Grade 1 Creative Activities

Terms 1, 2 and 3 - notes for 16 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 Creating and Executing | Term 1

1.1 Jumping

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify different ways of jumping for body agility
- improvise objects to be used for jumping
- jump in different ways for coordination
- sing songs while jumping for fun

KEY WORDS

jump, hop, leap, high, far, forward, backward, sideways, land, rope.

1. Ways of jumping

Ways of jumping

We can jump up (high), forward (far), backward, sideways (left and right), on two feet, and hop on one foot.

Coaching points: bend your knees, swing your arms, push off the ground and land softly on the balls of your feet with bent knees.

2. Watching a jumping demonstration

Demonstration and copy

The teacher (or a video) shows: a tuck jump (knees up), a star jump (arms and legs out), a long jump from standing, and a jump over a low line.

Learners copy each jump three times. Rest between jumps.

3. Jumping for height

Activity: jump high

Materials: two sticks and a string held low, about knee height.

Run a few steps, take off from one foot or two, lift the knees and swing the arms up, clear the string and land on two feet.

The string is loose, so if it is touched it falls. Raise it a little only when everyone has cleared it.

4. Jumping for distance

Activity: standing long jump

Materials: a start line, bean bags or stones to mark.

Stand behind the line, feet apart. Bend the knees, swing the arms back, then swing them forward and jump. Land on two feet and do not fall back.

A partner puts a stone where your heels landed. Try again. Did you jump further?

5. Jumping in different directions

Game: Jump the river (a line on the ground is the river bank)

The teacher calls "Forward!" "Back!" "Left!" "Right!" and learners jump that way over the line.

Then add "In the river!" and "On the bank!" for quick jumps forward and back.

6. Finding materials for jumping

Improvised equipment

Skipping ropes: sisal, banana fibres, old cloth strips twisted together. Uprights for a high jump: two straight sticks pushed into the ground with a string. Markers: stones, bottle tops, bean bags.

Collect safely: with the teacher, no sharp or broken objects, no climbing trees, wash hands after.

7. Making a skipping rope

Practical: plaited rope

Materials: three long strips of cloth or sisal per group.

Tie the three strips together at one end. One learner holds the knot; another plaits: left over middle, right over middle, again and again. Tie the other end.

Test it: two learners pull gently. Is it strong? A rope about two of your arm-spans long is good for a group.

8. Skipping with a rope

Activity: group skipping

Two learners turn a long rope slowly. One learner stands in the middle and jumps when the rope comes to the feet. Count the jumps.

Start with the rope swinging side to side low ("snake" or "river"), then full turns. Change turners often.

9. Singing while jumping

Skipping rhyme

"Jump, jump, up so high, touch the clouds up in the sky. Jump, jump, down so low, one, two, three, and out you go!"

The group sings while one learner jumps. On "out you go" the jumper leaves and the next one comes in. Learners may share skipping songs from home in their own languages.

10. Hopping games

Game: hopscotch

Materials: a grid of eight boxes drawn on the ground, a stone.

Throw the stone into box 1. Hop over it on one foot through the boxes; land on two feet in side-by-side boxes. Turn, hop back, pick up the stone on the way.

Next time throw to box 2, and so on. Wait behind the line for your turn.

11. Jumping relay

Game: kangaroo relay

Teams line up. The first learner jumps with two feet together to a marker and back, then touches the next learner's hand.

Second round: hop on one foot. Third round: frog jumps (crouch and jump forward). Cheer for every team mate.

12. Safety when jumping

Jumping safely

Warm up first. Jump on grass or soft soil, not on stones, concrete or near walls. Keep space between jumpers. Land softly with bent knees. Wear tied shoes or go barefoot on clean grass. Stop and tell the teacher if anything hurts.

Check the area: pick up stones, sticks and rubbish before starting.

13. Showing our best jumps

Jumping show

In groups, each learner shows their best jump: high, long, star, tuck, hop or skipping.

Talk about it: "I liked Juma's star jump because his arms were wide." "I can jump further if I swing my arms more."

14. Why jumping is good for us

Jumping and our bodies

Jumping makes our legs and heart strong, helps balance and helps us move quickly. It is fun to do with friends.

Final game: free choice of skipping, hopscotch or the jumping relay, with a song. Cool down: walk slowly and stretch.

