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**WEEK 1: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Indigenous Kenyan Percussion Instruments – Identifying Percussion Instruments

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Identify and classify indigenous Kenyan percussion instruments as melodic and nonmelodic.

2. Observe pictures of percussion instruments.

3.Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Questions:**

- What are some examples of percussion instruments found in Kenya?

- How can we classify them into melodic and nonmelodic instruments?

- What communities in Kenya are known for specific percussion instruments, and how are they played?

**Learning Resources:**

- Descant recorders

- Melodic and non-melodic percussion instruments

- Resource person (musician or expert in indigenous Kenyan music)

- Foundation Music Grade 4, Pages 20-34

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focusing on musical instruments.

- Engage the learners in a discussion about what they remember and relate it to percussion instruments.

- Introduce the day’s topic and encourage excitement about learning more about Kenyan music.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Percussion Instruments

- Show virtual videos or pass around samples of indigenous Kenyan percussion instruments (like the djembe, nyatiti, or orutu).

- Ask learners to name the instruments they see and hear.

- Discuss the method of playing each instrument, encouraging participation.

**Step 2:** Classification Activity

- Provide pictures of different percussion instruments.

- Guide learners to work in pairs and classify the instruments as melodic (e.g., nyatiti) or non-melodic (e.g., drums).

- Have pairs share their classifications with the class, allowing for discussion and corrections where necessary.

**Step 3:** Community Connection

- Discuss different Kenyan communities and the specific instruments they play.

- Highlight how these instruments are integral to celebrations, rituals, or storytelling in those communities.

- Encourage learners to share if they have seen or heard any of these instruments in their communities.

**Step 4:** Listening and Observing

- Play audio samples of the identified percussion instruments being played.

- Ask learners to close their eyes and listen while thinking about what they have learned about the instruments.

- Discuss their feelings about the sounds, encouraging them to think about the role of sound in music.

**Conclusion (5 minutes):**

- Summarize key points regarding the classification of percussion instruments and the communities they belong to.

- Conduct a brief interactive activity, such as a quiz or a quick game where learners mimic the sound or action of specific instruments.

- Preview the next lesson about the role of music in Kenyan culture and pose questions to consider, such as how music makes us feel.

**Extended Activities:**

- Percussion Instruments Poster Project: Learners can research a selected indigenous percussion instrument and create a poster that includes its name, community, its classification (melodic or nonmelodic), and interesting facts.

- In-Class Performance: Encourage learners to create simple rhythms using classroom materials (like pencils or tables) and perform them in small groups, using the classification knowledge they've gained.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Identifying Percussion Instruments

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify and classify indigenous Kenyan percussion instruments as melodic or non-melodic.

2. Observe pictures of percussion instruments.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- How can we identify different percussion instruments?

- What are the characteristics that help us classify them as melodic or non-melodic?

**Learning Resources:**

- Descant recorders

- Melodic and non-melodic instruments

- Pictures of various percussion instruments

- Resource Person (optional)

- Foundation Music Grade 4 Pg. 20-34

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review the Previous Lesson: Begin with a quick discussion to refresh what the students learned about musical instruments, specifically focusing on percussion instruments.

2. Reading and Discussion: Encourage learners to open their textbooks and read relevant sections. Discuss key concepts such as what percussion instruments are, and introduce terms "melodic" and "non-melodic."

**Lesson Development (25 minutes):**

**Step 1:** Explore Percussion Instruments

- Show virtual samples or physical instruments (if available) to the class.

- Discuss different Kenyan communities represented by each instrument (e.g., the djembe from the coastal region).

**Step 2:** Identify Instruments

- Ask students to volunteer names of instruments they see. Record their responses on the whiteboard.

- Discuss the method of playing each instrument (e.g., striking, shaking).

**Step 3:** Classification Activity

- Provide students with a list of instruments to classify as melodic or non-melodic.

- Use a Venn diagram or classification chart on the board for them to contribute their ideas.

**Step 4:** Group Discussion

- Split learners into small groups.

- Each group presents one instrument, discussing its community origin, classification, and how it's played. Encourage applause to appreciate each group’s effort.

**Conclusion (5 minutes):**

- Summarize Key Points: Reinforce what was discussed, focusing on the importance of percussion instruments and their cultural significance.

- Interactive Activity: Play a simple rhythm on a percussion instrument and have students echo the rhythm. This helps them apply their learning in a fun way.

- Preview Next Session: Mention they will learn about another category of musical instruments and their interplay with percussion.

**Extended Activities:**

- Create a Simple Instrument: Suggest learners create a simple percussion instrument using materials at home (e.g., a container with rice).

- Research Project: Ask students to choose one percussion instrument from a particular Kenyan community and prepare a short presentation for the class next week.

- Rhythm Composition: Students can create a short rhythmic piece using instruments or body percussion and perform it for their classmates.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Identifying Percussion Instruments

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify and classify indigenous Kenyan percussion instruments as melodic and non-melodic.

2.Observe pictures of percussion instruments.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Questions:**

- What are the different types of percussion instruments found in Kenya?

- How do we classify them into melodic and non-melodic?

- What sounds do these instruments make, and how are they played?

**Learning Resources:**

- Descant recorders

- Melodic and non-melodic instruments

- Pictures of percussion instruments

- Resource Person: Foundation Music Grade 4 Pg. 20-34

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson: Begin by asking students about the last class and what they remember about instruments.

- Engage students in reading and discussing relevant content from the learning resources, focusing on understanding key concepts of percussion instruments.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Percussion Instruments

- Show images or play videos of various Kenyan percussion instruments.

- Ask learners to identify any instruments they recognize.

**Step 2:** Identifying Instruments

- Split students into small groups and provide them with pictures of different instruments.

- Guide each group to name the instruments, the community they belong to, and how they are played.

**Step 3:** Classifying Instruments

- Teach students how to classify instruments into melodic and non-melodic.

- Provide clear definitions and examples (e.g., drums as non-melodic and marimba as melodic).

**Step 4:** Interactive Demonstration

- Invite a resource person or use virtual resources to demonstrate how to play selected instruments.

- Allow students to listen and identify what makes an instrument melodic or non-melodic based on sound.

**Conclusion (5 minutes):**

- Summarize the key points about percussion instruments, including classification and appreciation for the diversity in Kenyan communities.

- Conduct a brief interactive quiz where students take turns identifying instruments from the images discussed.

- Prepare learners for the next session by hinting at the topic of rhythm and how it relates to percussion.

**Extended Activities:**

- Create Your Own Instrument: Have students design and build their own simple percussion instruments using recycled materials.

- Cultural Research: Assign students to choose a Kenyan community and research their traditional percussion instruments, including their cultural significance.

- Sound Hunt: Encourage students to listen for percussion sounds in their environment and share their findings in a show-and-tell format.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Identifying percussion instruments

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify and classify indigenous Kenyan percussion instruments as melodic and non-melodic.

2. Observe pictures of percussion instruments.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Questions:**

- What are some examples of percussion instruments from different communities in Kenya?

- How can we classify these instruments into melodic and non-melodic?

**Learning Resources:**

- Descant recorders

- Melodic and non-melodic percussion instruments

- Pictures of indigenous Kenyan percussion instruments

- Resource: Foundation Music Grade 4 (Pages 20-34)

- Virtual samples of percussion instruments (videos or recordings)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on music and instruments.

- Engage students in a discussion about what they remember about percussion instruments and their roles in music.

- Present the learning objectives clearly: "Today, we will learn about different percussion instruments from Kenya, how to classify them, and understand their importance in music."

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Percussion Instruments

- Show pictures or videos of various percussion instruments from different Kenyan communities (e.g., drums, rattles).

- Discuss the names of these instruments and the specific communities they are from (e.g., "What is this instrument called? Which community uses it?").

**Step 2:** Classifying Instruments

- Introduce the concepts of melodic and non-melodic percussion instruments.

- Explain that melodic instruments can play different notes, while non-melodic instruments produce sound without distinct pitches.

- Provide examples (e.g., drums as non-melodic, mbira as melodic) and guide students in classifying additional instruments shown in pictures.

**Step 3:** Hands-on Activity

- Allow students to handle some of the available instruments (if permitted).

- Encourage them to classify the instruments into two groups: melodic and non-melodic on a chart.

**Step 4:** Group Discussion

- In small groups, have students share their classifications and findings.

- Facilitate a discussion encouraging learners to express what they appreciate in the rhythms and sounds created by different instruments.

**Conclusion (5 minutes):**

- Summarize the key points learned about indigenous Kenyan percussion instruments and their classifications.

- Conduct a brief interactive activity where students can demonstrate the sound of the instruments they learned about, using claps or body percussion to imitate the sounds.

- Introduce a preview of the next session, which will explore the role of these instruments in traditional Kenyan music and dance.

**Extended Activities:**

- Instrument Exploration Project: Have students research a specific indigenous percussion instrument and create a poster that includes its name, the community it belongs to, how it is played, and a picture.

- DIY Instruments: Students can use recycled materials to create their own percussion instruments, then share how they would classify them as melodic or non-melodic.

- Class Performance: Organize a mini-percussion ensemble where students learn a simple rhythm using the instruments they have classified.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5 - 6**

**Strand:** Creation and Execution

**Sub Strand:** Materials for making percussion instruments

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify materials for making percussion instruments.

2. Assemble tools and materials for making percussion instruments.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- What parts make up a percussion instrument and what roles do they play?

- How can we assemble tools and materials from our environment to create a percussion instrument?

- How does making instruments from local materials contribute to environmental conservation?

**Learning Resources:**

- Descant recorders, melodic and non-melodic instruments

- Resource Person

- Foundation Music Grade 4 Pg. 20-34

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on types of musical instruments.

- Guide learners to read and discuss relevant content from the resource material focusing on percussion instruments and their parts.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Percussion Instruments

- Explain what percussion instruments are and show examples.

- Discuss the different parts of percussion instruments (e.g., body, beater, resonator) and their functions.

**Step 2:** Materials Identification

- Guide learners in a brainstorming session to identify local materials suitable for creating percussion instruments (e.g., cans, bottles, seeds, wood, etc.).

- Encourage them to think about sustainability and how to use materials that won't harm the environment.

**Step 3:** Assembling Instrument

- Demonstrate how to assemble a simple percussion instrument (like a rattle or a shaker) using the identified materials.

- Divide learners into small groups, giving each group materials to create their own instrument.

**Step 4:** Sharing and Appreciating

- Allow each group to showcase their instrument, explaining what materials were used and why.

- Highlight the importance of recognizing percussion instruments from different Kenyan communities.

**Conclusion (5 minutes):**

- Summarize key points covered in the lesson, including materials identification and the construction of percussion instruments.

- Conduct an interactive activity where students guess the sound made by different instruments (if possible, use recorded sounds).

- Prepare learners for the next session by introducing the topic of rhythm and sound patterns in music.

**Extended Activities:**

- Have learners research a specific percussion instrument from a Kenyan community and create a poster about its history and significance.

- Encourage students to create a short performance using their handmade instruments in the next lesson to explore rhythm and collaboration.

- Plan a field trip to a local music store or invite a local musician to demonstrate and share about various percussion instruments.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Making Percussion Instruments

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify a percussion instrument to make.

2. Make a percussion instrument using locally available materials.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question:**

- How can we create and tune percussion instruments safely and effectively?

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous topic on musical instruments. Ask students to recall what they learned about different types of musical instruments.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the characteristics of percussion instruments and their importance in Kenyan music.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Percussion Instruments

- Discuss what percussion instruments are. Show examples through images or recordings of instruments from various Kenyan communities (e.g., drums, shakers, maracas).

- Encourage learners to share any percussion instruments they know or have seen.

**Step 2:** Identifying Locally Available Materials

- In groups, brainstorm materials that can be used to make percussion instruments. Materials can include plastic bottles, cans, paper, seeds, or stones.

- Each group will choose one type of percussion instrument they would like to create.

**Step 3:** Making the Instrument

- Guide groups through the process of making their chosen instrument. Emphasize using safe practices (e.g., handling scissors safely) and suggest simple instruments such as shakers or drums.

- Assist groups as they work together to construct their instruments from the selected local materials.

**Step 4:** Tuning and Testing

- Once instruments are built, show students how to tune them (if applicable) and test them out as a group.

- Encourage students to play their instruments and evaluate the sounds they produce.

**Conclusion (5 minutes):**

- Summarize key points: What are percussion instruments? What materials can we use? How do we construct and tune them?

- Conduct a brief interactive activity: Have each group share their instrument with the class and perform a simple beat together.

- Prepare learners for the next session: Explain that in the following lesson, they will learn more about the role of percussion instruments in Kenyan traditions and cultures.

**Extended Activities:**

- Instrument Research Project: Have students select a percussion instrument from a specific Kenyan community and prepare a short presentation about its history and use in cultural ceremonies.

- Musical Performance: Organize a class performance day where students can demonstrate the instruments they created, either alone or with a group.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Creation and Execution

**Sub-Strand:** Making Percussion Instruments

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify a percussion instrument to make.

2. Make a percussion instrument using locally available materials.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- How are percussion instruments made?

- What safety measures should we follow while making instruments?

**Learning Resources:**

- Descant recorders

- Melodic and non-melodic instruments

- Resource person

- Foundation Music Grade 4, Pg. 20-34

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the basics of musical instruments.

- Guide learners to read and discuss relevant content from the resource book, focusing on the types and functions of percussion instruments.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Percussion Instruments

- Discuss the different types of percussion instruments.

- Show examples and describe how they create sound.

- Ask students to share any percussion instruments they know or have seen.

**Step 2:** Collecting Materials

- In groups, students will identify locally available materials that can be used to make percussion instruments (e.g., empty cans, bottles, beans, rice).

- Make sure all groups understand safe handling of materials.

**Step 3:** Making the Instrument

- Groups will choose one type of percussion instrument to create and work together to make it.

- Remind students to tune their instruments using appropriate techniques, such as adjusting the amount of filling or tightening the surfaces.

**Step 4:** Sharing and Appreciating

- Each group presents their instrument to the class and demonstrates how it is played.

- Discuss different percussion instruments from various Kenyan communities, appreciating the diversity in styles and sounds.

**Conclusion (5 minutes):**

- Summarize the key points covered, including the process of making and tuning percussion instruments.

- Conduct a short interactive quiz where students can identify sounds from various percussion instruments.

- Preview for the next session: "What role do these instruments play in cultural ceremonies?"

