

CALYPSO FUSION





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Welcome to the BSO Midweeks!

On behalf of the Associate Conductor, Jonathan Rush, the members of the Baltimore Symphony Orchestra, and the BSO Education Department, we are delighted to welcome you to our 2022-2023 Midweek Concert Series. With the BSO's Midweek Concert series as the longest running education initiative at the BSO (running since February 16, 1924), and the first regular educational concert series of any orchestra in the country, we are thrilled to have you join us here at the Joseph Meyerhoff Symphony Hall.

This Midweek Concert Season, we present four concerts: *Calypso Fusion*, *A Spirit for the Holidays*, *Harlem Renaissance*, and *Beethoven Lives Upstairs*. Each concert incorporates an Arts-Integrated, STEAM-Activated approach to create a relevant, interactive, and interdisciplinary experience.

About This Guide

On the next pages you will find the Teachers' Guide for *Calypso Fusion*, written by a highly skilled group of Maryland educators with specialism in Music, Drama, Science, English/Language Arts, and Visual Arts, led by award-winning curriculum writer and editor, Richard McCready.

At the start of the guide is a "Snapshot" of your concert experience. This will give you a sense of what to expect in the concert, along with some thoughts about the various curricular connections, and music we suggest you listen to in the classroom before the performance.

Beyond the Snapshot pages you will find a variety of activities, called "Beats," to signify the various directions that you can explore in order to prepare for this concert. Each Beat may be used in any order you wish. We have also highlighted the various cross-curricular links that align with each Beat so that you may jump to areas that are of particular interest to you and your students. We hope that your students try at least one activity prior to coming to the concert so they can make the most of their live experience at the Meyerhoff.

Each activity is written to encourage students' natural sense of creativity and exploration. They will be able to read the activity pages or you can read the activities with them. Some of the activities are scientific, some are movement games, some employ and encourage art skills, and some involve storytelling and role-play. You best know your students, their capabilities, and their interests. You should encourage students to try the activities that you feel most appropriate for them and for your classroom. Encourage other teachers in your building to try some of the activities as well.



These guides are designed and intended as a mere starting point for exploration, with the essential piece being the work that is created by the student, for the student. Our ultimate goal is to facilitate a strong connection between the music performed by the BSO and the everyday lives of your students, so that they may continue to take music with them wherever they go.



Please feel free to share your students' work with us at the BSO—we love to see where the ideas from these activities might take your students and all the inspired, arts-integrated work they will produce in the classroom. If you wish to share any materials with us at the BSO, please send them to education@bsomusic.org.



We hope you enjoy this guide, your explorations that are yet to come, the concert experience, and sharing your creative work with us.

Warmly,

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Calypso Fusion Concert Program

Below is the list of pieces that will be performed on the *Calypso Fusion* Midweek Concert. Please take a moment to listen to these pieces in advance of the concert on YouTube, Spotify, or iTunes.

- ❖ SAINT-SAËNS: “Fossils” from *Carnival of the Animals*
- ❖ JAN BACH: Concerto for Steelpan and Orchestra: III. Toccata
- ❖ STRAVINSKY: “Infernal Dance of King Kastchei” from *The Firebird Suite*
- ❖ PRECHTL: *Kassa Jam*
- ❖ JOHNSON: *Drums*



Calypso Fusion Snapshot for Teachers and Students

Drums are some of the most versatile instruments out there! Drums come in all sorts of shapes and sizes, from large kettle drums and marimbas to the smaller triangles and cowbells. Drums are the focus of our *Calypso Fusion* program, with our percussion section being featured. Also brought to the forefront of *Calypso Fusion* is a special kind of drum – the Steelpan! The Steelpan is an instrument that was invented in Trinidad and Tobago and is synonymous with Calypso music. In *Calypso Fusion*, you will get the chance to hear the Steelpan in a rather unusual setting – as a soloist in front of a symphony orchestra! Does the sound of the Steelpan change how you hear the rest of the orchestra?

Camille Saint-Saëns' *Carnival of the Animals* features fourteen movements meant to depict different animals and is scored for an eclectic mix of instruments that never come together until the very end. "Fossils" is the twelfth movement of the work, and features the xylophone along with an ensemble of strings, two pianos, and clarinet. Listen closely – do you hear any familiar tunes in this piece? Saint-Saëns snuck in several musical quotes as a joke. See how many you can identify!

