

| SCHOOL | LEVEL   | LEARNING AREA | DATE | TIME | ROLL |
|--------|---------|---------------|------|------|------|
|        | GRADE 4 | CREATIVE ARTS |      |      |      |

## 2026 WEEK 1: LESSON 1

**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**

- Play audio samples of the identified percussion instruments being played.
- Ask learners to close their eyes and listen while thinking about what they have learned about the instruments.
- Discuss their feelings about the sounds, encouraging them to think about the role of sound in music.

### **Conclusion (5 minutes):**

- Summarize key points regarding the classification of percussion instruments and the communities they belong to.
- Conduct a brief interactive activity, such as a quiz or a quick game where learners mimic the sound or action of specific instruments.
- Preview the next lesson about the role of music in Kenyan culture and pose questions to consider, such as how music makes us feel.

### **Extended Activities:**

- Percussion Instruments Poster Project: Learners can research a selected indigenous percussion instrument and create a poster that includes its name, community, its classification (melodic or nonmelodic), and interesting facts.
- In-Class Performance: Encourage learners to create simple rhythms using classroom materials (like pencils or tables) and perform them in small groups, using the classification knowledge they've gained.

### **Teacher Self-Evaluation:**

## WEEK 1: LESSON 2

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|        | GRADE 4 | CREATIVE ARTS |      |      |      |

**Strand:** Creation and Execution

**Sub Strand:** Identifying Percussion Instruments

### **Specific Learning Outcomes:**

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

1. Identify and classify indigenous Kenyan percussion instruments as melodic or non-melodic.
2. Observe pictures of percussion instruments.
3. Appreciate percussion instruments from different Kenyan communities.

### **Key Inquiry Question(s):**

- How can we identify different percussion instruments?
- What are the characteristics that help us classify them as melodic or non-melodic?

### **Learning Resources:**

- Descant recorders
- Melodic and non-melodic instruments
- Pictures of various percussion instruments
- Resource Person (optional)
- Foundation Music Grade 4 Pg. 20-34

### **Organisation of Learning:**

### **Introduction (5 minutes):**

1. Review the Previous Lesson: Begin with a quick discussion to refresh what the students learned about musical instruments, specifically focusing on percussion instruments.
2. Reading and Discussion: Encourage learners to open their textbooks and read relevant sections. Discuss key concepts such as what percussion instruments are, and introduce terms "melodic" and "non-melodic."

### **Lesson Development (25 minutes):**

#### **Step 1: Explore Percussion Instruments**

- Show virtual samples or physical instruments (if available) to the class.
- Discuss different Kenyan communities represented by each instrument (e.g., the djembe from the coastal region).

#### **Step 2: Identify Instruments**

- Ask students to volunteer names of instruments they see. Record their responses on the whiteboard.
- Discuss the method of playing each instrument (e.g., striking, shaking).

#### **Step 3: Classification Activity**

- Provide students with a list of instruments to classify as melodic or non-melodic.
- Use a Venn diagram or classification chart on the board for them to contribute their ideas.

#### **Step 4: Group Discussion**

- Split learners into small groups.
- Each group presents one instrument, discussing its community origin, classification, and how it's played. Encourage applause to appreciate each group's effort.

### **Conclusion (5 minutes):**

- Summarize Key Points: Reinforce what was discussed, focusing on the importance of percussion instruments and their cultural significance.
- Interactive Activity: Play a simple rhythm on a percussion instrument and have students echo the rhythm. This helps them apply their learning in a fun way.
- Preview Next Session: Mention they will learn about another category of musical instruments and their interplay with percussion.

#### **Extended Activities:**

- Create a Simple Instrument: Suggest learners create a simple percussion instrument using materials at home (e.g., a container with rice).
- Research Project: Ask students to choose one percussion instrument from a particular Kenyan community and prepare a short presentation for the class next week.
- Rhythm Composition: Students can create a short rhythmic piece using instruments or body percussion and perform it for their classmates.

#### **Teacher Self-Evaluation:**

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### **WEEK 1: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Identifying Percussion Instruments

#### **Specific Learning Outcomes:**

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

1. Identify and classify indigenous Kenyan percussion instruments as melodic and non-melodic.
2. Observe pictures of percussion instruments.
3. Appreciate percussion instruments from different Kenyan communities.

#### **Key Inquiry Questions:**

- What are the different types of percussion instruments found in Kenya?
- How do we classify them into melodic and non-melodic?
- What sounds do these instruments make, and how are they played?