**Extended Activities:**

- Ask students to research one specific percussion instrument from a Kenyan community and present it in the next class.

- Create a classroom display showcasing different percussion instruments made by the students, including a name and description of each instrument.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Tuning Percussion Instruments

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify a percussion instrument to make.

2. Tune the percussion instrument made skillfully.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Questions:**

- How do we make and tune a percussion instrument safely and effectively?

**Learning Resources:**

- Descant recorders, melodic and non-melodic instruments, resource person, Foundation Music Grade 4 (Pages 20-34)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about different types of percussion instruments and their roles in culture.

- Ask students to share their insights from the reading material to emphasize the importance of understanding percussion instruments.

**Lesson Development (25 minutes):**

**Step 1:** Choosing a Percussion Instrument

- In groups, learners will brainstorm ideas for a simple percussion instrument they can create using available materials (e.g., recycled bottles, cans, or wood).

- Each group will discuss what type of sound they want their instrument to produce and how it represents Kenyan culture.

**Step 2:** Making the Instrument

- Groups will gather materials and follow instructions to assemble their percussion instruments.

- Instructors will circulate to provide assistance and ensure safety protocols are followed while using tools and materials.

**Step 3:** Tuning the Instruments

- Learners will experiment with tuning their instruments by adjusting string tension (if applicable) or modifying the size of their instruments (for example, cutting a bottle).

- Groups will discuss what methods worked best in tuning their instruments.

**Step 4:** Sharing and Appreciating

- Each group will present their instrument to the class, demonstrating how it is played and the sounds it makes.

- Discuss how these instruments are similar or different from traditional Kenyan percussion instruments.

**Conclusion (5 minutes):**

- Summarize key points about making and tuning percussion instruments. Reinforce the cultural significance of these instruments in Kenyan communities.

- Conduct a brief interactive activity, such as a group rhythm session where students can play their instruments together.

- Preview the next session’s topic: Exploring different games and sports from Kenyan cultures.

**Extended Activities:**

- Create a mini-project where students research and present on a specific percussion instrument from a Kenyan community and how it is traditionally made and used.

- Organize a "Percussion Day" where students can invite their families to experience live performances using the instruments they created.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Tuning Percussion Instruments

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify a percussion instrument to make.

2. Tune the percussion instrument made skillfully.

3.Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- How do we make and tune a percussion instrument?

**Learning Resources:**

- Descant recorders

- Melodic and non-melodic instruments

- Resource person

- Foundation Music Grade 4, Pg. 20-34

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review the previous lesson's key points on percussion instruments and their significance in music.

2. Have students read and discuss relevant content from the learning resources, focusing on the types and roles of percussion instruments in different Kenyan communities.

**Lesson Development (25 minutes):**

**Step 1:** Choosing Instruments

- In small groups, students will brainstorm and select a type of percussion instrument they would like to create (e.g., drum, maracas, or shakers).

- Discuss the materials needed for their chosen instrument, ensuring they explain and write down their ideas.

**Step 2:** Making the Instrument

- Using the materials available (e.g., bottles, rice, cardboard, and tape), students will work together to create their chosen percussion instruments.

- Teacher and resource person will circulate to provide assistance and answer questions.

**Step 3:** Tuning the Instrument

- Guide students on how to tune their instruments properly. For instance, they might fill different amounts of rice in a bottle shaker to achieve varying sounds.

- Encourage students to experiment with different tuning methods and share their findings with their group.

**Step 4:** Sharing and Appreciation

- Each group will showcase their instrument to the class, demonstrating how they tuned it and sharing what they learned about its sound.

- Discuss the cultural significance and variation of percussion instruments in Kenyan communities to promote appreciation of diversity.

**Conclusion (5 minutes):**

- Summarize the key points learned about making and tuning percussion instruments.

- Have a brief interactive quiz where students can shout out the different types of percussion instruments and the communities they are associated with.

- Preview the next session, which will involve playing their instruments together as a band. Ask students to think about rhythms they would like to explore.

**Extended Activities:**

- Home Project: Have students research a percussion instrument from a different Kenyan community and present their findings in the next class. This can include its name, how it’s made, and its cultural importance.

- Art Integration: Students can create decorative designs or artwork that reflects the culture associated with the percussion instrument they chose to make.

- Rhythm Session: Organize a rhythm workshop where students can practice playing simple patterns together as a larger group.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 5 - 6**

**Strand:** Creation and Execution

**Sub Strand:** Making Charcoal Sticks

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify and collect materials for making charcoal sticks.

2. Improvise charcoal sticks using locally available resources for drawing.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- How do we make charcoal sticks?

- What materials do we need for this process?

- What percussion instruments are found in different Kenyan communities, and how are they appreciated?

**Learning Resources:**

- Sticks (green and dry), cutting tools, tin with a hole in the lid, fire (controlled environment), storage, paints, brushes, papers, palettes, rags.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the basics of drawing materials and techniques.

- Guide learners in reading and discussing information about charcoal sticks. Ask them why they think charcoal is an important drawing tool.

**Lesson Development (25 minutes):**

**Step 1:** Collecting Materials

- In groups, learners will identify and gather necessary materials (sticks, cutting tools, tin-kiln).

- Discuss the importance of using local resources and safety while collecting them.

**Step 2:** Preparing the Sticks

- Demonstrate how to safely cut green sticks and remove the bark.

- Guide learners as they practice peeling the bark from their sticks – emphasizing careful handling of tools.

**Step 3:** Process of Making Charcoal Sticks

- Explain how to cut the sticks to the desired size and pack them into the tin with the hole.

- Discuss why the hole is needed in the lid and what happens during the burning process.

**Step 4:** Burning and Cooling

- Show how to set up the tin over the controlled fire for burning.

- Explain the cooling process once the tin is removed from the fire, stressing patience and safety.

**Conclusion (5 minutes):**

- Summarize the main points around identifying materials, making charcoal sticks, and the process involved.

- Conduct a brief interactive activity where students can share their thoughts on the importance of charcoal in art.

- Preview the next session, which will include exploring percussion instruments from Kenyan communities, encouraging learners to think about their favorite instrument or a traditional instrument they know of.

**Extended Activities:**

- Charcoal Drawing Project: Have learners create their drawings using their homemade charcoal sticks and share them as a class exhibit.

- Research on Instruments: Assign each student to research a percussion instrument from a specific Kenyan community and present their findings to the class.

- Safety Poster: Groups can create informative posters about safety when using tools and fire, which can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1 - 2**

**Strand:** Creation and Execution

**Sub Strand:** Making Charcoal Sticks

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify and collect materials for making charcoal sticks.

2. Improvise charcoal sticks using locally available resources for drawing.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Questions:**

- How do we make charcoal sticks?

- What percussion instruments are found in different Kenyan communities?

**Learning Resources:**

- Cut green sticks, cutting tools, storage for charcoal sticks, tin for kiln, fire source, paints, brushes, papers, palettes, rags.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Ask students what they learned last time regarding art materials.

- Discussion: Briefly introduce charcoal sticks and their uses in drawing. Discuss the importance of sourcing materials responsibly and safely.

**Lesson Development (25 minutes):**

**Step 1:** Collecting Materials

- Divide students into small groups.

- Assign each group to gather specific materials: sticks, cutting tools, tin cans, and a fire source.

- Discuss and clarify the importance of each material in making charcoal sticks.

**Step 2:** Preparing the Sticks

- In groups, demonstrate how to cut green sticks to a manageable length and peel off the bark.

- Remind students to follow safety guidelines when using cutting tools.

**Step 3:** Making the Charcoal Sticks

- Show how to pack the prepared sticks in a tin can with a hole in the lid.

- Demonstrate the correct placement on the fire. Ensure all students understand safety procedures.

**Step 4:** Cool Down and Discuss Instruments

- While waiting for the sticks to cool, introduce various Kenyan percussion instruments (like drums, rattles, shakers).

- Play audio clips of these instruments and ask students to express what they hear and feel.

**Conclusion (5 minutes):**

- Summarize Key Points: Review the steps of making charcoal sticks and what students learned about percussion instruments.

- Interactive Activity: Have students make a quick sketch using an improvised charcoal stick.

- Preview Next Lesson: Inform students that next time they will use their charcoal sticks to create artwork.

**Extended Activities:**

- Home Assignment: Research a specific Kenyan percussion instrument and prepare a short presentation for the class.

- Art Integration: Create a group mural using their charcoal sticks while applying techniques learned.

- Music Day: Host a session where students can bring in or make percussion instruments and showcase them.

**Teacher Self-Evaluation:**

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|  | **GRADE 4** | **CREATIVE ARTS** |  |  |  |

**WEEK 3: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Drawing shapes using charcoal

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify simple shapes in the environment.

2. Draw simple shapes and shade them using charcoal.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Questions:**

- What shapes can we find in our surroundings?

- How can we use charcoal to create and shade shapes?

- What instruments do different Kenyan communities use, and how do they sound?

**Learning Resources:**

- Charcoal sticks

- Paper (drawing sheets)

- Rags for cleanup

- Images of percussion instruments from different Kenyan communities

- Examples of shape drawings

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by discussing what students learned about shapes and materials.

- Show examples of charcoal drawings while guiding learners to recognize different shapes and discuss their characteristics.

**Lesson Development (25 minutes):**

**Step 1:** Exploration of Shapes

- Have students look around the classroom and identify shapes they can see (e.g., circles, squares, triangles).

- Ask students to name these shapes aloud and discuss where they see them in everyday life.

**Step 2:** Demonstration of Drawing Techniques

- Show students how to hold charcoal and create lines of varied thickness. Demonstrate drawing simple shapes on the board.

- Introduce them to shading techniques by applying different pressure with the charcoal to create varied tones.

**Step 3:** Individual Practice

- Distribute papers and charcoal to each student.

- Instruct students to select a few shapes from their environment to draw and shade using charcoal. Encourage them to experiment with line thickness and shading techniques.

**Step 4:** Discussion of Music

- Introduce percussion instruments from different Kenyan communities. Show images and, if possible, play short audio clips of the instruments.

- Discuss how different shapes can be found in the design of the instruments.

**Conclusion (5 minutes):**

- Summarize the key points, emphasizing the identification of shapes and charcoal techniques learned.

- Conduct a quick interactive activity where students share their drawings and the shapes they used.

- Preview the next session on exploring colors and patterns in arts.

**Extended Activities:**

- Art Gallery Walk: Display the students’ charcoal drawings around the classroom and have a gallery walk where each student can view and discuss their peers’ work.

- Shape Scavenger Hunt: Organize a scavenger hunt where students find and draw different shapes in nature or around the school.

- Instrument Crafting: Encourage students to create their own simple percussion instrument from recycled materials and share how the shape of their instrument affects the sound when played.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Drawing shapes using charcoal

**Specific Learning Outcomes:**

**- By the end of the lesson, learners will be able to:**

1.Identify simple shapes in the environment.

2. Draw simple shapes and shade them using charcoal.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- What shapes can we find in our immediate environment?

- How can we use charcoal to create different lines and tones?

**Learning Resources:**

- Charcoal sticks

- Drawing paper

- Rags for cleanup

- Examples of percussion instruments from different Kenyan communities (images or audio clips)

- Samples of art that feature shapes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, discussing what students learned about shapes.

- Introduce the day's focus: using charcoal to create artwork, and appreciate music from different Kenyan communities.

**Lesson Development (25 minutes):**

**Step 1:** Shape Identification

- Take a short walk around the classroom or schoolyard and encourage students to point out simple shapes they see, such as circles (balls), squares (windows), and triangles (roofs).

- Discuss which shapes are commonly found in both natural and built environments.

**Step 2:** Demonstration of Drawing with Charcoal

- Demonstrate how to hold charcoal and create lines of different thickness by applying varying amounts of pressure.

- Show how to create shades by smudging with fingers or rags to create different tones.

- Encourage students to practice on their own before moving to the next step.

**Step 3:** Hands-On Drawing Activity

- Instruct students to draw at least three different shapes they identified earlier using charcoal, incorporating varied thickness in their lines and shades.

- Walk around the classroom to offer assistance and observe their techniques.

**Step 4:** Music Appreciation

- Listen to audio clips of percussion instruments like drums from different Kenyan communities.

- Discuss the sounds and rhythms, asking students how they might relate to their drawings or feelings about art.

**Conclusion (5 minutes):**

- Summarize the key points: shape identification, using charcoal, and appreciating music from different cultures.

- Conduct a quick interactive activity, such as having students share their drawings and describe the shapes they chose and how they shaded them.

- Prepare learners for the next session by discussing the different techniques they might learn to enhance their artwork or music.

**Extended Activities:**

- At-Home Project: Ask students to find shapes in their homes and create a collage using newspaper or magazine cutouts representing those shapes.

- Classroom Percussion: Organize a percussion session where students can explore making sounds with everyday materials to create their own rhythms.

- Art Display: Plan to create a gallery walk in class where students can display their charcoal art, inviting classmates to appreciate each other's work.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** Creation and Execution

**Sub Strand:** Drawing still life picture using smudging technique

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify simple shapes in their environment.

2. Draw a percussion instrument using the smudging technique.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- How can we draw a still-life picture of a percussion instrument using basic shapes and smudging techniques?

**Learning Resources:**

- KLB Visionary Art & Craft Grade 4 Learner's Book (Pages 7-10)

- Charcoal sticks for smudging

- Various percussion instruments for observation (e.g., drum, marimba, gourds)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on shapes and how they appear in our everyday lives.

- Ask learners to point out shapes they see around the classroom or school.

- Introduce the percussion instruments to be drawn today, showing images or physical examples.

**Lesson Development (25 minutes):**

**Step 1:** Identify Shapes

- Guide learners to look at percussion instruments and identify the shapes they can see (circles for drums, rectangles for marimbas).

- Discuss how these shapes can be broken down into simple forms. Draw examples on the board.

**Step 2:** Observation Practice

- Set up percussion instruments in front of the class.

- Instruct learners to observe closely and sketch the basic shapes of their chosen instrument lightly with a pencil.

**Step 3:** Introduce Smudging Technique

- Demonstrate how to use charcoal sticks to create a smudging effect for shading.

- Explain how to layer charcoal for tonal variation, developing dark and light areas to show depth.

**Step 4:** Create the Artwork

- Instruct learners to complete their drawing of the percussion instrument using the smudging technique.

- Walk around to provide support and feedback as they work on their pieces.

**Conclusion (5 minutes):**

- Summarize key points: identifying shapes, the importance of observation, and using smudging for tonal variation.

