

## 2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 6 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</b>	Development of the self					Development of the self		Development of the self			Formal assessment
	Basic hygiene principles					Basic hygiene principles		Basic hygiene principles			
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Positive self-esteem: Body image Understanding and respecting body changes	Other influences on body image: Media and society Acceptance of the self Reading skills: Reading with understanding and fluency Reading about positive influences on body image: Interpret/explain and relate what has been studied	Abilities, interests and potential: Identify own abilities, interests and potential Relationship between abilities, interests and potential	Create opportunities for making the most of own abilities, interests and potential: Explore a variety of sources	Action plan to improve own abilities, pursue own interests and develop own potential Reading skills: Reading with understanding and fluency Reading texts on how to identify and develop own abilities, interests and potential: Interpret/explain and relate what has been studied	Peer pressure: Examples of peer pressure in different situations: School and community	Appropriate responses to peer pressure in different situations Reading skills: Reading with understanding and fluency Reading about ways to resist peer pressure: Interpret/explain and relate what has been studied	Problem-solving skills in conflict situations: Keeping safe and how to protect self and others	Mediation skills Reading skills: Reading with understanding and fluency	Peacekeeping skills: Acceptance of self and others, demonstration of respect for others, co-operation, personal responsibility for one's actions and listening Reading about peacekeeping and mediation skills: Interpret/explain and relate what has been studied	Assignment/case study
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>Participation in a variety of striking and fielding games</li> <li>Safety measures during striking and fielding games</li> </ul>			Movement performances in a variety of striking and fielding games		Participation in a variety of striking and fielding games			Movement performances in a variety of striking and fielding games		
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Textbook, books on care and respect for the body and conflict situations</li> <li>Textbooks and resources</li> <li>Games and sport and resources for safety</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheets										
<b>SBA (FORMAL ASSESSMENT)</b>	Written task: 30 marks Physical Education: 30 marks										

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 6 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11			
<b>CAPS TOPICS</b>	Development of the self					Social development of the self				<b>Formal assessment</b> Learners will be assessed on Term 1 and 2's work A controlled, school-based test			
	Basic hygiene principles			Basic hygiene principles		Basic hygiene principles							
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Self-management skills: Responsibilities at school and home	Prioritising responsibilities	Developing an activity plan: Homework, house chores and playing time  Reading skills: Reading with understanding and fluency  Reading about self-management skills: Interpret/explain and relate what has been studied	Bullying: Reasons for bullying	Getting out of the bullying habit: Where to find help  Reading skills: Reading with understanding and fluency  Reading about how to get out of the habit of bullying: Interpret/explain and relate what has been studied	Cultural rites of passage: Important stages in the individual's life in South African cultures: birth, baptism, wedding and death	Meaning of each stage	Personal and social significance of each stage  Reading skills: Reading with understanding and fluency  Reading about important life stages in different cultures: Interpret/explain and relate what has been studied	The dignity of the person in a variety of religions in South Africa  Reading skills: Reading with understanding and fluency  Reading about the dignity of a person in different religions: Interpret/explain and relate what has been studied	<b>Outline for test</b>			
										<b>Section A: 15 marks</b>		<b>Section B: 15 marks</b>	
										<ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/complete sentences and/or lists</li> <li>Questions will test understanding and factual knowledge</li> </ul>		<ul style="list-style-type: none"> <li>Case study may be used</li> <li>The questions will be a combination of three or more types of questions: State, explain, discuss and describe</li> <li>Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Wellbeing class</li> <li>Learners will provide direct responses and full sentence in point form</li> <li>One question will focus on the application of knowledge and skills, and responses will either be full sentences in point form or a short paragraph</li> <li>Learners will solve problems, make decisions and give advice</li> <li>They will provide a few direct responses</li> </ul>	
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>Participation in a physical fitness programme to develop particular aspects of fitness</li> <li>Safety measures relating to physical fitness activities</li> </ul>			Movement performance in a physical fitness programme to develop particular aspects of fitness.		Participation in a physical fitness programme to develop particular aspects of fitness		Movement performance in a physical fitness programme to develop particular aspects of fitness		Participation in a physical fitness programme to develop particular aspects of fitness	Movement performance in a physical fitness programme to develop particular aspects of fitness		
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Textbook, newspaper articles and posters</li> <li>Resources for sequence movement activities</li> <li>Resources for safety</li> </ul>												
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheet												
