

# Lakshmi and the Clever Washerwoman



# Introduction

The music content in this series explores three well-known traditional stories. Each story is accompanied by two songs which focus on the action of the stories, as well as music activities based on the songs and sequences of music to appraise. To keep the Teacher Notes documents to a manageable size we have split into three separate documents - one for each story.

The stories are:

**Tiddalik the Frog.** *Tiddalik* is an Aboriginal 'Dreamtime' story from Australia. Tiddalik is so thirsty that he drinks all the water in the land, until no water is left at all. The other animals decide the best way to get the water back is to make Tiddalik laugh. But Tiddalik is famously grumpy...so how will the animals manage to amuse him?

**Lakshmi and the Clever Washerwoman.** This story comes from India and links to Diwali. A queen is given a new necklace but it is taken by a crow, who then drops it where it is picked up by the washerwoman. She returns the necklace to the palace and, for her reward, requests that on the following day - Diwali - only she be allowed to light a diya lamp to guide the returning Lakshmi through the dark.

**Anansi and the Moss-Covered Rock.** This is one of the most popular stories about Anansi, who features in Afro-Caribbean folklore as a cunning part-man, part-spider, character. In this story Anansi discovers a magic rock and learns that saying the words 'Isn't this a strange, moss-covered rock!' will instantly send the speaker to sleep. He uses his discovery to trick the other animals...but one is ready to trick Anansi back...

## Music skills

The Music skills appropriate to Years 1 and 2 that are targeted in the content include:

- breathing, posture, articulation, sound projection
- high / low / different paces / timbre / texture
- structure (phrase, chorus, verse)
- context (venue, occasion, time and place, intended effect)

- singing songs in unison, with clear diction, control of pitch, a sense of phrase and musical expression
- call and response
- appraising a wide range of music from a variety of geographical and historical contexts
- practising, rehearsing and presenting performances with an awareness of the audience
- listening with attention to detail and recalling sounds with increasing aural memory

## Navigating the *Traditional Tales* website

The content has been organised using the six songs there are to learn across the three stories. On each page you will find the following (using the first part of *Lakshmi* as the example):



**The tutorial.** Join Andy Day and Rebecca Keatley to learn the song. The tutorials cover music elements from each song and are approximately 8 minutes long.



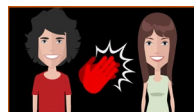
**A story episode.** Each story has two episodes. The episodes are all approximately 5 minutes in length.



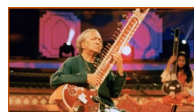
**The song - full vocal.** This offers a karaoke-style video of the song, with the lyrics appearing on screen. Each song is approximately 2 to 3 minutes long.



**The song - backing track only.** Once your group has practised singing with the vocal version they can polish their performance by singing with the backing track only.



**The music activity.** Each song also has an activity video based on the music of the song. These videos include a key element of the music learning offered by the series. They are approximately 5 minutes long.



**Listening music.** This video offers a short example of music related to the song or story for pupils to consider and evaluate.



## *Traditional Tales* Age 5 - 7

### Curriculum links:

*Traditional Tales* is primarily a music resource for children aged 5 to 7. It has been written to fulfil objectives of the music curriculum at Key Stage 1 in England and equivalent curriculum requirements in other UK nations.

Additionally the resource has strong cross-curricular links to English / Literacy and the study of traditional stories / fairy stories and about discovering stories from other cultures.

### Credits:

**Presenters:** Andy Day and Rebecca Keatley

**Composer:** Katherine Freeman

**Music arranger:** David Chilton

**Stories written by:** Kate Stonham

**Story readers:** James Goode (*Tiddalik*), Nina Wadia (*Lakshmi*) and Don Gilét (*Anansi*).

**Producer:** Katherine Freeman

**For the BBC:** Andrew Barnes

## Vocal warm-ups

It is sensible to warm-up before each session. There is a short vocal warm-up on our *Red Riding Hood* pages here:

<https://www.bbc.co.uk/programmes/p05qbbnn>

Additional activities you can introduce:

**Vowels:** sing up and down a scale to the numbers 1 - 8, using B played on a chime bar as a starting note. Ask pupils to omit a number (eg '4') and sing it silently in their heads and challenge them to pitch the following note ('5') correctly. Develop by changing the number omitted and increasing the omissions.

Sing down a scale to 'Do you chew blue glue?', 'We three bees need trees', 'Chocolate and banana sponge' or other suitable combinations.

After singing down from C' - C, start the next scale one note higher and continue getting higher.

**Tongue-twisters:** (say or sing as four vowels) 'Red lorry, yellow lorry; red leather, yellow leather'.

Other things to keep in mind when singing include:

**Posture:** encourage children to stand tall, knees loose and feet apart.

**The singing face:** encourage pupils to lift their face muscles by smiling. Humming phrases of songs will also encourage an unforced, well-blended sound.

**Breathing:** encourage the children to imagine an inflatable ring around the waist. Breathe in silently through the mouth, causing the ring to inflate all the way round the middle. Hold - and then release the air slowly.

