



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

SUBJECT ASSESSMENT GUIDELINES

MUSIC

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PREFACE TO SUBJECT ASSESSMENT GUIDELINES

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.

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1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

2.2 Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

2.2.1 Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

2.2.2 Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11

SUBJECTS		TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language		4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4	4*	4	4*	16
	FAL	4	4*	4	4*	16
Life Orientation		1	1*	1	2*	5
Mathematics or Maths Literacy		2	2*	2	2*	8
Subject choice 1**		2	2*	2	1*	7
Subject choice 2**		2	2*	2	1*	7
Subject choice 3		2	2*	2	1*	7

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12

SUBJECTS		TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language		5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*		14
	FAL	5	5*	4*		14
Life Orientation		1	2*	2*		5
Mathematics or Maths Literacy		3	2*	2*		7
Subject choice 1**		2	2*	(2*) 3*		(6 [#]) 7
Subject choice 2**		2	2*	(2*) 3*		(6 [#]) 7
Subject choice 3		2	2*	(2*) 3*		(6 [#]) 7

Note:

* One of these tasks in Term 2 and/or Term 3 must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.

The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

3. ASSESSMENT OF MUSIC IN GRADES 10 - 12

3.1 Introduction

The purpose of assessment is to evaluate evidence of a learner's performance in the subject. Furthermore, assessment is an integral part of teaching and learning and is an essential component of the National Curriculum Statement Grades 10-12 (General).

The learner needs to demonstrate learning that integrates knowledge, skills, and values, for example in performance and theoretical assessment and the historical and cultural background of the studied music.

Music is a performance-orientated subject and to assess all the knowledge, skills and values of the subject in an authentic manner a Performance Assessment Task is necessary. The Performance Assessment Task should showcase the learners' broad range of knowledge, skills and values that have been acquired in the learning process.

The four performance pieces (Learning Outcome 1) selected by the learner should be different for each grade.

3.2 Daily assessment in Grades 10, 11 and 12

In Music, daily assessment activities provide learners with opportunities to develop the skills, knowledge and values required to complete the tasks in the Programme of Assessment. These assessment activities should be reflected in the teacher's lesson planning and should not be seen as separate from the learning activities taking place in the classroom.

Learners' development should be continuously measured against the criteria drawn from the Assessment Standards to determine their progress or areas of weakness as they move towards completing the formal Programme of Assessment tasks.

Suggested tasks for informal daily assessment:

ASSESSMENT TASKS	ASSESSMENT TOOLS
Listen to harmonised melodies. Aurally and visually identify harmonies.	Checklist
Identify and describe notated music according to mood, character, and cultural context. A recording of, for example <i>The heavens are telling</i> from <i>The Creation</i> by Joseph Haydn, is played to the class. The class needs to comment on mood, character and cultural context. Knowledge and insight is assessed in this way.	Knowledge and insight is assessed by means of an analytical rubric using seven level descriptors: 7 = Outstanding achievement (80% - 100%) 6 = Meritorious achievement (70% - 79%) 5 = Substantial achievement (60% - 69%) 4 = Adequate achievement (50% - 59%) 3 = Moderate achievement (40% - 49%) 2 = Elementary achievement (30% - 39%) 1 = Not achieved (0% - 29%)
Compose a short piece of music of approximately 12 to 16 bars, using available music technology.	Checklist Show evidence of knowledge, skills and attitudes concerning the composition of music
Improvise on a given rhythmic and melodic pattern to demonstrate the development of improvisation skills.	A holistic rubric evaluating the learner's degree of imagination in the performance is used to assess this improvisation on a seven-point scale.

3.3 Assessment in Grades 10 and 11

The Programme of Assessment for Music in Grades 10 and 11 comprises seven tasks which are internally assessed. Of the seven tasks, six tasks are completed during the school year and make up 25% of the total mark for Music, while the end-of-year assessment is the seventh task and makes up the remaining 75%. The end-of-year assessment has two components: the written examination (150 marks) and final performance examination (150 marks).

3.3.1 Programme of Assessment in Grades 10 and 11

The Programme of Assessment comprises:

- Two written tests (first and third term)
- Three integrated performance tasks (one per term 1–3) – including aural, improvisation and composition or arrangement
- One midyear exam which includes a written examination (150) and a performance examination (150) = 300 marks
- One end-of-year assessment which includes a written examination (150) and final performance examination (150) = 300 marks

PROGRAMME OF ASSESSMENT		
ASSESSMENT TASKS (25%)	END-OF-YEAR ASSESSMENT (75%)	
100 marks	300 marks	
• 2 tests • 1 exam (midyear) ▪ Written paper ▪ Performance • 3 integrated performance tasks	EXAMINATION	
	150 marks	150 marks
	• Written examination (LO3&4)	• Performance examination (LO1&2)

Example of a Programme of Assessment for Grades 10 and 11:

