

**SUGGESTED PLANNING of TEACHING and ASSESSMENT**

**Grade 7 Music: Creative Arts: 2021**

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS topic	Baseline Assessment	Baseline Assessment	Music Literacy Music Listening Performing and Creating Music		Music Literacy Music Listening Performing and Creating Music		Music Literacy Music Listening Performing and Creating Music		Formal Practical Assessment	Formal Practical Assessment
Concepts, skills and values	<p>♪ Start each week's lesson with a warm-up and breathing exercise.</p> <p>♪ Develop the ability to sing in tune through a repertoire of songs that include the National Anthem of SA, folksongs, and popular music.</p> <p>♪ Music literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</p>									<p>Formal Assessment Task: Practical Music Performance 50 marks assessed with a rubric: Practical performance by individual and/or groups</p> <p>Group and solo performances of music created including all concepts covered during 1st term.</p>
	<ul style="list-style-type: none"> <li>Treble clef</li> <li>Letter names of notes on the treble clef</li> <li>Duration -concepts of all note values: crotchets quavers minims semibreves.</li> </ul>	<ul style="list-style-type: none"> <li>Treble clef</li> <li>Letter names of notes on the treble clef</li> <li>Duration -Concepts of all note values: crotchets quavers minims semibreves.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to performed music and identify or describe the <b>Meter</b> of the music as duple (two beats), triple (three beats) or quadruple time (four beats).</li> <li><b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa. (do, re, mi, fa, so, la, ti, do).</li> <li>Following simple musical scores while listening to music.</li> <li>Active listening to a variety of recorded or live music by clapping or humming and/or moving.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to performed music and identify or describe the story that the music is telling (sad/happy, recognizing a dance, a march etc.) and the instruments used in the performance.</li> <li>Following simple musical scores while listening to music.</li> <li>Active listening to a variety of recorded or live music by clapping or humming and/or moving.</li> </ul>	<ul style="list-style-type: none"> <li>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments.</li> <li>Playing music from graphic scores.</li> <li>Creating instrumental music in group and solo context using:                             <ul style="list-style-type: none"> <li>♪ Rhythmic repetition through clapping or drumming.</li> <li>♪ Rhythmic question and answer through clapping or drumming.</li> </ul> </li> </ul>					
Requisite pre-knowledge	Basic understanding of musical staves, treble clef and letter names of the lines and spaces in the treble clef. Basic understanding of note values: crotchets, minims and quavers and semibreve. Elementary use of non – melodic instruments or body percussion to consolidate rhythmic patterns in a practical fun way. Some understanding of tonic- sol-fa through songs.									
Resources (other than textbook) to enhance learning	CD player / laptop with selected songs. Workbook Sheet with stave Poster with stave and treble clef. Flashcards with crotchets, minims and quavers, semibreves, semiquavers.		Workbook: Poster /copy of short well-known songs.  CD player / laptop with selected songs.		Score sheets with repertoire of music Compilation of various songs. Sound system /music equipment DVD, CD, Sheet music, Recorded music on USB Non- melodic musical instruments e.g. Drum, rattle, maracas, sticks, tambourine.				Appropriate performance space: classroom, hall, stage, etc.; CD player, video camera/ cell phone camera (optional) Music system.	
	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; videos clips, appropriate electronic apps, i.e. <i>EdPuzzle; PowToon; Canva; Book Creator, Muse Score</i> and audio editor programmes etc. Senior Phase Music Guide. WCED. <a href="https://bit.ly/2JBzAFj">https://bit.ly/2JBzAFj</a> Lesson Plans: <a href="https://bit.ly/37WLphE">https://bit.ly/37WLphE</a>									
Informal assessment; remediation	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.									
	Music Literacy quizzes to consolidate concepts learned during the first week (written sheet or music workbook.)	Workbook: Practical consolidation/ revision of treble clef as well as crotchets, quavers, minims using rhythmic patterns and well-known songs. Short written test to consolidate concepts.	Observation, Listening to selected pieces of music. Discussion on Sol-fa notation.	Workbook: worksheet Discussion of each song: history, mood, era, etc.	Workbook: Group work creating graphic scores to perform own music.  Side coaching on group work creating graphic score.	Classroom discussion and reflection on performances.				