## Supporting online resources

On each web page you will also find links to a variety of downloads intended to support your use of the videos. These are:

- *Teachers' Notes* - ie this document - guidance on how to use the resources
- the *Illustrated text* for each episode of the story - providing opportunities to extend the use of the stories into literacy activities
- the *Tutorial transcript* - a convenient way to read through the content of the tutorial audio
- the *Lyric sheet* - the words of the song
- the *Music sheet* - the vocal line of each song as music, including chords
- *Sequencing activity* - print out the A4 sheets and add a number in the appropriate box to sequence the events
- *Outline drawings* - drawings of some of the characters from the stories and other elements for the children to colour in and label
- *Word search puzzle* - one for each of the three stories
- *Vocabulary sheet / writing sheet* - one for each story

## How to use the content

We have tried to make this resource as flexible as possible and hope you will find the way of using it that best works for you and your group. Here are some suggestions you may find useful...

### The tutorial video

The song tutorials are a key element for delivering the music learning. Each tutorial features a single song and pupils are guided by our presenters **Andy Day** and **Rebecca Keatley**.

You will see two icons used in the top right of the screen during the tutorials. The icons help to cue the children when to *listen* and when to *join in* by *singing*. The icons change slightly between each story.

Each tutorial is about 8 minutes long. The pace is lively so make sure you are ready to mediate the use of the video and replay sections as necessary.

## The song videos

Use the song videos once you have learnt the songs using the tutorial video. The full vocal version is easy to join in singing alongside Andy and Rebecca and watching the lyrics on screen.

Use the backing track once your group is feeling really confident.

## The activity videos

These use the music from the song and focus on a specific musical skill - for example, identifying pitch, clapping to a beat, singing in canon, singing in unison, etc.

Andy and Rebecca guide the children through the activities, each of which is about 5 minutes long. Typically Andy and Rebecca will demonstrate the purpose of the music activity and then ask the children to join in by copying. Encourage your group by joining in with them.

## The listening music

These videos offer a broad range of music for the children to enjoy and evaluate. Each piece of music has been chosen either because it links to the geographical / cultural origin of the story or because it illustrates a musical element that is also present in the song.

## Distributing copies of the song sheets

The videos are ideal for displaying on your IWB, and getting children to read the lyrics from the board (so far as their skills allow) will ensure a good, open-chested, singing posture. However, you may also wish to distribute copies of the song lyrics for the children to share.

## Feedback

We are always pleased to hear how you use our resources. Please send any feedback to: BBC School Radio, 3rd Floor Bridge House, MediaCityUK, M50 2BH.

Or email us at: [schoolradio@bbc.co.uk](mailto:schoolradio@bbc.co.uk)

# Lakshmi and the Clever Washerwoman

## Focus

- Pulse - the steady beat in a piece of music
- Rhythm - fast and slow word rhythms
- Phrasing - getting longer in an accumulation song
- Onomatopoeia - words that sound like the thing that they are illustrating

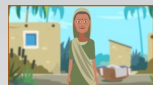
## Characters



The Queen



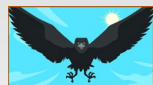
The King



Washerwoman



Lakshmi



Crow

3

## Down by the river it's as hot as can be



## Tutorial

Learning the song:

- Learning Verse 1
- Learning Verse 2
- Learning Verse 3
- Learning the chorus - which gets ever longer!

## Tutorial activities

- Identify the pulse and clap along to it.
- Explore the different word rhythms of the various actions in the chorus.
- Add some actions to some of the words of the chorus - eg swimming actions, flying actions and washing actions.
- Understand how the chorus gets a little longer as more actions are added.
- Listen out for the *onomatopoeia* - words that sound like what they are illustrating - in the chorus.



## The story

This is the first part of a story set in India. It tells how the King gives his wife a beautiful necklace made of pearls.

The Queen decides to go swimming in the river and leaves her necklace on a rock. The necklace is stolen by a crow, which then drops it near to where a poor Washerwoman is washing clothes. The Washerwoman picks up the necklace and wonders what to do with it.

- Tell the children that this is a traditional story set in India at the time of the festival of Diwali. Ask if any of them know about Diwali. It is a special festival of light, celebrated by people of the Hindu faith.

- In this version of the traditional story the Queen is given a special present of a beautiful necklace. What should she do to take care of it? She could put it in a special box to keep it safe. Tell the children that unfortunately the Queen does not take care of her necklace, as they are going to find out...



## The song

- Learn with the full vocal version.
- Polish your performance by singing with the backing track only.



## Music activity

Focus:

- Rhythms which are repeated (although the words are different)
- Steady rhythms
- Faster rhythms

Discuss how music often has rhythms which are repeated.

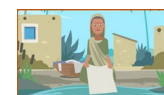
In a song, rhythms can be repeated, although the words might change - eg 'Scrub, scrub' / 'Flap, flap' / 'Splish, splosh'.

Look at the steady word rhythms - eg 'Scrub, scrub' as well as the faster word rhythms - eg 'Rubba-dubba'.

The presenters clap and say these word rhythms and the children copy.

The children can also add actions to these words.

The presenters clap fast and slower rhythms and the children copy them.





