Grade 5 Creative Arts

Term 1 - 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 5 Creative Arts lesson plans for Term 1, covering wind musical instruments, football, rhythm and painting and mosaic.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Wind Musical Instruments	15
1.2	Football	18
1.3	Rhythm	15
1.4	Painting and Mosaic	12

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

Indigenous Kenyan wind instruments

By the end of the lesson, the learner should be able to: a) name wind instruments played by communities in Kenya; b) describe what each one is made from

> **Wind instruments from around Kenya**
> A wind instrument makes sound when a player blows air through or across it. Kenyan communities have long made their own: bamboo or reed flutes, gourd whistles, and horn instruments made from animal horns.
> Different communities have their own names and styles for these instruments, often played during ceremonies, herding or storytelling.

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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Indigenous Kenyan wind instruments

Strand 1.0 Creating and Executing > Sub-strand 1.1 Wind Musical Instruments | 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: a) name wind instruments played by communities in Kenya; b) describe what each one is made from

KEY INQUIRY QUESTION(S)

- What is the importance of indigenous wind instruments in Kenyan communities?
- Why is it necessary to care for and maintain a wind instrument?

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	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Environmental conservation**	Examples link to caring for the school and home environment.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Pictures or real examples of indigenous wind instruments (for example a gourd/calabash whistle, a bamboo flute, a horn instrument) | Dry gourds, bamboo, reeds or PVC off-cuts | A sharp tool for the teacher to bore holes (never given to learners unsupervised) | Sandpaper | String or beeswax for binding | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

wind instrument | mouthpiece | resonator | pitch | blow hole | reed | indigenous | maintain

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: "Have you seen or heard anyone blow into something to make music? What was it made of?" 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	Work through the worked example on the next page, thinking aloud. Use pictures or real examples of indigenous wind instruments (for example a gourd/calabash whistle, a bamboo flute, a horn instrument), dry gourds, bamboo, reeds or PVC off-cuts, a sharp tool for the teacher to bore holes (never given to learners unsupervised). Ask learners to predict each step 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: "Why might different communities have different wind instruments?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Wind instruments from around Kenya

A wind instrument makes sound when a player blows air through or across it. Kenyan communities have long made their own: bamboo or reed flutes, gourd whistles, and horn instruments made from animal horns.

Different communities have their own names and styles for these instruments, often played during ceremonies, herding or storytelling.

They are usually made from materials found locally: bamboo, reeds, gourds, horn, clay or wood.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name one material a wind instrument can be made from.	**For example bamboo, a gourd, reed, horn or clay.**
2	How does a wind instrument make sound?	**A player blows air through or across it.**
3	Name one occasion when a wind instrument might be played.	**For example a ceremony, herding animals, or storytelling and celebrations.**

4	Why might different communities have different wind instruments?	**They use whatever materials are available locally and have their own traditions.**

WATCH OUT FOR

Learners think all wind instruments look like a Western flute or trumpet. Show real pictures of Kenyan instruments so they see the variety.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Let the learner hold and gently blow a real or borrowed gourd whistle or bamboo flute if one is available.
Learners ready for more	Ask an elder at home if they know of any traditional wind instrument from your community, and bring back what you learn. (Answer: Answers will 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 "indigenous Kenyan wind instruments" 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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Where different instruments are found in Kenya

Strand 1.0 Creating and Executing > Sub-strand 1.1 Wind Musical Instruments | 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: a) relate particular wind instruments to the communities or regions that use them; b) compare two instruments from different areas

KEY INQUIRY QUESTION(S)

- What is the importance of indigenous wind instruments in Kenyan communities?
- Why is it necessary to care for and maintain a wind instrument?

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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Pictures or real examples of indigenous wind instruments (for example a gourd/calabash whistle, a bamboo flute, a horn instrument) | Dry gourds, bamboo, reeds or PVC off-cuts | A sharp tool for the teacher to bore holes (never given to learners unsupervised) | Sandpaper | String or beeswax for binding | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

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: "Why might communities living near forests make different instruments from communities living on open plains?" 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	Work through the worked example on the next page, thinking aloud. Use pictures or real examples of indigenous wind instruments (for example a gourd/calabash whistle, a bamboo flute, a horn instrument), dry gourds, bamboo, reeds or PVC off-cuts, a sharp tool for the teacher to bore holes (never given to learners unsupervised). Ask learners to predict each step 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: "Compare a bamboo flute and a horn instrument: name one difference."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Materials shape tradition

A community near bamboo forests is more likely to have bamboo flutes; a pastoral community may use animal horns from their livestock.

Looking at a simple map of Kenya, discuss which materials (bamboo, gourds, horn) might be common in which regions.

This shows instruments are not random - they grow out of what is locally available and each community's way of life.