Grade 4 Creative Arts

Term 1 - 62 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

62 complete, ready-to-teach Grade 4 Creative Arts lesson plans for Term 1, covering percussion musical instruments, netball, painting and montage and rhythm.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Percussion Musical Instruments	17
1.2	Netball	15
1.3	Painting and Montage	15
1.4	Rhythm	15

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

What percussion instruments are

By the end of the lesson, the learner should be able to describe what a percussion instrument is

> **Percussion**
> A percussion instrument makes sound when it is struck, shaken or scraped. Drums, shakers, rattles and clappers are percussion instruments.
> Listen to a short clip of Kenyan percussion music and name any instrument heard.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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What percussion instruments are

Strand 1.0 Creating and Executing > Sub-strand 1.1 Percussion Musical Instruments | Lesson 1 of 17 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to describe what a percussion instrument is

KEY INQUIRY QUESTION(S)

- What is the importance of percussion instruments from different communities in Kenya?
- How is tonal variation created in a drawing?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.
PCI	**Environmental conservation**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Real or pictured percussion instruments (drums, kayamba, shakers, leg rattles, clappers) | Recordings or video clips of Kenyan percussion music | Drawing paper | Charcoal sticks (made in class) and soft tissue or cotton wool for smudging

ORGANISATION OF LEARNING

Whole class for listening and demonstrations; groups of four or five sharing instruments; individual drawing. Rotate instruments so every learner plays each kind.

KEY WORDS

percussion | indigenous | melodic | non-melodic | membrane | resonator | rhythm | charcoal | tone | smudging

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Tap your desk, clap, then stamp your feet. How did you make each sound?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Take learners through "Percussion" (learning activity on the next page), explaining as you go. Use real or pictured percussion instruments (drums, kayamba, shakers, leg rattles, clappers), recordings or video clips of Kenyan percussion music, drawing paper. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name one sound you heard in the clip."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Percussion

A percussion instrument makes sound when it is struck, shaken or scraped. Drums, shakers, rattles and clappers are percussion instruments.

Listen to a short clip of Kenyan percussion music and name any instrument heard.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How does a percussion instrument make sound?	**By striking, shaking or scraping it**
2	Name a percussion instrument.	**A drum (answers vary)**
3	Is a drum played by blowing?	**No, it is struck**
4	Name one sound you heard in the clip.	**Answers will vary**

WATCH OUT FOR

Learners call any instrument a drum; ask how the sound is made.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can describe what a percussion instrument is confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can describe what a percussion instrument is accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly describe what a percussion instrument is, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet describe what a percussion instrument is without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Let the learner hold and play a shaker.
Learners ready for more	Name an instrument that is shaken. (Answer: A shaker or kayamba)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "what percussion instruments are" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Instruments from Kenyan communities

Strand 1.0 Creating and Executing > Sub-strand 1.1 Percussion Musical Instruments | Lesson 2 of 17 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to identify percussion instruments by name and community

KEY INQUIRY QUESTION(S)

- What is the importance of percussion instruments from different communities in Kenya?
- How is tonal variation created in a drawing?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
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ORGANISATION OF LEARNING

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KEY WORDS

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THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Which instruments are played in your home community?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Take learners through "Name and community" (learning activity on the next page), explaining as you go. Use real or pictured percussion instruments (drums, kayamba, shakers, leg rattles, clappers), recordings or video clips of Kenyan percussion music, drawing paper. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Fill one row of the class table."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Name and community

Watch clips or look at pictures: isukuti drums (Luhya), the ohangla drum (Luo), the kayamba rattle (Mijikenda), leg rattles worn by dancers in many communities.

Learners add instruments from their own communities to a class table: name, community, how it is played.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which community plays isukuti drums?	**The Luhya**
2	What is the kayamba?	**A rattle (shaken instrument) of the Mijikenda**
3	Name an instrument from your community.	**Answers will vary**
4	Fill one row of the class table.	**Learner fills it**

WATCH OUT FOR

Respect every community; no community's music is better than another's.