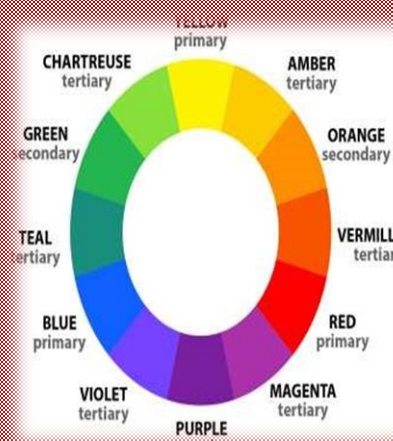


RATIONALISED CREATIVE ARTS NOTES



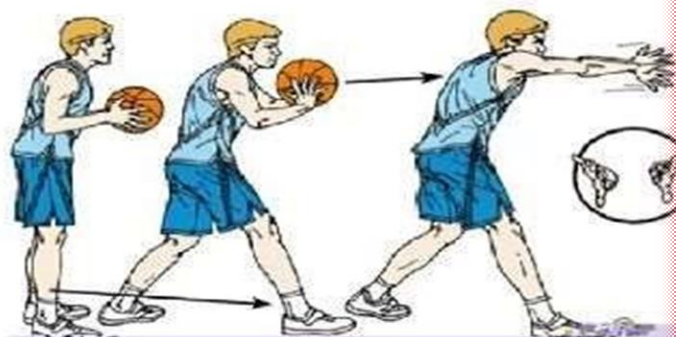
GRADE
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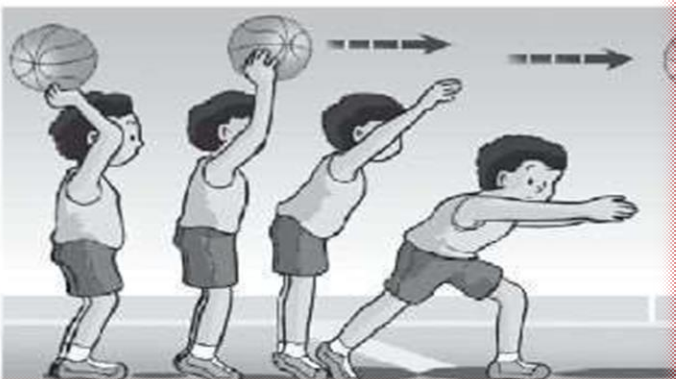
BOUNCE PASS



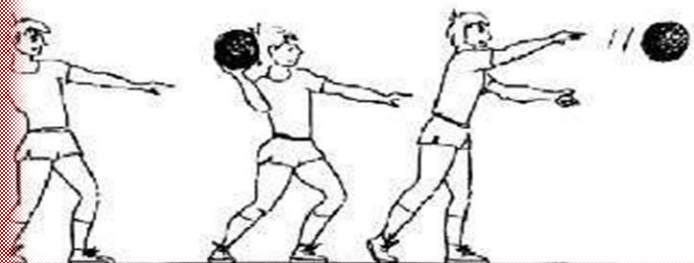
CHEST PASS



OVERHEAD PASS



SHOULDER PASS



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STRAND 1: CREATING AND EXECUTING

PERCUSSION MUSICAL INSTRUMENTS

Introduction to Percussion Musical Instruments

Percussion instruments produce sound when they are hit, shaken, or scraped. Across Kenya, communities have developed unique instruments that reflect their traditions and ways of life.

Indigenous Percussion Instruments in Kenya

Kenyan communities have diverse percussion instruments, such as:

- **Drums:** Used in ceremonies and celebrations.
- **Shakers** (e.g., maracas): Used to create rhythmic sounds in dances and rituals.
 - **Marimbas:** Melodic percussion instruments made from wooden bars.

Activity: Watch video clips or view pictures of percussion instruments from different Kenyan communities. Identify the instruments and the communities they represent.

