

Teachers Unit and Lesson Plan

Turkish Musical Instruments

The videos listed in this teacher's unit have been chosen to provide a good example of how these instruments sound, what they look like, and how they are played. Each example features the instrument playing alone, which is not necessarily how they appear in actual musical practice.

Sights and Sounds

Saz

http://www.youtube.com/watch?v=s6PykaA_5zg&feature=related (change link)

Ud

<http://www.youtube.com/watch?v=xIVbACH4BxA>

Tanbur

plucked

<http://www.youtube.com/watch?v=nOEQbExIejs>

bowed

<http://www.youtube.com/watch?v=hxsu2jluxAs&feature=related>

Kanun

<http://www.youtube.com/watch?v=P6ou32wG9Hk&feature=related>

Ney

<http://www.youtube.com/watch?v=csW9SZVz41U>

Darbuka

<http://www.youtube.com/watch?v=16guD6CwsE0&feature=related>

Zurna and Davul

<http://www.youtube.com/watch?v=8pe2-Mo0krw>

Mey

<http://www.youtube.com/watch?v=UMKZ6BpTJFU&feature=related>

Lesson Plan

Overview

The purpose of this lesson is to get the student to interact with Turkish music and Turkish musical instruments. For many students this will be difficult as they are unfamiliar with this music. By using a comparative method, which avoids simple evaluation, the students can use what they know about their own music to help them interact with music found in Turkey.

This lesson focuses on group work and finding and classifying details about the music. This is designed to foster critical thinking and analysis skills in addition to getting the students to interact with music in more than an immediate and evaluative manner.

Objectives

Students Will:

- Explore the sights and sounds of the Turkish Instruments
- Compare the sounds and music they hear to their own musical experience
- Share what they notice with others in the class

Activities

The unit should begin with a discussion of musical instruments and types of music the students will already know. The entire class should come up with a list of these instruments and this music and group them according to similarities and differences.

Next the students should review the unit on Turkish musical instruments and watch the example videos provided.

Following the videos, students should form small groups of three or four. They should be encouraged to talk about what they have experienced and what came to their minds while watching the videos of the Turkish musicians.

Students should talk about all aspects of the videos. They should make lists of the construction of the instruments, the sounds of the instruments, who was playing the instruments, and anything else they notice. They should then try to make comparisons with music and musical instruments they are familiar with. Emphasis should be placed on finding similarities rather than differences.

Once the groups have discussed their findings and prepared their lists, a member of each group should report to the class on what they wrote and discussed. The class should make a larger list of interesting issues and ideas based on common comments and unique ideas coming from the groups.

Avoid evaluative commentary. Students should think critically about the music and the sounds they hear and try to compare the features of the sounds and music instead of deciding what is good or bad.