

Caribbean Children's Game

This activity has been designed to teach children to listen carefully to music. They will listen and learn the rules to a game first played in Trinidad, Caribbean.

Linked Black History Month minutes:

#11 Go In and out de window

Links to National Curriculum	Music: Listen with concentration and understanding to a wide range of high-quality live and recorded music. Music: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Resources	'Celebrating Musical Role Models' minute #11 Go In and out de Window Paper and pencils, a large space Other Minutes: Bristol #21 'Don't stay away'
Key Vocabulary	Listen, note, dance, move, lyrics, singing, Caribbean, diaspora, Windrush
Key Questions	What can you hear the children saying? Which move are they doing now?
Input	<ul style="list-style-type: none"> With the children listen to minute #11 explain that this minute is all about a children's game which is why it was sung by children. Tell the children that they are going to listen to the minute and work out the rules of the game and then we will have a go at playing the game. The children are singing the song in the Bronx a part of New York City in America, originally it came from Trinidad, an island in the Caribbean. The Trinidadian diaspora are spread out across. An American woman went there to listen to lots of children's songs, and then she took them back to the Bronx to teach them to schoolchildren there. She wanted children in different parts of the world to learn more about each other's cultures Another way of sharing or learning about different music traditions is through migration. When people migrate from their homelands to live somewhere else, they are called a 'Diaspora'. There are many people from the Trinidadian diaspora in the UK, who migrated during the 1940s - 1960's to help the UK when there were labour shortages after WW2. They are called the 'Windrush generation', named after 'Empire Windrush', one of the most famous ships to bring West Indian migrants to the UK. It's useful to let the children know that despite these people being British commonwealth citizens they weren't meant with the greatest reception. They were barred from houses, employment and faced racial violence.
Activity	<ul style="list-style-type: none"> Ask the children to think of any songs that are from cultures and traditions different to their own. Tell the children that the game starts with the children standing in a circle holding the hand of their partner, with their partner they are going to take turns to skip and dip and turn around their partner. Ask the children to listen carefully to the piece to find out what they need to do. Invite them to add their own moves to the song.



	<ul style="list-style-type: none"> • Next ask the children to go around in time saying something that represents their culture. This could include a musical genre, a type of food, a word in a different language or different dress. • Give the children time to practise their dance.
Plenary	Invite the children to perform their dance to the rest of the class, explaining the moves that they heard in the piece. Did everyone do the same dance?