DRUMS	SHAKERS	MARIMBAS
		

How Percussion Instruments Are Played

Percussion instruments can be played in various ways:

1. **Hitting:** Drums and xylophones.
2. **Shaking:** Instruments like shakers and tambourines.
3. **Scraping:** Instruments with textured surfaces.

Activity: Observe and discuss video clips showing how different instruments are played. Practice mimicking their playing styles.

Parts of a Drum

A drum consists of:

- **Drumhead:** Usually made from animal hide or synthetic material.
- **Shell:** A hollow cylinder, often made from wood. □ **Tension Ropes:** Used to tighten the drumhead.

Hands-On Task: Draw and label a drum. Discuss how each part contributes to the sound.

Melodic vs. Non-Melodic Percussion Instruments

- **Melodic** instruments, like marimbas, can play a tune.
- **Non-melodic** instruments, like shakers and bass drums, focus on rhythm.

Activity: Classify various percussion instruments as melodic or non-melodic. Listen to recordings and identify whether a tune or rhythm is played.

Making Percussion Instruments Using Locally Available Materials You

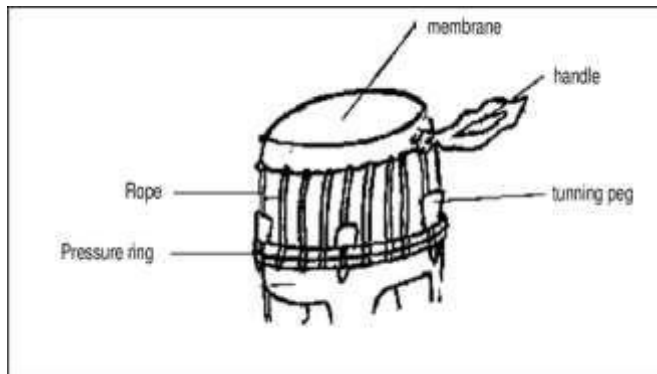
can make your own percussion instruments using:

- **Drum:** Use a hollow tree trunk or tin, animal hide, and cords.
- **Shakers:** Use bottle tops, small stones, and a wooden or plastic container. □ **Marimba:** Use hardwood, strings, and sticks.

Steps to Make a Drum:

1. Collect a hollow cylinder (e.g., tree trunk or tin).
2. Stretch animal hide across one open end and secure it tightly with ropes.

3. Test the drum by hitting it to ensure it produces the desired sound.
4. Diagram of drum parts with labels.



Activity: Work in groups to create at least one indigenous percussion instrument. Display the completed instruments and discuss the making process.

Improvising Rhythmic Patterns

Once your instruments are ready:

1. Experiment with sounds to create rhythmic patterns.
2. Collaborate with your group to improvise rhythms that can accompany songs.

Activity: Perform your rhythmic patterns in class using the instruments you made.

Visual Representation and Drawing

Using charcoal sticks:

1. Draw one indigenous percussion instrument, such as a drum or shaker.
 2. Use shading techniques to add depth and tonal value to your drawing.
-

Conclusion

Percussion instruments connect us to our culture and heritage. Learning about them and creating them helps us appreciate the diverse traditions across Kenyan communities.

NETBALL

Netball is a popular team sport that builds teamwork, physical fitness, and strategic thinking. This guide introduces netball, its techniques, and the skills required to play effectively.

What is Netball?

Netball is a ball game played by two teams of seven players each. It involves passing, catching, and shooting to score points. The game encourages teamwork and fair play.

Netball Skills and Techniques

To play netball effectively, players must master basic skills such as passing, catching, and positioning. Below are the essential techniques:

1. Passing Skills

Passing is crucial in netball for moving the ball across the court. Common passes include:

- **Chest Pass:** A quick and accurate pass from the chest.
- **Overhead Pass:** A long pass used to bypass defenders.
- **Bounce Pass:** A pass bounced off the ground to avoid interception.

Bounce pass

A bounce pass in netball is a passing technique where the ball is thrown to a teammate by bouncing it on the court, allowing it to reach them at a lower trajectory. This pass is effective for getting the ball around defenders, especially when they have their arms raised to intercept higher passes.