- Conduct a quick reflection activity: Ask students to share their thoughts on how observing shapes helped them create their artwork.

- Preview the next session's topic on Kenyan music and its cultural significance.

**Extended Activities:**

- Research Project: Learners can choose a percussion instrument from different Kenyan communities, research its history, and present their findings to the class.

- Art Display: Create a classroom art gallery displaying the learners' smudged drawings of percussion instruments. Each child can describe their instrument briefly to the class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 6**

**Strand:** Creation and Execution

**Sub Strand:** Drawing still life picture using smudging technique

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1. Identify simple shapes in the environment.

2.Draw a percussion instrument using the smudging technique.

3.Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- How can we use simple shapes to create a still-life picture?

- What techniques can we use to create tonal variation in our drawings?

**Learning Resources:**

- KLB Visionary Art & Craft Grd. 4 learners book Pg. 7-10

- Charcoal sticks

- Drawing paper

- Pictures of percussion instruments (e.g., drum, marimba, gourds)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson focusing on basic shapes.

- Engage learners in reading and discussing relevant content from the KLB Visionary Art & Craft book, emphasizing understanding percussion instruments.

**Lesson Development (25 minutes):**

**Step 1:** Identify Shapes

- Ask students to look around the classroom and identify simple shapes (circles, rectangles, triangles) in their environment.

- Discuss how these shapes can be found in various objects and introduce percussion instruments.

**Step 2:** Observe Instruments

- Show pictures of the selected percussion instruments (drum, marimba, gourds) to the class.

- Lead a discussion on their shapes, sizes, and cultural significance in different Kenyan communities.

**Step 3:** Smudging Technique Introduction

- Demonstrate the smudging technique using charcoal sticks to create softer edges and tonal variations.

- Instruct students on how to use their fingers or cloth to smudge the charcoal on paper for blending.

**Step 4:** Drawing and Smudging

- Allow students time to draw one percussion instrument from observation, using simple shapes as a guide.

- Encourage them to apply the smudging technique to create depth and texture in their drawings.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: identifying shapes, drawing percussion instruments, and using smudging techniques.

- Conduct a brief interactive activity where students share their drawings and discuss what they learned about the instruments' shapes and cultural significance.

- Set the stage for the next lesson by asking students to think about other objects around them that they could draw using similar techniques.

**Extended Activities:**

- Encourage students to create a mini-gallery in the classroom where they can display their still-life drawings and write a few sentences about the percussion instrument they chose and its cultural importance.

- Take a field trip (real or virtual) to a local music store or cultural center that features instruments from different Kenyan communities, allowing students to observe various percussion instruments in person.

- Organize a "Musical Instruments Day" where students can bring in instruments from home, or create their own out of recycled materials to demonstrate.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Presentation

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify ways of making presentation.

2. Present their drawings in class.

- Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- How do we exhibit a drawing?

- How can we fairly evaluate and critique our own and our peers' artwork and instruments?

**Learning Resources:**

- KLB Visionary Art & Craft Grade 4 Learners Book (Pages 7-10)

- Materials for card making, drawing, and creating simple percussion instruments.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the last lesson by asking students what they remember about presentations and why they are important.

- Guide learners to read and discuss relevant content from the learner’s book, focusing on how art can be showcased and appreciated.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Displaying Artwork

- Discuss what it means to exhibit artwork. Explain different ways artwork can be shared, like in a gallery, at school, or at home.

- Show examples of created portfolios and explain the importance of presentation.

**Step 2:** Portfolio Creation

- Provide colored paper and fabrics, and ask students to decorate their working portfolio folders. They can use drawings or cutouts to personalize it.

- Encourage creativity and expressiveness in the decoration.

**Step 3:** Drawing Presentation

- Each student presents their drawing to the class. Remind them to explain their inspiration and the techniques they used.

- Allow time for classmates to ask questions and provide feedback.

**Step 4:** Exploring Percussion Instruments

- Introduce students to various percussion instruments from different Kenyan communities. Play a short audio clip of each and discuss their origins and uses.

- Encourage students to share any previous experiences they have with making or playing instruments.

**Conclusion (5 minutes):**

- Summarize the key points: the importance of presentation, how to create an engaging portfolio, and the cultural significance of percussion instruments.

- Interactive Activity: As a class, create a round of applause using rhythm (clapping or tapping) to appreciate each other’s artworks and presentations.

- Preview the next session: Ask students what they would like to explore about different artistic techniques and presentations.

**Extended Activities:**

- Encourage students to research a specific Kenyan percussion instrument and create a short poster about it to share with the class in the next session.

- Have students create a simple rhythm or music piece using everyday items as percussion instruments.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Presentation

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify ways of making presentations.

2. Present their drawings in class.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Questions:**

- How do we exhibit a drawing in a creative way?

- What are some ways we can critique our own and our peers' works fairly?

**Learning Resources:**

- KLB Visionary Art & Craft Grade 4 Learner's Book (Pages 7-10)

- Materials for card making, paintings, and percussion instruments (e.g., drums, shakers, etc.)

- Colored paper and fabric for decorating portfolios

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start by briefly reviewing the key points from the previous lesson on art and presentation.

- Guide learners to read and discuss the relevant content from the KLB Visionary Art & Craft book, focusing on the concept of presentation and appreciation of art.

**Lesson Development (25 minutes):**

**Step 1:** Discuss Presentation Techniques

- Engage learners in a discussion about different ways to present their artwork, such as:

- Creating a working portfolio.

- Making a verbal presentation about their artwork.

- Encourage learners to think about how they can communicate their thoughts about their drawings.

**Step 2:** Create Personal Portfolios

- Provide materials for learners to create or decorate a portfolio folder using colored paper/fabric.

- Instruct them to include their drawings inside the portfolios.

**Step 3:** Presentation of Drawings

- Allow each student to present their drawing to the class.

- Encourage them to explain their inspiration and the techniques they used to create their artwork.

**Step 4:** Critique Session

- In a respectful manner, guide the students to critique their own work and that of their peers by identifying one thing they like and one suggestion for improvement.

- Discuss some percussion instruments from different Kenyan communities and how they can relate to impressing their artistic expression.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, emphasizing the importance of presentation and constructive critique.

- Conduct a brief interactive activity, such as a quick draw-and-share where students describe their artwork in one sentence.

- Preview the next session, which will focus on understanding rhythm and sound in creative arts.

**Extended Activities:**

- Art Gallery Walk: Create an art gallery in the classroom by displaying all the students' portfolios. Invite other classes to walk through and appreciate the artwork.

- Instrument Exploration: Allow students to research and create a simple percussion instrument from household materials, and present how they made it in the next class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Netball Skills – Passing Skills

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Describe the skills of passing in Netball through demonstration.

2. Perform the skills of passing in Netball.

3. Value netball as a game and appreciate the skill of painting.

**Key Inquiry Question(s):**

- Why is mastering the skills of passing, shooting, and catching important in the game of Netball?

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on basic netball rules and positions.

- Ask students to discuss what they remember about the skills used in netball and how they relate to teamwork.

- Guide learners to read and discuss relevant content from KLB Visionary Grd 6 TG pg. 77-79 and Learners Bk. pg. 117-121, focusing on passing techniques.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Types of Passes

- Introduce the three types of passes in Netball: chest pass, overhead pass, and underarm pass.

- Demonstrate each pass while explaining when to use them during a game.

**Step 2:** Partner Practice

- Pair students up and have them practice each type of pass in a designated area.

- Encourage them to give each other feedback on technique and accuracy.

**Step 3:** Small Group Game

- Divide students into small teams and conduct a mini-game focusing on using their passing skills effectively.

- Reinforce the idea of teamwork and communication during play, emphasizing the importance of passing.

**Step 4:** Reflection and Discussion

- Bring the class together and ask each group to share their experience.

- Discuss how using good passing skills helped or hindered their gameplay.

**Conclusion (5 minutes):**

- Summarize the key points: the importance of passing skills in netball, the various types of passes, and how they contribute to the game.

- Conduct a brief interactive activity where students demonstrate their favorite pass in front of the class.

- Preview the next session's topic: "Where do we aim to score?" discussing goal shooting and its techniques.

**Extended Activities:**

- Art Integration: Students can create a visual poster illustrating the different types of passes with diagrams showing the correct hand positions.

- Netball Journal: Have learners keep a journal to track their progress in passing skills and reflections on how teamwork enhances their experience in games.

- Peer Teaching: Encourage students who show proficiency in passing to help teach their peers in future lessons.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Netball Skills – Passing Skills

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Describe the skills of passing in Netball through demonstration.

2.Perform the skills of passing in Netball.

3. Value Netball as a game and the skill of painting.

**Key Inquiry Question(s):**

- Why are the skills of shooting, passing, and catching important in the game of Netball?

**Learning Resources:**

- Open spaces or marked Netball court

- Age-appropriate Netball ball

- Age-appropriate goal posts and ring

- KLB Visionary Grd 6 Teacher's Guide (pg. 80-82)

- KLB Visionary Grd 6 Learner's Book (pg. 122-127)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by welcoming students and reviewing the previous lesson.

- Ask students to share what they remember about Netball and the importance of teamwork.

- Introduce the concept of passing in Netball by guiding students to read and discuss relevant content from the learning resources.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Passing Techniques

- Explain the three types of passes: chest pass, overhead pass, and underarm pass.

- Discuss the key points of each technique: body positioning, hand placement, and follow-through.

- Show video clips or perform demonstrations for visual understanding.

**Step 2:** Pair Up for Practice

- Organize students into pairs and assign a space on the court.

- Instruct them to practice each type of pass with their partners, focusing on accuracy and technique.

- Circulate among students to provide feedback and guidance.

**Step 3:** Passing Drill

- Set up a simple passing drill where students will pass the ball to each other while moving.

- Encourage teamwork and communication as they pass. Make it fun with a small goal reward for best teamwork.

**Step 4:** Cool Down and Reflection

- Gather students in a circle and ask them to reflect on what they learned about passing.

- Encourage them to discuss how passing affects the flow of the game and their enjoyment of it.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, highlighting the importance of passing in Netball.

- Conduct a quick interactive quiz (e.g., "Show me a chest pass!" or "What should you do with your hands during a pass?").

- Prepare learners for the next session by introducing the skill of shooting and encouraging them to think of situations where they might need to pass.

**Extended Activities:**

- Art Integration: Have students create a poster demonstrating the three types of passes. They can include stick figures showing the correct positioning and use colorful drawings to make it engaging.

- Game Simulation: Organize a mini Netball game where students can apply their passing skills in a friendly match.

- Reflection Journals: Encourage students to keep a journal on their progress with Netball skills, including drawings or written reflections on what they enjoy about the game.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 5 - 6**

**Strand:** Creation and Execution

**Sub Strand:** Netball skills – passing skills

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Describe the skills of passing in Netball through demonstration.

2.Perform the skills of passing in Netball.

3. Value Netball as a game and the skill of painting.

**Key Inquiry Questions:**

- How do the skills of passing help us in playing Netball?

- How do we demonstrate the different types of passes in Netball (chest, overhead, and underarm)?

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the basics of Netball and its importance.

- Explain that today’s focus will be on passing skills specifically: chest, overhead, and underarm passes.

- Engage students in a brief discussion about their experiences with passing in Netball.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Passing Skills

- Discuss the importance of passing in Netball.

- Show visuals from the learning resources (KLB Visionary Grd 6 TG pg. 80-82) that depict the different types of passes.

- Explain each type of pass: chest (both hands at chest height), overhead (hands above head), and underarm (arm bent, passed with one hand).

**Step 2:** Demonstration of Passing Skills

- Demonstrate each type of pass while explaining the technique involved.

- Chest Pass: Push the ball from the chest with both hands.

- Overhead Pass: Throw the ball from above the head using both hands.

- Underarm Pass: Swing your arm under the ball and aim low.

**Step 3:** Student Practice

- Organize students into small groups.

- Each group will practice the three types of passes back and forth with a partner.

- Circulate to provide assistance and feedback on technique.

**Step 4:** Mini Game

- Split the class into two teams for a short, friendly game where they can put their passing skills into practice.

- Encourage the use of all three types of passes during the game.

**Conclusion (5 minutes):**

- Summarize the key points learned: the three types of passes and their importance in Netball.

- Conduct an interactive activity, such as a quick quiz or Q&A session, to reinforce understanding.

- Preview the next lesson topic: "Shooting Skills in Netball" and ask students to think about which passes might help them when shooting.

**Extended Activities:**

- Home Practice: Encourage students to practice their passing skills at home by passing a ball against a wall or to a family member.

- Art Connection: Invite students to create a simple drawing or painting illustrating a scene of Netball, incorporating the various passing techniques discussed.

- Video Review: Suggest students watch a video of a Netball game, identify instances of the different types of passes, and discuss as a class what they observed.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Netball skills – catching

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Describe the skills of catching in Netball through demonstration.

2. Perform the skills of catching in Netball.

3. Value netball as a game and the skill of catching.

**Key Inquiry Question(s):**

- Why are the skills of shooting, passing, and catching important in the game of Netball?

**Learning Resources:**

- Open places or marked netball court

- Age-appropriate netball

- Age-appropriate goalposts and ring

- KLB Visionary Grade 6 Teacher's Guide, pg. 83-85

- KLB Visionary Grade 6 Learner's Book, pg. 128-131

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on netball basics.

- Guide learners to read and discuss relevant content on catching from the learning resources. Focus on understanding why catching is essential in netball.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Catching

- Begin with a discussion: What is catching, and why is it important in netball?

- Share examples of when they have seen catching during a game.

- Introduce the concept of double-handed catching and why it's beneficial.

**Step 2:** Demonstration

- Show a demonstration of double-handed catching.

- Ask a few students to participate in the demonstration to ensure everyone understands.

- Explain the proper form and technique for catching (e.g., hands forming a "basket" shape).

**Step 3:** Practice Drills

- Organize learners in pairs and have them practice catching the netball back and forth.

- Walk around to provide guidance and corrective feedback on their technique.

**Step 4:** Mini-Game

- Set up a simplified game scenario where learners must pass and catch the ball to score a goal.

- Encourage them to use the double-handed catching technique while playing.

**Conclusion (5 minutes):**

- Summarize the key points: the importance of catching, the technique of double-handed catching, and how it helps in netball.

- Conduct a brief interactive quiz (e.g., "Raise your hand if catching is important in netball!").

- Prepare learners for the next session, hinting at learning how to pass the ball effectively.

