

GRADE 5; CREATIVE

ARTS NOTES

CBC RATIONALIZED WORK

Well-organized, simplified learning notes that provide clear, concise information in a logical sequence, making key concepts easily accessible and memorable, enhancing understanding and retention while fostering engagement and facilitating effective study.

By providing a clear focus on key ideas, these Mwalimu Consultancy Notes foster better retention and comprehension, making learning more accessible and enjoyable.

UPDATED VERSION

This is a Free Sample/Overview of the Original Notes

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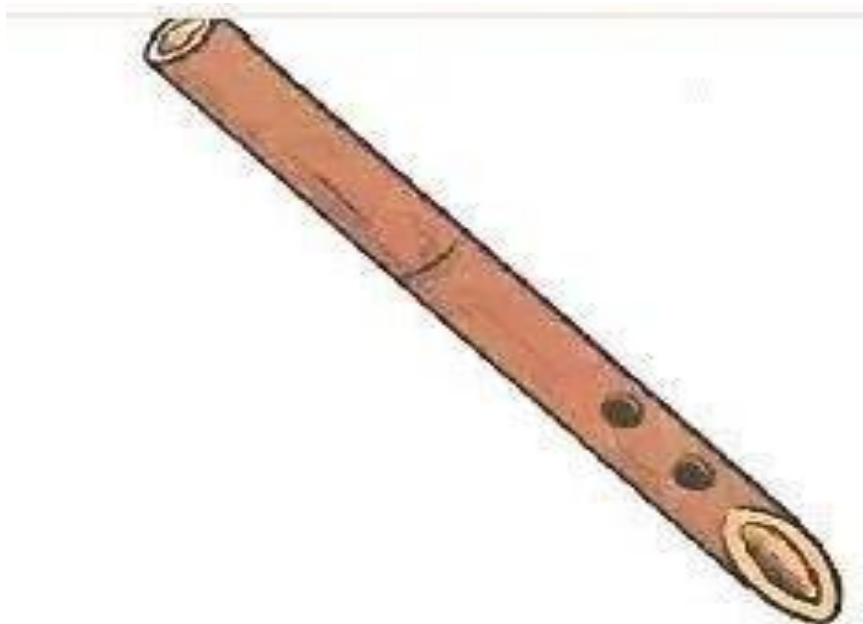
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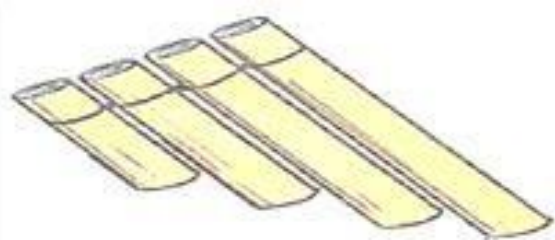
STRAND 1-CREATING & EXCUTION.

1.1 Indigenous Kenyan Wind Instruments.

Wind instrument.

- A wind instrument is a musical instrument which is played by blowing air into it.
- Wind instruments are found in most communities in Kenya.
- Different communities have indigenous names for their wind instruments.
- The instruments vary in shapes and sizes and materials used to make them. Chivoti Ndurerut