<b>SBA (FORMAL ASSESSMENT)</b>	Controlled test: 30 marks (Terms 1 and 2 content) Physical education: 30 marks												

## 2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 6 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</b>	<b>Social responsibility</b>		<b>Social responsibility</b>		<b>Social responsibility</b>			<b>Social responsibility</b>			<b>Formal assessment</b>
	<b>Basic hygiene principles</b>		<b>Basic hygiene principles</b>		<b>Basic hygiene principles</b>			<b>Basic hygiene principles</b>			
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Caring for animals: Acts of cruelty against animals	Taking care of and protecting animals Places of safety for animals Reading skills: Reading with understanding and fluency Reading about ways of taking care of animals and places of safety for animals: Interpret/explain and relate what has been studied	Caring for people: Considering others' needs and views	Caring for people: <ul style="list-style-type: none"> <li>Communicating own views and needs without hurting others</li> <li>Acts of kindness towards other people</li> </ul> Reading skills: Reading with understanding and fluency Reading about different people's acts of kindness towards others: Interpret/explain and relate what has been studied.	Nation-building and cultural heritage: Definition of concepts How cultural heritage unifies the nation: National symbols and national days	National symbols such as the SA flag, anthem, coat of arms, etc., as well as national days	Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day Reading skills: Reading with understanding and fluency Reading about nation-building and cultural heritage: Interpret/explain and relate what has been studied	Gender stereotyping, sexism and abuse: Definition of concepts	Effects of gender stereotyping and sexism on personal and social relationships	Effects of gender-based abuse on personal and social relationships Dealing with stereotyping, sexism and abuse Reading skills: Reading with understanding and fluency Reading about ways to deal with stereotyping, sexism and abuse: Interpret/explain and relate what has been studied	Finalisation, submission and recording of project
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>Participation in rhythmic patterns of movement with co-ordination and control</li> <li>Safety measures relating to rhythmic patterns of movement</li> </ul>			Movement performance in rhythmic patterns of movement with co-ordination and control	<ul style="list-style-type: none"> <li>Participation in rhythmic patterns of movement with coordination and control</li> <li>Safety measures relating to rhythmic patterns of movement</li> </ul>			Movement performance in rhythmic patterns of movement with co-ordination and control			
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Textbook, magazines and posters</li> <li>Resources for sequenced movement activities</li> <li>Resources for swimming activities</li> <li>Resources for safety</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheet										
<b>SBA (FORMAL ASSESSMENT)</b>	Project: 30 marks Physical education: 30 marks										

## 2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 6 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9 AND 10			
<b>CAPS TOPICS</b>	Health and environmental responsibility				Health and environmental responsibility				<b>Formal assessment</b> Learners will be assessed on Term 3 and 4's work Controlled, school-based test			
	Basic hygiene principles		Basic hygiene principles		Basic hygiene principles							
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Basic first aid in different situations: Cuts and grazes, burns, scalds and sunburn, stings and bites, bruises, poisoning, bleeding and choking  Reading skills: Reading with understanding and fluency  Reading about basic first aid: Interpret/explain and relate what has been studied	Food hygiene Safe and harmful ingredients	Food preparation Food storage	Food-borne diseases Reading skills: Reading with understanding and fluency Reading about food hygiene: Interpret/explain	Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc. (COVID-19) Causes of communicable diseases	Signs and symptoms of communicable diseases	Where to find information: • Prevention strategies • Available treatments Reading skills: Reading with understanding and fluency	HIV and AIDS education: Myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS Caring for people with AIDS Reading skills: Reading with understanding and fluency Reading about caring for people with AIDS: Interpret/explain and relate what has been studied	<b>Outline for test</b>			
									<b>Section A: 15 marks</b>		<b>Section B: 15 marks</b>	
									<ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/complete sentences and/or lists</li> <li>Questions will test understanding and factual knowledge</li> </ul>		<ul style="list-style-type: none"> <li>Case study may be used</li> <li>The questions will be a combination of three or more types of questions: State, explain, discuss and describe</li> <li>Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Wellbeing class</li> <li>Learners will provide direct responses and full sentence in point form</li> <li>One question will focus on the application of knowledge and skills, and responses will either be full sentences in point form or a short paragraph</li> <li>Learners will solve problems, make decisions and give advice</li> <li>They will provide a few direct responses</li> </ul>	
<b>PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"> <li>Participation in refined sequences emphasising changes of shape, speed and direction, or swimming activities</li> <li>Safety measures relating to sequenced movement activities</li> </ul>			Movement performance in refined sequence emphasising changes of shape, speed and direction, or swimming activities		Participation in refined sequences emphasising changes of shape, speed and direction, or swimming activities		Movement performance in refined sequences emphasising changes of shape, speed and direction, or swimming activities				