#### **Learning Resources:**

- Descant recorders
- Melodic and non-melodic instruments
- Pictures of percussion instruments
- Resource Person: Foundation Music Grade 4 Pg. 20-34

#### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Review the previous lesson: Begin by asking students about the last class and what they remember about instruments.

- Engage students in reading and discussing relevant content from the learning resources, focusing on understanding key concepts of percussion instruments.

### **Lesson Development (25 minutes):**

#### **Step 1: Introduction to Percussion Instruments**

- Show images or play videos of various Kenyan percussion instruments.
- Ask learners to identify any instruments they recognize.

#### **Step 2: Identifying Instruments**

- Split students into small groups and provide them with pictures of different instruments.
- Guide each group to name the instruments, the community they belong to, and how they are played.

#### **Step 3: Classifying Instruments**

- Teach students how to classify instruments into melodic and non-melodic.
- Provide clear definitions and examples (e.g., drums as non-melodic and marimba as melodic).

#### **Step 4: Interactive Demonstration**

- Invite a resource person or use virtual resources to demonstrate how to play selected instruments.
- Allow students to listen and identify what makes an instrument melodic or non-melodic based on sound.

### **Conclusion (5 minutes):**

- Summarize the key points about percussion instruments, including classification and appreciation for the diversity in Kenyan communities.
- Conduct a brief interactive quiz where students take turns identifying instruments from the images discussed.

- Prepare learners for the next session by hinting at the topic of rhythm and how it relates to percussion.

**Extended Activities:**

- Create Your Own Instrument: Have students design and build their own simple percussion instruments using recycled materials.

- Cultural Research: Assign students to choose a Kenyan community and research their traditional percussion instruments, including their cultural significance.

- Sound Hunt: Encourage students to listen for percussion sounds in their environment and share their findings in a show-and-tell format.

**Teacher Self-Evaluation:**

**WEEK 1: LESSON 4**

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|        | GRADE 4 | CREATIVE ARTS |      |      |      |

**Strand:** Creation and Execution

**Sub Strand:** 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 non-melodic.
2. Observe pictures of percussion instruments.
3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Questions:**

- What are some examples of percussion instruments from different communities in Kenya?
- How can we classify these instruments into melodic and non-melodic?

**Learning Resources:**

- Descant recorders
- Melodic and non-melodic percussion instruments
- Pictures of indigenous Kenyan percussion instruments
- Resource: Foundation Music Grade 4 (Pages 20-34)
- Virtual samples of percussion instruments (videos or recordings)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on music and instruments.
- Engage students in a discussion about what they remember about percussion instruments and their roles in music.
- Present the learning objectives clearly: "Today, we will learn about different percussion instruments from Kenya, how to classify them, and understand their importance in music."

## **Lesson Development (25 minutes):**

### **Step 1: Introduction to Percussion Instruments**

- Show pictures or videos of various percussion instruments from different Kenyan communities (e.g., drums, rattles).
- Discuss the names of these instruments and the specific communities they are from (e.g., "What is this instrument called? Which community uses it?").

### **Step 2: Classifying Instruments**

- Introduce the concepts of melodic and non-melodic percussion instruments.
- Explain that melodic instruments can play different notes, while non-melodic instruments produce sound without distinct pitches.
- Provide examples (e.g., drums as non-melodic, mbira as melodic) and guide students in classifying additional instruments shown in pictures.

### **Step 3: Hands-on Activity**

- Allow students to handle some of the available instruments (if permitted).
- Encourage them to classify the instruments into two groups: melodic and non-melodic on a chart.

### **Step 4: Group Discussion**

- In small groups, have students share their classifications and findings.
- Facilitate a discussion encouraging learners to express what they appreciate in the rhythms and sounds created by different instruments.

## **Conclusion (5 minutes):**

- Summarize the key points learned about indigenous Kenyan percussion instruments and their classifications.

- Conduct a brief interactive activity where students can demonstrate the sound of the instruments they learned about, using claps or body percussion to imitate the sounds.
- Introduce a preview of the next session, which will explore the role of these instruments in traditional Kenyan music and dance.

#### **Extended Activities:**

- Instrument Exploration Project: Have students research a specific indigenous percussion instrument and create a poster that includes its name, the community it belongs to, how it is played, and a picture.
- DIY Instruments: Students can use recycled materials to create their own percussion instruments, then share how they would classify them as melodic or non-melodic.
- Class Performance: Organize a mini-percussion ensemble where students learn a simple rhythm using the instruments they have classified.

