

TEACHER'S GUIDE

FOUNDATION PROGRAMME FOR LITERACY
NUMERACY AND SKILLS

INSTRUMENTAL MUSIC

GRADE 7

**TITLE : Discover Your School Environment
Through Instrument Making**

**MOE
MAHATMA GANDHI INSTITUTE
2026**

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GRADE 7

GUIDE TO EDUCATORS

TITLE :

Discover Your School Environment Through Instrument Making



Competency

C3 - Making of simple musical instruments

Element

Create simple musical instruments

Performance Criteria

Level 1: Create simple musical instruments.

Purpose of Activity

The purpose of this activity is to help students understand that music is an art form that uses organised sound to express moods, feelings, and emotions, and that it is not limited to traditional instruments. By exploring their school environment, students discover how everyday materials can be transformed into instruments capable of producing expressive sound. Through collecting, designing, and creating these instruments, learners develop creativity, collaboration, and problem-solving skills.

This activity further allows students to experiment with rhythm, tone, and texture, helping them experience how sound can communicate different emotional qualities. It also promotes appreciation for recycling, improvisation, and hands-on music-making while giving learners the opportunity to perform together as a group.

Learning Outcomes

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

- Define the term music.
- List the importance of music in life.
- Identify materials in their school environment.
- Create simple musical instruments using available materials.
- Demonstrate creativity and teamwork through musical performance.

Resources & Materials

- School environment materials (dry leaves, sticks, pebbles, cans, bottles, rubber bands, etc).
- Glue, scissors, tape, string, markers, and paper for decoration.
- Chart paper and markers for reflection or instrument labeling.

Teaching Trajectories / Implementation Guidelines

Introduction

Activity 1

Welcome

- Welcome students and discuss with them about the importance of Performing Arts.
- Convey to students the behaviour expected in a music class and establish the classroom rules.

Activity 2

Introduction to Music

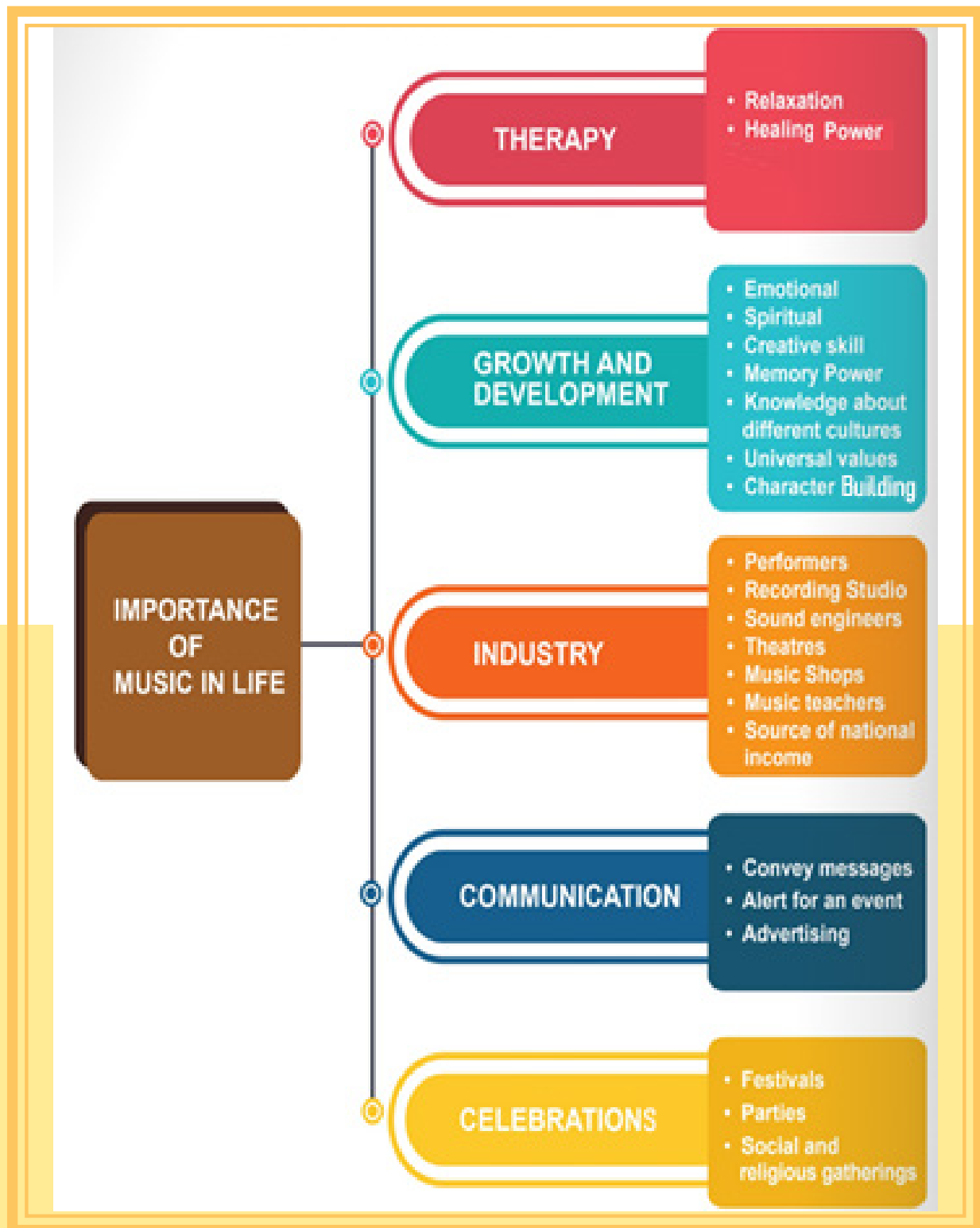
- Explain the term music



1.0 INTRODUCTION:

Music is an art form through which one expresses moods, feelings and emotions by singing, playing musical instruments or dancing. It is widely practised around the world. Music and dance is always well appreciated and given a lot of importance in different cultures.