TRY THESE

1. Show a jump up on two feet.
2. Show a hop on one foot.
3. Show a star jump.
4. Show a tuck jump.
5. What helps you jump higher?
6. Jump over the string.
7. Where do you stand before jumping?
8. What do the arms do?
9. Jump to the left.
10. Jump backward.
11. Name a material for a skipping rope.
12. What can we use as uprights?
13. How many strips do we plait?
14. What do we do at the start and the end?
15. When do you jump?
16. How many jumps did you do?
17. Sing the rhyme while clapping.
18. When does the jumper leave the rope?
19. Hop on your left foot.
20. Where do you land on two feet?
21. How do you jump in the kangaroo round?
22. What do you do when you get back?
23. Name a safe place to jump.
24. What do we do before jumping?
25. Which jump did you show?
26. Say one good thing about a friend's jump.
27. Name one way jumping helps our body.
28. What did you feel in your chest after jumping?

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TOPIC TEST

T1. Jump forward, then backward, without falling.
T2. Do three star jumps in a row.
T3. Try the string one step higher.
T4. Count how many of your feet fit between the line and your marker.
T5. Make up a pattern: forward, right, back, left.
T6. Bring one safe material from home for our ropes.
T7. Make a short rope for yourself.
T8. Run in while the rope is turning and jump three times.
T9. Make up a new line for the rhyme.
T10. Finish the grid without stepping on a line.
T11. Lead your team's warm-up.
T12. Make a "jump safely" rule card for the class.
T13. Join two jumps into one short routine.
T14. Teach a jumping game to a younger child at home.

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Strand 1.0 Creating and Executing | Term 1

1.2 Rhythm

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify items that maintain a steady pulse for beat articulation
- play a steady beat on a percussion instrument while singing
- create a rhythmic accompaniment to a song using body percussion

KEY WORDS

beat, steady, rhythm, clap, tap, snap, stamp, march, drum, shaker.

1. What is a steady beat?

Steady beat

A steady beat is like a heartbeat or a clock: it goes on and on at the same speed. Tick, tock, tick, tock.

Things with a steady beat: a clock, our heartbeat, our feet when we walk or march, a dripping tap, a windscreen wiper.

2. Imitating steady sounds

Sound copies

Copy: a clock ("tick, tock"), a train ("chug-a, chug-a"), a dripping tap ("drip, drip"), a heart ("boom, boom").

Do each one with a body movement on every beat: tick-tock with the head, chug-a with the arms, drip with a finger, boom with a hand on the chest.

3. Clapping and tapping the beat with a song

Clap the beat

Sing a simple song the class knows (for example "Head, shoulders, knees and toes" or a local children's song).

Clap on every beat.

Change the action: tap your knees, tap your shoulders, tap the desk. Keep the same steady beat.

4. Marching and stamping the beat

March to the beat

March around the room or field while singing a marching song. Each step falls on a beat.

Stamp the first beat of every four: STAMP, step, step, step. Then march slowly and quickly, but always steadily.

5. Body percussion sounds

Body percussion

Clap (hands), tap (knees or chest), snap or click (fingers), stamp (feet), pat (thighs), rub (hands).

Copy patterns: clap, clap, pat, pat. Stamp, clap, stamp, clap. Snap, snap, clap.

6. Watching performances with body percussion

Watch and name

Watch a recorded or live performance (a choir, a school group, a cultural dance). Look at their hands and feet.

Name what they do: clapping, stamping, shoulder shaking, thigh patting. Copy one pattern you liked.

7. Accompanying a song with body percussion

Accompaniment
An accompaniment is sound that goes along with the song. Choose a pattern: pat, clap, pat, clap. Keep it going while the class sings.
Half the class sings; half plays the pattern. Then swap.

8. Improvising our own accompaniment

Make your own
In groups, choose a short song. Make a pattern of four sounds that fits the beat, for example stamp, clap, snap, clap.
Practise it with the song, then show the class.

9. Making simple percussion instruments

Practical: instruments from waste
Materials: plastic bottles with lids, tins, beans, stones, sticks.
Shaker: a bottle with a handful of beans, lid tight. Drum: an empty tin or bucket turned upside down. Rhythm sticks: two smooth sticks tapped together.
Re-using bottles and tins keeps them out of the environment.



shaker



drum



long drum

10. Playing a steady beat on an instrument

Instrument beat
Play your shaker, drum or sticks on every beat while the teacher counts: 1, 2, 3, 4.
Follow the conductor: start together, play eight beats, stop together. Try slow and fast, always steady.

11. Playing a beat while singing

Sing and play
Sing a familiar song and play your instrument on every beat. Keep your eyes on the conductor and your ears on the others.
If you get lost, stop, listen, and come back in on the next beat.

12. Rhythm band

Class rhythm band
Drums play beat 1 of every four. Shakers play every beat. Sticks play beats 2 and 4. Body percussion group claps and stamps a pattern. Everyone sings.
Start one group at a time, then all together.