Grade 4 Creative Arts

Term 3 - 60 complete lesson plans

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

ABOUT THIS PACK

60 complete, ready-to-teach Grade 4 Creative Arts lesson plans for Term 3, covering descant recorder, swimming, indigenous Kenyan games and analysis of Creative Arts works.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.5	Descant Recorder	15
2.6	Swimming	15
2.7	Indigenous Kenyan Games	15
3.1	Analysis of Creative Arts Works	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

Meet the descant recorder

By the end of the lesson, the learner should be able to describe the descant recorder

> **The recorder**
> The descant recorder is a wind instrument played by blowing gently into the mouthpiece and covering holes with the fingers to make different notes.
> Listen to a short recorder piece and describe its sound.

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

Meet the descant recorder

Strand 2.0 Performing and Displaying > Sub-strand 2.5 Descant Recorder | 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 the descant recorder

KEY INQUIRY QUESTION(S)

- How can a good tone be produced on the descant recorder?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Communicable diseases**	Developed through the activities in this lesson.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Descant recorders (one per learner if possible) | A fingering chart for B, A and G | Warm soapy water, a cleaning rod and soft cloth | Recordings or video demonstrations of recorder playing (if available)

ORGANISATION OF LEARNING

Whole class for demonstration and playing together; pairs for checking fingering and giving feedback; small groups for melody practice.

KEY WORDS

descant recorder | head joint | middle joint | foot joint | finger holes | thumb hole | tonguing | tone | posture

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: "Listen to this instrument. How is it played?" 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 "The recorder" (learning activity on the next page), explaining as you go. Use descant recorders (one per learner if possible), a fingering chart for B, A and G, warm soapy water, a cleaning rod and soft cloth. 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: "Where do we blow?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

The recorder

The descant recorder is a wind instrument played by blowing gently into the mouthpiece and covering holes with the fingers to make different notes.

Listen to a short recorder piece and describe its sound.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How is the recorder played?	**By blowing gently and covering holes**
2	Is it a wind or percussion instrument?	**A wind instrument**
3	Describe its sound.	**Answers will vary**
4	Where do we blow?	**Into the mouthpiece**

WATCH OUT FOR

Do not blow the recorders until shown how.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Hold the recorder and look at it.
Learners ready for more	Name another wind instrument. (Answer: A flute (answers vary))
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 "meet the descant recorder" 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.

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Parts of the recorder

Strand 2.0 Performing and Displaying > Sub-strand 2.5 Descant Recorder | 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 identify the parts of a descant recorder

KEY INQUIRY QUESTION(S)

- How can a good tone be produced on the descant recorder?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
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PCI	**Communicable diseases**	Developed through the activities in this lesson.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Descant recorders (one per learner if possible) | A fingering chart for B, A and G | Warm soapy water, a cleaning rod and soft cloth | Recordings or video demonstrations of recorder playing (if available)

ORGANISATION OF LEARNING

Whole class for demonstration and playing together; pairs for checking fingering and giving feedback; small groups for melody practice.

KEY WORDS

descant recorder | head joint | middle joint | foot joint | finger holes | thumb hole | tonguing | tone | posture

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: "How many pieces does a recorder have?" 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 "Parts" (learning activity on the next page), explaining as you go. Use descant recorders (one per learner if possible), a fingering chart for B, A and G, warm soapy water, a cleaning rod and soft cloth. 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: "Put your recorder back together."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Parts

Head joint (with the mouthpiece and window), middle joint (with the thumb hole at the back and finger holes at the front) and foot joint (with the last hole).

Learners take the recorder apart gently, name each part, then put it back with the holes in line.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name the top part.	**The head joint**
2	Where is the thumb hole?	**At the back of the middle joint**
3	Name the bottom part.	**The foot joint**
4	Put your recorder back together.	**Learner assembles**

WATCH OUT FOR

Twist gently; do not pull hard.