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Textbook, magazines and posters</li> <li>Resources for sequenced movement activities</li> <li>Resources for swimming activities</li> <li>Resources for safety</li> </ul>											
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheets											
<b>SBA (FORMAL ASSESSMENT)</b>	Controlled test: 30 marks (Terms 3 and 4 content) Physical education: 30 marks											

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 6 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</b>	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	<b>Formal assessment task:</b> <b>Performing Arts</b>	Create in 2D: Figures with animals Visual literacy	Create in 2D: Figures with animals Visual literacy	Create in 2D: Figures with animals Visual literacy	Create in 3D: Figures with animals
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>Vocal warm up</li> <li>Physical warmups for co-ordination and control</li> <li>Singing warmups (including traditional songs in unison, canon, in two-part harmony and/or call and response)</li> </ul> <p><b>Improvise and create</b></p> <p>Expressive movement and mime in response to cues from teacher focusing on all body parts, including showing emotions, characters and actions</p> <p><b>Read, interpret and perform</b></p> <ul style="list-style-type: none"> <li>An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation of clear plot</li> <li>Focus on structure of C major scale and singing simple melodies in C major</li> <li>Apply the concept of a canon and two-part harmony</li> </ul>	<p><b>Warm up</b></p> <p>Body percussion games</p> <p><b>Read, interpret and perform</b></p> <p>An African folktale or traditional story. Improvise and develop a short drama for presentation of credible characters and key moments</p> <p><b>Improvise and create</b></p> <ul style="list-style-type: none"> <li>Sound pictures using instruments of different tone colour, pitch and dynamics to express a mood or idea</li> <li>Combine with movement sequences inspired by sound pictures to express a mood or idea</li> <li>Focus on structure of C major scale and singing simple melodies in C major</li> <li>Apply the concept of a canon and two-part harmony</li> </ul>	<p><b>Warm up</b></p> <p>Singing warmups: music phrases with voice and/or instruments exploring dynamics, tempo, articulation, pitch and rhythm</p> <p><b>Read, interpret and perform</b></p> <ul style="list-style-type: none"> <li>An African folktale or traditional story: Improvise and develop a short drama for effective presentation of space and narrative devices</li> <li>Simple rhythmic patterns on a drum: base slap, open slap, muffle, etc. Use at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character</li> </ul> <p><b>Appreciate and reflect on</b></p> <p>Two different types of drama in South Africa considering social or cultural context, purpose and unique characteristics (such as praise poetry, traditional storytelling, workshop theatre, physical theatre, children's theatre and pantomime)</p>	<p><b>Warm up</b></p> <p>Singing warmups: Music phrases with voice and/or instruments exploring dynamics, tempo, articulation, pitch and rhythm</p> <p><b>Read, interpret and perform</b></p> <p>An African folktale or traditional story: Improvise and develop a short drama for effective presentation of narrative devices</p> <p>Simple rhythmic patterns on a drum: Base slap, open slap, muffle, etc. Use at key moments in the drama performance to underscore action, create an interlude and introduce tension and/or character</p> <p><b>Improvise and create</b></p> <p>Expressive movement and mime in response to cues from teacher focusing on all body parts, including showing emotions, characters and actions</p> <p><b>Appreciate and reflect on</b></p> <p>Two different types of drama in South Africa considering social or cultural context, purpose and unique characteristics (e.g. praise poetry, traditional storytelling, workshop theatre, physical theatre, children's theatre and pantomime)</p>	<p><b>Warm up</b></p> <p>Concentration and focus games</p> <p>Rehearse and prepare for performance:</p> <p><b>Read, interpret and perform</b></p> <ul style="list-style-type: none"> <li>An African folktale or traditional story: Improvise and develop a short drama for presentation</li> <li>Combine with expressive movement and mime in response to cues from teacher focusing on all body parts, including showing emotions, characters and actions</li> <li>Simple rhythmic patterns on a drum: Base slap, open slap, muffle, etc. Use at key moments in the drama performance to underscore action, create an interlude and introduce tension and/or character</li> </ul> <p><b>Appreciate and reflect on</b></p> <p>Key audience behaviours, such as respect, support, appreciation, silence while watching and applause</p>	<p><b>Formal assessment task assessed with rubric:</b></p> <p><b>Performing Arts</b></p> <p><b>Improvise and create</b></p> <ul style="list-style-type: none"> <li>A short drama based on an African folktale or traditional story for presentation</li> <li>Combine with expressive movement and mime in showing emotions, characters and actions</li> <li>Simple rhythmic patterns on a drum: Base slap, open slap, muffle, etc. Use at key moments in the drama performance to underscore action, create an interlude and introduce tension and/or character</li> </ul> <p><b>Performing Arts:</b></p> <p><b>40 marks assessed with rubric</b></p> <p>When assessing Performing Arts, it is important that the teacher chooses a formal assessment task that consists of at least TWO of the three performing art forms</p>	<p><b>Visual literacy</b></p> <p>Baseline assessment</p> <p>Practical, informal tasks</p> <p><b>Art elements</b></p> <ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Texture</li> <li>Form</li> <li>Space</li> <li>Colour</li> <li>Value</li> </ul> <p><b>Create in 2D: A picture of me and my pet</b></p> <p>Evaluate use of art elements in a pencil drawing as well as answering of theory questions by using a rubric</p>	<p><b>Visual literacy</b></p> <p>Observe and discuss visual stimuli in photographs, artworks and real objects to identify monochromatic colour in images</p> <p><b>Create in 2D: Figures with animals</b></p> <p><b>Art elements</b></p> <p>Monochromatic colour used in own images of figures in an environment</p> <p><b>Design principles</b></p> <p>Balance used in own images of figures in an environment</p> <p><b>Drawing and/or colour media</b></p> <p>Exploring a variety of media and techniques.