Grade 6 Creative Arts

Term 1 - 63 complete lesson plans

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

ABOUT THIS PACK

63 complete, ready-to-teach Grade 6 Creative Arts lesson plans for Term 1, covering string musical instruments and drawing, painting and collage, volleyball and rhythm and pattern making.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	String Musical Instruments and Drawing	15
1.2	Painting and Collage	15
1.3	Volleyball	15
1.4	Rhythm and Pattern Making	18

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 string instruments of Kenya

By the end of the lesson, the learner should be able to name indigenous string instruments and their communities

> **Kenyan string instruments**
> String instruments make sound when a stretched string vibrates. Examples from Kenyan communities: the nyatiti (an eight-string lyre of the Luo), the orutu (a one-string fiddle of the Luo), the obokano (a large lyre of the Abagusii), the litungu (a lyre of the Abaluhya), the wandindi (a one-string fiddle of the Abaluhya), and the chepkong' (a lyre of the Kalenjin).
> Teacher: add any string instrument played in your own locality and, where possible, invite a player as a resource person.

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 string instruments of Kenya

Strand 1.0 Creating and Executing > Sub-strand 1.1 String Musical Instruments and Drawing | 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 name indigenous string instruments and their communities

KEY INQUIRY QUESTION(S)

- Why are indigenous string musical instruments necessary in music?
- How is overlapping achieved in still-life drawing?

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	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
PCI	**Environmental conservation**	Examples link to caring for the school and home environment.
PCI	**Cultural awareness**	Developed through the activities in this lesson.

LEARNING RESOURCES

Pictures, videos or real Kenyan string instruments (for example nyatiti, obokano, litungu, orutu, wandindi) | Recordings of music with string instruments | Pencils, drawing paper and black felt pens or fine-tip markers | Pictures drawn in stippling

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

string instrument | plucked | bowed | resonator | bridge | bow | fiddle | stippling | tone | texture | overlapping | still life

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 short recording. Which sounds come from strings?" 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 "Kenyan string instruments" (key ideas on the next page), explaining as you go. Use pictures, videos or real Kenyan string instruments (for example nyatiti, obokano, litungu, orutu, wandindi), recordings of music with string instruments, pencils, drawing paper and black felt pens or fine-tip markers. 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: "Which community plays the obokano?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Kenyan string instruments

String instruments make sound when a stretched string vibrates. Examples from Kenyan communities: the nyatiti (an eight-string lyre of the Luo), the orutu (a one-string fiddle of the Luo), the obokano (a large lyre of the Abagusii), the litungu (a lyre of the Abaluhya), the wandindi (a one-string fiddle of the Abaluhya), and the chepkong' (a lyre of the Kalenjin).

Teacher: add any string instrument played in your own locality and, where possible, invite a player as a resource person.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	How does a string instrument make sound?	**A stretched string vibrates**
2	Which community plays the nyatiti?	**The Luo**
3	Name one string instrument of the Abaluhya.	**Litungu or wandindi**
4	Which community plays the obokano?	**The Abagusii**

WATCH OUT FOR

Learners think every lyre is called a nyatiti. Each community has its own instrument and name.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Match picture cards of instruments to community name cards.
Learners ready for more	Find out the name of one string instrument from a community not listed here. (Answer: A real instrument and its community)
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 string instruments of Kenya" 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.

Methods of playing string instruments

Strand 1.0 Creating and Executing > Sub-strand 1.1 String Musical Instruments and Drawing | 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 describe how indigenous string instruments are played

KEY INQUIRY QUESTION(S)

- Why are indigenous string musical instruments necessary in music?
- How is overlapping achieved in still-life drawing?

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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