## Links to the resources online



Tutorial video



Story video - Pt 1



Song - full vocal



Song - backing track



Activity video



Listening music



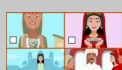
Illustrated story - Pt1



Lyric sheet



Music sheet



Sequencing activity



Outline drawing -  
The palace



Outline drawing -  
The Queen and King



Word search puzzle

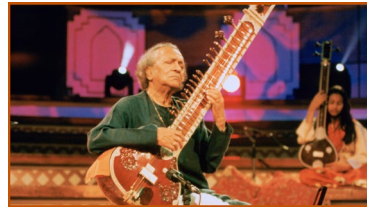


Vocab sheet



Writing sheet

Singing, or using a percussion instrument, the children can make up some of their own fast and slow word rhythms with a partner. As a good starting point, they could think of another animal (or fish) that might be in or near the river and describe some actions for it - eg a frog going 'Hop, hop!' They could even make up some new lines for the part of chorus, where they include the animal and its actions.



## Listening music

Extract from *Raag Bihag*  
(*'Late Evening Raag'*) by Ravi Shankar

- This music is played by a famous Indian musician called Ravi Shankar.
- He is playing an Indian instrument called a *sitar*.
- A sitar is rather like a guitar with a very long neck. It is made of wood and can have up to 21 strings!
- The piece is called a *raag* or *raga*. A raga is a pattern of notes which can go up (*ascending*) or down (*descending*). It can be about a different time of the day, a season, mood or special occasion.
- This piece is called 'Late Evening Raag'. Is there anything about the music the children can identify that makes it appropriate for 'late evening'?
- Style. Can the children describe the music? There is a note which is lower than the rest, which plays underneath - the drone. There are also notes which go up (*ascend*) and go down (*descend*) over the drone.
- Is the music fast and exciting or atmospheric and dreamy?
- Are there any parts of the story so far that the music makes the children think of?

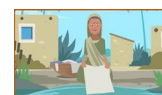
## Literacy links

### Year 1

- Make a zig-zag book to describe each event in the story. Draw a picture and / or write words or a sentence to describe the events: the King gives his wife a beautiful necklace; the Queen goes swimming leaving her necklace on the riverbank; the crow steals the necklace; the crow drops the necklace beside the washerwoman. The children could even add a picture to describe what they think happens next.

### Year 2

- The children write sentences describing what they think happens next in the story, from the moment that the washerwoman finds the necklace. Discuss the different choices that the washerwoman has: should she keep the necklace? Should she sell it to make some money for her family? Or should she try to find out who it belongs to?



# Down by the river it's as hot as can be

- 1 Down by the river it's as hot as can be,  
The Queen sits under a bamboo tree,  
She takes off her necklace for all to see,  
Steps in the water as cool as can be.

(Chorus)

*With a splish, splosh here!*

*A splish, splosh there!*

*Shimmy shammy, kick your legs!*

*Arms in the air!*

- 2 Down by the river it's as hot as can be,  
Crow looks down from the bamboo tree,  
Picks up the necklace, the Queen doesn't see,  
Flies away quick! Far from the tree!

(Chorus)

