Grade 4 Creative Arts

Term 2 - 73 complete lesson plans

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

ABOUT THIS PACK

73 complete, ready-to-teach Grade 4 Creative Arts lesson plans for Term 2, covering melody, athletics, gymnastics, songs and photography.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.5	Melody	15
2.1	Athletics	18
2.2	Gymnastics	15
2.3	Songs	15
2.4	Photography	10

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

Melody and pitch

By the end of the lesson, the learner should be able to describe melody as a tune of high and low notes

> **Melody**
> A melody (tune) is a line of notes that go higher and lower. Pitch is how high or low a note is.
> Sing a familiar song and move the hand up and down with the tune.

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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ELIMU254

Melody and pitch

Strand 1.0 Creating and Executing > Sub-strand 1.5 Melody | Lesson 1 of 15 | 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 melody as a tune of high and low notes

KEY INQUIRY QUESTION(S)

- How can interesting melodies be created?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Life skills**	Learners practise decision making and working with others.
PCI	**Mentorship and peer education**	Developed through the activities in this lesson.

LEARNING RESOURCES

A melodic instrument (recorder, keyboard, xylophone) or a well-pitched voice | A sol-fa ladder chart (d r m) | Clay from the local environment | Boards, rulers and blunt modelling tools

ORGANISATION OF LEARNING

Whole class for singing and hand signs; small groups for composing; individual and group clay work.

KEY WORDS

melody | pitch | sol-fa | doh | ray | me | hand sign | stepwise | slab | coil

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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Sing a song you know. Do the notes stay at one height?" 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 "Melody" (learning activity on the next page), explaining as you go. Use a melodic instrument (recorder, keyboard, xylophone) or a well-pitched voice, a sol-fa ladder chart (d r m), clay from the local environment. 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: "Does the song go up or down at the end?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Melody

A melody (tune) is a line of notes that go higher and lower. Pitch is how high or low a note is.

Sing a familiar song and move the hand up and down with the tune.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a melody?	**A tune of notes that go higher and lower**
2	What is pitch?	**How high or low a note is**
3	Show the tune with your hand.	**Learner shows**
4	Does the song go up or down at the end?	**Answers will vary**

WATCH OUT FOR

Some learners confuse loud with high; separate the two ideas.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Compare a high and low note on an instrument.
Learners ready for more	Sing a high note, then a low note. (Answer: Learner sings)
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 "melody and pitch" 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.

ELIMU254

Doh, ray, me

Strand 1.0 Creating and Executing > Sub-strand 1.5 Melody | Lesson 2 of 15 | 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 sing the sol-fa syllables d r m

KEY INQUIRY QUESTION(S)

- How can interesting melodies be created?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
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