PP2 Creative Activities

Term 2 - 65 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

65 complete, ready-to-teach PP2 Creative Activities lesson plans for Term 2, covering body percussion, colouring, musical rhymes and modelling.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.3	Body Percussion	20
3.1	Colouring	10
3.2	Musical Rhymes	15
4.1	Modelling	20

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

Our bodies make music

By the end of the lesson, the learner should be able to identify body parts used as percussion

> **Body sounds**
> Hands clap; feet stamp; fingers snap; hands pat knees, chest and thighs; the tongue clicks.
> Watch a short demonstration or clip; children find each sound on their own bodies.

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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ELIMU254

Our bodies make music

Strand 2.0 Our School > Sub-strand 2.3 Body Percussion | Lesson 1 of 20 | 30 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 body parts used as percussion

KEY INQUIRY QUESTION(S)

- How can we use parts of our body to create music?
- Which body parts make sounds?

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.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Cooperation**	Developed through the activities in this lesson.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Self-esteem**	Developed through the activities in this lesson.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Open space | A drum to keep the beat | Rhythm pattern cards (pictures of hands, feet and fingers) | Drawn pictures of hands, feet and fingers to colour | Video clips of body percussion (optional)

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

clap | stamp | snap | pat | rhythm | beat | pattern | loud | soft

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: how can we use parts of our body to create music?" 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	7	Take learners through "Body sounds" (activity steps on the next page), explaining as you go. Use open space, a drum to keep the beat, rhythm pattern cards (pictures of hands, feet and fingers). 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	8	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	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Can you click your tongue?"	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY STEPS

Body sounds
Hands clap; feet stamp; fingers snap; hands pat knees, chest and thighs; the tongue clicks.
Watch a short demonstration or clip; children find each sound on their own bodies.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which body part claps?	**Hands**
2	Which body part stamps?	**Feet**
3	Show a pat on your knees.	**Child pats**
4	Can you click your tongue?	**Child tries**

WATCH OUT FOR

Loud stamping; soft feet.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Copy the teacher.
Learners ready for more	Find another body sound. (Answer: Child finds)
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 "our bodies make music" 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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Clapping

Strand 2.0 Our School > Sub-strand 2.3 Body Percussion | Lesson 2 of 20 | 30 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 clap a steady beat

KEY INQUIRY QUESTION(S)

- How can we use parts of our body to create music?
- Which body parts make sounds?

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.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Cooperation**	Developed through the activities in this lesson.
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LEARNING RESOURCES

Open space | A drum to keep the beat | Rhythm pattern cards (pictures of hands, feet and fingers) | Drawn pictures of hands, feet and fingers to colour | Video clips of body percussion (optional)

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

clap | stamp | snap | pat | rhythm | beat | pattern | loud | soft

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Clap with the drum." 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	7	Take learners through "Clapping" (activity steps on the next page), explaining as you go. Use open space, a drum to keep the beat, rhythm pattern cards (pictures of hands, feet and fingers). 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.
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Step 3: Independent practice	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Clap high."	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY STEPS

Clapping
Clap a steady beat with the drum; clap loudly, then softly; clap fast, then slow.
Clap high above the head and low near the knees.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Clap with the drum.	**Child claps**
2	Clap softly.	**Child claps softly**
3	Clap fast.	**Child claps fast**
4	Clap high.	**Child claps above head**

WATCH OUT FOR

Clapping too hard hurts hands.