Grade 7 Creative Arts and Sports

Term 2 - 56 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

56 complete, ready-to-teach Grade 7 Creative Arts and Sports lesson plans for Term 2, covering melody, handball, descant recorder, storytelling and animation and football.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.4	Melody	10
2.5	Handball	12
2.6	Descant Recorder	10
2.7	Storytelling and Animation	12
2.8	Football	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

What a melody is

By the end of the lesson, the learner should be able to explain melody, pitch and step and leap

> **A melody is a tune: a series of pitches with rhythm that make musical sense.**
> Pitch: how high or low a sound is.
> Step: moving to the next note (d to r). Leap: skipping notes (d to m, a leap of a 3rd).

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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What a melody is

Strand 2.0 Creating and Performing in Creative Arts and Sports > Sub-strand 2.4 Melody | Lesson 1 of 10 | 40 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 explain melody, pitch and step and leap

KEY INQUIRY QUESTION(S)

- What attributes contribute to a good melody?

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	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Self-esteem**	Developed through the activities in this lesson.

LEARNING RESOURCES

Manuscript paper | A keyboard, descant recorders or a pitch source | A sol-fa ladder chart | Familiar songs | 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

melody | pitch | interval | leap | step | contour | symmetry | phrase | tonic | C major | sol-fa

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: what attributes contribute to a good melody? Hum a song you like. What makes it easy to remember?" 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	9	Take learners through the key ideas on the next page, explaining as you go. Use manuscript paper, a keyboard, descant recorders or a pitch source, a sol-fa ladder chart. 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	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "What is the sol-fa name for E in C major?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

A melody is a tune: a series of pitches with rhythm that make musical sense.
Pitch: how high or low a sound is.
Step: moving to the next note (d to r). Leap: skipping notes (d to m, a leap of a 3rd).
Sol-fa ladder in C major: d (C), r (D), m (E), f (F), s (G), l (A), t (B), d' (C).
Sing up and down the ladder with hand signs.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a melody?	**A series of pitches with rhythm that makes a tune**
2	What is a step?	**Moving to the next note**
3	Is d to m a step or a leap?	**A leap (of a 3rd)**
4	What is the sol-fa name for E in C major?	**m (me)**

WATCH OUT FOR

Singing too high; start at a comfortable pitch.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Point to the ladder chart while singing.
Learners ready for more	Sing d m s d' (the C major chord notes). (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 "what a melody is" 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.

Qualities of a good melody

Strand 2.0 Creating and Performing in Creative Arts and Sports > Sub-strand 2.4 Melody | Lesson 2 of 10 | 40 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 outline the qualities of a good melody

KEY INQUIRY QUESTION(S)

- What attributes contribute to a good melody?

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	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Self-esteem**	Developed through the activities in this lesson.

LEARNING RESOURCES

Manuscript paper | A keyboard, descant recorders or a pitch source | A sol-fa ladder chart | Familiar songs | 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

melody | pitch | interval | leap | step | contour | symmetry | phrase | tonic | C major | sol-fa

THE LESSON AT A GLANCE

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Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Sing two familiar tunes. Do they start and end on the same note?" 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	9	Take learners through "Qualities (from the design)" (key ideas on the next page), explaining as you go. Use manuscript paper, a keyboard, descant recorders or a pitch source, a sol-fa ladder chart. 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	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why keep leaps small?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Qualities (from the design)
Singable: mostly steps, with leaps no bigger than a 3rd.
Has an identifiable shape (contour): rises and falls like a hill or wave.
Symmetry: balanced phrases (bars 1 and 2 answered by bars 3 and 4).
Starts on d, m or s.
Ends on d (the home note, the tonic), so it sounds finished.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	On which notes can a good melody start?	**d, m or s**
2	On which note should it end?	**d**
3	What is contour?	**The shape of a melody as it rises and falls**
4	Why keep leaps small?	**So it is easy to sing**

WATCH OUT FOR

Melodies that jump about and are hard to sing.