Jan Bach broke the mold in 1994 by writing the first-ever concerto for Steelpan and orchestra. Although the Steelpan is associated with Calypso music, this concerto treats the instrument as a true virtuoso solo voice. Although Dr. Bach's concerto is written in the style of a classical work, can you hear the shades of Calypso in the tone of the Steelpan? Think about how the music makes you feel. Does this piece make you want to dance? Feel the energy the orchestra and the soloist are bringing to their performance! Featured in this work is our incredible soloist, Josanne Francis. A native of Trinidad and Tobago, Josanne Francis is a unique performing artist, incorporating elements of Calypso, jazz, classical, funk, rock, and more into her performances.



Calypso Fusion Snapshot for Teachers and Students

The percussion section is on full display in Stravinsky's "Infernal Dance of King Kastchei" from his ballet *The Firebird*. Immediately we hear the intense bang of the kettle drums, who is soon joined by the driving force of the brass section. Picture this: the Firebird has just come to life and is forcing the King's evil minions to dance! What sorts of dances do you think you could do to this piece? Think of Carnival in Trinidad and Tobago. Do you think you could make up your own sort of dance to this piece? What would the dance be like? Could you tell a story with it? What does it mean to you? Listen to how each of the instruments in the orchestra interact with one another in this piece. Think of which instruments are playing the melodic parts, and who is in the background with bass lines and harmony. Each instrument plays a different role in conveying the story of *The Firebird*.

Drums have been a seminal part of nearly every cultural tradition throughout history. They have been used for communication, as an accompaniment for dance, as well as a powerful agent to move hearts and minds in religious ceremonies for centuries. We have already heard the xylophone and timpani, which are standard orchestral instruments, and the Steelpan, an instrument native to Trinidad and Tobago. *Kassa Jam* is inspired by a West African drumming pattern. This piece features a solo percussion group along with Steelpan and full orchestra. This is an example of *fusion* – we are combining the Steelpan which traces its origins to Trinidad and Tobago with a drumming pattern that originated across the Atlantic Ocean in West Africa. There is even a chance for YOU to participate in the *Kassa Jam* – listen for the "call and response" section of the piece and get involved!

We end our *Calypso Fusion* journey with James P. Johnson's symphonic poem entitled *Drums*. We once again get to hear our kettle drums on full display with a huge solo right at the start! When the full orchestra enters, we are launched into a rhythmic and energetic dance. Try to move to the music! Feel the beat and groove and let the music influence your motions. This piece is a lot of fun – try drumming along!



Beat One: Play a Rainbow



Calypso music from Trinidad and Tobago features the steel drums. Who wouldn't want to bang on a drum? Do you love tapping and banging on things to hear the sounds and make music? Let's experiment with that idea. We will add a dash of color and a splash of science. Do you love watching colors mix together when you wash your paintbrush? Do you love experiments that explain and show how things work? It's a lot of fun, right? So let's do all three. Put on your lab coat and let's get started making a magical, colorful, musical science experiment.



Activity Idea

When a glass is empty of liquids it is full of air. Tapping an empty glass makes a higher pitch sound than the glass with water in it. This is because the empty glass of air vibrates quickly when it is struck, causing the high pitch sound. Let's find out what happens when we change the level of water in the glasses.



You will need:

- Six matching glasses
- A spoon
- A pitcher of water or sink
- Food coloring in primary colors (red, blue, and yellow)

Go ahead and line up the glasses then gently tap on each one. They will make the same sound. **BORING!**

Let's make it more exciting. Put equal amounts of water into three of the glasses. Add several drops of red to the first glass of water, several drops of yellow to the second glass and several drops of blue to the third glass. You can make the colors lighter by adding less food color and more vibrant by adding more food color.

Go ahead and tap on an empty glass and a glass with colored water. If you listened carefully, you will have noticed that the musical sounds are different. Still a little **BORING!**

Let's keep going. In one of the empty glasses add half of the red and half of the blue. Look at that blue and red mix together to make purple.

Now, in one of the empty glasses add two-thirds of the remaining red and one-sixth of the yellow. Look at that red and yellow mix together to make orange.

Last one! In the last empty glass add two-sixths of the remaining yellow and one-sixth of the remaining blue. Look at that yellow and blue mix together to make green.

Now line your colors up in order from lowest to fullest.



You just made the rainbow - red, orange, yellow, blue, green, and purple. WOW! That was really cool. Some good art and science. However, we are not done. Get ready, it gets even better.

Grab that spoon. Try tapping the glasses again. The sound is what is produced when an object vibrates. The more water that is in the glass, the slower the vibration and the lower the pitch. The less water that is in the glass, the faster the vibration and the higher the pitch.

