WELCOME AND INTRODUCTION

This guide is designed to prepare, reinforce and extend learning concepts in the Class Notes video How History Influences Music. In addition to relating several basic facts about the composer Zoltán Kodály (“ZōL-ṭaːn Kō-d-ˈye”), How History Influences Music includes three main ideas:

› Historical events and geography influence the creation of artistic works.
› There are different kinds of music, such as classical music and folk music, and different kinds of music can be blended together to create something new.
› The development of recording technology allowed Zoltán Kodály and other composers to preserve and document folk music.

The information and standards-based activities in this guide are intended to engage audiences through active learning. We hope you will personalize, modify or adjust content to meet your unique needs.

PREPARING TO WATCH THE VIDEO

Just as literacy teachers use prereading strategies, music teachers or parents can use prelistening and prewatching strategies. This helps learners create a mental framework to organize new ideas, relate new content to prior knowledge and make connections. What you bring to a listening experience will affect what you hear and take away from that experience.

1. Learn about a specific time and place: Central and Eastern Europe between 1870 and 1945.

   Explain that in How History Influences Music, the narrator tells us, “Music reflects the time and place it was written.” The video will go on to discuss the time period between around 1870 to 1945, or the years immediately preceding Zoltán Kodály’s birth through the end of World War II. The general geographic area is Central and Eastern Europe. Preview and discuss some of the important events referenced in the video. Use the timeline below. Find a printable version of this timeline at the end of this guide.

   Early 1800s: Steam engine invented; Second Industrial Revolution

   1876: Alexander Graham Bell patents the telephone

   1877: Thomas Edison invents the phonograph

   Early 1880s: Zoltán Kodály is born in Hungary

   1877: World War I

   1939-1945: World War II
As you review each of these events, guide discussion by asking questions such as:

› How would life be different if some of these things, like the telephone, had never been invented?
› What effect do you think war had on Europe and the people of Europe?

Look at a map of the places that Zoltán Kodály lived. Borders have changed over the years. Today, the countries are the Czech Republic, Slovakia and Hungary, all located in Central and Eastern Europe.

![Map of Europe](source)

Explain that where we live and the time in which we live have an impact on our lives, and they affect the art and music we create. Continue exploring the idea of the impact and influence of historical events and geography with the following discussion questions:

› What technological advancements or inventions have affected your life? In what ways has your life changed? Give some examples.
› How does where you live affect the way you view the world?

2. Learn about the composer Zoltán Kodály.

Here are a handful of facts about the composer Zoltán Kodály.

› Born in 1882 in Hungary
› Learned to play many instruments as a child, including piano, violin, viola and cello
› Became a composer
› Blended traditional Hungarian folk music together with classical elements
› Used the newly invented phonograph to record music from his homeland
› Developed an important way of teaching music to children, called the Kodály method

Listen to some of Zoltán Kodály’s music on the [Class Notes: How History Influences Music Lesson Plan Audio](source) page.
One of the “big ideas” in How History Influences Music is the idea that there are different genres, or categories of music. Discussing the definitions of various genres helps learners reflect and articulate fundamental musical concepts. The following activities help learners understand how to define different kinds of music and help them understand the idea of blending different kinds of music together.

1. Talk about genre. Explain or remind learners that there are different kinds of music.
   Use the following discussion questions to generate discussion and encourage reflection:
   › What are some different kinds of music?
   › What makes _____ music sound like _____ music? (Fill in the blank with any genre. The idea is to get learners to identify specific things they hear that help them categorize different kinds of music.)
   › Can a song or piece of music ever sound like two different styles at the same time?
   › Is it ever hard to figure out the style of a certain piece of music?
   › Find two listening examples in the “What Genre?” section of the Class Notes: How History Influences Music Lesson Plan Audio page.