SBA (Formal Assessment)	Supporting learners/groups, rendering assistance with their creation of their practical performance. Observational support of practical music processes.								Formal Assessment Task: Practical Music Performance 50 marks assessed with a rubric: Practical performance by individual and / groups	

Term 2 51 days	Week 1 13 – 16 April (4 days)	Week 2 19 – 23 April	Week 3 26 – 30 April (4 days)	Week 4 03 – 07 May	Week 5 10 – 14 May	Week 6 17 – 21 May	Week 7 24 – 28 May	Week 8 31 May – 04 June	Week 9 07 – 11 June	Week 10 14 – 18 June	Week 11 21 – 25 June
CAPS topic	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music		Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Formal Practical and Written Assessment	
<p>🎵 Start each week's lesson with a warm-up and breathing exercise.</p> <p>🎵 Develop the ability to sing in tune through a repertoire of songs that include folksongs (indigenous songs, cultural songs), light music, rounds, and part singing (songs with descants).</p> <p>🎵 Music literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</p>											
Concepts, skills and values	<ul style="list-style-type: none"> <li>Duration: introduction of the dotted note, also in relation to: - crotchets - quavers - minims - minims - semibreves - dotted minim.</li> <li>Active listening to a variety of recorded or live music by clapping or humming or moving along.</li> <li>Listening to a variety of recorded or live music and describing the <b>Meter of the music as duple (2 beats) or triple (3 beats) or quadruple (4 beats) time.</b></li> </ul>	<ul style="list-style-type: none"> <li>Clapping or drumming short rhythmic phrases that use crotchets, minims and quavers.</li> <li>Active listening to a variety of recorded or live music by clapping or humming or moving along.</li> <li>Listening to a variety of recorded or live music and describing the <b>Tempo (fast/slow; faster/slower).</b></li> <li>Follow musical scores while listening to music.</li> </ul>	<ul style="list-style-type: none"> <li>Sight singing melodic phrases from known and unknown songs using tonic sol-fa.</li> <li>Active listening to a variety of recorded or live music by clapping or humming or moving along.</li> <li>Listening to a variety of recorded or live music and describing the <b>Dynamics (soft/loud; softer/louder).</b></li> <li>Follow musical scores while listening to music.</li> </ul>	<ul style="list-style-type: none"> <li>Active listening to a variety of recorded or live music by clapping or humming or moving along.</li> <li>Listening to a variety of recorded or live music and describing the <b>Meaning or story of the music.</b></li> <li>Follow musical scores while listening to music.</li> <li>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, African drumming, Orff instruments including instruments that learners are studying.</li> </ul>	<ul style="list-style-type: none"> <li>Active listening to a variety of recorded or live music by clapping or humming or moving along.</li> <li>Listening to a variety of recorded or live music and describing the <b>Lyrics of the music.</b></li> <li>Follow musical scores while listening to music.</li> <li>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, African drumming, Orff instruments including instruments that learners are studying.</li> </ul>	<ul style="list-style-type: none"> <li>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, African drumming, Orff instruments including instruments that learners are studying.</li> <li>Performing and composing music that uses non-conventional notation, e.g. graphic scores.</li> </ul>	<ul style="list-style-type: none"> <li>Creating own vocal and instrumental music in group and solo context: <b>Melodic repetition</b> (vocal or instrumental); <b>Melodic question and answer</b> (vocal or instrumental); <b>Rhythmic improvisation</b> on African drums.</li> </ul>	<ul style="list-style-type: none"> <li>Creating own vocal and instrumental music in group and solo context: <b>Melodic repetition</b> (vocal or instrumental); <b>Melodic question and answer</b> (vocal or instrumental); <b>Rhythmic improvisation</b> on African drums.</li> </ul>	<p><b>GUIDELINES FOR MID-YEAR EXAMINATIONS</b></p> <p>Content is made up of notes, reflections, activities in learners' workbooks (Music Literacy) based on all the practical and theoretical work done during terms 1 and 2.</p> <p>NB: Classroom discussion and critical reflection using music terminology, sharing ideas on individual and group performances. Appreciation for polished performance and skills acquired.</p> <p>Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette.</p> <p><b>Formal Practical Performance: individual and /or groups 50 marks</b></p> <p><b>Formal Written Assessment focussing on music literacy covered during terms 1 and 2. 50 marks</b></p> <p><b>Cognitive levels:</b> Lower order: 30%; Middle order: 40%; Higher order: 30%</p> <p><b>Equal weighting between practical and written assessment.</b></p> <p><b>Recommendation: exam slot on time table to assess practical and theory examination.</b></p>		
Requisite pre-knowledge	Basic understanding of musical staves, treble clef and letter names of the lines and spaces in the treble clef. Basic understanding of note values: crotchets, minims, quavers, semibreve and the value of dotted notes in relation to all the note values. Elementary use of non – melodic instruments or body percussion to consolidate rhythmic patterns in a practical fun way. Some understanding of tonic- sol-fa through songs.										
Resources to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; videos clips, appropriate electronic apps, i.e. <i>EdPuzzle; PowToon; Canva; Book Creator, Muse Score</i> and audio editor programmes etc. Lesson Plans: <a href="https://bit.ly/39BuXGc">https://bit.ly/39BuXGc</a> Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments.										