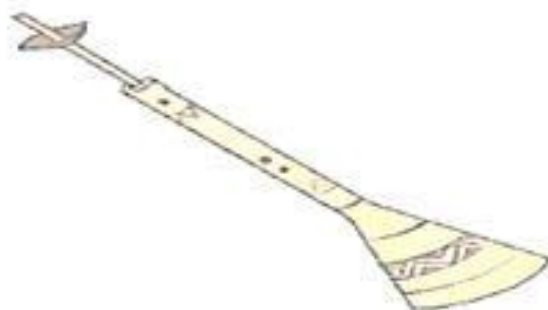
Biringi



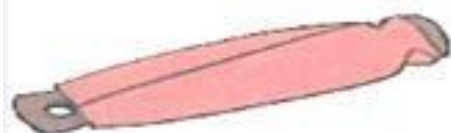
Maturiru



Emborogo



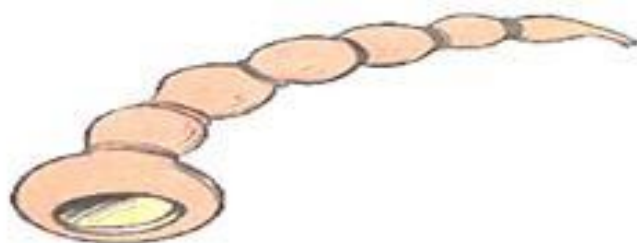
Bung'o



Vilingi



Nzumari



Abu



Mulele

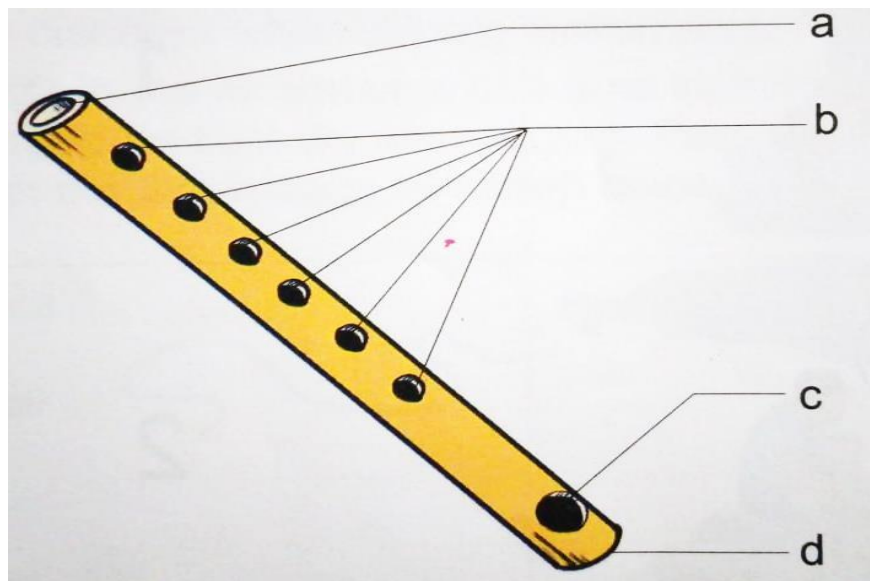


Olwika

Fig. 10: Wind instruments from different Kenyan communities

Parts of a wind instrument.

- Air is blown into wind instrument through a hole called the blowing hole or mouthpiece.
- A wind instrument has other holes used to produce different sounds or pitches when played.
- A wind instrument has an open end used to let out air when played.
- Some wind instruments have mouthpieces made of reeds.
- Wind instruments are made from different materials.
- Some instruments have a closed end to help air to pass in a particular direction.



- a. Open end.
- b. Fingering holes.
- c. Mouthpiece.
- d. Closed end.

Steps in Making a wind Instrument.

- ↳ Collect the materials needed in making a wind instrument such as:
- ↳ Ensure the tube being used is hollow.
- ↳ Mark and Cut holes as required.
- ↳ Ensure you handle the knife carefully to avoid injuries.
- ↳ Clean the place by collecting litter after making the wind instrument.

Care for A wind instrument.

- ↗ Materials used for making most of the wind instruments are breakable, hence the instruments should be handled with care.
- ↗ Some wind instruments have straps for hanging them for safe storage.
- ↗ Use a clean piece of cloth to wipe the mouthpiece. This will reduce the risk of communicable diseases when sharing instruments.
- ↗ Moisture collects in the air passage of a wind instrument as it is played. The air passage should be kept dry after playing by passing a feather or a clean piece of cloth through the air passage.

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Role of wind instruments in music making.