*With a flap, flap here!*

*A flap, flap there!*

*Pick a peck a treasure,*

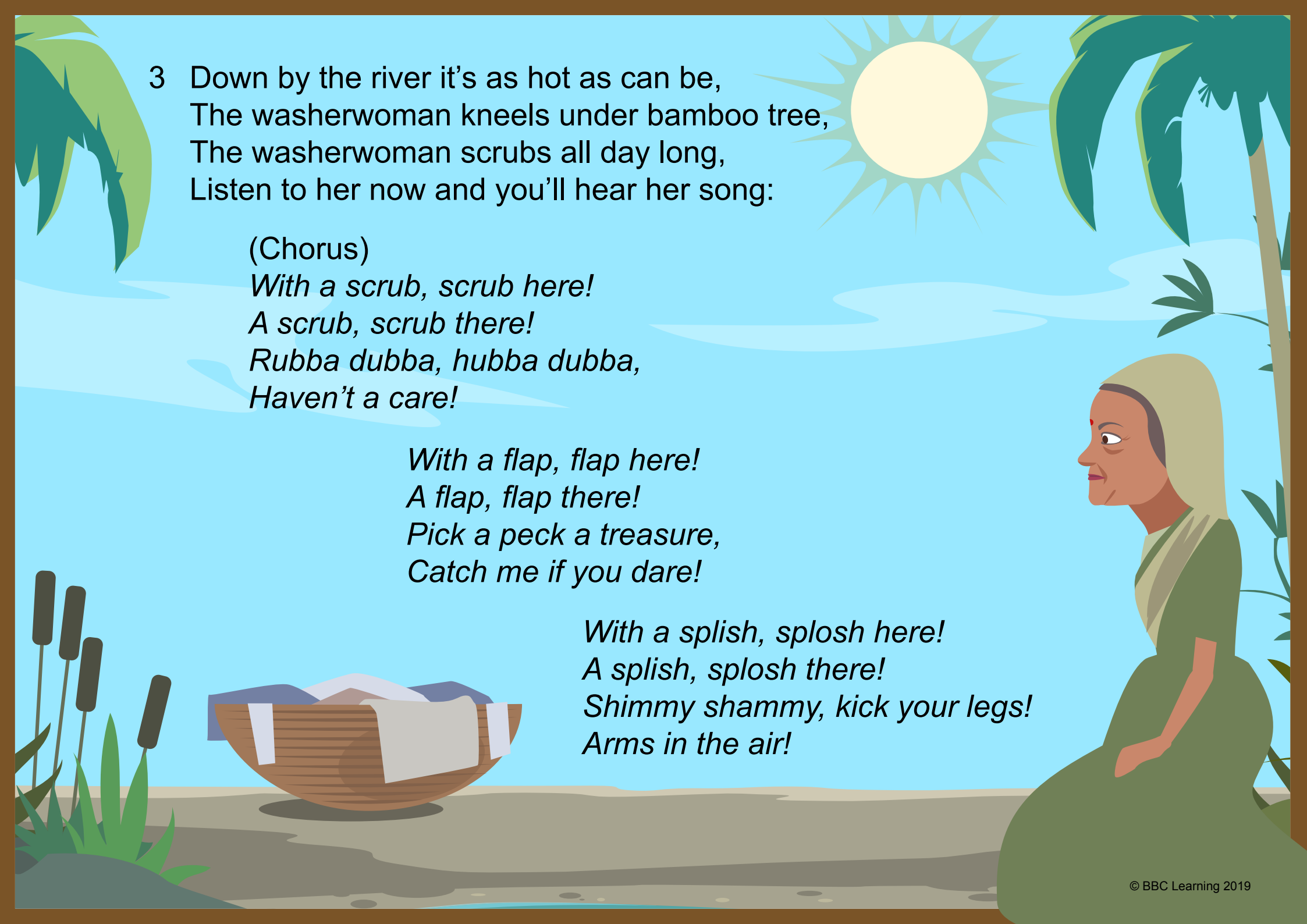
*Catch me if you dare!*

*With a splish, splosh here!*

*A splish, splosh there!*

*Shimmy shammy, kick your legs!*

*Arms in the air!*



3 Down by the river it's as hot as can be,  
The washerwoman kneels under bamboo tree,  
The washerwoman scrubs all day long,  
Listen to her now and you'll hear her song:

(Chorus)

