

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
2026**

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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.



Assessment Criteria

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