</p> <p>This may include, but is not limited to, any of the following: blind/contour drawings, colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p>	<p><b>Visual Literacy</b></p> <p>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of figures with animals</p> <p><b>Create in 2D: Figures with animals</b></p> <p><b>Art elements</b></p> <p>Monochromatic colour used in own images of figures in an environment</p> <p><b>Design principles</b></p> <p>Emphasis (focal point) used in own images of self and others in local environment</p> <p><b>Drawing and/or colour media</b></p> <p>Exploring a variety of media and techniques</p>	<p><b>Create in 3D: Figures with animals</b></p> <p><b>Art elements</b></p> <p>Reinforce texture and shape/form in own models of human figure interacting with animal</p> <p><b>Design principles</b></p> <p>Introduce balance in own models of the human figure interacting with an animal</p> <p><b>Skills and techniques</b></p> <p>Clay or any other appropriate medium for a 3D artwork</p> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>Reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, and parts of the model can extend into space</li> <li>Appropriate tidiness and sharing of space</li> <li>Appropriate use of tools</li> </ul>
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space)</li> <li>Basic improvisation experience through play and experience of art elements</li> <li>Elements of music e.g. dynamics, tempo, articulation, pitch and rhythm</li> </ul>						<ul style="list-style-type: none"> <li>Basic and practical experience of art elements and some design principles</li> <li>Basic experiences in creating simple 2D and 3D artworks</li> </ul>			

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Open space</li> <li>Found or made musical instruments, including drums</li> <li>Audio equipment and audio-visuials with a range of suitable music</li> <li>Charts and posters (such as C major scale on a treble stave, etc.)</li> <li>African folktales or traditional stories</li> <li>Resources on South African drama</li> </ul>						Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs				<ul style="list-style-type: none"> <li>Any other appropriate and available art material (clay/ papier mâché/wire/cardboard/other recyclable material) for 3D artwork</li> <li>Example 3D figures.</li> </ul>
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<b>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</b>										
	<ul style="list-style-type: none"> <li>Workbook: Worksheet on development of drama based on a folktale: Focus on plot structure</li> <li>C major scale and simple melodies in C major</li> </ul>	<ul style="list-style-type: none"> <li>Workbook: Graphic notation of sound pictures</li> <li>Character development worksheet</li> </ul>	Worksheet: Two different types of drama in South Africa considering social or cultural context, purpose and unique characteristics	Worksheet: Two different types of drama in South Africa considering social or cultural context, purpose and unique characteristics	Classroom discussion: Key audience behaviours, such as respect, support, appreciation, silence while watching and applause			Baseline assessment	Workbook: Questions to deepen and extend observation of elements and design principles: Monochromatic colour and balance	<ul style="list-style-type: none"> <li>Workbook: Preparatory sketches exploring art elements and the colour wheel</li> <li>Teacher guidance and support towards completion of artwork</li> </ul>	<ul style="list-style-type: none"> <li>Workbook: Preparatory sketches of 3D design, exploring space</li> <li>Teacher guidance and support towards completion of artwork</li> <li>Classroom discussion and reflection</li> </ul>
<b>SBA (FORMAL ASSESSMENT)</b>	Formal assessment of Performing Arts: 40 marks assessed with a rubric						Visual Art: Informal assessment				

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 6 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3 AND 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</b>	Create in 2D: Creative lettering and/or radiating patternmaking Visual literacy	Create in 2D: Creative lettering and/or radiating patternmaking Visual literacy	Create in 2D: Creative lettering and/or radiating patternmaking Visual literacy	Create in 3D: A relief mandala/radiating pattern Visual literacy	Create in 3D: A relief mandala/radiating pattern Visual literacy	<b>Formal assessment task: Visual Arts</b>	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Improvise and create Appreciate and reflect on	Warm up and play Read, interpret and perform	Warm up and play Read, interpret and perform Appreciate and reflect on
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name balance in lettering and/or radiating patterns</p> <p><b>Create in 2D: Creative lettering and/or radiating patternmaking</b></p> <p><b>Art elements</b> Relevant use of art elements in own images of radiating pattern</p> <p><b>Design principles</b> Reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques This may include, but is not limited to, any of the following: blind/contour drawings, colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name relevant art elements in lettering and/or radiating pattern</p> <p><b>Create in 2D: Creative lettering and/or radiating patternmaking</b></p> <p><b>Art elements</b> Relevant use of art elements in own images of radiating pattern</p> <p><b>Design principles</b> Reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques</p>	<p><b>Visual literacy</b> Questions to deepen and extend observation of elements and design principles in lettering and/or radiating patterns</p> <p><b>Create in 2D: Creative lettering and/or radiating patternmaking</b></p> <p><b>Art elements</b> Relevant use of art elements in own images of