How to Execute a Bounce Pass:

1. **Grip the Ball:** Hold the ball firmly with both hands, fingers spread for control.
2. **Stance:** Stand with one foot slightly forward, knees slightly bent for balance.
3. **Step and Push:** Step toward your target and push the ball with both hands, directing it downward.

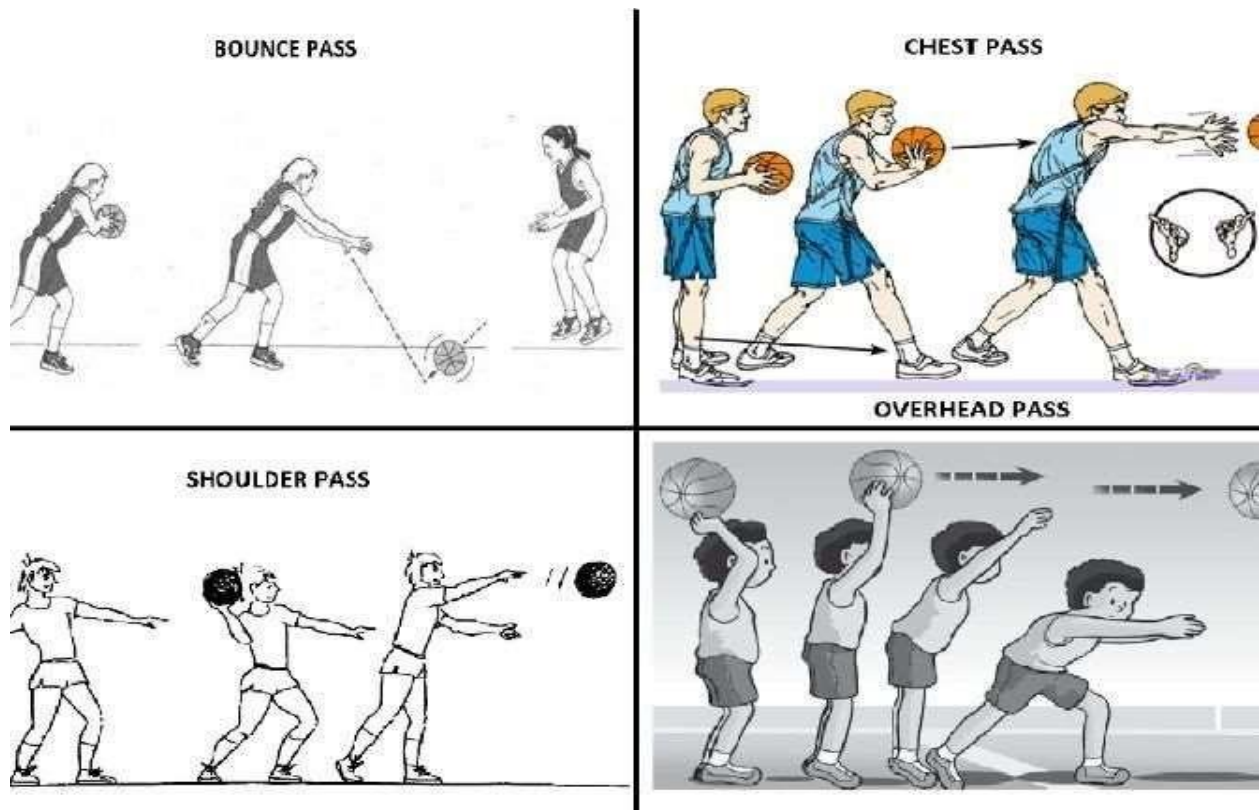
4. **Aim:** Aim for the floor about two-thirds of the distance between you and your teammate so the ball bounces up to their chest or waist level.
5. **Follow Through:** Your hands should follow through towards your target after releasing the ball.

When to Use a Bounce Pass:

- To avoid tall defenders blocking direct passes.
- In tight spaces where overhead or chest passes are risky.
- During fast-paced plays to maintain quick ball movement.