**Extended Activities:**

- Have learners create a poster illustrating the different ways to catch a netball.

- Organize a catch and pass challenge during break time where students can practice their skills with friends.

- Encourage students to watch a local netball game (if available) and note the catching techniques used by players.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Netball Skills – Catching

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Describe the skills of catching in Netball through demonstration.

2. Perform the skills of catching in Netball.

3. Value netball as a game and appreciate the skill of painting.

**Key Inquiry Question:**

- Why are the skills of shooting, passing, and catching important in the game of Netball?

**Learning Resources:**

- Open places or marked Netball court

- Age-appropriate Netball

- Age-appropriate goalposts and ring

- KLB Visionary Grd 6 TG pg. 83-85

- KLB Visionary Grd 6 Learners Bk. pg. 128-131

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson, focusing on key concepts learned.

- Guide learners in reading and discussing the relevant content from the KLB resources, highlighting the importance of catching in Netball.

**Lesson Development (25 minutes):**

**Step 1:**

Demonstration of Catching Skills

- Teacher demonstrates the double-handed catching technique.

- Discuss the correct hand positioning and body stance for effective catching.

**Step 2:**

Partner Practice

- Learners pair up and practice the double-handed catching technique, throwing the ball back and forth at a distance.

- Teacher circulates to provide feedback and guidance.

**Step 3:**

Group Challenge

- Organize learners into small groups and set up a simple catching drill that involves moving to a designated spot to catch the ball.

- Introduce a scoring system based on successful catches and teamwork.

**Step 4:**

Reflection and Discussion

- Gather the learners and discuss what they learned about catching.

- Encourage learners to share how catching can influence a game of Netball and why it is important.

**Conclusion (5 minutes):**

- Summarize key points covered in the lesson: importance of catching, demonstration of skills, and practice outcomes.

- Conduct a brief interactive game of “Netball Catch Relay” to reinforce skills learned.

- Preview the next session’s topic: the role of passing in Netball and how it links to catching.

**Extended Activities:**

1. Netball Tracking Journal:

- Encourage learners to keep a journal where they document their practice and experiences with catching skills over the week, including drawings of their practice.

2. Art Integration:

- Assign a creative art project where learners paint or draw a scene of a Netball game, focusing on a player catching the ball. This helps connect their understanding of physical skills to visual expression.

3. Catching Games:

- Introduce fun catching games (e.g., “Catch the Ball” tag) during recess to reinforce skills learned in a playful manner.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Netball Skills – Catching

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Describe the skills of catching in Netball through demonstration.

2. Perform the skills of catching in Netball.

3. Value Netball as a game and appreciate the skill of catching.

**Key Inquiry Question(s):**

- Why are the skills of shooting, passing, and catching important in the game of Netball?

**Learning Resources:**

- Open spaces or marked Netball court

- Age-appropriate Netball ball

- Age-appropriate goalposts and ring

- KLB Visionary Grd 6 TG pg. 86-88

- KLB Visionary Grd 6 Learners Bk. pg. 132-134

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, emphasizing any skills or concepts learned about Netball.

- Guide learners to read and discuss the key concepts from the learning resources about catching in Netball, highlighting its importance in the game.

**Lesson Development (25 minutes):**

**Step 1:** Demonstration of Catching

- The teacher will demonstrate the double-handed catching technique.

- Focus on proper hand positioning (forming a "W" with hands) and footwork.

- Discuss why catching effectively can lead to successful plays in Netball.

**Step 2:** Partner Practice

- In pairs, learners will practice catching by throwing the ball back and forth.

- Encourage them to use the double-handed technique, providing feedback and support.

**Step 3:** Group Skill Challenge

- Organize learners into small groups and have them perform a catching challenge.

- For example, they could try to complete as many catches as possible within a time limit while moving around a designated area.

**Step 4:** Reflection and Discussion

- Gather the class and have a brief discussion about the importance of catching.

- Ask questions such as, "How did it feel to catch the ball using both hands?" and "What could happen in a game if we don’t catch well?"

**Conclusion (5 minutes):**

- Summarize the key points learned about catching in Netball.

- Conduct a brief interactive activity, such as a fun group chant or cheer that includes phrases about catching.

- Preview the next lesson’s topic, which might include shooting or passing in Netball.

**Extended Activities:**

- Catch and Paint: Have learners design and paint a large poster highlighting the importance of catching in Netball. Include images of players catching the ball and motivational phrases.

- Home Practice: Encourage learners to practice catching at home with family members using a soft ball or a balloon to refine their skills.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Netball skills – shooting

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Describe the skills of shooting in Netball through demonstration.

2. Perform the skills of shooting in Netball.

3. Value netball as a game and the skill of painting.

**Key Inquiry Question(s):**

- Why are the skills of shooting, passing, and catching important in the game of Netball?

**Learning Resources:**

- Open places or marked Netball court

- Age-appropriate Netball ball

- Age-appropriate goal posts and ring

- KLB Visionary Grd 6 Teacher’s Guide, pages 86-88

- KLB Visionary Grd 6 Learner’s Book, pages 132-134

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on netball basics.

- Ask students to share their experiences or thoughts on the importance of teamwork in netball.

- Guide learners to read and discuss relevant content from the learning resources, highlighting key concepts about shooting in netball.

**Lesson Development (25 minutes):**

**Step 1:** Demonstration and Explanation

- Demonstrate the proper technique for shooting in netball, explaining the key components: stance, grip, aim, and follow-through.

- Ask students to observe carefully and think about how these factors contribute to a successful shot.

**Step 2:** Partner Practice

- Pair up students and allow them to practice shooting from a standing position. Encourage them to provide constructive feedback to each other regarding stance and technique.

- Walk around to assess their technique and provide guidance.

**Step 3:** Group Practice

- Divide the class into groups and set up shooting stations at different distances from the goal post. Ensure all students have the opportunity to attempt shots at various distances.

- Encourage students to keep track of their successful shots and discuss their strategies within their groups.

**Step 4:** Game Simulation

- Conclude with a mini-game where students incorporate shooting into a simplified netball match. Focus on teamwork and the importance of passing before shooting.

- Remind them to apply the techniques practiced during the lesson.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson: the importance of proper shooting technique and teamwork in netball.

- Conduct a brief interactive quiz or question session to reinforce the main topics.

- Preview the next session, which will focus on passing and catching skills. Encourage students to think of how these skills can complement shooting in a game.

**Extended Activities:**

- Shooting Journal: Ask students to keep a shooting journal for one week, documenting their practice sessions and improvements in their shooting skills.

- Art Integration: Have students create a poster that illustrates the steps of shooting in netball, incorporating drawings or paintings of themselves shooting a ball, emphasizing teamwork.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 5 -6**

**Strand:** Creation and Execution

**Sub Strand:** Netball Skills – Shooting

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Describe the skills of shooting in Netball through demonstration.

2. Perform the skills of shooting in Netball.

3. Value Netball as a game and the skill of painting.

**Key Inquiry Questions:**

- Why are the skills of shooting, passing, and catching important in the game of Netball?

- How can we demonstrate shooting techniques effectively?

**Learning Resources:**

- Open places or marked netball court

- Age-appropriate netball

- Age-appropriate goal posts and ring

- KLB Visionary Grd 6 Teacher’s Guide pg. 89-91

- KLB Visionary Grd 6 Learners Book pg. 135-137

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of what was learned in the previous lesson, focusing on the basic rules and skills of Netball.

- Guide learners to read and discuss the relevant content from the learning resources, particularly the section on shooting techniques.

**Lesson Development (25 minutes):**

**Step 1:** Explanation of Shooting Skills

- Discuss the importance of shooting and its role in scoring during a Netball game.

- Introduce key concepts such as stance, aiming, and follow-through.

**Step 2:** Demonstration

- Demonstrate the shooting technique: show the correct stance, how to hold the ball, the shooting motion, and the follow-through.

- Encourage students to observe closely and ask questions.

**Step 3:** Partner Practice

- Have students pair up and take turns shooting at the goal from a standing position.

- Remind them to use the skills demonstrated, encouraging feedback between partners on technique.

**Step 4:** Group Challenge

- Split the class into small groups and set up a simple shooting competition, encouraging fun and teamwork.

- Students will simulate a game scenario while practicing their shooting skills.

**Conclusion (5 minutes):**

- Summarize the key points covered, focusing on the shooting techniques learned and their importance in the game.

- Conduct a brief interactive activity (e.g., “shooting quiz” where students answer questions based on what they learned).

- Prepare learners for the next session by introducing the idea of passing and catching skills, encouraging them to think about how these skills connect to shooting.

**Extended Activities:**

- Shooting Practice at Home: Encourage students to practice shooting a ball at any elevated target at home (it could be a basket or a bucket).

- Creative Painting Activity: Ask students to create a painting that represents their understanding of the game of Netball or their favorite moment during a Netball game, reinforcing the value of creativity in sports.

- Research Assignment: Assign students to find out more about the history of Netball and its significance in different cultures, which could be shared in the next lesson.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Practicing Stance, Grip, Release, and Follow Through

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Explain the meaning of stance, grip, release, and follow through.

2. Demonstrate stance, grip, release, and follow through.

3.Value netball as a game and the skill of painting.

**Key Inquiry Questions:**

- What do stance, grip, release, and follow through mean in netball and art?

- How can we practice these skills effectively?

**Learning Resources:**

- Video clip demonstrating netball techniques

- Improvised softball

- Whistle

- Spotlight P.H.E Grade 5 Learners Book, Pages 58-60

- Spotlight P.H.E Grade 5 Teacher's Guide, Pages 41-42

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the last lesson, focusing on prior knowledge about sports skills and basic painting techniques.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts: stance, grip, release, and follow through.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Key Terms

- Introduce and explain the terms:

- Stance: How we position our body before taking a shot in netball.

- Grip: How we hold the ball (or paintbrush).

- Release: The action of letting go of the ball (or paint) to achieve the desired effect.

- Follow Through: The movement of the arm after releasing the ball (or paint), which affects accuracy and technique.

- Discuss the importance of each term in both netball and painting.

**Step 2:** Demonstration

- Show a video clip demonstrating proper stance, grip, release, and follow through in netball.

- Discuss the video and prompt students to analyze the techniques shown.

- Ask students to practice positioning themselves in the correct stance while holding an improvised ball.

**Step 3:** Practice Time

- Divide students into small groups.

- Give each group time to practice the skills:

- One student practices stance and grip with the ball.

- Another student practices release and follow through.

- Rotate roles so that everyone has a chance to practice all four concepts.

**Step 4:** Artistic Application (Optional Integration with Art)

- Discuss how the same principles apply to painting:

- Stance affects how steady your hand is.

- Grip determines control of the brush.

- Release allows for the right amount of paint to spread.

- Follow through can influence brush strokes.

- Have learners share their painting experiences or techniques that involve similar skills.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson on stance, grip, release, and follow through in both netball and art.

- Conduct a quick interactive activity, such as a “quick-fire” quiz where learners answer questions about the terms learned today.

- Prepare learners for the next session by previewing upcoming topics, such as teamwork and collaboration in netball and exploring different painting techniques.

**Extended Activities:**

- Create a mini poster illustrating the stance, grip, release, and follow through in netball, incorporating pictures or drawings.

- Implement a fun challenge where learners apply their skills in a small netball game during recess.

- Encourage learners to explore painting at home, using the stance and grip discussed in class, and bring in their creations for a class art display.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Practicing stance, grip, release, and follow-through

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Explain the meaning of stance, grip, release, and follow-through.

2. Demonstrate stance, grip, release, and follow-through in a game context.

3. Value netball as a game and appreciate the skill of painting.

**Key Inquiry Questions:**

- How do stance, grip, release, and follow-through affect our performance in sports and art?

**Learning Resources:**

- Video clip demonstrating netball techniques

- Improvised softballs and nets

- Whistle

- Spotlight P.H.E Grade 5 Learners Book (Pg. 58-60)

- Spotlight P.H.E Grade 5 Teacher's Guide (Pg. 41-42)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson by asking students if they can recall any skills related to netball or painting.

- Guide students to read and discuss the relevant content from the learning resources, focusing on the concepts of stance, grip, release, and follow-through. Encourage them to ask questions and share ideas.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Stance

- Discuss what “stance” means in both netball and painting.

- Show a video clip of players demonstrating correct stances in netball.

- Ask students to practice their stance while standing in a line, making sure their feet are shoulder-width apart and knees slightly bent.

**Step 2:** The Grip

- Explain what is meant by “grip” and demonstrate how to hold a soft ball for throwing.

- Allow students to practice gripping the ball and ensuring their fingers are not too tight or too loose.

- Practice passing the ball in pairs, focusing on maintaining a correct grip.

**Step 3:** Release

- Discuss the importance of the release in both painting (like releasing the paint) and in basketball (releasing the ball while shooting).

- Show techniques for a proper release when throwing the ball.

- Have students practice their release technique, aiming at a target.

**Step 4:** Follow Through

- Educate students on the concept of follow-through and how it impacts their throw.

- Demonstrate a follow-through movement after releasing the ball.

- Allow students to practice follow-through after they throw the ball.

**Conclusion (5 minutes):**

- Summarize the key points learned: stance, grip, release, and follow-through in sports and their importance.

- Conduct a quick interactive game where students practice these skills in pairs or small groups.

- Preview the next lesson by discussing how these concepts will apply to a friendly netball match or a group art activity.

**Extended Activities:**

- Art Connection: Ask students to create a simple painting that represents their understanding of stance in a dynamic activity (e.g., a player in motion).

- Netball Skills Challenge: Organize a small netball game where students can showcase their understanding of stance, grip, release, and follow-through.

- Reflections: Have students keep a journal where they reflect on their experiences when practicing these skills, noting what worked well and what they found challenging.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Improvising Balls Using Macrame Technique (Overhand Knot)

**Specific Learning Outcomes:**

**- By the end of the lesson, learners will be able to:**

1. Identify materials for improvising balls using overhand knot.

2. Improvise a ball for use in performing shooting, passing, and catching in netball.

3. Value netball as a game and the skill of crafting.

**Key Inquiry Questions:**

- How can we collect and use reusable materials to create a ball?

- What are the steps to use the macrame technique for making our ball?

- How can we safely play a mini game of netball while applying our new skills?

**Learning Resources:**

- PHE Design

- Field/space for gameplay

- Macrame technique video

- Checklist for materials

- Exercise books, pens, pencils, and a first aid kit

- Ropes and rounders ball

- KLB Visionary PHE, pg. 31-34

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on team sports and the importance of teamwork.

