

GRADE 1 CREATIVE ARTS NOTES

Term 1

1. CREATION AND EXPLORATION

Musical sound in the immediate environment

Sounds made by different animals

Lion ___ roars

Dogs ___ woofs, barks

Birds ___ chirps, whistles and melodious calls

Cats ___ meows, purrs and growls

Frogs ___ croaks and ribbits


Dolphins ___ clicks, whistles and sonar

Bees ___ buzzes and vibrations

Elephants ___ trumpets and rumbles

Pictures of animals with their sounds

ANIMAL SOUNDS FOR KIDS

CAT  ▶ Meow	DONKEY  ▶ Hee-haw	SHEEP  ▶ Baah
COW  ▶ Moo	DOG  ▶ Woof	PIG  ▶ Oink
FROG  ▶ Ribbet	MOUSE  ▶ Squeak	BEE  ▶ Buzz
BEAR  ▶ Growl	LION  ▶ Roar	TIGER  ▶ Growl
ELEPHANT  ▶ Trumpet	FISH  ▶ Splosh	RABBIT  ▶ Hrrr

Guide learners to draw the pictures and match sounds.

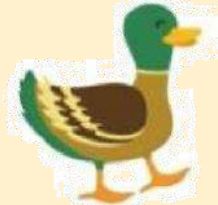
Look at the picture and circle the correct word.



meow
moo



bark
buzz



bray
quack



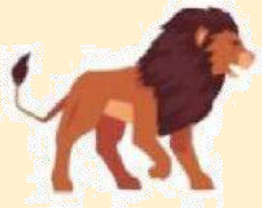
trumpet
bark



buzz
croak



quack
meow



oink
roar



neigh
buzz



moo
howl



croak
trumpet



growl
meow



squeak
bray

Pitch

Pitch is how high or low a sound is.

Sounds can be very high pitched or low pitched.

Example of a high sound is that sound of an ambulance siren.
An example of a low sound is that one of a cow mooing.

Sounds found in the environment

0-10	Audibility threshold - leaf rustle in the wind	Quiet voice
20	Whisper	
30	Clock ticking	
40	Speech	Normal voice
55	TV	
60	Flat on a busy street, noise in a big office	Loud voice
70	Busy street, cafe noise, hair dryer	
80	Metro, big crowd, car	Difficult
90	Truck, a very busy intersection	Yelling
95	Train	Impossible conversation
100	Electric saw, drill	
105	Pneumatic hammer	
110	Loud music	
120	Rock concert near the speakers, thunder	
130	Civil defense siren	
130-140	Threshold of pain	
140	The jet plane	
180	Space shuttle platform	

Things that produces sound in the environment are;-



Identify things that produce low and high sound in the pictures above.

Guide learners to watch a video clips of different sounds in the environment.

Guide learners to try and imitate the sounds they have heard.

Learners to imitate sounds of animals and others sounds they usually hear in the environment.

Performing songs with sounds of birds, animals and objects

Guide learners into groups, let Rachel group perform a song involving sounds of birds, animals and objects found in the environment.

Example of songs with birds sounds are:

Mabata madogo madogo,

Mabata madogo madogo ,

Yanaogelea, yanaogelea

Yanalia kwa, kwa, kwa

Yanalia kwa, kwa, kwa,

Katika shamba ndogo la mtu wa juu

Making a paper mask to be used in performing songs.

How to make a paper mask

Making a paper mask is a fun, easy and inexpensive way for adults and children.

The masks can cover your entire face or just a small portion of your eyes

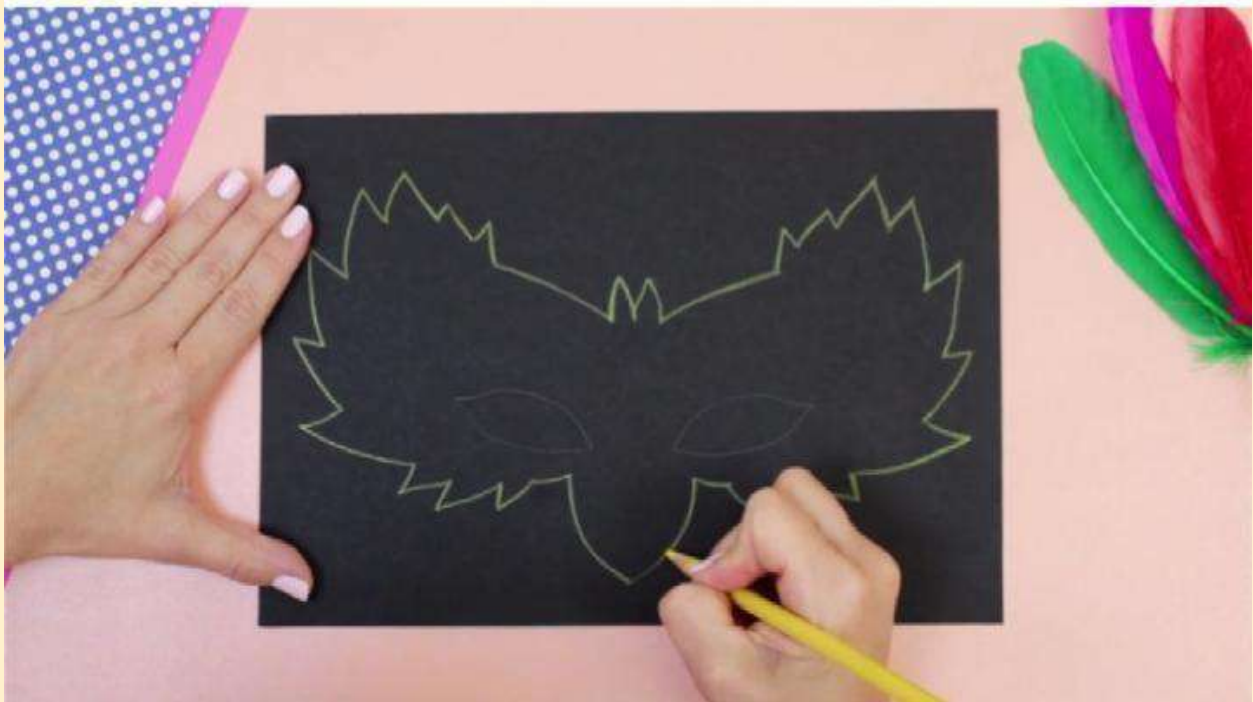
After you create your mask, you can attach a ribbon or string to make it wearable.

Materials needed to make a paper mask

Cardboards, manilla papers,papers, pencils, scissors, razor blades,glues,colours,crayons

Procedure for making paper mask

1. Avail the necessary materials to be used in making a paper mask.
2. Draw the shape of the mask you want -you can make a mask to cover your eyes, half your face,or the entire face



3. Draw eye holes and if necessary a mouth hole- to make sure the eye holes are in the right place, first hold the mask Infront of your face, then use a pencil to make small marks in the area Infront of your eyes. You can then draw the eyes around the area mark. Do the same for the mouth if you are making a full face mask.



4. Cut out the eyes using a small knife or razor blade to cut out the two holes. If you have decided to make a full face mask, cut out mouth hole as well .

5. Now that you have the shape of your mask, colour your mask with markers, crayons and paints

2

Part 2 of 4:

Decorating Your Mask



6. Add glitters, jewels, feathers or any other you have available



7. Set your mask aside so it can dry completely.
8. Then after it has dried attach a ribbon or strings to make it wearable.

2. DRAWING

Lines

- A line is a continuous improvement mark made on a surface.

