey/world/music/album/smithsonian>
- World map
- Map of Turkey
- Picture of kemençe instrument

Lesson Segments:

1. Turkish Songs and Dances (National Standards 2, 5, 6, 8, 9)

1. Turkish Songs and Dances

- a. Attentive Listening (1st listen): Teacher plays recording of *Bacon is in the Larder* (first 30 seconds as excerpt).
 - i. Students identify what country it might be from
- b. Integrating World Music: After a student correctly guesses that the song is from Turkey (or the teacher tells the class), the teacher shows map of the world.
 - i. Point out Turkey
 - ii. Show map of Turkey and point out Black Sea region
- c. Attentive Listening (2nd listen): listen and identify different sounds on recording (kemençe string instrument, singing, stamps, claps, a clicking sound).
 - i. Show picture of kemençe instrument
- d. Attentive/Engaged Listening (3rd listen): listen for the rhythm of the claps, then join in when students figure out the pattern.
- e. Integrating World Music: Fishing is a major industry in the coastal areas of the Black Sea region of Turkey.
 - i. This song is a dance, and the dance steps imitate the quick movements of a fish moving in water
 - ii. Many dances from the Black Sea region reflect the fishing industry in this way
- f. Attentive/Engaged Listening (4th listen): listen for the stomping sound and once they figure out that it occurs on the beat, join in, stamping the beat.
- g. Attentive/Engaged Listening (5th listen): listen for the clicking sound.
 - i. What do you think that might be created by? (a tongue clicking)
 - ii. Have students try to make different tongue click sounds when recording ends