- Guide learners to read and discuss the key concepts of the macrame technique and netball skills from the provided learning resources. Encourage sharing of ideas.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Materials

- Introduce the types of reusable materials that can be used (e.g., old t-shirts, plastic bags).

- Discuss how to gather these materials safely with parental help.

- Show examples of improvising balls from these materials.

**Step 2:** Learning the Macrame Technique

- Explain the macrame technique, specifically the overhand knot, with demonstrations.

- Divide students into small groups and provide ropes for hands-on practice creating knots. Monitor and assist as needed.

**Step 3:** Making the Ball

- Guide students step-by-step in using their practiced macrame knots to create their own balls.

- Encourage creativity in design while ensuring the balls are functional for netball play.

**Step 4:** Applying Skills in Netball

- Organize a mini game of netball where students use their improvised balls.

- Emphasize the skills of passing, catching, and shooting while adhering to safety guidelines.

**Conclusion (5 minutes):**

- Summarize the main points: materials for improv ball, the macrame technique, and skills in netball.

- Conduct a short interactive quiz or discussion about what they learned.

- Preview the next lesson topic around team dynamics in sports and creating team plays.

**Extended Activities:**

- Home Activity: Ask students to design a poster or write a short paragraph on the importance of using reusable materials in sports and crafts.

- Class Project: Organize a friendly netball tournament using their improvised balls, focusing on teamwork and strategy.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Improvising balls using macrame technique (overhand knot)

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify materials for improvising balls using the overhand knot.

2. Improvise a ball for use in performing shooting, passing, and catching in Netball.

3. Value netball as a game and the skill of painting.

**Key Inquiry Questions:**

- How can we use reusable materials to create a ball?

- What skills do we need to play netball effectively?

- What is macramé, and how can it help us in crafting?

**Learning Resources:**

- PHE design, field/space, video, checklist, exercise books, pens, rubbers, bat, first aid kit, pencils, rounders ball, ropes (refer to KLB Visionary PHE pg.31-34).

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on teamwork in sports.

- Engage students to read a passage or relevant content from the learning resources that covers macramé and the importance of its techniques in crafting. Discuss the essential concepts together.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Materials

- Discuss what materials are needed for crafting a ball: ropes, old clothes, and other reusable materials.

- Show examples of macramé knots (focus on the overhand knot) and how these can be used for making items.

**Step 2:** Demonstration

- Demonstrate how to create an overhand knot with the ropes.

- Encourage students to follow along by tying their own knot. Ensure everyone understands the knot first.

**Step 3:** Creating the Ball

- Guide learners as they begin to use their knots to form a ball shape. They can assist each other if needed.

- Circulate around the classroom to provide assistance and encouragement.

**Step 4:** Team Game Preparation

- Once the balls are made, divide learners into small groups.

- Explain the basic rules of netball, emphasizing skills such as passing, catching, and shooting, and how they can use their new balls in the game.

**Conclusion (5 minutes):**

- Summarize the key points learned: materials used, how to create an improvised ball, and the significance of teamwork and skills in netball.

- Conduct a brief interactive activity asking students to share how they felt about making their balls and playing netball.

- Prepare learners for the next session by asking questions like: "What other sports can use similar skills?"

**Extended Activities:**

- Art and Craft: Learners can create decorative patterns or designs on their balls after learning the macramé technique.

- Netball Skills Journal: Students can maintain a journal tracking their improvement in netball skills (catching, passing, shooting) over the coming weeks.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 5 - 6**

**Strand:** Creation and Execution

**Sub Strand:** Improvising Balls Using Macrame Technique (Overhand Knot)

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1. Identify materials for improvising balls using the overhand knot.

2. Improvise a ball for use in performing shooting, passing, and catching in Netball.

3. Value Netball as a game and appreciate the skill of painting.

**Key Inquiry Question(s):**

- How can we collect and use reusable materials to make a ball using the macramé technique?

- How do we apply our skills of passing, catching, and shooting in a game of Netball while ensuring safety?

**Learning Resources:**

- PHE design, field/space

- Video demonstration of macramé technique

- Checklist

- Exercise books, pens, rubber bat, first aid kit, pencils, rounders ball, ropes

- KLB Visionary PHE pg. 31-34

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson about basic Netball rules.

- Introduce the macramé technique and explain its purpose in creating a ball for Netball.

- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Macrame Technique

- Explain the macramé technique and demonstrate making an overhand knot.

- Show the materials needed: ropes, scissors, and any reusable items (such as old cloth or plastic bags) that can be used for stuffing and creating the ball.

**Step 2:** Collecting and Preparing Materials

- Allow students to discuss with their parents for reusable items they can bring. Encourage them to collect things like old t-shirts, plastic bottles, etc.

- Begin to prepare the rope by measuring it out for individual use.

**Step 3:** Improvising the Ball

- Guide students step-by-step in tying the overhand knot to create sections of the ball.

- Ask them to stuff their balls with collected materials to form a simple shape and tie it off securely.

**Step 4:** Practicing Netball Skills

- Gather all students and have them form small groups.

- Once the balls are improvised, practice the skills of passing, catching, and shooting in a mini-game of Netball, ensuring they remember to play safely.

**Conclusion (5 minutes):**

- Summarize the key points: What is macramé? What materials are suitable for making a ball? How do we play Netball safely?

- Conduct a quick Q&A session to reinforce learning.

- Preview the next session: “Exploring Netball Strategies.”

**Extended Activities:**

- Create a netball art project by decorating and painting their improvised balls using safe paints or markers.

- Invite students to write a short paragraph about their experience making the ball and playing Netball, reflecting on what they enjoyed and what they learned.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Mixing primary colours to create secondary colours

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Classify colours into primary and secondary

2.Mix primary colours to create secondary colours

3. Value mixing of colours.

**Key Inquiry Question(s):**

- How can we mix primary colours to create new colours?

- Why is colour classification important in painting?

**Learning Resources:**

- Internet and digital devices

- Pencils and sharpener

- Drawing book

- Samples from Spotlight Art & Craft Act. TG. Grd 6 Pg.1-3

- Samples from Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.1-3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Begin with a quick recap of what colours are, emphasizing primary and secondary colours.

- Reading and Discussion: Guide learners to read from the learning resources about primary and secondary colours. Discuss as a class to ensure understanding of key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Identify Primary and Secondary Colours

- Introduce primary colours (red, blue, yellow) and secondary colours (green, orange, purple).

- Ask students to list examples of each type of colour from their surroundings or in art.

**Step 2:** Demonstration of Mixing Colours

- Use a palette or digital app to show how primary colours mix to make secondary colours.

- Explain the concept of colour wheels and how they relate to mixing colours.

**Step 3:** Hands-On Activity - Mixing Colours

- Provide paints or coloured pencils to each student and ask them to mix two primary colours to see what secondary colour they create.

- Encourage students to record their findings in their drawing books.

**Step 4:** Colour Classification Discussion

- Discuss why it’s essential to classify colours when painting and how understanding these concepts can improve their art.

**Conclusion (5 minutes):**

- Summarize Key Points: Reiterate the primary and secondary colours, and highlight the importance of mixing them.

- Interactive Activity: Conduct a quick quiz or game where students identify colours based on pictures or examples.

- Preview of Next Session: Introduce the concept of warm and cool colours to prepare learners for the next topic.

**Extended Activities:**

- Art Project: Have students create a small poster using both primary and secondary colours, highlighting their mixed creations.

- Research Activity: Ask students to explore different artists who use colour mixing in their work and report back on their findings.

- Colour Hunt: Encourage students to take a walk around their home or school to find and document examples of primary and secondary colours in the environment.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Mixing Secondary Colours to Create Light Tones on Scale Strip

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Classify colours into primary and secondary.

2.Mix white with a secondary colour to create light tones on a scale strip.

3.Value mixing of colours.

**Key Inquiry Question(s):**

- How do we mix white with a secondary colour to create light tones on a scale strip?

**Learning Resources:**

- Internet and digital devices

- Pencils and sharpeners

- Drawing book

- Samples from Spotlight Art & Craft Act. TG. Grd 6 Pg.1-3 and Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.1-3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on primary colours.

- Show examples of primary and secondary colours to refresh students’ memories.

- Guide learners to discuss what they know about colour mixing, leading into the importance of understanding colour classification.

**Lesson Development (25 minutes):**

**Step 1:** Classify Colours

- Briefly explain primary colours (red, blue, yellow) and secondary colours (orange, green, purple).

- Have students categorize colours using a chart or drawing in their books.

**Step 2:** Introduction to Mixing

- Demonstrate how to mix white with a secondary colour. Use a palette to show the process visually.

- Discuss the implications of lightening a secondary colour and how it affects art styles.

**Step 3:** Create Scale Strips

- Instruct students to choose a secondary colour and mix it with white to create a scale strip of light tones.

- Provide each student with a drawing book to document their scale, encouraging them to label each step from pure secondary to lighter tones.

**Step 4:** Share and Reflect

- Ask students to share their scale strips with a partner, discussing the differences in their mixes.

- Encourage mutual feedback about what worked well and what could be improved in their mixing process.

**Conclusion (5 minutes):**

- Summarize the main points of colour classification and the mixing process.

- Conduct a brief interactive activity where students hold up their scale strips and identify the changes in colour.

- Prepare learners for the next session by previewing a lesson on complementary colours and their uses in art.

**Extended Activities:**

- Assign students to find a piece of art they love and identify the primary and secondary colours used. Have them use their skills to recreate it using a scale strip of the colours they mixed in class.

- Encourage them to create a collage using various shades created from other secondary colours and white. This will continue their exploration of how colours change with white.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Mixing Black with Secondary Colors to Create Dark Tones

**Specific Learning Outcomes:**

**- By the end of the lesson, students should be able to:**

1. Classify colors into primary and secondary.

2. Mix secondary colors with black to create dark tones on a scale strip.

3. Value the importance of mixing colors.

**Key Inquiry Question(s):**

- How do we mix black with a secondary color to create dark tones?

- Why is it important to understand color classification in painting?

**Learning Resources:**

- Internet and digital devices

- Pencils and sharpener

- Drawing book

- Samples from \*Spotlight Art & Craft Act. TG. Grd 6 Pg. 1-3 & Learner’s Book. Grd 6 Pg. 1-3\*

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by briefly discussing the primary colors.

- Encourage learners to share what they remember about color mixing.

- Guide students to read and discuss relevant pages from the learning resources, ensuring they understand primary and secondary colors.

**Lesson Development (25 minutes):**

**Step 1:** Color Classification

- Begin by explaining the difference between primary and secondary colors.

- Students will classify a selection of colors into either primary or secondary groups.

- Discuss why knowing how to classify colors is essential for artists.

**Step 2:** Introduction to Mixing

- Demonstrate how to mix a secondary color with black using paint or colored pencils.

- Explain the concept of tones and why artists create different shades.

- Show examples of dark tones created by mixing black with different secondary colors.

**Step 3:** Hands-On Practice

- Have students create their own scale strips by mixing black with a secondary color of their choice.

- Each student should mix and apply at least three different dark tones on their strips.

- Monitor and assist students as they work.

**Step 4:** Clean-Up and Reflection

- Guide students to clean their working areas properly.

- Once tidy, gather the class for a quick reflection on what they learned about mixing colors and tones.

**Conclusion (5 minutes):**

- Summarize key points about primary and secondary colors and the importance of mixing colors to create dark tones.

- Conduct a brief quiz where students can share something new they learned about color mixing.

- Prepare students for the next session by giving them a preview of upcoming topics, such as exploring warm and cool colors.

**Extended Activities:**

- Students can create a colorful artwork using their dark toned colors mixed from the lesson.

- They can keep a color mixing journal where they document their mixing experiments at home or in future lessons.

- Host a mini-exhibition where students can display their color mixing works and describe their process to the class.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Mixing Black Secondary to Create Dark Tones

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Classify colors into primary and secondary categories.

2. Mix a secondary color with black to create various dark tones on a scale strip.

3. Value the importance of mixing colors in their artwork.

**Key Inquiry Question:**

How can mixing black with a secondary color help us create darker tones in our artwork?

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson where students learned about primary and secondary colors.

- Ask learners to share examples of primary and secondary colors they remember.

- Introduce the day's focus on mixing black with secondary colors to make dark tones. Discuss its importance in painting for creating depth and mood.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Colors

- Discuss the difference between primary and secondary colors:

- Primary colors (Red, Blue, Yellow) can’t be made with other colors.

- Secondary colors (Green, Orange, Purple) are made by mixing two primary colors.

- Ask students to list examples of secondary colors.

**Step 2:** Introduction to Mixing

- Show students how to create a scale strip on their drawing book.

- Demonstrate mixing one secondary color (e.g., purple) with a small amount of black to see how it darkens the tone.

- Guide them to make note of how the color changes as more black is added.

**Step 3:** Practicing Mixing

- Allow students to choose a secondary color.

- Using their palette, they will mix their chosen secondary color with black to create a scale of dark tones.

- Encourage students to produce at least three different tones and label them.

**Step 4:** Reflection and Cleanup

- In groups, have students compare their scale strips and discuss their mixing process.

- Lead a discussion on how the dark tones they created can be used in their artwork.

- Remind students to clean their work areas and materials carefully after painting.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson: classification of colors, the process of mixing black with secondary colors, and the importance of dark tones in art.

- Conduct a quick interactive quiz where students guess colors based on the tones they created.

- Preview the next lesson on using these dark tones in their artwork, prompting students to think about how they can incorporate this knowledge.

**Extended Activities:**

- Create a color wheel: Have students create a color wheel using primary and secondary colors and label them. Then, they can add the dark tones they've mixed next to each secondary color.

- Color Journal: Encourage students to keep a journal where they record their mixing experiments and reflections on colors used in their own artwork.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 5 - 6**

**Strand:** Creation and Execution

**Sub Strand:** Painting a Picture

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Classify colours into primary and secondary.

2. Paint a picture of a ball emphasizing colour value.

3. Value netball as a game and understand the skill of painting.

**Key Inquiry Question(s):**

- How can we use colour classification when we paint?

- Why is it important to observe carefully when painting from observation?

**Learning Resources:**

- KLB Visionary Art & Craft Grade 4 Learners Book (Pages 22-28)

- Paints (primary & secondary colours)

- Brushes

- Paper

- Examples of netballs for observation

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on colour theory.

- Ask students to discuss what they remember about primary and secondary colours.