radiating pattern</p> <p><b>Design principles</b> Reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques</p>	<p><b>Create in 3D: A relief mandala/radiating pattern</b></p> <p><b>Art elements</b> Reinforce in own construction of relief mandala/radiating pattern</p> <p><b>Design principles</b> Use balance in own construction of relief mandala/radiating pattern</p> <p><b>Skills and techniques</b> Pasting, cutting, wrapping, tying and joining various recyclable materials</p> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>Use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others</li> <li>Appropriate tidiness and sharing of space</li> <li>Appropriate use of tools</li> </ul>	<p><b>Create in 3D: A relief mandala/radiating pattern</b></p> <p><b>Art elements</b> Reinforce in own construction of relief mandala/radiating pattern</p> <p><b>Design principles</b> Use balance in own construction of relief mandala/radiating pattern</p> <p><b>Skills and techniques</b> Pasting, cutting, wrapping, tying and joining various recyclable materials</p> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>Use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others</li> <li>Appropriate tidiness and sharing of space</li> <li>Appropriate use of tools</li> </ul>	<p><b>Create in 3D: A relief mandala/radiating pattern</b></p> <p><b>Art elements</b> Reinforce in own construction of relief mandala/radiating pattern</p> <p><b>Design principles</b> Use balance in own construction of relief mandala/radiating pattern</p> <p><b>Skills and techniques</b> Pasting, cutting, wrapping, tying and joining various recyclable materials</p> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>Use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others</li> <li>Appropriate tidiness and sharing of space</li> <li>Appropriate use of tools</li> </ul> <p><b>Practical formal assessment: Visual Arts</b></p> <p><b>Create in 2D: Creative lettering and/or patternmaking</b></p> <p><b>OR</b></p> <p><b>Create in 3D: A relief mandala/radiating pattern</b></p> <p><b>Assessment rubric: 40 marks</b></p>	<p><b>Warm up</b> Physical warmups for co-ordination and control</p> <p><b>Read, interpret and perform</b></p> <ul style="list-style-type: none"> <li>Select a cultural dance</li> <li>Observe and discuss the steps and styles of the dance in recorded or live performance</li> <li>Rehearse</li> <li>The cultural dance for the presentation of patterns, repetition and sequencing in the dance</li> </ul> <p>Simple rhythmic patterns on a drum: Base slap, open slap, muffle, etc. to accompany selected cultural dance</p> <p>NOTE: Class to divide in half, some to dance, others to perform music, and then swop</p>	<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>Physical warmups for co-ordination and control</li> <li>Singing warmups, including traditional songs in unison, canon, two-part harmony, and/or call and response</li> </ul> <p><b>Read, interpret and perform</b></p> <ul style="list-style-type: none"> <li>Continue exploring a cultural dance</li> <li>Rehearse cultural dance for the presentation of musical accompaniment to the dance focusing on rhythm</li> <li>Varying use of energy such as tension/relaxation, stillness and flow, etc.</li> </ul> <p><b>Improvise and create</b> (Integrate with cultural dance above)</p> <ul style="list-style-type: none"> <li>Movement sequences using elements of dance, including time (rhythms), space (patterning, symmetry and asymmetry) and force (strong and light and jerky and smooth)</li> <li>Simple rhythmic patterns on a drum: Base slap, open slap, muffle etc. to accompany selected cultural dance</li> <li>Short musical pieces structured in binary form (A B) and ternary form (A B A)</li> </ul>	<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>Spatial awareness games</li> <li>Singing warmups, including traditional songs in unison, canon, two-part harmony and/or call and response</li> </ul> <p><b>Read, interpret and perform</b></p> <ul style="list-style-type: none"> <li>Continue exploring a cultural dance</li> <li>Rehearse cultural dance for the presentation of musical accompaniment to the dance focusing on rhythm</li> <li>Varying use of energy such as tension/relaxation and stillness and flow, etc.</li> </ul> <p><b>Improvise and create</b> (Integrate with cultural dance above)</p> <ul style="list-style-type: none"> <li>Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus</li> <li>Simple rhythmic patterns on a drum: Base slap, open slap, muffle etc. to accompany selected cultural dance</li> <li>Short musical pieces structured in binary form (A B), and ternary form (A B A).</li> </ul>	<p><b>Warm up</b> Physical warmups for co-ordination and control</p> <p><b>Singing warmups</b>, including traditional songs in unison, canon, two-part harmony and/or call and response.</p> <p><b>Read, interpret and perform</b></p> <ul style="list-style-type: none"> <li>Continue exploring a cultural dance;</li> <li>Rehearse cultural dance for the presentation of musical accompaniment to the dance focusing on performance area and audience arrangement (appropriate entrances and exits)</li> <li>Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus</li> <li>Simple rhythmic patterns on a drum: Base slap, open slap, muffle etc. to accompany selected cultural dance</li> </ul>

TERM 2	WEEK 1	WEEK 2	WEEK 3 AND 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Basic and practical experience of art elements and some design principles</li> <li>Basic experience in creating simple 2D and 3D artworks</li> </ul>						<ul style="list-style-type: none"> <li>Understanding of and experience in dance elements: warm-up, cool down</li> <li>Basic improvisation and composition skills</li> <li>Elements of music, e.g. dynamics, tempo, articulation, pitch and rhythm</li> </ul>			
<b>RESOURCES TO ENHANCE LEARNING</b>	Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs						<ul style="list-style-type: none"> <li>Open space</li> <li>Found or made musical instruments, including drums and marimbas</li> <li>Audio equipment and audio-visuals with a range of suitable music</li> <li>Charts and posters (such as C major scale on a treble stave, etc.)</li> <li>DVDs/CDs or access to live performance of two different kinds of South African dance</li> <li>Access to sheet music of short musical pieces in AS and ABA form</li> </ul>			