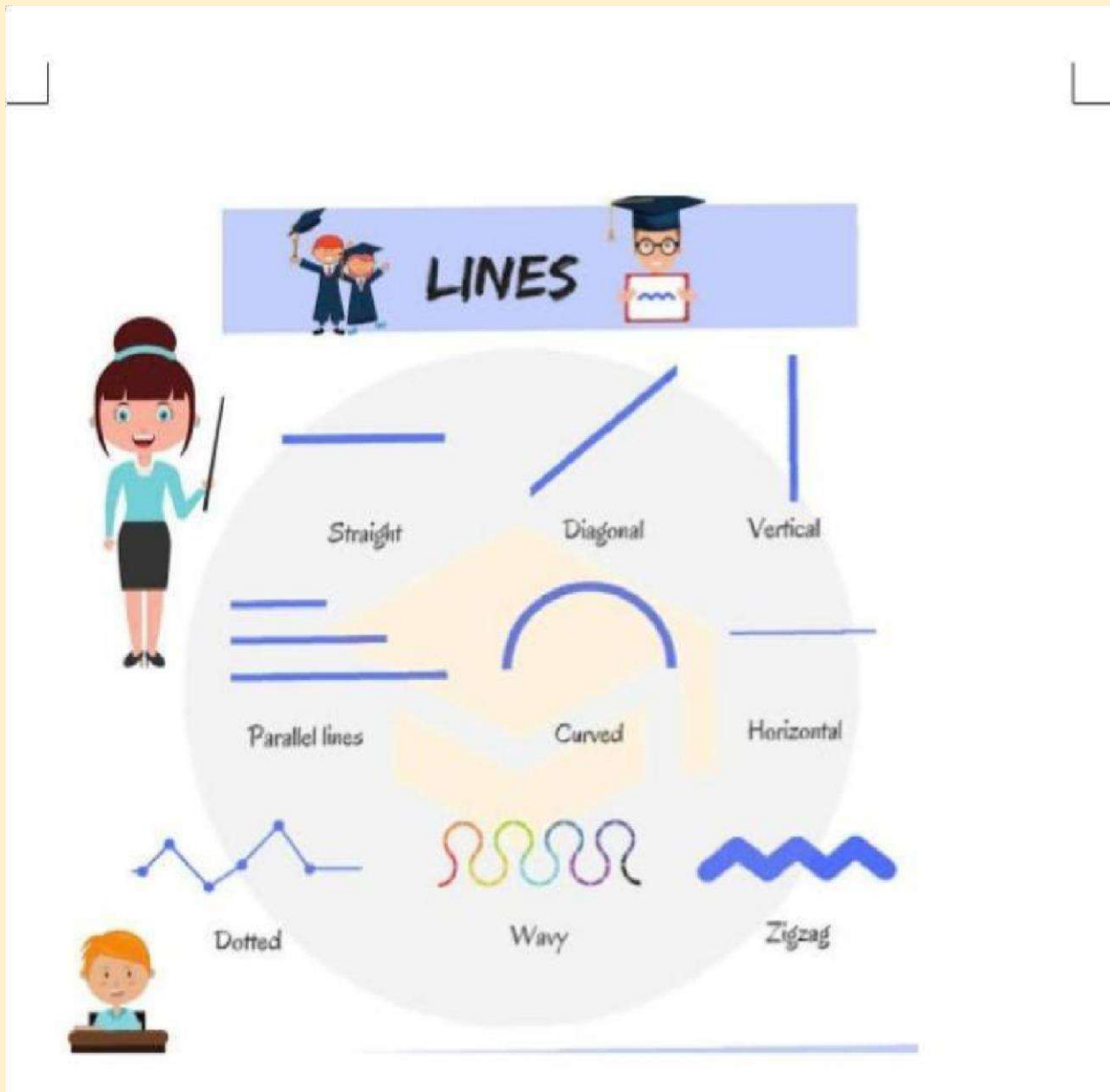
Types of lines

There are different types of lines;-

- straight line
- Horizontal line
- Curved line

- Wavy line
- Vertical line
- Diagonal line
- Thin line
- Thick line

Learners to look at a chart with different types of lines



Positions of lines

Lines are joined together to make different shapes and objects. For example;- a right angled triangle is made up of vertical line, horizontal line and a diagonal line joined together.

Draw a right angled triangle on the blackboard or manilla paper and show it to the learners

Explain to the learners the three positions of a straight line on the triangle.

Guide learners to draw different types of lines that they have observed and learnt

Guide learners to draw different shapes, then guide learners to describe which lines have been used to form the shapes

Line formations

Guide learners outside the classroom, and in a free space.

Let learners stand in different positions to make different lines as they sing singing games songs

Learners can stand in a straight line to make a straight line.

Learners can stand or sit in semi circles to make curved lines.

Patterns formation

Learners to sing different singing games songs they know as they makes patterns of lines

They can stand in straight lines to form pattern of straight lines.

They can the change to vertical or horizontal lines to form patterns of vertical lines.

Let learners practice making patterns formation until they are familiar with it.

Then in groups they can compete singing as they make patterns using body movements.

Modelling

Modelling is making objects using clay

In this section we are going to model different types of lines

Materials used for modelling

Clay, plasticine, water in containers,, papers.

Rolling sticks,

Modelling using rolling technique

Guide learners in groups, then let them assemble all the modelling materials. Guide them on how to use rolling technique to make different lines

Procedure

1. Take a lump of clay soil or plasticine
2. Roll the Lump soil on a flat surface using an improvised rolling stick
3. Then using a sharp object cut the the rolled clay into strip pieces
4. Then use the stripped pieces to make different lines.
5. They can join the pieces to make straight lines, zigzag lines, curved lines, wavy lines and others.
6. After making different lines let them leave them on the sun to dry.
7. Then guide the learners to clean the working area
8. After two days of drying learners now can display their finished work.
9. Let them talk about each other's work.

3. RHYTHM

Body percussion

Body percussion is the practice of using your body parts to create Rhythm.

It's a great way to build music and make music without instruments.

You can use any part of your body to make music, including hands (clapping, snapping, patting) feet (stomping) or any part of your body.

Traditionally the four main types of body percussion sounds in order from the lowest to the highest pitch are;

1. Stomping _striking left , right or both feet against the floor or other resonant surface.
2. Patting _ patting either the left, right or both thighs or cheeks with hands 3. Clapping hands together
4. Snapping fingers.

Other body percussions are;-

Tapping

Snapping

Clicking

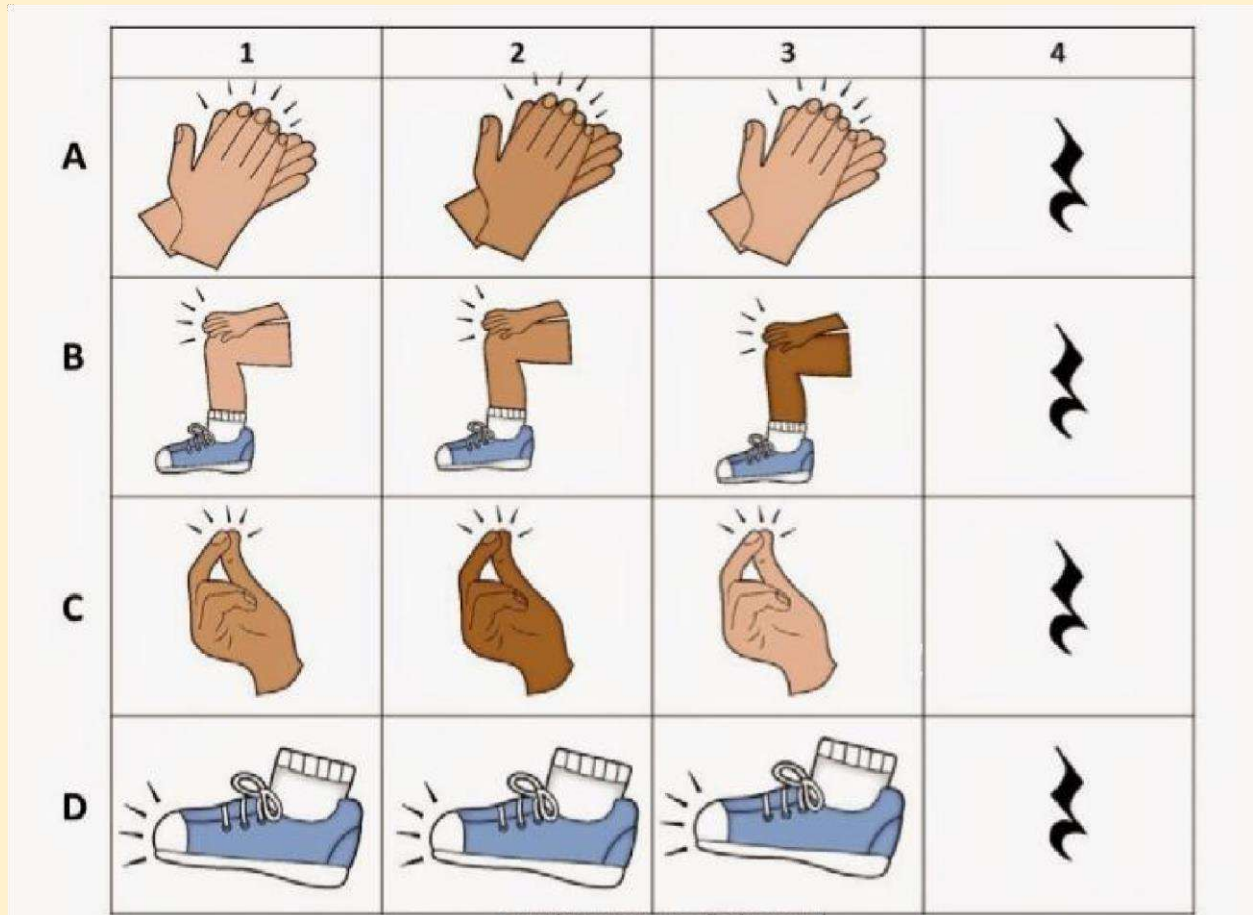
Flapping

Rubbing

Humming

Guide learners to use digital devices to look at body percussion sounds on video clips.

Pictures showing body percussions





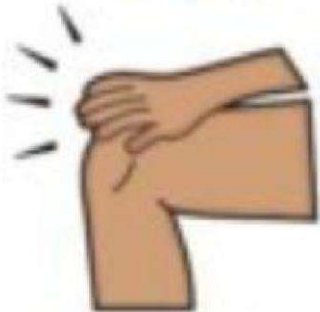
Body Percussion Musical Activity



CLAP hands



SNAP fingers



PAT knees



STAMP foot

Performing various body percussions

Learners are guided to sing simple familiar songs like Twinkle twinkle little star and Row row your boat. Learners to create rhythm through clapping and tapping.