Key Tips:

- Make sure the bounce isn't too high or too low; it should reach your teammate comfortably.
- Use enough force to ensure the ball doesn't lose speed after bouncing.
- Avoid overusing it, as defenders can anticipate and intercept if it becomes predictable.



Activity:

1. Watch a video of chest and overhead passes.
2. Practice these passes with a partner, focusing on accuracy and speed.

2. Catching Skills

Catching ensures possession of the ball. The most common technique is the **double-handed catch**:

- **Double-Handed Catch:** Use both hands to secure the ball close to your chest.

Activity:

1. Observe a recorded game to identify catching techniques.
2. Practice double-handed catches in pairs.

3. Combining Passing and Catching Skills

To excel in netball, players must combine passing and catching skills smoothly.



Activity:

1. In small groups, play a mini netball game to practice passing and catching in action.
 2. Discuss how these skills contribute to successful gameplay.
-

4. Player Positions in Netball

Each player in netball has a specific role, such as:

- **Goal Shooter (GS):** Scores goals.
- **Wing Attack (WA):** Feeds the ball to shooters.
- **Goal Keeper (GK):** Prevents the opposition from scoring.

Activity:

1. Divide into teams and assign positions.
 2. Play a mini-game to practice roles and positioning.
-

5. Rules of Netball

Understanding and following the rules ensures fair play. Some key rules include:

- No stepping with the ball.

- Pass the ball within 3 seconds.
- No physical contact with opponents.

Activity:

1. Discuss the importance of rules in netball.
2. Conduct a class discussion on safety and fair play.

6. The Importance of Warm-Ups

Before playing, warming up helps prevent injuries and prepares the body for physical activity.

Warm-Up Exercises:

1. Stretching arms, legs, and torso.
2. Light jogging around the court.



Squats

Keep your trunk upright and place feet shoulder width apart. Stick your bottom out and bend at hips and knees. Keep knees in line with feet, and heels on ground. Do five.



Lunge Walks

Keep your trunk upright and place feet shoulder width apart. Lunge forward. Keep knee in line with foot. Your toes should stay in front of your knee. Do five each leg.



Bent Over Upper Body Rotation

Keep your back straight. Bend the knees as you transfer weight. Reach with your arm to the opposite foot. Do five each side.



Stretch Up

Reach up high, keeping one knee bent. Keep back straight and pull in abdominals. Do five each side.

Activity: Practice warm-up exercises as a group.

7. Playing a Netball Game

Once players have practiced the basic skills and learned the rules, they are ready to play a full game of netball.

Activity:

1. Divide the class into two teams of seven players.
 2. Play a netball game, applying the learned skills and techniques.
-