#### **Teacher Self-Evaluation:**

#### **WEEK 1: LESSON 5 - 6**

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**Strand:** Creation and Execution

**Sub Strand:** Materials for making percussion instruments

**Specific Learning Outcomes:**

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

1. Identify materials for making percussion instruments.
2. Assemble tools and materials for making percussion instruments.
3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- What parts make up a percussion instrument and what roles do they play?
- How can we assemble tools and materials from our environment to create a percussion instrument?
- How does making instruments from local materials contribute to environmental conservation?

**Learning Resources:**

- Descant recorders, melodic and non-melodic instruments
- Resource Person
- Foundation Music Grade 4 Pg. 20-34

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on types of musical instruments.
- Guide learners to read and discuss relevant content from the resource material focusing on percussion instruments and their parts.

**Lesson Development (25 minutes):**

**Step 1: Introduction to Percussion Instruments**

- Explain what percussion instruments are and show examples.
- Discuss the different parts of percussion instruments (e.g., body, beater, resonator) and their functions.

**Step 2: Materials Identification**

- Guide learners in a brainstorming session to identify local materials suitable for creating percussion instruments (e.g., cans, bottles, seeds, wood, etc.).
- Encourage them to think about sustainability and how to use materials that won't harm the environment.

**Step 3: Assembling Instrument**

- Demonstrate how to assemble a simple percussion instrument (like a rattle or a shaker) using the identified materials.
- Divide learners into small groups, giving each group materials to create their own instrument.

**Step 4: Sharing and Appreciating**

- Allow each group to showcase their instrument, explaining what materials were used and why.
- Highlight the importance of recognizing percussion instruments from different Kenyan communities.

**Conclusion (5 minutes):**

- Summarize key points covered in the lesson, including materials identification and the construction of percussion instruments.
- Conduct an interactive activity where students guess the sound made by different instruments (if possible, use recorded sounds).
- Prepare learners for the next session by introducing the topic of rhythm and sound patterns in music.

**Extended Activities:**

- Have learners research a specific percussion instrument from a Kenyan community and create a poster about its history and significance.
- Encourage students to create a short performance using their handmade instruments in the next lesson to explore rhythm and collaboration.
- Plan a field trip to a local music store or invite a local musician to demonstrate and share about various percussion instruments.

**Teacher Self-Evaluation:****WEEK 2: LESSON 1**

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**Strand:** Creation and Execution**Sub Strand:** Making Percussion Instruments

**Specific Learning Outcomes:**

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

1. Identify a percussion instrument to make.
2. Make a percussion instrument using locally available materials.
3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question:**

- How can we create and tune percussion instruments safely and effectively?

**Organisation of Learning:****Introduction (5 minutes):**

- Begin the lesson by reviewing the previous topic on musical instruments. Ask students to recall what they learned about different types of musical instruments.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the characteristics of percussion instruments and their importance in Kenyan music.

**Lesson Development (25 minutes):****Step 1: Introduction to Percussion Instruments**

- Discuss what percussion instruments are. Show examples through images or recordings of instruments from various Kenyan communities (e.g., drums, shakers, maracas).
- Encourage learners to share any percussion instruments they know or have seen.

**Step 2: Identifying Locally Available Materials**

- In groups, brainstorm materials that can be used to make percussion instruments. Materials can include plastic bottles, cans, paper, seeds, or stones.
- Each group will choose one type of percussion instrument they would like to create.

### **Step 3: Making the Instrument**

- Guide groups through the process of making their chosen instrument. Emphasize using safe practices (e.g., handling scissors safely) and suggest simple instruments such as shakers or drums.
- Assist groups as they work together to construct their instruments from the selected local materials.

### **Step 4: Tuning and Testing**

- Once instruments are built, show students how to tune them (if applicable) and test them out as a group.
- Encourage students to play their instruments and evaluate the sounds they produce.

### **Conclusion (5 minutes):**

- Summarize key points: What are percussion instruments? What materials can we use? How do we construct and tune them?
- Conduct a brief interactive activity: Have each group share their instrument with the class and perform a simple beat together.
- Prepare learners for the next session: Explain that in the following lesson, they will learn more about the role of percussion instruments in Kenyan traditions and cultures.

### **Extended Activities:**

- Instrument Research Project: Have students select a percussion instrument from a specific Kenyan community and prepare a short presentation about its history and use in cultural ceremonies.
- Musical Performance: Organize a class performance day where students can demonstrate the instruments they created, either alone or with a group.