*With a scrub, scrub here!*

*A scrub, scrub there!*

*Rubba dubba, hubba dubba,*

*Haven't a care!*

*With a flap, flap here!*

*A flap, flap there!*

*Pick a peck a treasure,*

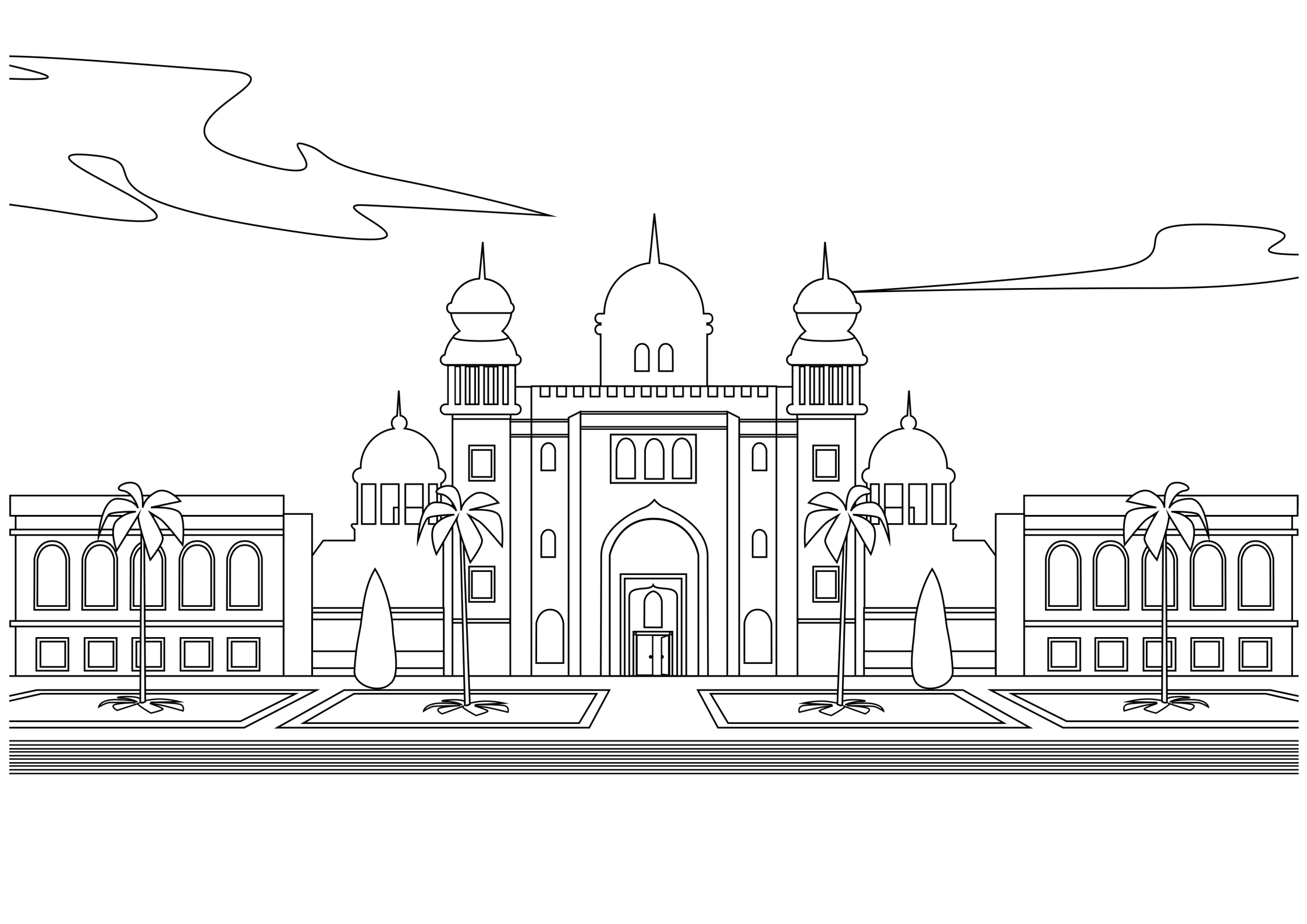
*Catch me if you dare!*

*With a splish, splosh here!*

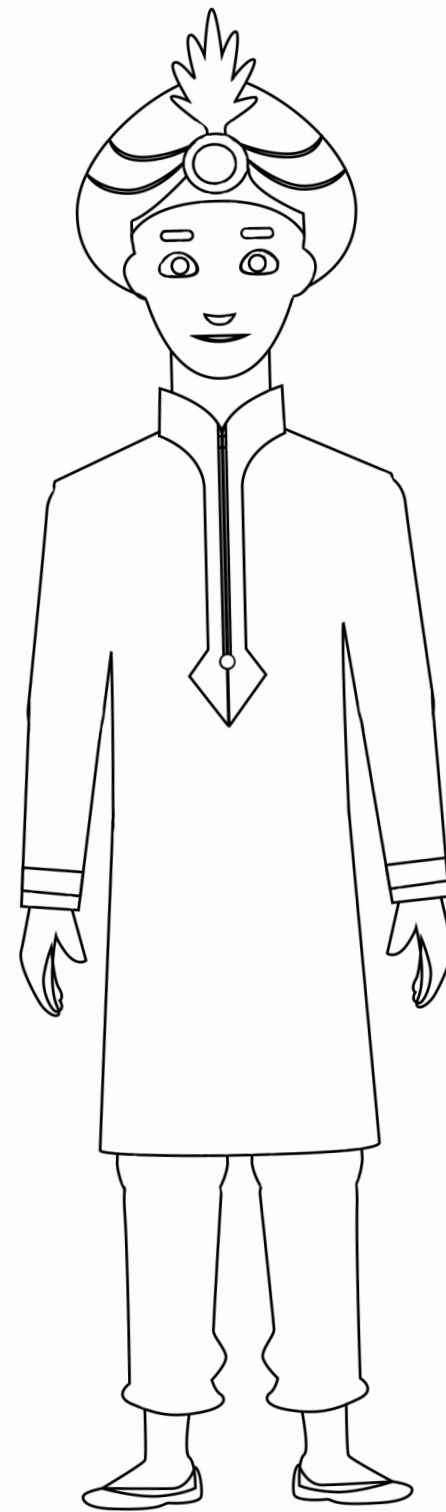
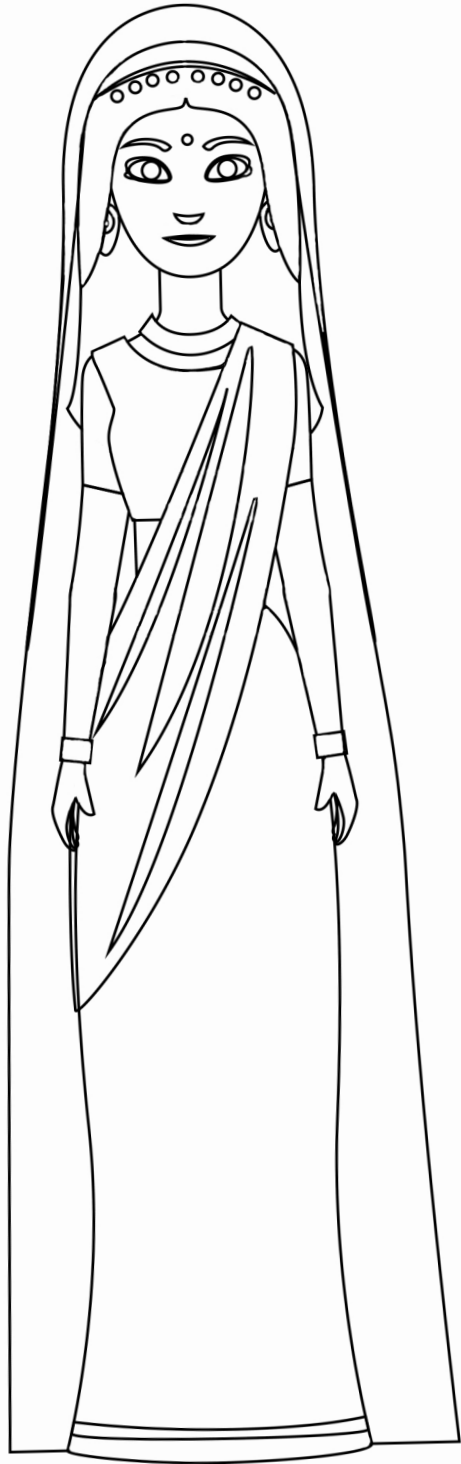
*A splish, splosh there!*