- Introduce the painting activity by highlighting the importance of colour value and observation in creating their art.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Colour Classification

- Explain the concept of primary (red, blue, yellow) and secondary colours (green, orange, purple).

- Show examples of primary and secondary colours and engage students in identifying them.

**Step 2:** Observing the Ball

- Provide each student with a netball to observe.

- Discuss how light affects the colours they see, focusing on shadows and highlights.

- Allow students a few minutes to sketch the ball, noting colour values.

**Step 3:** Painting the Ball

- Guide students to use secondary colours to paint their ball, emphasizing where to place lighter and darker shades to create a three-dimensional effect.

- Remind them about the importance of mixing colours to achieve the desired hue.

**Step 4:** Reflection on Netball

- Conclude the painting activity by discussing the game of netball.

- Encourage students to think about the skills involved in playing netball and how teamwork relates to both painting and sports.

**Conclusion (5 minutes):**

- Summarize the key points about colour classification, observation techniques, and the importance of appreciating sports like netball.

- Conduct a quick interactive game where students call out a primary or secondary colour based on a fun prompt.

- Give a preview of the next session, which will include creating scenes from sports using their artwork.

**Extended Activities:**

- Have students create a painted scene that illustrates a netball game using both primary and secondary colours, including a narrative on their favourite sports moment.

- Encourage students to explore the impact of colour in other cultures or settings by researching famous paintings and their use of colour.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Painting a Picture

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Classify colours into primary and secondary.

2. Paint a picture of a ball using secondary colours, focusing on colour value.

3. Value netball as a game and the skill of painting.

**Key Inquiry Questions:**

1. Why is colour classification important in painting?

2. How can we use secondary colours to create a vibrant painting of a ball?

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start the class by reviewing the previous lesson on colour theory, asking students to recall primary colours.

- Discuss with learners about secondary colours and their significance in painting.

- Guide learners to read and discuss relevant excerpts from KLB Visionary Art & Craft Grd. 4 learners book, focusing on the importance of colour and how they will use it in their painting today.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Colour Classification

- Explain what primary and secondary colours are.

- Show examples of primary colours (red, blue, yellow) and how mixing them creates secondary colours (green, orange, purple).

- Encourage students to look around the classroom and spot these colours in their environment.

**Step 2:** Introduction to Colour Value

- Discuss the concept of colour value and how it affects the appearance of colours when blended with white (tints) or black (shades).

- Show a few examples of how a single colour can change with different values.

- Ask the students to try mixing colours on their palettes to see how the values change.

**Step 3:** Painting the Ball

- Provide each student with a piece of paper and painting supplies.

- Instruct them to paint a picture of a ball using their mixed secondary colours and varying colour values.

- Walk around to assist students, encouraging them to focus on blending and layering colours.

**Step 4:** Discussion on Netball

- Briefly talk about netball as a sport and its value for fitness and teamwork.

- Encourage learners to share their own experiences with playing netball or other sports, reinforcing the idea of using art to express these experiences.

**Conclusion (5 minutes):**

- Summarize the key points discussed, such as the classification of colours and the importance of colour value in painting.

- Conduct a brief interactive activity where students share their paintings with a partner and discuss their use of colours.

- Prepare learners for the next session by giving them a sneak peek into the relationship between art and different sports, sparking curiosity and questions to think about for the next lesson.

**Extended Activities:**

- Colour Wheel Creation: Have students create their own colour wheel using both primary and secondary colours. They can take it home to use as a reference for future projects.

- Netball Art Project: Students could create a series of small artworks representing key positions in a netball game, using colours that represent the energy or emotion of that position.

- Picture Book Creation: Encourage students to make a small picture book that combines illustrations with their favourite sports, incorporating the lessons on colour theory throughout the pages.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Storage and Display of Improvised Balls

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Mention ways of storing improvised balls.

2. Store improvised balls and display them.

3. Value netball as a game and appreciate the skill of painting.

**Key Inquiry Question(s):**

- How can we store improvised balls in different ways?

- How can we display our work and give feedback on each other’s work?

**Learning Resources:**

- PHE design, video clips on storage/display techniques, exercise books, checklists, pencils, rubbers, bat, first aid kit, ropes, and rounders ball.

- KLB Visionary PHE (pg. 31-34)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on netball and other games.

- Engage students in a discussion about the importance of storing sports equipment properly and introducing the topic of using improvised materials for storage.

**Lesson Development (25 minutes):**

**Step 1:** Discussion on Storage Methods

- Guide students to brainstorm and share ways they could store improvised balls, such as using recyclable gunny bags, boxes, crates, carton boxes, and woven baskets.

- Have students list these ideas on the board, allowing them to contribute their thoughts.

**Step 2:** Hands-On Activity - Storing Balls

- Divide students into small groups and provide them with various materials (e.g., bags, boxes, etc.).

- Instruct each group to choose one method of storage and store improvised balls using the materials provided.

- Encourage them to discuss within their groups why they chose that particular method.

**Step 3:** Creating a Display

- Once all groups have stored the balls, have them set up a small display area in the classroom.

- Instruct groups to arrange their storage method so that others can see and appreciate their work.

**Step 4:** Critique and Feedback

- Allow students to walk around the room, observe other groups’ storage methods, and provide positive feedback.

- Facilitate a class discussion to share what they liked about different storage ideas.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, highlighting different ways to store improvised balls and the importance of displaying work.

- Conduct a brief interactive activity where students share one new idea they learned about storage.

- Preview the next session by asking students to think about what other sports might also require careful storage and presentation.

**Extended Activities:**

- Home Project: Encourage students to create their own improvised storage solution for balls or any other sports equipment at home, which they can demonstrate in the next class.

- Art Connection: Ask students to paint or draw their favorite sports equipment and then display their artwork alongside their storage ideas in a mini-exhibit in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Storage and display of improvised balls

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Mention ways of storing improvised balls.

2. Store improvised balls and create an organized display.

3. Value netball as a game and appreciate the skill of painting.

**Key Inquiry Question(s):**

- How can we store improvised balls?

- How can we display and critique our own and others’ portfolios?

**Learning Resources:**

- PHE design materials

- Field/space for activities

- Video clips on ball storage

- Checklists for storage

- Exercise books, pens, rubber bats

- First aid kit

- Pencils, rounders ball, ropes

- KLB Visionary PHE (pg. 31-34)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review what was learned in the previous lesson about improvised sports equipment.

- Engage students in a discussion about the importance of storage and display. Use guiding questions to elicit their thoughts on the topic.

**Lesson Development (25 minutes):**

**Step 1:** Discussing Storage Options

- Brainstorm with the class different ways to store improvised balls.

- Write down their ideas on the board, such as using recyclable gunny bags, boxes, crates, carton boxes, and woven baskets.

**Step 2:** Demonstration of Storage Techniques

- Show students how to use each storage method.

- Divide students into small groups and assign each group a different storage option. Let them practice storing balls in that method.

**Step 3:** Displaying the Stored Balls

- Guide groups in displaying their stored balls neatly so that they are easy to access and visually appealing.

- Ask each group to present their storage method to the class and explain why it's effective.

**Step 4:** Critiquing the Portfolios

- Allow time for students to display and critique their own and their peers’ storage methods.

- Use guiding questions to help them think critically, such as "What do you like about this storage solution?" or "How could it be improved?"

**Conclusion (5 minutes):**

- Recap the key points covered during the lesson about storing and displaying improvised balls.

- Conduct a brief interactive activity where students suggest one new idea they learned about storage.

- Prepare them for the next session by introducing the concept of valuing sports like netball, prompting them to think about what makes these games enjoyable.

**Extended Activities:**

- Have students create a poster or drawing showcasing a netball game, incorporating their understanding of storage and display.

- Set up a mini-tournament where students can use improvised balls and then discuss the importance of equipment care and storage after the game.

- Encourage students to create a scrapbook page showcasing their favorite storage method, including drawings, cut-outs, and descriptive text.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Clapping/Tapping Rhythms

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Define the term "rhythm."

2. Interpret rhythmic patterns involving the crotchet and a pair of quavers using French rhythm names.

3. Appreciate and maintain clapping or tapping rhythms.

**Key Inquiry Question(s):**

- How do we clap/tap rhythms of words using “taa” and “ta-te” while keeping a steady beat?

- How can we relate the pulse of a clock or heartbeat to the crotchet French rhythm name?

**Learning Resources:**

- Sheet music

- Melodic instruments (e.g., xylophones)

- Flashcards of rhythmic patterns and melodies

- Sol-fa names

- Foundation Music Grade 4 (pages 43-49)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, focusing on basic rhythm concepts.

- Encourage learners to share what they remember about rhythms, asking guiding questions to spark discussion.

- Introduce the term "rhythm" and its importance in music and daily life using resources from the learning materials.

**Lesson Development (25 minutes):**

**Step 1:** Definition of Rhythm

- Define "rhythm" as the pattern of sounds and silences in music.

- Engage the class in a discussion about where they hear rhythms in their daily life (e.g., music, clapping, heartbeat).

- Use flashcards to show examples of different rhythmic patterns—highlight the crotchet (“taa”) and the pair of quavers (“ta-te”).

**Step 2:** Clapping/Tapping Rhythms

- Guide students to practice clapping/tapping rhythms that correspond to "taa" and "ta-te."

- Start with simple patterns, then gradually introduce more complex combinations, maintaining a steady beat throughout.

- Use a melodic instrument to demonstrate how these rhythms can be played, reinforcing their understanding through sound.

**Step 3:** Pulse Association

- Have learners clap/tap the pulse of a clock and their own heartbeat.

- Relate these pulses back to the crotchet French rhythm name to establish a connection between physical rhythms and musical rhythms.

**Step 4:** Rhythmic Pattern Interpretation

- Display simple rhythmic patterns using the sheet music.

- Have students interpret and clap/tap these patterns using the French rhythm names, reinforcing their learning through participation.

**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson, ensuring students can articulate the definition of rhythm and differentiate between the rhythmic patterns.

- Conduct a brief interactive activity where students create their own rhythm using “taa” and “ta-te” and share it with a partner.

- Preview the next session, encouraging students to think about how rhythm relates to different musical instruments.

**Extended Activities:**

- Rhythm Creation Challenge: Students create their own rhythmic patterns using "taa" and "ta-te". They can present their patterns to the class during the next lesson.

- Rhythm Hunt: Ask learners to observe and write down examples of rhythms they find in their environment at home (e.g., people walking, music playing, etc.).

- Rhythmic Storytelling: Encourage students to tell a short story using clapping or tapping rhythms for different characters or actions in the story.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Clapping/Tapping Rhythms

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Define the term "rhythm."

2. Interpret rhythmic patterns involving the crotchet and a pair of quavers using French rhythm names.

3. Appreciate clapping or tapping rhythms.

**Key Inquiry Questions:**

- How do we see rhythms in our daily lives?

- How can we clap or tap rhythms of words using taa and ta-te while maintaining a steady beat?

- What rhythms can we create that mirror the pulse of clocks or our heartbeat?

**Learning Resources:**

- Sheet music

- Melodic instrument (e.g., xylophone or recorder)

- Flashcards of rhythmic patterns

- Foundation Music Grade 4, pages 43-49

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on rhythm and beats.

- Guide the learners to read specific sections from the provided resources, discussing the meanings of key terms such as "rhythm" and introducing French rhythm names associated with the crotchet (ta) and quavers (ta-te).

**Lesson Development (25 minutes):**

**Step 1:** Understanding Rhythm

- Begin by asking students to share examples of rhythms they encounter in their daily lives. Write down their responses on the board.

- Introduce and define the term "rhythm" clearly, emphasizing its importance in music and life.

**Step 2:** Learning French Rhythm Names

- Introduce the French rhythm names (ta for crotchet, ta-te for quavers).

- Display flashcards with rhythmic patterns and ask students to identify and name them using the French terms.

- Clap/tap simple patterns together as a class, ensuring students understand how to correctly clap/tap the rhythms.

**Step 3:** Clapping/Tapping Exercises

- Conduct an exercise where learners clap/tap their own names using the rhythm patterns (recognizing syllables as ta or ta-te).

- Encourage students to maintain a steady beat while performing this activity.

**Step 4:** Relating Rhythm to Everyday Life

- Discuss how rhythms are alike with the natural beats: the ticking of a clock and the heartbeat.

- Have students clapping or tapping along to mimic these beats.

- Challenge them to create their own simple rhythmic patterns that could reflect these sounds, using the French rhythm names learned.

**Conclusion (5 minutes):**

- Summarize the key points: definition of rhythm, French rhythm names, and the importance of clapping/tapping in understanding rhythms.

- Conduct a quick interactive game where the teacher claps a rhythm and students replicate it; this reinforces learning in a fun way.

- Give a preview of the next lesson, encouraging students to think about different musical styles they hear at home or in their community.

**Extended Activities:**

- Have students create a family rhythm project where they clap/tap rhythms of different family member names based on syllables.

- Invite students to listen to a song and identify rhythms that they can reproduce, discussing the different types of rhythms used in the music they enjoy.

- Create a chart of daily rhythms they observe, from the sound of birds in the morning to their footsteps throughout the day, to connect music concepts deeper into daily life.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Clapping/Tapping Rhythms

**Specific Learning Outcomes:**

**- By the end of the lesson, learners will be able to:**

1. Define the term "rhythm."

2.Interpret rhythmic patterns involving the crotchet and a pair of quavers using French rhythm names.

3. Appreciate clapping or tapping rhythms.

**Key Inquiry Questions:**

- How are rhythms applied in daily life?

- How can we identify and create rhythms together?

**Learning Resources:**

- Sheet music

- Melodic instruments

- Flashcards of rhythmic patterns

- Foundation Music Grade 4, Pages 43-49

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a brief review of the previous lesson discussing how music is made up of different elements.

- Invite learners to share what they remember about rhythm while guiding them to read and discuss relevant content from the learning resources, focusing on key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Defining Rhythm

- Ask students what they think rhythm means. Discuss their responses and provide a clear definition.

- Introduce the terms 'crotchet' (ta) and 'pair of quavers' (ta-te), using visual aids and flashcards to help clarify.

**Step 2:** Clapping and Tapping Rhythms

- Guide learners to clap/tap simple rhythms involving crotchets and quavers.

- Begin with clapping along to the rhythm of a clock (steady beat), then transition to clapping words that match the 'ta' and 'ta-te' patterns.

**Step 3:** Interpreting Rhythmic Patterns

- Display different rhythmic patterns (using flashcards) and ask students to identify them using the French rhythm names.