Term 1	Term 2	Term 3	Term 4
Task 1: Integrated performance task (50) • Preparation • Performance (Focus on sound production)	Task 3: Integrated performance task (50) • Preparation • Performance (Focus on planned performance)	Task 5: Integrated performance task (50) • Preparation • Performance (Focus on use of technology)	Task 7: End-of-year exam • Written exam (150) • Performance (150) ▪ Preparation ▪ Performance
Task 2: Test (50) (Focus on practical, aural, improvisation and composition or arrangement)	Task 4: Midyear exam (300) • Written exam (150) • Performance (150) ▪ Preparation ▪ Performance	Task 6: Test (50) (Focus on practical, aural, improvisation and composition or arrangement)	
100 +	350 +	100 = 550 / 5.5 = 100	300
	100 +	300 =	400

The annual Work Schedule in Appendix 1 will guide teachers as to when and what to assess in Grades 10 and 11.

3.3.2 Examples of assessment tasks

Tests

The tests in Music Studies must be substantive in terms of time and marks, and must provide for a range of abilities and assess a range of knowledge and skills. For example, a test should last a minimum of 60 minutes and count a minimum of 50 marks. Tests should include music theory, history of the music genres, arranging, composing and improvisation as well as reflective listening.

Integrated performance tasks

Learners should be assessed in three integrated performance tasks which include both preparatory work and a performance based on this preparation. A portfolio must be developed to provide evidence of the preparatory work undertaken prior to a performance. This preparatory work could include planning, research or any other written tasks required to be carried out before the performance takes place. Marks must be allocated to both the preparatory and the performance processes. The integrated performance tasks could include planning and performing scales or a performance, arpeggios, pieces, sight-reading, aural tests, improvisation, composition and arrangement.

Learners will present their integrated performance tasks individually, except for the ensemble items.

Integrated performance tasks for each term should include written preparation and the performance. Examples of integrated performance tasks are:

- First term: Research and written preparation for technical work, pieces, sight-reading, aural tests, improvisation and assessment of composition or arrangement. It should be kept in mind that learners will not have

done much practical work by the end of the first term. They should therefore merely be assessed on the work done so far.

- Second term 2: Research and written preparation for solo or ensemble work
- Third term: Research and written preparation for technical work, pieces, sight-reading, aural tests, improvisation and assessment of composition or arrangement.

General marking rubrics may be used to assess harmony, performance of pieces, sight-reading, composition, arrangement and improvisation.

Examinations

Examinations are part of the seven tasks given to Grade 10 and 11 learners. This means that the midyear and end-of-year exams form part of the seven tasks.

3.3.3 Examinations in Grade 10 and 11

Both the midyear and end-of-year exams include a written examination paper (150) and a performance examination (150).

In Grades 10 and the ***written examination*** should be one paper of three hours which focuses mostly on Learning Outcomes 3 and 4. Questions should vary in the degree of difficulty: longer and shorter questions aimed at different levels of factual, intellectual and critical thinking. Due to the scope of the curriculum, choice questions will be given.

The following subdivision of marks is suggested for the written paper:

Learning Outcome	Content	Mark Allocation
3: Music Literacies	Theory of music	60 marks
4: Critical Reflection	Understanding of music A section on South African and African Music	90 marks
	TOTAL	150 marks

In Grades 10 and 11 the ***performance examination*** should include written preparation and the performance. The focus for each examination is as follows:

- Midyear (150): Technical work, pieces, sight-reading, aural tests, improvisation and assessment of composition or arrangement – Own composition, technical studies, scales and sight reading
- End-of-year (150): Technical work, pieces, sight-reading, aural tests, improvisation and assessment of composition or arrangement – Four selected components

General marking rubrics may be used to assess harmony, performance of pieces, sight-reading, composition, arrangement and improvisation.

The following allocation of marks is suggested for the midyear and end-of-year performance examinations:

GRADE 10 AND 11 PERFORMANCE EXAMINATION		
Scales, arpeggios and technical exercises. (LO 1) GRADE 10: comparable to at least grade 2. GRADE 11: comparable to at least grade 4.		15
Repertoire: 4 pieces. Selected by learners. At least one must be an ensemble work. One work may be an own composition. GRADE 10: Comparable to pieces of at least grade 2. (LO 1) Those doing African Instruments (melodic and/or rhythmic) will play two different instruments from a selected ethnic group. GRADE 11: Comparable to pieces of at least grade 4. (LO 1) Those doing African Instruments (melodic and/or rhythmic) will play two different instruments from a different selected ethnic group to Grade 10.		4x 20 = 80
Sight-reading. (LO 1) GRADE 10: comparable to at least grade 2. GRADE 11: comparable to at least grade 4.		10
Composition or arrangement (already marked by teacher but moderated by examiner at the practical exam)		20
Improvisation	GRADE 10: On a given rhythmic pattern or given melodic motif (LO 2) GRADE 11: On a given rhythmic pattern, melodic motif or chord progression (LO 2)	10
Aural tests: examiners choice on following:	Sight-singing (LO 1 & LO 3)	15
	Tap rhythms in 2/4, ¾, 4/4 time played by examiner or from sight (LO 3)	
	GRADE 10: Recognise I, IV, V: root position and cadences: perfect and imperfect (LO 3) GRADE 11: Recognise I, IV, V: root position and first inversion (LO 3)	
	GRADE 10 and 11: Music comprehension	
T O T A L: PERFORMANCE EXAMINATION		150

3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% (100 marks) of the total mark for Music and external assessment which makes up the remaining 75% (300 marks). The external assessment component consists of two tasks: a written examination (150) and a performance examination (150).

