Grade 6 Creative Arts

Term 3 - 69 complete lesson plans

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

ABOUT THIS PACK

69 complete, ready-to-teach Grade 6 Creative Arts lesson plans for Term 3, covering indigenous Kenyan instrumental ensembles, indigenous Kenyan craft: pottery, swimming, indigenous Kenyan games and analysis of Creative Arts works.

TOPICS IN THIS PACK

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2.4	Indigenous Kenyan Craft: Pottery	12
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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

Instrumental ensembles and their categories

By the end of the lesson, the learner should be able to: a) explain what an instrumental ensemble is; b) name the three categories

> **Instrumental ensembles**
> An instrumental ensemble is a group of musicians playing instruments together. Indigenous Kenyan ensembles are grouped by the main instruments they use.

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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Instrumental ensembles and their categories

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) explain what an instrumental ensemble is; b) name the three categories

KEY INQUIRY QUESTION(S)

- How can one play an instrument as part of an instrumental ensemble?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Peace**	Learners settle differences calmly during group work.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Cultural awareness**	Developed through the activities in this lesson.

LEARNING RESOURCES

Video or audio recordings of Kenyan indigenous instrumental ensembles | Pictures of indigenous instruments | Available instruments: drums, rattles, shakers, kayamba, ankle bells, horns, whistles, the fiddles made in 1.1

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

ensemble | percussion | wind | string | tuning | tempo | synchrony | accuracy | improvisation | leader | cue

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: "What happens when several instruments play together at a ceremony?" 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 "Instrumental ensembles" (key ideas on the next page), explaining as you go. Use video or audio recordings of Kenyan indigenous instrumental ensembles, pictures of indigenous instruments, available instruments: drums, rattles, shakers, kayamba, ankle bells, horns, whistles, the fiddles made in 1.1. 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: "How are wind instruments played?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Instrumental ensembles

An instrumental ensemble is a group of musicians playing instruments together. Indigenous Kenyan ensembles are grouped by the main instruments they use.

Percussion ensembles: instruments that are struck or shaken, such as drums, rattles, shakers and bells. Wind ensembles: instruments that are blown, such as horns, flutes and whistles. String ensembles: instruments with strings, such as lyres and fiddles, often joined by a drum or bells. Many performances mix categories.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is an instrumental ensemble?	**A group of musicians playing instruments together**
2	Name the three categories of ensembles.	**Percussion, wind and string**
3	How are percussion instruments played?	**By striking or shaking**
4	How are wind instruments played?	**By blowing**

WATCH OUT FOR

Learners call any group of singers an ensemble. Here it means instruments.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Sort instrument pictures into the three categories.
Learners ready for more	Why do many string ensembles also use a drum or bells? (Answer: To keep a strong beat and add rhythm)
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 "instrumental ensembles and their categories" 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

Percussion ensembles

Strand 2.0 Performing and Displaying > Sub-strand 2.3 Indigenous Kenyan Instrumental Ensembles | Lesson 2 of 12 | 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 instruments used in indigenous percussion ensembles

KEY INQUIRY QUESTION(S)

- How can one play an instrument as part of an instrumental ensemble?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
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