- Encourage students to work in pairs to practice interpreting the patterns they see.

**Step 4:** Rhythms in Daily Life

- Discuss how rhythm appears in everyday life (music, dance, heartbeats, etc.).

- Encourage students to share examples of rhythms they experience daily, reinforcing their connection to the topic.

**Conclusion (5 minutes):**

- Recap the definition of rhythm and the significance of crotchets and quavers.

- Conduct a brief interactive activity: Have students create their own simple rhythm patterns and share them with the class. This allows them to apply what they've learned.

- Prepare learners for the next session by hinting at the exploration of more complex rhythms and how they can create music with different instruments.

**Extended Activities:**

- Rhythm Art: Have students create a visual representation of a rhythm pattern using colors and shapes. They can then present their artwork and explain the rhythm it represents.

- Rhythm Games: Introduce a game where students create a rhythmic pattern, and the class must repeat it back accurately.

- Musical Journal: Ask students to keep a journal where they record any rhythms they hear in their daily lives, like music genres, clapping games, etc.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Identifying notes

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify rhythmic patterns involving the crotchet and a pair of quavers using French rhythm names (taa, ta-te).

2. Sing familiar tunes and identify the notes.

3.Appreciate identifying notes.

**Key Inquiry Question(s):**

- How can we listen to/sing familiar topical songs and identify the notes (crotchet and a pair of quavers) using their French rhythm names (taa, ta-te)?

**Learning Resources:**

- Song excerpts

- Percussion instruments

- Melodic instruments

- Audio recordings of songs

- Foundation Music Act. Grade 5 Learners Bk. pg. 56-57

- Foundation Music Act. Grade 5 TG pg. 58

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of what was learned in the previous lesson.

- Ask the students what they remember about rhythmic patterns and note names.

- Introduce the learning resources and decide which songs will be used for the lesson.

**Lesson Development (25 minutes):**

**Step 1:** Listening to Rhythms

- Play a few excerpts from familiar songs.

- Ask students to clap along to the beat and identify where they hear the crotchet (taa) and the pair of quavers (ta-te).

**Step 2:** Understanding French Rhythm Names

- Explain the French rhythm names for the notes: crotchet (taa) and pair of quavers (ta-te).

- Use visual aids to illustrate these notes and their corresponding sounds.

**Step 3:** Sing Along

- Lead the class in singing a familiar song that includes the identified rhythms.

- Encourage students to clap or tap out the correct rhythm while singing.

**Step 4:** Identify and Create Rhythmic Patterns

- Divide students into small groups, providing them with percussion and melodic instruments.

- Have each group create their own rhythmic pattern using at least one crotchet and one pair of quavers.

- Groups will then present their rhythms to the class, using the French rhythm names.

**Conclusion (5 minutes):**

- Summarize the key points learned today about identifying rhythmic patterns and singing familiar tunes.

- Conduct a brief interactive quiz where students can shout out the French rhythm names as they hear them in a song excerpt.

- Preview the next lesson, which will focus on creating harmony with identified rhythms.

**Extended Activities:**

- Encourage students to find a song at home that uses the rhythmic patterns learned. They can bring it to share with the class next time.

- Have students create rhythm cards with different combinations of crotchets and quavers, swapping them with classmates to practice.

- Suggest a rhythm game where learners dance or move around to different rhythms and must identify the notes as they go.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **CREATIVE ARTS** |  |  |  |

**WEEK 9: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Identifying Notes

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify rhythmic patterns involving the crotchet and a pair of quavers using French rhythm names (taa, ta-te).

2.Sing familiar tunes and identify the notes.

3. Appreciate the concept of identifying notes.

**Key Inquiry Questions:**

- How do we listen to or sing familiar songs and identify the notes (crotchet, a pair of quavers) using their French names (taa, ta-te)?

**Learning Resources:**

- Song excerpts

- Percussion instruments

- Melodic instruments

- Audio recordings of songs

- Foundation Music Act, Grade 5 Learners Bk. pg. 56-57

- Foundation Music Act, Grade 5 TG pg. 58

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic music rhythms.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of the crotchet and quavers.

**Lesson Development (25 minutes):**

**Step 1:** Exploration of Rhythms

- Begin with a brief discussion on rhythms in everyday life (e.g., clapping to a song, the beat of a heartbeat).

- Introduce and demonstrate the crotchet (1 beat - "taa") and a pair of quavers (2 beats - "ta-te").

**Step 2:** Singing Familiar Songs

- Play audio recordings of familiar songs that incorporate crotchets and quavers.

- Encourage students to sing along while clapping the rhythm using the French rhythm names.

**Step 3:** Instrument Melodies

- Divide students into small groups and provide percussion and melodic instruments.

- Have each group create and perform a simple rhythmic pattern using crotchets and pairs of quavers.

**Step 4:** Rhythm Recognition Game

- Organize a fun interactive game where students listen to short clips of songs and identify the rhythm patterns using the designated terms (taa, ta-te).

**Conclusion (5 minutes):**

- Summarize the key points learned about rhythmic patterns and their application in music.

- Conduct a brief interactive activity, such as a "rhythm walk," where learners step and clap to the identified rhythms.

- Prepare learners for the next session by sharing what they will learn about composing their own rhythmic patterns.

**Extended Activities:**

- Encourage students to create a simple musical composition using percussion instruments at home that includes at least two different rhythmic patterns: one crotchet and one pair of quavers.

- Provide students with a sheet of paper to draw a rhythmic representation of their created composition and share it in the next class.

- Organize a "rhythm patrol" where students listen to songs of their choice at home and write down instances where they can hear the rhythms discussed in class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 9: LESSON 5 - 6**

**Strand:** Creation and Execution

**Sub Strand:** Singing and Clapping to Rhythms

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify French rhythms

2. Sing songs while clapping rhythms

3. Appreciate singing and clapping to rhythms

**Key Inquiry Question(s):**

- How can we sing familiar songs and clap the rhythm while using French rhythm names?

**Learning Resources:**

- Song excerpts

- Percussion instruments

- Melodic instruments

- Audio recordings of songs

- Foundation Music Act. Grade 5 Learners Bk. pg. 64

- Foundation Music Act. Grade 5 TG pg. 60

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a review of the previous lesson on rhythms and their importance in music.

- Guide learners to read and discuss content from the learning resources, highlighting the key concepts of French rhythms.

**Lesson Development (25 minutes):**

**Step 1:** Understanding French Rhythms

- Introduce learners to various French rhythm names (e.g., "croche" for eighth note, "ronde" for whole note).

- Play audio recordings of different rhythms and ask students to listen carefully and identify the rhythm names.

**Step 2:** Clapping Practice

- Have the class practice clapping to a simple rhythm together.

- Use examples from the song excerpts and call out the corresponding French rhythm names as they clap along.

**Step 3:** Singing with Rhythm

- Choose a familiar song and sing it as a class.

- While singing, instruct students to clap the rhythm at designated parts of the song, maintaining the beat.

**Step 4:** Combining Skills

- Divide the class into small groups to practice singing and clapping simultaneously.

- Encourage each group to select a different song and demonstrate their performance in front of the class.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, reiterating the importance of rhythm in music and singing.

- Conduct a quick interactive quiz where students identify different rhythms by clapping or saying the French names.

- Prepare learners for the next session by introducing the topic of instrumental accompaniment and its role in music.

**Extended Activities:**

- Rhythm Composition: Have students create their own short songs incorporating different French rhythms and perform them for the class.

- Rhythm Scavenger Hunt: Organize a scavenger hunt where students identify and clap rhythms they hear in everyday sounds (e.g., footsteps, clock ticking).

- Cultural Exploration: Explore French music culture by listening to traditional French songs and discussing how rhythms are used differently in various music styles.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 10: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Singing and Clapping to Rhythms

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify French rhythms

2. Sing songs while clapping rhythms

3.Appreciate singing and clapping to rhythms

**Key Inquiry Question(s):**

- How can we sing familiar songs and clap the rhythm of the song using French rhythm names?

**Learning Resources:**

- Song excerpts

- Percussion instruments (e.g., tambourines, drums)

- Melodic instruments (e.g., xylophones, recorders)

- Audio recordings of songs

- Foundation Music Act. Grade 5 Learner’s Book, pg. 64

- Foundation Music Act. Grade 5 Teacher’s Guide, pg. 60

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on rhythm basics. Ask students to share what they remember about rhythms and their importance in music.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of French rhythm names like "croche" (eighth note) and "ronde" (whole note).

**Lesson Development (25 minutes):**

**Step 1:** Introduction to French Rhythms

- Introduce French rhythm names. Use flashcards or visuals to display the names and their meanings.

- Engage learners in a listen and repeat exercise, pronouncing the rhythm names aloud together.

**Step 2:** Clapping to the Rhythm

- Select a familiar song (e.g., "Frère Jacques"). Play the song and demonstrate how to clap the rhythm along to the music.

- Have students practice clapping the rhythm together as a class, using the French rhythm names.

**Step 3:** Singing While Clapping

- Divide the class into two groups: one group sings the song while the other claps the rhythms.

- Switch roles after a few rounds to ensure everyone gets a chance to sing and clap.

**Step 4:** Exploring with Instruments

- Hand out simple percussion instruments (like drums or tambourines) and let students play along to the song, keeping the rhythm.

- Encourage learners to experiment and create their own rhythms inspired by French rhythms learned.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: identification of French rhythms, clapping songs, and the enjoyment of singing and making music.

- Conduct a brief interactive activity where students call out French rhythm names, and others clap or play the rhythm on instruments.

- Prepare learners for the next session by introducing the concept of creating their own songs using rhythms discussed.

**Extended Activities:**

- Rhythm Journals: Have students create a rhythm journal where they can write down new rhythms they learn or reflect on their favorite songs and the rhythms used in them.

- Rhythm Flashcards: Encourage students to create their own rhythm flashcards with drawings and definitions to reinforce what they have learned about French rhythms.

- Mini-Rhythm Performances: Organize a class presentation where small groups perform a song of their choice, incorporating singing and rhythm clapping for their peers.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Singing and Clapping to Rhythms

**Specific Learning Outcomes:**

**- By the end of the lesson, learners will be able to:**

1. Identify French rhythms.

2. Sing songs while clapping the rhythms.

3. Appreciate singing and clapping to rhythms.

**Key Inquiry Question(s):**

- How can we sing familiar songs and clap the rhythm while using French rhythm names?

**Learning Resources:**

- Song excerpts

- Percussion instruments (e.g., tambourines, hand drums)

- Melodic instruments (e.g., xylophones, keyboards)

- Audio recordings of songs

- Foundation Music Act. Grade 5 Learners Bk. pg. 64

- Foundation Music Act. Grade 5 TG pg. 60

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners about different rhythms they learned.

- Guide learners to read and discuss content from the learning resources, emphasizing key concepts such as rhythm and clapping.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to French Rhythms

- Introduce common French rhythm names (e.g., "tac" for a clap, "do" for a beat).

- Give examples using a simple rhythm pattern and have students practice clapping along.

**Step 2:** Singing Familiar Songs

- Play an audio recording of a familiar song and encourage students to sing along.

- After a few minutes of singing, ask students to stop and clap the rhythm while reciting the French rhythm names.

**Step 3:** Group Practice

- Divide students into small groups.

- Each group will choose a familiar song and practice singing it, incorporating the rhythm claps with the French names.

**Step 4:** Demonstrate and Perform

- Invite each group to perform their selected song and rhythm clapping in front of the class.

- Provide feedback and encourage classmates to join in clapping along.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, such as the French rhythm names and how to clap them while singing.

- Conduct a brief interactive activity where learners repeat the rhythm names together.

- Preview the next session’s topic about how rhythm is used in different cultures, encouraging students to think about rhythms they might know from their own culture.

**Extended Activities:**

- Rhythm Creation: Have students create their own simple rhythms using percussion instruments and present them to the class while using French rhythm names.

- Musical Rhythms Art: Ask students to illustrate their favorite rhythm or song, including the French rhythm names in their artwork. Display these creations around the classroom.

- Rhythm Relay Game: Set up a relay where teams have to clap or use instruments to match a rhythm that you play for them.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Writing letters of alphabets

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify and write letters of the alphabet.

2. Write the French rhythm names “taa” and “ta-te” using free-hand lettering.

3. Appreciate the art of writing letters of the alphabet.

**Key Inquiry Questions:**

- How can we practice writing letters of the alphabet in lowercase using freehand (ascenders and descenders)?

- How can we use freehand lettering to write the French rhythm names “taa” and “ta-te”?

**Learning Resources:**

- Song excerpts

- Percussion instruments

- Melodic instruments

- Audio recordings of songs

- Foundation Music Act. Grade 5 Learners Bk. pg. 60-62

- Foundation Music Act. Grade 5 TG pg. 59

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson on the alphabet and letter formations.

- Engage the learners in a brief discussion about their experience with writing letters and rhythms, referencing the learning resources.

**Lesson Development (25 minutes):**

**Step 1:** Warm-Up Activity

- Lead the class in a fun warm-up where they will write each letter of the alphabet in lowercase on paper.

- Focus on letters with ascenders (e.g., b, d, h, k) and descenders (e.g., g, j, p, y). Monitor their grip and posture as they write.

**Step 2:** Introduction to French Rhythm Names

- Explain the concept of rhythms and how they relate to music.

- Introduce the French rhythm names “taa” and “ta-te.” Play audio examples and demonstrate how these rhythms sound when played.

**Step 3:** Free-Hand Lettering Practice

- Instruct learners to practice writing “taa” and “ta-te” in their notebooks using free-hand lettering.

- Encourage them to add their creative flair to the letters while ensuring clarity and form.

**Step 4:** Group Sharing and Corrections

- Have learners partner up to share their work. They should provide positive feedback to each other and suggest improvements.

- Circulate around the room, assisting as necessary, and correcting any common mistakes.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, reiterating the importance of good writing practices and rhythmic names.

- Conduct a brief interactive game where one student claps a rhythm, and the others write the rhythm name “taa” or “ta-te” in their notebooks.

- Preview the next lesson, which will delve into rhythmic patterns in music and how they can be represented through symbols.

**Extended Activities:**

- Create a “Rhythm Letter Art” project where learners make a poster featuring the letters of “taa” and “ta-te” embellished with drawings or colors that represent the rhythms they learned.

- Encourage learners to keep a personal journal where they can practice writing different letters, words, and rhythms every week at home.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Writing letters of the alphabet

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify letters of the alphabet and write them.