PROGRAMME OF ASSESSMENT		
ASSESSMENT TASKS (25%)	EXTERNAL ASSESSMENT (75%)	
100 marks	300 marks	
2 tests 2 exams (midyear and trial) - Written paper - Performance 3 integrated performance tasks	EXTERNAL EXAMINATION	
	150 marks	150 marks
	Written examination (LO3&4)	Performance examination (LO1&2)

Together the Programme of Assessment and the external assessment component make up the annual assessment plan for Grade 12.

An example of an annual assessment plan for Grade 12:

Term 1	Term 2	Term 3	Term 4
Task 1: Integrated task (50) • Preparation • Performance (Focus on coordinating a performance)	Task 3: Integrated task (50) • Preparation • Performance (Focus on composing, arranging and use of technology)	Task 5: Integrated task (50) • Preparation • Performance (Focus on composition, performance and registering of a work)	External exam • Written paper (150) • Performance (150) ▪ Preparation ▪ Performance
Task 2: Test (50) (Focus on practical, aural, improvisation and composition or arrangement)	Task 4: Midyear exam (300) • Written paper (150) • Performance (150) ▪ Preparation ▪ Performance	Task 6: Test (50) (Focus on practical, aural, improvisation and composition or arrangement)	
		Task 7: Trial exam (300) • Written paper (150) • Performance (150) ▪ Preparation ▪ Performance	
100	+	350	+
		400	= 850 / 8.5
		100	+
		300	= 400

In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

The annual Work Schedule in Appendix 2 will guide teachers as to when and what to assess in Grade 12.

3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Music in Grade 12 comprises seven tasks:

- Two tests (first and third term)
- Three integrated performance tasks (one per term 1–3)
- Two exams (midyear and preparatory where both include a written and a performance examination)

NOTE: Learners may choose between composition and arrangement.

Tests

The tests in Music Studies must be substantive in terms of time and marks, and must provide for a range of abilities and assess a range of knowledge and skills. For example, a test should last a minimum of 60 minutes and count a minimum of 50 marks. Tests should include music theory, history of the music genres, arranging, composing and improvisation.

Integrated performance tasks

The integrated tasks include both preparatory work and a performance based on this preparation. A portfolio must be developed to provide evidence of the preparatory work undertaken prior to a performance. This preparatory work could include planning, research or any other written tasks required to be carried out before the performance can take place. Marks must be allocated to both the preparatory and the performance processes. The integrated performance tasks could include planning and performing scales or a performance, arpeggios, pieces, sight-reading, aural tests, improvisation, composition and arrangement.

Suggested integrated tasks for each term which should include written preparation and the performance:

- Term 1: Research and written preparation for technical exercises, sight reading, sight singing and short pieces
- Term 2: Research and written preparation for solo or ensemble work
- Term 3: Research and written preparation for basics of improvisation, arrangement and composition

General marking rubrics may be used to assess harmony, performance of pieces, sight-reading, composition, arrangement and improvisation.

Examinations

Both the midyear and preparatory exams include a written examination and a performance examination. For all **written examinations** candidates are required to write one paper of three hours, which focuses mostly on Learning Outcomes 3 and 4. Questions should vary in the degree of difficulty: longer and shorter questions aimed at different levels of factual, intellectual and critical thinking. Due to the scope of the curriculum, choice questions will be given.

The following subdivision of marks is suggested for the written paper:

Learning Outcome	Content	Mark Allocation
3: Music Literacies	Theory of music	60 marks
4: Critical Reflection	Understanding of music A section on South African and African Music	90 marks
	TOTAL	150 marks

Suggested focus for **performance examination** which should include written preparation and the performance:

- Midyear: Own composition, technical studies, scales and sight reading or quick study
- Preparatory: Keyboard harmony

The following allocation of marks is suggested for the midyear and trial performance examinations:

MARK ALLOCATION PER PAPER			
Paper 1	Written Examination	Dealing with LO 3 & LO 4	125
Paper 2	Music Comprehension	Dealing with LO 3 & LO 4	33
Individual examination	Practical Examination	Dealing with LO 1, LO 2 & LO 4	142
		Total marks for Examination	300