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<b>There should be continuous informal formative assessment with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts at the end of each term</b>									
	Workbook: Questions to deepen and extend observation of elements and design principles in lettering and/or radiating pattern	<ul style="list-style-type: none"> <li>Workbook: Preparatory sketches and teacher observation and guidance</li> <li>Workbook: New terminology explored</li> <li>Quizzes and worksheets on relief mandalas</li> <li>Appropriate art elements and design principles</li> </ul>	Teacher guidance and support towards completion of artwork	<ul style="list-style-type: none"> <li>Workbook: Preparatory sketches of 3D design, exploring space</li> <li>Teacher guidance and support towards completion of artwork</li> </ul>	<ul style="list-style-type: none"> <li>Workbook: Preparatory sketches of 3D design exploring space</li> <li>teacher guidance and support towards completion of artwork</li> <li>Classroom discussion and reflection</li> </ul>	<b>Appreciate and reflect on</b> Workbook: Two different types of dance in South Africa considering social or cultural context, purpose and unique characteristics (such as kwaito, domba, pantsula, gumboot, kwassa-kwassa, contemporary, ballet and Indian dance)	<ul style="list-style-type: none"> <li>Rehearsal</li> <li>Side coaching and directing by teacher and peers towards polished performance</li> <li>Worksheet: Recognising AB and ABA form in given short musical pieces and by listening</li> </ul>	<ul style="list-style-type: none"> <li>Rehearsal</li> <li>Side coaching and directing by teacher and peers towards classroom performance for informal assessment</li> <li>Worksheet: Recognising AB and ABA form in given short musical pieces and by listening</li> </ul>		
<b>SBA (FORMAL ASSESSMENT)</b>	Formal assessment of Visual Art: 40 marks assessed with a rubric						Performing Arts: Informal assessment			



2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 6 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 TO 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</b>	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Improvise and create Appreciate and reflect on	<b>Formal assessment task: Performing Arts</b>	Create in 2D: Images of people and/or objects Visual literacy	Create in 2D: Images of people and/or objects Visual literacy	Create in 3D: Modelling images Visual literacy	Create in 3D: Modelling images Visual literacy
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>Singing warmups, including songs in unison, canon, in two-part harmony and/or call and response</li> <li>Physical warmups for co-ordination and control</li> </ul> <p><b>Read, interpret and perform</b></p> <ul style="list-style-type: none"> <li>Continue with songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony: Consider movement (posture, facial expression, gesture) and style and mood</li> <li>Musical notation (note names on the lines and spaces of the treble clef) by singing notated songs and using tonic solfa. Use songs mentioned above</li> <li>Rhythmic patterns in 2/4, 3/4 and 4/4 using body percussion and/or percussion instruments</li> </ul>	<p><b>Warm up</b></p> <p>Action and reaction games and cool downs, including stretches and flowing movements</p> <p><b>Improvise and create</b></p> <ul style="list-style-type: none"> <li>Short dialogues exploring conflict within a specific context (“Who?” “What?” “Where?” “When?”)</li> <li>Movement sequences exploring conflict using movement elements (time, space, energy, etc.) and a combination of locomotor and non-locomotor movements</li> <li>Can be integrated with music phrases exploring conflict using voice, found or made instruments and rhythm and melody appropriately (can be applied to songs explored during Week 6 and 7)</li> </ul>	<p><b>Formal assessment task assessed with rubric: Performing Arts (40 marks)</b></p> <p><b>Classroom performance</b></p> <p>Short dialogues exploring conflict integrated with movement sequences exploring conflict using movement elements (time, space, energy, etc.) and a combination of locomotor and non-locomotor movements. Can be integrated with music phrases exploring conflict using voice, found or made instruments, and rhythm and melody appropriately (can be applied to songs explored during Week 6 and 7)</p> <p>When assessing Performing Arts, it is important that the teacher chooses a formal assessment task that consists of at least TWO of the three performing art forms</p>	<p><b>Visual literacy</b></p> <ul style="list-style-type: none"> <li>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images relating to own practical work</li> <li>Questions to deepen and extend observation of elements and design principles in images.</li> <li>Apply, identify and personally interpret in own work</li> </ul> <p><b>Create in 2D: Images of people and/or objects</b></p> <p><b>Art elements</b></p> <p>Reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc.</p> <p><b>Design principles</b></p> <p>Reinforce the design principle of emphasis through use in own observed images of portraits, shells, shoes, etc.</p> <p><b>Drawing and/or colour media</b></p> <p>Exploring a variety of media and techniques. This may include, but is not limited to, any of the following: Blind/contour drawings, colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p>	<p><b>Visual literacy</b></p> <ul style="list-style-type: none"> <li>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images</li> <li>Questions to deepen and extend observation of elements and design principles in images</li> <li>Apply, identify and personally interpret in own work</li> </ul> <p><b>Create in 2D: Images of people and/or objects</b></p> <p><b>Art elements</b></p> <p>Reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc.</p> <p><b>Design principles</b></p> <p>Reinforce the design principle of emphasis through use in own observed images of portraits, shells, shoes, etc.</p> <p><b>Drawing and/or colour media</b></p> <p>Exploring a variety of media and techniques</p>	<p><b>Visual Literacy</b></p> <p>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of people and/or objects</p> <p><b>Create in 3D: Modelling images</b></p> <p><b>Art elements</b></p> <p>Reinforce texture and shape/form through use in own observed models</p> <p><b>Design principles</b></p> <p>Reinforce balance through use in own observed models</p> <p><b>Spatial awareness</b></p> <p>Reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, and parts of model can extend into space</p> <p><b>Skills and techniques</b></p> <ul style="list-style-type: none"> <li>Clay/any other appropriate and available art material</li> <li>Appropriate tidiness and sharing of space</li> <li>Appropriate use of tools</li> </ul>	<p><b>Visual Literacy</b></p> <p>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of people and/or objects</p> <p><b>Create in 3D: Modelling images</b></p> <p><b>Art elements</b></p> <p>Reinforce texture and shape/form through use in own observed models</p> <p><b>Design principles</b></p> <p>Reinforce balance through use in own observed models</p> <p><b>Spatial awareness</b></p> <p>Reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, and parts of model can extend into space</p> <p><b>Skills and techniques</b></p> <ul style="list-style-type: none"> <li>Clay/any other appropriate and available art material</li> <li>Appropriate tidiness and sharing of space</li> <li>Appropriate use of tools</li> </ul>		
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Basic and practical experience of art elements and some design principles</li> <li>basic experiences in creating simple 2D and 3D artworks</li> </ul>					<ul style="list-style-type: none"> <li>Music elements including dynamics and melodic and rhythmic patterns</li> <li>Basic understanding of body percussion</li> <li>Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation and use of space)</li> <li>Basic improvisation technique</li> <li>Understanding and application of drama elements: character, plot, time, space and audience</li> </ul>			

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 TO 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Found or made musical instruments, including drum/tambourine</li> <li>Audio equipment and audio-visuials with a range of suitable music</li> <li>Charts and posters (such as musical notation on a stave of a single line, etc.)</li> <li>South African songs from a range of cultural traditions</li> <li>Resources on South African music</li> <li><a href="https://drive.google.com/open?id=1oQIsCDPjcCFHwBiNWeKYw9sB4pLEpXXr">https://drive.google.com/open?id=1oQIsCDPjcCFHwBiNWeKYw9sB4pLEpXXr</a></li> </ul>					Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs		<ul style="list-style-type: none"> <li>Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artwork</li> <li>Example 3D figures</li> </ul>	
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<b>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</b>								
	<b>Appreciate and reflect on</b> Two different types of South African music, discussing the use of repetition and contrast and considering cultural context, lyrical content, mood and purpose of the music	Workbook: Worksheet reflecting on own and others' performances and processes using simple Creative Arts terminology	Teacher guidance during rehearsal and preparation towards final performance	Workbook: Questions to deepen and extend observation of elements and design principles in images of people and/or objects	Workbook: Preparatory sketches, guidance by teacher, creative application of elements and principles	<ul style="list-style-type: none"> <li>Preparatory sketches</li> <li>Worksheet: Practical/visual exploration of emphasis</li> <li>Continuous supportive guidance by teacher</li> </ul>	Continuous supportive guidance by teacher		
<b>SBA (FORMAL ASSESSMENT)</b>	Formal assessment of Performing Arts: 40 marks assessed with a rubric					Visual Art: Informal assessment			

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 6 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 AND 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<b>CAPS TOPICS</b>	Create in 2D: Buildings, architecture and the environment Visual literacy	Create in 2D: Buildings, architecture and the environment Visual literacy	Create in 3D or relief: Buildings, architecture and the environment	Create in 3D or relief: Buildings, architecture and the environment	<b>Practical formal assessment: Visual Arts</b>	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Visual literacy</b></p> <ul style="list-style-type: none"> <li>Observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture</li> <li>Questions to deepen and extend observation of elements and design principles</li> <li>Apply, identify and personally interpret in own work</li> </ul> <p><b>Create in 2D: Buildings: architecture and the environment</b></p> <p><b>Art elements</b></p> <p>Overview of developed use of all art elements found in own images of buildings, architecture and the environment</p> <p><b>Design principles</b></p> <p>Reinforce relevant design principles in own images of buildings, architecture and the environment</p> <p><b>Drawing and/or colour media</b></p> <p>Exploring a variety of media and techniques</p>	<p><b>Visual literacy</b></p> <ul style="list-style-type: none"> <li>Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture</li> <li>Questions to deepen and extend observation of elements and design principles</li> <li>Apply, identify and personally interpret in own work</li> </ul> <p><b>Create in 2D: Buildings, architecture and the environment</b></p> <p><b>Art elements</b></p> <p>Overview of developed use of all art elements found in own images of buildings, architecture and the environment</p> <p><b>Design principles</b></p> <p>Reinforce relevant design principles in own images of buildings, architecture and the environment</p> <p><b>Drawing and/or colour media</b></p> <p>Exploring a variety of