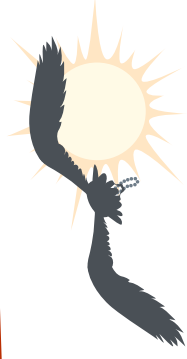
*Shimmy shammy, kick your legs!*

*Arms in the air!*





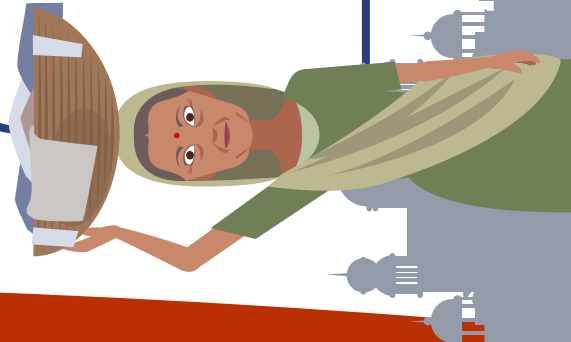




# Lakshmi

## and the Clever Washerwoman

K	P	A	L	A	C	E	E	O	W	S
I	H	M	O	Z	L	P	M	B	A	D
C	E	W	Q	U	E	E	N	C	T	A
R	N	K	M	T	V	N	A	F	L	R
O	L	A	N	C	E	K	R	F	S	K
W	A	S	H	E	R	W	O	M	A	N
L	K	J	N	Y	V	E	R	D	A	E
N	S	H	K	I	N	G	W	M	H	S
G	H	R	W	B	E	I	N	P	T	S
D	M	N	E	C	K	L	A	C	E	E
D	I	W	A	L	I	S	R	G	A	T



LAKSHMI  
WASHERWOMAN  
QUEEN  
DIWALI  
PALACE



CLEVER  
KING  
CROW  
NECKLACE  
DARKNESS



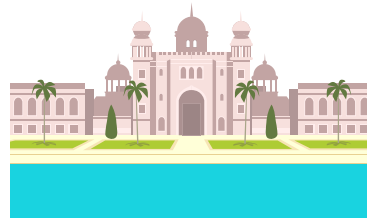
# Lakshmi and the Clever Washerwoman



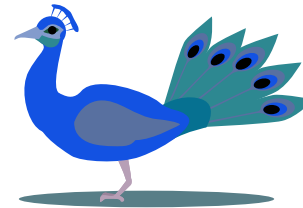
king



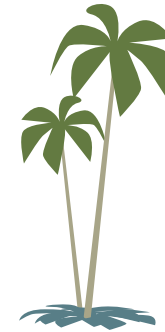
queen



palace



peacock



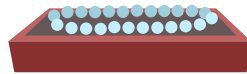
palm trees



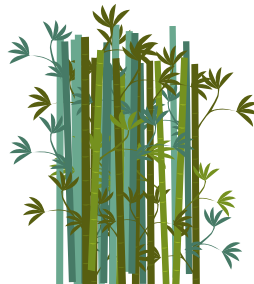
candle



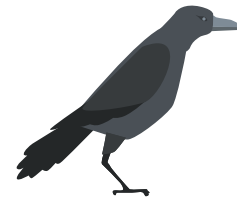
sari



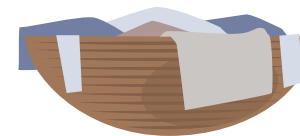
necklace



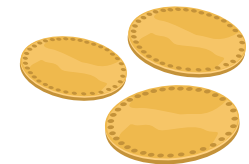
bamboo



crow



basket



gold coins



## Focus

- Tempo: slow
- Style: smooth and flowing - legato
- Pitch: jumping from low to high
- Dynamics: soft - getting louder - *crescendo* - getting quieter - *decrescendo*
- Rests: or pauses in the music
- Rhythms that are the same
- Rhythms that are different

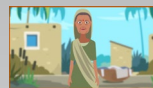
## Characters



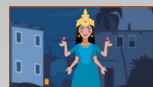
The Queen



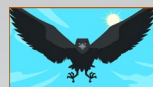
The King



Washerwoman



Lakshmi



Crow

4

## Lakshmi walks through the night



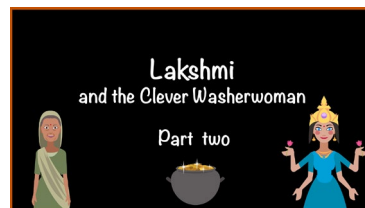
### Tutorial

Learning the song:

- Learning Verse 1
- Learning Verse 2
- Learning Verse 3
- Learning the Chorus
- Learning the Coda

### Tutorial activities

- Identify the *tempo* (speed) of the song: it is slow.
- Look at how the style is smooth and flowing (*legato*), helping to build the mysterious, dream like atmosphere as Lakshmi walks gracefully through the streets and countryside at Diwali.
- Identify how at the beginning of each verse the music jumps from low to high.
- Understand how the music climbs up, step, by step, in the third line of the chorus.
- Watch out for the rest at the end of the third line of the chorus.
- Spot which lines are the same and which lines are different in Verse 2 (compared to Verse 1).
- Notice how the music and singing get louder at the end of Verse 3 as Lakshmi looks for the lights.
- Notice how the music and singing at the end of Verse 3 get quieter, as Lakshmi moves away into the distance.



