Grade 8 Creative Arts and Sports

Term 2 - 42 complete lesson plans

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

ABOUT THIS PACK

42 complete, ready-to-teach Grade 8 Creative Arts and Sports lesson plans for Term 2, covering melody, netball, fabric decoration and descant recorder.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.4	Melody	10
2.5	Netball	12
2.6	Fabric Decoration	10
2.7	Descant Recorder	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

What a melody is

By the end of the lesson, the learner should be able to: a) define melody; b) describe pitch, rhythm and shape in a melody

> **Melody**
> A melody (tune) is a series of musical sounds of different pitches arranged in a rhythm so they make sense together.
> Pitch: how high or low each sound is. Rhythm: how long each sound lasts. Shape (contour): how the melody rises and falls.

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: a) define melody; b) describe pitch, rhythm and shape in a melody

KEY INQUIRY QUESTION(S)

- How can a melody be extended to make it interesting?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Citizenship education**	Learners connect the work to their rights and duties in the community.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Manuscript paper | Sol-fa ladder chart | Chart of the G major scale | 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 | phrase | opening phrase | answering phrase | cadence | tonic | repetition | sequence | step | leap | key signature

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Hum the tune of the National Anthem. What makes it easy to recognise?" 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 "Melody" (key ideas on the next page), explaining as you go. Use manuscript paper, sol-fa ladder chart, chart of the G major scale. 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: "Is d s a step or a leap?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Melody

A melody (tune) is a series of musical sounds of different pitches arranged in a rhythm so they make sense together.

Pitch: how high or low each sound is. Rhythm: how long each sound lasts. Shape (contour): how the melody rises and falls.

Melodies move by steps (next-door notes, such as d r m) or leaps (skipping notes, such as d s).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define melody.	**A series of pitches arranged in a rhythm that make sense together.**
2	What is pitch?	**How high or low a sound is.**
3	Is d r m a step or a leap?	**Steps.**
4	Is d s a step or a leap?	**A leap.**

WATCH OUT FOR

Use hand signs to show pitch rising and falling.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Draw the shape of a melody as a line.
Learners ready for more	Draw the shape of the first line of a song you know. (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.

Methods of creating and extending a 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: a) describe methods of creating a melody; b) identify them in examples

KEY INQUIRY QUESTION(S)

- How can a melody be extended to make it interesting?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
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LEARNING RESOURCES

Manuscript paper | Sol-fa ladder chart | Chart of the G major scale | 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 | phrase | opening phrase | answering phrase | cadence | tonic | repetition | sequence | step | leap | key signature

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

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: how can a melody be extended to make it interesting?" 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 "Methods" (key ideas on the next page), explaining as you go. Use manuscript paper, sol-fa ladder chart, chart of the G major scale. 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: "Name two ways to extend a melody."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Methods
Repetition: repeat a phrase exactly (d m s - | d m s -).
Sequence: repeat a pattern starting on a higher or lower note (d r m - | r m f -).
Question and answer: an opening phrase is answered by a phrase that completes it.
Variation: repeat an idea with a small change in rhythm or pitch.
Contrast: a new idea, such as leaps after steps or long notes after short ones.
Using these, a short idea can be extended into a longer, interesting melody.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a sequence?	**A pattern repeated starting on a higher or lower note.**
2	Which method repeats a phrase exactly?	**Repetition.**
3	What is variation?	**Repeating an idea with a small change.**
4	Name two ways to extend a melody.	**Sequence and question and answer.**

WATCH OUT FOR

Sing each example so learners hear the method.