media and techniques</p>	<p><b>Visual literacy</b></p> <p>Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture</p> <p><b>Create in 3D or relief: Buildings, architecture and the environment</b></p> <p><b>Art elements</b></p> <p>Reinforce relevant art elements through own construction of buildings and architecture</p> <p><b>Design principles</b></p> <p>Reinforce relevant design principles through use in own construction</p> <p><b>Skills and techniques</b> Pasting, cutting, wrapping, tying and joining various recyclable materials</p> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>Reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, and parts of model can extend into space</li> <li>Appropriate tidiness and sharing of space</li> <li>Appropriate use of tools</li> </ul>	<p><b>Visual literacy</b></p> <p>Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture</p> <p><b>Create in 3D or relief: Buildings, architecture and the environment</b></p> <p><b>Art elements</b></p> <p>Reinforce relevant art elements through own construction of buildings and architecture</p> <p><b>Design principles</b></p> <p>Reinforce relevant design principles through use in own construction</p> <p><b>Skills and techniques</b> Pasting, cutting, wrapping, tying and joining various recyclable materials</p> <p><b>Spatial awareness</b></p> <ul style="list-style-type: none"> <li>Reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, and parts of model can extend into space</li> <li>Appropriate tidiness and sharing of space</li> <li>Appropriate use of tools</li> </ul>	<p><b>Create in 2D: Buildings, architecture and the environment</b></p> <p><b>OR</b></p> <p><b>Create in 3D or relief: Buildings, architecture and the environment</b></p> <p><b>Assessment rubric: 40 marks</b></p>	<p><b>Warm up</b></p> <ul style="list-style-type: none"> <li>Vocal warmup, including breathing with chanting</li> <li>Physical warmup for co-ordination and control</li> <li>Singing warmups (including songs in unison, canon, in two-part harmony and/or call and response)</li> </ul> <p><b>Improvise and create</b></p> <ul style="list-style-type: none"> <li>Short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements</li> <li>Movement sequences to explore aspects of the above story using elements of dance (time, space, weight and energy) and combinations of locomotor and non-locomotor movements</li> </ul> <p><b>OR</b></p> <p><b>Read, interpret and perform</b></p> <p><b>Puppetry</b></p> <p>A puppet performance:</p> <ul style="list-style-type: none"> <li>Dialogue</li> <li>Puppet movement</li> <li>Musical accompaniment</li> <li>Consider characters, relationships and structure (conflict and resolution)</li> </ul>	<p><b>Warmup and cool-down</b></p> <ul style="list-style-type: none"> <li>Singing warmups (including songs in unison, canon, in two-part harmony and/or call and response)</li> <li>Leading and following games</li> <li>Story development games</li> </ul> <p><b>Improvise and create</b></p> <ul style="list-style-type: none"> <li>Short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements</li> <li>Movement sequences to explore aspects of the above story using elements of dance (time, space, weight and energy) and combinations of locomotor and non-locomotor movements</li> </ul> <p><b>OR</b></p> <p><b>Read, interpret and perform</b></p> <p><b>Puppetry</b></p> <p>A puppet performance:</p> <ul style="list-style-type: none"> <li>Dialogue</li> <li>Puppet movement</li> <li>Musical accompaniment</li> <li>Consider characters, relationships and structure (conflict and resolution)</li> <li>Musical signature tunes for each of the puppet characters using voice and found or made instruments</li> </ul>		
<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Basic understanding and experience of art elements and design principles</li> <li>Experience in creating simple 2D and 3D artworks</li> </ul>					<ul style="list-style-type: none"> <li>Elements of music, patterns, repetition, canon, round and two-part harmony</li> <li>Basic understanding of plot structure</li> <li>Basic understanding of dance elements</li> <li>A basic understanding of drama elements such as character, time and place</li> </ul>			
<b>RESOURCES TO ENHANCE LEARNING</b>	Materials: 2H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs		<ul style="list-style-type: none"> <li>Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artwork</li> <li>Example 3D figures</li> </ul>			<ul style="list-style-type: none"> <li>Found or made musical instruments, including drum/tambourine</li> <li>Audio equipment and audio-visuals with a range of suitable music</li> <li>Charts and posters (such as musical notation on a staff of a single line, etc.)</li> <li>South African songs from a range of cultural traditions</li> <li>Resources on South-African music</li> </ul>			

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 AND 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
INFORMAL ASSESSMENT AND REMEDIATION	There should be continuous informal formative assessment with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts at the end of each term								
	<ul style="list-style-type: none"> <li>Preparatory sketches of own images of buildings, architecture and the environment</li> <li>Worksheet to explore contrast and proportion</li> <li>Teacher guidance towards completion of artwork</li> </ul>	Workbook: Questions to deepen and extend observation of elements and design principle in own images of buildings, architecture and the environment	Classroom discussion and reflection	<ul style="list-style-type: none"> <li>Worksheet: Story and music instruments</li> <li>Mind-map on elements of dance</li> </ul> OR Storyboard depicting scenes of a puppet performance	<ul style="list-style-type: none"> <li>Rehearsal</li> <li>Side coaching and directing by teacher and peers towards classroom performance for informal self- and peer assessment</li> <li>Written/oral reviews of performances using simple Creative Arts terminology</li> </ul>				
SBA (FORMAL ASSESSMENT)	Formal assessment of Visual Art: 40 marks assessed with a rubric					Performing Arts: Informal assessment			