Guide learners through the activities of clapping syllables of names. The names include Twinkle, twinkle little star.

As the learners clap or vocalize, they should be guided to adhere to speech rhythm.

For example rhythm for Twinkle twinkle are short than rhythm for little which has two claps. In groups let learners create own rhythm using body percussions

Rhythm accompaniments to songs.

Accompaniments is instrumentations that supports the main performance. In this case, rhythm accompaniment is to sing using body percussion.

Take the learners through the activities of of Creating own rhythms by tapping/ clapping to accompany songs and stories.

Guide learners to accompany songs with created accompaniments.

The accompaniments maybe clapping, tapping, stamping or patting vocalizing or using other body accompaniments.

Performing body movements

Learners to sing a familiar song Row row your boat.

Guide learners to accompany the song with body percussions created earlier.

Guide learners to sing the songs as they make body movements in different lines like straight line, zigzag line or curved lines.

Guide learners to make movements such as walking, marching, jumping, swaying , skipping, hopping or leaping.

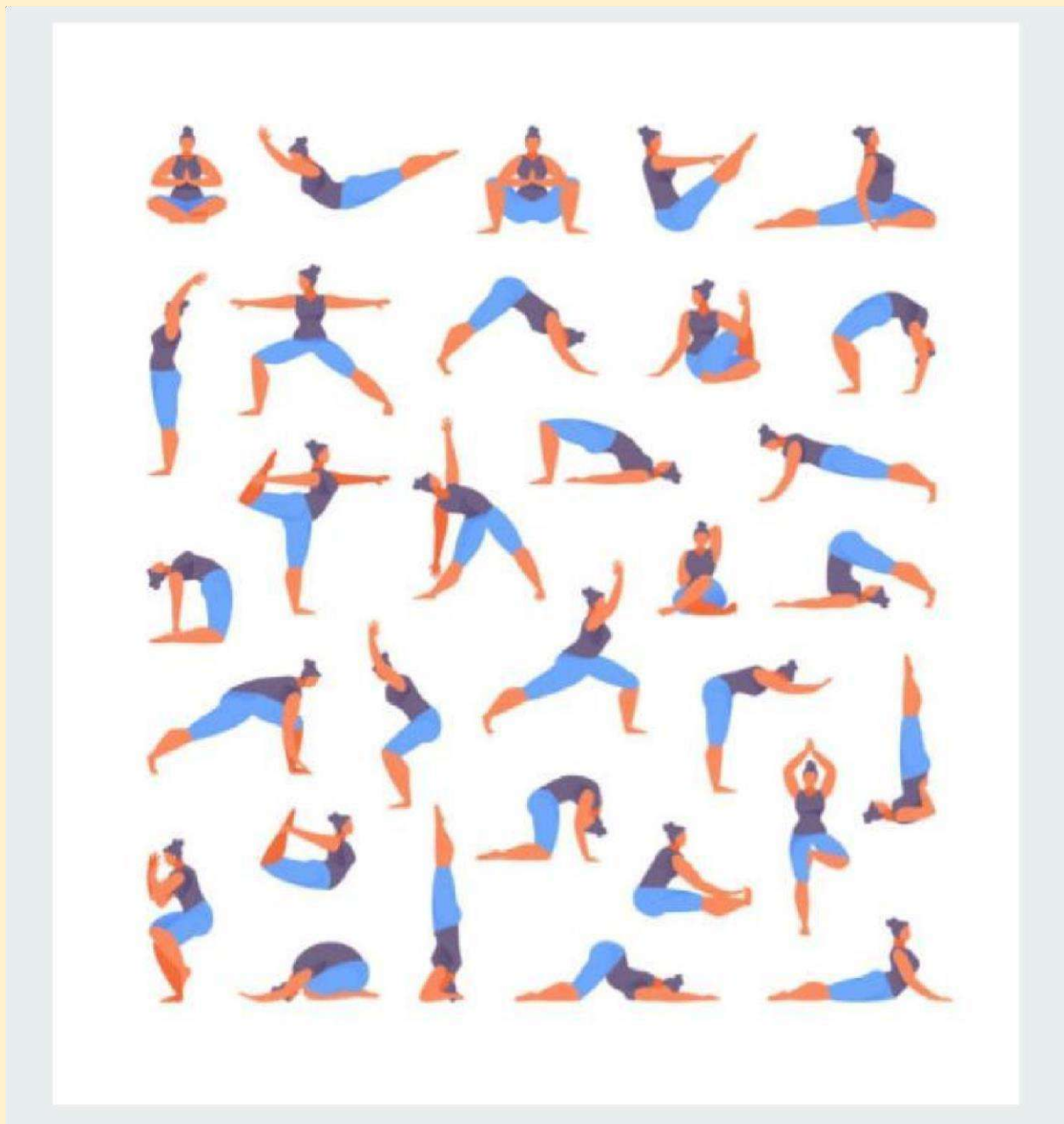
Guide learners to perform the body movements in groups as others watch and correct mistakes.

4 PERFORMING AND DISPLAY

Stretching

Stretching is extending the limbs, lengthening and relaxing muscles, and moving joints through their range of motion to maintain and improve muscle and joint flexibility .

Stretching has an important role in fitness as well as in everyday functioning.



Pictures showing different stretching exercises.

Parts of the body involved in stretching Stretching is usually directed at major muscle groups including the calves, thighs, hip flexors, chest, back, arms, shoulders, and neck as well as other muscles and joints that are used regularly.

The stretched muscle should be positioned such that there is a slight pull but not pain.

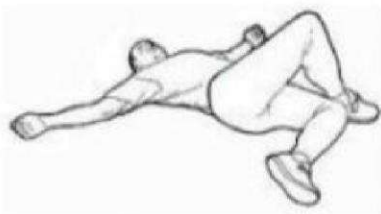
Stretching should always be balanced, with the right and the left side stretched for the same amount of time.

Stretching parts of the body are;-

- Neck
- Eyes
- Shoulders
- Elbows
- Wrists
- Waist
- Hips
- Thighs
- Ankles
- Feet.

Types of stretches

The pictures below shows different types of stretches
Z



Hip crossover



Super hip and thigh



Heels over-head



Buttock stretch



Hamstring stretch



Prone frog



Cobra



Hip flexor stretch



Quadriceps stretch

www.globalbackcare.com

STATIC STRETCHES



Shoulder Stretch



Toe Touch



Samson Stretch



Butterfly Stretch



Quadriceps Stretch



Cobra Stretch



Knee to Chest



Cat Stretch/Cow Stretch



Side Bend



Calf Stretch

There are two types of stretches that you will in this grade

1. Dynamic stretching
2. Static stretching

Dynamic stretching

Dynamic stretching is done before the work out as a warm up activity.

It helps the body to;-

- Be active
- Be controlled through repetitive movements.
- To increase heart rate before workout
- To loosen muscles
- It targets several muscle groups at once
- It's moderate

Static stretching

Static stretching on the other hand is done after work as cool down activity to relax the body

Static stretching has the following characteristics;-

- It's stationary no movement involved.
- Each activity is held for at least 30 seconds
- Slows heart rate after workout
- Looses muscles
- It targets one muscle group at once
- It's gentle.

Types of Stretches and **When to Use Them**



Before a workout: Dynamic Stretching

- Active
- Controlled, repetitive movements
- Increases heart rate before workout
- Loosens muscles
- Targets several muscle groups at once
- Moderate



After a workout: Static Stretching

- Stationary
- Each movement held for at least 30 seconds
- Slows heart rate after workout
- Loosens muscles
- Targets one muscle group at a time
- Gentle

How to perform stretching

1. Warm up first like walking while pumping your arms
2. Hold each stretch for 10 to 30 seconds
3. Don't bounce as you stretch it can cause small tears in the muscle which leaves a scar in the tissues as muscles heal.
4. Aim to feel stretch not pain
5. Relax and breathe don't hold your breath while stretching
6. Stretch both sides to make sure that your motion is balanced as much as possible on each sides

Games involving stretching

Games that involve stretching are:

- Relays
- Gymnastics

- Circuit exercises
- Warm ups
- Partner stretches
- Static stretches cool down activities

Importance of performing stretching activities in physical health education

There are multiple advantages to stretching.

- Agility
- Increase blood flow to the muscles.
- Leads to flexibility of the body
- Prevents injury
- Helps in recovery after exercise
- Reduces muscle tension
- Stretching feels good

PERFORMING AND DISPLAY

Jumping

This is a Locomotor activity in which someone springs from the floor into the air from one or both feet and returns to the floor with both feet simultaneously.

In a jump the body is briefly suspended in the air and then drops to the ground, weight taken on one or both feet.

When teaching this skill emphasis the importance of learning to land safely by bending the ankles, knees and hips.