   Begin by listening to the excerpt of Concerto Grosso No. 2, I. Andantino-Allegro, by Alfred Schnittke. The beginning will sound like classical music to most listeners. Notice that about twenty seconds in, we hear a drum set. Is this still classical music? Why or why not?

   The second example is a string quartet arrangement of a pop song. Is this classical music? Why or why not?

2. Discuss the genres of folk music and classical music.

   Begin by asking learners: How would you define folk music? How would you define classical music? We all might think we know what these terms mean, especially when we hear a piece of music. Coming up with a definition can be very hard. Art forms of all kinds are constantly changing. Here are two definitions that generally work well.
   › Folk Music: music sung by everyday people in everyday life
   › Classical Music: art music notated through formal techniques

   There are many ways in which these definitions fall short of describing each genre. A side-by-side comparison of the two genres yields better results. Ask learners if they would add anything to either of these description boxes.

<table>
<thead>
<tr>
<th>FOLK MUSIC</th>
<th>CLASSICAL MUSIC</th>
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<tbody>
<tr>
<td>- often learned by rote, or by ear, passed from one generation to the next</td>
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<tr>
<td>- is not always notated, or written down</td>
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<tr>
<td>- might reference national identity, customs or cultural traditions of certain groups of people</td>
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<tr>
<td>- might be used to celebrate important events</td>
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<tr>
<td>- usually uses the practice of Western notation</td>
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<tr>
<td>- often includes specific groups of notes (scales) or follows certain structures or forms</td>
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<tr>
<td>- musicians are often formally trained</td>
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3. Explore the idea of blending different genres. Remind learners that Zoltán Kodály blended Hungarian folk music together with classical techniques. In *Dances of Galánta*, Kodaly combined Hungarian *verbunkos* (from the folk music tradition).

4. Listen to some other examples of composers who mixed folk music with classical elements.
   a. Huang Ruo’s *Folk Songs for Orchestra*, II. *Girl from the Da Ban City*
   b. Béla Bartók’s *Romanian Folk Dances*
   c. Chopin’s *Mazurka Op. 17, No. 4, in A Minor*
   d. Ruth Crawford Seeger’s *Nineteen American Folk Songs*
   e. Florence Price’s *Symphony No. 4 in D Minor, I. Tempo moderato*

Find audio for all these pieces in the Folk/Classical section of the *Class Notes: How History Influences Music Lesson Plan Audio* page.

Can you think of other pieces of that combine different genres?

5. Try doing what Zoltán Kodály did by blending folk music and classical music! Here are three easy ways to add to a folk song.
   a. Use the tune or melody of a favorite folk song and play it on an instrument that is often associated with classical music.
   b. Add accompaniment to the melody of a favorite folk song.
   c. Take pieces of the melody and mix it all up. Write it down using music notation to create something new.
Zoltán Kodály wanted to hear the music that everyday people were singing and playing in Hungary. Using the new technology of the phonograph, he was able to travel throughout the country, making recordings of the music he heard. The phonograph allowed him to preserve and document Hungarian folk music. He was able to use this music in his own compositions.

The following activities will help learners understand Kodály’s process of collecting and recording folk songs by recreating the process themselves. Learners may then use their own recordings as source material for their own compositions.

1. Ask learners to use a recording device of their choice to record music from their daily lives. They may decide to work alone, in small groups or with the help of an expert (teacher, parent, etc.). Learners should ask people they encounter to sing a traditional tune or melody from their heritage or culture.

2. Set and communicate some parameters.
   a. Decide if the recordings should be taken in a school setting or if they should be recorded outside of school.
   b. Decide on minimum and maximum time requirements.

3. Share the collections. Ask learners to explain the source/origin of their recording.

LEARNING CHECKLIST

- I can identify cultural or historical influences on musical compositions.
- I can discuss characteristics of different musical genres.
- I can compare and contrast cultural uses of music from different time periods and places.
- I can use recording technology to preserve and share music.
HOW HISTORY INFLUENCES MUSIC

PRINT PAGES
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