GRADE 12 PRACTICAL EXAMINATION (September/October)		
Scales, arpeggios and technical exercises, comparable to at least grade 5/6. (LO 1)		15
Repertoire: 4 pieces. Selected by learners. At least one must be an ensemble work. One work may be an own composition. Comparable to pieces of at least grade 5/6. (LO 1) Those doing African Instruments will play two different instruments from another selected ethnic group not same as Grade 10 or Grade 11. This means that after three years the learner will be able to play six African instruments (two from each selected three ethnic groups). NB: ensemble to be minimum 2 learners and maximum 8 learners.		4x20 = 80
Sight-reading, comparable to sight-reading of at least grade 5/6. (LO 1)		10
Composition or arrangement (already marked by teacher but moderated by examiner at the practical exam). (The teacher will give the marked script to the examiner two weeks before the actual exam.)		20
Improvisation	On a given rhythm, melody or chord progression using candidate's choice of four different scales (LO 2)	10
Aural tests: examiners choice on following:	Sight-singing using the scales studied (LO 1 & LO 3)	7
	Tap rhythms in all metres played by examiner or from sight (LO 3)	
T O T A L: PRACTICAL EXAMINATION		142

MUSIC COMPREHENSION PAPER

LO 3: Written Aural	8
LO 4: Recognition of genre/style, instrument, mood & compositional techniques	15
LO 4: Form & structure	10
Total for this paper	33

3.4.2 External assessment in Grade 12 - Examination

The external assessment in Grade 12 consists of two components: a written examination (150 marks) and a final performance examination (150 marks). The format of the external examination is identical to the midyear and trial

examinations. See the outline provided for written and performance examinations as provided in section 3.4.1 for further details.

Composition and arrangement can be tested to a limited extent in the written examination although they will mainly form part of the internal assessment.

Suggested focus for ***performance examination*** which should include written preparation and the performance:

- End-of-year: Four selected components

An appointed external moderator will attend the final performance examination in Grade 12.

See Appendix 3 for more details on the written and performance examinations.

3.5 Promotion

For promotion and certification purposes learners should achieve at least a level 2 rating (Elementary achievement: 30-39%) in Music.

3.6 Moderation of assessment

All Grade 10 and 11 tasks are internally moderated, while Grade 12 tasks should be externally moderated. The subject head or head of department for Music and/or Arts and Culture subjects at the school will generally manage this process.

APPENDIX 1: WORK SCHEDULES FOR GRADES 10 AND 11

Week	GRADE 10 TERM 1				
	Day 1	Day 2	Day 3 One hour	Day 4	Day 5
1	Orientation, introduction, administration, preparing a portfolio	Start with task 1 on Sound Production . Discussion and planning	Practical: LO 1 Choose solo and group pieces, technical work.	LO 1 Discuss Composition/ arrangement assignment keeping given social issue in mind.	LO 1 Discuss Composition/ arrangement assignment keeping given social issue in mind.
2	Study one genre integrating aspects of LO 1, 2, 3,4	Study one genre integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 and LO 4	Study one genre integrating aspects of LO 1, 2, 3,4	Study one genre integrating aspects of LO 1, 2, 3,4
3	Study genre integrating aspects of LO 1, 2, 3,4	Study genre integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 and LO 4	Study genre integrating aspects of LO 1, 2, 3,4	Study genre integrating aspects of LO 1, 2, 3,4
4	Study another genre integrating aspects of LO 1,2,3,4	Study another genre integrating aspects of LO 1,2,3,4	Practical: LO 1 Integrate LO 3 and LO 4	Study another genre integrating aspects of LO 1,2,3,4	Study another genre integrating aspects of LO 1,2,3,4
5	Study another genre integrating aspects of LO 1,2,3,4	Study another genre integrating aspects of LO 1,2,3,4	Practical: LO 1 Integrate LO 3 and LO 4	Study another genre integrating aspects of LO 1,2,3,4	Study another genre integrating aspects of LO 1,2,3,4
6	Composition and improvisation applying knowledge LO 2	Composition and improvisation applying knowledge LO 2	Practical: LO 1 Integrate LO 3 and LO 4	Composition and improvisation applying knowledge LO 2	Composition and improvisation applying knowledge LO 2
7	LO 4 Classification of instruments.	LO 4 Classification of instruments.	Practical: LO 1 Integrate LO 3 and 4	LO 4 Classification of instruments.	Present task 1 on Sound Production.
8	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2	Practical: LO 1 Integrate LO 3 and 4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2
9	Revision/preparation for performance, preparation of composition and improvisation. (LO 1,2,3,4)	Revision/preparation for performance, preparation of composition and improvisation. (LO 1,2,3,4)	Practical: LO 1 Integrate LO 3 and 4	Revision/preparation for performance, preparation of composition and improvisation. (LO 1,2,3,4)	Revision/preparation for performance, preparation of composition and improvisation. (LO 1,2,3,4)
10	Formal test	Formal test	Formal test	Formal test	Formal test