The jumping skill is important in playground games such as hopscotch, jumping the rope, dance and action songs.

Jumping is a skill applied in track and field events such as long jump and triple jump.

Teaching points for jumping skill.

- Stand with feet weight evenly distributed.
- Keep body erect, shoulders level and head high
- Look straight ahead
- Bend both knees bring arms down and back
- Bring arms forward and spring into the air toes leaving the floor last.
- Land on balls of the feet, then lower weight onto the soles and heels.
- Bend knees to cushion shock of landing.

Jumping skills

Jumping for a distance

- Bend knees – crouch position
- Swing arms back then quickly forward
- Explode forward from crouching position
- Push off from toes- toes are the last part to leave the ground.
- Land with heels first and knees bend to absorb the shock.

Jumping for height

- Bend knees – crouch position
- Explode backwards
- Swing your arms upwards quickly
- Stretch, reach and focus on target

- Land with knees bend to absorb the shock.

Jumping in different directions

You can introduce a target, then learners jump to touch a sticker on the wall or to touch a hanging ball or balloon.

You can ask learners to jump like a frog or a kangaroo in different directions

Learners to jump over low obstacles like jumping over a rope or over a hoop.

Plaiting three strand rope for jumping



Making a homemade skipping rope is a fun activity that gets kids moving and teaches them about recycling.

Learning by doing is often is always the best to develop new skills.

So encourage learners to get hands on great ideas of creativity.

Materials needed to make a three strand rope for jumping

Making a skipping rope using carrier bags

You will need: lots of carrier bags, a pair of scissors, a cello tape, a chair to use while plaiting the strips together

Procedure

- First cut to open the carrier bags into rectangular shapes
- Cut each rectangle into strips
- Knot the strips together end to end to make one long thin strip, the strips need to be long enough to skip. Repeat this activity to make various strips like 12 of them
- Take six of the strips and knot them together at one end. Tape the knotted end to the top of a chair.
- Now put the six strips into pairs so you have three pairs of double strips to plait, and once all strips are plaited, tie a knot at the bottom to stop unravelling.
- Repeat this activity with the other remaining six strips.
- Now you have ropes for jumping.

Use the ropes to perform jumping skill like jumping over a rope.

Put the rope at different levels so that learners can jump until a certain level.





Improvising uprights for jumping

An upright comprises of two vertical bats supporting a horizontal crossbar
Improvising uprights

A pair of uprights



You will require to make uprights with pair of sticks with knots of branches

You can pierce the sticks in the ground then put a cross bar stick across the uprights so that learners can use it to jump

Learners to sing a familiar action singing games songs as they jump for enjoyment.

Learners can jump for height from very low heights to high heights according to their ability.

Learners to observe safety as they perform the skill of jumping in groups.

Learners to use safe tools and equipments while jumping

Western style singing games

A singing game is a children's game in which the players perform certain actions to the words of a song.

Singing games is usually performed when children are playing in field.

Singing games consist of playing, singing and making body movements.

Western style singing games are songs sung in English words by children when singing.

Singing games include the following features, selection, counting, clapping, skipping, action and ball games .

Examples of western style singing games are skipping ropes songs;

- Skip and I skip
- Babligan babligan
- Mingle,mingle,mingle
- The bus in the town

Guide learners in groups so that they can learn and sing any western singing games they have come across.

Props used in performing western style singing games

Props are moveable items that kids use while singing to help them maintain focus in a song.

Examples of props used in western style singing games are;

- Ropes
- Bean bags
- Dolls

- Bottle tops
- Handkerchiefs
- Sticks

Costumes are also worn when playing singing games.

Why do we need costumes in singing games

- For safety
- Uniformity
- To make the game more interesting
- For identification
- For easy movement

Improvising paper costumes for use in singing games

Guide learners to collect locally available materials to use in making paper costumes from the immediate environment.

Materials needed

- Papers
- Glue
- Scissors/ razors.
- Rulers
- Cartons
- Strings
- Needles

Pictures showing paper costumes





Procedure for improvising paper costumes

Guide learners to collect the locally available materials and assemble before they start working. Learners should not buy anything for this purpose.

Let learners cut the pieces according to the sizes that they want.

Let them use different techniques to join the pieces together, they can use needle work, glue, cello tape, adhesives to join the pieces.

Guide learners to display Their work then put on the costumes.

Performing western style singing games

Guide learners into groups, then guide learners to practice any English singing game song they as they perform different body movements with their costumes.

You can have four groups, each group to have their own song. Encourage each group to have their props, costumes and display various body movements. The body movements including walking, swinging, swaying, turning, running, jumping and turning. Learners to move in different directions as they perform the singing games.

Now instruct each group to come and perform Infront of the class as others observe.

At this stage the teacher should assess the learner's performance and give feedback to each group.

Encourage learners to work in collaboration as they perform in groups.

Let learners observe safety while performing the singing game.

Throwing and Catching

Throwing

Throwing involves propelling an object away from the body and to the target. The overarm throw; also known as the overhand throw is commonly used in sports for throwing far and for making quick accurate passes. The skill is used in athletics field events, in throwing, catching activities and in ball games.

Teaching points for throwing

1. Eyes focused on target throughout the throw.
2. Stand with feet apart, facing sideways to the target.
3. Foot opposite to the throwing hand is forward .
4. Ball held with fingers, straightened the throwing arm and keep ball above the ear level.

5. Throwing arm moves in a downward and backward arc.
6. Steps towards target area with foot opposite throwing arms.
7. Rotate body to face target, transferring weight onto the front foot.
8. Release ball slightly above and Infront of head
9. Throwing arm follows through,down and across the body.

Catching

Catching is the manipulate skill that involves the learner being able to absorb and control the force of an object with hands.

The ability to catch is essential in most ball games such as netball, basketball, freesbee and in gymnastics.

Catching is a hard skill for learners in early years because they must track a moving object on its path and the fear of being hurt by the object.

Teaching points for catching

1. Eyes facing the direction of the incoming ball.
2. Feet move to place body in line with the ball.
3. The hands move to meet the ball.
4. Hands stretched and relaxed.
5. Fingers relaxed and slightly cupped to catch the ball.
6. The ball is caught and controlled in the hands only.
7. The hands and fingers closure well timed.
8. Elbows bend to absorb the force of the ball.
9. The knees bend as the ball is caught.

Improvising a ball for use in throwing and Catching.

Materials needed

The materials needed in improvising a ball are;

- . Waste papers
- Carrier bags
- Old clothes
- Banana fibres.

Guide learners to collect these materials in the local environment because they can be found easily.

Procedure

- . Individually each learner to make his or her own ball.
- Learners to collect waste papers from the school compound, then carry carrier bags, pieces of old clothes and banana fibres from home.
- Guide Learners to put waste papers or pieces of old clothes inside the carrier bag and then tie it with a knot.
- Use the banana fibres to tie round and round till the ball ready.
- Guide learners to observe safety while improvising the ball.
- Each learner to display her / his ball for assessment.

Performing Throwing and catching

Guide learners into two groups of equal number of learners.

The groups to practice the skill of throwing and Catching in a mini netball game.

The groups to sing familiar action songs as they practice throwing and Catching .

Any group that misses the ball and the ball falls to the ground loses the game.

Let learners compete amongst groups.

The group that wins should be appreciated.

Rolls and Balances

Rolls

Rolls are the basic skills in gymnastics. They promote body awareness and control which leads to increased coordination of the body and the mind. Rolls are similar to flips in the fact that they are a complete rotation of the body, but the rotation of the roll is usually made on the ground .

Teaching points

1. Lying down and the body perpendicular to the path of the rolling.
2. Knees are brought up to the chest and held with hands
3. The chin lowered towards the knees as much as possible and elbows kept tight to the side .
4. Rock back and forwards. Enough momentum is gathered to carry roll on to the side.
5. The momentum is kept so as to keep rolling on until the face- down, then onto your other side and back onto the back.
6. Roll down the mat until you reach the end below.