- ✧ Some are used to introduce the performance such as whistles and some flutes, for example, chivoti.
- ✧ Some may be played between parts of a song to bridge (fill the gaps or moments when the singers are silent).
- ✧ These instruments can also be played to respond to a soloist. For example, some flutes such as chivoti.
- ✧ They provide accompaniment to songs and dances.
- ✧ Wind instrument also signals the start or change of a song.
- ✧ Other such as horns, for example Olwika of the Luhya is used to mark the climax of the performance.
- ✧ Solo wind instruments are used for music making during leisure time.
- ✧ Wind instruments that do not play melodies such as the Olwika of Luhya can be used to help in keeping the speed of the performance.

1.2 Football.

Skills of kicking, stopping and goalkeeping used football.

a.) Kicking:

Instep kicking technique-An in-step football kick involves a performer striking the football with the top part of the foot.



b.) Stopping:

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b.) Stopping

Inside of the foot stopping.

Use the inside of your foot to stop the ball with an inside trap.

The inside trap is the easiest trap to master and also the most common one in soccer.

As the ball moves toward you, rotate your foot toward the ball so that the inside of your foot is facing it.



c.) Goalkeeping:

A goalkeeper is a specialised position in the football whose main role is to stop the opposing team from scoring (putting the ball over the goal-line of the goal).



Stance in goalkeeping.

- ☐ This is done by having your feet shoulder width apart.
- ☐ The body weight should be on the balls of your feet.
- ☐ Both the knees and the back should be slightly bend.
- ☐ The hands should be positioned out in front comfortably in the hip area.
- ☐ This stance will help a goalkeeper maintain proper balance and keep their weight forward.

The shape of the keeper will appear concave.



Shot stopping in goalkeeping.

- ☐ A shot stopping action is an action which actually stops the ball from crossing the goal line, a shot preventing action is an action which prevents a shot from ever happening in the first place.



1.3 Composing Rhythm.

Interpreting rhythmic patterns using French rhythm names.

- ☐ French rhythm patterns can be written using music symbols.
- ☐ These symbols are called notes.
- ☐ The notes have different names.
- ☐ The French rhythm names with their matching notes have same length of sound.
- ☐ The length of sound of a note is called time duration.

French rhythm name	Note symbol	Note name	Length of sound	Number of beats
Taa ✓		crotchet	1 long sound	1 beat
Ta-te ✓		quavers	2 short sounds	1/2 a beat for each quaver
Taa-aa ✓		minim	2 long sounds	2 beats
Taa-aa-aa-aa ✓		semibreve	4 long sounds	4 beats

- A song is made up of different words written as a poem.
- The words are made up of syllables.
- These syllables may carry long or short sounds.
- The natural rhythms help us to find the correct rhythms to use in the writing the rhythm of a song.
- We can use French rhythm names to show the length of words or syllables.
- We can use French rhythm names or note symbols to write rhythms of songs.

- Rhythms can be created using the note symbols 
- Rhythms can be interesting by varying the note symbols.
- Songs are also made of bot strong and weak beats.
- The beats can be grouped into twos, threes, or fours.
- The strong and weak beats can be identified from words within a rhythmic pattern.

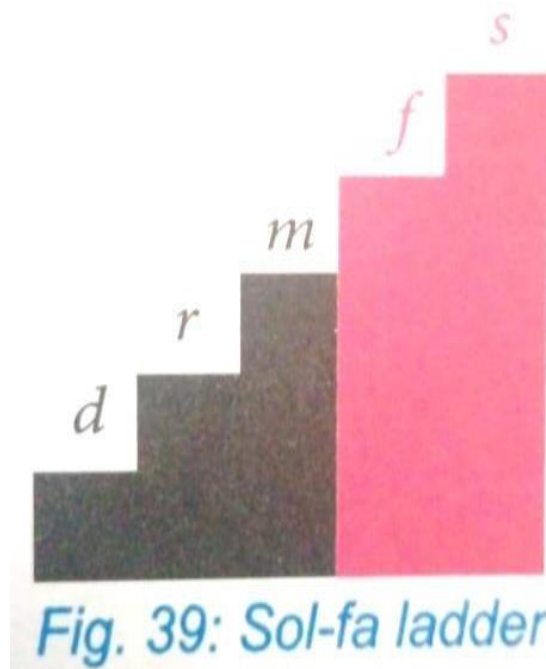
- The strong songs the strong beat occur first followed by the weak beat,
- This helps us to feel the song either in twos or in fours.
- Conducting can help to identify if a song is in two or four beat patterns, this helps us to know if the song is either in two or four beat patterns
- When conducting, the strong beat is shown by the hand's downwards movement.
- Different rhythms can be created using French rhythms names.
- ***Taa-aa-aa-aa, Taa-aa, Taa and Ta-te***