Week	GRADE 10 TERM 2				
	Day 1	Day 2	Day 3 One Hour	Day 4	Day 5
1	Discussion of group task: planning a performance	Discussion of group task: planning a performance	Practical: LO 1 Integrate LO 3 and 4	Discussion of group task: planning a performance	Discussion of group task: planning a performance
2	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 and 4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4
3	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 and 4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4
4	Study another work integrating aspects of LO 1,2,3,4	Study another work integrating aspects of LO 1,2,3,4	Practical: LO 1 Integrate LO 3 and 4	Study another work integrating aspects of LO 1,2,3,4	Study another work integrating aspects of LO 1,2,3,4
5	Study third work from proposed content, integrating aspects of LO 1,2,3,4	Study third work from proposed content, integrating aspects of LO 1,2,3,4	Practical: LO 1 Integrate LO 3 and 4	Study of third work from proposed content, integrating aspects of LO 1,2,3,4	Study of third work from proposed content, integrating aspects of LO 1,2,3,4
6	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2	Practical: LO 1 Integrate LO 3 and 4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2
7	Completion of task on planning of a performance	Completion of task on planning a performance	Practical: LO 1 Integrate LO 3 and 4	Present task 2 on planning of a performance	Present task 2 on planning a performance
8	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2	Practical: LO 1 Integrate LO 3 and 4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2
9	Written exam	Written exam	Written exam	Written exam	Written exam
10	Written exam	Written exam	Written exam	Written exam	Written exam

Week	GRADE 10 TERM 3				
	Day 1	Day 2	Day 3 One Hour	Day 4	Day 5
1	Study of own choice of style period integrating proposed content of LO 1, 2, 3, 4	Study of own choice of style period integrating proposed content of LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 and 4.	Study of own choice of style period integrating proposed content of LO 1, 2, 3, 4	Study of own choice of style period integrating proposed content of LO 1, 2, 3, 4
2	Study of own choice of style period integrating proposed content of LO 1, 2, 3, 4	Study of own choice of style period integrating proposed content of LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 and 4	Study of own choice of style period integrating proposed content of LO 1, 2, 3, 4	Study of own choice of style period integrating proposed content of LO 1, 2, 3, 4
3	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2	Practical: LO 1 Integrate LO 3 and 4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2
4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2	Practical: LO 1 Integrate LO 3 and 4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2
5	Composition and improvisation applying knowledge gained LO 2. Use technology to notate	Composition and improvisation applying knowledge gained LO 2 Use technology to notate	Practical: LO 1 Integrate LO 3 and 4	Composition: Use technology to notate own composition and or arrangement.	Present task 3 Composition and/or arrangement on technology
6	Study of a work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, Listening, integrating aspects of LO 1, 2, 3,4	Study of a work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 and 4	Study of a work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating aspects of LO 1, 2, 3,4	Study of a work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating aspects of LO 1, 2, 3,4
7	Study work in depth: style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating LO1,2,3,4	Study work in depth: style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 and 4	Study work in depth: style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating LO 1, 2, 3,4	Study work in depth: style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating LO 1, 2, 3,4
8	Study another work in depth from another genre from chosen style period	Study another work in depth from another genre from chosen style period	Practical: LO 1 Integrate LO 3 and LO 4	Study another work in depth from another genre from chosen style period	Study another work in depth from another genre from chosen style period
9	Final preparation for practical test.	Final preparation for practical test	Practical: LO 1 Integrate LO 3 and LO 4	Final preparation for practical test	Final preparation for practical test
10	Formal Test	Formal Test	Formal Test	Formal test	Formal test

Week	GRADE 10 TERM 4				
	Day 1	Day 2	Day 3 One Hour	Day 4	Day 5
1	The music industry	The music industry	Practical: LO 1	The music industry	The music industry
2	Indigenous music, integrating LO 1, 2, 3, 4	Indigenous music integrating LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 and LO 4	Indigenous music integrating LO 1, 2, 3, 4	Indigenous music integrating LO 1, 2, 3, 4
3	Indigenous music integrating LO 1, 2, 3, 4	Indigenous music integrating LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 and LO 4	Indigenous music integrating LO 1, 2, 3, 4	Indigenous music integrating LO 1, 2, 3, 4
4	Revision on genres , integrating LO 1, 2, 3,4	Revision on genres , integrating LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 and LO 4	Revision on style periods , integrating LO 1, 2, 3,4	Revision on style periods , integrating LO 1, 2, 3,4
5	Scales, intervals, melody writing, chords, cadences, integrating LO 1, 2, 3,4	Scales, intervals, melody writing, chords, cadences, integrating LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 and LO 4	Scales, intervals, melody writing, chords, cadences, integrating LO 1, 2, 3,4	Scales, intervals, melody writing, chords, cadences, integrating LO 1, 2, 3,4
6	Writing reading and playing rhythms, integrating aspects of LO 1, 2, 3,4	Writing reading and playing rhythms, integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 and LO 4	Writing reading and playing rhythms, integrating aspects of LO 1, 2, 3,4	Revision / preparation final written exam, integrating aspects of LO 1, 2, 3,4
7	Practical exams	Practical exams	Practical exams	Practical exams	Practical exams
8	Final exams	Final exams	Final exams	Final exams	Final exams
9	Final exams	Final exams	Final exams	Final exams	Final exams
10	Final exams	Final exams	Final exams	Final exams	Final exams

