

Music Lesson Plan Topic – Calypso

Lesson 1 of 6

Focus: Reception

Early Learning Goals:

- To sort metal and non-metal instruments into two groups.
- To participate in singing and dancing as part of a group.
- To understand that music might start in one part of the world and travel to another where it is equally enjoyed.

Inter-related music dimensions covered:

Duration (syncopated swinging rhythms), Timbre (which instruments and how they sound).

For this Unit you will need to purchase the Book ‘Creepy Crawly Calypso’, Written by Tony Lanham, illustrated by Debbie Harter and published by Barefoot Books.

Starter activity:

Watch [\(5\) Creepy Crawly Calypso | Barefoot Books Singalong - YouTube](#).

Have two baskets and a set of pictures of the instruments copied from the book. Ask the children to help you to sort the instruments into two baskets: metal / not metal, instruments that you blow / instruments you play differently (hit/plucked), keyboard instruments / non keyboard instruments (include the marimba as a keyboard instrument), instruments you strike / instruments played in another way (plucked/blown). **This activity can be followed up as a group activity during the week.**



Main focus:

Listen to the clip again and afterwards ask the children if they can match any of the creepy crawly creatures to the instrument that they recall the creepy crawly playing. (Use the PDF resources of the instrument and mini beast pictures). Ask the children, “what does this music make you feel like doing?” (sing/dance). Listen for a third time and encourage the children to dance around!

Teach Mini-beast Calypso (see Powerpoint resource and recording). Use the creepy crawly pictures to hold up on each verse. Can they sing it again and this time on the repetition of the words calypso the children move their shoulder to the syncopated swinging rhythm. Calypso music began in the West Indian islands of Trinidad and Tobago. Look at the maps and identify where these are. Explain to children that music is something that travels all over the world. Calypso music might be heard in Bristol, perhaps at St Pauls Carnival, so this style of music must have travelled from the West Indies to Bristol. In Calypso music you often hear steel pans. Steel pans might play songs that we know, but they also sound very exotic, like holidays, and sunshine. Listen to this recording of Steel pans and ask the children

to paint a picture in their head. Musical styles - Trinidad and Tobago - Caribbean - GCSE Music Revision - BBC Bitesize. Ask the children what are steel pans made of? (metal).

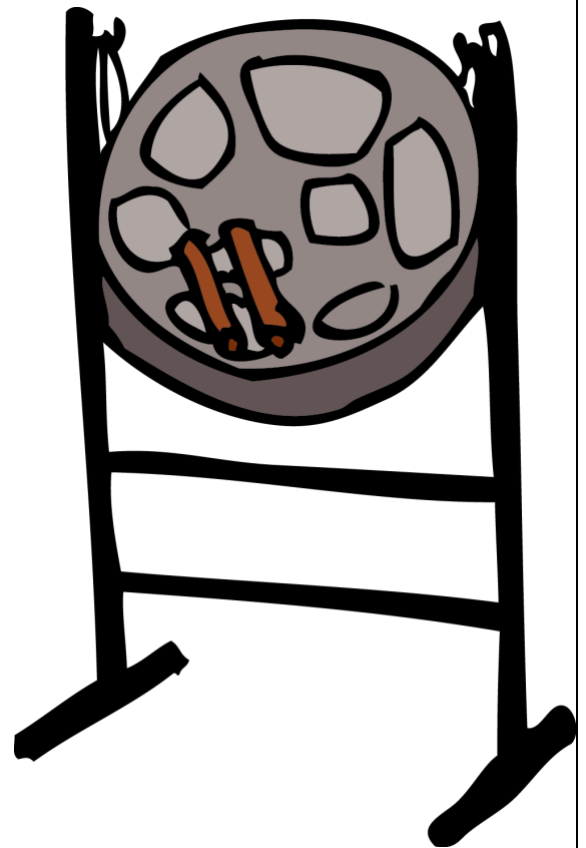
Extending learning for most able:

Here is the story of a wonderful lady who runs a steel pan band in Tobago where steel pans were invented. A brief history of the steel pan - BBC News. Remind children that music travels all over the world watch a Blue Peter presenter in the UK, who is trying to learn the skills needed to play steel pans in England. BBC Two - Bitesize Primary, Music, Steel pan drums.

Plenary:

Tell the children that most years there is a special celebration held in St Pauls in Bristol where you listen to and join in with singing and dancing. It is a lot of fun and lots and lots of people enjoy the Carnival atmosphere.

<https://www.bbc.co.uk/news/av/uk-england-bristol-44756869/st-pauls-carnival-celebrates-caribbean-culture-in-bristol>. Ask the children to listen out for Steel pans in the music. Calypso music is often heard at carnivals where people dance, sing, dress up in amazing costumes and bright colours.



Keywords / vocabulary: Calypso, carnival, rhythm, syncopated swinging rhythms, Trinidad and Tobago.

Self-assessment opportunities:

- I can sort metal and non-metal instruments into two groups.
- I can join in singing and dancing as part of a group.
- I can understand that music might start in one part of the world and travel to another where it is equally enjoyed.

Resources: Creepy Crawly Calypso book (Tony Langham/Debbie Harter published Barefoot Books)
Video clips, pictures of Creepy Crawlies, recording of song.

Opportunities for sharing work e.g. by recording, notation: Record singing and dancing as a group.

Music Assessment: Reception Lesson 1

You only need to note the names of children who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

Names of any children who are working towards	'I can' assessment criteria	Names of any children who are working at greater depth
	<ul style="list-style-type: none"> ● I can sort metal and non-metal instruments into two groups. ● I can join in singing and dancing as part of a group. ● I can understand that music might start in one part of the world and travel to another where it is equally enjoyed. 	
Notes:		