Pictures showing log roll



T-Balances

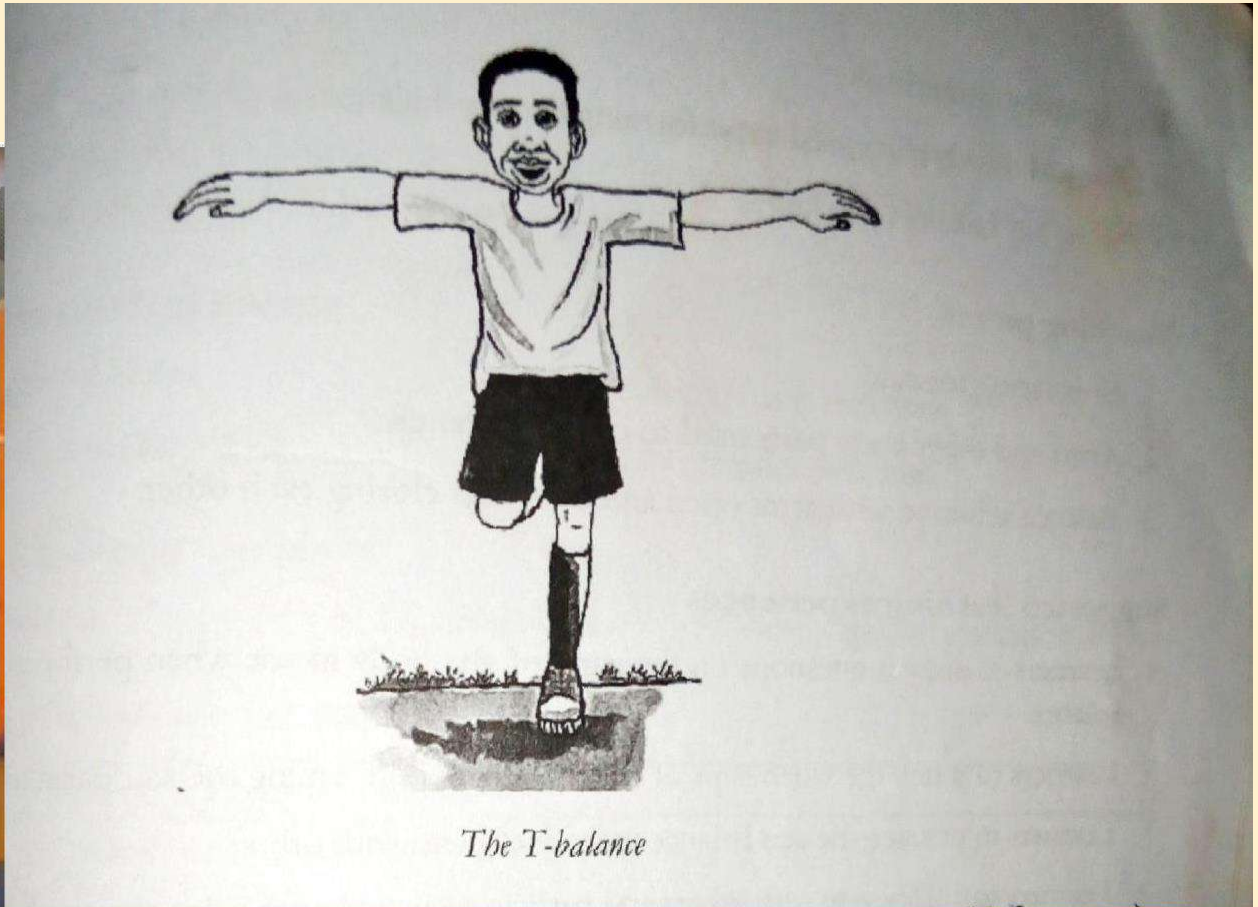
T- balance is an effective exercise for improving balance. T- balance is important in every day activities and in sports performance and it may help to prevent falls that can cause serious injuries.

Teaching points

- Head and stable eyes looking forward.
- The support leg still and foot flat on the ground

- The non- support leg bent and not touching the support leg.
- The trunk stable and upright • No excessive arm movements.

Improvising markers



Making a paper cone to use as field markers

Materials needed

Papers or manilla papers

Rulers

Scissors

Cell tape or glue

Procedure

1. Cut a disc or circle out of a piece of paper

1

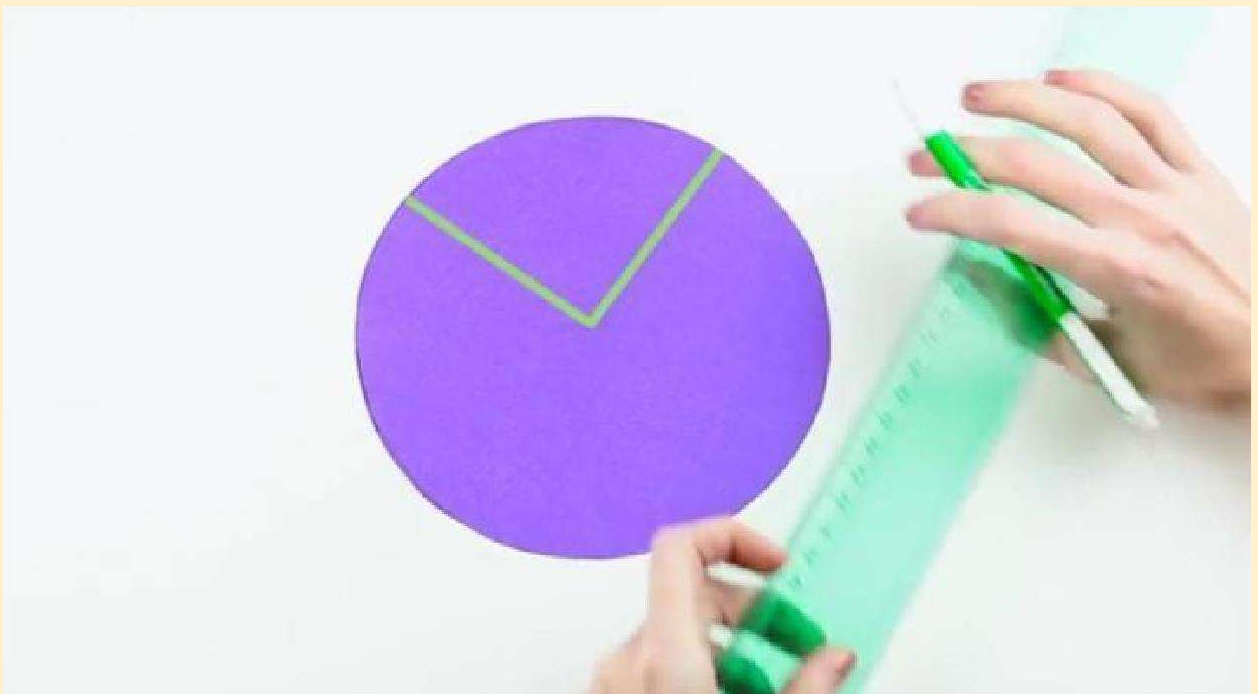
Method 1 of 3:

Making a Paper Cone Using the Disc Method



2. Draw a triangle wedge over $\frac{1}{4}$ of the disc

3. Cut out the triangle wedge





3 Cut the triangle wedge out of the circle.

4. Bring the sides of the disc together and tape them together



4 **Bring the cut sides of your disc together.** For your cone shape, bring one cut end of your disc over to the other in a cone shape. Hold it together and make sure the lower ridge of both sides overlap evenly. With this, your disc should have the desired cone shape you're looking for.

5. Tape the inside of the cone closed



- 5** **Tape the inside of the cone closed.**
Once you tape the two sides side by side so that the paper makes a cone. Tape the inside of the cone by bridging the two sides so that they slightly overlap and bridging the overlap with tape. With that done, your cone should be ready to go.

[Pictures showing field markers](#)



Guide learners into groups, let learners use the paper cones that they have created to mark the field for performing log rolls and T Balance.

In groups learners and within the marked area, learners to perform log rolls and T Balance in different directions.

Guide learners to observe safety as they perform log rolls to prevent injuries.

End of Term 2 Notes.

TERM 3

Performing and Display

Paper Craft

Paper Craft is making items from papers. This can be done through cutting, tearing, folding, rolling or twisting.

Paper Craft is mainly done for decoration.

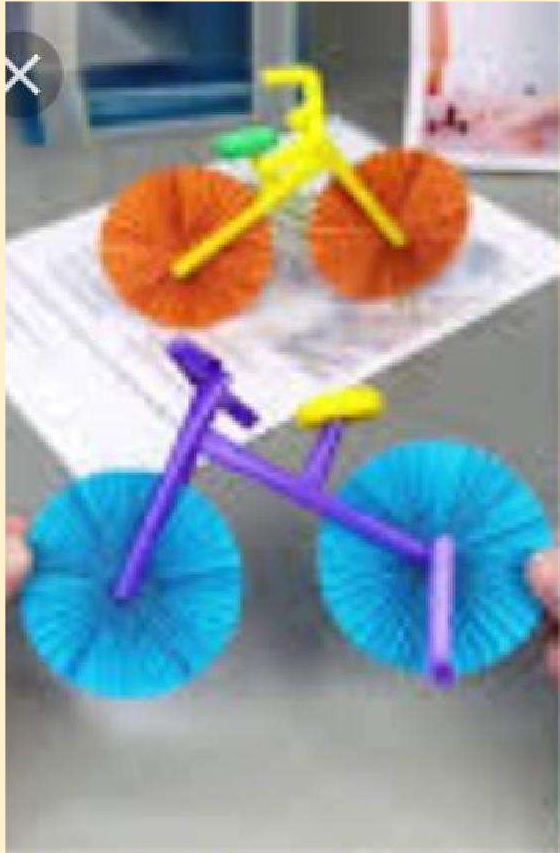
Items made from paper Craft

The items made from paper Craft are:-

- Paper flowers
- Paper dolls
- Paper balls
- Paper beads

Pictures showing items made from paper Craft





Making paper Craft items using pleating technique

Pleating technique

What is pleating

Pleating is folding papers into zigzag pattern.