**Teacher Self-Evaluation:**

**WEEK 2: LESSON 2**

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**Strand:** Creation and Execution

**Sub-Strand:** Making Percussion Instruments

**Specific Learning Outcomes:**

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

1. Identify a percussion instrument to make.
2. Make a percussion instrument using locally available materials.
3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- How are percussion instruments made?
- What safety measures should we follow while making instruments?

**Learning Resources:**

- Descant recorders
- Melodic and non-melodic instruments
- Resource person
- Foundation Music Grade 4, Pg. 20-34

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the basics of musical instruments.
- Guide learners to read and discuss relevant content from the resource book, focusing on the types and functions of percussion instruments.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Percussion Instruments

- Discuss the different types of percussion instruments.
- Show examples and describe how they create sound.
- Ask students to share any percussion instruments they know or have seen.

**Step 2: Collecting Materials**

- In groups, students will identify locally available materials that can be used to make percussion instruments (e.g., empty cans, bottles, beans, rice).
- Make sure all groups understand safe handling of materials.

**Step 3: Making the Instrument**

- Groups will choose one type of percussion instrument to create and work together to make it.
- Remind students to tune their instruments using appropriate techniques, such as adjusting the amount of filling or tightening the surfaces.

**Step 4: Sharing and Appreciating**

- Each group presents their instrument to the class and demonstrates how it is played.
- Discuss different percussion instruments from various Kenyan communities, appreciating the diversity in styles and sounds.

**Conclusion (5 minutes):**

- Summarize the key points covered, including the process of making and tuning percussion instruments.
- Conduct a short interactive quiz where students can identify sounds from various percussion instruments.
- Preview for the next session: "What role do these instruments play in cultural ceremonies?"

**Extended Activities:**

- Ask students to research one specific percussion instrument from a Kenyan community and present it in the next class.
- Create a classroom display showcasing different percussion instruments made by the students, including a name and description of each instrument.

**Teacher Self-Evaluation:**

**WEEK 2: LESSON 3**

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**Strand:** Creation and Execution

**Sub Strand:** Tuning Percussion Instruments

**Specific Learning Outcomes:**

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

1. Identify a percussion instrument to make.
2. Tune the percussion instrument made skillfully.

3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Questions:**

- How do we make and tune a percussion instrument safely and effectively?

**Learning Resources:**

- Descant recorders, melodic and non-melodic instruments, resource person, Foundation Music Grade 4 (Pages 20-34)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about different types of percussion instruments and their roles in culture.

- Ask students to share their insights from the reading material to emphasize the importance of understanding percussion instruments.

**Lesson Development (25 minutes):**

**Step 1: Choosing a Percussion Instrument**

- In groups, learners will brainstorm ideas for a simple percussion instrument they can create using available materials (e.g., recycled bottles, cans, or wood).

- Each group will discuss what type of sound they want their instrument to produce and how it represents Kenyan culture.

**Step 2: Making the Instrument**

- Groups will gather materials and follow instructions to assemble their percussion instruments.

- Instructors will circulate to provide assistance and ensure safety protocols are followed while using tools and materials.

### **Step 3: Tuning the Instruments**

- Learners will experiment with tuning their instruments by adjusting string tension (if applicable) or modifying the size of their instruments (for example, cutting a bottle).
- Groups will discuss what methods worked best in tuning their instruments.

### **Step 4: Sharing and Appreciating**

- Each group will present their instrument to the class, demonstrating how it is played and the sounds it makes.
- Discuss how these instruments are similar or different from traditional Kenyan percussion instruments.

### **Conclusion (5 minutes):**

- Summarize key points about making and tuning percussion instruments. Reinforce the cultural significance of these instruments in Kenyan communities.
- Conduct a brief interactive activity, such as a group rhythm session where students can play their instruments together.
- Preview the next session's topic: Exploring different games and sports from Kenyan cultures.

### **Extended Activities:**

- Create a mini-project where students research and present on a specific percussion instrument from a Kenyan community and how it is traditionally made and used.
- Organize a "Percussion Day" where students can invite their families to experience live performances using the instruments they created.

### **Teacher Self-Evaluation:**

## WEEK 2: LESSON 4

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**Strand:** Creation and Execution

**Sub Strand:** Tuning Percussion Instruments

### Specific Learning Outcomes:

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

1. Identify a percussion instrument to make.
2. Tune the percussion instrument made skillfully.
3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- How do we make and tune a percussion instrument?