Now try making a melody and sharing it with your classmates. Feel free to work with partners. The more minds together, the greater the outcome!

Reflection Questions:

1. Why does each glass make a different sound?
2. Why are the proportions of colored water in each glass important?
3. Why are some high pitched?
4. Why are some low pitched?
5. Is the food color important to the experiment? Why or why not?



Curriculum Connections

Fine Arts Standards

- ❖ **Creating**
 - 1: Generate and conceptualize artistic ideas and work.
 - 2: Organize and develop artistic ideas and work.
- ❖ **Connecting**
 - 10: Synthesize and relate knowledge and personal experiences to make art.

Mathematics Practices

- ❖ M4: Model with mathematics.
- ❖ M5: Use appropriate tools strategically.
- ❖ M6: Attend to precision.

Science Practices

- ❖ S2: Developing and using models.
- ❖ S3: Planning and carrying out investigations.



Beat Two: Classroom Carnival

FINE ARTS



The world is made of so many different cultures and traditions! These traditions help us to understand who we are and where we come from. Whether it is the clothes that you wear, the language you speak, or the music you listen to, culture is all around us. Let's celebrate our similarities and differences in a classroom carnival!

MUSIC



SOCIAL STUDIES



MOVEMENT



**SOCIAL EMOTIONAL
LEARNING**



PERFORMING



CONNECTING



Activity Ideas



Carnival in Trinidad and Tobago is considered the “Greatest Show on Earth.” In this celebration, the streets are filled with music, dance, and fancy costumes that represent the people and rich history of the country. Fusion is the process of combining two or more things together to form a single product. What would happen if you combined different elements together to create a classroom carnival?



Element 1: Color

Mas Bands are groups of people who perform, dance, and walk together in parades. Each Mas Band has a specific color or theme that everyone wears to symbolize natural resources, shared interests, early traditions, and regions.

Directions: Pick 2-4 colors that represent you in a unique way. Use the brainstorm map to help you think of what colors would work best.

Ex. Many people wear blue to represent water and black to connect to oil and gas, natural resources in Trinidad.

Element 2: Flag

Because Carnival is widely celebrated by Caribbean people globally, many people wave their flag when dancing to represent their home country. Using a blank piece of paper and writing/coloring tools, design a flag using the colors that you picked to symbolize your favorite things to represent you. You may draw other symbols and images to personalize your flag.

Element 3: Dance

Music and movement are two of the most important parts of a Carnival. Calypso is the traditional music of Carnival in Trinidad and Tobago that uses instruments like the steel drum/pan, Latin percussion, electric guitar, trumpets, trombones, vocalists, and more! Soca, music that is closely related to Calypso, is popularly used for dancing at Carnival and “fetes.” Once you have chosen your colors and created your flag, it’s time to dance and wave your flag to the beat.

Directions: Listen to the sounds of the Caribbean and create one to two movements that you can share with your tribe!



What colors
represent you?

The illustration features a central pink brain character with large eyes, glasses, and a smiling mouth. It has small arms and legs. Above the brain is a glowing yellow lightbulb with radiating lines, connected to the brain by a series of small circles. Surrounding the brain are four speech bubbles: a large oval one with a striped border, a cloud-shaped one, a large rounded rectangular one, and a smaller one. The entire scene is set against a light beige background.



Resources

- ❖ Destra Garcia - *It's Carnival*
<https://www.youtube.com/watch?v=ReEx48elnuY>
- ❖ Lord Kitchener - *Pan in A Minor*
<https://www.youtube.com/watch?v=LkIAz4Ai-fE>
- ❖ 3canal - *Blue*
<https://www.youtube.com/watch?v=7VeoEmaxjg4>



Curriculum Connections

Fine Arts Standards

- ❖ **Performing/Presenting/Producing**
 - 5: Develop and refine artistic techniques and work for presentation.
- ❖ **Connecting**
 - 10: Synthesize and relate knowledge and personal experiences to make art.
 - 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Social Studies Practices

- ❖ **SS1: Developing questions and planning inquiry.**



Beat Three: Calypso Dance Fusion



Gotta dance! This activity will give you the opportunity to create a Calypso-style dance, whether alone or with your friends! Try it!



Activity Idea

Calypso is a fusion of many styles of music. There are also many dances that began life in other countries, such as France, Spain, Greece, Israel, etc. Watch the [video](#) to see some Calypso dance steps. Do any of these dance steps look like steps from your background? Now think of some of YOUR favorite dance steps. Do any of your favorite dance steps look like the Calypso steps in the video?