Materials needed

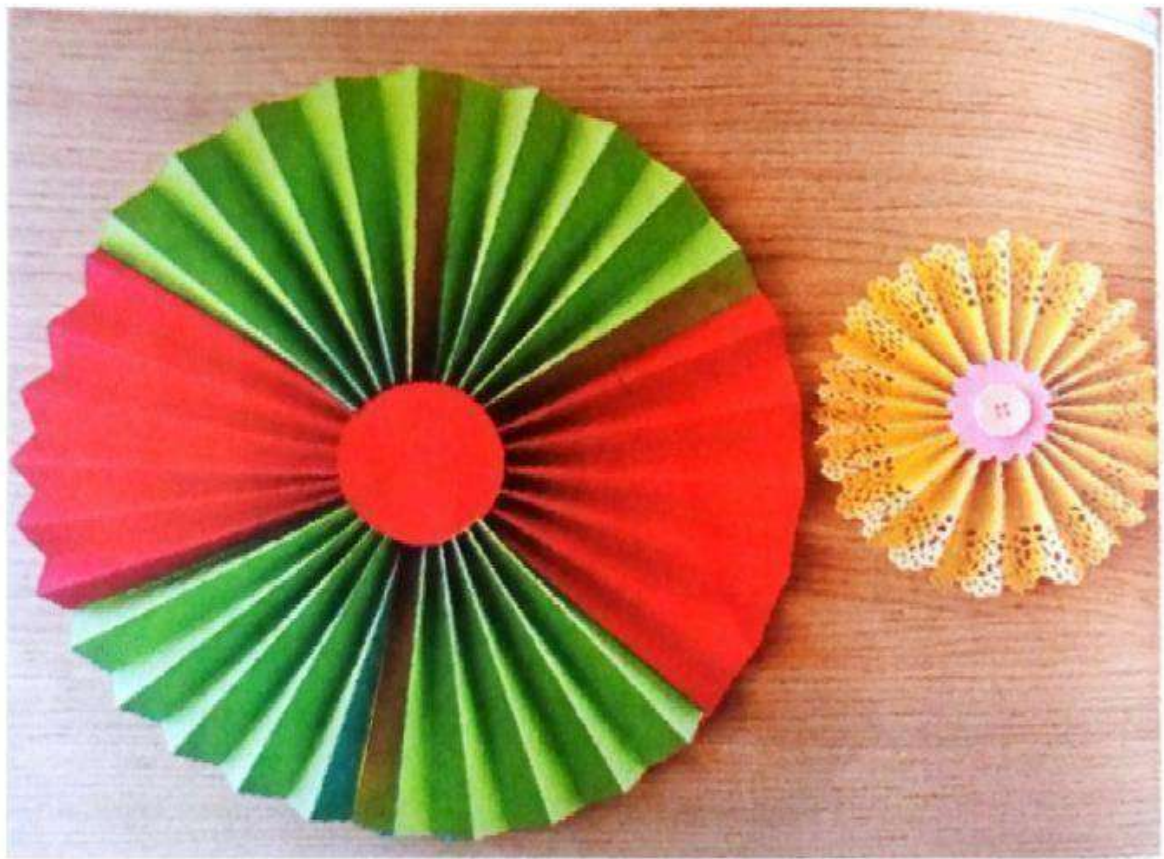
Assorted colourful papers, a pair of scissors, cutting blades, pencil, ruler and glue.

Procedure

1. Look at these pleating techniques



2. Fold papers of different colours
3. Join the folded papers to form decorations



Making paper Craft items using folding technique.

Folding technique

Making a paper decoration.

- First take Learners for a digital tour of the internet to observe various paper decorations made using folding technique.
- Demonstrate to Learners how to go about the folding technique.

c) Fold the top and the bottom of the paper

d) Unfold the paper

A paper decoration



Let learners display the items they have made for other learners to talk about them.

Guide learners to play with the items they have Made for fun.

Log Roll and T- balance

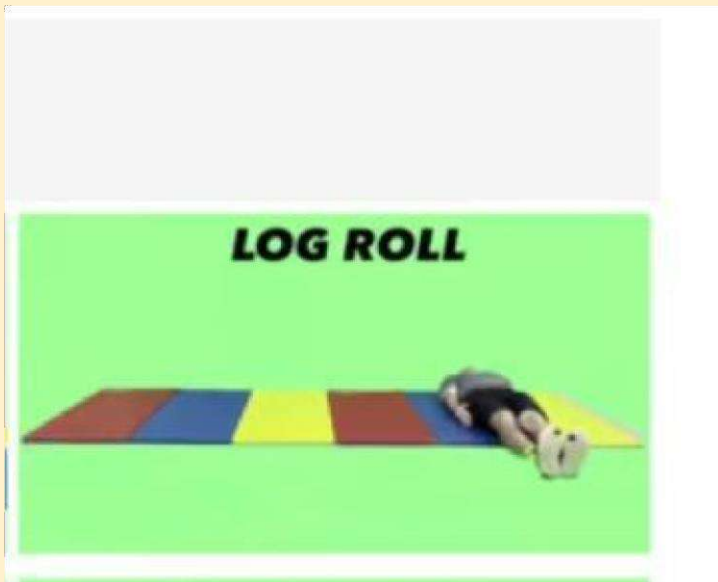
Log Roll

A log roll is also known as a sideways roll, pencil roll or sausage roll. This can be started by lying down on the back or front with the body outstretched . The gymnast then rolls onto their side and does a complete rotation of the body, remaining parallel to the performing surface

Teaching points for log Roll

- Lie down on a mat with your arms stretched straight over your head and feet stretched away from your body.
- Roll to the left or right completing a full rotation of the body.
- Keep your ankles and feet together
- Squeeze your tummy, leg and bum muscles together.

Pictures showing log rolling



T- Balance

What is T- Balance?

Here the learners aim to create a T shape with their body.

Teaching points for T balance

- Begin with feet together.
- Slowly lean over to one side
- Lift the leg on the opposite side as you move.
- Once the leg and body are near horizontal as possible, hold the balance for at least 3 seconds.
- Lower the leg and raise the body to stand up.



Improvising markers

Materials needed

Chalk dust

Ash

Sticks

Papers

How to mark the field Learners can use chalk dust or ash to mark the field that learners will use to perform log rolling and T balance.

Learners can also use sticks and coloured papers to mark the field.

Safety measures to observe while performing log roll and T balance

- Other pupils should maintain a safe distance from the child rolling to avoid injury
- Where possible remove shoes for this roll
- Learners should perform the activities within the marked area to avoid injuries.
- Make sure that the field is well cleared with no sticks or sharp objects which may injure the learners.

Songs

Action songs

Songs

Action songs

- Action songs are performed with actions. The actions can be done using hands, body or fingers.
- Action songs performed while singing can be an imitation of Activities. Example of such Activities are sweeping, washing hands and waving.

An example of an action songs:

Mabata Madogo Dogo

Mabata madogo dogo,

Mabata madogo dogo,

Yanaogelea, yanaogelea

Katika shamba nzuri la miti ya juu.

Yanaimba kwa kwa kwa,

Yanalia kwa kwa kwa,

Katika shamba nzuri la miti ya juu.

Sing the song as you do the following actions

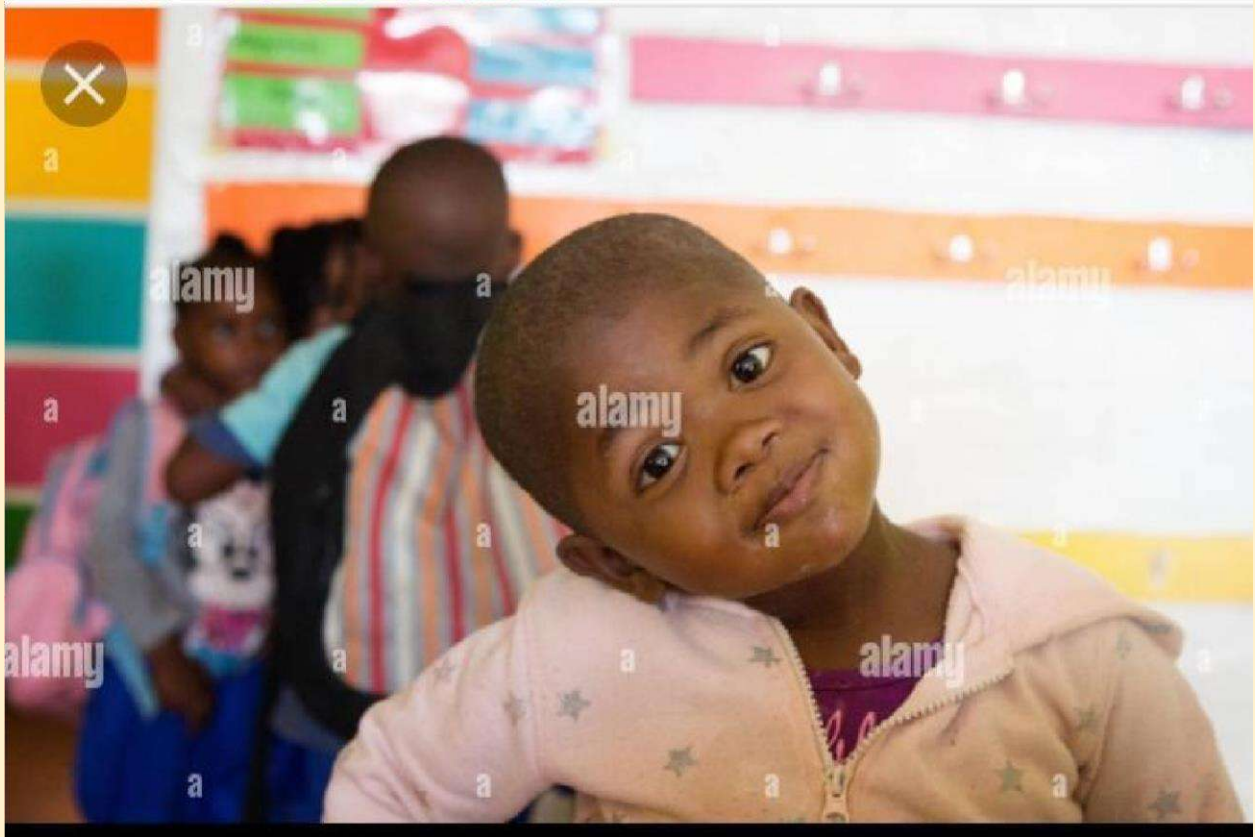
1. Clap the sound of each word in the song
2. Listen carefully to the tune of the song and sing after the teacher
3. Stand up right while placing your feet slightly apart. Make actions guided by the words of the song.
4. Sing the song while doing the actions
5. Which words in the song can be sung loudly or softly to pass the message in the song?