Informal Assessment; remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher										
SBA (Formal Assessment)	Workbook: new terminology explored with quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Workbook: mind map of elements of music.	Workbook: reflection by mean of journal on relationship in music.	Peer assessment on creating musical performances.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished Music performance.	Rehearsal, directing by teacher and peers towards polished Music performance.	Supporting learners /groups, rendering assistance with their creation of their practical performance. Observational support of practical music processes.		

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 02 – 06 Aug	Week 5 10 – 13 Aug (4 days)	Week 6 16 – 20 Aug	Week 7 23 – 27 Aug	Week 8 30 Aug – 03 Sep	Week 9 06 – 10 Sep	Week 10 13 – 17 Sep	Week 11 20 – 23 Sep (4 days)
CAPS topic	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Formal Practical Assessment	
Concepts, skills and values	<p>♪ Start each week's lesson with a warm-up and breathing exercise.</p> <p>♪ Develop the ability to sing in tune through a repertoire of songs that include folksongs (indigenous songs, cultural songs), light music, rounds, and part singing (songs with descants), soprano/soprano; soprano/alto; soprano/baritone)</p> <p>♪ Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments</p> <p>♪ Music literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</p>										<p><b>Formal Assessment Task:</b> Practical Music Performance 50 marks assessed with a rubric: Practical performance by individual and/or groups</p> <p>Group and solo performances of music created including all concepts covered during 1st term.</p>
	<ul style="list-style-type: none"> <li>• <b>Treble and bass clef.</b></li> <li>• <b>Letter names</b> of notes on the treble and bass clef.</li> <li>• <b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa.</li> <li>• Listen to a variety of recorded or live music and describe the <b>Meter</b> (duple or triple or quadruple time, the <b>Tempo</b> (fast/slow) and the <b>Dynamics</b> (soft/loud) of the music.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Duration:</b> consolidation of content learned</li> <li>• <b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa</li> <li>• <b>Clapping or drumming</b> rhythms that use crotchets, minims, quavers, dotted minims and semibreves.</li> <li>• Listening to a variety of recorded or live music and describing the <b>Meaning or story</b>, the <b>lyrics</b> and the <b>texture</b> of the music.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clapping or drumming</b> rhythms that use crotchets, minims, quavers, dotted minims and semibreves.</li> <li>• Introducing the concept of <b>polyrhythm</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a <b>graphic score</b> (sound picture) of a musical piece listened to or based on a story or poem e.g. storm, rain, etc.</li> <li>• Performing music that uses non-conventional notation, e.g. graphic scores.</li> <li>• African drumming.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a <b>graphic score</b> (sound picture) of a musical piece listened to or based on a story or poem e.g. storm, rain, etc.</li> <li>• Performing music that uses non-conventional notation, e.g. graphic scores.</li> <li>• African drumming.</li> </ul>	<ul style="list-style-type: none"> <li>• Create own vocal and instrumental music in group and solo context including some of the following:                             <ul style="list-style-type: none"> <li>♪ <b>Melodic repetition.</b></li> <li>♪ <b>Melodic question and answer.</b></li> <li>♪ <b>Rhythmic improvisation on an ostinato or riff</b> by clapping or drumming.</li> <li>♪ <b>Vocal or Melodic improvisation on an ostinato or riff.</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create own vocal and instrumental music in group and solo context including some of the following:                             <ul style="list-style-type: none"> <li>♪ <b>Melodic repetition.</b></li> <li>♪ <b>Melodic question and answer.</b></li> <li>♪ <b>Rhythmic improvisation on an ostinato or riff</b> by clapping or drumming.</li> <li>♪ <b>Vocal or Melodic improvisation on an ostinato or riff.</b></li> </ul> </li> </ul>				
Requisite pre-knowledge	Basic understanding of musical staves, treble clef and letter names of the lines and spaces in the treble clef. Basic understanding of note values: crotchets, minims, quavers, semibreve and the value of dotted notes in relation to all the note values. Elementary use of non-melodic instruments or body percussion to consolidate rhythmic patterns in a practical fun way. Some understanding of tonic- sol-fa through songs.										
Resources to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; videos clips, appropriate electronic apps, i.e. <i>EdPuzzle; PowToon; Canva; Book Creator, Muse Score</i> & audio editor programmes etc. Lesson Plans: <a href="https://bit.ly/36nNNPa">https://bit.ly/36nNNPa</a> Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments.										
Informal assessment; remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher										
	Workbook: new terminology explored with quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Workbook: reflection by means of journal on relationship in music.	Peer assessment on creating musical performances.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished Music performance.					