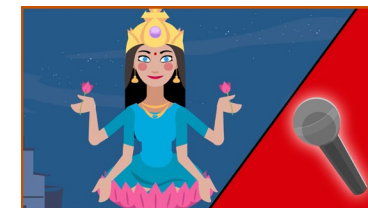
### The story

The Washerwoman has found a necklace on the riverbank. She hears from her neighbours that the necklace belongs to the Queen.

She visits the palace to return the necklace and the King offers her money as a reward but the Washerwoman refuses.

Instead she asks that, with Diwali approaching, the King and Queen order that no one should light their lamps for Lakshmi except her. Diwali comes and only the Washerwoman lights her lamp. Lakshmi is upset that no one appears to have lit a lamp in her honour, but when she discovers the Washerwoman's solitary light she visits her humble home and grants her and her family good fortune for many years to come.

- Ask the children if they can remember what has happened in the story so far. The Queen has lost her necklace - she left it on a rock when she went for a swim in the river and it was stolen by a crow. The crow dropped the necklace beside a Washerwoman, who was washing clothes by the river.
- What do the children think the Washerwoman should do? Keep the necklace? Sell it to make some money? She is, after all, very poor. Or should she try to find out who it belongs to and give it back?



### The song

- Learn with the full vocal version.
- Polish your performance by singing with the backing track only.

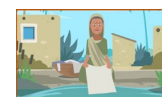


### Music activity

Focus:

- Pitch: jumping from low to high

- Pitch: changing the order of our notes to make different patterns
- Singing in two parts
- Singing as a round



## Links to the resources online



Tutorial video



Story video - Pt 2



Song - full vocal



Song - backing track



Activity video



Listening music



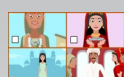
Illustrated story - Pt 2



Lyric sheet



Music sheet



Sequencing activity



Lakshmi



Outline drawing -  
The new home



Word search puzzle



Vocab sheet



Writing sheet

Andy and Rebecca sing through the first line of the song - 'Lakshmi walks through the night' - pointing out how the music jumps from low to high. The children copy them.

Andy and Rebecca change the note order, so that 'Lakshmi walks through the night' now has a different note pattern.

Then the presenters sing different note patterns to this line and the children copy.

Then they sing the second line of the song - 'Darkness all around' - and the children copy.

Then they change the order of the notes of this line and make up new musical note patterns. Again the children copy.

The class divides into two groups and sing Verse 1 as a round.



### Listening music

*Gymnopédie No 1* by Erik Satie  
(orchestral arrangement by Claude Debussy)

- What is the style of this music? It is gentle and dream-like, rather like today's song.
- It was written over one hundred years ago by a composer called Erik Satie.
- The group of musicians playing this piece is called an *orchestra*.
- Is the *tempo* fast, or slow? It is slow.
- Are the *dynamics* loud or quiet? Quiet.
- Some instruments have *solos* in this piece - that means they play a special part on their own, that stands out above the orchestra. The instrument called an oboe plays a solo first, followed by the flute. These are both instruments from the woodwind family. Let the children see pictures of these instruments.

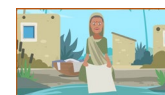
## Literacy links

### Year 1

- Draw a picture of Lakshmi travelling through the night looking for lamps to guide her home, or colour in the outline [drawing of Lakshmi](#) (see outline drawing below). *NB: Lakshmi is commonly depicted in Hindu mythology as floating on a lotus flower, either standing or sitting cross-legged. Under the drawing describe in words or sentences how Lakshmi feels: i) when she sees that no one has lit their lamps and ii) when she notices the washerwoman's burning lamp.*
- [Sequence the activities](#) of the story in the correct order (see activity sheet below).

### Year 2

- The children draw and describe the different characters in the story - eg the King, the Queen, the washerwoman and the crow (see outline drawings above / below). They could describe what they look like, what their special qualities are and what they do.





# Lakshmi walks through the night

- 1 Lakshmi walks through the night  
Darkness all around  
There are no lamps to guide her home  
Darkness all around.

(Chorus)

*And the washerwoman is waiting  
She's the only one  
She lights her candle and sits alone  
Hoping that Lakshmi will come.*

- 2 Lakshmi walks through the night  
Darkness all around  
No stars are shining, no candles burn bright  
Darkness all around.

*And the washerwoman is waiting  
She's the only one  
She lights her candle and sits alone  
Hoping that Lakshmi will come.*