- List the importance of music in life.



Activity 3

Discover your school environment

Step 1: The teacher welcomes students and introduces the theme 'Discover Your School Environment.'

- Brief discussion: 'What kind of materials do you see around the school?'
- The teacher shows examples or pictures of simple homemade instruments (e.g., shaker, drum, string box, wind flute).

Step 2: Exploration

- The teacher guides students on a short walk in the school compound.
- Students observe and collect safe, reusable items such as dry leaves, sticks, pebbles, bottles, cans, or rubber bands.
- Each group gathers materials for creating one type of instrument.

Step 3: Creation

Students are divided into four groups:

- Group 1: Shakers
- Group 2: Beaters (e.g., simple drumsticks or tapping sticks)
- Group 3: Wind instruments (e.g., bottle flutes or straw pipes)
- Group 4: Stringed instruments (e.g., rubber band box guitar)

Students design, decorate, and assemble their instruments using the collected materials.

The teacher monitors the students, providing guidance and ensuring safety.

Step 4: Performance

- Each group presents and performs a short rhythm or melody using their instrument.
- Finally, all groups come together for a collaborative classroom performance.
- The teacher encourages rhythmic coordination and creativity.

Step 5: Reflection and Feedback

- Students discuss which materials worked best and what challenges they faced.
- The teacher highlights the value of creativity, recycling, teamwork, and musical expression.

Assessment Criteria

Students will be assessed on:

1. Understanding the concepts of music.

- Ability to explain the term music.
- Ability to list the importance of music in life.

2. Participation & Collaboration


- Engagement during discussions, exploration, and group work.
- Contribution to teamwork during instrument creation.

3. Creativity & Instrument Construction

- Effective use of collected materials.
- Creativity in design, decoration, and functionality of the instrument.
- Ability to describe how the instrument produces sound.

4. Rhythm & Performance Skills

- Ability to maintain a steady rhythm.
- Ability to create or copy simple rhythmic patterns.
- Ensemble coordination during the group performance.



**Rubric
Assessment**

Criteria	Basic	Intermediate	Proficient
1. Understanding the concepts of music.			
Definition of Music	Gives a vague or incomplete explanation; limited understanding.	Provides a generally correct definition with minor gaps.	Gives a clear and accurate explanation of music.
Importance of Music	Lists 1 example with minimal detail.	Lists 2–3 relevant examples with some explanation.	Clearly lists and explains several reasons why music is important in life.
2. Participation & Collaboration			
Engagement	Participates minimally; needs reminders to stay on task.	Participates consistently with occasional prompts.	Fully engaged, contributes ideas, and supports group work actively.
Teamwork	Limited collaboration; relies on others.	Works well with peers but shows occasional inconsistency.	Collaborates effectively, shares tasks fairly, and encourages others.
3. Creativity & Instrument Construction			

Use of Materials	Uses materials with difficulty or minimal creativity.	Selects materials appropriately and shows some creativity.	Uses materials effectively and creatively to enhance function and appearance.
Design & Decoration	Simple or incomplete design; minimal decoration.	Thoughtful design with some decorations.	Highly creative and purposeful design; decorations enhances the instrument.
Function of the instrument	Produces unclear or inconsistent sound.	Produces sound with some clarity.	Produces clear, intentional sound aligned with the instrument type.
4. Rhythm & Performance			
Steady Rhythm	Struggles to keep a steady beat.	Keeps a beat with minor inconsistencies.	Maintains steady rhythm throughout.
Pattern creation / Replication	Faces difficulty in copying or creating patterns.	Performs simple patterns with minor slips.	Performs accurate and confident rhythmic patterns.
Ensemble Coordination	Frequently out of sync; needs support.	Mostly in sync with the group; occasional slips.	Strong coordination; stays aligned with group performance.


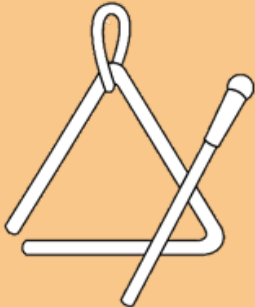


EXTENSION ACTIVITY

- Students can take their instruments home and record a short rhythm pattern or song using them.
- Encourage them to name their instrument and write a short description of how it produces sound.

WORKBOOK

1. **Briefly explain:**
 1. How you created your instrument?
 2. What materials did you use?
 3. What type of sound it produces?
 4. Why do you think music is important in life?

2. Match the names of the musical instruments to their corresponding drawing.

Name	Musical Instruments
Flute	
Shakers	
Beaters	
Guitar	



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