

# **TEACHER'S GUIDE**

FOUNDATION PROGRAMME FOR LITERACY  
NUMERACY AND SKILLS

## **INSTRUMENTAL MUSIC**

**GRADE 9**

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

**MOE  
MAHATMA GANDHI INSTITUTE  
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**GRADE 9**

# **GUIDE TO EDUCATORS**

**TITLE :**

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



## Competency

Performing

## Element

Perform ensemble pieces

## Performance Criteria

**Level 1:** : Performs short pieces with support in group settings

## Purpose of Activity

This activity engages students in exploring everyday objects as musical instruments. It develops creativity, coordination, and rhythmic awareness by encouraging learners to discover sounds in their environment and perform simple patterns together.

## Learning Outcomes

By the end of the lesson, students should be able to:

- Identify different sounds produced by kitchen utensils.
- Use everyday utensils to create and replicate rhythmic patterns.
- Perform simple rhythmic sequences individually and in a group.
- Demonstrate creativity through sound exploration.

## Resources & Materials

- Metal spoons, pots, pans, bowls, whisks, plastic containers
- Wooden sticks or ladles
- Cloth or sponge for muted sound effects
- A beat-keeping app or metronome (optional)
- Floor space for group work

## Teaching Trajectories / Implementation Guidelines

### 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, students will explore how these rhythmic ideas exist even in everyday life. By using kitchen utensils to create sounds, learners discover how different tempos (laya) change the feel of music and how repeating rhythmic patterns work like a simple taal. Through hands-on playing, students connect the traditional understanding of rhythm with creative, modern sound-making, helping them experience how music can be made anywhere when we understand beat, timing, and structure.

### Procedures

#### 1. Prior Knowledge



### **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.

Students will be assessed on their ability to:

### **1. Sound Exploration**

- Identify different sounds created by utensils.
- Explore and demonstrate various playing techniques (striking, scraping, shaking).

### **2. Rhythm Creation**

- Copy simple rhythmic patterns modeled by the teacher.
- Create short rhythmic sequences using utensils.
- Adjust rhythm to slow, medium, and fast laya.

### **3. Ensemble Performance**

- Perform as part of a group with coordination and timing.
- Maintain a steady tempo while listening to peers.
- Follow simple group cues (start/stop, loud/soft).

### **4. Creativity & Use of Utensils**

- Use utensils in innovative ways to produce different tones.
- Combine utensils creatively to form rhythmic textures.

### **5. Understanding of Musical Concepts**

- Demonstrate understanding of laya, ekgun/dugun, and simple taal patterns.
- Apply counting and beat-keeping skills during performance.



## Rubric Assessment

Category	Criteria / Indicators	Basic	Intermediate	Proficient
<b>1.Sound Exploration</b>	<b>Creating sounds using utensils</b>	Uses only one technique; limited experimentation.	Uses 2-3 techniques (striking, scraping, shaking).	Confidently explores a variety of techniques safely and creatively.
<b>2. Rhythm and creativity</b>	<b>Copying rhythmic patterns</b>	Struggles to copy patterns; timing inconsistent.	Copies patterns with minor timing errors.	Accurately echoes patterns with steady tempo.
	<b>Creating rhythmic patterns</b>	Creates simple patterns with support.	Creates short rhythmic patterns with some consistency.	Independently creates clear, steady rhythmic patterns.
	<b>Laya (tempo control)</b>	Cannot maintain tempo; loses beat.	Maintains slow/ medium/ fast laya with small slips.	Adjusts tempo confidently and keeps steady laya throughout.
<b>3. Ensemble Performance</b>	<b>Group timing</b>	Frequently off-beat; difficulty staying together.	Mostly on-beat with occasional delays.	Performs consistently in sync with the group.
<b>4. Creativity &amp; Use of Utensils</b>	<b>Creative use of utensils</b>	Uses utensils in predictable or repetitive ways.	Shows some creativity but limited variety.	Demonstrates imaginative, varied, and purposeful use of utensils.
<b>5. Understanding Musical Concepts</b>	<b>Laya &amp; Taal awareness</b>	Difficulty keeping beat or counting cycles.	Shows developing awareness with small mistakes.	Maintains steady beat and recognises simple cycles (6-beat, 8-beat).

## 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> .



## EXTENSION ACTIVITY

- Home Assignment: Ask students to create a short “Kitchen Percussion Performance” at home using safe utensils, record it (if possible), and share with the class.
- Integration with Literacy: Students write down names of utensils used in the activity
- Cross-Curricular Link: Link with Science by discussing how materials (metal, plastic, wood) affect sound production.



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