Week	GRADE 11 TERM 1				
	Day 1	Day 2	Day 3 One Hour	Day 4	Day 5
1	Discuss the planning of performance in group LO 1 AS block 2 including music of personal, social, or human rights issue – own composition	Discuss the planning of performance in group LO 1 AS block 2 including music of personal, social, or human rights issue – own composition	Practical: Choose pieces. Continue preparation as in grade 10	Discuss the planning of performance in group LO 1 AS block 2 including music of personal, social, or human rights issue – own composition	Discuss the planning of performance in group LO 1 AS block 2 including music of personal, social, or human rights issue – own composition
2	Study one chosen genre from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen genre from proposed content integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 & LO 4	Study one chosen genre from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen genre from proposed content integrating aspects of LO 1, 2, 3,4
3	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 & LO 4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4
4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 & LO 4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4
5	Work on task 1: Plan a performance	Work on Task 1	Practical: LO 1 Integrate LO 3 & LO 4	Work on Task 1.	Hand in task 1.
6	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2	Practical: LO 1 Integrate LO 3 & LO 4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2
7	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2	Practical: LO 1 Integrate LO 3 & LO 4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2
8	Composition and improvisation applying knowledge gained LO 2. Use technology to notate	Composition and improvisation applying knowledge gained LO 2 Use technology to notate	Practical: LO 1 Integrate LO 3 & LO 4	Composition and improvisation applying knowledge gained LO 2. Use technology to notate.	Composition and improvisation applying knowledge gained LO 2 Use technology to notate
9	Final preparation for formal test.	Final preparation for formal test	Practical: LO 1 Integrate LO 3 & LO 4	Final preparation for formal test	Final preparation for formal test
10	Formal test	Formal test	Formal test	Formal test	Formal test

Week	GRADE 11 TERM 2				
	Day 1	Day 2	Day 3 One Hour	Day 4	Day 5
1	Discuss task 2: Social issue	Discuss and plan task 2:	Practical: LO 1 Integrate LO 3 & LO 4	Task 2	Task 2
2	Study of own choice of style period integrating LO1,2,3,4	Study of own choice of style period integrating LO1,2,3,4	Practical: LO 1 Integrate LO 3 & LO 4	Study of own choice of style period integrating LO1,2,3,4	Study of own choice of style period integrating LO1,2,3,4
3	Study of own choice of style period integrating LO 1, 2, 3, 4	Study of own choice of style period integrating LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	Study of own choice of style period integrating LO 1, 2, 3, 4	Study of own choice of style period integrating LO 1, 2, 3, 4
4	Study of own choice of style period integrating LO 1, 2, 3, 4	Study of own choice of style period integrating LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	Study of own choice of style period integrating LO 1, 2, 3, 4	Study of own choice of style period integrating LO 1, 2, 3, 4
5	Study of own choice of style period integrating LO 1, 2, 3, 4	Study of own choice of style period integrating LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	Finalize work on task 2 – social issue	Finalize work on task 2 – social issue
6	Composition and improvisation applying knowledge gained LO 2 – if social issue is own composition use this time to finalize task.	Composition and improvisation applying knowledge gained LO 2 – if social issue is own composition use this time to finalize task.	Practical: LO 1 Integrate LO 3 & LO 4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2
7	Hand in task on social issue. Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2	Practical: LO 1 Integrate LO 3 & LO 4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2
8	Final preparation for exam.	Final preparation for exam	Practical: LO 1 Integrate LO 3 & LO 4	Final preparation for exam	Final preparation for exam
9	Written Exam	Written Exam	Written Exam	Written Exam	Written Exam
10	Written Exam	Written Exam	Written Exam	Written Exam	Written Exam

Week	GRADE 11 TERM 3				
	Day 1	Day 2	Day 3 One Hour	Day 4	Day 5
1	Study one chosen genre from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen genre from proposed content integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 & LO 4	Study one chosen genre from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen genre from proposed content integrating aspects of LO 1, 2, 3,4
2	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 & LO 4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4	Study one chosen work from proposed content integrating aspects of LO 1, 2, 3,4
3	Study of a second work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating aspects of LO 1, 2, 3,4	Study of a second work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 & LO 4	Study of a second work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating aspects of LO 1, 2, 3,4	Study of a second work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating aspects of LO 1, 2, 3,4
4	Technology for own composition	Technology for own composition	Practical: LO 1 Integrate LO 3 & LO 4	Technology for own composition	Technology for own composition
5	Present task 3 – other learners write a report on the work presented by one learner	Present task 3 - other learners write a report on the work presented by one learner	Practical: LO 1 Integrate LO 3 & LO 4	Present task 3 - other learners write a report on the work presented by one learner	Present task 3 -
6	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2	Practical: LO 1 Integrate LO 3 & LO 4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2
7	An in depth study of a form – like sonata form integrating aspects of LO 1, 2, 3, 4	An in depth study of a form – like sonata form integrating aspects of LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	An in depth study of a form – like sonata form integrating aspects of LO 1, 2, 3, 4	An in depth study of a form – like sonata form integrating aspects of LO 1, 2, 3, 4
8	An in depth study of another form – like the fugue integrating aspects of LO 1, 2, 3, 4	An in depth study of another form – like the fugue integrating aspects of LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	An in depth study of another form – like the fugue integrating aspects of LO 1, 2, 3, 4	An in depth study of another form – like the fugue integrating aspects of LO 1, 2, 3, 4
9	Preparation for formal test	Preparation for formal test	Practical: LO 1 Integrate LO 3 & LO 4	Preparation for formal test	Preparation for formal test
10	Formal Test	Formal Test	Formal Test	Formal Test	Formal Test

