

# **STUDENT'S WORKSHEETS**

FOUNDATION PROGRAMME FOR LITERACY  
NUMERACY AND SKILLS

## **INSTRUMENTAL MUSIC**

**GRADE 9**

**TITLE : KITCHEN BEATS  
CREATING MUSIC WITH EVERYDAY UTENSILS**

**MOE  
MAHATMA GANDHI INSTITUTE  
2025**

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**GRADE 9**

# **STUDENT'S WORKSHEET**

**TITLE :**

**KITCHEN BEATS: CREATING MUSIC WITH EVERYDAY UTENSILS**



## Introduction

### INTRODUCTION

In Indian music, rhythm forms the heartbeat of every performance. Two important concepts are **laya**, which refers to uniform speed in music, and **taal**, the rhythmic cycle that repeats throughout a piece. In this activity, you will discover that rhythm is not only found in songs, but also in everyday life. By using simple kitchen items like spoons, cups, or bowls, you will create your own sounds and explore how changing the speed (laya) can make music feel fast, slow, or steady. You will also try out repeating beat patterns, just like a basic taal.

By experimenting with these sounds, you will see how traditional rhythm works and how you can make music anywhere – all you need is a good sense of beat, timing, and creativity.

### 1. Let's discuss



### **A. Questions about Laya (Speed/Tempo)**

1. What does the word laya mean in Indian music?
2. Can you give an example of slow, medium, and fast laya?
3. How does changing the laya affect the mood or feel of a piece?

### **B. Questions about Taal (Rhythmic Cycle)**

4. What is taal?
5. Can you name any taals you have learned before (e.g., Dadra, Kaherwa, Teentaal)?
6. Why is counting the beats in a taal important for keeping rhythm?

### **C. Questions on Layakari (Ekgun / Dugun)**

7. What is Ekgun? Can you clap an Ekgun pattern?
8. What is Dugun? How is it different from Ekgun?
9. What happens to the number of strokes when we move from Ekgun to Dugun?

### **D. Questions on Padhant (Recitation of bols)**

10. What is Padhant and why do we recite bols before playing them?
11. Can you recite the bols of Dadra, Kaherwa, or Teentaal?
12. How does Padhant help you keep the beat steady?

### **E. Linking Prior Knowledge to the Activity**

13. Where do you experience rhythm in your everyday life outside music class?
14. How can we use simple objects—like kitchen utensils—to keep a beat or create a rhythm?
15. Do you think you can follow a taal using objects that are not real musical instruments?

## 2. Warm Up

- Demonstrate a simple body percussion routine (clap, tap chest, stomp) followed by students' practice.
- Engage in a quick sound identification game using common kitchen objects.



## 3. Sound Discovery

- Students explore the different sounds produced by striking, scraping, or shaking the utensils.
- Discuss high vs. low sounds and loud vs. soft sounds.

## 4. Rhythmic Patterns

- Model simple 6 (Dadra Taal) and 8 Beats (Kaherwa Taal) patterns using the objects.
- Encourage students to echo and create their own patterns.

## 5. Group Performance

- Arrange students in small groups to perform a rhythmic sequence as an ensemble with those utensils. Musical instruments available at school can be used to enhance performance.



- Emphasize coordination, timing, and listening to others.

## 6. Reflection

- Discuss what they discovered about sound and teamwork.
- Encourage learners to think about how music is present in everyday life.

## Exercise 1



### Word Search

(MADHYA, REGULAR, LAYA, DRUT, VILAMBIT, RHYTHM, SPEED, EKGUN, DUGUN)

A	C	S	R	S	E	A	A	T	V	H
T	R	I	P	B	C	D	R	T	A	E
X	D	E	C	M	A	D	H	Y	A	G
F	E	N	G	D	L	A	Y	A	N	D
D	K	Y	U	U	A	X	T	R	C	R
Q	G	G	A	A	L	F	H	H	I	U
O	U	P	V	I	L	A	M	B	I	T
N	N	R	T	H	C	E	R	E	A	F

## Exercise 2

**Instructions for Students;** Circle and colour the Kitchen equipment that can be used for percussion and cross out those which cannot be used for percussion.





### Exercise 3

**Crossword:** Complete the crossword by filling in the correct musical terms based on the clues provided

CLASS ACTIVITY		Cross - word							
	1	2	3	4	5	6	7	8	9
a							A		
b	V								
c						L			
d	B								
e									K
f									
g									
h									
i		M							

Across →	Down ↓
a. is the first and most accented beat in a <i>taal</i>	1. is the different sections found in a <i>taal</i> .
c. means speed in Indian music	3. is the unaccented beat in any <i>taal</i> .
d. sonorous part of a <i>taal</i> or <i>theka</i> .	7. is a complete cycle of a <i>taal</i> .
i. is the unit of measurement in music.	9. is the vertical bar used to show the divisions in a <i>taal</i> .

**PROFILLING: (Tick Appropriately)**  
**Lesson 1- Kitchen Beats; MY PROGRESS?**

			
	Good	Satisfactory	Needs Improvement
<b>What have I Learned?</b>			
<b>1. Sound Exploration</b> (Identifying and creating different utensil sounds)			
<b>2. Rhythm Creation</b> (Creating and copying rhythmic patterns)			
<b>3. Ensemble Performance</b> (Group coordination and timing)			
<b>4. Creativity &amp; Use of Utensils</b>			
<b>5. Understanding of Musical Concepts</b> (Taal, Laya, patterns)			
<b>6. Reflection &amp; Expression</b> (Sharing learning in discussion)			



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