Now it is your turn. Form your group of 4 or 5 peers and create a dance piece. Each person in the group has 16 counts to dance their Calypso. Practice with this piece of [Calypso Music](#) and perform your Calypso-style dance. You may choose to add a final round of 16 counts and show all of your steps simultaneously!



Resources

❖ Calypso Dance Steps

<https://www.youtube.com/watch?v=sTASw-VjTVk>

❖ Calypso Music for Your Dance

<https://www.youtube.com/watch?v=ExFop4dqSmM>



Curriculum Connections

Fine Arts Standards

❖ Creating

- 1: Generate and conceptualize artistic ideas and work.

❖ Connecting

- 10: Synthesize and relate knowledge and personal experiences to make art.

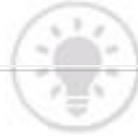


Beat Four: If You Give a Musician a Muffin...Pan



Can you resist dancing to the metallic sounds of the steel pans? This drum is considered a pitched percussion instrument because the dents are different sizes and create high and low sounds. You can recreate the timbre of the steel pan drums by using a metal muffin tin in your kitchen! *(Be sure to ask a grown-up at home before you have a jam session!)*





Activity Idea

To make this homemade instrument you will need to grab a metal muffin tin and find something to use as a mallet to tap the cups. For example, a pencil with a good eraser on the end would work nicely! What if you try a metal spoon handle? How does it sound with a wooden spoon handle or a chopstick?

Place the muffin tin upside down and tap on the raised cups of the pan. You can do this directly on the table, but you could also try placing it on a raised surface like a cardboard box. Try to identify the sounds of each cup as either high or low pitched. Have a jam session where you create a song or try to play a familiar song such as “Mary Had a Little Lamb.”

BONUS CHALLENGE: Place the tin right-side-up and fill the cups with various amounts of water. Carefully elevate the pan to hold it up with space to tap underneath. Use your mallet to tap under the muffin tin and see if the pitches change.

Try the same activity using a disposable muffin tin. Make dents in the sides of the cups or crumble the cup some to change the pitches.



Resources

- ❖ Homemade Steel Drum Fun!
<https://makingmulticulturalmusic.wordpress.com/2012/06/05/homemade-steel-drum-fun/>
- ❖ DIY Steel Drum
<https://www.youtube.com/watch?v=NMSsZzWgy9k>



Curriculum Connections

Fine Arts Standards

- ❖ **Creating**
 - 1: Generate and conceptualize artistic ideas and work.
- ❖ **Connecting**
 - 10: Synthesize and relate knowledge and personal experiences to make art.
 - 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Science Practices

- ❖ S2: Developing and using models.
- ❖ S3: Planning and carrying out investigations.



Beat Five: Pots and “Pans”



The orchestra has a **HUGE** section of instruments in the back that have a variety of sounds. They are all part of the percussion family! Have some fun with percussion using your very own found sounds from your environment! Percussion sounds can be performed by striking, shaking, or scraping different items.



Pitched – a percussive sound that produces one or more melodic pitches.

Unpitched – a percussive sound that does not have a melodic tone.



Activity Idea

We all have had opportunities to make music using sounds that we find around the house. Now it's time to figure out how to classify those sounds into groups according to how you make the sound and what you hear.



Use empty cardboard boxes or hula hoops in order to create a space to collect your sounds. Label the boxes as **WOODS, METALS, SHAKERS**. An extra challenge is to create a **SKINS/MEMBRANES** box where you cover the opening of a sound hole using another material such as tin foil, a cut open balloon, etc. Collect items around your home (with permission from a grown-up) and sort them into the correct box.

Now it's time to find out which could be considered pitched or unpitched! Try playing the sounds and seeing if you can either sing a note being produced or match it to the pitches on a melodic instrument like a piano. Here is a virtual xylophone you can use to compare sounds - www.playxylo.com.

Draw pictures of the sounds you found using this chart.

<i>Pitched</i>	<i>Unpitched</i>



Resources

- ❖ Percussion Instruments: Pitched and Unpitched
<https://www.youtube.com/watch?v=YZxgeYY7MmM>



Curriculum Connections

Fine Arts Standards

- ❖ **Creating**
 - 1: Generate and conceptualize artistic ideas and work.
 - 2: Organize and develop artistic ideas and work.
 - 3: Refine and complete artistic work.
- ❖ **Connecting**
 - 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Science Practices

- ❖ S1: Asking questions (for science) and defining problems (for engineering).
- ❖ S3: Planning and carrying out investigations.
- ❖ S4: Analyzing and interpreting data.



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