WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

Strand: Creation and Execution

Sub Strand: Indigenous Kenyan Percussion Instruments – Identifying Percussion Instruments

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1.Identify and classify indigenous Kenyan percussion instruments as melodic and nonmelodic.

2. Observe pictures of percussion instruments.

3.Appreciate percussion instruments from different Kenyan communities.

Key Inquiry Questions:

- What are some examples of percussion instruments found in Kenya?

- How can we classify them into melodic and nonmelodic instruments?

- What communities in Kenya are known for specific percussion instruments, and how are they played?

Learning Resources:

- Descant recorders

- Melodic and non-melodic percussion instruments

- Resource person (musician or expert in indigenous Kenyan music)

- Foundation Music Grade 4, Pages 20-34

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson focusing on musical instruments.

- Engage the learners in a discussion about what they remember and relate it to percussion instruments.

- Introduce the day's topic and encourage excitement about learning more about Kenyan music.

Lesson Development (25 minutes):

Step 1: Introduction to Percussion Instruments

- Show virtual videos or pass around samples of indigenous Kenyan percussion instruments (like the djembe, nyatiti, or orutu).

- Ask learners to name the instruments they see and hear.

- Discuss the method of playing each instrument, encouraging participation.

Step 2: Classification Activity

- Provide pictures of different percussion instruments.

- Guide learners to work in pairs and classify the instruments as melodic (e.g., nyatiti) or non-melodic (e.g., drums).

- Have pairs share their classifications with the class, allowing for discussion and corrections where necessary.

Step 3: Community Connection

- Discuss different Kenyan communities and the specific instruments they play.

- Highlight how these instruments are integral to celebrations, rituals, or storytelling in those communities.

- Encourage learners to share if they have seen or heard any of these instruments in their communities.

Step 4: Listening and Observing