SBA (Formal Assessment)	Supporting learners /groups rendering assistance with their creation of their practical performance. Observational support of practical music processes.										<p><b>Formal Assessment Task:</b> Practical Music Performance</p>



Term 4 47 days	Week 1 05 – 08 Oct (4 days)	Week 2 11 - 15	Week 3 18 – 22	Week 4 25 - 29	Week 5 01 – 05 Nov	Week 6 08 – 12	Week 7 15 – 19	Week 8 22 – 26	Week 9 29 Nov – 03 Dec	Week 10 06 – 08 Dec (3 days)
CAPS topic	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	GUIDELINES FOR MID-YEAR EXAMINATIONS	
Concepts, skills and values	<p>♪ Start each week's lesson with a warm-up and breathing exercise.</p> <p>♪ Develop the ability to sing in tune through a repertoire of songs that include folksongs (indigenous songs, cultural songs), light music, rounds)</p> <p>♪ Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments</p> <p>♪ Music literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</p>								<p>Content is made up of notes, reflections, activities in learners' workbooks (Music Literacy) based on all the practical and theoretical work done during term 3 and 4.</p> <p>NB: Classroom discussion and critical reflection using music terminology, sharing ideas on individual and group performances. Appreciation for polished performance and skills acquired.</p> <p>Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette.</p> <p><b>Formal Practical Performance: individual and /or groups 50 marks</b></p> <p><b>Formal Written Assessment focussing on music literacy covered during terms 3 and 4. 50 marks</b></p> <p><b>Cognitive levels:</b> Lower order: 30%; Middle order: 40%; Higher order: 30%</p> <p><b>Equal weighting between practical and written assessment.</b></p> <p><b>Recommendation: exam slot on time table to assess practical and theory examination.</b></p>	
	<ul style="list-style-type: none"> <li><b>Treble and bass clef.</b></li> <li><b>Letter names</b> of notes on the treble and bass clef.</li> <li><b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa.</li> <li>Listening to a variety of recorded or live music and describing the <b>Meter</b> (duple or triple or quadruple time, the <b>Tempo</b> (fast/slow) and the <b>Dynamics</b> (soft/loud) of the music.</li> </ul>	<ul style="list-style-type: none"> <li><b>Duration:</b> consolidation of content learned.</li> <li><b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa.</li> <li><b>Clapping or drumming</b> rhythms that use crotchets, minims, quavers, dotted minims and semibreves.</li> <li>Listening to a variety of recorded or live music and describing the <b>Meaning or story</b>, the <b>lyrics</b> and the <b>texture</b> of the music.</li> </ul>	<ul style="list-style-type: none"> <li>Clapping or drumming polyrhythmic phrases</li> </ul>	<ul style="list-style-type: none"> <li>Creating a <b>graphic score</b> (sound picture) of a musical piece listened to or based on a story or poem e.g. storm, rain.</li> <li>Performing music that uses non-conventional notation, e.g. graphic scores.</li> <li>African drumming.</li> </ul>	<ul style="list-style-type: none"> <li><i>Create own vocal and instrumental music in group and solo context including the following:</i></li> <li><b>Rhythmic and melodic improvisation on an ostinato or riff</b></li> <li><b>Sound pictures based on a story or poem using the voice or instruments.</b></li> <li><b>Writing own four-line song lyrics and melody based on a social issue.</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Create own vocal and instrumental music in group and solo context including the following:</i></li> <li><b>Rhythmic and melodic improvisation on an ostinato or riff</b></li> <li><b>Sound pictures based on a story or poem using the voice or instruments.</b></li> <li><b>Writing own four-line song lyrics and melody based on a social issue.</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Create own vocal and instrumental music in group and solo context including the following:</i></li> <li><b>Rhythmic and melodic improvisation on an ostinato or riff</b></li> <li><b>Sound pictures based on a story or poem using the voice or instruments.</b></li> <li><b>Writing own four-line song lyrics and melody based on a social issue</b></li> </ul>			
Requisite pre-knowledge	Basic understanding of musical staves, treble and bass clefs and letter names of the lines and spaces in the treble clef and bass clef. Basic understanding of note values: crotchets, minims, quavers and semibreve as well as dotted notes in relation to all note values. Elementary use of non – melodic instruments or body percussion to consolidate rhythmic patterns in a practical fun way. Some understanding of tonic- sol-fa through songs.									
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; videos clips, appropriate electronic apps, i.e. <i>EdPuzzle; PowToon; Canva; Book Creator, Muse Score</i> and audio editor programmes etc. Lesson Plans: <a href="https://bit.ly/3k7IRS2">https://bit.ly/3k7IRS2</a> Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments.									
Informal assessment; remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
SBA (Formal Assessment)	Workbook: new terminology explored with quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Workbook: reflection by means of journal on relationship in music.	Workbook: reflection by means of journal on relationship in music.	Peer assessment on creating musical performances.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished Music performance.		Formal Assessment Task: Practical Music Performance Formal Written Question Paper	