2. Write the French rhythm names "taa" and "ta-te" using freehand lettering.

3. Appreciate writing letters of the alphabet.

**Key Inquiry Questions:**

- How can we practice writing letters of the alphabet in lowercase using freehand (ascenders and descenders)?

- How can we use freehand lettering to write French rhythm names "taa" and "ta-te"?

**Learning Resources:**

- Song excerpts

- Percussion instruments

- Melodic instruments

- Audio recordings of songs

- Foundation Music Act. Grade 5 Learners Bk. pg. 60-62

- Foundation Music Act. Grade 5 TG pg. 59

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on identifying letters of the alphabet.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts related to letters and rhythms.

**Lesson Development (25 minutes):**

**Step 1:** Letter Recognition

- Begin with an activity where students identify lowercase letters of the alphabet displayed on the board.

- Use flashcards or letters cut out from magazines to reinforce recognition.

**Step 2:** Writing Practice

- Provide each student with lined paper to practice writing each letter in lowercase.

- Encourage them to focus on the formation of letters with ascenders (like 'b' and 'd') and descenders (like 'g' and 'p').

- Walk around the classroom to assist students individually.

**Step 3:** Introduction to French Rhythm Names

- Explain the concepts of the rhythm names "taa" and "ta-te," using clapping patterns or percussion instruments.

- Play an audio recording that includes these rhythms to help students hear them in context.

**Step 4:** Freehand Lettering Practice

- Instruct students to write "taa" and "ta-te" using freehand lettering on their lined paper.

- Remind them to focus on neatness and clarity in their writing.

**Conclusion (5 minutes):**

- Summarize key points: the importance of letter recognition and writing and the connection to musical rhythms.

- Conduct a brief interactive activity, such as clapping the rhythm while saying "taa" and "ta-te" to reinforce learning.

- Prepare learners for the next session by asking them to think about how rhythms can be found in their daily lives and what other words they might want to write next time.

**Extended Activities:**

- Suggest students create a mini-book where they write their favorite rhythm names and illustrate them with drawings of musical notes or instruments.

- Encourage learners to find words related to music or rhythm at home or in books and practice writing them.

- Organize a "Letter Art" display where students can showcase their freehand written rhythms along with drawings.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 5 - 6**

**Strand:** Creation and Execution

**Sub Strand:** Techniques Used in Composing Rhythmic Patterns

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Describe the qualities of a good rhythmic pattern.

2. Create a simple rhythmic pattern using the French rhythm names: taa, ta-te.

3. Value the importance of creating rhythmic patterns using French rhythm names.

**Key Inquiry Questions:**

- How can we listen to rhythmic patterns in familiar tunes and discuss the techniques used in composing them? (Consider elements like variations of note values, repetition of patterns, and ending on "taa".)

**Learning Resources:**

- Song excerpts

- Percussion instruments

- Melodic instruments

- Audio recordings of songs

- Foundation Music Act. Grade 5 Learners Book, pages 58-60

- Foundation Music Act. Grade 5 Teacher's Guide, page 59

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on basic rhythms and their importance in music.

- Guide learners to read and discuss relevant material from the Foundation Music Act. Focus on understanding key concepts related to rhythmic patterns.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Qualities of a Good Rhythmic Pattern

- Discuss with the students what makes a rhythmic pattern good. Possible qualities may include clarity, variety, and memorability.

- Play excerpts of familiar songs and have students identify elements that contribute to good rhythmic patterns.

**Step 2:** Introduction to French Rhythm Names

- Introduce the French rhythm names: taa (a longer sound) and ta-te (shorter sounds).

- Demonstrate how to notate these rhythms and have students practice clapping the rhythms together.

**Step 3:** Creating Simple Rhythmic Patterns

- Ask students to create their own simple rhythmic patterns using the French names.

- Encourage them to use a mixture of taa and ta-te. They can work in pairs to share their patterns.

**Step 4:** Sharing and Feedback

- Invite a few pairs of students to perform their rhythmic patterns for the class.

- Provide positive feedback and suggestions to refine their patterns. Discuss as a class what they liked about each performance.

**Conclusion (5 minutes):**

- Summarize the key points about the qualities of good rhythmic patterns and the French rhythm names learned.

- Conduct a brief interactive activity, like a game where students must echo rhythmic patterns played by the teacher using taa and ta-te.

- Preview what will be covered in the next session focusing on how to build on rhythmic patterns with melody and dynamics.

**Extended Activities:**

- Rhythm Journals: Have students keep a journal where they write down new rhythmic patterns they find in songs they listen to at home and describe why they are interesting or effective.

- Rhythm Performance: Organize a mini "Rhythm Talent Show" where students perform their created rhythmic patterns using body percussion or instruments.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **CREATIVE ARTS** |  |  |  |

**WEEK 11: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Techniques used in composing rhythmic patterns

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Describe the qualities of a good rhythmic pattern.

2. Create a simple rhythmic pattern using the French rhythm names (taa, ta-te).

3. Value the creation of rhythmic patterns using French rhythm names.

**Key Inquiry Question(s):**

- How can we listen to rhythmic patterns in familiar tunes and discuss the techniques used to compose rhythmic patterns (such as variation of note values, repetition, and ending on taa)?

**Learning Resources:**

- Song excerpts

- Percussion instruments

- Melodic instruments

- Audio recordings of songs

- Foundation Music Act. Grade 5 Learners Bk. pg.58-60

- Foundation Music Act. Grade 5 TG pg.59

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what learners covered in the previous lesson, focusing on rhythmic patterns.

- Guide students to read and discuss relevant content from the learning resources, highlighting key concepts such as rhythm qualities.

**Lesson Development (25 minutes):**

**Step 1:** Exploring Rhythmic Patterns

- Listen to excerpts of familiar songs.

- As a class, identify and discuss the rhythmic patterns used, encouraging students to clap or tap along to emphasize the rhythm.

**Step 2:** Understanding Qualities of a Good Rhythmic Pattern

- Facilitate a group discussion on what makes a rhythmic pattern "good."

- Encourage students to think about aspects like variety, repetition, clarity, and fun.

- Write students’ ideas on the board for reference.

**Step 3:** Introduction to French Rhythm Names

- Introduce the French rhythm names (taa, ta-te) with examples.

- Demonstrate how to claps these rhythms and then have students practice together as a class.

**Step 4:** Creating Rhythmic Patterns

- Divide students into small groups.

- Each group will create their own simple rhythmic pattern using at least one "taa" and one "ta-te."

- Each group will share their rhythmic pattern with the class through clapping or using percussion instruments.

**Conclusion (5 minutes):**

- Summarize the key points discussed throughout the lesson, including qualities of a good rhythmic pattern and the use of French rhythm names in creating rhythms.

- Conduct a brief interactive clapping activity where students can demonstrate their favorite rhythms learned.

- Prepare learners for the next session by giving them a question to ponder: "How do different cultures use rhythm in their music?"

**Extended Activities:**

- Encourage students to listen to songs at home and identify or create rhythmic patterns using the French rhythm names learned in class.

- Have students write a short reflection on how rhythm is used in their favorite type of music, or create a small poster showcasing their rhythmic patterns with illustrations.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **CREATIVE ARTS** |  |  |  |

**WEEK 11: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Techniques used in composing rhythmic patterns

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Describe the qualities of a good rhythmic pattern.

2. Create a simple rhythmic pattern using the French rhythm names taa and ta-te.

3. Value creating rhythmic patterns using French rhythm names.

**Key Inquiry Questions:**

- How can we apply the composition techniques to create our own original rhythmic patterns using taa and ta-te, while respecting each other's views?

- In what ways can we critique our own rhythms and those of our peers fairly?

**Learning Resources:**

- Song excerpts

- Percussion instruments

- Melodic instruments

- Audio recordings of songs

- Foundation Music Act. Grade 5 Learners Bk. pg. 58-60

- Foundation Music Act. Grade 5 TG pg. 59

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson where students explored basic rhythms.

- Engage learners in reading and discussing relevant content from the learning resources, particularly how to identify a good rhythmic pattern.

**Lesson Development (30 minutes):**

**Step 1:** Understand Rhythmic Patterns

- Discuss the characteristics of a good rhythmic pattern (e.g., consistency, creativity, and variation).

- Play a few song excerpts; ask students to identify the rhythmic patterns and how they make them feel.

**Step 2:** Introduction to French Rhythm Names

- Introduce the French rhythm names: taa (quarter note) and ta-te (eighth notes).

- Demonstrate how to clap out these rhythms. Have learners practice clapping the rhythms together as a class.

**Step 3:** Create Rhythmic Patterns

- Ask students to create their own simple rhythmic patterns using taa and ta-te.

- Allow them to write down their patterns on paper while expressing their creativity.

**Step 4:** Share and Critique

- In pairs or small groups, have students take turns sharing their rhythmic patterns.

- Guide them in providing constructive feedback to each other based on the criteria discussed earlier.

**Conclusion (5 minutes):**

- Summarize key points about what makes a good rhythmic pattern.

- Reinforce the importance of both creation and respectful critique in music.

- Conduct a brief interactive activity where students clap back rhythms they hear from songs.

- Prepare learners for the next session by asking them to think about how these rhythms might fit into a song they like.

**Extended Activities:**

- Rhythm Creation Challenge: Students can take home traditional songs and try to notate their own rhythmic interpretations using taa and ta-te.

- Rhythm Relay: Organize a class game where students pass a rhythm around the circle using instruments, reinforcing teamwork and listening skills.

- Community Rhythms: Encourage students to listen for rhythms in their environment (e.g., footsteps, car horns) and create a pattern inspired by those sounds.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **CREATIVE ARTS** |  |  |  |

**WEEK 11: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Techniques used in composing rhythmic patterns

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Describe the qualities of a good rhythmic pattern.

2.Create a simple rhythmic pattern using the French rhythm names "taa" and "ta-te."

3. Value creating rhythmic patterns using the French rhythm names.

**Key Inquiry Question(s):**

- How can we apply composition techniques to create our own original rhythmic patterns using the French rhythm names “taa” and “ta-te”?

- How can we fairly critique our rhythms and those of our peers while respecting each other’s views?

**Learning Resources:**

- Song excerpts

- Percussion instruments

- Melodic instruments

- Audio recordings of songs

- Foundation Music Act. Grade 5 Learners Bk. pg. 58-60

- Foundation Music Act. Grade 5 TG pg. 59

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking questions about earlier concepts of rhythm.

- Guide learners to read and discuss the relevant content from the Foundation Music Act, focusing on what makes a good rhythmic pattern.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Rhythmic Patterns

- Discuss the qualities of a good rhythmic pattern (e.g., clarity, interest, and balance). Engage students in listening to different song excerpts to identify these qualities in action.

**Step 2:** Introduction to French Rhythm Names

- Introduce the French rhythm names “taa” (quarter note) and “ta-te” (eighth notes). Provide examples and have students clap or tap these rhythms to internalize the sounds.

**Step 3:** Creating Original Rhythmic Patterns

- In pairs or small groups, guide students in creating their own simple rhythmic patterns using “taa” and “ta-te.” Encourage them to experiment and be creative while sticking to the two patterns.

**Step 4:** Sharing and Critiquing Rhythms

- Each pair will showcase their rhythmic pattern to the class. After each presentation, collectively critique the pattern by discussing what was good about it and offering respectful suggestions for improvement.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson: what makes a good rhythmic pattern, the use of French rhythm names, and the importance of respectful critique.

- Conduct a brief interactive activity where students can perform clapped rhythms in unison to reinforce learning.

- Preview the next session, which will focus on adding melodies to their rhythmic patterns.

**Extended Activities:**

- Rhythm Journals: Have students keep a rhythm journal where they write down or notate their rhythmic patterns throughout the week. They can illustrate their patterns and describe how they feel about them.

- Group Performances: Organize a group performance where learners can combine their rhythmic patterns with movement or dance, fostering teamwork and creativity.

- Rhythm Games: Introduce simple rhythm games where students can take turns creating and repeating rhythms, enhancing their understanding through play.

**Teacher Self-Evaluation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 4** | **CREATIVE ARTS** |  |  |  |

**WEEK 11: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Techniques used in composing rhythmic patterns

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Describe the qualities of a good rhythmic pattern.

2.Create a simple rhythmic pattern using the French rhythm names "taa" and "ta-te".

3.Value creating rhythmic patterns using French rhythm names.

**Key Inquiry Question(s):**

- How can the composition techniques be applied to create original rhythmic patterns using the French rhythm names "taa" and "ta-te" while showing respect to others’ ideas?

- How can we critique rhythms created by ourselves and our peers fairly?

**Learning Resources:**

- Song excerpts

- Percussion instruments

- Melodic instruments

- Audio recordings of songs

- Foundation Music Act - Grade 5 Learners Book (pg. 58-60)

- Foundation Music Act - Grade 5 Teacher's Guide (pg. 59)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Quickly review the previous lesson’s content.

- Lead a discussion on what rhythmic patterns are using examples from the learning resources. Encourage students to share any rhythms they remember and relate them to the French terms.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Rhythmic Patterns

- Discuss the qualities of a good rhythmic pattern: clarity, balance, and variety.

- Play excerpts from different songs to illustrate these qualities.

- Request students to identify these qualities in the pieces presented.

**Step 2:** Introduction of Terms

- Introduce the French rhythm names "taa" and "ta-te". Explain their meanings and how they are used in rhythmic patterns.

- Demonstrate how to clap or tap these rhythms as a class.

**Step 3:** Creating Rhythmic Patterns

- In pairs, have students create their own short rhythmic pattern using "taa" and "ta-te".

- Circulate the room to listen, provide guidance, and ensure each pair is using the terms correctly.

**Step 4:** Sharing and Critiquing

- Each pair will present their patterns to the class. Encourage peers to provide constructive feedback, discussing what they liked and offering suggestions respectfully.

**Conclusion (5 minutes):**

- Summarize key points such as the qualities of a good rhythmic pattern and the usage of "taa" and "ta-te".

- Conduct a brief interactive activity where students clap a known pattern and each student must say "taa" or "ta-te" in the correct timing.

- Preview the next session which will build on their rhythmic patterns, introducing dynamics and emotion in music.

**Extended Activities:**

- Create a rhythmic pattern game: Students can form a circle and take turns adding one beat to a growing pattern.

- Encourage students to explore their home environment for different sounds and create a rhythmic pattern inspired by these sounds, using "taa" and "ta-te".

**Teacher Self-Evaluation:**