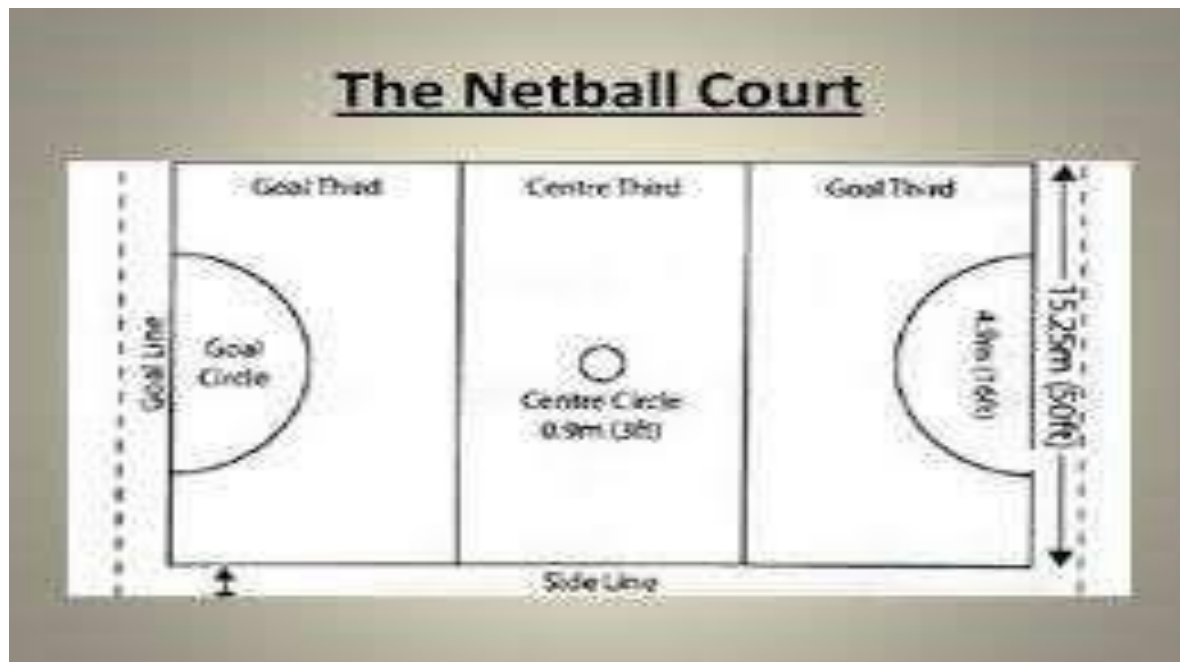
Practical Skill Demonstration

- **Class Project:** Record students performing netball techniques such as passing, catching, and shooting. Watch the recordings to identify areas of improvement.
 - **Teamwork Challenge:** Organize a mini-tournament to foster teamwork and competitive spirit.
-

Reflection

After each activity, students can reflect on:

- What they learned.
 - How they improved their skills.
 - The importance of teamwork and fair play.
-



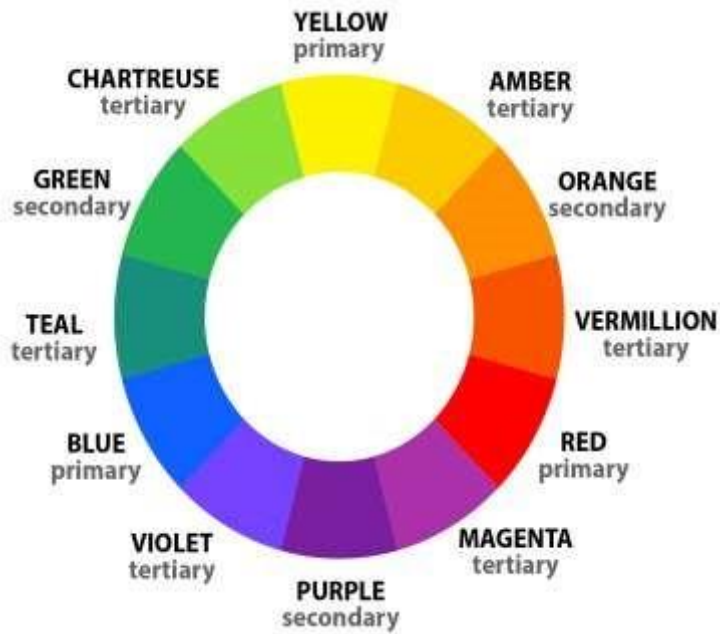
Painting and Montage

Art allows us to express ideas, feelings, and creativity. Painting and montage are key artistic techniques that teach us how to use colors, shapes, and compositions to tell stories visually.

1. Understanding Primary and Secondary Colors

Colors are essential in painting. They can be grouped into:

- **Primary Colors:** Red, Blue, Yellow – these cannot be made by mixing other colors.
- **Secondary Colors:** Green, Orange, Purple – created by mixing primary colors:
 - Red + Blue = Purple
 - Blue + Yellow = Green
 - Yellow + Red = Orange



Activity:

1. Examine a **color wheel** to identify primary and secondary colors.
 2. Mix paints to create secondary colors using the primary colors.
 3. Display the mixed colors and label them.
-

2. Creating Color Value

Color value refers to how light or dark a color appears. This is achieved by:

- Adding **white** to lighten a color (create a **light tone**).
- Adding **black** to darken a color (create a **dark tone**).

