

Music Lesson Plan topic – Calypso

Lesson 3 of 6

Focus: Reception

Early Learning Goal:

- To understand that different instruments sound different (identify timbre).

Inter-related music dimensions covered: Timbre.

The purpose of the first part of this lesson is to think of describing words for different timbres.

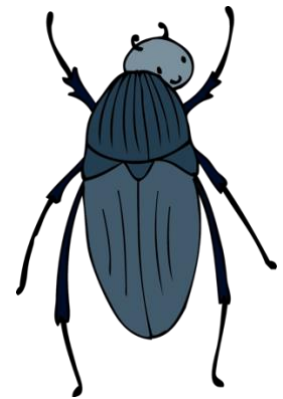
Starter activity:

Tell the children that 'timbre' is the tone colour (sound colour) of the sounds/instruments that they hear. Listen to the 'Creepy Crawly Calypso' ([5\) Creepy Crawly Calypso | Barefoot Books Singalong - YouTube.](#)

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Can the children listen out for each different instrument when it is introduced in each verse. Each instrument has its own different timbre. Can they think of words to describe the different timbre e.g. Steel pans sound metallic / bright / bouncy / ping pong. Encourage the children to explore language - there isn't really a right answer! Children might describe the sounds (timbres) as colours – maybe they think the pans sound red – bright and alive? Can they give each instrument a colour? Use the pictures (in resources as PDF and Word file).

Can they find words to describe some of the insects? Spider - fluffy, furry, Butterflies soft, graceful, Cockroaches - spiky, tickly etc. Have a bag of a whole range of different materials that 'feel' different from Scrapstore or similar e.g. net, shiny crinkly paper, tinfoil, furry material, bubble wrap, lace, voile. Ask the children if they can choose a material that might represent each of the creepy crawlies. Use the pictures (in resources as PDF and Word file). **This could be a group activity.**



Main focus:

Sing the 'Mini-beast Calypso.' Remind the children to make their shoulders 'dance' on the word 'Calypso'. A Carnival is a very colourful occasion full of amazing costume where all the participants dress up. Invite the children to create their own Carnival. Make creepy crawly masks in groups over a few days. The resource is available to print. Other groups in the class could focus on

- Dressing up (like in a carnival).
- Sorting the sounds of different instruments (e.g. metal sounds and non-metal sounds).
- Making spiders or centipedes with playdough bodies and straw legs.
- Using materials that feel different and different colour materials give each mini-beast a 'colour' and a 'feel'. This could be done through collage.

To continue the conversation about 'timbre'- the children could decorate their masks in different ways.

- Stipple sponge and paint.
- Small bits of fabric and PVA glue - great for the spider.
- Paint with brushes.
- Paint with potato stamp - might be nice for two colours for the firefly body.
- Sticking coloured paper on top of paint - this would work well for ladybirds.
- Adding pipe cleaners - would work well for butterflies, ants, crickets and ladybirds
- Painting half the mask and folding the mask in half - ideal for butterfly.

Plenary:

Ask the children to sing '*Mini-beast Calypso*' and this time clap the rhythm of the word calypso. This will help them internalise the Calypso rhythm. Can they make sure that they clap three times for Ca – lyp – so. It is tricky! Start by saying the rhythm of 'Calypso' slowly. It might help them to chant 'short / long / short'.

Keywords / vocabulary: Timbre, tone colour, duration. rhythm, calypso, St Paul's Carnival.

Self-assessment opportunities:

- I can suggest some words that might describe the sounds of an instrument.
- I can choose different materials and colours to represent a creepy crawly.
- I can clap a repeated rhythm.

Resources: Youtube link / Creepy Crawly Calypso Book, Calypso with me song, associated group activities.

Opportunities for sharing work e.g. by recording, notation: Take time to look at each other's masks and talk about the colour of them and different materials chosen.

Music Assessment: Reception Lesson 3

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 suggest some words that might describe the sounds of an instrument • I can choose different materials and colours to represent a creepy crawly. • I can clap a repeated rhythm. | |
| Notes: | | |