Week	GRADE 11 TERM 4				
	Day 1	Day 2	Day 3 One Hour	Day 4	Day 5
1	Revision or continuation on style	Revision or continuation on style	Practical: LO 1 Integrate LO 3 & LO 4	Revision or continuation on style	Revision or continuation on style
2	Revision or continuation on genres	Revision or continuation on genres	Practical: LO 1 Integrate LO 3 & LO 4	Revision or continuation on genres	Revision or continuation on genres
3	Revision or continuation on forms in music	Revision or continuation on forms in music	Practical: LO 1 Integrate LO 3 & LO 4	Revision or continuation on forms in music	Revision or continuation on forms in music
4	Revision or continuation on analyses/study in depth of works	Revision or continuation on analyses/study in depth of works	Practical: LO 1 Integrate LO 3 & LO 4	Revision or continuation on analyses/study in depth of works	Revision or continuation on analyses/study in depth of works
5	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 & LO 4	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4
6	Writing reading and playing rhythms, integrating aspects of LO 1, 2, 3,4	Writing reading and playing rhythms, integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 & LO 4	Writing reading and playing rhythms, integrating aspects of LO 1, 2, 3,4	Writing reading and playing rhythms, integrating aspects of LO 1, 2, 3,4
7	Revision / preparation final written exam	Revision / preparation final written exam	Practical: LO 1 Integrate LO 3 & LO 4	Revision / preparation final written exam	Revision / preparation final written exam
8	Final exam	Final exam	Final exam	Final exam	Final exam
9	Final exam	Final exam	Final exam	Final exam	Final exam
10	Final exam	Final exam	Final exam	Final exam	Final exam

APPENDIX 2: WORK SCHEDULE FOR GRADE 12

Week	GRADE 12 TERM 1				
	Day 1	Day 2	Day 3 One Hour	Day 4	Day 5
1	Plan performance of production with personal, social or human rights issue in combination with other art forms. Select suitable topic. Integrate LO 2	Plan performance of production with personal, social or human rights issue in combination with other art forms. Integrate LO 2	LO 1: Plan the year's work according to assessment plan of department.	Plan performance of production with personal, social or human rights issue in combination with other art forms. Integrate LO 2	Plan of performance of production with personal, social or human rights issue in combination with other art forms. Integrate LO 2
2	Organising performance. Compose/arrange music for selected topic.	Organising performance Compose/arrange music for selected topic.	Practical: LO 1 Integrate LO 3 & LO 4	Organizing performance Compose/arrange music for selected topic.	Organising performance Compose/arrange music for selected topic.
3	Compose/arrange music for selected topic.	Compose/arrange music for selected topic.	Practical: LO 1 Integrate LO 3 & LO 4	Compose/arrange music for selected topic.	Compose/arrange music for selected topic.
4	Study chosen genre integrating LO 1, 2, 3, 4	Study chosen genre integrating LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	Study chosen genre integrating LO 1, 2, 3, 4	Study chosen genre integrating LO 1, 2, 3, 4
5	Study chosen genre integrating LO 1, 2, 3, 4	Study chosen genre integrating LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	Study chosen genre integrating LO 1, 2, 3, 4	Study chosen genre integrating LO 1, 2, 3, 4
6	Study chosen genre integrating LO1, 2, 3, 4	Study chosen genre integrating LO1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	Study chosen cultural style in depth including works, forms, instruments, and integrating aspects of LO1, 2, 3, 4	Study chosen cultural style in depth including works, forms, instruments, and integrating aspects of LO1, 2, 3, 4
7	Study chosen cultural style integrating LO1, 2, 3, 4	Study chosen cultural style integrating LO1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	Study recording of music	Study recording of music
8	Rehearsals for music event	Rehearsals for music event	Practical: LO 1 Integrate LO 3 & LO 4	Rehearsals for music event	Rehearsals for music event
9	Final preparation of music event Task 1	Final preparation of music event Task 1	Practical: LO 1 Integrate LO 3 & LO 4	Final preparation of music event Task 1	Final preparation of music event Task 1
10	Formal test	Formal test	Formal test	Formal test	Formal test