Guide the learner to sing the action songs above loudly and softly in order to pass the message.

Learners in groups to talk about the message in the song.

Pictures showing learners performing action songs





Modelling

Modelling is the art of making items like cups, pots, plates and flower vases using clay.

Pinch technique

Pinch method is one of the technique used in making pots and containers.

Pinch technique involves shaping containers of various shapes and sizes by pressing on the walls using thumb and forefinger s.

The process can be used to model simple containers such as cups and sugar dishes.

Containers made using pinch technique are referred to as pinch pots

Another name for pinch technique is thumb technique.

Items made from pinch technique are:-

Cups

Pots

Sugar dishes

Plates

Flower vases

Materials needed to model using Pinch technique

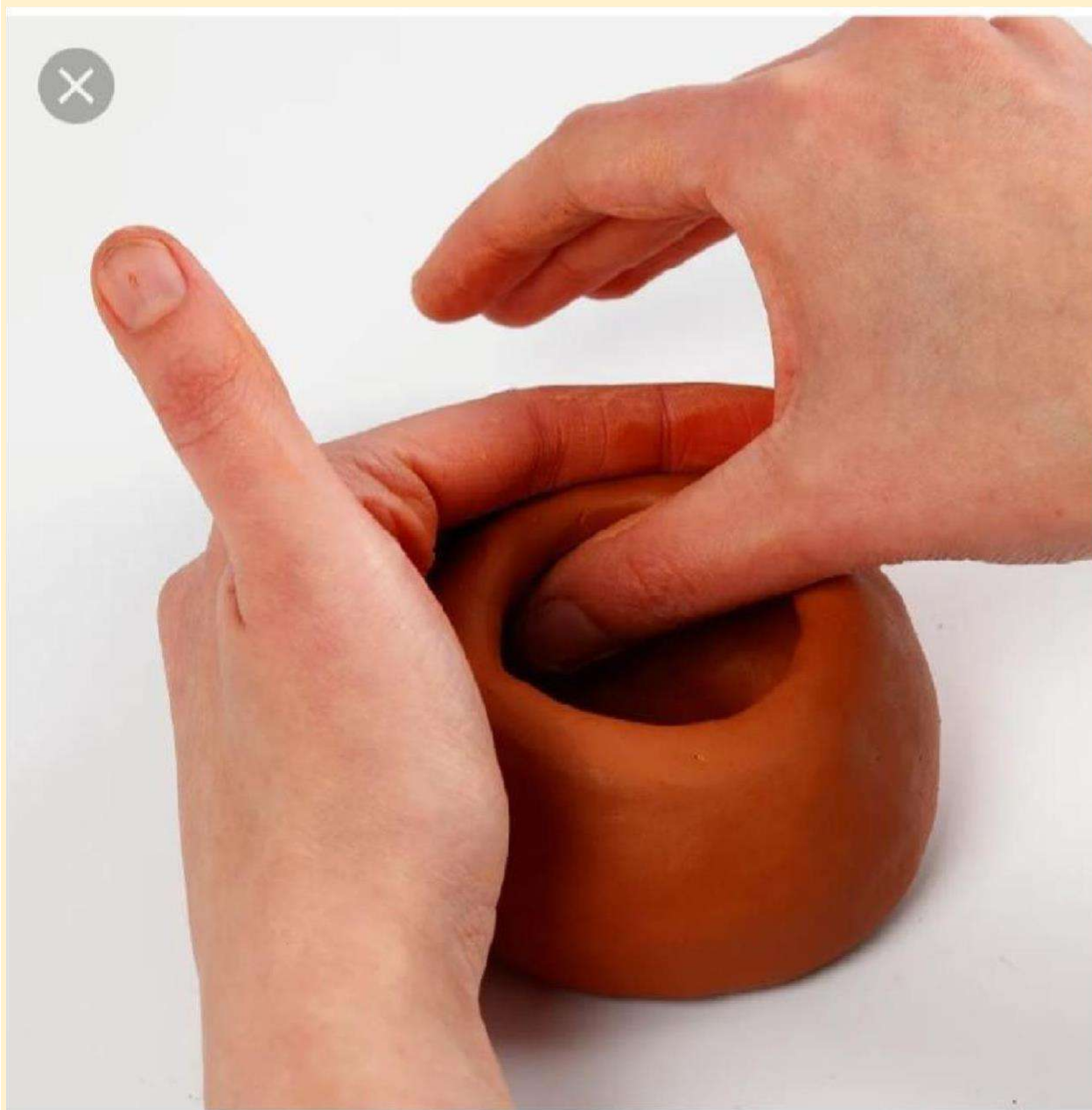
- Clay
- Sticks or incising tool
- A container with water
- Papers or leaves for placing the clay and modelled articles.

How to model a container using the pinch technique

- Collect clay from the local environment • Remove impurities such as stones and roots.
- Mix the clay thoroughly by pressing it over and over again until the moisture is evenly distributed. This process is known as **kneading**.
- Take a lump of clay and roll it into a ball and then hold it on the palm of one hand.
- Make a hole in the ball by pressing the thumb of the other hand into the lump of clay.
- Rotate the clay while pinching against the wall of the container using the thumb fingers to widen the hole and shape of the container. Ensure the wall of the container is of even thickness.
- Place your thumbs inside the pinch container then press it gently on a flat surface to give it a stable base. Shape the lid as well. This can be done using fingers or by pressing it gently on a flat surface.
- Use a stick, a scraper or your hand to smoothen the pinch container. You may wet your hand with water as you smoothen the articles.
- Leave the container to dry slowly under the shade.

Pictures showing items modelled by pinch technique







Percussion musical instruments Percussion musical instruments are instruments played by hitting, beating or shaking Examples of percussion instruments are:- shakers , jingles