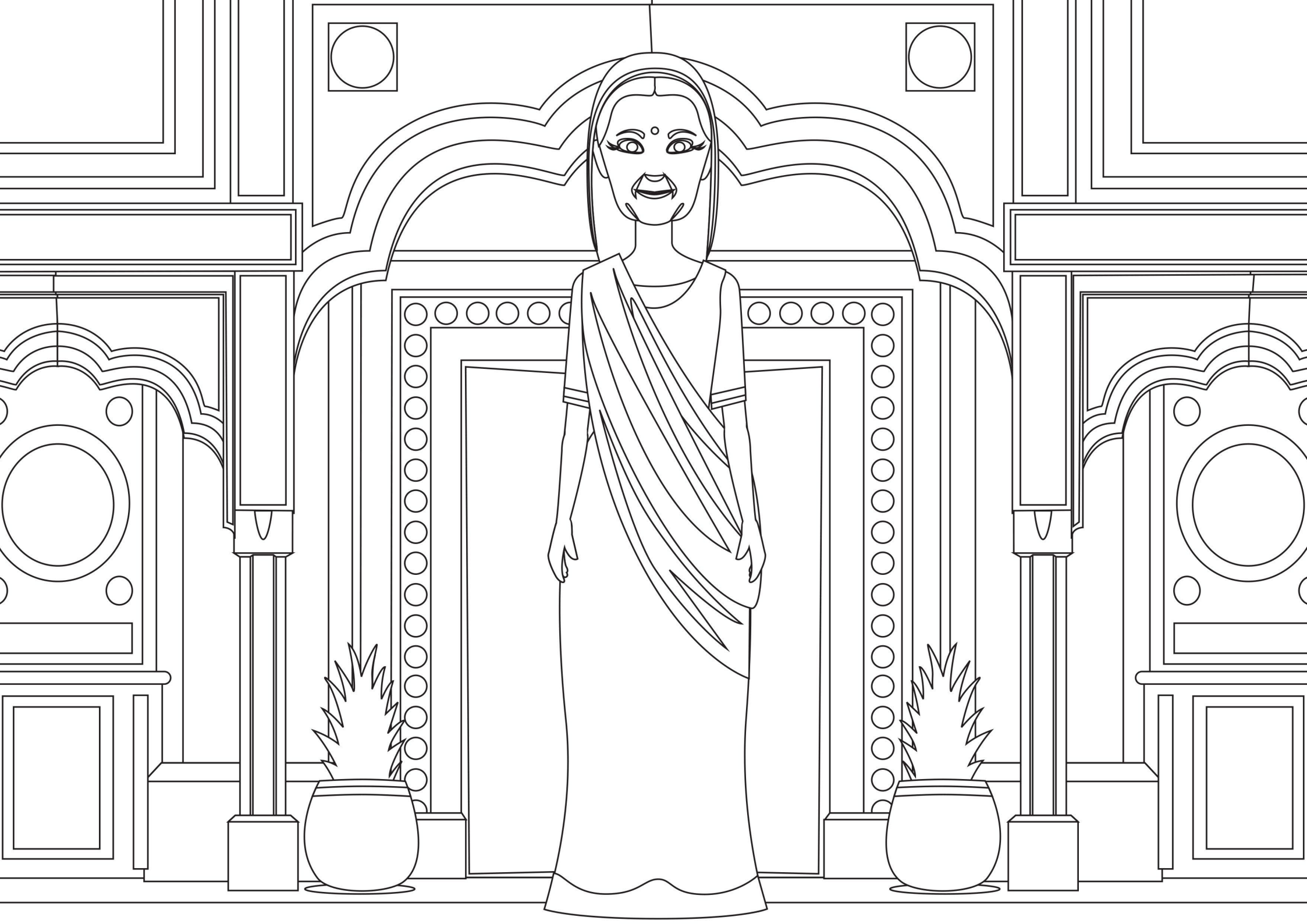


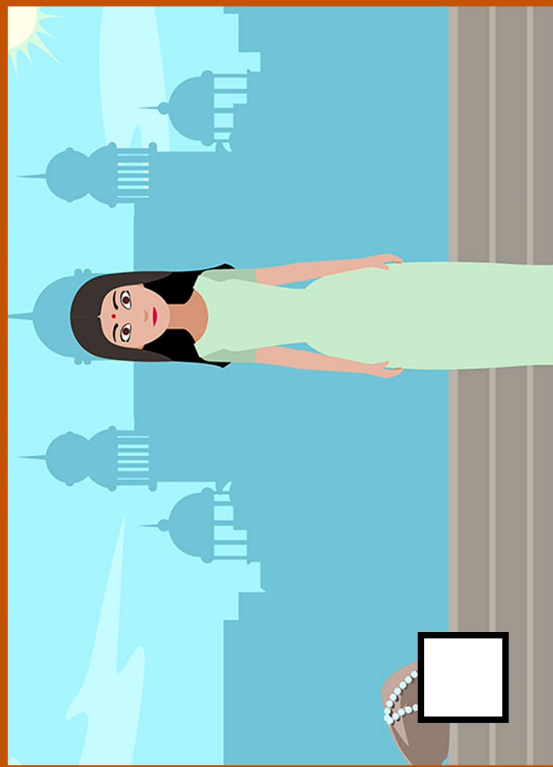
3 'Where are all the people?  
I thought they'd welcome me tonight  
Have they forgotten Diwali?  
Where are my lanterns, where are my lights?  
Where are my lanterns, where are my lights?  
Where are my lanterns, where are my lights?'

*And the washerwoman is waiting  
She's the only one  
She lights her candle and sits alone  
Hoping that Lakshmi will come.*

*Lakshmi is coming...  
Lakshmi is coming...  
Hear her soft footsteps...  
Hear her soft footsteps...  
Lakshmi is coming...  
Lakshmi is coming...  
Hear her soft footsteps...*







# Lakshmi and the Clever Washerwoman

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