Week	GRADE 12 TERM 2				
	Day 1	Day 2	Day 3 One Hour	Day 4	Day 5
1	Study chosen form integrating LO 1, 2, 3, 4	Study chosen form integrating LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	Study chosen form integrating LO 1, 2, 3, 4	Study chosen form integrating LO 1, 2, 3, 4
2	Study chosen form integrating LO 1, 2, 3, 4	Study chosen form integrating LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	Study chosen form integrating LO 1, 2, 3, 4	Study chosen form integrating LO 1, 2, 3, 4
3	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2	Practical: LO 1 Integrate LO 3 & LO 4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2
4	Composition and improvisation applying knowledge gained LO 2	Composition and improvisation applying knowledge gained LO 2	Practical: LO 1 Integrate LO 3 & LO 4	Composition and improvisation applying knowledge gained LO 2	Task 2
5	Study chosen style integrating LO 1, 2, 3, 4	Study chosen style integrating LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	Study chosen style integrating LO 1, 2, 3, 4	Study chosen style integrating LO 1, 2, 3, 4
6	Study chosen style integrating LO 1, 2, 3, 4	Study chosen style integrating LO 1, 2, 3, 4	Practical: LO 1 Integrate LO 3 & LO 4	Study chosen style integrating LO 1, 2, 3, 4	Study chosen style integrating LO 1, 2, 3, 4
7	Revision	Revision	Practical: LO 1 Integrate LO 3 & LO 4	Revision	Revision
8	Written exam	Written exam	Written exam	Written exam	Written exam
9	Written exam	Written exam	Written exam	Written exam	Written exam
10	Written exam	Written exam	Written exam	Written exam	Written exam

Week	GRADE 12 TERM 3				
	Day 1	Day 2	Day 3 One Hour	Day 4	Day 5
1	Study of a work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating aspects of LO 1, 2, 3,4	Study of a work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 & LO 4	Study of a second work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating aspects of LO 1, 2, 3,4	Study of a second work in depth according to style characteristics, compositional techniques, form, structure, mood and character, genre, harmonic analyses, score reading, listening, integrating aspects of LO 1, 2, 3,4
2	Study genre integrating LO 1,2,3,4	Study genre integrating LO 1,2,3,4	Practical: LO 1 Integrate LO 3 & LO 4	The music industry. Get the music registered Task 3	The music industry. Get the music registered Task 3
3	Continue study of style	Continue study of style	Practical: LO 1 Integrate LO 3 & LO 4	Continue study of style	Composition and improvisation applying knowledge gained LO 2
4	Continue study of genres	Continue study of genres	Practical: LO 1 Integrate LO 3 & LO 4	Continue study of genres	Composition and improvisation applying knowledge gained LO 2
5	Forms in music	Forms in music	Practical: LO 1 Integrate LO 3 & LO 4	Forms in music	Forms in music
6	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 & LO 4	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4
7	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4	Practical: LO 1 Integrate LO 3 & LO 4	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4	Scales and intervals, Melody writing, Chords, Cadences, integrating aspects of LO 1, 2, 3,4
8	Record exam	Record Performance/ exam	Record exam	Record exam	Record exam
9	Record exam	Record Performance/ exam	Record exam	Record exam	Record exam
10	Record exam	Record Performance/ exam	Record exam	Record exam	Record exam

Week	GRADE 12 TERM 4				
	Day 1	Day 2	Day 3 One Hour	Day 4	Day 5
1	Final preparation	Final preparation	Final preparation	Final preparation	Final preparation
2	Final preparation	Final preparation	Final preparation	Final preparation	Final preparation
3	Final preparation	Final preparation	Final preparation	Final preparation	Final preparation
4	Final preparation	Final preparation	Final preparation	Final preparation	Final preparation
5	National Senior Certificate Examination	National Senior Certificate Examination	National Senior Certificate Exam	National Senior Certificate Examination	National Senior Certificate Examination
6	National Senior Certificate Examination	National Senior Certificate Examination	National Senior Certificate Exam	National Senior Certificate Examination	National Senior Certificate Examination
7	National Senior Certificate Examination	National Senior Certificate Examination	National Senior Certificate Exam	National Senior Certificate Examination	National Senior Certificate Examination
8	National Senior Certificate Examination	National Senior Certificate Examination	National Senior Certificate Exam	National Senior Certificate Examination	National Senior Certificate Examination

APPENDIX 3: SUGGESTED MUSIC PRACTICAL EXAMINATION FORM

Music practical examination (Grades 10-12)

Learner: Teacher School Instrument Date

	Technique	Style	Intonation	Tone quality	Dynamics	Phrasing & articulation	Tempo	Balance	Mood	Ensemble if applicable	Awareness of Style	Correctness	General impression	Comments	Marks	Total
Scales & arpeggios																15
Piece/Ensemble 1.																20
Piece/ensemble 2.																20
Piece 3.																20
Piece 4.																20
Sight-reading																10
Composition or arrangement																20
Improvisation																10
Aural tests																15
Total																150

General remarks:

Examiner 1: Signed Date

Examiner 2: Signed Date

Moderator: Signed Date