**Learning Resources:**

- Descant recorders
- Melodic and non-melodic instruments
- Resource person
- Foundation Music Grade 4, Pg. 20-34

**Organisation of Learning:****Introduction (5 minutes):**

1. Review the previous lesson's key points on percussion instruments and their significance in music.
2. Have students read and discuss relevant content from the learning resources, focusing on the types and roles of percussion instruments in different Kenyan communities.

**Lesson Development (25 minutes):****Step 1: Choosing Instruments**

- In small groups, students will brainstorm and select a type of percussion instrument they would like to create (e.g., drum, maracas, or shakers).
- Discuss the materials needed for their chosen instrument, ensuring they explain and write down their ideas.

**Step 2: Making the Instrument**

- Using the materials available (e.g., bottles, rice, cardboard, and tape), students will work together to create their chosen percussion instruments.

- Teacher and resource person will circulate to provide assistance and answer questions.

### **Step 3: Tuning the Instrument**

- Guide students on how to tune their instruments properly. For instance, they might fill different amounts of rice in a bottle shaker to achieve varying sounds.
- Encourage students to experiment with different tuning methods and share their findings with their group.

### **Step 4: Sharing and Appreciation**

- Each group will showcase their instrument to the class, demonstrating how they tuned it and sharing what they learned about its sound.
- Discuss the cultural significance and variation of percussion instruments in Kenyan communities to promote appreciation of diversity.

### **Conclusion (5 minutes):**

- Summarize the key points learned about making and tuning percussion instruments.
- Have a brief interactive quiz where students can shout out the different types of percussion instruments and the communities they are associated with.
- Preview the next session, which will involve playing their instruments together as a band. Ask students to think about rhythms they would like to explore.

### **Extended Activities:**

- Home Project: Have students research a percussion instrument from a different Kenyan community and present their findings in the next class. This can include its name, how it's made, and its cultural importance.
- Art Integration: Students can create decorative designs or artwork that reflects the culture associated with the percussion instrument they chose to make.
- Rhythm Session: Organize a rhythm workshop where students can practice playing simple patterns together as a larger group.

**Teacher Self-Evaluation:**

**WEEK 2: LESSON 5 - 6**

| SCHOOL | LEVEL   | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** Creation and Execution

**Sub Strand:** Making Charcoal Sticks

**Specific Learning Outcomes:**

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

1. Identify and collect materials for making charcoal sticks.
2. Improvise charcoal sticks using locally available resources for drawing.
3. Appreciate percussion instruments from different Kenyan communities.

**Key Inquiry Question(s):**

- How do we make charcoal sticks?
- What materials do we need for this process?
- What percussion instruments are found in different Kenyan communities, and how are they appreciated?

### **Learning Resources:**

- Sticks (green and dry), cutting tools, tin with a hole in the lid, fire (controlled environment), storage, paints, brushes, papers, palettes, rags.

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the basics of drawing materials and techniques.
- Guide learners in reading and discussing information about charcoal sticks. Ask them why they think charcoal is an important drawing tool.

#### **Lesson Development (25 minutes):**

##### **Step 1: Collecting Materials**

- In groups, learners will identify and gather necessary materials (sticks, cutting tools, tin-kiln).
- Discuss the importance of using local resources and safety while collecting them.

##### **Step 2: Preparing the Sticks**

- Demonstrate how to safely cut green sticks and remove the bark.
- Guide learners as they practice peeling the bark from their sticks – emphasizing careful handling of tools.

##### **Step 3: Process of Making Charcoal Sticks**

- Explain how to cut the sticks to the desired size and pack them into the tin with the hole.

- Discuss why the hole is needed in the lid and what happens during the burning process.

#### **Step 4: Burning and Cooling**

- Show how to set up the tin over the controlled fire for burning.
- Explain the cooling process once the tin is removed from the fire, stressing patience and safety.

#### **Conclusion (5 minutes):**

- Summarize the main points around identifying materials, making charcoal sticks, and the process involved.
- Conduct a brief interactive activity where students can share their thoughts on the importance of charcoal in art.
- Preview the next session, which will include exploring percussion instruments from Kenyan communities, encouraging learners to think about their favorite instrument or a traditional instrument they know of.

#### **Extended Activities:**

- Charcoal Drawing Project: Have learners create their drawings using their homemade charcoal sticks and share them as a class exhibit.
- Research on Instruments: Assign each student to research a percussion instrument from a specific Kenyan community and present their findings to the class.
- Safety Poster: Groups can create informative posters about safety when using tools and fire, which can be displayed in the classroom.

#### **Teacher Self-Evaluation:**