Activity:

1. Mix white with a color to create light tones and display them on a strip.
 2. Mix black with a color to create dark tones and display them on another strip.
 3. Discuss the importance of light and dark tones in adding depth and emotion to art.
-

3. Painting with Color Value

To apply color value in a painting:

1. Choose an object (e.g., a fruit, tree, or animal).
2. Paint the object using light and dark tones to highlight its shape and features.



Activity:

1. Draw a simple object on paper (e.g., an apple).
2. Use paints to add light tones to the areas where light would naturally fall and dark tones to the shaded parts.
3. Display your artwork and discuss how color value improves its appearance.

4. Introduction to Montage

A **montage** is an artwork made by combining pictures, cut-outs, or elements into a single composition. Montages can tell stories or represent themes.



Activity:

1. Use digital resources to view examples of montages.
2. Identify the components of a montage, such as overlapping images and neat arrangement.

5. Steps to Create a Montage

To create a successful montage, follow these steps:

1. **Select a Theme:** Choose a theme (e.g., "Wildlife" or "Ball Games").
2. **Source Materials:** Collect pictures, magazines, or printouts related to the theme.
3. **Prepare the Base:** Use cardboard or thick paper as the base.
4. **Arrange and Overlap:** Arrange the cut-outs neatly, overlapping them to create depth.
5. **Glue and Finalize:** Secure the cut-outs using glue and ensure the montage is clean.

Activity:

1. Work in pairs to source pictures for a "Ball Games" montage.

2. Arrange and paste the pictures on a cardboard surface.
3. Present your montage and discuss how it reflects the theme.

6. Mixing Primary and Secondary Colors for Montages

Before creating montages, practice mixing colors to create the desired shades for painted elements.

Activity:

1. Use palettes to mix colors.
2. Create painted cut-outs to include in your montage.

7. Displaying and Discussing Montages

Displaying art is important to celebrate creativity and receive feedback.

□ Tips for Display:

- Mount the montage on a clean surface.
- Use frames or borders to make it visually appealing.



Activity:

1. Display your completed montages in class.
 2. Take turns presenting the theme and discussing how you arranged the pictures.
 3. Discuss what makes montages attractive (e.g., neatness, color use, theme clarity).
-

8. Reflection on Painting and Montage

Art reflects individual creativity and teamwork. Reflect on:

- What you learned about colors, tones, and montages.
 - The challenges you faced and how you overcame them.
 - How art can express stories and ideas.
-

Conclusion

Painting and montage encourage creativity, help us understand color theory, and teach us how to tell visual stories. By practicing these techniques, students can explore the exciting world of art while developing their artistic talents.

Rhythm

Rhythm is the heartbeat of music. It is the pattern of sounds and silences that gives music its flow and character. In this sub-strand, you will learn how to recognize, create, and enjoy rhythmic patterns.

1. What is Rhythm?

Rhythm refers to the arrangement of sounds and silences in music. It can be compared to a heartbeat or footsteps, providing a steady pulse to the music.

Activity:

1. Discuss the difference between rhythm and beat.
 2. Listen to a song and clap along to its rhythm.
-

2. Understanding Musical Notes

In rhythm, notes represent the duration of sounds. The most common notes are:

- **Crotchet (Taa):** A single beat note.
- **Quaver (Ta-te):** Two quick beats.
- **Rest:** A silence in music.

Note and Rest Chart				
name	relative length	note	rest	in $\frac{4}{4}$ time
semibreve	whole note			4 beats
minim	half note			2 beats
crotchet	quarter note			1 beat
quaver	eighth note			$\frac{1}{2}$ beat
semi quaver	sixteenth note			$\frac{1}{4}$ beat

Activity:

1. Watch a video demonstrating crotchets and quavers in rhythm.
2. Practice clapping crotchet and quaver patterns.

3. Creating Rhythmic Patterns

A rhythmic pattern is a sequence of beats and silences. To create a rhythmic pattern:

1. Choose a combination of crotchets, quavers, and rests.
2. Clap or play the pattern repeatedly.

Activity:

1. Collaborate in groups to create your own rhythmic patterns.
2. Perform your patterns for the class.

4. Playing Rhythm Games

Games make rhythm fun and engaging. Examples include:

- **Copycat Game:** One student claps a pattern, and others repeat it.
- **Taa-Ta-Te Challenge:** Clap a combination of crotchets and quavers, and the class echoes it.