- The note symbols ,  and  can also be used to create rhythms.
- When creating a rhythm pattern, the note symbol should be varied to make the rhythm interesting.

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1.4 Composing Melody.

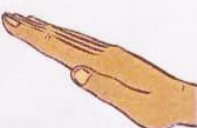
- ✧ Music sounds can be sung using sol-fa syllables.
- ✧ In grade 4 you have learnt about the first three sol-fa syllables **d-r-m**.
- ✧ Here we will learn about **f** and **s**.



Sol-fa syllables are used to help in sounding music notes.

d-r-m-f-s are the first five sol-fa syllables sung as **doh, re, mi, fa, so**.

Table on hand signs

Sol-fa	How to form the sign	Hand sign	Position of the hand sign
<i>d</i>	Make a fist with the palm facing down.		
<i>r</i>	Straighten the fingers and bring the hand up to make a 45° angle with the ground.		

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doh is the first note, **re**, the second note, **mi**, the third note, **fa**, the fourth note, and **so** the fifth note.

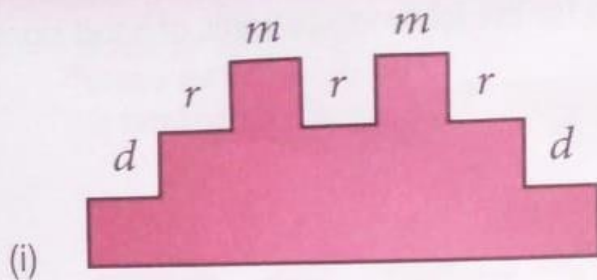
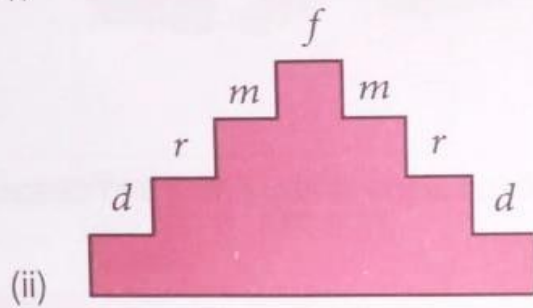
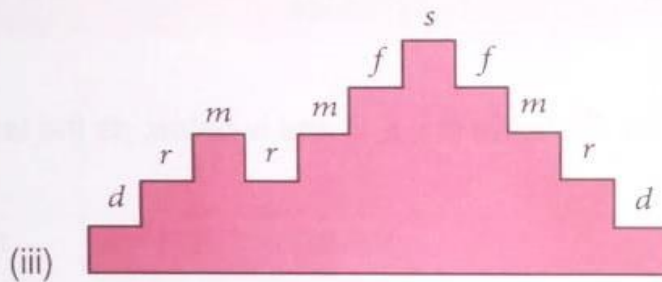
Singing the sol-fa syllables from the lowest to the highest **d-r-m-f-s** is called **ascending**. Singing the sol-fa syllables from the highest to the lowest **s-f-m-r-d** is called **descending**.

Interpreting the hand signs of the Sol-fa syllables d r m f s.

