

Global Music Lesson Plans

Lesson 1: Accelerando – Israel, Peru and Russia

Age range: 5–7

Time required: 40 minutes.

Note: This lesson plan assumes that pupils have learned the Israeli song ‘Bim Bam’ in advance of the lesson.

Activity:

Listening and responding through movement to three pieces of dance music each of which feature an accelerando.

Aims:

To introduce the concept of accelerando and how the way we move can reflect the changes in the tempo of the music.

To develop awareness that this genre of dance music is a tradition across several cultures.

Pupils will learn:

- To recognise when tempo is increasing and decreasing.
- To adapt their movement and singing to reflect the tempo of the music.

Web links you will need:

- ‘Bim Bam’: A traditional Yiddish song and circle dance from Israel.
http://www.oxfam.org.uk/education/resources/global_music_lesson_plans/5_7/files/bimbam.mid
- A recording of the Peruvian pan pipe track ‘Sikuriadas’ from the CD: Panpipes of the Andes. You can find this track at various online stores and also on YouTube.
- A recording of the Russian song ‘Kalinka’. You can find this track at various online stores and also on YouTube. (Lyrics are provided below.)
- Online video excerpts of the dance ‘Kalinka’ (Note: the quality of these excerpts is poor but they are enough to give pupils a feel for the music and dance).
http://www.barynya.com/barynya/Russian_folk_dance_Kalinka.htm

Other resources you will need:

Lyric Sheet for 'Bim Bam' and 'Kalinka' (below).

Useful Information

Accelerando is a term that means 'to speed up'.

The use of accelerando is an effect enjoyed by performers and audiences alike, and is a feature of a number of styles and genres of dance music. It can be identified in the music of diverse cultures across the globe.

This activity makes a connection between three cultures where this effect is a particular feature of its dance music i.e. Israel, Russia and Peru.

Lesson Plan	Accelerando – Israel, Peru and Russia (Age range 5–7)
Starter	<p>Sit the pupils in a circle and spin a top in the centre. While they are watching, ask them to shake their hands in the air. As the top slows down ask them to slow their hand-shaking and stop when the top stops. Next sing to the class a well-known song or rhyme such as 'This Old Man', making it get slower and slower until the end. Repeat the song asking the pupils to join in as well.</p> <p>Point out to the pupils that the <i>tempo</i> of music was getting slower. Can they describe the effect of it slowing down? How did it make them feel? Explain that for the remainder of the lesson they will be exploring the opposite effect - that of speeding up.</p>
Main	<p>Pupils should already have learned the Yiddish circle dance song called 'Bim Bam'. Point out that this song is the basis of a circle dance, a genre that is common to many different cultures.</p> <p>Teach pupils how to perform a circle dance to the beat of the music.</p> <p>Suggested Circle dance steps:</p> <p>Line 1: Circle to the right: (in an anti-clockwise direction). Open right leg to the right, cross the left leg in front, open the right leg to the right, cross the left leg behind. Repeat if necessary.</p> <p>Line 2: Circle to the left: (clockwise direction). Open left leg to the left, cross the right leg over in front, open the left leg to the left, cross the right leg behind. Repeat if necessary.</p> <p>Line 3: Circle to the right: (in an anti-clockwise direction).</p> <p>When the dance is secure, sing the song to the class beginning very slowly and gradually getting faster and faster. Ask the class to move in time with the song, responding to the change of tempo by getting gradually faster themselves. Ask pupils to describe how they felt as the song got faster and faster. Would it be the same if they started very fast and got slower?</p>

	<p>Point out that many dances begin slowly and gradually get faster. There seems to be a worldwide enjoyment of ending a dance in an excited frenzy.</p> <p>Illustrate this last point by playing them 'Sikuriadas' - a pan pipe melody and dance from Peru. Ask the class to perform the same circle dance to this piece, responding to the <i>accelerando</i> in their movements.</p> <p>Next, listen to the Russian song 'Kalinka' performed by the Russian Red Army Choir. The structure of the song alternates chorus and verse throughout, the chorus getting gradually faster and the verse staying the same tempo. Using the phrases: <i>faster</i>, <i>slower</i>, and <i>the same</i>, ask pupils to describe the tempo of the different sections of the song.</p> <p>Discuss the effect of the <i>accelerando</i> in each of the verses. If the pupils were dancing to the song, how would they respond to the change in tempo?</p> <p>Watch the three video clips of the dance 'Kalinka'. Can the class describe the types of movements? How effective were they in capturing the feeling of the song? Have they ever seen dancing like this before? On what sort of occasion do they think a dance like this might take place?</p>
Plenary	<p>To reinforce their understanding of tempo, return to the song 'This Old Man' and perform it again, but this time gradually getting faster. How fast can they sing it <i>and</i> keep together?</p>

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Worksheet: Lyric Sheet for Accelerando – Israel, Peru and Russia


Kalinka Lyrics	Translation
Kalinka, kalinka, kalinka moya! V sadu yagoda malinka, malinka moya!	Kalinka Kalinka Kalinka of mine In the arbour grows a berry as sweet as red wine
Aaaaaaaaaaaaaaaaaaaaaah! Pod sosnyu, pod zelenoyu Spat' polozhite vy menya, Aaaaaaaaaj! Aj lyuli, lyuli, aj, lyuli, lyuli, Spat' polozhite vy menya	Under the tree, under the green tree, Ai liu li liu li Lay me to sleep
Kalinka, kalinka, kalinka moya! V sadu yagoda malinka, malinka moya!	Kalinka Kalinka Kalinka of mine Little tree, oh little green tree Please don't let your leaves rustle under me
Aaaaaaaaaaaaaaaaaaaaaaaaaaaaaah! Krasavica, duscha-devica, Pozholej zhe ty menya, Aj, lyuli, lyuli, lyuli, lyuli, Pozholej zhe ty menya!	Ai liu li liu li Don't let your leaves rustle under me
Kalinka, kalinka, kalinochka kalinochka moya! V sadu yagoda malinka, malinochka moya!	Kalinka Kalinka Kalinka of mine Beautiful maiden, maiden of my soul Please fall in love with me
Hej Kalinka, kalinka, kalinka moya! V sadu yagoda malinka, malinka moya!	Ai liu li liu li
HEJ!	Please fall in love with me

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Bim Bam

Traditional Yiddish circle dance


Voice



Bim bam bi - ri bi - ri - bam. Bi - ri bi - ri bam bam, bi - ri bi - ri bam.

5


Voice



Bim bam, bim bam, bim bam bi - ri bi - ri bam.

9

Voice



Bim bam bi - ri Bim bam bi - ri Bim bam bi - ri bi - ri bam.