Grade 5 Creative Arts

Term 2 - 67 complete lesson plans

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

ABOUT THIS PACK

67 complete, ready-to-teach Grade 5 Creative Arts lesson plans for Term 2, covering melody, rounders, athletics, fabric decoration and Kenyan folk dance.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.5	Melody	15
1.6	Rounders	16
2.1	Athletics	16
2.2	Fabric decoration	10
2.3	Kenyan Folk Dance	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

Introducing sol-fa: doh, ray, me, fah, soh

By the end of the lesson, the learner should be able to: a) name the five sol-fa syllables d r m f s in order; b) sing them rising from doh to soh

> **The five sol-fa syllables**
> Sol-fa gives each note of a scale a short, singable name: doh (d), ray (r), me (m), fah (f), soh (s), rising step by step from lower to higher pitch.
> Sing them slowly, rising: "doh - ray - me - fah - soh", noticing the pitch getting higher each time.

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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Introducing sol-fa: doh, ray, me, fah, soh

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: a) name the five sol-fa syllables d r m f s in order; b) sing them rising from doh to soh

KEY INQUIRY QUESTION(S)

- Why is it necessary to apply composition techniques in composing a melody?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Mentorship and peer education**	Developed through the activities in this lesson.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

A chart showing d r m f s hand signs | A simple tuned instrument (xylophone, recorder, or a tuned set of bottles) if available | Card, pencils and colouring materials for melody cards | Scissors (teacher use for cutting card to size, if needed)

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

melody | sol-fa | doh | ray | me | fah | soh | pitch | hand sign | compose

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

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Instead of singing letters or numbers, some music teachers use special short names for notes. Have you heard "doh, ray, me" before, perhaps in a song?" 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 a chart showing d r m f s hand signs, a simple tuned instrument (xylophone, recorder, or a tuned set of bottles) if available, card, pencils and colouring materials for melody cards. 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: "Sing "doh, ray, me, fah, soh" slowly, rising in pitch each time."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

The five sol-fa syllables

Sol-fa gives each note of a scale a short, singable name: doh (d), ray (r), me (m), fah (f), soh (s), rising step by step from lower to higher pitch.

Sing them slowly, rising: "doh - ray - me - fah - soh", noticing the pitch getting higher each time.

These names help us talk about and remember melodies without needing to read written music notes.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name the five sol-fa syllables in order from lowest to highest.	**Doh, ray, me, fah, soh.**
2	Which sol-fa syllable is the lowest of the five?	**Doh**
3	Which sol-fa syllable is the highest of the five?	**Soh**
4	Sing "doh, ray, me, fah, soh" slowly, rising in pitch each time.	**Answers will vary; the pitch should clearly rise.**

WATCH OUT FOR

Learners sing the syllables in the right order but flat, without actually rising in pitch. Demonstrate clearly rising pitch, even exaggerated at first.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use hand height to show rising pitch: hand low for doh, rising higher for each syllable up to soh.
Learners ready for more	Can you sing the five syllables backwards, from soh down to doh? (Answer: Soh, fah, me, ray, doh - falling in pitch each time)
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 "introducing sol-fa: doh, ray, me, fah, soh" 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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Pitch discrimination: which note is higher?

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: a) tell by ear which of two sol-fa notes is higher; b) match a sung note to its sol-fa name

KEY INQUIRY QUESTION(S)

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