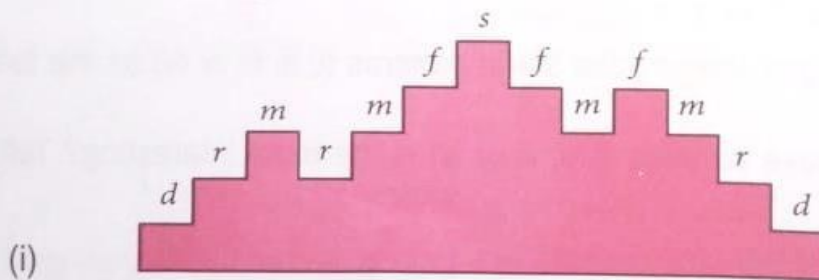
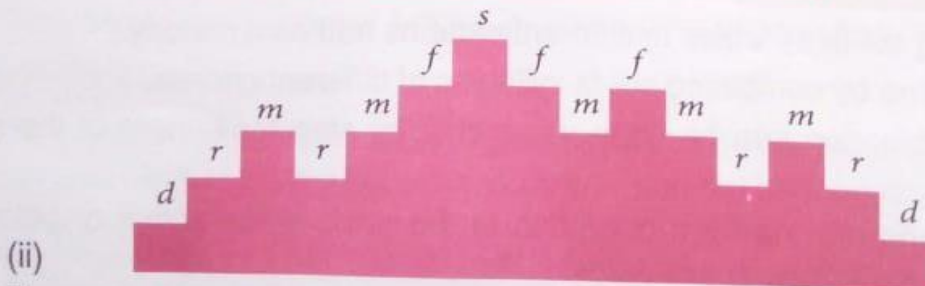
<i>m</i>	Keep the same hand shape but move it so that it is parallel to the ground.		
<i>f</i>	Making a loose fist with four fingers, extend the thumb.		
<i>s</i>	Straighten the fingers so that the hand forms shape M. Tilt it a bit for the palm to face you.		

Fig. 42: Hand signs for solfa syllables

- ☐ Arranging sol-fa syllables in different patterns makes a melody.
- ☐ This is done by combining sol-fa syllables of different pitches.
- ☐ The combination can be done using step by step movement of the sol-fa syllables.
- ☐ This means moving from one pitch to the next, either above or below as shown in the following examples:



5. You can make a melody interesting by repeating part of it higher or lower down immediately.



6. The melodies above can be made more interesting by using different note symbols.

1.5 Rounders.

Features of a rounders bat.



Features of a rounders bat include:

Knob – ensures the bat is tightly secured within the arms. Handle – for holding

Grip – prevents injury on the arms when holding the bat by preventing direct contact to the wooden parts blisters.

Head – the thick part used to hit the rounders ball. Length –

Thickness -

STRAND 2 PERFORMANCE & DISPLAY.

2.1 Athletics Visual Baton Exchange Non-Baton Exchange.

Appropriate materials for plating a skipping rope and making relay baton.



For skipping rope, you need:

- ✓ Pair of scissors.
- ✓ Sisal.
- ✓ Leather fibre.
- ✓ Recycled polythene bags.
- ✓ Old fabric materials such as cloths.
- ✓ Plastic/wooden handles.

For baton, you need:

- ✓ Wood.
- ✓ Rubber.
- ✓ Metal.
- ✓ Plastic tubing.
- ✓ Old magazine.
- ✓ Cardboard.

How to improvise a baton to use.

- ✓ Cutting a sizeable straight stick of your choice.
- ✓ Peel off the bark parts to remain with woody part.
- ✓ Dry the peeled part until all water/fluid is finished.
- ✓ Make decorations on the dried stick using the following methods:
 - ↳ Painting -using paint on the surface.
 - ↳ Smoking -partially heated from direct flames.
 - ↳ Incising-decorate an object with a cut or cuts.



Painted baton sticks.



Smoked/heated sticks.

POLITE NOTE!

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