Pictures showing percussion instruments

Drum

Kayamba





Shaker



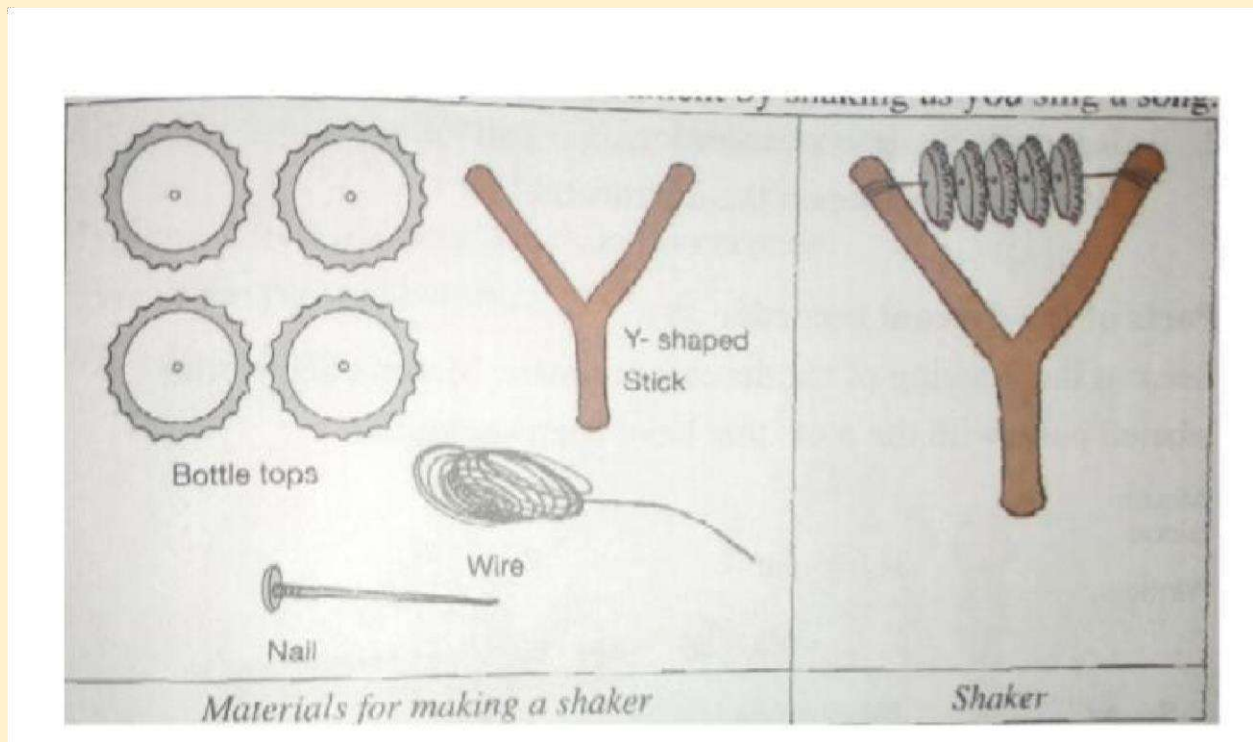
Improvising a shaker

Guide learners to collect the following materials from the local environment;-

- A wooden stick with a shape of Y
- A wire
- Bottle tops
- Hammer
- A nail

How to make a shaker guided by the teacher

1. Pierce a hole through the two opposite sides of the stick
2. Burn the bottle tops to remove the rubber. Be careful to avoid getting burnt.
3. Flatten the bottle tops using the hammer
4. Using a nail, punch holes through the bottle tops. Handle nails with care to avoid getting injured
5. Pull the wire through the bottle tops to arrange them on it.
6. Pull the wire through the holes at the end of the sticks and tie it firmly.
7. You can now play the instrument by shaking as you sing a song



TOPIC 3: APPRECIATION

Musical sound

Sources of Sound

These are things that produces sound in the environment. Examples of things that produce sound in the environment are:-

Animals, birds, vehicles and human beings

Pictures showing things that produces sound in the environment



Identify things that produce low and high sound in the pictures above.

Guide learners to watch a video clips of different sounds in the environment.

Guide learners to try and imitate the soundsthey have heard.

Learners to imitate sounds of animals and others sounds they usually hear in the environment.

Elements of music

The elements of music are volume, speed and pitch.

Volume

The volume of a sound is how loud or quiet the sound is. Sounds are vibrations that travel through the air.

Loudness and softness in music are identified by volume, with loud sounds having high volume and soft sounds having low volume

Guide learners to identify sounds with high volume and sounds with low volume from the environment.

Speed

Speed is tempo in music. **Tempo** tells us how fast the music is going. **Tempo** is measured in beats per minute.

Guide learners to understand the speed of music by guiding them to sing a song then ask them to tell how the beats of the song are? Are they fast or slow?

Pitch

What is pitch?

There are lots of sounds all around us. We use different words to help describe these sounds.

In music, **pitch** is the word we use to describe how **high** or **low** a sound is.

The squeak of a mouse is a **high pitched** sound while the roar of a lion is a **low pitched** sound.



Z Some instruments like the flute or violin are perfect for playing high pitch sound.

Other instruments like the drum are best for playing low pitch sounds

Some instruments like the piano can play both low and high pitch sounds.



Now with family or friends, make a list of the sounds you can hear around you.

It might be a car passing by, the doorbell or birds outside.

Do they make **high pitch** or **low pitch** sounds or both?

Guide learners to explore high and low pitch instruments in the environment **Water Safety awareness**

[Water points around home](#)

The water points around home are:-

Rivers

Lakes

Dams

Ponds

Swamps

Oceans

Well

Pictures showing water points around home





Dangers of water points around home

The water points around home can be very dangerous if not used very carefully.

If children are left alone around water points, these dangers might occur;-

- Drowning – drowning occurs when someone who doesn't know how to swim gets into the water and he/ she is overpowered by water.
- Injuries – when you get into the water that is not very safe for swimming you get injured by stones,sticks or even metals.
- Death – this is caused by drowning in water and you don't have anyone to assist you.

Making montage of a lake

Materials needed

Magazines

Newspapers

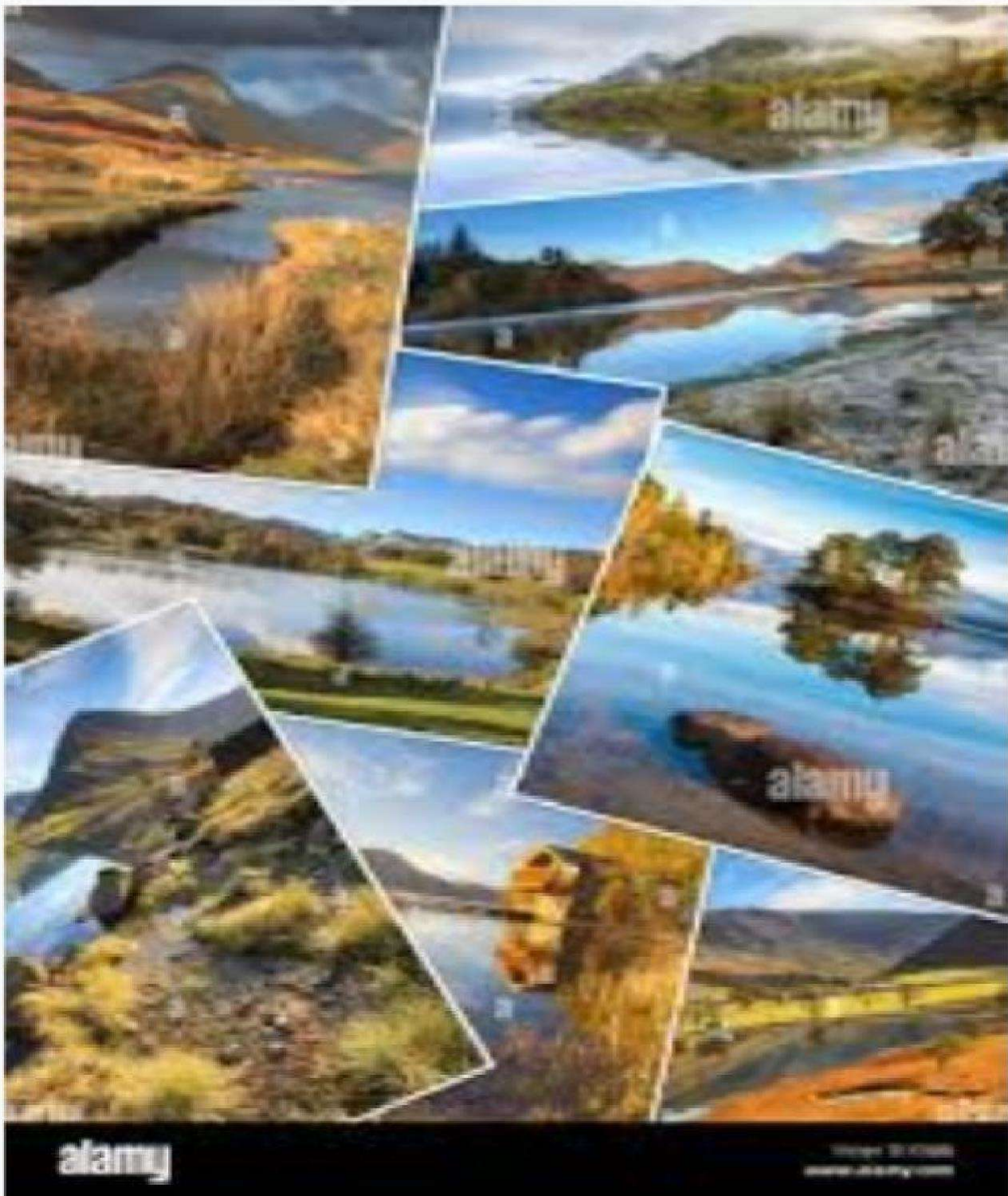
Scissors

Glue

Manilla papers

What to do:

1. Guide learners to collect pictures of familiar water points from magazines, newspapers or old books
2. Sort and cut out the pictures
3. Stick using glue side by side the pictures on a stiff paper to make a simple montage
4. Leave your montage to dry then display it for others to view and assess.



Picture of a montage Safe ways to observe around water points

Stay safe while around water point of any kind by following these simple rules;-

1. Never swim alone
2. Never push or jump on others
3. Never dive into an area you're unfamiliar with.
4. Don't go into the water unless you know how to swim
5. Never run near a swimming pool or any water point.
6. Listen to instructions and obey swimming pool rules

END OF THE YEAR