Activity:

1. Divide into groups and take turns leading rhythm games.
2. Use a drum or shaker to add variety to the rhythms.

5. Improvising Rhythms

Improvisation is creating rhythms on the spot. It helps develop creativity and confidence.



Activity:

1. Use percussion instruments (e.g., drums or shakers) to improvise rhythms.
 2. Pair up and create rhythmic accompaniments for simple songs.
-

6. Understanding the Role of Rests

Rests are just as important as sounds in music. They add silence, creating a balance in the rhythm.

Activity:

1. Observe the teacher clapping patterns with rests.
 2. Practice clapping rhythms that include rests.
-

7. Combining Rhythm and Movement

Rhythms become more exciting when combined with movement. For example:

- Marching to a steady beat.
- Dancing to rhythmic patterns.



Activity:

1. Practice marching or stepping to a steady rhythm.
 2. Create a group dance routine based on a rhythmic pattern.
-

8. Visualizing Rhythm

Visual aids help learners understand rhythm better. For example, a **ladder chart** can show ascending and descending rhythmic patterns.

Activity:

1. Create a ladder chart with your group, illustrating different rhythmic patterns.
 2. Practice clapping the patterns shown on the chart.
-

9. Evaluating Rhythmic Patterns

Good rhythmic patterns often include:

- **Variation:** Using different notes and rests.
- **Repetition:** Repeating sections of the pattern.
- **Ending on a Long Note:** To create resolution.

Activity:

1. Listen to simple rhythmic patterns in songs.
 2. Identify the qualities of good rhythmic patterns.
-

10. Writing Rhythms from Dictation

Rhythms can also be written using note symbols. This skill requires listening carefully to dictated rhythms and transcribing them.

Activity:

1. Listen to the teacher as they clap a rhythm.
 2. Write the rhythm using crotchet, quaver, and rest symbols.
-

Reflection

Rhythm is an essential part of music that allows us to express ourselves through patterns and movements. By understanding and practicing rhythm, students can enhance their creativity and musical skills.

Placeholder for Images:

- Diagram of rhythm as a steady beat.
 - Symbols of crotchets, quavers, and rests.
 - Examples of rhythmic patterns.
 - Students playing rhythm games.
 - A ladder chart showing rhythmic patterns.
 - A classroom activity for writing rhythms from dictation.
-

Melody

Melody is the part of music that we sing or hum. It is made up of a series of notes played or sung one after another, creating a tune. In this sub-strand, students will explore melodies using sol-fa syllables, Kodaly hand signs, and composition techniques.

1. What is a Melody?

A melody is the main tune of a song. It is created by arranging pitches (notes) in a way that is pleasing to hear.



Activity:

1. Listen to a familiar song and identify the melody by singing along.
 2. Discuss the meaning of melody in simple terms.
-

2. Sol-Fa Syllables

The sol-fa syllables **d, r, m** (do, re, mi) represent specific pitches in a melody. These syllables help us identify and sing notes easily.

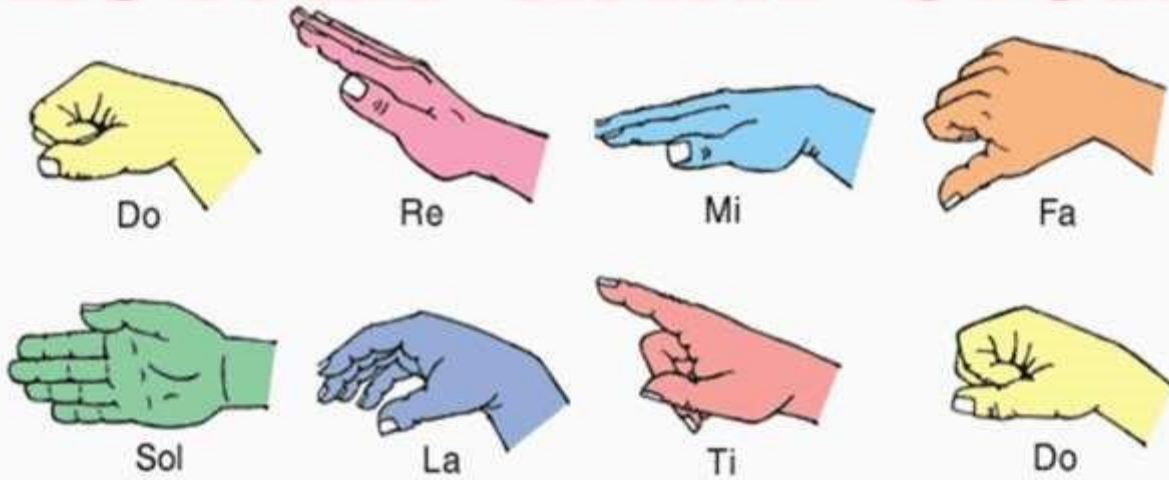
Activity:

1. Sing the sol-fa syllables (d, r, m) in ascending and descending order.
 2. Listen to a melody and point out where the syllables d, r, and m are used.
-

3. Kodaly Hand Signs

Kodaly hand signs are physical gestures used to represent sol-fa syllables. Each hand sign corresponds to a specific note, making it easier to visualize pitch.

KODALY HAND SIGN



Activity:

1. Watch a video demonstration of Kodaly hand signs.
2. Practice singing simple melodies while using Kodaly hand signs to represent the notes.

4. Creating Melodies with Sol-Fa Syllables

Short melodies can be created by combining sol-fa syllables (d, r, m) in different sequences. Adding rests can make melodies more interesting.

Activity:

1. In groups, create short melodies using d, r, and m.
2. Write your melody using sol-fa syllables and share it with the class.

5. Playing Sol-Fa Syllables on Instruments

Melodies can also be played on simple instruments like recorders or xylophones using the sol-fa syllables.

Activity:

1. Practice playing d, r, and m on a xylophone or recorder.
 2. Match the notes you play to the melody of a familiar song.
-

6. Importance of Melody in Music

A good melody has certain qualities:

- **Memorability:** It is easy to remember.
- **Flow:** The notes move smoothly from one to another.
 - **Balance:** It is not too complicated or too simple.

Activity:

1. Listen to different melodies and discuss what makes them memorable.
 2. Analyze a familiar melody to identify its flow and balance.
-

7. Techniques for Composing Melodies

To compose a melody:

1. Decide on the sol-fa syllables to use (e.g., d, r, m).
2. Add rhythmic patterns using note values like crotchets and quavers.
3. Experiment with rests to add variety.

Activity:

1. Outline the steps for composing a melody with your group.
 2. Use the sol-fa syllables and note symbols to write and present your melody.
-

8. Visual Representation of Melody

A visual ladder can help learners understand how notes move up and down in a melody.

Activity:

1. Create your own ladder diagram to represent the movement of notes in a melody.
 2. Practice singing or playing the notes as you follow the ladder.
-

9. Performing and Sharing Melodies

Sharing melodies with others allows students to showcase their creativity and gain confidence.

Activity:

1. Perform the melodies you composed for your peers.
 2. Provide constructive feedback to classmates on their melodies.
-

Reflection

Melody is an important part of music that expresses emotion and creativity. By understanding sol-fa syllables, practicing hand signs, and composing melodies, students can create their own musical pieces.

Conclusion

Melody makes music meaningful and memorable. By exploring sol-fa syllables, learning hand signs, and composing their own melodies, Grade 4 students can deepen their understanding of music while expressing their creativity. These activities provide engaging, hands-on opportunities to learn about melody.